

Year 11 GCSE Revision - Faith and Ethics (unit 2 and 4)

Week beginning	Topics for revision	Re-visit work	Suggested activities
6 th February	<p>Unit 2: : Early Life</p> <p>Key terms / causes of / alternatives / when does life begin? / Rights/ Pro-life & Prochoice</p>	<ul style="list-style-type: none"> • Key vocab • Reasons women choose to abort • Pro & Con of Adoption / Fostering / Keeping the child • Differing view point on “When does life begin?” – learn at least 3 • General and religious reasons people are Pro-life and Pro-Choice • Rights –whose / why? <i>Tends to be a tricky question so be prepared!</i> 	<p>Mind maps- sample at: N:\Reference\RE\Faith and Ethics\GCSE Revision.</p> <p>Revision cards.</p> <p>Use of GCSE podcasts (instructions via VLE)</p> <p>Complete revision booklet: N:\Reference\RE\Faith and Ethics\GCSE Revision</p> <p>Work through Prezi –on Rights- N:\Reference\RE\Faith and Ethics\GCSE Revision</p> <p><u>Sample questions</u></p> <p>‘The quality of a person’s life is more important than just being alive.’ What do you think? Explain your opinion.(3)</p> <p>Explain what is meant by the ‘sanctity of life’.(2)</p> <p>Explain how some people use a belief in the ‘sanctity of life’ to argue against abortion.(4)</p> <p>Explain the rights of those involved when abortion is being considered.(6)</p> <p>What is adoption? (1)</p> <p>Give two situations in which abortion is legal in Britain.(2)</p> <p><i>Many more questions / sample answers / mark schemes can be found on the VLE.</i></p>
13 th February	<p>Unit 2: Early Life</p> <p>Religious responses : Roman Catholic / Protestant</p>	<p><u>Roman Catholic</u></p> <ul style="list-style-type: none"> • Reasons Catholics are Pro-life- specific religious teachings- at least 4 • What is double effect? How is this different to abortion? <p><u>Protestant</u></p> <ul style="list-style-type: none"> • Reasons why some Protestant Christians are Pro-Choice- specific religious teachings – at least 4 	<p>Past paper questions, mind maps and revision cards.</p> <p>See VLE for variety of sample questions and sample answers</p> <p>Complete questions using helpful hints : N:\Reference\RE\Faith and Ethics\GCSE Revision.</p> <p><u>Sample questions</u></p> <p>Explain why some religious believers are against abortion. (3)</p> <p>Explain why some religious believers may accept abortion.(3)</p>

<p>20th February</p> <p>HALF TERM</p>	<p>Unit 2: Early Life</p> <p>Religious responses : Islam</p> <p>Embedding</p>	<p><u>Islam</u></p> <p>What does Haram mean? When does Islam allow abortion? Why? When does Islam condemn abortion? Why?- need at least 4 teaching</p> <p>Revisit Early Life unit</p>	<p>Past paper questions, mind maps and revision cards. (Use Revision Power point to source information saved at N:\Reference\RE\Faith and Ethics\GCSE Revision)</p> <p><u>Sample questions</u> Explain how religious beliefs and teachings might influence believers in their attitude towards abortion. (6)</p> <p>Read through and attempt questions- compare to sample answers (N:\Reference\RE\Faith and Ethics\GCSE Revision) Improve your answers once read. Memorise same teachings chart (On VLE plus N:\Reference\RE\Faith and Ethics\GCSE Revision) Complete the “find the Mistakes” activity(N: :\Reference\RE\Faith and Ethics\GCSE Revision) Play revision squares (N:\Reference\RE\Faith and Ethics\GCSE Revision) –how many facts do you know about each? Can you link the ideas? Can you apply these words to an exam question? (Look at the exam questions from the VLE)</p>
<p>27th February</p>	<p>Unit 2: Prejudice</p> <p>Key terms, causes, consequences, case studies</p>	<ul style="list-style-type: none"> • Key terms • What causes people to prejudge? • What are the consequences of prejudice / discrimination? (general and specific) • Case Studies- Apartheid / Work of MLK 	<p>Past paper questions, revision cards, mind maps</p> <p><u>Sample questions:</u> Give two reasons why some people might be sexist.(2) Explain, using an example, what is meant by sexism.(2) Explain, using an example, what is meant by racism.(2) Explain how religious people might try to end prejudice and discrimination.(3)</p>
<p>6th March</p>	<p>Unit 2 Prejudice</p>	<ul style="list-style-type: none"> • Christian perspective • Christian teachings against prejudice / discrimination • Christian response to the Apartheid – Desmond Tutu / Dutch Reform Church • Christian Teachings about Sexism (contrast between potential Roman 	<p>Use VLE for various revision activities</p> <p><u>Sample questions</u> Explain believers’ attitudes to sexism. Refer to the beliefs and teachings one religions you have studied in your answer. (4) Explain attitudes to prejudice and discrimination in each of the two religions you have studied. Refer to religious beliefs and teachings in your answer.(6) ‘Men should have more important roles in religion than women’.</p>

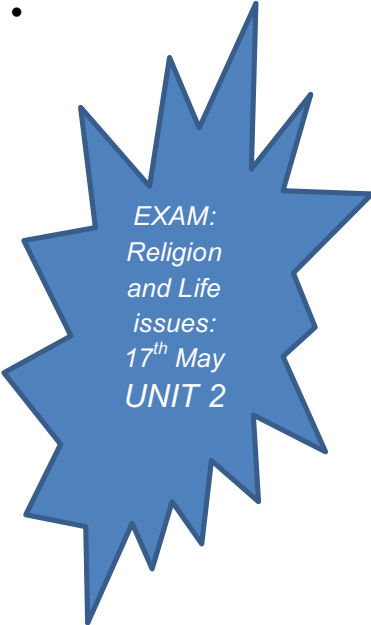
		Catholic view and Protestant view)	Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.(6)
13 th March	Unit 2: Prejudice	Islamic perspective on Prejudice and Discrimination- minimum 4 teachings	Past paper questions, mind maps and revision cards- see VLE for additional material / activities
	Muslim perspective	Islamic perspective on Sexism- minimum 4 teachings	<p><u>Sample questions</u> Explain believers' attitudes to Ageism. Refer to the beliefs and teachings one religions you have studied in your answer. (4) Explain attitudes to prejudice and discrimination in each of the two religions you have studied. Refer to religious beliefs and teachings in your answer.(6) 'It is impossible to be religious and prejudice". Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer.(6) 'Racism is the worst thing a person can suffer.' Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer. (6)</p>
20 th March	Unit 2 : Embedding	Revision presentations GCSE pods (Use of GCSE podcasts (instructions via email OR via VLE)	Past paper questions-see VLE for samples- look at sample answers, could you produce these answers/ similar? Play revision squares (N:\Reference\RE\Faith and Ethics\GCSE Revision) –how many facts do you know about each? Can you link the ideas? Can you apply these words to an exam question? (Look at the exam questions from the VLE) <i>And again....Gaps last time? What different techniques can you use? Memorise same teachings chart (On VLE plus N:\Reference\RE\Faith and Ethics\GCSE Revision)</i>
	Embedding -how confident am I? Where are my gaps? How to answer AO2 questions – 3 and 6 mark?	See VLE for samples / advice	
27 th March	Unit 2: War and Peace	<ul style="list-style-type: none"> • What do War / Peace / Justice / forgiveness / Retaliation mean? -- see Revision notes for additional key terms • What causes wars? Are these justifiable? 	Past paper questions –see VLE for variety / samples. Mind maps and revision cards. Complete revision booklet - N:\Reference\RE\Faith and Ethics\GCSE Revision
	Key terms/ causes / consequences / examples		<p><u>Sample questions</u> Give two reasons why a country might fight in a war.(2)</p>

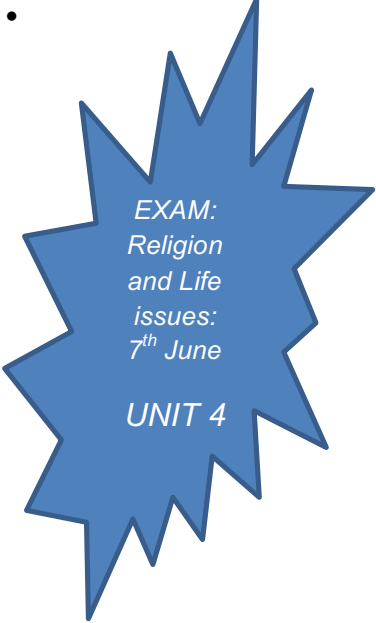
	Pacifism- Who? Why?	<ul style="list-style-type: none"> • Examples of modern wars • What does Pacifism mean? • Why are Quakers Pacifist? – Range of religious teachings (at least 4) 	<p>‘There will only be peace when people stop being prejudiced.’ What do you think? Explain your opinion. (3) (this looks at the causes of war)</p> <p>Explain why some religious believers might not be prepared to fight in a war. <i>(Remember to name the religion and their teachings)</i> (3)</p>
3 rd April	<p>Unit 2 War and Peace</p> <p>Christianity – Just War theory</p> <p>Islam: Lesser Jihad</p> <p>WMD</p>	<ul style="list-style-type: none"> • Origins of Just War theory • Criteria of Just War theory • Application of Just War theory- application / case study • Islam and Peace • Islam and Lesser Jihad – application to case study • What do we mean by WMD? Examples • Religious view on WMD 	<p>Past paper questions, mind maps and revision cards – see VLE for activities</p> <p><u>Sample questions</u> Explain religious attitudes to nuclear weapons. Refer to religious beliefs and teachings in your answer. (6) Religious believers always fight for peace. What do you think? Explain your opinion.(3) Wars cause more problems than they solve. Do you agree? Give reasons for your answer, showing you have thought about more than one point of view. Refer to religious arguments in your answer.(6)</p>
10th April	<p>Embedding W&P</p> <p>Unit 2: The natural world</p> <p>Confidence with War & Peace</p> <p>Issues in the Natural World Solutions to these Issues</p> <p>Christian response to the Natural World</p>	<p>Gaps in knowledge / applying to exam questions- ensuring specifics are embedded</p> <p>How do humans impact the environment? Awareness and knowledge of such natural concerns, such as deforestation,</p>	<p>See VLE for revision materials Revision squares- Play revision squares (N:\Reference\RE\Faith and Ethics\GCSE Revision) –how many facts do you know about each? Can you link the ideas? Can you apply these words to an exam question? (Look at the exam questions from the VLE) <i>And again....Gaps last time? What different techniques can you use? Memorise same teachings chart (On VLE plus N:\Reference\RE\Faith and Ethics\GCSE Revision)</i></p> <p>Past paper questions, mind maps and revision cards – see VLE for various revision materials.</p> <p><u>Sample questions</u> Damaging the world is disrespectful to God. What do you think? Explain your opinion (3)</p>

		<p>greenhouse effect, oil spills etc Awareness and knowledge of potential solutions Earth Summits How do Christians believe the world was created? Different perspectives How does the belief in creation impact the Christian response to the world, and how we treat it? What does stewardship mean? What does dominion mean? How do these two beliefs impact how a Christian treats the world? What does Sanctity of Life mean? How does this impact the way Christians treat the world?</p>	<p>Explain why some religious believers think it is wrong to destroy the natural environment (3) Describe the ways in which modern living is putting pressure on the environment (5) Explain religious attitudes to the environment. Use religious beliefs and teachings in your answer (4) What is pollution and explain two examples. (3) Give two examples of how global warming is damaging the world. (2) What is conservation? (1) Give two problems caused by the destruction of natural habitats. (2) Describe how people are damaging the environment. (3) Explain religious views about sustainable development. Refer to religious beliefs and teachings in your answer. (4) ‘Religious believers have not done enough to support earth summits.’ What do you think? Explain your opinion. (3)</p>
<p>17th April <u>EASTER</u></p>	<p>Unit 2: The Natural World Islamic view on the Environment</p>	<ul style="list-style-type: none"> • Islamic view on the creation of the world-specific teachings • Concept of Stewardship • Concept of Ummah • Reasons Muslims should treat the environment well – at least 4 teachings • How can a Religious believer help the environment? – general and specific religious responses 	<p>Past paper questions, mind maps and revision cards</p> <p><u>Sample questions</u> Explain the attitudes of religious people to global warming. Refer to religious teaching in your answer.(6) Explain the attitudes of each of the two religions you have studied to damaging the environment. Refer to beliefs and teachings in your answer. (6) Explain the teachings of two religions or two Christian denominations that encourage believers to protect the natural world.(8) Explain the beliefs and teachings about the environment in each of the two religions you have studied.(6) Explain why some religious people are concerned about pollution and global warming. Refer to religious beliefs and teachings in your answer.(5)</p>

24 th April	Unit 4 Evil and Suffering	<ul style="list-style-type: none"> • . Keywords • Awareness of the qualities of the Christian concept of God (Omni...) • Examples of natural and moral suffering • Outline the problem of Suffering –in relation to the qualities of the God of Christianity • Questions suffering raises • Theist responses • Purpose of suffering? • Specific responses from Christianity to suffering • Muslim responses to suffering • Hindu concept of Karma • Concept of Evil • Causes of Evil? • Why is Evil a problem in relation to God and his qualities? • Christian response to evil • Muslim response to evil 	<p>Past paper questions, mind maps and revision cards</p> <p><u>Sample questions</u> Past paper questions, mind maps and revision cards See VLE for additional revision activities and sample questions Role a task – unit 4 (N:\Reference\RE\Faith and Ethics\GCSE Revision) GCSE pods - N:\Reference\RE\Faith and Ethics\GCSE Revision</p> <p><u>Sample questions</u> What problems are raised for religious believers by evil? (4) What problems are raised for religious believers by suffering? (4) Explain how believing in God can help people to cope with suffering in their lives (6) “Without suffering and evil in the world, people would not turn to God or become better people” Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6) Explain how religious believers can respond in a positive way to suffering. (2) Explain the teaching of ONE religious tradition about the reasons for EITHER suffering or evil. (4) ‘Evil is within a person and is not a power outside human beings’ Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6)</p>
1st May	Unit 4: Revelation	<ul style="list-style-type: none"> • Special Revelation • Types of • General Revelation • Types of • Impact of Revelation • Power of Revelations • Illusion v Reality? (alternative explanations) • Nature of God-key terms for Islam and Christianity • Problems and strengths of these characteristics 	<p>Past paper questions, mind maps and revision cards See VLE for variety of teaching / revision resources</p> <p><u>Sample Questions</u> Explain how nature might reveal God to some people. (3) Explain what people might learn about God from scripture (holy books). (4) ‘The best way to know God is through your conscience.’ What do you think? Explain your opinion. (3)</p>

			<p>Explain briefly what religious believers mean when they say that God is omnipotent. (2)</p> <p>‘God does not seem to be making himself known today.’ Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer. (6)</p> <p>What is meant by ‘revelation’? (1 mark)</p> <p>Give an example of revelation. (1 mark)</p> <p>Explain, using examples, the difference between general and special revelation. (4)</p> <p>“It is impossible to believe in a religion without having had a revelation.’</p> <p>What do you think? Explain your opinion. (3)</p> <p>Why might it be difficult to know if a revelation is real? (3)</p> <p>What do religious believers mean when they say that God is ‘immanent’? (2)</p> <p>If someone believes that God is ‘immanent’, how might this help them in their life?(2)</p> <p>Explain what Christians believe about the nature of God. (5)</p> <p>Describe how religious believers can have a meaningful relationship with God. (3)</p> <p>‘It is impossible to know what God is like.’ Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (5)</p> <p>‘God can only be known through faith.’ Do you agree? Give reasons for your answer, showing you have thought about more than one point of view. (6)</p> <p>Explain what effect a special revelation might have on a person’s life. (4)</p> <p>Explain, using examples, the difference between ‘general’ revelation and ‘special’ revelation. (4)</p>
8th May	<p>Unit 2: Embedding</p>	<ul style="list-style-type: none"> Remind self about exam technique for different style questions –try out your technique- compare and improve! 	<p>Read through and attempt questions- compare to sample answers (N:\Reference\RE\Faith and Ethics\GCSE Revision) Improve your answers once read.</p> <p>Memorise same teachings chart (On VLE plus N:\Reference\RE\Faith and Ethics\GCSE Revision)</p> <p>Play revision squares (N:\Reference\RE\Faith and Ethics\GCSE Revision) –how many facts do you know</p>

			<p>about each? Can you link the ideas? Can you apply these words to an exam question? (Look at the exam questions from the VLE)</p> <p>Work through the revision PowerPoint- all areas –see reference drive</p>
15th May	<p>Unit 2: Embedding</p>	<ul style="list-style-type: none">  <p>EXAM: Religion and Life issues: 17th May UNIT 2</p> 	<p>Read through and attempt questions- compare to sample answers (N:\Reference\RE\Faith and Ethics\GCSE Revision) Improve your answers once read.</p> <p>Memorise same teachings chart (On VLE plus N:\Reference\RE\Faith and Ethics\GCSE Revision)</p> <p>Complete the “find the Mistakes” activity(N: \Reference\RE\Faith and Ethics\GCSE Revision)</p> <p>Play revision squares (N:\Reference\RE\Faith and Ethics\GCSE Revision) –how many facts do you know about each? Can you link the ideas? Can you apply these words to an exam question? (Look at the exam questions from the VLE)</p>
22 nd May	<p>Unit 4:7</p> <p>E&S / Revelation</p> <p>(if confident move to Existence of God and Science and Religion)</p>	<p><u>Science and Religion</u></p> <p>Key terms</p> <p>What is meant by Scientific truth?</p> <p>What is meant by Historical truth?</p> <p>What is meant by Religious truth?</p> <p>Cosmological Revolution</p> <p>Evolution</p> <p>Big Bang</p> <p>Genesis and Big Bang compatible?</p> <p>Design argument</p> <p>First Causes argument</p> <p>Intelligent Design</p>	<p>See revision sheets for key content – on VLE plus via class teacher</p> <p>Spelling test- N:\Reference\RE\Faith and Ethics\GCSE Revision</p> <p><u>Sample Questions</u></p> <p><u>Revelation</u></p> <p>Explain how nature might reveal God to some people. (3)</p> <p>Explain what people might learn about God from scripture (holy books). (4)</p> <p>‘The best way to know God is through your conscience.’ What do you think? Explain your opinion. (3)</p> <p>Explain briefly what religious believers mean when they say that God is omnipotent. (2)</p> <p>10 ‘God does not seem to be making himself known today.’ Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer. (6)</p>
29 th May HALF TERM	<p>Unit 4: Science and Religion</p> <p>Existence of God</p>	<ul style="list-style-type: none"> <p><u>Existence of God</u></p> <p>Terms Theist / Atheist/ Agnostic</p> <p>Cosmological argument</p> <p>Arguments against First Cause-</p> <p>Big Bang</p> <p>Design Argument:</p> <p>Arguments against design</p> 	<p>Complete question based revision cards- see reference drive for template - N:\Reference\RE\Faith and Ethics\GCSE Revision)</p> <p><u>Sample Questions</u></p> <p>Science and Religion</p> <p>Explain briefly the Big Bang theory. (2)</p> <p>Give an account of a religious creation story. (4) ‘It is possible to believe both in</p>

		<p>Evolution Miracles Arguments supporting miracles / argument Against Arguments supporting Religious experience Arguments against Religious experience Morality - The Moral Argument: for and Against Arguments against belief in God</p>	<p>the Big Bang theory and in God.’ What do you think? Explain your opinion. (3) Explain how the discovery that the earth is not the centre of the universe challenged religious belief. (3) ‘Scientific truth is more important than religious truth.’ Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. Refer to religious arguments in your answer. (6) Evolution proves that God exists.’ Do you agree? Give reasons for your answer, showing you have thought about more than one point of view. (6 marks) Give two types of evidence on which scientific proof is based. (2) Explain the Big Bang theory ‘Evolution proves that God does not exist’ What do you think? Explain your opinion (3) Explain two ways in which people’s ideas about the world changed in the cosmological revolution (4) Explain briefly why this was a problem for the Church at the time (3) ‘It is impossible to believe in both scientific truth and religious truth’ Do you agree? Give reasons for your answer, showing that you have thought about more than one point of view. (6)</p>
5 th June	Gaps in Unit 4	<p>•</p> 	<p>Things to remember:</p> <ul style="list-style-type: none"> ✓ If you require help there is a “Question time” in L4 with Mrs Edge on a Monday 3-4. This is a session where you can drop in, you must come with a specific question / concern though – this is open to all year 11 students. ✓ There are many resources to be found on the school VLE- ask your F&E teachers if you can’t remember how to access it ✓ The F&E department has created a “You Tube” playlist with programmes for you to watch- the link can be found on the VLE – don’t just watch them though- make notes whilst watching, watch with someone else and ask each other questions at the end or write a blurb to summarise your learning. ✓ Go to AQA website for past papers – we are specification B –units 2 and 4

