

# Starters and Plenaries

For GCSE AQA Religious Studies A  
Component 2: Thematic Studies

*Theme B: Religion and Life*

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# Teacher's Introduction

This resource has been designed to support the learning and teaching of GCSE AQA Religious Studies A Component 2: Thematic Studies, Theme B: Religion and Life. All areas of the specification are covered.

Different activities provide a way into new topics or allow students to reinforce and consolidate their learning – there is also some assessment content. Some activities can be done individually, others in groups, or with the entire class; and there is flexibility to adapt this.

The starters and plenaries in this resource are designed to help teachers allow students to learn continuously by providing short activities which can be slotted in at the beginning and end of lessons. Each activity should take between 5 and 15 minutes to complete, though some could be adapted into a longer main-lesson activity if desired.

A plan of the activities with teacher's notes is provided at the beginning of the resource to give guidance on how to teach the content. Answers, or possible answers, are included at the end of the resource, to help with student or teacher marking, and in some cases it may be helpful to distribute these as revision resources.

This resource should be informative and educational, and hopefully also enjoyable for students. It should support teachers with a base which they can build on when teaching additional content and skills.

The topics force students to consider different arguments and philosophical ways of thinking, as well as exploring how different views and arguments impact on the modern world and influence society. Ideally, this will help the students to develop reasoning skills as well as learning important details.

March 2018

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

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## Topic Coverage

For many of these it will be useful for the students to have some knowledge of the topics

Specific Area	Topic	Activity Description	Suggested Use	Notes
The Origins and Value of the Universe	The Origins of the Universe (Religious Teachings, Interpretations, Relationship with Scientific Views)	1 – Reorder the text	P	Individual or
	The Value of the World and the Duty of Humans to Protect it	2 – Match the beginning and endings of sentences	S or P	Individual or
	The Use of the Environment	3 – Unjumble words and explain relevance	S or P	Individual
	Animal Experimentation	4 – Giving reasons for and against	P	Individual or
	Use of Animals for Food	5 – Class discussion	S	Class This sheet is not to be used though you may use the questions to start of session
The Origins and Value of Human Life	The Origins of Life (Religious Teachings, Interpretations, Relationship with Scientific Views)	6 – True or False	S or P	Individual

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Specification Area	Topic	Activity Description	Suggested Use	Notes	Individual	Group	Class	Mins	Additional Resources
	Sanctity of Life and Quality of Life	7 – Re-order the words to create a sentence	S or P	Individual or group activity	✓	✓		10	
	Abortion (including ethical arguments)	8 – Assess an example exam answer	S or P	Individual or group activity, it may be worth feeding back to the class.	✓	✓		15	
	Abortion (including ethical arguments)	9 – Multiple choice	S or P	Individual activity	✓			5–10	
	Euthanasia	10 – What am I?	S	Class activity This sheet is not for the students (unless you cut off the bottom half to use as prompts). Cut up cards beforehand.			✓	10–15	Scissors
	Euthanasia	11 – Fill in the gaps	S or P	Individual activity	✓			10+	
	Afterlife and the Value of Life	12 – Match up	S	Individual activity	✓			5	
Revision	Summary	13 – Spider diagram with questions	P	Can be done individually or in groups (use A3 paper for groups).	✓	✓		10+	

## Activity 1 – The Origins of the Universe (Religious Teachings and the Relationship with Scientific Views)

Cut these boxes out and **rearrange** them into a sensible order to create a picture to revise the origins of the universe.

✂

They believe that God created the universe, but that he may have done so through the help of other beings.

Christians with the second view may feel that scientific accounts are compatible and can both be true.

Then God created the universe, the world, and its inhabitants.

The first book in the Bible, Genesis, teaches that in the beginning, God created the world.

Atheists will disagree with both Christian views as they do not believe that anything was created by anyone.

Other Christians interpret this symbolically.

He did this in six days, and then rested a day.

They believe God created everything himself, and in the process of creating, he used the materials that were already there.

Christians with the first view disagree with scientific accounts of the origin of the universe.

Some Christians interpret this literally.

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## Activity 2 – The Value of the World and the Duty of Humans

Compose a text about the value of the world and the duty of humans to protect it.

1. Cut out the 'beginning' section as a whole and stick onto a new piece of paper.
2. Then cut out the 'endings' of the statements and match them to the correct beginning.

Beginning	
Some Christians believe they have dominion over the world;...	...because this will last now, and for future generations.
Christians may believe that they have responsibility for the world...	... according to how they behave after the planet; people can destroy it.
Many Christians believe in the concept of stewardship:...	...because the ability to create also comes with a duty not to misuse it.
Christians may feel that God will judge humans...	... because they feel that the creation shows his love for them.
Many religious and non-religious people feel that humans should look after the world...	... in Genesis 1, God gave humans power over animals and plants.
Christians may feel sad and wonder when looking at the world...	... they believe that humans should look after and manage God's world.

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### Activity 3 – Use and Abuse of the Environment

**Unjumble** these words on the topic of use and abuse of the environment.

1. Unjumble the words.
2. Explain their relationship to use *or* abuse of the environment.

**Extension:**

Give two examples of possible ways in which pollution could be reduced.  
This is good practice for exam questions.

**Use of the Environment:**

rnutala scuresore

prosc

lefu

**Abuse of the Environment:**

rvoe m' fr

sliosf ulsfe

lictmae hagnec

lotonplui

**Extension:**

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## Activity 4 – Animal Experimentation

Fill out these thought bubbles with **reasons for and against** animal experimentation.  
Give **general** and **religious** reasons, preferably from Christianity and at least one other religion.

General Reasons For:

General Reasons Against:

Religious Reasons For:

Religious Reasons Against:

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## Activity 5 – Use of Animals for Food

Separate the class into five groups, and give each group a question to discuss and write bullet points about. Then bring the class together to have a class discussion about the use of animals for food, and different religious and non-religious views. Each group can feedback answers to their question, and other groups can add more ideas.

1) Why might it be acceptable to use animals for food (meat and other products)?

- .....
- .....
- .....

2) What reasons are there not to eat animals / animal produce?

- .....
- .....
- .....

3) What reasons are there for eating *less* meat?

- .....
- .....
- .....

4) How might the use of animals for food vary in different religions?

- .....
- .....
- .....

5) What impact does the use of animals for food have on different attitudes in the modern world?

- .....
- .....
- .....

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## Activity 6 – The Origins of Life (Religious Teaching Relationship with Scientific Views)

Decide whether the statements about the origins of life are true or false, and

		True or false?	
1	All Christians believe that God created life.		
2	Genesis 1 says that God created animals in his image.		
3	Genesis 2 says that God created woman before man, out of dust, and then created man out of one of her ribs.		
4	In Genesis 2, animals are created after man.		
5	Some Christians believe that the creation story is symbolic.		
6	Christians who interpret the creation story literally may accept the theory of evolution.		
7	Christians who interpret the creation story symbolically may agree with scientific accounts of the origins of life.		
8	Atheists will not agree with liberal Christians about the origins of life.		

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## Activity 7 – Sanctity of Life and Quality

Sanctity of Life is the concept that life is sacred or special, and implies that life. This is often applied specifically to human life.

- 1) **Rearrange** the fallen tiles to create reasons for sanctity of human life, or case that human life should not be destroyed, from a Christian perspective.
- 2) Write the reorganised sentence in the space below the mixed up words.

is	Life	God	a	from
----	------	-----	---	------

in	image	God	Humans	of	created	the
----	-------	-----	--------	----	---------	-----

Ten	not	The	to	Commandment
-----	-----	-----	----	-------------

**Extension 1:** Give a Bible quote that supports the sanctity of life.

Quality of Life is also an important concept.

- 1) **Rearrange** the fallen tiles to create an explanation of quality of life.
- 2) Write the reorganised sentence in the space below the mixed up words.

life	terms	live	How	happiness	especially	and	good	in
------	-------	------	-----	-----------	------------	-----	------	----

**Extension 2:** Give a possible Christian response to why quality of life is important.

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## Activity 8 – Abortion (including ethical arguments)

Have a look at this example answer to an exam-style question.

- 1) Annotate things which the answer does well.
- 2) Make at least three alterations or additions which the answer could expect.

You could highlight or underline good features, and number the text with an alteration and list the alterations underneath.

- 3) Feedback to the class so that you can learn from others' ideas about how to improve.

**'There is never any good reason for abortion.'  
Evaluate this statement. (12 marks)**

Argue for **and** against this statement. Give religious (preferably) non-religious arguments. Reach a conclusion that follows from your argument.

The Catholic Church thinks there is never any good reason for abortion because they view it as murder, and murder is forbidden in the Bible.

Some other Christians think that there are some good reasons for abortion, for example if the mother's life is at risk, and abortion will save it. This is a good reason for abortion because if their life was at risk, they might want an abortion, and they believe they should treat others as they themselves want to be treated.

Some non-religious people do not view abortion as murder, as they do not view a foetus as a person. If abortion is not seen as murder, it may be more permissible. Consequently, people with such views may feel that there are other good reasons for abortion, for example if having a child would have a negative effect on a woman's quality of life -- for example if she cannot afford to look after a child.

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## Activity 9 – Abortion (including ethical arguments)

Answer the multiple choice questions about abortion. Tick the correct answer.

- 1) Which of these is a reason someone can have an abortion in the UK?

A	Gender of foetus
B	Disability of foetus
C	Parents do not want a child

- 2) In the UK, abortion must usually take place before how many weeks?

A	10
B	20
C	24

- 3) Which of these countries only allows abortion if the mother's life is in danger?

A	Republic of Ireland
B	France
C	Canada

- 4) Some people argue that abortion is wrong because all life is what?

A	Sacred
B	Viable
C	Enjoyable

- 5) Which of these is NOT a reason why continuing a pregnancy might affect a woman's health?

A	The pregnancy is a result of rape
B	A woman cannot afford a child
C	The foetus is a girl

- 6) Some people believe that abortion is acceptable because a foetus is not...

A	A human
B	Alive
C	A person

- 7) Some people argue against abortions because they pose a risk to what?

A	The economy
B	A woman's health
C	Existing children

- 8) Some Muslims may oppose abortion because...

A	The Qur'an teaches that a foetus has a soul from conception
B	The Qur'an teaches that people should not kill their children for fun
C	The Qur'an teaches that abortion is wrong in all situations

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## Activity 10 – Euthanasia

### What am I?

- 1) Cut up cards and stick onto a volunteer's forehead or back.
  - 2) Get them to ask the class yes/no/maybe questions to work out what the card says.
  - 3) Once they guess, they, with the help of the class, should give at least one argument **against** allowing the type of euthanasia/ associated concept.
- ❖ You can allow some able students to try to ask appropriate questions to the shy students if they get stuck/need more assistance.

Voluntary Euthanasia	Non-voluntary Euthanasia	
Suicide	Assisted Suicide	Doctors
Active Euthanasia	Passive Euthanasia	

Do I actively aid someone to die?

Do I passively aid someone to die?

Do I involve someone in helping to die?

May I involve someone in administering medication which will speed someone's death?

Do I involve killing someone who does not want to die?

Do I involve killing someone who wants to die?

Do I involve killing someone who cannot decide whether they want to die?

Do I involve helping someone to kill themselves?

Do I involve someone killing themselves on their own?

Am I 'doing something to kill someone'?

Am I 'not doing anything to keep someone alive'?

Am I a doctor which allows giving someone something to help them, which will speed their death?

Am I a medical instruction not to try to keep someone alive?

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## Activity 11 – Euthanasia

Fill in the gaps about Euthanasia.

Euthanasia is often known as ..... killing. People may help people to  
(..... euthanasia) or those who they believe ..... want to die (non-vol

Euthanasia can be ..... – ..... something to kill someone – or pass  
might keep someone ..... not doing anything to ..... their life.  
any reason ..... in the UK, but legal in some other countries.

People arguing for euthanasia may claim that people have a ..... to  
little ..... of life for any other reason.

People arguing against euthanasia may claim that it is wrong because human life  
murder is wrong. They may also argue that allowing euthanasia would be a slippery  
feeling that they should die if they are a burden on society, or to people murdered  
also the possibility that some people who might be euthanised could .....

Some Christians may disagree with euthanasia, especially active euthanasia, if  
other Christians may feel that it is more ..... than letting someone  
Christians who oppose active ..... may accept passive euthanasia, double  
.....

Most Muslims are strongly opposed to euthanasia, because it is believed that .....  
when someone dies. Even intentional double effect is forbidden. However, it may  
support from someone who has no hope of recovery.

Jews are more divided about euthanasia. Some Jews may ..... to  
rather than carrying out euthanasia.

right	mercy	recover	loving
sacred	voluntary	of state	slope
pray	save	quality	

**Extension:**  
Explain two ..... beliefs about euthanasia. Refer to Scripture. (5 marks)  
This is good practice for exam questions.  
Complete in your exercise book, or on the back of the sheet.

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## Activity 2 – Afterlife and Value

Draw lines to match up these:

Beliefs about an afterlife with the

People who may hold these beliefs

Believe in an afterlife – in heaven, hell or purgatory. This may be possible through immortality of the soul and/or resurrection of the body.

Non-religious people

Believe in reincarnation/rebirth, though at some point this will end – people can be reborn from the cycle of birth and death.

Hindus/Buddhists

Do not believe in life after death / an afterlife

Jews

Do not have a fixed concept of an afterlife

Christians

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## Activity 13 – Summary: Revision Questions

Choose at least six questions, and write the answers to these questions on the back of the page. Write your answers in full sentences. If you have spare time, answer more questions.

\* = Easier Question

\*\* = More Challenging Question

If you are unsure about this topic, answer the easier questions, or if you're confident, challenge yourself by choosing some harder questions.

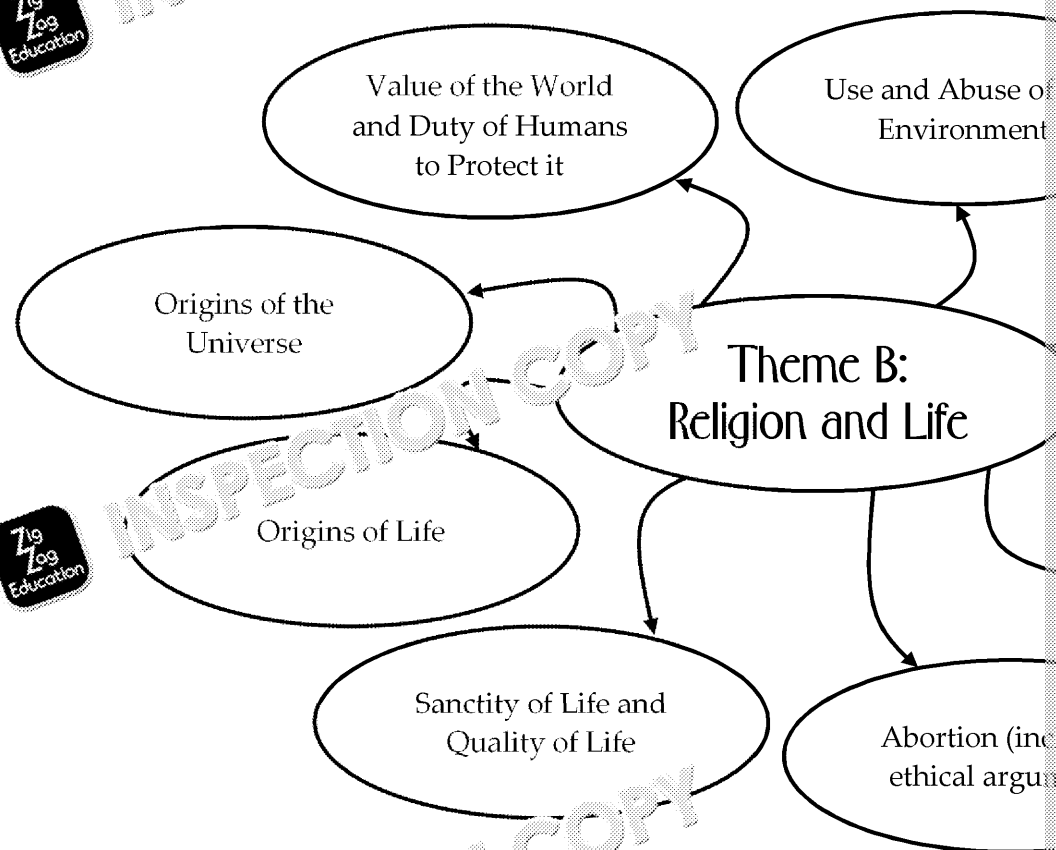
- 1) \* How might Christians believe God created the universe if they take different interpretations?
- 2) \* Explain the religious concepts of stewardship and dominion.
- 3) \* Give three ways in which humans are abusing the environment.
- 4) \*\* Give a view from a *non-Christian* religion on animal experimentation.
- 5) \* Give a reason why someone might not want to use animals for food.
- 6) \* Why might some Christians have a problem with the theory of evolution?
- 7) \* Explain the concept of sanctity of life.
- 8) \* Give two reasons why someone might want to get an abortion (which are not religious).
- 9) \*\* Give a religious argument for or against abortion.
- 10) \* Name and explain two types/forms of euthanasia.
- 11) \*\* Explain why people from two different religions might oppose euthanasia.
- 12) \* Give one example of how a belief in the afterlife may affect how someone lives.

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## Revision Spider Diagram – Theme B: Re



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## Answers

### Activity 1 – The Origins of the Universe (Religious Teachings, Interpretations and Scientific Views)

It may be possible to have some of these sections in a different order without the impact being lost.

The first book in the Bible, Genesis, teaches that in the beginning there was nothing. Then God created the universe, the sun, the moon and his inhabitants. He did this in six days, and there was rest on a day.

Some Christians interpret this literally: they believe that God created everything himself, and in six days.

Other Christians interpret this symbolically: they believe that God created the universe, but that he may have done this through natural processes.

Christians with the first view disagree with scientific accounts.

Christians with the second view may feel that scientific accounts and religious teachings can both be true.

Atheists will disagree with both Christian views – they do not believe that the universe was created.

### Activity 2 – The Value of the World and the Duty of Humans to Protect it

Beginning	
Some Christians believe that they have dominion over the world:...	... in Genesis 1, God gives man dominion over the world...
Christians believe that they have responsibility for the world...	... because the ability to create life comes with a duty to protect it.
Many Christians believe in the concept of stewardship:...	... they believe that the world is a trust from God and must be looked after.
Christians may feel that God will judge humans...	... according to how they look after the planet; punishing them if they do not.
Many religious and non-religious people feel that humans should look after the world...	... because this will aid the environment for future generations.
Christians may feel awe and wonder when looking at the world...	... because they feel that God's power is shown in the world.

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### Activity 3 – Use and Abuse of the Environment

Possible answers:

#### Use of the Environment:

##### Natural Resources

Humans use natural resources, for food, materials, etc.

##### Crops

Humans use the environment to grow the food they need to survive.

##### Fuel

Humans use fuel to power industry and transport.

#### Abuse of the Environment:

##### Over Farming

This means that humans are damaging land and endangering species.

##### Fossil Fuels

These contain carbon and produce greenhouse gases which contribute to climate change.

##### Climate Change

Pollution is leading to a change in the climate and this could cause flooding, etc.

##### Pollution

Humans are causing many undesirable changes to the environment, e.g. through pollution.

#### Extension:

In an example you could get one mark for each point you make (up to the maximum of 3 marks).

Possible answers:

- Using fewer resources
- Using fuels and resources which are less damaging to the environment
- Planting more trees to absorb carbon dioxide (CO<sub>2</sub>)

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## Activity 4 – Animal Experimentation

Possible Answers:

### General Reasons For:

Animal experimentation has helped in many ways, e.g. with medicines which cure many people.

Animals are expendable than humans, and should be used to protect humans from experimentation.

### General Reasons Against:

Much animal experimentation, e.g. cosmetics testing, is unnecessary.

Animal experimentation is not always helpful – sometimes human testing is needed.

Animals cannot volunteer to be experimented on.

### Religious Reasons For:

Humans are made in God's image and are more important than animals (Christianity).

It may be better to experiment on animals if this will save human lives (some religions, e.g. some Muslims).

### Religious Reasons Against:

Animals do not want to be experimented on, so this goes against the Golden Rule (Christianity).

Muhammad taught Muslims to be kind to animals (Islam).

The principle of ahimsa/non-violence suggests no living beings should be harmed (Hinduism).

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## Activity 5 – Use of Animals for Food

Possible discussion points:

- 1)
  - Animals do not have a right to life like humans.
  - Christianity, Judaism and Islam permit eating meat and animal produce.
  - Eating animals is traditional and natural; humans have eaten animals since the beginning of time.
  - There is nutritional benefit to eating some meat, especially certain meats.
  - Eating milk/eggs, etc. does not harm animals.
- 2)
  - Killing animals to eat is cruel.
  - Some religions, e.g. Hinduism and Buddhism, promote ahimsa (non-violence) towards all living beings.
  - Eating meat is not necessary – vegetarians can be perfectly healthy, if not better.
  - Even eating animal produce is not necessary.
  - Keeping animals to produce food is often cruel – they are not given a free life.
- 3)
  - Animals reared for food produce greenhouse gases, so harm the environment.
  - It takes less energy to grow crops (vegetarian food) than to raise animals. If we ate less meat there would potentially be more food.
  - There are health benefits to eating less meat.
  - Some religious people eat less meat on certain days / at certain times to honour God.
- 4)
  - Some religions allow any animals to be eaten, e.g. Christianity.
  - Some religions prohibit eating certain animals, e.g. Judaism and Islam forbid eating pigs.
  - Some religions encourage vegetarianism, e.g. Buddhism.
  - Some religions specify that animals killed for meat must be killed in a certain way, e.g. Islam.
  - Sikhism forbids eating animals killed in religious ways (e.g. those killed by hanging).
- 5)
  - Some people have negative attitudes to using animals for food, and so believe in vegetarianism.
  - Some people believe animals used for food should be well looked after, e.g. in farming, etc. and food products being labelled to say how animals were treated.
  - Certain religions kill animals in different ways to standard meat production.
  - Some people object to religious methods of killing animals, believing they are too cruel.

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## Activity 6 – The Origins of Life (Religious Teachings, Interpretations, Re Scientific Views)

Other responses for the 'false' statements may be possible.

- 1) True
- 2) False  
Genesis 1 says that God created **human** in his image.
- 3) False  
Genesis 2 says that God created **man** before **woman**, out of dust, and then created **his** rib.
- 4) True
- 5) True
- 6) False  
Christians who interpret the creation story **symbolically** may accept the theory of evolution.  
Christians who interpret the creation story literally **do not** accept the theory of evolution.
- 7) True
- 8) False  
Atheists **will not** completely agree with liberal Christians about the origins of life (as liberal Christians believe that Christian God created it.)

## Activity 7 – Sanctity of Life and Creation of Life

Life	is	a	gift	from	God
------	----	---	------	------	-----

Humans	are	created	in	the	image	of
--------	-----	---------	----	-----	-------	----

The	Ten	Commandments	teach	not
-----	-----	--------------	-------	-----

**Extension 1** – possible answers:

- 'So God created humankind in his image, in the image of God he created them.' (Genesis 1:27)
- 'You shall not murder.' (Exodus 20:13)

How	good	it	is	to	live	a	life	especially	in	terms
-----	------	----	----	----	------	---	------	------------	----	-------

**Extension 2** – possible answer:

Jesus died so that humanity does not need to suffer punishment. God wants humanity to live.

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## Activity 8 – Abortion (including ethical arguments)

Possible annotation, and possible alterations and additions to improve the answer

Good to reference the Bible

**'There is never any good reason for abortion. Evaluate this statement. (12 marks)**

Argue for and against this statement. Give religious (preferably) non-religious arguments. Reach a conclusion that follows from your argument.

Catholic Church thinks there is never any good reason for abortion because they view it as murder, and murder is forbidden in the Bible.

Some other Christians think that there are some good reasons for abortion, for example if the mother's life is at risk, and abortion will save it. They think this is a good reason for abortion because if their life was at risk, they might want an abortion, and they believe they should treat others as they themselves want to be treated.<sup>3,4</sup>

Some non-religious people do not view abortion as murder, as they do not view a foetus as a person. If abortion is not seen as murder, it may be more permissible. E.g. frequently, people with such views may feel that there are good reasons for abortion, for example if having a child would have a negative effect on a woman's quality of life -- for example if she cannot afford to look after a child.<sup>5</sup>

Good to give non-religious views / additional reasons too (not necessary, but gives more points of view, so generally stronger argument)

- 1) The answer could specify that murder is forbidden in the Ten Commandments quote: 'You shall not murder.' (Exodus 20:13 NRSV) for an even stronger link to the Bible.
- 2) The answer should give at least one more reason to argue for the statement, e.g. Christians believe life should not be destroyed because it is a gift from God and has an image.
- 3) The answer could explain that Christians believe they should treat others as they would like to be treated because Jesus taught this, and could reference the Golden Rule, or quote it: "I would have them do to you; for this is the law and the prophets." (Matthew 23:23)
- 4) The answer could give other religious views, e.g. that some Jews think that a woman/mother may be a good reason for abortion. More views make a stronger argument.
- 5) The argument could reach a conclusion to get top marks! The answer could conclude that abortion is acceptable, on the grounds that it is murder, and that it violates several reasons for not having an abortion, such as risk to the mother's life or mental health.'

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## Activity 9 – Abortion (including ethical arguments)

- 1) b – Disability of Foetus
- 2) c – 24
- 3) a – Republic of Ireland
- 4) a – Sacred
- 5) c – The foetus is a girl
- 6) c – A person
- 7) b – A woman's health
- 8) b – The Qur'an teaches that people should not kill their children for fear of poverty

## Activity 10 – Euthanasia

### Do I actively aid someone to die?

Yes: Active Euthanasia, Involuntary Euthanasia, Assisted Suicide, Suicide

No: Passive Euthanasia, Do Not Resuscitate Order

Maybe: Voluntary Euthanasia, Non-voluntary Euthanasia, Double Effect

### Do I passively aid someone to die?

Yes: Passive Euthanasia, Do Not Resuscitate Order

No: Active Euthanasia, Involuntary Euthanasia, Assisted Suicide, Suicide, Double Effect

Maybe: Voluntary Euthanasia, Non-voluntary Euthanasia

### Do I involve someone choosing to die?

Yes: Suicide, Assisted Suicide, Voluntary Euthanasia, Do Not Resuscitate Order

No: Non-voluntary Euthanasia, Involuntary Euthanasia

Maybe: Double Effect, Active Euthanasia, Passive Euthanasia

### May I involve administering medication which will speed someone's death?

Yes: Double Effect, Active Euthanasia, Voluntary Euthanasia, Non-voluntary Euthanasia, Assisted Suicide, Suicide

No: Passive Euthanasia, Do Not Resuscitate Order

### Do I involve killing someone who does not want to die?

Yes: Involuntary Euthanasia

No: Suicide, Assisted Suicide, Voluntary Euthanasia, Do Not Resuscitate Order

Maybe: Active Euthanasia, Passive Euthanasia, Double Effect, Non-Voluntary Euthanasia

### Do I involve killing someone who wants to die?

Yes: Voluntary Euthanasia

No: Non-voluntary Euthanasia and Involuntary Euthanasia, Do Not Resuscitate Order

Maybe: Active Euthanasia, Passive Euthanasia, Double Effect, Suicide, Assisted Suicide

### Do I involve killing someone who cannot decide whether they want to die themselves?

Yes: Non-voluntary Euthanasia

### Do I involve helping someone to kill themselves?

Yes: Assisted Suicide

### Do I involve someone killing themselves on their own?

Yes: Suicide

### Am I 'doing something to kill someone'?

Yes: Active Euthanasia

### Am I 'not doing anything to keep someone alive'?

Yes: Passive Euthanasia

### Am I a concept which involves giving someone something to help them, which will speed their death?

Yes: Double Effect

### Am I a medical instruction not to try to keep someone alive?

Yes: Do Not Resuscitate Order

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## Possible Answers:

### Voluntary Euthanasia

For – People should be allowed to decide to die.

Against – Only God should be able to choose when people die.

### Non-voluntary Euthanasia

For – If someone would not want to live with a reduced quality of life, then it may

Against – The person cannot choose to die – they might not want to.

### Involuntary Euthanasia

For – There may be a reason to remove a certain group of people.

Against – Most people are healthy – this is like murder.

### Suicide

For – If people are unhappy, they should be able to end their life.

Against – Life can get better; people should not end it when they feel low.

### Assisted Suicide

For – If people can commit suicide when they are able to, it is discriminatory to stop those who are unable to without help.

Against – No one should ever have to kill someone else, even if people should be able to.

### Active Euthanasia

For – If someone wants to die / it is kinder for them to die, it is better to do this quickly.

Against – It is wrong to kill someone.

### Passive Euthanasia

For – This gets a balance between allowing people to die, but not making anyone responsible for it. They have this on their conscience.

Against – This could be painful, and slow, if medication / food are withheld.

### Double Effect

For – This does not aim to kill someone, and helps to reduce pain.

Against – If it is for a good reason, but the intention of shortening life, it can be seen as murder.

### Do Not Resuscitate Order

For – This does not involve killing anyone, and spares people the indignity of being resuscitated.

Against – People should always try to save others' lives.

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## Activity 11 – Euthanasia

Euthanasia is often known as **mercy** killing. People may help people to die who want to die (voluntary euthanasia) or those who they believe would want to die (non-voluntary euthanasia).

Euthanasia can be **active** – doing something to kill someone – or passive – removing someone alive, or not doing anything to **save** their life. Active killing someone is illegal but legal in some other countries.

People arguing for euthanasia may claim that people have a **right** to die if they are suffering for life for any other reason.

People arguing against euthanasia may claim that it is wrong because human life is precious. They may also argue that allowing euthanasia would be a slippery **slope** to people killing people who are a burden on society, or to people murdering family members. There is also the possibility that people who might be euthanised could **recover**.

Some Christians may disagree with euthanasia, especially active euthanasia, if they believe that life is a gift from God. Other Christians may feel that it is more **loving** than letting someone suffer in some cases. Those who oppose active euthanasia may accept passive euthanasia, double effect, or Do Not Resuscitate (DNR).

Most Muslims are strongly opposed to euthanasia, because it is believed that **Allah** decides who lives and who dies. Even intentional double effect is forbidden. However, it may be permissible to let someone who has no hope of recovery die.

Jews are more divided about euthanasia. Some Jews may **pray** to God to end someone's suffering, but carrying out euthanasia is generally considered wrong.

### Extension:

Explain two religious beliefs about euthanasia. Refer to Scripture. (5 marks)

1 mark per point (max. 2), 1 mark per development (max. 2), 1 mark per Scripture reference (max. 2).

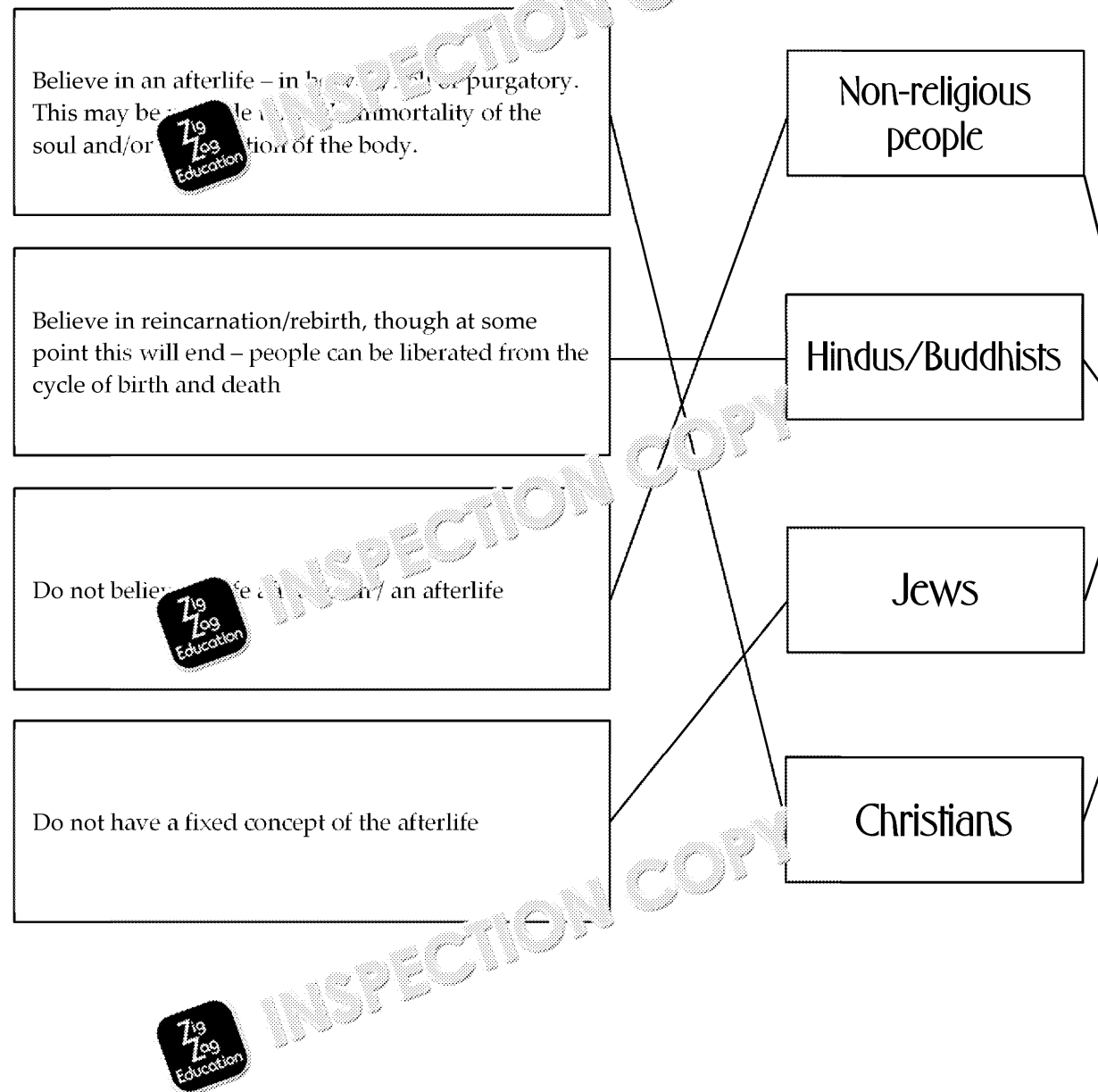
### Example answer:

Some Christians believe euthanasia is permissible in some situations, because Jesus said "love your neighbour as yourself" (Matthew 22:39 NRSV), and Christians may think it more loving to let someone die than make them live with a low quality of life, for example if they are in constant pain. However, many Christians believe that all use of active euthanasia and double effect is wrong, because it is up to God to decide when someone dies.

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## Activity 12 – Afterlife and Value of Life



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### Activity 13 – Summary: Revision Questions

Possible answers:

- 1) a) Christians who take a literal interpretation of creation may believe that God created the world in 7 days.  
b) Christians who take a symbolic interpretation of creation may believe that the world was created through the Big Bang.
- 2) Stewardship is the concept that humans should manage and care for the world. Dominion is the concept that humans have control over the world, given by God.
- 3) Humans are overfishing, releasing greenhouse gases and contaminating the environment.
- 4) Hindus oppose animal experimentation because they believe in ahimsa (non-violence). Muslims oppose animal experimentation because Muhammad taught that killing animals is wrong.
- 5) Killing animals is cruel; keeping animals captive is cruel; if people were all vegetarians, less land would be used to produce food and there might be more to go round; farmed cows pollute the environment...
- 6) The theory of evolution conflicts with the literal interpretation of Genesis that God created the world in 7 days.
- 7) The concept of sanctity of life is the idea that life is sacred, and should not be used for anything other than what it is a gift from God.
- 8) The mother's life is at risk; there is danger of mental or physical harm to the mother; there is risk of disability of the foetus.
- 9) Abortion is wrong because it is murder, and violates sanctity of life, and this is more important than the mother's life is more important than that of the child (in Judaism).
- 10) Voluntary euthanasia is killing someone because they want you to; active euthanasia is killing someone to end someone's life...
- 11) Christians might oppose euthanasia because it is seen as murder and a violation of sanctity of life. Muslims oppose euthanasia because they believe it is up to Allah to decide when someone dies.
- 12) Some Christians withdraw from earthly life to focus on the afterlife. Christians may value life as a way of serving God.

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