

Cover Lessons for GCSE AQA A Religious Studies

Component 1: Christianity

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Teacher's Introduction

This resource contains a series of six cover lessons for **Component 1: Christianity** of the **2016 GCSE AQA A Religious Studies** course. All Christianity content is covered across the ready-made, fully resourced student worksheets, and broken down into relevant subtopics as detailed on the following page, with each lesson designed to be completed within an hour. The resource can be picked up easily by any cover teacher, including non-specialists, with minimal notice, with each lesson being accessible enough to require minimal teacher input.

Each of the lessons contains the following:

- Lesson objectives defining clear outcomes.
- A background section summarising the key content of the lesson, giving students a solid foundation of knowledge to which they can refer back at any point for additional support.
- A series of varied, engaging and progressive tasks, which allow students to build upon knowledge throughout the lesson. Throughout each lesson there are opportunities for individual and paired work, enabling students to work through the lessons independently while ensuring they can engage with some more dynamic exercises with their peers.
- Open-ended extension activities have been included so that higher-ability students can start tackling these should they finish their work early. They can also be used as homework tasks should work not be finished by the end of the lesson.
- An answer section is included for easy reference for cover teachers, and to allow self-/peer-marking if desired.

Please note that for some activities students will require access to Bibles and also scissors – further details can be found in the Lesson Overview Grid on the following page.

I hope you find this resource useful!

September 2019




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Lesson Overview Grid

| GCSE AQA RS – Christianity | Lesson No. | Topic | Learning Objectives | Lesson Outline |
|----------------------------|------------|---|--|---|
| | 1 |  Creation | <p>Be able to:</p> <ul style="list-style-type: none"> ✓ explain Christian ideas about what God is like ✓ explain views about the creation of the world and God's role in creation ✓ explain ideas about the problem of evil ✓ explain how Christians might respond to the problem of evil | <p>Read background information</p> <p>Task 1: The Bible and God</p> <p>Task 2: The Trinity</p> <p>Task 3: The Story of Creation</p> <p>Task 4: Different Interpretations</p> <p>Task 5: The Problem of Evil</p> <p>Extension: The Big Debate</p> |
| | 2 | Death and the Afterlife | <p>Be able to:</p> <ul style="list-style-type: none"> ✓ explain different views on the afterlife, including resurrection, judgement, heaven and hell ✓ explain the importance and role of these views | <p>Read background information</p> <p>Task 1: Word Search</p> <p>Task 2: Heaven and Hell</p> <p>Task 3: Features of Heaven and Hell</p> <p>Task 4: Unscramble</p> <p>Task 5: Tweet the Lesson</p> <p>Extension: Write a Magazine Article</p> |
| | 3 |  Salvation | <p>Be able to:</p> <ul style="list-style-type: none"> ✓ describe Christian ideas of who Jesus was and how and why he died ✓ explain how this relates to salvation | <p>Read background information</p> <p>Task 1: Fill in the Definition</p> <p>Task 2: Mind Maps</p> <p>Task 3: Events of the Passion</p> <p>Task 4: Roll the Dice</p> <p>Task 5: Sin and Original Sin</p> <p>Extension: Faithbook Account</p> |
| | 4 | Worship, Prayer and Sacraments  | <p>Be able to:</p> <ul style="list-style-type: none"> ✓ understand different forms of worship and their role in Christian life ✓ understand different forms of prayer and how they function in Christian life ✓ explain what sacraments are, as well as be able to name and define different sacraments ✓ explain the importance of sacraments for Christian faith and life | <p>Read background information</p> <p>Task 1: Define the Keywords</p> <p>Task 2: Can You Picture It?</p> <p>Task 3: Name the Prayer</p> <p>Task 4: Snapshot</p> <p>Task 5: True or False?</p> <p>Task 6: Eucharist</p> <p>Extension: Make a Leaflet</p> |

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| GCSE AQA RS – Christianity | Lesson No. | Topic | Learning Objectives | Lesson Outline |
|----------------------------|------------|-------------|--|---|
| | 5 | Pilgrimages | Be able to: <ul style="list-style-type: none"> ✓ explain what is meant by the term pilgrimage ✓ explain the importance of pilgrimage to Christians ✓ give an example of a pilgrimage ✓ explain the importance of religious festivals | Read background information Task 1: Postcards from Pilgrimages Task 2: Snapshot – Christmas Celebrations Task 3: Easter Task 4: True or False? Task 5: Correct the Mistake Extension: Dear Diary... |
| | 6 | The Church | Be able to: <ul style="list-style-type: none"> ✓ explain the different roles of the global and local church ✓ discuss the role of the local church in relation to mission and charity ✓ discuss the role of the global church in relation to mission and charity | Read the background and define keywords Task 1: Define the Keywords Task 2: Local Church at Work Task 3: Match the Bible Verses Task 4: Case Studies: Charities Task 5: Correct the Mistake Extension: Alpha Course |

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1: God and Creation

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ explain Christian ideas about what God is like
- ✓ explain views about the creation of the world and God's role in creation
- ✓ explain ideas about the problem of evil
- ✓ explain how Christians might respond to the problem of evil

Background



Christians are **theists** – which means that they believe in **God**.

Christians believe that God is **benevolent**, which means he **loves** everyone. Christians love by sending **Jesus** to die on the cross for their sins.

They also believe that he is **omnipotent**, which means that he is **all-powerful**. They believe in his ability to **create** the world from nothing, as told in the story of **Genesis** in the **Bible**.

The Story of Genesis in the Bible covers three chapters – from the creation of the world to Genesis 3. It puts forward the idea that God created the world from nothing, and created Adam and Eve.

Some Christians interpret this as being literal, and believe that God literally created the world in a 24-hour day period. However, other Christians see this as being a metaphorical story – common to many religions, but not to be taken literally.

Some people who are not religious might find it difficult to believe in an omnipotent God who allows so much **suffering** in the world. This is known as the **problem of evil**.

Christianity is a **monotheistic** religion. This means that Christians believe in **one** God. However, Christianity is a **Trinity**, which means that while they believe that God is **one**, they believe that there are three persons in the Trinity. These are God the **Father**, God the **Son** and God the **Holy Spirit**.

Keywords

| | |
|------------------------|--|
| Omnipotent | All-powerful |
| Monotheistic | Belief in one God |
| Benevolent | Loving |
| Problem of evil | The issue of suffering being inconsistent with belief in an all-powerful God |
| Trinity | The three-person manifestation of God in Christianity |
| Creation | The process of God making the world |
| Genesis | The first book in the Old Testament and the beginning of the Bible |
| Spirit | The spiritual aspect of the Trinity |

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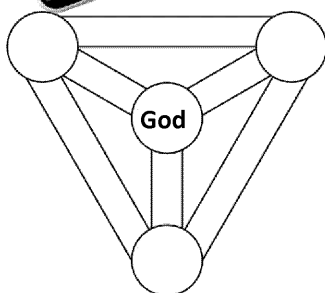
Task 1 – The Bible and God

Join the shapes together in pairs to match each Bible verse with the quality of God in Christianity. You will need a Bible for this activity.

| | |
|-----------------|---|
| John 3:16 | God created the world from nothing, showing his power |
| Genesis 1:28 | God is omniscient, which means that he knows everything |
| Matthew 28:19 | God is relational – he created humans and has relationships with them |
| 1 John 3:20 | God loves the world and human beings very much through Jesus |
| Psalms 139:7–10 | God is three in one – known as the Trinity |
| Psalms 107:1 | God is everywhere at all times – he is omnipresent |
| Genesis 1:1 | God is wholly good |
| John 1:1–3 | Jesus is God and is part of the Trinity |

Task 2 – The Trinity

1. a) Complete the diagram below on a separate piece of paper. Label the representations with the correct terms inside the boxes and the circles.



| | |
|---------------------|-------------|
| God the Father | God the Son |
| is not | is not |
| God the Holy Spirit | is not |
| is | is |

- b) Which of the following images are not commonly used to explain the Trinity?

i)



ii)



iii)



iv)



v)



- c) Explain how the image from question (a) represents beliefs about the Trinity.

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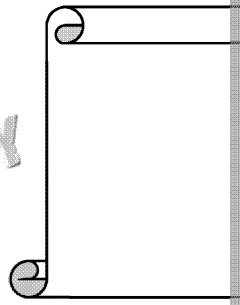
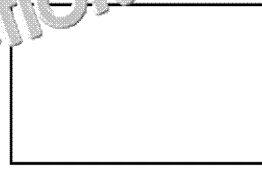
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Task 3 – The Story of Creation

Draw a snapshot of what stage of creation is being described in each of the Bible verses provided. Copy and complete the scroll for each Bible verse on a separate piece of paper. In the speech bubbles, write a caption of what a Christian might interpret this Bible verse to mean, or something they might believe it tells them.

- 1. Genesis 1:28
- 2. Genesis 1:1
- 3. Genesis 1:5
- 4. Genesis 1:9



Task 4 – Different Interpretations of Creation

Below is a series of statements from different Christians. Read their viewpoints, and complete the table below. Using your knowledge, categorise them depending on whether they are literal or metaphorical. Then say why you have categorised them as such.

James

'The Bible is God's Word - if God's Word says we were six days of creation then there were actual days - it's right there in the Bible.'



'The Bible is a nice story but I don't think it's wholly true - it does tell us lots about God though, and how he made the world - just not necessarily in six days.'

Amy

'I'm a creationist - I think by saying that it is poetry is to take away God's power and to contradict the Bible. I think that is dangerous!'

'The Big Bang actually proves that the world was created in one event - since everything that exists now follows the rough order of the 'six days' in Genesis, I view it as being poetry. God's Word says the world was created, just not in six days.'



| Name | Literal/Metaphorical | Reason |
|--------|----------------------|--------|
| James | | |
| Sheila | | |
| Amy | | |
| Ethan | | |

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Task 5 – The Problem of Evil

Answer the following questions on a separate piece of paper. Your answers should include the words included in the box on the right-hand side of this page.

- 1) Explain the problem of evil.
- 2) Give an example of natural evil and an example of moral evil.
- 3) How might a Christian respond to the problem of evil?

Extension: The Big Debate

Imagine you are making a television programme on the account of Genesis. Write a script between two Christians with different views on creation. Use your knowledge to include what might consider the account in Genesis to communicate about God.

Bullet-point your ideas and then write out a script on another piece of paper. The first part to give you a flavour of how to approach this task.

You could include any of the following details:

- Two separate Christian interpretations of creation
- Genesis as literal historical fact
- Genesis as metaphorical poetry
- The denominations of the Christians
- Their interpretation of the idea of 'six days'
- What Genesis teaches each of them about God's nature

If you are feeling really creative, get a few classmates together and act out the script!



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2: Death and the Afterlife

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ explain different views on the afterlife, including resurrection, judgement, heaven, and hell
- ✓ explain the importance and role of these views

Background

Christianity has a strong tradition of teaching about the **afterlife**.

The afterlife is the period which Christians believe follows **death** – that people continue to exist at this point in an alternative state. However, there are different ideas within Christianity about what happens in the afterlife.

All Christians believe in **heaven** and **hell**. Heaven is a realm of the afterlife where the righteous go, where people can be with God. Hell is a realm of the afterlife where those who are unrighteous go, or where those who have rejected God will go following death.

Some Christians, such as Catholics, believe in **purgatory**. This is also a realm of the afterlife, neither heaven nor hell. It is a place which souls go following death before going to heaven where they purify themselves from sins they have not repented of during life.

Some Christians believe in a **bodily resurrection** on **Judgement Day**, which is a time when God will return and judge the living and the dead, ushering in a New Earth. Other Christians believe in a spiritual resurrection rather than a physical one. Some Christians believe that both a bodily and a spiritual resurrection are possible, and that the two ideas are not mutually exclusive.

There is strong biblical teaching about the idea of the day of resurrection, such as the parable of the sheep and the goats in Matthew 25.

In this parable, Jesus teaches that on the final day he will divide people into two categories: the **sheep** (on his right) and the **goats** (on his left). In this parable, the sheep represent the righteous (who cared for the needy during life) and the goats represent the unrighteous (who did not care for the needy during life).

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Task 1 – Word Search

Fill out the key terms in the definitions below in order to find the terms in the word search



| Keywords | |
|----------|---|
| | The cessation of life |
| | The idea that people go on living following death |
| | A deceased individual returning to life |
| | God holding individuals to account for their actions |
| | A realm of the afterlife where the right are rewarded |
| | A realm of the afterlife where the unrighteous are punished |
| | The farm animal which Jesus used as a metaphor in his parable |
| | The farm animal which Jesus used as a metaphor in his parable |

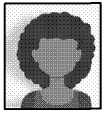
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Task 2 – Heaven and Hell

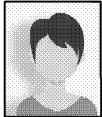
There are a variety of different beliefs about the different realms of the afterlife. On a separate piece of paper, write down what you think each person might believe about heaven or hell using the following information about different Christian views.



This is Elaine, who is a Catholic Christian. What might she believe about the afterlife?



This is Iain, a Muslim. What might he believe about the afterlife?



This is Amelia, a conservative Protestant. What might she believe about the afterlife?

Task 3 – Features of Heaven and Hell

Read the Bible verses given, and then answer the questions on a separate piece of paper.

1. Luke 16:22–24

In Hades, where he was in torment, he looked up and saw Abraham far away, with Lazarus by his side. So he called to him, 'Father Abraham, have pity on me and send Lazarus to dip his finger in water and cool my tongue, because I am in agony here.'

- Which realm of the afterlife is this verse addressing?
- What are the main features given in this verse about the realm of the afterlife?
- How might this be interpreted by someone with a non-literal approach to the Bible?

2. Revelation 21:19–22

The foundations of the city walls were decorated with every kind of precious stone. The first foundation was jasper, the second sapphire, the third agate, the fourth emerald, the fifth turquoise, the sixth ruby, the seventh chrysolite, the eighth beryl, the ninth topaz, the tenth carbuncle, the eleventh jacinth, and the twelfth amethyst [these last two stones are unknown to modern geologists]. The twelve gates were twelve pearls, each gate made of a single pearl. The street of the city was of gold, as pure as transparent glass. I did not see a temple in the city, because the Lord God Almighty and the Lamb are the temple and the city.

Read more: [zzed.co.uk/9904-heaven](https://www.zzed.co.uk/9904-heaven)

- Which realm of the afterlife is this verse addressing?
- What are the main features given in this verse about the realm of the afterlife?
- How might this be interpreted by someone with a non-literal approach to the Bible?

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Task 4 – Unscramble!

On another piece of paper, unscramble each of the words below to find terms important to your understanding of Christian ideas of the afterlife. Then, underneath each word, write up the significance of each word to Christian belief.

- i) rugaptoy
- ii) lyibdo
- iii) ualspitir
- iv) apblaer
- v) susJe
- vi) yLaD s
- vii) ulso



Task 5 – Tweet the Lesson

Sum up what you have learned in today's lesson about beliefs about the afterlife in a separate piece of paper. Use a creative hashtag and remember to keep tweets to 140 characters. You could make reference to death, heaven, hell, purgatory, judgement, etc. For example:

'#Christians believe that Jesus will judge everyone on Judgement Day as is told in the #parables and #goats'

Extension – Write a Magazine Article

You are a writer at an important magazine writing an article on different viewpoints about the afterlife. In the magazine article, you have interviewed three Christians with divergent views on the afterlife. On a separate piece of paper, write up the article. In the piece include 'quotes' from the discussion of what Christian ideas of the afterlife are.

Use the layout below for inspiration, then bullet-point ideas and create the news article. Get creative!



Good Heavens!

Three Christians tackle the great debate about the Pearly Gates.

There is a big debate among those of the Christian faith regarding what happens in the afterlife. We gathered three friends with different views – Shazia (a liberal Protestant), Leslie (a conservative Protestant), and Paniz (a Catholic).

'As a liberal Protestant, I believe...'

- Shazia

*'I'm
I be*

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3: Jesus and Salvation

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ describe Christian ideas of who Jesus was and how and why he died
- ✓ explain how this relates to salvation

Background

Christianity is a religion based on the teachings of one specific person: a Jewish man from Nazareth, named **Jesus**. His life, teachings and works are chronicled in the Christian Bible, the New Testament – specifically, within the four gospels (Matthew, Mark, Luke and John).

Christians believe that Jesus was the **Son of God**, and part of the **Trinity**, meaning that they believe that he is God. This is known as the **incarnation**. Christians believe that Jesus was the **Christ**, which means anointed one. The Christ was the **Messiah** of Jewish Scripture. Christians believe that Jesus was the Messiah. Christians believe that through Jesus they are able to have a relationship with God and go to heaven.

Jesus was killed in the first century on a Roman cross by a method of execution known as **crucifixion**. Christians believe that he did not stay dead and was resurrected three days after his death. His suffering and death is known as the **Passion**. This is celebrated during the Christian festival of Easter. Christians also believe in the **ascension**, where Jesus went up to heaven to be with God the Father, leaving behind the Earth.

Jesus is believed to be a central figure in the Christian idea regarding **atonement** and is an important part of Christian belief. Christians believe that because of sin (beginning with Adam and Eve), we are separated from God, as we had fallen from our intended state of living.

Because God is just, Christians believe that there needs to be a punishment for sin. However, because God is merciful, he himself came to Earth in the form of Jesus to die on the cross, taking the punishment for sin. This is known as **atonement**, offering salvation to mankind. This is known as **salvation through law** (as opposed to achieving salvation through following God's laws).

Task 1 – Fill in the Definition

Fill in the missing definitions in order to complete the table of keywords. If you recall any background information section you have just read to guide your answers.

| Keywords  | |
|--|--|
| Incarnation | |
| Jesus | |
| Son of God | |
| Trinity | |
| Crucifixion | |
| Resurrection | |
| Ascension | |
| Sin | |
| Original sin | |
| Salvation by law | |
| Salvation by grace | |
| Salvation by spirit | |
| Atonement | |

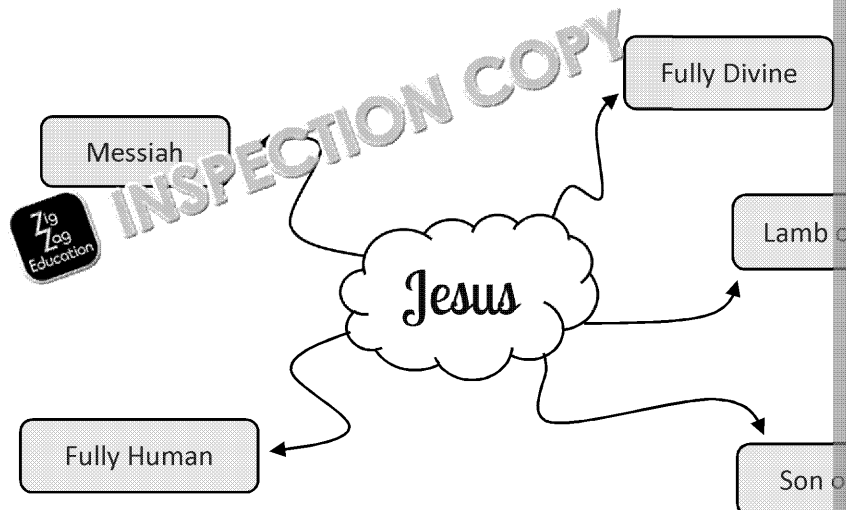
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Task 2 – Mind Map

- 1) The mind map below has five different headings. Copy the mind map onto a separate piece of paper. Look at the clock and time yourself – give yourself two minutes under each heading to write down all you know about that part of Christian understanding of Jesus. You might want to see how many you feel you know a lot!



- 2) In a pair, compare what you each wrote underneath the headings and write the things you both wrote and the things that you did not.

Task 3 – The Events of the Passion

On a separate piece of paper, draw the events of the Passion described in the Bible verses below.

Write a sentence for each event that might be significant to Christians.

- a) Luke 24:1-7
- b) Matthew 26:36-45
- c) John 18:1-14
- d) Matthew 26:57-68
- e) Mark 15:33-47
- f) Matthew 28:1-20

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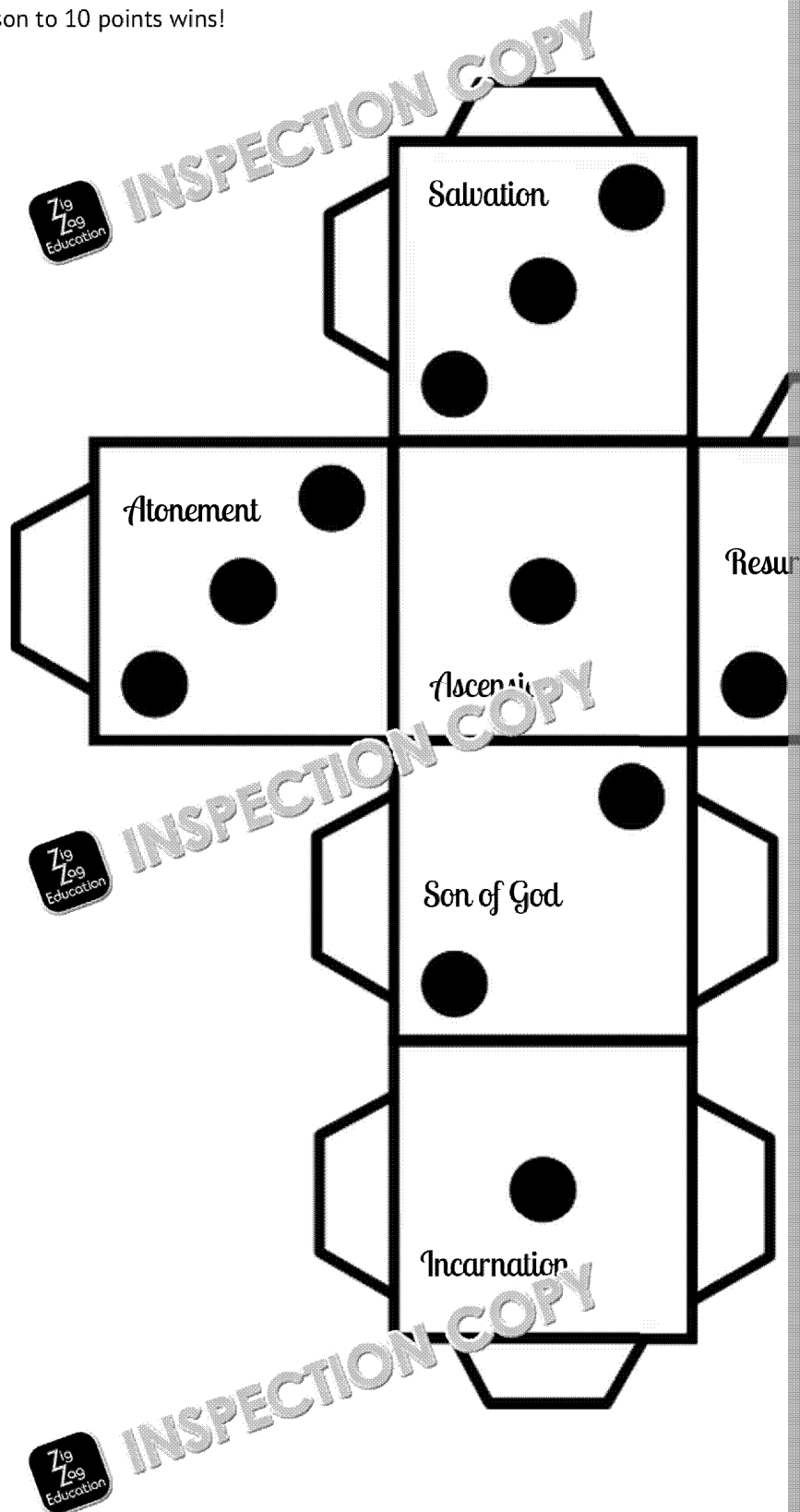
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Task 4 – Roll the Dice

Below is a template for a dice. Cut it out and stick together the tabs to make a dice. In turns to roll the dice. Whatever side the dice lands on, you should be able to speak for one timed minute. If you manage it, you will get the number of points shown on the dice.

First person to 10 points wins!



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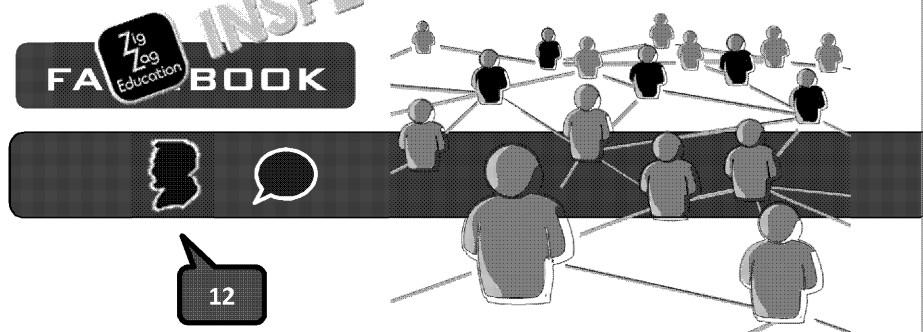


Task 5 – Sin and Original Sin

Answer the questions below to demonstrate your knowledge of the course.

1. What is sin?
2. What is meant by original sin?
3. Where does the idea of original sin come from in the Bible?
4. What role does Jesus play regarding sin?

Extension: Faithbook Account



You log on again to your profile and it appears you have a pending friend request! Jesus needs your help to build a profile so that his followers can find out all about him.

Your task is to create a profile page for Jesus, using your knowledge and research from your course.

- Fill in basic personal details, e.g. when he was born, where he lived, where he grew up.
- You could include details such as his occupation, his parents, or his friends.
- In the 'About Me' section, summarise his message in a paragraph.
- In the status updates section, write a list of recent statuses and updates Jesus made. (Hint: Bible verses may be useful here!)

Some ideas to include in this section:

- Ideas about his identity
- Ideas he communicated (salvation)
- Groups involved in his life, e.g. his disciples, and his opponents

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4: Worship, Prayer and Sacraments

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ understand different forms of worship and their role in Christian life
- ✓ understand different forms of prayer and how they function in Christianity
- ✓ explain what a sacrament is, as well as being able to name and define different sacraments
- ✓ explain the importance of sacraments for Christians and their life

Background



Worship is a religious act of venerating and interacting with God on a spiritual level. Christians believe that through worship they can have a relationship with God.

Worship in Christianity is a very personal practice which differs depending on which branch of the Church an individual belongs – and also their own individual preferences.

Worship can take many different forms – from simply praying and reading the Bible at home to a full-scale **charismatic** worship concert.


There is a large variety of kinds of worship, including **liturgical** worship (formal, communal) and **non-liturgical** worship (non-communal, informal worship). An example of liturgical worship is the use of **set prayers**, such as the Our Father, and **informal prayers** without any set words. In non-liturgical worship, individuals may just communicate with God.

A **sacrament** is a specific kind of worship; it is believed to be a specific physical sign through which individuals can interact with and take part in on earth. There are different sacraments in different religions. Generally speaking, there are seven recognised sacraments in Christianity, including **baptism**, **confirmation**, **Eucharist**, **marriage**, **holy orders**, **anointing of the sick**, and **penance**.

There are denominational differences in how sacraments are understood and practised.

Communion (also known as Eucharist) is a form of sacrament in which bread and wine are consumed by believers in remembrance of the Last Supper. There are differing interpretations of the sacrament in different denominations. Baptism is also different. For example, denominations such as the Roman Catholic Church practise **infant baptism**, whereas Baptists put a focus on baptism of adults which is known as **believer's baptism**.

Task 1 – Define the Keywords

| Keywords  | |
|--|--|
| Liturgical | |
| Non-liturgical | |
| Private worship | |
| Prayer | |
| Lord's Prayer | |
| Set prayer | |
| Informal prayer | |
| Sacraments | |
| Baptism | |
| Infant baptism | |
| Believer's baptism | |
| Communion | |
| Eucharist | |

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Task 2 – Can You Picture It?

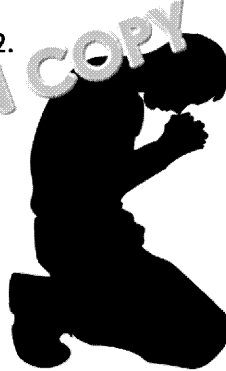
Look at the images of different forms of worship. Based on what you observe about worship, answer the questions on a separate sheet of paper.

Hint: think very carefully about question d) – some are specific to denominations,

1.



2.



3.



- What kind of worship is shown here?
- How might it benefit a believer?
- How might this express belief?
- In which denomination is this form of worship most common?

Task 3 – Name the Prayer

- Read the set prayers and prayers below, then write the name of the prayer of each one.



"Our Father who art in heaven, hallowed be thy name.

Thy kingdom come.

Thy will be done, on earth as it is in heaven.

Give us this day our daily bread;
and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation but deliver us from evil.

Hail Mary, full of grace,
with thee; blessed art thou among women, and blessed is the womb that bore thee, and thou art the source of life for all who believe in thee. Pray for us, O Holy God, pray for us.

- Now answer the following questions:

- How might set prayer benefit a believer?
- How might private, unset prayers benefit a believer?
- What is an example of a set prayer used only by Catholics?
- What is the term for a prayer aid mostly used by Catholics?
- Which of the two examples of this prayer was taught by Jesus?

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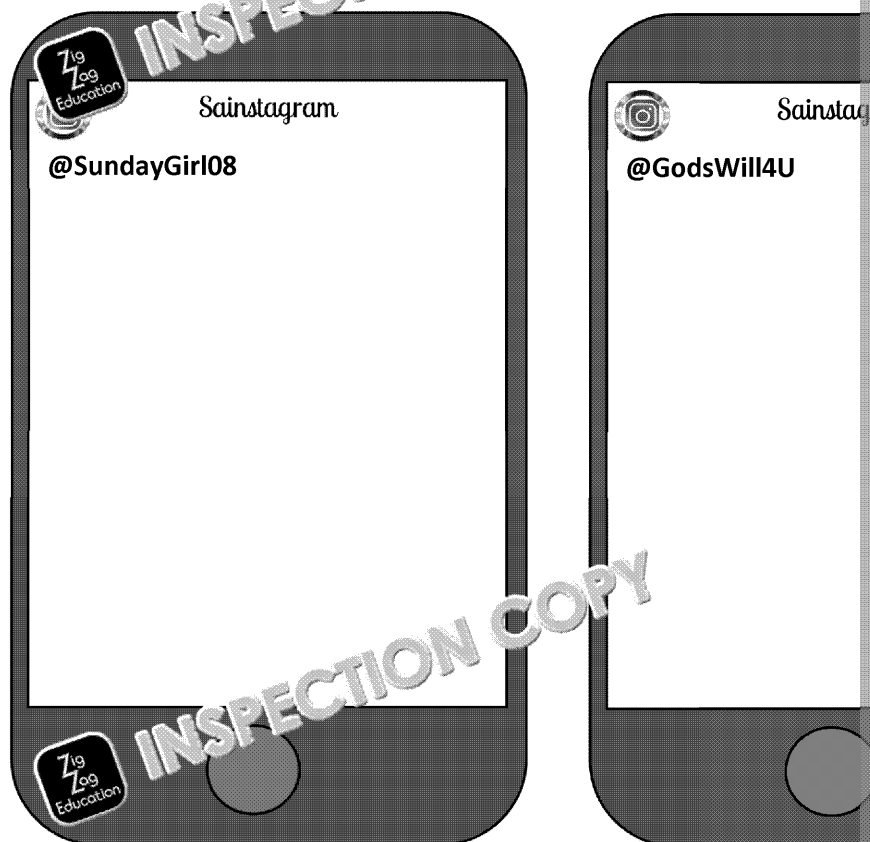


Task 4 – Snapshot

Below are two blank social networking profile screens and captions. On @SundayGirl, draw a representation of the baptism of her child. In character, write a caption as if you were her, explaining why this is important to her and why she chose to have her child baptised.

In @GodsWill4U's profile, draw a representation of his recent believer's baptism. In character, write a caption as if you were him, explaining why he made this choice and why it is important to him.

Get creative! Use hashtags such as #Church, #Baptism, #Faith to make your post as realistic as possible.



Task 5 – True or False?

There is a series of statements below. In the column on the right, tick whether the statement is true or false. If it is false, write the correct version of the statement on a separate piece of paper.

| | |
|----|--|
| 1. | Liturgical worship is the form of worship practised by an individual believer by themselves. |
| 2. | Non-liturgical worship is always done in public. |
| 3. | Set prayers contain words which do not change and are repeated in both liturgical and non-liturgical worship. |
| 4. | Eucharist has origins in the Old Testament account of the roast dinner. |
| 5. | Believers think that if they pray, God will answer all their wishes and they will get what they want. |
| 6. | Certain aspects of worship, such as sacraments, are really unimportant, but they are kept because of tradition. |
| 7. | Christians believe that they can communicate with God through personal prayer and this enables them to have a better relationship with God. |
| 8. | Communion is considered to contain the real presence of Jesus' body and blood. |
| 9. | Set prayer is important for many reasons; for example, the fact that Jesus taught in a set prayer known as the Lord's Prayer, or the Our Father. |

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Task 6 – Eucharist

Below is a series of words which refer to specific ideas or elements surrounding Eucharist. Match each word to its definition.

| | |
|--------------------|---|
| Wine | The idea that Eucharist is only done to commemorate a meal |
| Bread | This is the spiritual event where Jesus broke bread for his death |
| Sacrament | This is the element of Eucharist which represents Jesus' body |
| The Last Supper | This is the idea that during consecration, the elements become Jesus |
| Transubstantiation | The cessation of life; through taking Eucharist, they are able to share in Jesus' experience of death |
| Memorial | This is the term for a religious rite which is a reminder of the grace of God |
| Death | This is the element of Eucharist which represents Jesus' blood |

Extension: Make a Leaflet

Make a leaflet for a church to explain the different opinions when it comes to baptism. Present it in a variety of ways. Try to present it in an inviting way. You might use your local parish church as a model. Get creative!

Things you could include are:

- Testimonies
- Pictures
- Bible verses
- Thoughts from the minister
- 'Information' evenings at the church

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5: Pilgrimages and Festivals

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ explain what is meant by the term 'pilgrimage'
- ✓ explain the importance of pilgrimage to Christians
- ✓ give an example of a pilgrimage
- ✓ explain the importance of religious festivals

Background



A **pilgrimage** is a religious **journey**, done with and for a **spiritual purpose**.

A pilgrimage can form an important part of a religious person's journey, as it is often a chance to spiritually renew or reinvigorate faith. Many people have purported pilgrimages involve miraculous happenings such as healings.

There are many different pilgrimage destinations within Christianity.

These include the grotto of Our Lady at **Lourdes** in France. It was here that a vision of the mother of Jesus) was seen by Saint Bernadette and many miraculous healings are believed to have taken place since this vision.

Another example is the ecumenical community at the monastery on the Scottish Island of Iona, where the movement to build bridges and work together between different denominations. Iona, therefore, is a place where all denominations can go to pray and worship together and forge links across denominations.

Festivals also play an important part in religious belief and life. They are a chance for people to reflect on their religious beliefs as well as to share the celebrations with friends and family. They are also a time for Christians to worship communally focused around specific events.

Within Christianity, festivals are timed based on a **liturgical calendar** which governs when festivals are celebrated at specific times of year. They remember and celebrate specific events which are key points in Christian belief.

Generally speaking, there are two main festivals within Christianity – **Christmas** (when Christians celebrate the birth of Christ) and **Easter** (when Christians celebrate the death and resurrection of Christ). Both of these festivals are celebrated joyously in the lives of individual Christians as well as the Church as a whole.

Keywords

| | |
|-------------------|--|
| Pilgrimage | A journey with specific religious or spiritual intent |
| Lourdes | The site of Christian pilgrimage in France where a vision was seen and many miraculous healings are purported to have happened |
| Iona | A site of Christian pilgrimage where Christians gather to promote peace and understanding between different denominations |
| Festival | An event of celebration which in this instance marks an event in the religious calendar |
| Christmas | The yearly celebration of the birth of Christ as a festival within the liturgical calendar |
| Easter | The yearly celebration of the crucifixion, death and resurrection of Christ within Christianity |

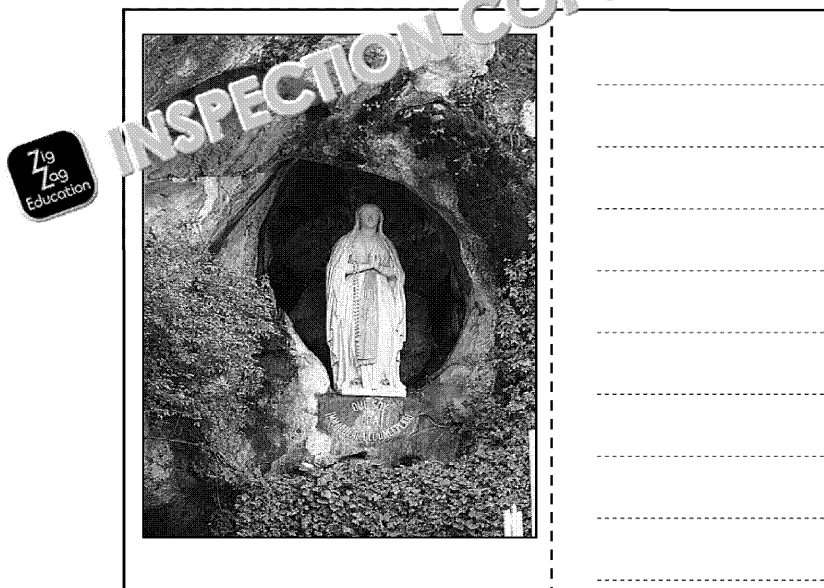
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Task 1 – Postcards from Pilgrimage

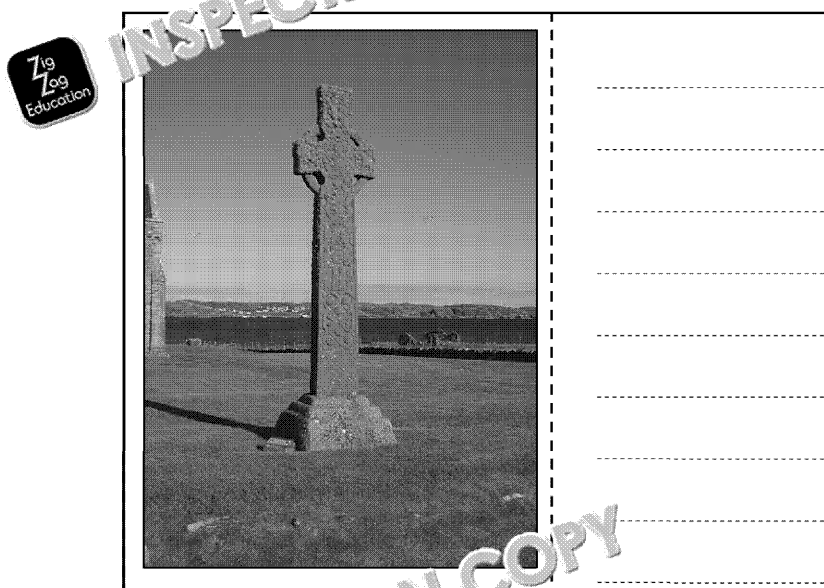
Below are two postcards from two Christian pilgrimage sites. On another piece of paper (using the templates below for inspiration), pretend you are a Christian pilgrim and describe what you saw at such a pilgrimage. Then, answer the questions about the pilgrimage.

1. a) On another piece of paper, fill in the postcard from Lourdes:



- b) i) Why is this a pilgrimage site?
ii) Why do Christians still go here?

2. a) On another piece of paper, fill in the postcard from the abbey at Iona:



- b) i) Why is this a pilgrimage site?
ii) Why do Christians still go here?

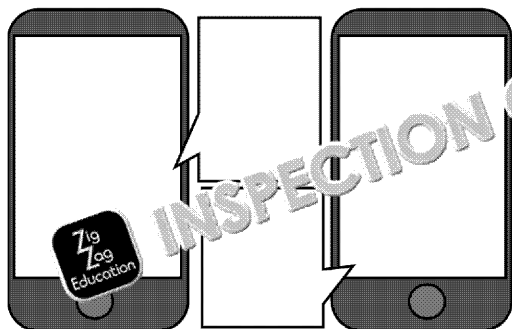
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Task 2 – Snapshot – Christmas Celebrations

1. Copy the screens provided below onto a separate piece of paper, and draw two traditional Christian ideas of Christmas. Then, in the speech box next to each of them, write a term for what you have drawn.



2. Answer the below questions about the two examples you have chosen:
 - a) What do your chosen celebrations commemorate?
 - b) What Christian beliefs are reflected in these celebrations?
 - c) What biblical narratives are shown through these celebrations?
 - d) Why do you think these are important to Christians?
 - e) What do these communicate about Christian beliefs about Jesus?

Task 3 – Easter

Easter is celebrated in the Christian faith during a period known as Holy Week, with each day of the week in remembrance of the final week of the life of Christ. For each day, write down why this day is important and how it is observed or celebrated in different ways with your class.

1. **Palm Sunday**
 - a) Why is this important?
 - b) How is this celebrated?
2. **Maundy Thursday**
 - a) Why is this important?
 - b) How is this celebrated?
3. **Good Friday**
 - a) Why is this important?
 - b) How is this celebrated?
4. **Easter Sunday**
 - a) Why is this important?
 - b) How is this celebrated?

| MON | TUE | WED | THU |
|-----|-----|-----|-----|
| | | | |
| | | | |
| | | | |
| | | | |


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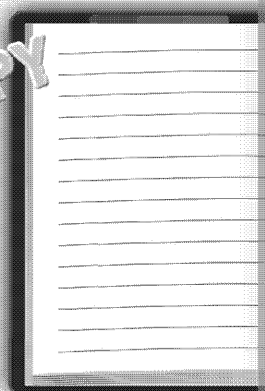
| |
|---|
| Easter eggs are symbols of renewal of life and, when broken, are a symbol of the resurrection. |
| In the Orthodox Church, hard-boiled eggs are dyed black to represent the death of Christ. |
| Easter is preceded by a period of fasting known as Lent. |
| Many Christians will celebrate Easter by shouting, 'Christ is Born!' and 'He is born indeed, hallelujah!' |
| The Advent candle is an important symbol at Easter and is lit during the Service of Light. |
| Many branches of the Church, including Catholics, will hold Eastertide vigils in the weeks leading up to the celebration of Easter. |
| There is a special Easter hymn known as the Exsultet. |

From the statements in the previous activity that you identified as false, write the correct statements in the space provided below.

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Imagine you are part of a youth group at your local church and have just been on a pilgrimage (lona). Write a diary entry as if you have just returned, accounting for your trip and your experience. Remember that a pilgrimage is a spiritual journey, so that idea should play a role in your writing.

- Where you went
- The significance of what you saw
- Which denomination
- The emotions (excitement, fun, awe)
- Personal faith
- What they were doing
- Motivations
- Influence on your faith
- Church community



6: The Church

Learning Objectives

By the end of this lesson, you should be able to:

- ✓ explain the different roles of the global and local church
- ✓ discuss the role of the local church in relation to mission and charity
- ✓ discuss the role of the global church in relation to mission and charity

Background

The **Church** is a community of Christians which does not just refer to a building made of mortar and stone.

The **local church** has twofold meaning – it is both the local church building within a parish (or district) and the community which meets within it. This includes taking on many roles within the community by running food banks and street pastoring. They also provide services for the community, give them a place to worship, and to take sacraments while living in a Christian community.

The **worldwide church** is a global community of people who believe in the person of Jesus Christ and the faith of Christianity. This spans nations and denominations. While there have been divisions between different denominations historically, they are all referred to together under the umbrella of Christianity. In order to heal these divisions, **reconciliation** movements are an important part of the church's mission.

Christianity is a faith which has spread across the world from the Middle East, where it was born. It is based on the teachings of Jesus Christ, who is believed to be the Son of God. The church is a community of people who follow his teachings and practice his commandments. It is a faith of **evangelism** and **mission** – the intentional spread of the gospel with the aim of converting people to Christian faith. This has historically caused (and continues to cause) **church growth**.

While the church in the UK may be seen to be on the decline, churches in other areas of the world are still striding in growth.

Mission and evangelism are often used interchangeably; however, evangelism is always spreading the gospel, while mission can also involve a focus on helping a specific group of people. For example, a church might send out a group of volunteers on a mission trip to help build a school or provide medical aid to a group of people suffering from **poverty** or **persecution**.

The church as a local and worldwide entity is interested in following the teachings of Jesus Christ, who spent his life living with and helping those in need – including the persecuted. In some parts of the world, Christianity is illegal and those practising such faith are persecuted. Many Christians respond to this, for example, by sending financial aid and other help such as smuggling Bibles to these areas.

Charities are also an important part of individual Christian life as well as being important in global church practice. Examples of Christian charities include **CAFOD** (Catholic Agency for Overseas Development), **Christian Aid** and **Tearfund**.

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Task 1 – Define the Keywords

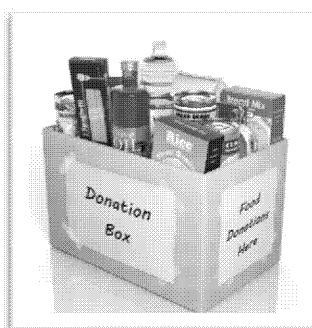
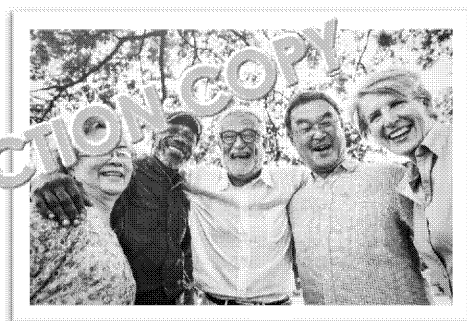
In the spaces in the table below, try to use your knowledge to define the key terms. If you are unsure, go back to the background section and use this to help your answers.

| | |
|----------------------|--|
| The local church | |
| The worldwide church | |
| Mission | |
| Evangelism | |
| Church growth | |
| Reconciliation | |
| Charity | |
| Persecution | |
| CAFOD | |
| Christian Aid | |
| Tearfund | |

Task 2 – Local Church at Work

Look at the pictures below and, on another piece of paper, describe how this group might be serving the local church community.

- The elderly...
- Young families...
- The congregation...
- The bereaved...
- Those getting married...
- The poor...
- Those in need...



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Task 3 – Match the Bible Verses

Join the shapes together in pairs to match each Bible verse with the practice of the church that it describes.

| | |
|---|---|
| Mark 16:15 | Many churches take part in supporting or |
| 1 Timothy 5:3–4 | facilitate the giving of sacraments such as |
| Matthe  7:40 | Caring for the elderly, such as widows, and |
| 1 Corinthians 11:25 | Spread the gospel of Jesus by evangelising |
| 1 John 3:17 | Running visiting programmes for those in |
| Matthew 19:14 | Help the poor by giving financial aid and |
| Matthew 25:38–39 | Run children's camps and activities for the |

Task 4 – Case Studies: Charities

This is a pair activity. You will work with the person next to you and use your shared textbook to research the case study given here for at least two different Christian charities. Use the example to complete the task on a separate sheet of paper. You can use the example of CAFOD.

You might need to do some further research – the textbook should provide some

CASE STUDY:

Name:

Aim:

Beliefs:

Christian principles:

Example of charitable action:

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Task 5 – Correct the Mistake

There is a series of statements below, each containing a mistake. On another piece of paper, correct each statement with the corrected fact.

1. Acceptance is the experience of extreme hostility leading to negative differences between different people.
2. Christians do not do very much to help their fellow Christians who are being persecuted because they are not enough to deal with in their own communities.
3. Jesus taught his followers that if people persecuted them for spreading his message, it was their fault for doing something wrong.
4. Many Christians have been inspired by the teachings of Jesus to respond to persecution with love.
5. There are no biblical references to how to deal with persecution as it was not something the early church experienced.
6. Christians only support other Christians who are being persecuted as only other Christians should be their neighbours.
7. The early church community only experienced some mild persecution, such as being mocked.

Extension Task – Alpha Course

Started in 1977, the Alpha course is a Christian evangelical course which is intended to be run usually within a church or a local venue, for both Christians and non-Christians to discuss and explore Christianity. The course is structured around various questions.

Alpha courses are run by many local churches and are a form of evangelism. Imagine you are running an Alpha session.

Create a plan for an eight-week course structured around one question each week.

If you finish this during class, use your knowledge of this course, discuss the questions with a friend. This could be a good revision technique!

If you finish your homework, do as much research into Alpha as you can in order to prepare for your answer.

Examples of questions you could discuss include:

- Who is Jesus?
- What is sin?
- Is the church relevant?
- What happens when we die?
- Why is worship important?

For each week of your eight-week course, write down as much information about the course as you can, including the sort of questions that non-Christians might ask and how you might respond to them.

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Answers

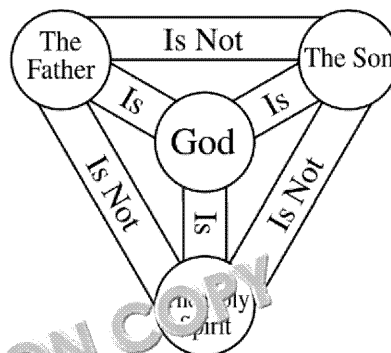
1: God and Creation

Task 1

- **John 3:16** – God loves the world and human beings very much, showing this through his actions.
- **Genesis 1:28** – God is relational, he created humans and wants to have relationships with them.
- **Matthew 28:19** – God is three in one, showing the Trinity.
- **1 John 3:20** – God is omniscient, which means that he knows everything.
- **Psalms 139:7–10** – God is everywhere at all times – he is omnipresent.
- **Psalms 145:9** – God is wholly good.
- **Genesis 1:1** – God created the world from nothing, showing his power.
- **John 1:1** – Jesus is God and is part of the Trinity.

Task 2

- a) The Trinity should be correctly labelled. The below diagram should be taken as a relevant and correct answer should be accepted. It should look something like this:



- b) The following letters are correct symbols representing the Trinity: ii) v) vi)
- c) Answers should include the idea that God is made up of three parts – the Father, the Son and the Holy Spirit. They should also mention that they are all the same substance but distinct from each other but united in that they all make up the same God.

Task 3

- Genesis 1:1** should display some kind of depiction of God creating something from nothing, for example. This might be done via shading. In the speech bubble answer, including, but not limited to, the idea that this displays the power of God, and that this is the beginning of creation.
- Genesis 1:17–20** should depict that God made the world and creation in it. This could be done via shading, or by drawing the elements mentioned in the passage. The speech bubble answer should show that creation was made by God, and that it was good, communicating his power and that this is the beginning of creation.
- Genesis 1:27** should show a depiction of a man and a woman (Adam and Eve). The speech bubble answer should include the idea that God made humans special, and in his image imbues humans with a special status. The speech bubble answer should also include the idea that God made humans special, and in his image imbues humans with a special status.
- Genesis 1:28** should depict something of the status of humans in the world as being special. The speech bubble answer should contain some kind of teaching about the role of humans in God's creation (dominion).

Task 4

| Names | Literal | Metaphorical | Reason for Answer |
|--------|---------|--------------|---|
| James | X | | Believing in a literal six days is a literal interpretation. |
| Sheila | | X | Believing that it communicates deeper truths but not a literal interpretation. |
| Amy | X | | Creationists are individuals who believe in a literal interpretation of the historical fact. |
| Ethan | | X | The idea that the six days could in fact be six ages is a metaphorical interpretation of Genesis. |

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Task 5

- 1) The problem of evil is an issue with the argument for belief in God. It points out the fact that the God of traditional Judaeo-Christianity is omnipotent (all-powerful) and omniscient (all-knowing), yet the observed reality of suffering in the world. Surely a God who cared and had the power to prevent suffering would. The natural conclusion is that either he does not exist, or that his power is limited or he is not all-knowing. The problem of evil is an issue with the argument for belief in God. It points out the fact that the God of traditional Judaeo-Christianity is omnipotent (all-powerful) and omniscient (all-knowing), yet the observed reality of suffering in the world. Surely a God who cared and had the power to prevent suffering would. The natural conclusion is that either he does not exist, or that his power is limited or he is not all-knowing.
- 2) Answers could include any example of natural evil including earthquakes, tsunami, hurricane, volcanic activity, drought, etc. An example of moral evil might include murder, theft, lying, rape, etc.
- 3) A Christian might respond to the problem of evil in a number of ways. They may point to the fall of man as a result of human sin (originating in the fall in Genesis 3) as being the cause of human suffering. They may also point to the fact that humans were not perfect; humans were created with a free will and the ability to bring suffering into the world. Other Christians may point to the fact that suffering is the result of human misuse of free will. Other responses may include that suffering is a punishment for sin.

Extension

Answers will vary hugely depending on the student and their chosen method of interpretation. Answers should include acknowledgment of the different ideas and interpretations discussed in the lesson and rebuttals.

2: Death and the Afterlife

Task 1

Answers as follows:

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | W | R | N | I | J | Q | T | F | D | U | T | A | I | B |
| P | O | X | W | A | M | M | L | I | N | L | S | F | X | X |
| Z | D | J | T | N | V | I | D | E | P | H | V | T | Y | T |
| H | R | P | U | P | K | F | V | E | C | H | X | F | J | S |
| L | E | R | O | U | D | A | E | M | W | E | R | D | D | |
| V | S | E | M | I | E | H | O | U | L | R | L | L | I | |
| B | U | C | H | E | N | T | K | M | L | O | I | W | P | |
| M | R | I | E | A | J | X | H | C | Z | F | G | J | | |
| K | R | D | P | S | O | H | H | E | J | W | M | E | M | G |
| I | E | Z | H | G | Q | C | P | W | A | D | W | A | Q | U |
| W | C | B | F | W | P | Z | J | S | F | D | L | T | N | W |
| B | T | N | E | B | T | A | P | V | B | N | E | G | U | F |
| S | I | P | G | Z | D | H | R | V | W | S | X | A | G | Y |
| C | O | P | J | A | L | T | Z | H | W | W | Z | J | T | I |
| T | N | J | U | D | G | E | M | E | N | T | H | A | V | H |

| | |
|---------------------|--|
| Death | The cessation of life |
| Afterlife | The idea that people go on living after their death |
| Resurrection | A deceased individual returning to life |
| Judgement | God holding individuals accountable for their actions |
| Heaven | A realm of eternal life where the righteous are rewarded |
| Hell | A realm of eternal punishment where the unrighteous are punished |
| Sheep | The farm animal which Jesus used as a metaphor for the righteous in his parables |
| Goats | The farm animal which Jesus used as a metaphor for the unrighteous in his parables |

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Task 2

Answers could include any of the following details in the table below.

| | |
|--|---|
| This is Elaine, who is a Catholic Christian. What might she believe about the afterlife? | As she is a Catholic, she will believe in purgatory. This is a realm where individuals are able to atone for sins which they had not repented for, before being able to go to heaven. |
| This is Iain, a liberal Protestant. What might he believe about the afterlife? | As a liberal Protestant, Iain is more likely to believe in a metaphorical afterlife because he believes that the teachings are meant to guide rather than hard facts. For example, he may consider heaven to be a state of mind rather than a physical place and hell to be a state of separation from God. |
| This is Amelia, a conservative Protestant. What might she believe about the afterlife? | As a conservative Protestant, Amelia might believe in a literal afterlife. She might believe that both heaven and hell are literal places described literally in the Bible. She would then see hell as a literal place of punishment and heaven as a beautiful kingdom where the righteous can live. |

Task 3

1.
 - a) Hell
 - b) Students could include any relevant features, including but not limited to: Suffering, fire, removal from God, physical place
 - c) They might interpret it as hell being just a state of sadness and removal from God.
2.
 - a) Heaven
 - b) Students could include any relevant features, including but not limited to: A beautiful city, full of precious stones, multiple layers, great wealth and beauty are central to this place.
 - c) They might interpret it as being a state of happiness and union with God.

Task 4

- i) Word: **purgatory**
Significance: *Some Christians, such as Catholics, believe in a realm of the afterlife where souls are purified of their sins.*
- ii) Word: **bodily**
Significance: *Some Christians believe that there will be a physical raising of the dead.*
- iii) Word: **spiritual**
Significance: *Some Christians believe that there will be a spiritual resurrection in which the dead are raised as spiritual beings such as souls.*
- iv) Word: **parable**
Significance: *this is a specific moralistic tale told by Jesus in order to communicate his teachings.*
- v) Word: **Jesus**
Significance: *The central figure of the Christian faith, believed to be the Son of God, who died for the sins of humanity.*
- vi) Word: **last day**
Significance: *This is the time when Christians believe that Jesus will return to judge the living and the dead.*
- vii) Word: **soul**
Significance: *This is the spiritual aspect of the human being which some believe lives on after death.*

Task 5

Answers will vary depending on the student and what has stood out for them during the lessons.

Extension

These should reflect the content of the lesson and include different views, including the different views on heaven and hell. This could be informed by different ideas about heaven and hell in different religions, etc. These could be used for reference.

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3: Jesus and Salvation

Task 1

| | |
|---------------------|---|
| Incarnation | The belief that Jesus was the physical embodiment of God |
| Jesus | First-century Jew who is believed to be the Messiah |
| Son of God | The person of the Trinity represented in Jesus Christ |
| Trinity | The Godhead of Father, Son and Holy Spirit |
| Crucifixion | Roman method of execution used for Jesus |
| Resurrection | Returning to life following death |
| Ascension | The event of Jesus returning to heaven |
| Sin | Wrongdoing or breaking of the laws of God |
| Original sin | First sin of mankind originating from Adam and Eve |
| Salvation by works | The idea that you could be saved through your own works |
| Salvation by grace | The idea that individuals can be saved by God's grace |
| Salvation by spirit | The idea that individuals can be saved by the Holy Spirit |
| Atonement | To make up for something |

Task 2

Answers could include, but are not limited to:

- **Fully divine:** The idea that Jesus is God, that he was there at the beginning of time and the Word made flesh.
- **Lamb of God:** The idea that Jesus was a sacrificial lamb that references the Old Testament.
- **Messiah:** The idea of the Jesus as being the fulfilment of the prophesied Messiah in the people were waiting on.
- **Fully human:** The idea that Jesus was God with flesh on; the idea that he was a man and human beings feel.
- **Son of God:** the idea that Jesus is the begotten son of God, conceived through the virgin Mary, who is willing to give everything he values for human kind.

For the second mind map, answers will vary depending on the knowledge of the individual; the original answers were. This may contain ideas far beyond the course from the individual.

Task 3

- The picture should depict the Last Supper, and answers could include the idea of the practice of Communion.
- The picture should depict the Garden of Gethsemane, and answers could include the idea of Jesus' prayer for God's will for the sake of humanity.
- The picture should depict Jesus' arrest, and answers could include the fact that he went to the cross.
- The picture should depict the trial of Jesus and answers could include the idea that Jesus was innocent.
- The picture should depict Jesus' death and answers could include the idea that Jesus died for the sins of the world.
- The picture should depict the Resurrection and answers could include the idea that Jesus defeated death and an offer of salvation.

Task 4

Answers will vary hugely depending on the individual; however, generally content should cover the course and touch on important key facts about each phrase. For example:
Jesus was a Jewish man who lived in first-century Palestine. He is believed by Christians to be the one believed to be sent from God in order to save humanity. Christians also believe that Jesus is the one who died on the cross for the sins of the world, therefore, considered to be part of the Trinity. He was put to death on a Roman cross, but was resurrected three days later.

Task 5

Answers should contain the following content or ideas:

- 1) Sin is the breaking of the moral laws of God set forward in the Bible.
- 2) Original sin is the idea that human beings have inherited sin as a result of the sinning of Adam and Eve.
- 3) The idea of original sin comes from the book of Genesis in the Bible, specifically Genesis 3, where Adam and Eve ate from the tree which God commanded them not to. This was a sin and, as a result, they were expelled from Eden. This inherent sinfulness is then inherited by all humans.
- 4) Christians believe that God sent Jesus, his only son, to die so that humans could be forgiven for their sins through atonement for sin.

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Extension

As indicated in the description for this task, answers here should demonstrate knowledge of the Bible. Details should include those indicated on the description, an idea of his key message, any Bible teachings or verses which are important to the message of Jesus. Students could also mention Bible characters, such as the disciples.

4: Worship, Prayer and Sacraments

Task 1

| | |
|--------------------|--|
| Liturgical | Organised, common worship with a set function or structure |
| Non-liturgical | Informal worship which does not follow a set structure |
| Private worship | Worship which an individual performs on their own |
| Prayer | The act of communicating with a deity |
| Lord's Prayer | A set prayer taught by Jesus in the gospels |
| Set prayer | A specific prayer using set words |
| Informal prayer | Prayers without set words where the worshipper can use their own words |
| Sacraments | A series of holy rites which are considered to have the power to bring about spiritual change |
| Baptism | The immersion in water or anointing of an individual with water |
| Infant baptism | The tradition of anointing infants with holy water, common in the Catholic and Anglican churches |
| Believer's baptism | The practice of baptising believers by fully immersing them in water, common in many Protestant churches |
| Communion | A rite involving the taking of consecrated bread and wine during a service |

Task 2

Answers to this section may vary based on the ideas and opinions of the individual answerer. The following examples contain similar themes to the answers shown here.

- Charismatic
 - A believer might feel freedom to express their own customs, beliefs or worship in their own way of worshipping.
 - Singing, raising hands etc. are all common methods of showing belief in God and devotion.
 - Generally this is more common in liberal Protestantism, such as Charismatic churches.
- Informal/private/prayer
 - Expressing emotions, feel comforted, use of set prayers to focus thoughts etc.
 - Expressing belief in personal relationship with God
 - This is common across all denominations.
- Liturgical/Communion/Eucharist
 - The taking part in a sacrament and specifically for communion; participating in the Eucharist.
 - Belief in the death and resurrection of Christ and the offer of salvation.
 - This is common across all denominations.

Task 3

- The Our Father / The Lord's Prayer
 - The Hail Mary
- Set prayer might have a number of different benefits for a believer. For example, reciting specific words such as the Lord's Prayer as this was taught by Jesus himself, not having to think of what to say, and simply being able to rely on words which can help focus on God.
 - Unset, private prayers might benefit a believer in that they might enable them to talk to God as they are able to talk about their own feelings/requests. This might give them a sense of adoration, thankfulness, encouragement etc.
 - Answers could include a relevant example, including, but not limited to, the Rosary.
 - The Rosary
 - The Hail Mary

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Task 4

Answers will vary depending on the artistic skill and creativity of the individual writing the answers should communicate knowledge of infant baptism and believer's baptism respect choice for the believers.

Task 5

As represented below, the errors in the original sentences are embedded and the example of each statement in *italics*. Sentences which are true are left as they are.

1. Liturgical worship is the form of worship practised by **individual believer by themselves**.
Liturgical Worship is the form of worship practised communally, usually formally with
2. Non-liturgical worship is a **form of worship done in public**.
Non-liturgical worship can be done anywhere.
3. Set prayers contain words which do not change and are repeated in both liturgical and non-liturgical worship.
4. Eucharist has origins in the **Old Testament account of the Roast Dinner**.
Eucharist has origins in the New Testament account of the Last Supper.
5. Believers think that by praying, God will **answer all their wishes and they will get everything they want**.
Believers think that if they pray they can speak to God and have a relationship with him.
6. Certain forms of worship, such as sacraments, are really **unimportant, but they are considered important**.
Certain forms of worship, such as sacraments, are really important, as they are believed to be important.
7. Christians believe that they can communicate with God through personal prayer, and this leads to a better relationship with God. (True)
8. Communion is considered to contain the real presence of Jesus' body and blood by a number of Christians, but some believe **it is only symbolic**.
Communion is considered to contain the real presence of Jesus' body and blood by some Christians, but some believe it is only symbolic.
9. Set prayer is important for many reasons; for example, the fact that Jesus taught people to pray as the Lord's Prayer, or the Our Father. (True)

Task 6

Wine – this is the element of Eucharist which represents Jesus' blood

Bread – this is the element of Eucharist which represents Jesus' body

Sacrament – this is the term for a religious act which is believed to impart the Grace of God

The Last Supper – this is the event where Jesus broke bread and drank wine before his death

Transubstantiation – the idea that during consecration, the elements literally become the body and blood of Jesus

Memorial – the idea that Eucharist is only done to commemorate Jesus' last meal

Death – The Communion of life; through taking Eucharist Christians believe they are able to share in the life of Jesus

Extension

Answers will vary depending on the individual – however, these should include the strong indicative content suggested. Answers should be informative on the different options, as well as showing how these options may or may not be included within the prayer book.

5: Pilgrimages and Festivals**Task 1**

1. a) Postcard could here include the idea that Lourdes is a Catholic/Christian pilgrimage site. It could include a reference to the grotto of the Virgin Mary which is there, and reference to the healing spring (the grotto, the healing spring, etc.).
- b) i) Lourdes is a Christian pilgrimage site in France where St Bernadette had a vision in 1858. As a result the site of the vision has become a shrine.
- ii) Christians still go here today for a number of reasons. They might go to worship the Virgin Mary. There is a healing spring here which is believed to have healing powers. There are also many miracles happen here, so many Christians go for this reason.
2. a) Postcard could include reference to the ecumenical nature of this pilgrimage site. It could mention that a number of different denominations state that they have gone on a pilgrimage here to pray with people from other denominations and to take part in prayer with people from other denominations.
- b) i) This is a pilgrimage site for a number of reasons – saints have lived here, and there are many miracles which Christians have travelled in order to spend time in undisturbed prayer.
- ii) Christians today still go to Iona on pilgrimage on spiritual journeys, to learn from the monks at the monastery and to take part in prayer with people from other denominations.

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Task 2

- Students should show traditional Christian celebrations of Christmas, such as a depiction of the Nativity, Carols or Christingle.
- Answers will vary for questions a)–e) depending on the answers given to question 1. Students should be able to give a clear and comprehensive answer to each of these questions to demonstrate their understanding of the celebrations at Christmas and why, e.g. the nativity marking the actual birth narrative of Jesus, the belief that God sent Jesus as a light of the world, etc.

Task 3

- Palm Sunday remembers the entry of Jesus to Jerusalem.
 - It is usually celebrated in the morning with a church service. Usually this will involve a procession. Some churches may even bring in palm leaves (or similar) for the service.
- Maundy Thursday remembers the washing of the disciples' feet by Jesus as well as the Last Supper.
 - It is usually celebrated with a church service, which is usually solemn as it is a reminder of the betrayal of Judas.
- Good Friday marks the day on which Jesus was crucified and died.
 - This is often marked with a specific church service in which all elements of decoration are removed from the church.
- Easter Sunday marks the day on which Christians believe that Jesus rose again.
 - It is marked with a celebratory church service which is considered to be a great day.

Task 4

Easter eggs are symbols of renewal of life and when broken, are a symbol of the empty tomb. In the Orthodox Church, hard-boiled eggs are dyed black to represent the death of Jesus. Easter is preceded by a period of fasting known as Lent. Many Christians will celebrate Easter by shouting, 'He is Born!' and 'He is born indeed, hallelujah!' The Advent candle is an important symbol at Easter and is lit during the Service of Light. Many branches of the Church, including Catholics, will hold Easter tide vigils in the lead-up to Easter. There is a special Easter hymn known as the Exultet.

Task 5

Easter is preceded by a period of fasting known as Lent. In the Orthodox Church, hard-boiled eggs are dyed red to represent the death of Jesus. Many Christians will celebrate Easter by shouting, 'He is Risen!' and 'He is Risen indeed, hallelujah!' The Paschal candle is an important symbol at Easter and is lit during the Service of Light.

Extension

Answers here should include a destination of pilgrimage other than Lourdes and Iona, such as the Holy Land.

6: The Church**Task 1**

| | |
|-----------------------------|--|
| The local church | Both the church building in a parish and the community within it. |
| The worldwide church | The global community of Christians following the teachings of Jesus. |
| Mission | The intentional sending out of Christians from communities to evangelise, with the end of serving others and spreading the gospel. |
| Evangelism | The spreading of the gospel. |
| Church growth | The gradual spread of the gospel leading to the growing number of Christians, both in the past and in the modern day. |
| Reconciliation | The resolution of differences or rifts between two groups. |
| Charity | Giving aid, financial or otherwise, to those in need. |
| Persecution | Oppression of a particular group. |
| Catholic Charities | A Catholic charity known for attempting to give global aid to the poor. |
| Christian Aid | A Christian charity aimed towards eradicating poverty in the developing world. |
| Tearfund | A Christian charity aimed at providing both emergency, short-term aid and long-term development aid to many countries in need. |

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Task 2

- The elderly might be helped by the local church in being given the opportunity to socialise in churches, such as the Holiday at Home initiative. Other support includes providing pastoral support to those suffering through illness or bereavement. They may also help support elderly people so that they can continue to be both active and social.
- Toddler/baby groups might be helped in many local churches. They help provide young children with pastoral support as well as giving them the chance to socialise with other young or new members.
- The congregation of a church is served by the local church by being provided a venue for religious activities, receiving the sacraments and being part of a Christian community where they can share their faith.
- The local church also for many new members, providing services for different stages of life. For example, funeral services, which give people within the community the opportunity to give religious services in a place which is familiar to them.
- The local church may also be a place where those who are not part of the congregation can choose to marry. In denominations such as the Church of England and the Church of Wales, people can choose to marry in a parish of a church in order to marry there.
- The local church may also support various local initiatives, such as food banks.
- The Alpha course is a form of evangelism which works within the local community, providing an opportunity for those in attendance to ask questions about the Christian faith.

Task 3

- Mark 16.15** – Spread the gospel by evangelising
- 1 Timothy 5:3–4** – Caring for the elderly, such as widows, and their families
- Matthew 25:37–40** – Many churches take part in supporting or running food banks
- 1 Corinthians 11:25** – Facilitate the giving of sacraments such as Communion
- 1 John 3:17** – Help the poor by giving financial aid or advice
- Matthew 19:14** – Run children's camps and activities for the local parish
- Matthew 25:38–39** – Running visiting programmes for those in hospital or in prison

Task 4

Students may use any example of a case study that comes across. One example may be as follows:

Name: Christian Aid

Aim: To help people in need and the suffering which results from it.
'We stand for dignity. For equality. For justice.'

Beliefs:

- That all are equal in God's eyes
- That all humans have dignity
- Jesus taught his followers to work towards a better world
- Aid should be given to enable people to flourish and grow their communities

Christian principles:

- Love of others
- Justice
- Peace making
- Jesus taught to help the poor and needy
- Jesus taught to love your neighbour
- Stewardship
- Responsibility to help the poor and to enable them to gain skills to become self-sufficient

Examples of charitable actions:

- Climate change action
- Emergency relief efforts (e.g. War in Syria, Indonesia tsunami relief)
- Christian Aid Week
- Tax injustice

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Task 5

In each of the sentences below, the mistake is emboldened and the correct statement is written below.

1. **Acceptance** is the experience of extreme hostility leading to negative differential treatment.
Persecution is the experience of extreme hostility leading to negative differential treatment.
2. Christians **do not do very much to help their fellow Christians who are being persecuted with in their own communities.**
Christians do a great deal to try to help their fellow Christians worldwide who are being persecuted by doing mission trips, campaigning, prayer
3. Jesus taught his followers that if people persecuted them for spreading his message, it was **wrong.**
Jesus taught his followers to expect hostility and persecution in their spreading of his message and that people who did not persecute were right.
4. Many Christians have been inspired by the teachings of Jesus to respond to persecution.
Many Christians have been inspired by the teachings of Jesus to respond to persecution by doing mission trips, campaigning, prayer
5. There are **no** biblical references to how to deal with persecution **as it was not** sometimes experienced.
There are many biblical examples of how to deal with persecution, such as 1 Peter, as well as the lives of the apostles.
6. Christians **only support other Christians who are being persecuted as only other Christians.**
Christians support all those who are being persecuted, regardless of their faith, as Jesus taught us to love our neighbour.
7. The early church community only experienced some **mild persecution, such as name calling.**
The early church community experienced much persecution, including extreme forms of persecution.

Extension: Alpha Course

Depending on how an individual approaches this task, the answers will be very different. The content should revolve around how a Christian might answer the questions (with specific references to how these ideas might differ denominationally and what individual Christians would have).

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