



Year 9 Religious Studies Short Course

Subject Leader: Mrs Leanne Barrows

Exam Board: AQA

The aims and objectives of the GCSE are to enable students to: Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. Students will develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying. In addition, they will develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

The course will enable them to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life and reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and will contribute to their preparation for adult life in a pluralistic society and global community. Additionally, students must demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith.

In Years 9 (AQA Short Course) and 10 (AQA Short and Full Course) and 11 (AQA Full Course) the courses will allow students to understand the influence of religion on individuals, communities and societies and understand significant common and divergent views between and/or within religions and beliefs and apply knowledge and understanding in order to analyse questions related to religious beliefs and values allowing them to construct well-informed and balanced arguments on matters concerned with religious beliefs and values. Years 9 and 10 sets X6 and 7 and Y6 will follow the ASDAN beliefs and values Short Course. They will complete challenges from six areas of study to gain 5-6 ASDAN credits.

Topics to be covered in Year 9

	Term 1	Term 2 and 3
Topics to be covered	Christian Beliefs Introduction to GCSE The Nature of God The Oneness of God and the Trinity Different Christian beliefs about Creation Incarnation Crucifixion Resurrection and ascension Resurrection and the afterlife The afterlife and judgement Heaven and hell Sin and salvation The role of Christ in salvation The Problem of Evil and Suffering	Religion, Peace and Conflict The meaning and significance of peace, justice, forgiveness, reconciliation. Violence, including violent protest* Terrorism. Reasons for war, including greed, self-defence and retaliation. The just war theory, including the criteria for a just war. Holy war. Pacifism Religion and belief as a cause of war and violence in the contemporary world. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction* Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of one present day religious organisation. * Violence, weapons of mass destruction and pacifism will be studied from contrasting religious viewpoints
Key vocabulary	Religious tradition Omnipresent Messiah Salvation Humanism Eternal Passover Atonement Denomination Trinity Monotheism Creation Creationists Eucharist Purgatory Omnipotent Metaphorical Holy Communion Hell Heaven Transcendent Crucifixion Judgement Benevolent Dominion Resurrection Omniscient Incarnation Ascension Moral Evil Natural Evil Vale of soul making Passover Intercession Inconsistent Triad	War Peace Justice Forgiveness Reconciliation Protest Violence Terrorism Greed Self-defence Retaliation Nuclear weapons Weapons of mass destruction Chemical weapons Biological weapons Holy war Pacifism Peacemaker Peace-making

	Term 1	Term 2
Skills to be developed	Identify - Select the correct answer Give/Name - State correct examples of something Explain - developing points with explanations or examples Religious Teachings - Being able to identify relevant quotes and explaining the meaning Evaluation Questions - for and against arguments for a given statement & beginning to evaluate arguments	
Opportunities for revisiting previous learning (cont'd)	Retrieval practice at the start of each lesson GCSE Pod and Quizizz homework Exam questions based upon the lessons learning Key words and meanings test The final Year of the GCSE is revisiting all topics studied in SC lessons details of what included are in SOW.	
When will formal assessment of progress take place?	Exam questions will be modelled in class as well as answered and assessed. Spring term mock exam on Christian belief. Mock exam in hall on Christian beliefs and Peace and Conflict.	

Year 9 Useful Resources

The Gilberd VLE is a great starting point and includes links to many websites:

<https://www.gilberd.com/index.php/en/vle>

<http://www.primaryhomeworkhelp.co.uk/Religion.html>

www.reonline.org.uk/knowning/what-re/

<https://understandinghumanism.org.uk/>

[Seneca - Learn 2x Faster](#)

Youtube: MrMcMillan

<https://www.bbc.com/bitesize/subjects/zh3rkqt>

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as it typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go4Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. Students will mainly be set Seneca tasks/revision. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

If you would like to contact the Religious Studies Department, please email: re@gilberd.com.

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