



Keyword Activities for A Level Year 2 AQA Religious Studies

Component 2B: Christianity (Section A)

I Geddes



**DB4/
9897**

POD
9897

zigzageducation.co.uk

Follow
@ZigZagRS
on twitter

Publish your
own work...
Write to a brief...

Register at
publishmenow.co.uk

Contents

| | |
|--|---------|
| Thank You for Choosing ZigZag Education..... | ii |
| Teacher Feedback Opportunity | iii |
| Terms and Conditions of Use | iv |
| Teacher’s Introduction..... | v |
| Activity Types | vi |
| Crosswords..... | 8 pages |
| Match-up Activities | 8 pages |
| Table-fill Activities | 8 pages |
| Keyword Answers..... | 8 pages |
| Crossword Solutions | 8 pages |

Summary of Topics

| | Topic Title | Spec Reference |
|---|--|----------------|
| 1 | Christianity, gender and sexuality | 3.2.2 |
| 2 | Christianity, gender and sexuality: developments in Christian thought, including feminist approaches | |
| 3 | Christianity and science | |
| 4 | Christianity and science: developments in Christian thought | |
| 5 | Christianity and the challenge of secularisation | |
| 6 | Christianity and the challenge of secularisation: developments in Christian thought | |
| 7 | Christianity, migration and religious pluralism | |
| 8 | Christianity, migration and religious pluralism: developments in Christian thought | |

Teacher Feedback Opportunity

£10 ZigZag Voucher for detailed & complete reviews! ♦ Use for problems/areas for improvement/positive feedback

| | |
|-------------------------------|---|
| Resource ID & Name | 9897 Keyword Activities for A Level AQA Year 2 Comp. 2B: Christianity (Section A) |
|-------------------------------|---|

| | |
|--------------------|--|
| School Name | |
|--------------------|--|

| | | | |
|------------------|--|-----------------|--|
| Your Name | | Position | |
|------------------|--|-----------------|--|

Overall, what did you think about this resource?.....

I particularly like this resource because... ..

How does it help you or your students?

It is better than some other resources because... ..

What might you say to a colleague in a neighbouring school to persuade them to use this resource?.....

How well does it match your specification (and which specification is this)?.....

Other comments, suggestions for improvements, errors found (please give page numbers) etc.

☐✓ Please email details of new RS resources. Email address:

| | |
|--|--|
| <i>Resources I would like published:</i> | |
|--|--|

| | |
|---|--|
| <i>Resources I might write, or have written, for consideration for publication:</i> | |
|---|--|

| | | | |
|---------------------------------|---|---|---|
| Fax to: 0117 959 1695 | Email to: feedback@ zigzageducation.co.uk | Submit online: zzed.uk/feedback | Post to: ZigZag Education, Unit 3, Greenway Business Centre, Doncaster Road, Bristol BS10 5PY |
|---------------------------------|---|---|---|

| |
|---|
| INTERNAL USE ONLY Feedback logged: ✓ <input type="checkbox"/> Complete & detailed: Y /N If detailed, £10 sent: ✓ <input type="checkbox"/> |
|---|

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **A Level AQA Year 2 Religious Studies specification (7062)** for **Component 2B: Christianity (Section A)**. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the topic:

- Christianity, gender and sexuality
- Christianity and the challenge of secularisation
- Christianity and science
- Christianity, migration and religious pluralism

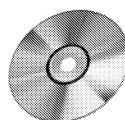
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the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

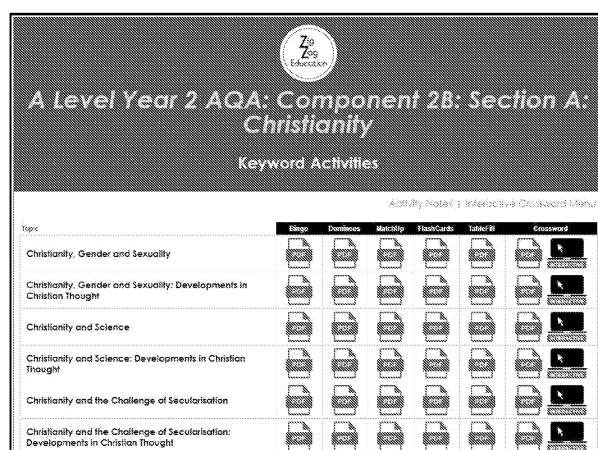
1. Access All Menu



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.



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.

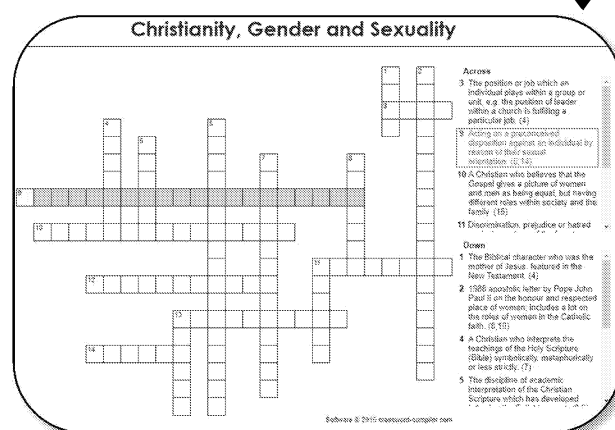
* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

[Go to zzed.uk/freeupdates](http://zzed.uk/freeupdates)

Christianity, Gender and Sexuality

Christianity, Gender and Sexuality: Developments in Christian Thought

Christianity and Science



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.

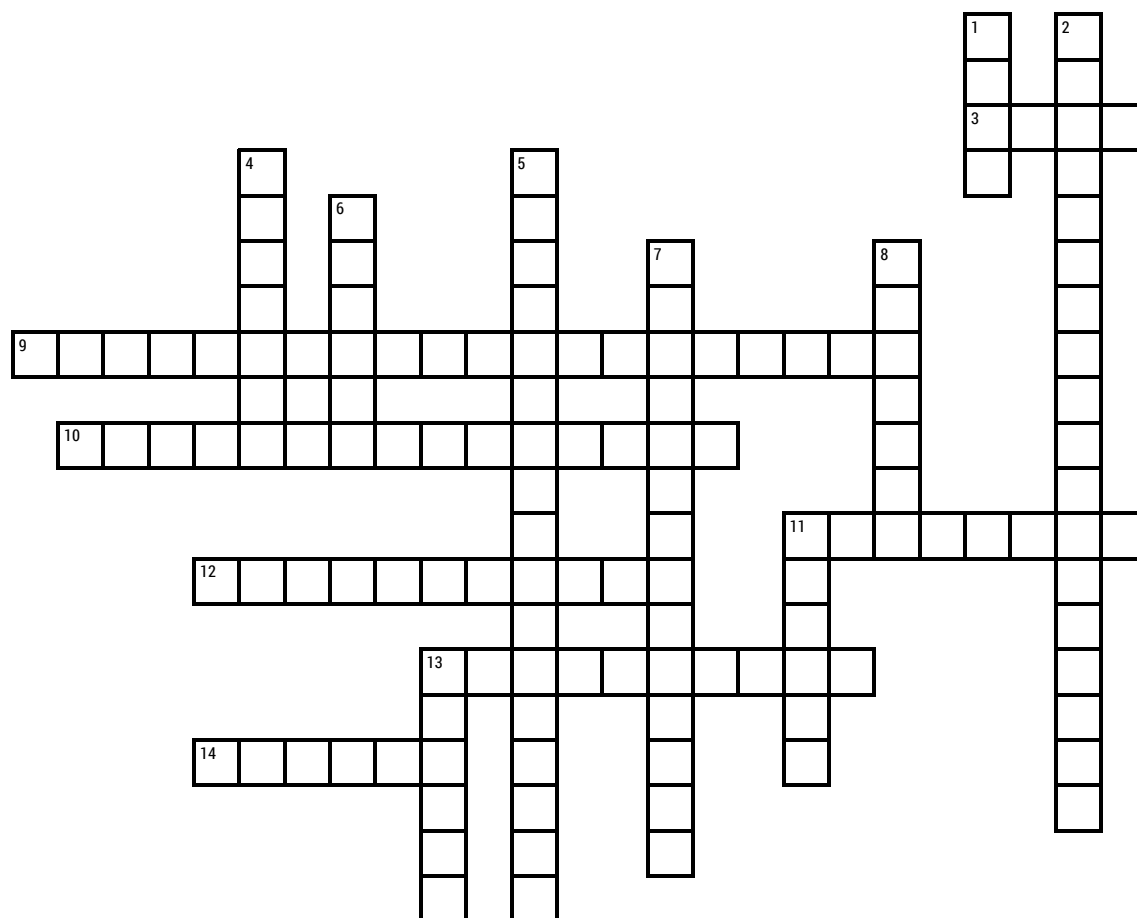
✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 60 activities –
6 or 7 activities for each of the 8 topics.

The resource covers 125 key terms.

Christianity, Gender and Sexuality



Across

- 3** The position or job which an individual plays within a group or unit, e.g. the position of leader within a church is fulfilling a particular job. (4)
- 9** Acting on a preconceived disposition against an individual by reason of their sexual orientation. (6,14)
- 10** A Christian who believes that the Gospel gives a picture of women and men as being equal, but having different roles within society and the family. (15)
- 11** Discrimination, prejudice or hatred against members of the female sex. (8)
- 12** A Christian who believes that the Gospel gives an equal picture of the roles of men and women. (11)
- 13** A society or state which is structured to grant men greater power and opportunity than women. (10)
- 14** A person who aids another. (6)

Down

- 1** The Biblical character who was the mother of Jesus, featured in the New Testament. (4)
- 2** 1988 apostolic letter by Pope John Paul II on the honour and respected place of women; includes a lot on the roles of women in the Catholic faith. (8,10)
- 4** A Christian who interprets the teachings of the Holy Scripture (Bible) symbolically, metaphorically or less strictly. (7)
- 5** The discipline of academic interpretation of the Christian Scripture which has developed following the Enlightenment. (8,9)
- 6** Discrimination and prejudice based on whether someone is male or female. (6)
- 7** A Christian who interprets the teachings of the Holy Scripture (Bible) literally. (14)
- 8** The first book within the Bible, the first chapter of which describes the creation of man and woman. (7)
- 11** The role of a woman in having or raising children. (6)
- 13** 1 Timothy 2:12 "I do not _____ a woman to teach or assume authority over a man". (6)

Christianity, Gender and Sexuality *(Table Fill)*

| | |
|---|--|
| New Testament verse commonly used to oppose the ordination of women, stating "I do not permit a woman to teach or to assume authority over a man". | |
| The discipline of academic interpretation of the Christian Scripture which has developed following the Enlightenment. | |
| A Christian who interprets the teachings of the Holy Scripture (Bible) literally. | |
| Discrimination, prejudice or hatred against members of the female sex. | |
| Discrimination and prejudice based on whether someone is male or female. | |
| The position or job which an individual plays within a group or unit, e.g. the position of leader within a church is fulfilling a particular job. | |
| A person who aids another. | |
| The first book within the Bible, the first chapter of which describes the creation of man and woman. | |
| The role of a woman in having or raising children. | |
| The Biblical character who was the mother of Jesus, featured in the New Testament. | |
| A Christian who interprets the teachings of the Holy Scripture (Bible) symbolically, metaphorically or less strictly. | |
| A Christian who believes that the Gospel gives an equal picture of the roles of men and women. | |
| A Christian who believes that the Gospel gives a picture of women and men as being equal, but having different roles within society and the family. | |
| Acting on a preconceived disposition against an individual by reason of their sexual orientation. | |
| A society or state which is structured to grant men greater power and opportunity than women. | |
| 1988 apostolic letter by Pope John Paul II on the honour and respected place of women; includes a lot on the roles of women in the Catholic faith. | |

Christianity, Gender and Sexuality *(Match Up)*

| | |
|----|---|
| 1 | 1988 apostolic letter by Pope John Paul II on the honour and respected place of women; includes a lot on the roles of women in the Catholic faith. |
| 2 | A Christian who believes that the Gospel gives a picture of women and men as being equal, but having different roles within society and the family. |
| 3 | A Christian who believes that the Gospel gives an equal picture of the roles of men and women. |
| 4 | A Christian who interprets the teachings of the Holy Scripture (Bible) literally. |
| 5 | A Christian who interprets the teachings of the Holy Scripture (Bible) symbolically, metaphorically or less strictly. |
| 6 | A person who aids another. |
| 7 | A society or state which is structured to grant men greater power and opportunity than women. |
| 8 | Acting on a preconceived disposition against an individual by reason of their sexual orientation. |
| 9 | Discrimination and prejudice based on whether someone is male or female. |
| 10 | Discrimination, prejudice or hatred against members of the female sex. |
| 11 | New Testament verse commonly used to oppose the ordination of women, stating "I do not permit a woman to teach or to assume authority over a man". |
| 12 | The Biblical character who was the mother of Jesus, featured in the New Testament. |
| 13 | The discipline of academic interpretation of the Christian Scripture which has developed following the Enlightenment. |
| 14 | The first book within the Bible, the first chapter of which describes the creation of man and woman. |
| 15 | The position or job which an individual plays within a group or unit, e.g. the position of leader within a church is fulfilling a particular job. |
| 16 | The role of a woman in having or raising children. |

| | |
|------------------------------|--|
| 1 Timothy 2:8–15 | |
| Biblical Criticism | |
| Fundamentalist | |
| Misogyny | |
| Sexism | |
| Role | |
| Helper | |
| Genesis | |
| Mother | |
| Mary | |
| Liberal | |
| Egalitarian | |
| Complementarian | |
| Gender Discrimination | |
| Patriarchy | |
| Mulieris Dignitatem | |

Christianity, Gender and Sexuality

