



Learning Grids

For GCSE AQA A Religious Studies

*Component 2: Theme F: Religion,
Human Rights and Social Justice*

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Teacher's Introduction

These learning grids are a tool designed to help you deliver the GCSE AQA Religious Studies Theme F specification. The concept is that your students are assigned a topic to learn about (e.g. by giving them a set of pages to read from the course companion), possibly for homework, and then asked to complete the relevant learning grids. These activities may be particularly useful for your weaker learners, who may benefit from both the requirement to find the information and the act of writing the answers down.

The grids cover the specification content comprehensively and are designed to ask questions which your students should be able to answer correctly when they have studied the relevant topics. Each section begins with basic questions before progressing to a final, longer exam-style question that challenges a student's understanding of the topic and encourages them to draw on other applicable knowledge.

Completed grids are provided so that your students' answers can be marked or checked. It may also be useful to hand them out to students during their revision to assist them with answers they cannot find.

Advantages of using these learning grids are:

- Some students will find this method of studying of great value, particularly if they find it difficult to absorb information in class.
- Completed grids contain a sample answer that may be useful for revision.
- They are an easy-to-set yet valuable homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons that require minimal preparation and no interaction from the cover teacher.
- They are an independent learning resource.

Some views expressed in this resource are the author's own interpretation of a certain idea or concept and may not reflect the opinions of others.

Sensitivity in teaching this resource is important as it deals with very sensitive content that may be upsetting or difficult for some students. It is vital that the teacher checks any content carefully beforehand to judge its suitability for their class. Please ensure that these are viewed, along with any additional content you intend to use, **before** using them in class.

You may want to photocopy the sheets onto A3 paper, particularly for students with reading or writing difficulties.



Word + PDF

Note that there is the option to pay an additional 30% to get this resource in PDF format or an additional 50% to get this resource in Word format. The latter allows you to edit the resource to adapt it for your students, and also to put it on your intranet or VLE so students can fill in the grids electronically.

For all formats the licence terms are that the purchasing institution can make unlimited copies on a single site, for students and teachers officially registered at that site.

This edition supports students using the ZigZag Education *Theme F Religion, Human Rights and Social Justice Course Companion* (ZZBR/6847), *AQA GCSE Religious Studies A* textbook, by Marianne Fleming, Peter Smith and David Warden (Oxford University Press, 2016, ISBN 978-0-19-837033-8) and the *AQA GCSE Religious Studies Specification A* textbook by Lesley Parry, Jan Hayes and Sheila Butler. (Hodder Education, 2016, ISBN 978-1-4718-6685-2).

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Sensitivity in teaching this resource is important as it deals with very sensitive content that may be upsetting or difficult for some students. It is vital that the teacher checks any content carefully beforehand to judge its suitability for their class. **In particular this resource discusses racial discrimination and people-trafficking.** Please ensure that these discussions are viewed, along with any additional content you intend to use, **before** using them in class.

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Selected Question and Answer Pages

For demonstration only, the sample answer pages immediately follow their corresponding question pages

Question	Answers
<p>How might a Christian argue for the importance of women despite their separate roles?</p>	
<p>Why might some regard traditional Christian interpretations of gender roles as sexist or discriminatory?</p>	
<p>What biblical support is there for gender equality in Christianity?</p>	

Question	Answers
<p>How might a Christian argue for the importance of women despite their separate roles?</p>	<p><i>A Christian might argue that men and women are equal under God but with different roles and responsibilities. For example, the Virgin Mary is held in very high regard by most Christian denominations yet she was not ordained to the priesthood and instead focused on childcare. Therefore, for some Christians, the idea of equality is different than men and women having the same opportunities within the church and everyday life.</i></p>
<p>Why might some regard traditional Christian interpretations of gender roles as sexist or discriminatory?</p>	<p><i>Secular critics, as well as some Christians, regard the idea of different roles for men and women as sexist and not a true measure of equality. They might argue that assigning women the role of carer for the family is discriminatory and presuming that women cannot have the same spiritual insight and knowledge as men. If there was true equality, the same opportunities for priesthood and personal development would be given to women as they are to men.</i></p>
<p>What biblical support is there for gender equality in Christianity?</p>	<p><i>There are a number of passages within the Bible that suggest gender equality is supported within Christian belief. Galatians 3:28 suggests that gender is irrelevant in achieving salvation and Jesus in the Gospels at times supports the spiritual lives of women. For example, in Luke 10:38–42 where he visits Martha and Mary he states Mary is correct in having chosen to focus on spiritual practice beyond household chores. Also, Genesis 1:27 states that both male and female were created in God's</i></p>



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1.3 Religion, Human Rights and Social Justice: Human Rights and Social Justice



OUP: pp. 160–161
Hodder: pp. 378–382

ZZ: pp. 14–17

Question	Answers
What are human rights?	
What does the 1948 Universal Declaration of Human Rights set out?	
What law governs the application of human rights in the UK?	
For what reasons might some people want to exclude others from having certain human rights?	
Give and explain one biblical passage that a Christian might refer to when supporting human rights.	Biblical passage:
	Explanation:
What responsibilities come with the existence of human rights? Give two examples.	1.
	2.

1.3 Religion, Human Rights and Social Justice: Human Rights and Social Justice



OUP: pp. 160–161
Hodder: pp. 378–382

ZZ: pp. 14–17

Question	Answers
What are human rights?	<i>Human rights are the basic rights and freedoms that are believed to belong to every individual.</i>
What does the 1948 Universal Declaration of Human Rights set out?	<i>The Universal Declaration of Human Rights outlines the human rights that every person is entitled to in order to establish how all human beings should be able to enjoy peace, freedom and justice in their lives.</i>
What law governs the application of human rights in the UK?	<i>The Human Rights Act of 1998.</i>
For what reasons might some people want to exclude others from having certain human rights?	<i>Some people might believe that upon committing a murder or other serious crimes, a person forfeits their human rights. This may lead some to advocate the death penalty or other serious punishments that would normally go against the criminal's human rights. Others might disagree with foreign criminals having the same human rights as people in this country, as it prevents them being extradited.</i>
Give and explain one biblical passage that a Christian might refer to when supporting human rights.	<p>Biblical passage: Proverbs 31:8–9 'Speak out for those who cannot speak, for the rights of all the destitute. Speak out, judge righteously, defend the rights of the poor and needy.' (NRSV)</p> <p>Explanation: This passage directly states that Christians are to act on behalf of those suffering under injustice and emphasises the importance of recognising people's rights. For Christians it therefore is both a call to protect human rights as well as to</p>
What responsibilities come with the existence of human rights? Give two examples.	<ol style="list-style-type: none"> 1. From the right to life for each individual, everyone has a responsibility to each other. 2. The right to freedom means that people have the responsibility not



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Additional Selected Question Pages

1.4 Religion, Human Rights and Social Justice: Racial Prejudice and Discrimination



OUP: pp. 166–167
Hodder: pp. 386–392

ZZ: pp. 18–22

Question	Answers
What is racism?	
For what reasons might a person be racist?	
Give two examples of historical racial discrimination.	1.
	2.
How does racist discrimination still exist in modern society?	
How did Martin Luther King oppose racism during the 1950s and 1960s?	

Question	Answers	
How did the Christian church historically approach racism?		
Why do Christians oppose racism today?		
Give and explain a biblical passage that supports Christian opposition to racism.	Bible passage:	
	Explanation:	
What is positive discrimination?		
What arguments can be given for and against positive discrimination in modern society?	For	
	Against	

Question	Answers
Describe three other ethical arguments for opposing racial discrimination.	1.
	2.
	3.