

2016 specification
first exams in 2018



GCSE AQA B 2016 Keyword Activities: Theme B: Religion, Peace and Conflict

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	Topic Title	Spec Reference
1	Dialogue 1: Christian Perspectives on Human Violence	3.2.2.2
2	Dialogue 2: Christian Perspectives on Societal War and Just War	
3	Dialogue 3: Holy War and Pacifism	
4	Dialogue 4: Terrorism and Peace Making	

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **GCSE AQA B Religious Studies** specification **8063 – Section B/Theme B – Religion, Peace and Conflict (Religious, Philosophical and Ethical Themes)**. The learning content is covered by the following sets of keywords with matching descriptions.

- 1 – Dialogue 1: Christian Perspectives on Human Violence
- 2 – Dialogue 2: Christian Perspectives on Societal War and Just War
- 3 – Dialogue 3: Holy War and Pacifism
- 4 – Dialogue 4: Terrorism and Peace Making

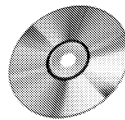
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match Up as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match Up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD needs to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

1. Access All Menu



Location: index.html

This menu, designed primarily for teacher use, includes links to everything on provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



2. Interactive Crossword Menu



Location: interactive-crosswords/index.html

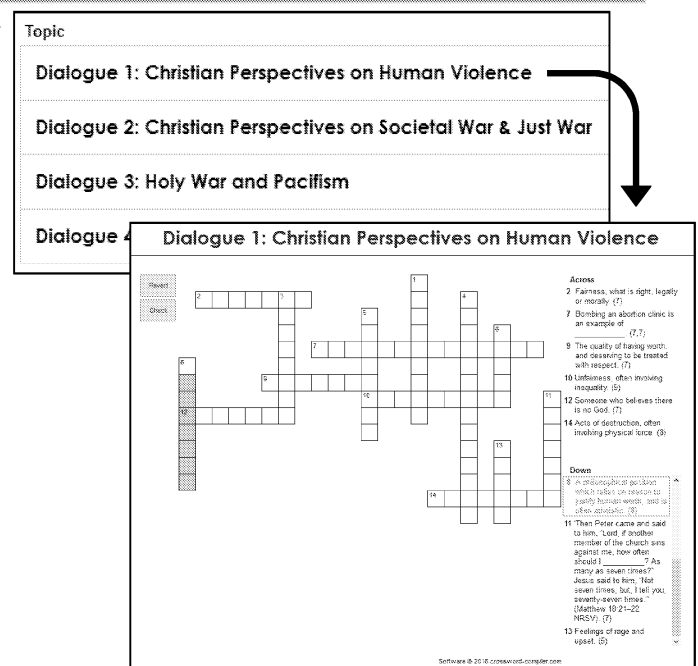
This menu, which can be accessed via the **Access All Menu** is included to allow learner access to just the interactive crosswords (without the answers).

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Religious Studies resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match up* and *table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Bingo Question sheet or Keyword Answers and the student must match the definition to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and pdf, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

Dominoes / Loop Cards

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

Match Up

Students match descriptions to their keyword by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

Glossary Builders

Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that they have grasped the key terminology for each topic. Alternatively, they could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 40 activities –
6 or 7 activities for each of the 4 topics.

The resource covers 57 key terms.

Dialogue 1: Christian Perspectives on Human Violence *(Table Fill)*

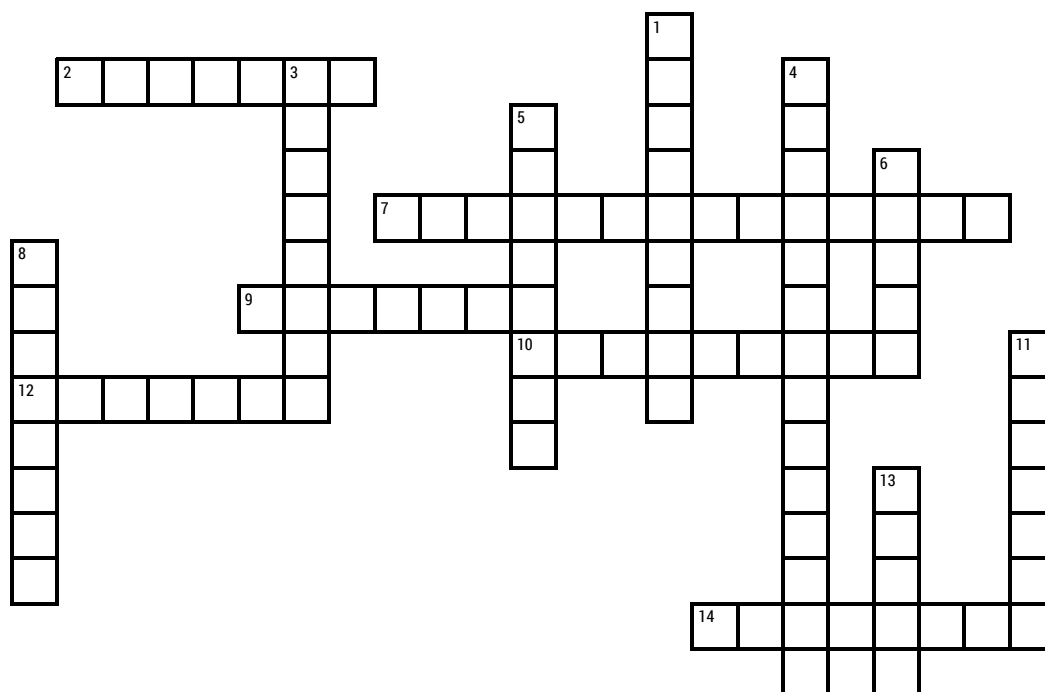
The quality of having worth, and deserving to be treated with respect.	
The absence of violence, or a state of calm.	
Fairness; what is right, legally or morally.	
Letting go of bad feelings towards someone who has done you wrong.	
Being reunited in a positive way with someone one had been separated from.	
Acts of destruction, often involving physical force.	
Unfairness, often involving inequality.	
Someone who believes there is no God.	
A philosophical position which relies on reason to justify human worth, and is often atheistic.	
Acts of unkindness, intimidation and/or physical abuse, often to make someone do something.	
Feelings of rage and upset.	
Justified feelings of rage and upset, against injustice, for example.	
Demonstration due to disagreement with something, such as a law, which is often organised, and often in public, causing harm to people or property.	
Disagreement, sometimes involving violence.	

Dialogue 1: Christian Perspectives on Human Violence (Match Up)

1	A philosophical position which relies on reason to justify human worth, and is often atheistic.
2	Acts of destruction, often involving physical force.
3	Acts of unkindness, intimidation and/or physical abuse, often to make someone do something.
4	Being reunited in a positive way with someone one had been separated from.
5	Demonstration due to disagreement with something, such as a law, which is often organised, and often in public, causing harm to people or property.
6	Disagreement, sometimes involving violence.
7	Fairness; what is right, legally or morally.
8	Feelings of rage and upset.
9	Justified feelings of rage and upset, against injustice, for example.
10	Letting go of bad feelings towards someone who has done you wrong.
11	Someone who believes there is no God.
12	The absence of violence, or a state of calm.
13	The quality of having worth, and deserving to be treated with respect.
14	Unfairness, often involving inequality.

<i>Dignity</i>	
<i>Peace</i>	
<i>Justice</i>	
<i>Forgiveness</i>	
<i>Reconciliation</i>	
<i>Violence</i>	
<i>Injustice</i>	
<i>Atheist</i>	
<i>Humanism</i>	
<i>Bullying</i>	
<i>Anger</i>	
<i>Righteous Anger</i>	
<i>Violent Protest</i>	
<i>Conflict</i>	

Dialogue 1: Christian Perspectives on Human Violence



Across

- 2** Fairness; what is right, legally or morally. (7)
7 Bombing an abortion clinic is an example of _____. (7,7)
9 The quality of having worth, and deserving to be treated with respect. (7)
10 Unfairness, often involving inequality. (9)
12 Someone who believes there is no God. (7)
14 Acts of destruction, often involving physical force. (8)

Down

- 1** A type of [13 down] which is justified. (9)
3 Disagreement, sometimes involving violence. (8)
4 Being reunited in a positive way with someone one had been separated from. (14)
5 Acts of unkindness, intimidation and/or physical abuse, often to make someone do something. (8)
6 The absence of violence, or a state of calm. (5)
8 A philosophical position which relies on reason to justify human worth, and is often atheistic. (8)
11 'Then Peter came and said to him, "Lord, if another member of the church sins against me, how often should I _____? As many as seven times?" Jesus said to him, "Not seven times, but, I tell you, seventy-seven times."' (Matthew 18:21–22 NRSV). (7)
13 Feelings of rage and upset. (5)

Dialogue 1: Christian Perspectives on Human Violence

