



2016 specification
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Keyword Activities for A Level Year 2 Edexcel Religious Studies

Paper 3: New Testament Studies

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**DB2/
9860**

**POD
9860**

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Summary of Topics

	Topic Title	Spec Reference
1	Ways of interpreting Scripture	4.1
2	The Kingdom of God in Luke: parables of the kingdom and eschatology	5.1
3	Why did Jesus have to die?	5.2
4	The crucifixion and resurrection narratives in Luke's Gospel	5.3
5	Faith and history: the death and resurrection of Jesus in modern scholarship	6.1
6	How should we live?	6.2

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **A Level Edexcel Year 2 Religious Studies** specification (**9RS0**) for **Paper 3: New Testament Studies**. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the topic:

Ways of interpreting the scripture

- Ways of interpreting Scripture

Texts and interpretation: the Kingdom of God, conflict, the death and resurrection of Jesus

- The Kingdom of God in Luke: parables of the kingdom and eschatology
- Why did Jesus have to die?
- The crucifixion and resurrection narratives in Luke's Gospel

Scientific and historical-critical challenges, ethical living and the works of scholars

- Faith and history: the death and resurrection of Jesus in modern scholarship
- How should we live?

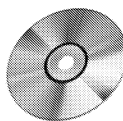
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the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

Topic	Match-up	Dominoes	Match-up	FlashCards	Table Fill	Crossword
Ways of interpreting Scripture	[icon]	[icon]	[icon]	[icon]	[icon]	[icon]
The Kingdom of God in Luke: parables of the kingdom and eschatology	[icon]	[icon]	[icon]	[icon]	[icon]	[icon]
Why did Jesus have to die?	[icon]	[icon]	[icon]	[icon]	[icon]	[icon]
The crucifixion and resurrection narratives in Luke's Gospel	[icon]	[icon]	[icon]	[icon]	[icon]	[icon]
Faith and history: the death and resurrection of Jesus in modern scholarship	[icon]	[icon]	[icon]	[icon]	[icon]	[icon]
How should we live?	[icon]	[icon]	[icon]	[icon]	[icon]	[icon]

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 RS 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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Ways of interpreting Scripture

The Kingdom of God in Luke: parables of the kingdom and eschatology

Why did Jesus have to die?

The crucifixion and resurrection narratives in Luke's Gospel

Ways of interpreting Scripture

Across:

- 1 This important method of biblical interpretation which refers to the practice of examining the text of the words of the Bible. (4, 5)
- 2 The focus of scholarship which seeks to find the purpose of Jesus of Nazareth did not exist. (5, 8)
- 3 This is a very famous verse in Scripture which is the idea that eternal life is offered to any who believe in Christ. (4, 9)
- 4 This reading of the Bible for the purposes of following the Confession.

Down:

- 5 This is the process of the Bible which is followed by some Christians to learn to interpret the Bible. (4, 5)
- 6 This is the idea of looking at the Bible as an ethical guide rather than as absolute revelation or Holy Scripture. (5)

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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 and the student must match the definitions 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



INTERACTIVE

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

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 on 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.

✓ PDF

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.

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 students 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 students 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.

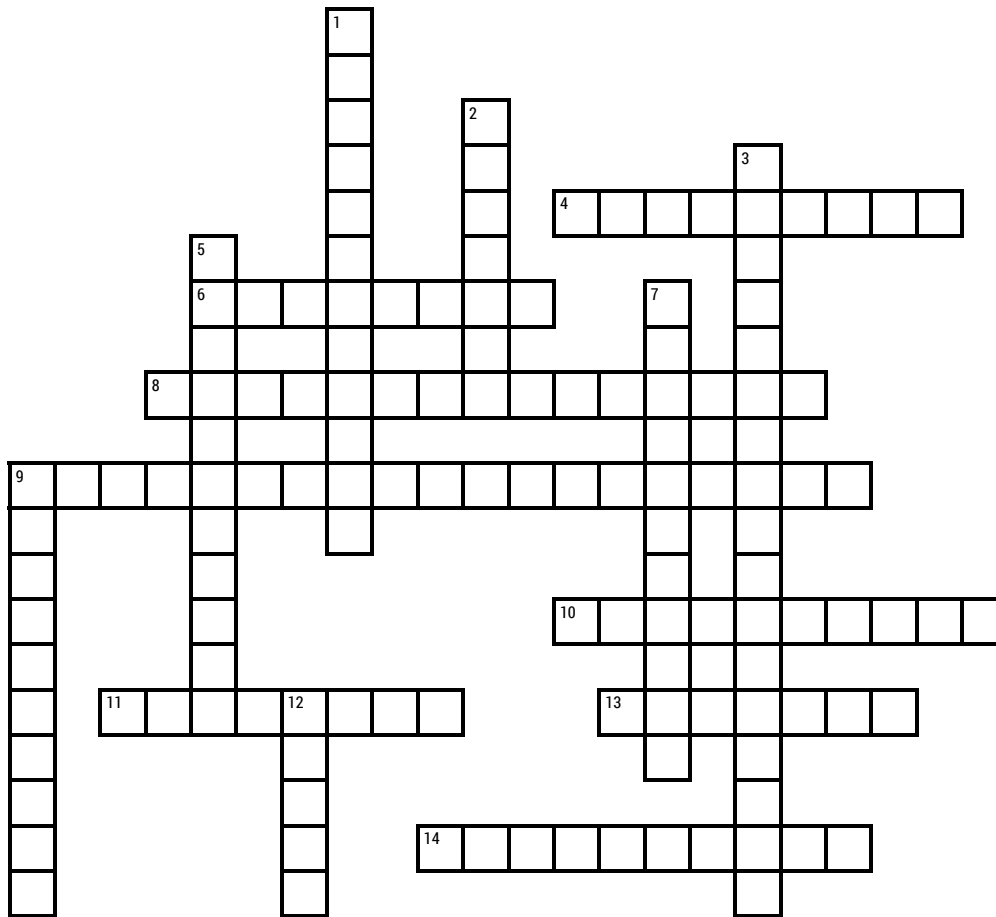
✓ PDF

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 6 topics.

The resource covers 94 key terms.

Ways of interpreting Scripture



Across

- 4 Some Christians interpret the Bible as being the literal communications of the divine to mankind, and, therefore, as inerrant. (4,2,3)
- 6 The method of interpreting the text of the Bible in the same way as one would interpret a work of fiction, e.g. as a narrative. (8)
- 8 The process of removing elements of fantasy; this approach to biblical criticism is posited by Bultmann. (15)
- 9 The modern method of biblical scholarship which refers to the practice of examining the truth of the events of the Bible. (10,9)
- 10 The facet of scholarship which posits that the person of Jesus of Nazareth did not exist. (4,6)
- 11 Biblical scholar who believes in the demythologisation of Scripture. (8)
- 13 This is a very famous verse in Scripture which is the idea that eternal life is offered to any who believe in Christ. (4,3)
- 14 The reading of the Bible for the purposes of following the Christian faith. (10)

Down

- 1 The theory behind the interpretation of Holy Scripture as well as methodology, philosophy and presuppositions. (12)
- 2 Not metaphorically; as actual or real. Some Christians believe that the Bible is the actual word of God. (7)
- 3 A period of time following the eighteenth-century revolution in thought and reason. (4-13)
- 5 Describes a story with a purpose, usually a moral one. Some people interpret the Bible as being not factual but rather a moralistic tale. (11)
- 7 Provoking/motivating someone; some people believe that the Bible was written by man but the messages were provoked/motivated by God. (11)
- 9 This is the person of the Trinity which is believed by some Christians to have inspired the Bible. (4,6)
- 12 The idea of looking at the Bible as an ethical guide rather than an absolute revelation or Holy Scripture. (5)

Ways of interpreting Scripture *(Table Fill)*

Provoking/motivating someone; some people believe that the Bible was written by man but the messages were provoked/motivated by God.	
Not metaphorically; as actual or real. Some Christians believe that the Bible is the actual word of God.	
Describes a story with a purpose, usually a moral one. Some people interpret the Bible as being not factual but rather a moralistic tale.	
Some Christians interpret the Bible as being the literal communications of the divine to mankind, and, therefore, as inerrant.	
Biblical scholar who believes in the demythologisation of Scripture.	
This is a very famous verse in Scripture which is the idea that eternal life is offered to any who believe in Christ.	
This is the person of the Trinity which is believed by some Christians to have inspired the Bible.	
The process of removing elements of fantasy; this approach to biblical criticism is posited by Bultmann.	
A period of time following the eighteenth-century revolution in thought and reason.	
The modern method of biblical scholarship which refers to the practice of examining the truth of the events of the Bible.	
The theory behind the interpretation of Holy Scripture as well as methodology, philosophy and presuppositions.	
The method of interpreting the text of the Bible in the same way as one would interpret a work of fiction, e.g. as a narrative.	
The reading of the Bible for the purposes of following the Christian faith.	
The idea of looking at the Bible as an ethical guide rather than an absolute revelation or Holy Scripture.	
The facet of scholarship which posits that the person of Jesus of Nazareth did not exist.	

Ways of interpreting Scripture *(Match Up)*

1	A period of time following the eighteenth-century revolution in thought and reason.
2	Biblical scholar who believes in the demythologisation of Scripture.
3	Describes a story with a purpose, usually a moral one. Some people interpret the Bible as being not factual but rather a moralistic tale.
4	Not metaphorically; as actual or real. Some Christians believe that the Bible is the actual word of God.
5	Provoking/motivating someone; some people believe that the Bible was written by man but the messages were provoked/motivated by God.
6	Some Christians interpret the Bible as being the literal communications of the divine to mankind, and, therefore, as inerrant.
7	The facet of scholarship which posits that the person of Jesus of Nazareth did not exist.
8	The idea of looking at the Bible as an ethical guide rather than an absolute revelation or Holy Scripture.
9	The method of interpreting the text of the Bible in the same way as one would interpret a work of fiction, e.g. as a narrative.
10	The modern method of biblical scholarship which refers to the practice of examining the truth of the events of the Bible.
11	The process of removing elements of fantasy; this approach to biblical criticism is posited by Bultmann.
12	The reading of the Bible for the purposes of following the Christian faith.
13	The theory behind the interpretation of Holy Scripture as well as methodology, philosophy and presuppositions.
14	This is a very famous verse in Scripture which is the idea that eternal life is offered to any who believe in Christ.
15	This is the person of the Trinity which is believed by some Christians to have inspired the Bible.

<i>Inspiration</i>	
<i>Literally</i>	
<i>Allegorical</i>	
<i>Word of God</i>	
<i>Bultmann</i>	
<i>John 3:16</i>	
<i>Holy Spirit</i>	
<i>Demythologising</i>	
<i>Post-Enlightenment</i>	
<i>Historical Criticism</i>	
<i>Hermeneutics</i>	
<i>Literary</i>	
<i>Devotional</i>	
<i>Moral</i>	
<i>Myth Theory</i>	

Ways of interpreting Scripture

