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HIGH ASPIRATIONS
HIGH STANDARDS
YOU WILL SUCCEED

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KS4 EXAM PREPARATION AND STUDY SKILLS

Wednesday 1st October



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AGENDA

- General Overview – Mr. Mason
- Science – Mr. Davies
- English – Mr. Vallender
- Religious Studies – Miss. Baggaley
- Mathematics – Mr. Allen



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WHY?



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Leading Parent
Partnership Award



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[Evidence and resources](#) > [Teaching and Learning Toolkit](#) > [Parental engagement](#)



☐ View in Cymraeg

Parental engagement

Moderate impact for very low cost based on extensive evidence

Implementation cost ?



Evidence strength ?



Impact (months) ?

+4 months

[What is it?](#)

[Key findings](#)

[How effective is the approach?](#)

[Behind the average](#)

[Closing the disadvantage gap](#)

[How could you implement](#) >

[Technical Appendix](#)



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**CLASS OF 2025: YOU HAVE ACHIEVED
THE BEST SET OF GCSE RESULTS IN
THE HISTORY OF THE SCHOOL**



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The Iceberg Illusion

Success
is an
iceberg

SUCCESS!

WHAT PEOPLE
SEE

Persistence



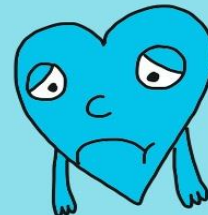
Failure



Sacrifice



Disappointment



WHAT PEOPLE
DON'T SEE

Dedication



Hard work



Discipline



@sylvia duckworth



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MR A. DAVIES
Head of Science

SCIENCE REVISION – THE COURSE

To find the specification for the courses:

- Triple Science = AQA GCSE Biology / Chemistry / Physics
- Core Science = AQA GCSE Combined: Trilogy

Every student will sit six exams. Paper 1 & Paper 2 for each of the sciences.



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THE MARATHON

Exam	Date
Biology paper 1	11 th May 2027
Chemistry paper 1	17 th May 2027
Physics paper 1	25 th May 2027
Biology paper 2	10 th June 2027
Chemistry paper 2	15 th June 2027
Physics paper 2	18 th June 2026



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TOPICS

Biology Paper 1

- Cell Biology
- Organisation
- Infection and response
- Respiration
- Photosynthesis

Biology Paper 2

- Homeostasis & response
- Inheritance, variation & evolution
- Ecology



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PPE SCHEDULE

- Year 10 PPE June 27 = Modified Paper 1
- Year 11 PPE Nov 26 = Full Paper 1
- Year 11 PPE March 27 = Full or modified Paper 2



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SCIENCE ESA

AQA GCSE Triple Science Knowledge Organiser

GCSE Biology Paper 1

Name: _____

Class: _____

Teacher: _____

B1: Cell structure
and transport



B2: Organisation



B3: Infection and
response



B4: Bioenergetics

How will I be assessed?

Written exam: 1 hour 45 minutes; Foundation or Higher Tier

100 marks

50% of GCSE

Questions: Multiple choice, structured, closed short answer and open response.

To achieve a **grade 5** candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology
- use appropriate mathematical skills to perform multi-step calculations
- analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence
- evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions

To achieve a **grade 8 or 9** candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology
- use a range of mathematical skills to perform complex scientific calculations
- critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions
- critically evaluate and refine methodologies, and judge the validity of scientific conclusions

- Command Words
- Checklists
- Equations
- Required Practicals
- Key Themes
- Knowledge Retrieval
- Knowledge Application

SPARX SCIENCE

- One homework set per week on a Wednesday.
- Students should be completing 100% of questions and it should take approximately 45 mins to complete.
- Lunch time session on a Wednesday to catch up with incomplete homework.

The screenshot displays the Sparx Science interface. The top navigation bar includes 'Sparx Science', '10x/Sc2', 'Need help?', and 'Adam Smith'. The main section is titled 'Hand-in' and shows a timeline of weeks from Week 28 to Week 39. Below this, a table lists student progress:

Name	Completion	Working time	Completion day	Answers
Etta Box	0%	0h 0m	Incomplete	View >
Heather Drew	0%	0h 0m	Incomplete	View >
		0h 47m	Incomplete	View >
		1h 26m	2 days early	View >
		0h 56m	1 day early	View >
		0h 46m	1 day early	View >
		0h 42m	Hand-in day	View >
		1h 17m	1 day early	View >
		1h 44m	2 days early	View >
		1h 52m	1 day early	View >
		1h 36m	1 day early	View >
		1h 1m	1 day early	View >

Below the table, a question window is open, showing a diagram of a plant cell with labels A, B, C, and D. The text reads: 'The diagram represents a plant cell. Name each labelled part of the cell.' The answers are: A: cell membrane, B: chloroplast (with a checkmark and 'chloroplast' written below), C: permanent vacuole, and D: cell wall. Each answer has a green checkmark next to it.



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FLASHCARDS

Differentiation – cells specialise to perform a role

Have specific structures to do a job

Happens
early in
animal life

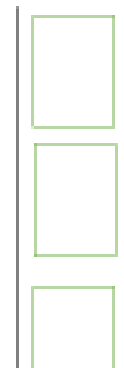
Plants
throughout
life can do
this



- Haploid (1/2 chromosomes)
- Many mitochondria
- Acrosome

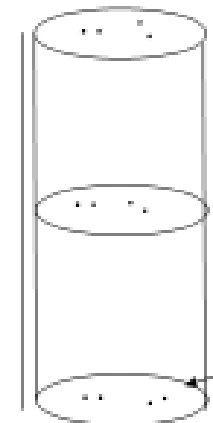


- No chloroplast
- Many mitochondria to actively transport minerals
- Large surface area to absorb water



XYLEM

- Dead cells
- Transports water and minerals
- unidirectional



PHLOEM

- Transports sugars
 - Up and down
 - Living cells
- Sieve plate

REQUIRED PRACTICALS

For every paper there are a number of required practicals. Questions on these practicals make up at least 15% of total marks.

Students need to know:

- The method
- The variables (Independent, dependent, control)
- Safety aspects



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EXAM QUESTIONS

Knowledge is brilliant but application is key.

Students will be seeing exam questions in lessons and in PPE's but the more practice the better.

There are a number of brilliant free websites that students can use which provide revision material and exam questions.

www.physicsandmathstutor.com

www.aqa.org.uk



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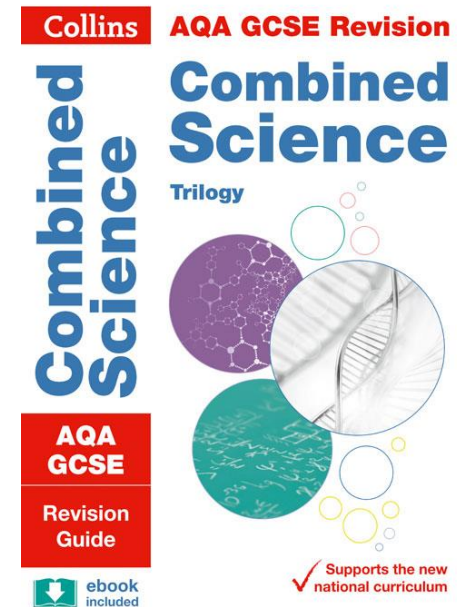
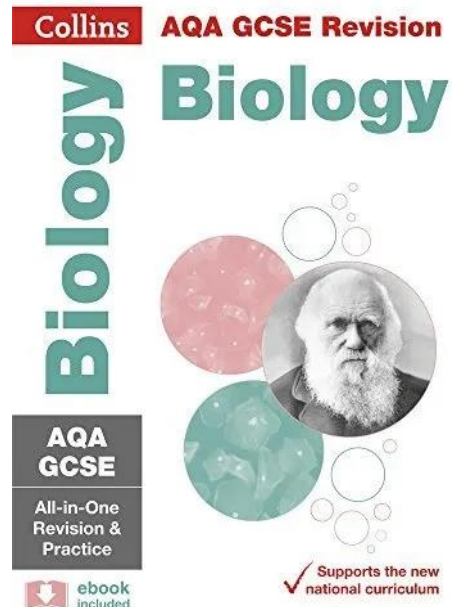
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REVISION GUIDES

The ones we recommend are:

- AQA GCSE Combined Science Trilogy: Collins All-in-one
- AQA GCSE Biology/ Chemistry/ Physics: Collins All-in-one





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MR N. VALLENDER

Head of English
Associate Assistant Headteacher

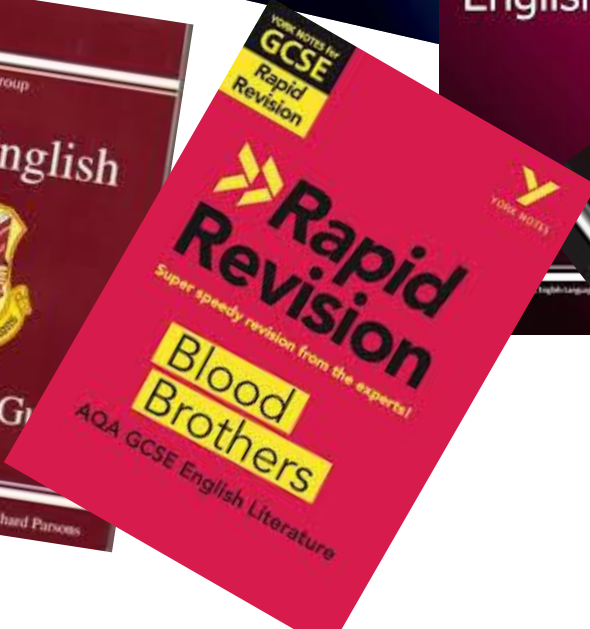
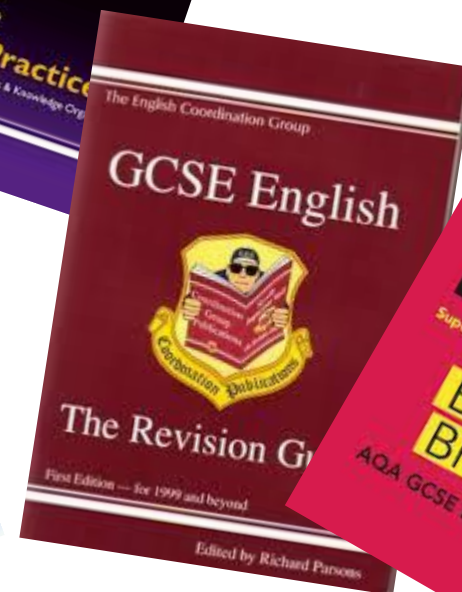
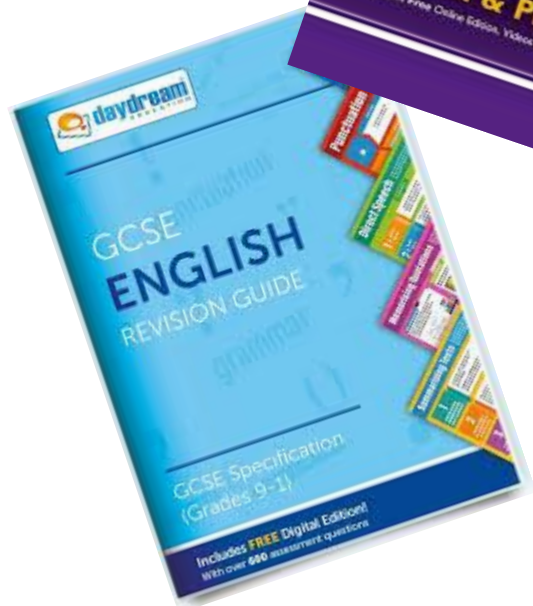
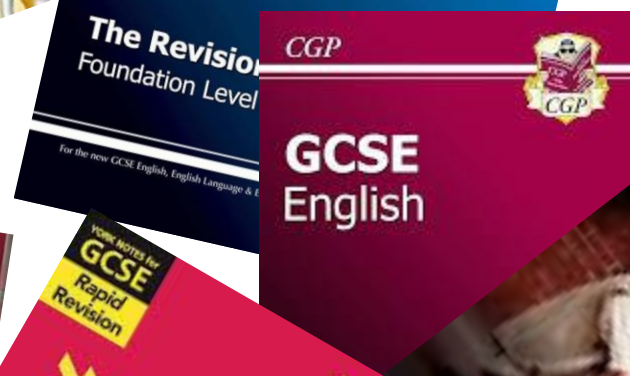
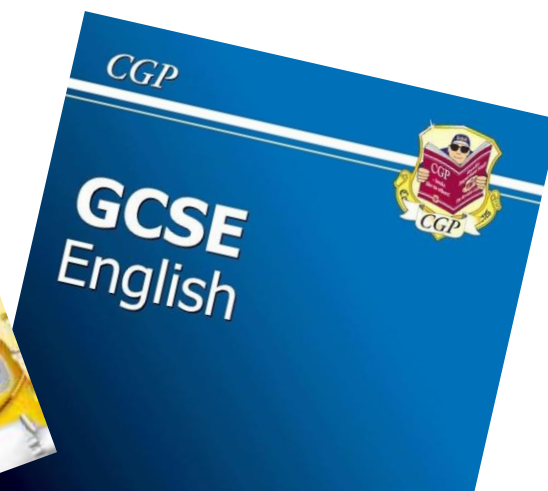


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HOW TO USE THE ENGLISH ESA

ENGLISH LANGUAGE

GCSE EXAM SKILLS AND AGENCY

NAME: _____
CLASS: _____
TEACHER: _____



ENGLISH LANGUAGE PAPER 1			
Reading section 1 hour			
1. List	4	5 mins	Fourth
2. How does the writer use language to...	8	10 mins	Third
3. How does the writer use structure to...	8	10 mins	Fifth
4 Evaluate how a writer....	20	20 mins	Second
Writing section 45 mins			
5. Narrative writing	40	40mins (5 mins planning)	First

1

ENGLISH LANGUAGE

GCSE EXAM SKILLS AND AGENCY

NAME: _____
CLASS: _____
TEACHER: _____



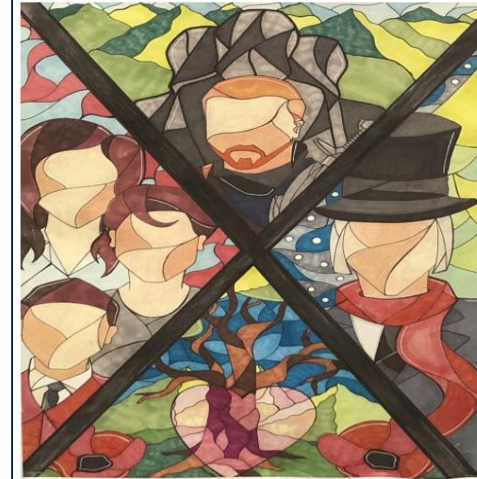
ENGLISH LANGUAGE PAPER 2			
Reading section 1 hour			
1. Choose 4 true statements	4	5 mins	Fourth
2. Write a summary of two texts	8	10 mins	Fifth
3. How does the writer use language to...	12	15 mins	Third
4 Compare how two writers convey their different attitudes.	16	20 mins	Second
Writing section 45 mins			
5. Persuasive writing	40	40mins (5 mins planning)	First

1

ENGLISH LITERATURE 1

GCSE EXAM SKILLS AND AGENCY

NAME: _____
CLASS: _____
TEACHER: _____



ENGLISH LITERATURE 2

GCSE EXAM SKILLS AND AGENCY

NAME: _____
CLASS: _____
TEACHER: _____





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WHY THE ESA?

- Written by senior examiners
- Quality assured
- Impact on grades



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The journey....

KEY STAGE 4 ASSESSMENT JOURNEY

Year 10	
OCTOBER/NOVEMBER	Blood Brothers Key Piece 40 marks
	Blood Brothers Key Piece 40 marks
JANUARY	Anthology Poetry Key Piece 15 marks
JUNE	Mock exam: Anthology Poetry 40 marks 1 hour
Year 11	
OCTOBER	Macbeth Key Piece: extract 15 marks Macbeth Key Piece: essay 25 marks
	Mock exam: Macbeth 1 hour
JANUARY	A Christmas Carol Key Piece 40 marks
FEBRUARY	Unseen Poetry Key Piece 40 marks
	Mock exam TBC
MAY	Real GCSEs



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Agency works

BLOOD BROTHERS BY WILLY RUSSELL: KEY QUOTES

MRS JOHNSTONE KEY QUOTES		ADDITIONAL ANALYSIS/QUOTES
O	<u>With seven hungry mouths to feed and one more nearly due</u> - Quickly establishes the desperation of Mrs J - Left by her husband but society offers little sympathy - Foreshadows the difficulty she will face with even more children 'hungry' demonstrates the daily struggle she faces to offer basic necessity	
D	<u>The shoes...the shoes</u> - Symbolises superstition and how her life is always on the edge of darkness - Naïve and fragile character	
F	<u>Y' waitin for your y' mum to give y' a big sloppy kiss</u> - Genuine affection: loving and caring - Links to Mickey's colloquial language - Highlights the tragedy of not being able to offer her family stability but can offer love	
E	<u>Living on the never never/Say it's not true/say it's just a story (singing)</u> - Repetition shows the realisation that happiness is just out of reach - Always living on the edge of stability - Wants the tragedy to be fiction: has no power or control over the dramatic events - Highlights the poor: no independence but dependence on what the rich do (Mrs Lyons)	



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Agency works

BLOOD BROTHERS BY WILLY RUSSELL: KEY CHARACTER NOTES

Mrs Lyons • Desperate for a child • Lonely (Mr Lyons never at home) • Rich and privileged • Manipulative: plays on the vulnerability of Mrs Johnstone's superstition • Loses control (when the poor don't do as they are told) • Commanding • Orchestrates tragedy	Mrs Johnstone • Superstitious • Vulnerable • Spends above her means • Naive (gives locket to Edward) • Tries to rebel against Mrs Lyons' manipulation (later on in play)
Mickey Childhood: • Lacks basic necessities and education • No strong role models (Sammy) Teenager: • Does not understand purpose of education (factory fodder) • No prospects-society does not want him to be educated • Loves Linda • Works overtime to make ends meet Adult: • Loses job due to mass unemployment • Sent to prison (look out for Sammy) becomes mentally ill • Blames Mrs J for not giving him away	Edward Childhood: • 'Golden spoon' privileged and nurturing background • Stable and strong family environment • Educated Teenager: • Prospects include prestigious Universities (Oxbridge) • Does not understand the need for a job • 'Not grown up' Adult: • Respected member of society: 'Councillor Lyons' • Sorts out a job and house for Mickey and Linda (control from the rich)

Agency works



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UNSEEN POETRY: HOW TO STRUCTURE FIRST QUESTION 71

Poem 1 (OVERVIEW/STRUCTURE): ...TITLE OF POEM 1..... explores the theme of by and is organised to reflect how....
In the opening of the poem, the theme of is presented: "...QUOTE....." Here, the writer has used the METHOD 'CHOICE' This suggests that SITUATION.....as it has connotations of..... Also, it could imply EMOTION because ' ' is associated with Perhaps the poet is painting an image of IMAGE....., to highlight to the reader how they believe that LINK TO THEME.....
In the development of the poem, the theme of is presented: "...QUOTE....." Here, the writer has used the '.....' This suggests that SITUATION... because it reminds the reader of..... Also, it could imply EMOTION.....as it connotes to..... Perhaps the poet is painting an image of IMAGE....., hinting to the reader how they think that LINK TO THEME
At the end of the poem, the theme of is presented: "...QUOTE....." Here, the writer has used the '.....' This suggests that SITUATION.....because it is often associated with..... Also, it could imply EMOTION..... Perhaps the poet is painting an image of IMAGE....., giving the final message to the reader that LINK TO THEME.....

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BLOOD BROTHERS EXAMPLE ANSWERS

Blood Brothers band 5

The question focused on the relationship between Mickey and Edward.

Clear and detailed overview that sums up their relationship effectively. Notice how I show an appreciation of the social and historical context.

Overviews are used effectively in each paragraph before I introduce the quote: this shows an accurate understanding of the play.

Blood Brothers, Willy Russell explores the stark contrast between two twin brothers, Mickey and Edward, who are separated at birth and brought up in very different social environments. Through characterisation, dialogue, setting, and structure, Russell presents Mickey and Edward not only as individuals shaped by nature and nurture but also as symbols of class division in 20th-century Britain. Edward represents the middle-class privilege and the positive outcomes associated with it, serving as a foil to Mickey and his working-class struggles. In contrast, Mickey develops, from a happy, innocent child to a troubled adult, which highlights the societal pressures and hardships that can affect individuals in these circumstances.

From the outset, Mickey and Eddie are presented as polar opposites in terms of personality and upbringing. Mickey, raised by Mrs. Johnstone in a working-class household, grows up in an environment plagued by poverty, insecurity, and limited opportunities. His dialogue is informal and filled with slang—"Gis a sweet"—which reflects his working-class background and lack of formal education. Russell uses Mickey to represent the struggles of the working class, particularly how systemic disadvantages can shape one's destiny. Russell's use of the imperative 'gis' reveals Mickey's broken and colloquial language creating a situation where his learnt behaviours stem from his poor upbringing. His demand creates connotations of Mickey being an opportunist: he fights for basic necessities and tragically the meagre sweet is a symbol of privilege for Mickey. His feelings of aggression and threat are masked in the comedic delivery, but the audience can ascertain and imagine Mickey is desperate for the things Edward takes for granted.

Revised quotes used effectively.

CMI is used effectively to scaffold analytical paragraphs but the focus here is on detail. Look how every bit of analysis links back to Russell and the effect he was trying to achieve. Always consider: what does the audience learn about the character at this point? What is significant about the selected quote?



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ANNOTATED MARKS SCHEME

SECTION A (SHAKESPEARE)

GENERIC ASSESSMENT OBJECTIVES GRIDS

Extract questions

The following descriptions have been provided to indicate the way in which progression within the criteria is likely to occur. Each successive description assumes demonstration of achievements in lower bands.

AO1 and AO2 are equally weighted in these questions.

Band	AO1:1a+b, AO1:2	AO2
5 13-15 marks	Candidates: sustain focus on the task, including overview; convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the text critically; show a perceptive understanding of the text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.
4 10-12 marks	Candidates: sustain focus on the task, convey ideas with coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the text, with considerable engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use relevant subject terminology.
3 7-9 marks	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the text, with engagement; support and justify their responses by appropriate direct reference to the text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.
2 4-6 marks	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the text, with some engagement; support and justify their responses by some direct reference to the text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.
1 1-3 marks	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the text, with a little engagement; may support and justify their responses by some general reference to the text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.
0 marks	Nothing worthy of credit.	Nothing worthy of credit.

Plot ← *link O.D.E* → *analysis of methods* → *Introduction overview + overview of the character in that moment* → *clearly / clever use of...*

Sustain = consistency

clear → *format* → *further inference + deeper understanding*

link O.D.E → *link detail* → *1-2 inferences per quote*

C.M.I



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Other ways...

DUAL CODING: CAN YOU GUESS THE CHARACTER(S) FROM BLOOD BROTHERS?

7



NEVER
NEVER



You



HOW AND WHEN TO REVISE?



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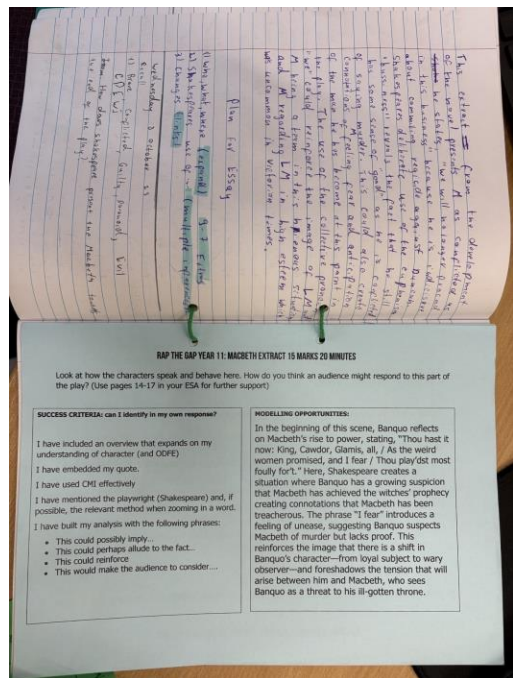
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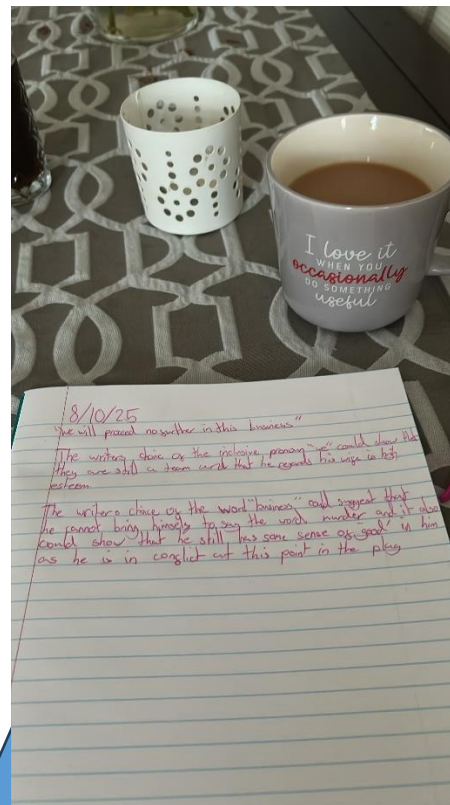
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HIGH STANDARDS
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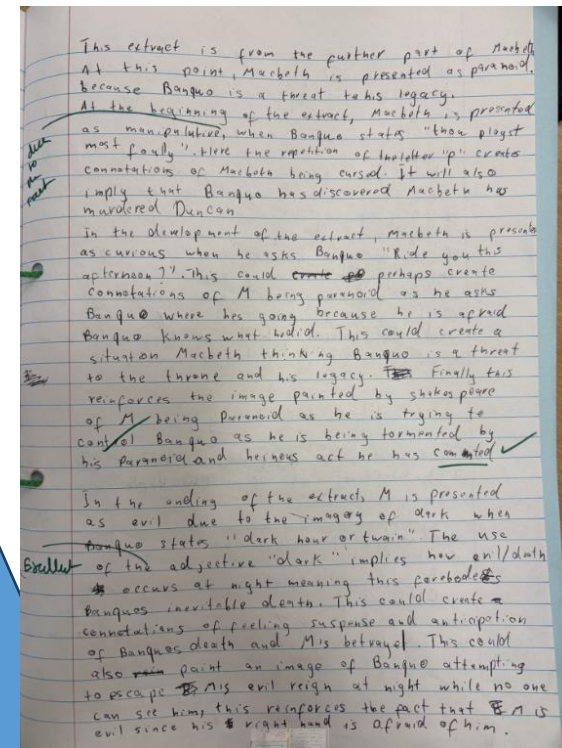
SCHOOL



HOME



MOCK





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Grade 7

At the beginning of the play, Macbeth's first line is "So foul and fair a day I have not seen." He is reflecting on the battle that he has just won. Shakespeare's use of iambic pentameter puts emphasis on the words 'foul' and 'fair' presenting a conflict before he has even met the witches. Also, the repetition of 'f' could imply that he is already under the witches spell - as it encourages the audience to think back to the witches' use of alliteration as they were casting the spell.



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Animal Farm

George Orwell

Frankenstein

Mary Shelley

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William Shakespeare

Romeo and Juliet

William Shakespeare

Sherlock Holmes: The Sign of the Four

Sir Arthur Conan Doyle

The Strange Case of Dr. Jekyll and Mr. Hyde

Robert Louis Stevenson

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WHAT SHOULD BE HAPPENING NOW?



YEAR 10



BLOOD BROTHER QUOTES:

- **MICKEY**
- **EDWARD**
- **MRS JOHNSTONE**
- **MRS LYONS**



YEAR 11



MACBETH QUOTES:

- **LADY MACBETH**
- **NARRATIVE STORY**



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MISS J. BAGGLEY

Head of Religious Studies

END GOAL - AQA GCSE RELIGIOUS STUDIES A



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AQA

Please write clearly in block capitals.

Centre number

Surname

Forename(s)

Candidate signature I declare this is my

**GCSE
RELIGIOUS STUDIES A**

Paper 1: Christianity

Monday 15 May 2023 Morning

Materials
Before you open this book, you must ensure you also have:

- the Question Paper/Answer Book for the other religion option

You will have 1 hour 45 minutes to complete both Question Paper/Answer Books.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page and on your other book.
- Answer **all** questions.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book.
- Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided.
- Do **not** write outside the box around each page or on blank pages.

Information

- The maximum mark for this paper is 51.
- The marks for the questions are shown in brackets.
- Spelling, Punctuation and Grammar (SPaG) will be assessed in the 12-mark question in the **Beliefs** section.

Advice
You are advised to spend 50 minutes on this religion option and 50 minutes on your **other** religion option.


JUN2380621301

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname

Forename(s)

Candidate signature I declare that this is my own work.

**GCSE
RELIGIOUS STUDIES A**

Paper 1: Judaism

Monday 15 May 2023 Morning Time allowed: 1 hour 45 minutes

Materials
Before you open this book, you must ensure you also have:

- the Question Paper/Answer Book for the other religion option

You will have 1 hour 45 minutes to complete both Question Paper/Answer Books.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page and on your other book.
- Answer **all** questions.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
- Do all rough work in this book.
- Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided.
- Do **not** write outside the box around each page or on blank pages.

Information

- The maximum mark for this paper is 51.
- The marks for the questions are shown in brackets.
- Spelling, Punctuation and Grammar (SPaG) will be assessed in the 12-mark question in the **Beliefs** section.

Advice
You are advised to spend 50 minutes on this religion option and 50 minutes on your **other** religion option.

For Examiner's Use	
Question	Mark
01.1	
01.2	
01.3	
01.4	
01.5	
02.1	
02.2	
02.3	
02.4	
02.5	
TOTAL	


JUN2380621601

8062/16

AQA

**GCSE
RELIGIOUS STUDIES A**

Paper 2A: Thematic Studies

Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:

- an AQA 16-page Answer Book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your Answer Book. The examining body for this paper is AQA. The **paper reference** is 8062/2A.
- Do all rough work in the Answer Book. Cross through any work you do not want to be marked.
- Choose **four** themes.
- Answer **all** questions on the four themes you have chosen.

Information

- The maximum mark for this paper is 96 plus 3 marks for spelling, punctuation and grammar.
- The marks for questions are shown in brackets.
- Spelling, punctuation and grammar (SPaG) will be assessed in the 12-mark question. The marks for SPaG are shown below the mark allocation for each question. The best of these marks will be included in your total for the paper.

Advice
You are advised to spend 25 minutes on each theme.


JUN2380621601

8062/2A

Thursday 13th May 2027

Friday 21st May 2027



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A MAP TO SUCCESS





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ESA + HOMEWORK BOOKLETS

AQA STUDY OF RELIGIONS - PAPER 1 CHRISTIAN BELIEFS					
CB1	CB2	CB3	CB4	CB5	CB6
NATURE OF GOD	ONENESS OF GOD → TRINITY	CREATION → ROLE OF WORD → SPIRIT	ORIGINAL SIN	PROBLEM OF EVIL → GOD AS JUST	INCARNATION → SON OF GOD

AQA STUDY OF RELIGIONS - PAPER 1 CHRISTIAN PRACTICES						
CP1	CP2	CP3	CP4	CP5	CP6	CP7
WORSHIP	PRAYERS	SEVEN SACRAMENTS	BAPTISM	EUCHARIST	PLUNGEWATER	FESTIVALS

AQA STUDY OF RELIGIONS - PAPER 1 JEWISH BELIEFS					
JB1	JB2	JB3	JB4	JB5	JB6
NATURE OF GOD	GOD AS CREATOR	DIVINE PRESENCE → SHEKHINAH	NATURE → ROLE OF THE MESSIAH	PROMISED LAND → COVENANT WITH	COVENANT AT SINAI → 10

AQA STUDY OF RELIGIONS - PAPER 1 JEWISH PRACTICES					
JP1	JP2	JP3	JP4	JP5	JP6
IMPORTANCE OF THE SYNAGOGUE	PUBLIC ACTS OF WORSHIP → MUSAF PRAYER	WORSHIP IN THE HOME → PRIVATE PRAYERS	FESTIVALS → OBSERVED IN THE HOME → SYNAGOGUE	RITUALS → SHABBAT → MILAH	RITUALS → BAR → MITZVAH

AQA THEMATIC STUDIES - PAPER 2 THEME A: RELATIONSHIPS AND FAMILIES			
A1	A2	A3	A4
HUMAN SEXUALITY	SEX BEFORE → OUTSIDE MARRIAGE	CONTRACEPTION → FAMILY PLANNING	NATURE → PURPOSE OF MARRIAGE
A8	A7	A6	A5
GENDER EQUALITY	PURPOSE OF FAMILIES	NATURE OF FAMILIES	DIVORCE → RE-MARRIAGE

AQA THEMATIC STUDIES - PAPER 2 THEME B: RELIGION AND LIFE			
B1	B2	B3	B4
THE ORIGINS OF THE UNIVERSE	THE VALUE OF THE WORLD	THE USE → ABUSE OF THE ENVIRONMENT	THE USE → ABUSE OF ANIMALS
B8	B7	B6	B5
AFTERLIFE → THE VALUE OF HUMAN LIFE	EUTHANASIA	ABORTION	THE ORIGINS OF HUMAN LIFE

AQA THEMATIC STUDIES - PAPER 2 THEME E: RELIGION, CRIME AND PUNISHMENT			
E1	E2	E3	E4
INTRODUCTION → REASONS FOR CRIME	OPPOSITION TO UNJUST LAW	ATTITUDES TO LAWBREAKERS	THREE AIMS OF PUNISHMENT
E8	E7	E6	E5
FORGIVENESS	DEATH PENALTY → PRINCIPLE OF UTILITY	TREATMENT OF CRIMINALS	CRIME → CAUSING SUFFERING

AQA THEMATIC STUDIES - PAPER 2 THEME D: RELIGION, PEACE AND CONFLICT			
D1	D2	D3	D4
INTRODUCTION → THE FOUR KEY CONCEPTS	VIOLENT PROTEST → TERRORISM	REASONS FOR WAR	WEAPONS OF MASS DESTRUCTION
D8	D7	D6	D5
VICTIMS OF WAR → SALVATION ARMY	PACIFISM → PEACEMAKING	THE JUST WAR THEORY	HOLY WAR

END POINTS	
I can spell and define subject specific vocabulary surrounding relationships and families.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding relationships and families: A1 - A8.	
I can recall sources of authority surrounding relationships and families.	
I can recall moral and ethical arguments surrounding relationships and family life.	
I can explain how beliefs and practices have changed over time surrounding relationships and families in British society.	
I can compare contrasting beliefs on homosexuality, sex before marriage and contraception within the main religious traditions GB.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (ACQ1).	
I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (ACQ2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG2 (ACQ3).	
I can clearly articulate my personal beliefs and values surrounding relationships and families while respecting the beliefs of others.	

END POINTS	
I can spell and define subject specific vocabulary surrounding religion and life.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding religion and life: B1 - B8.	
I can recall sources of authority surrounding religion and life.	
I can recall moral and ethical arguments surrounding religion and life.	
I can explain how beliefs and practices have changed over time surrounding religion and life in British society.	
I can compare contrasting beliefs on abortion, euthanasia and animal experimentation within the main religious traditions GB.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (ACQ1).	
I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (ACQ2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG2 (ACQ3).	
I can clearly articulate my personal beliefs and values surrounding religion and life while respecting the beliefs of others.	

END POINTS	
I can spell and define subject specific vocabulary surrounding religion, crime and punishment.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding religion, crime and punishment: E1 - E8.	
I can recall sources of authority surrounding religion, crime and punishment.	
I can recall moral and ethical arguments surrounding religion, crime and punishment.	
I can explain how beliefs and practices have changed over time surrounding religion, crime and punishment in British society.	
I can compare contrasting beliefs on capital punishment, death penalty and forgiveness within the main religious traditions GB.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (ACQ1).	
I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (ACQ2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG2 (ACQ3).	
I can clearly articulate personal beliefs and values surrounding crime and punishment while respecting the beliefs of others.	

END POINTS	
I can spell and define subject specific vocabulary surrounding religion, peace and conflict.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding religion, peace and conflict: D1 - D8.	
I can recall sources of authority surrounding religion, peace and conflict.	
I can recall moral and ethical arguments surrounding religion, peace and conflict.	
I can explain how beliefs and practices have changed over time surrounding religion, peace and conflict in British society.	
I can compare contrasting beliefs on violence, weapons of mass destruction and pacifism within the main religious traditions GB.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (ACQ1).	
I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (ACQ2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG2 (ACQ3).	
I can clearly articulate personal beliefs and values surrounding religion, peace and conflict while respecting the beliefs of others.	



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PAPER 1 - THE STUDY OF RELIGIONS

AQA STUDY OF RELIGIONS - PAPER 1 CHRISTIAN BELIEFS					
NAME: _____ CLASS: _____ TEACHER: _____					
CB1 NATURE OF GOD	CB2 TRINITY OF GOD → TRINITY	CB3 CREATION → ROLE OF WORD → SPIRIT	CB4 ORIGINAL SIN	CB5 PROBLEM OF EVIL → GOD AS DEITY	CB6 INCARNATION → SON OF GOD
CB12 ROLE OF CHURCH IN SALVATION → ATONEMENT	CB11 MEANS OF SALVATION	CB10 BETTERLIFE → JUDGEMENT	CB9 BETTERLIFE → REDEMPTION	CB8 REDEMPTION → RESURRECTION	CB7 CONFESSION
END POINTS					
I can spell and define subject specific vocabulary surrounding Christian Beliefs.					
I can recall a deep knowledge of Christian beliefs and teachings surrounding Christian Beliefs: CB1 - CB12 .					
I can recall sources of authority surrounding Christian Beliefs.					
I can identify links between Christian beliefs and practices such as belief in the resurrection and the Christian festival of Easter.					
I can explain the influence of Christian beliefs and teachings on individuals and communities in Great Britain today.					
I can explain the significance and importance of Christian Beliefs in Great Britain today.					
I can explain contrasting ways that different Christian denominations carry out Christian Beliefs in Great Britain today.					
I can apply my knowledge of contrasting Christian beliefs to answer 4-mark explain questions: CB9 (ACQ) .					
I can apply my knowledge of Bible quotes - "In the Bible it says..." - to include a teaching in 5-mark explain question: CB10 (ACQ) .					
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions: CB11 (ACQ) .					
I can clearly articulate my personal beliefs and values surrounding Christian Beliefs while respecting the beliefs of others.					

AQA STUDY OF RELIGIONS - PAPER 1 CHRISTIAN PRACTICES						
NAME: _____ CLASS: _____ TEACHER: _____						
CP1 WORSHIP	CP2 PRAYERS	CP3 SACRAMENTS	CP4 BAPTISM	CP5 EUCARIST	CP6 PILGRIMAGE	CP7 FESTIVALS
CP14 WORLDWIDE CHURCH → POVERTY	CP13 WORLDWIDE CHURCH → PERSECUTION	CP12 WORLDWIDE CHURCH → RECONCILIATION	CP11 ROLE OF CHURCH → CHURCH GOVERNANCE	CP10 ROLE OF CHURCH → CHURCH LEADERSHIP	CP9 CHURCH → LOCAL COMMUNITY STREET PRACTICES	CP8 CHURCH → LOCAL COMMUNITY PIONEERING
END POINTS						
I can spell and define subject specific vocabulary surrounding Christian Practices.						
I can recall a deep knowledge of Christian beliefs and teachings surrounding Christian Practices: CP1 - CP14 .						
I can recall sources of authority surrounding Christian Practices.						
I can identify links between Christian beliefs and practices such as belief in the resurrection and the Christian festival of Easter.						
I can explain the significance and importance of Christian Practices in Great Britain today.						
I can explain contrasting ways that different Christian denominations carry out Christian Practices in Great Britain today.						
I can explain the influence of Christian beliefs and teachings on individuals and communities in Great Britain today.						
I can apply my knowledge of contrasting Christian practices to answer 4-mark explain questions: CP8 (ACQ) .						
I can apply my knowledge of SDA - "In the Bible it says..." - to include evidence in 5-mark explain question: CP10 (ACQ) .						
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions: CP11 (ACQ) .						
I can clearly articulate my personal beliefs and values surrounding Christian Practices while respecting the beliefs of others.						

AQA STUDY OF RELIGIONS - PAPER 1 JEWISH BELIEFS					
NAME: _____ CLASS: _____ TEACHER: _____					
JB1 NATURE OF GOD	JB2 GOD AS CREATOR	JB3 DIVINE PRESENCE SHEKHINA	JB4 NATIVITY → ROLE OF THE MESSIAH	JB5 PROMISED LAND → COVENANT WITH ABRAHAM	JB6 COVENANT AT SINAI → 10 COMMANDMENTS
JB12 TRUTH WILL → IT IS MET WITH	JB11 AFTERLIFE JUDGEMENT → RESURRECTION	JB10 AFTERLIFE OLAM HA BA	JB9 SACRIFICIALITY OF LIFE → PRASHA NEDER	JB8 KEY MORAL PRINCIPLES	JB7 MIDWEST BETWEEN MAY → GOD
END POINTS					
I can spell and define subject specific vocabulary surrounding Jewish Beliefs.					
I can recall a deep knowledge of Jewish beliefs and teachings: JB1 - JB12 .					
I can recall sources of authority surrounding Jewish Beliefs.					
I can explain the significance and importance of Jewish Beliefs in Great Britain today.					
I can explain contrasting ways that Jewish beliefs are understood, including differences between Orthodox and Reform Jews.					
I can explain the influence of Jewish Beliefs and teachings on individuals and communities in Great Britain today.					
I can apply my knowledge of Jewish Beliefs to answer 4-mark explain questions: JB7 (ACQ) .					
I can apply my knowledge of SDA - "In the Torah it says..." - to include evidence in 5-mark explain question: JB10 (ACQ) .					
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions: JB11 (ACQ) .					
I can clearly articulate my personal beliefs and values surrounding Jewish Beliefs while respecting the beliefs of others.					

AQA STUDY OF RELIGIONS - PAPER 1 JEWISH PRACTICES					
NAME: _____ CLASS: _____ TEACHER: _____					
JP1 IMPORTANCE OF THE SYNAGOGUE	JP2 PUBLIC ACTS OF WORSHIP → JEWISH PRAYER	JP3 WORSHIP IN THE HOME → PRIVATE PRAYER	JP4 FESTIVALS SHABBAT IN THE HOME → SYNAGOGUE	JP5 RITUALS BIRTH → BAIT HELAN	JP6 RITUALS BAR → BAT MITZVAH
JP12 TORAH → TELMIM	JP11 FESTIVALS PASSOVER	JP10 FESTIVALS ROSH HODSHAN → YOM KIPPUR	JP9 SACRIFICIALITY KOSHER → TRISTAN	JP8 RITUALS DEATH → MOURNING	JP7 RITUALS MARRIAGE
END POINTS					
I can spell and define subject specific vocabulary surrounding Jewish Practices.					
I can recall a deep knowledge of Jewish beliefs and teachings surrounding Jewish Practices: JP1 - JP12 .					
I can recall sources of authority surrounding Jewish Practices.					
I can identify links between Jewish beliefs and practices such as belief in God as One and the Shema prayer.					
I can explain the significance and importance of Jewish Practices in Great Britain today.					
I can explain contrasting ways that different Jewish denominations carry out Jewish Practices in Great Britain today.					
I can explain the influence of Jewish beliefs and teachings on individuals and communities in Great Britain today.					
I can apply my knowledge of contrasting Jewish practices to answer 4-mark explain questions: JP8 (ACQ) .					
I can apply my knowledge of SDA - "In the Torah it says..." - to include evidence in 5-mark explain question: JP10 (ACQ) .					
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions: JP11 (ACQ) .					
I can clearly articulate my personal beliefs and values surrounding Jewish Practices while respecting the beliefs of others.					



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PAPER 2 - THEMATIC STUDIES

AOA THEMATIC STUDIES - PAPER 2 THEME A: RELATIONSHIPS AND FAMILIES			
NAME: _____			
CLASS: _____			
TEACHER: _____			

A1 HUMAN SEXUALITY	A2 SEX BEFORE + OUTSIDE MARRIAGE	A3 CONTRACEPTION + FAMILY PLANNING	A4 NATURE + PURPOSE OF MARRIAGE
A8 GENDER EQUALITY	A7 PURPOSE OF FAMILIES	A6 NATURE OF FAMILIES	A5 DIVORCE + RE-MARRIAGE

END POINTS	
I can spell and define subject specific vocabulary surrounding relationships and families.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding relationships and families: A1 - A8.	
I can recall sources of authority surrounding relationships and families.	
I can recall moral and ethical arguments surrounding relationships and family life.	
I can explain how beliefs and practices have changed over time surrounding relationships and families in British society.	
I can compare contrasting beliefs on homosexuality, sex before marriage and contraception within the main religious traditions UK.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AC1).	
I can apply my knowledge of SDA - "In the Bible it says..." - to include evidence in 5-mark explain question - PJEPF (AC2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJGT (AC3).	
I can clearly articulate my personal beliefs and values surrounding relationships and families while respecting the beliefs of others.	

AOA THEMATIC STUDIES - PAPER 2 THEME B: RELIGION AND LIFE			
NAME: _____			
CLASS: _____			
TEACHER: _____			

B1 THE ORIGINS OF THE UNIVERSE	B2 THE VALUE OF THE WORLD	B3 THE USE + ABUSE OF THE ENVIRONMENT	B4 THE USE + ABUSE OF ANIMALS
B8 AFTERLIFE + THE VALUE OF HUMAN LIFE	B7 EUTHANASIA	B6 ABORTION	B5 THE ORIGINS OF HUMAN LIFE

END POINTS	
I can spell and define subject specific vocabulary surrounding religion and life.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding religion and life: B1 - B8.	
I can recall sources of authority surrounding religion and life.	
I can recall moral and ethical arguments surrounding religion and life.	
I can explain how beliefs and practices have changed over time surrounding religion and life in British society.	
I can compare contrasting beliefs on abortion, euthanasia and animal experimentation within the main religious traditions UK.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AC1).	
I can apply my knowledge of SDA - "In the Bible it says..." - to include evidence in 5-mark explain question - PJEPF (AC2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJGT (AC3).	
I can clearly articulate my personal beliefs and values surrounding religion and life while respecting the beliefs of others.	

AOA THEMATIC STUDIES - PAPER 2 THEME E: RELIGION, CRIME AND PUNISHMENT			
NAME: _____			
CLASS: _____			
TEACHER: _____			

E1 INTRODUCTION + REASONS FOR CRIME	E2 OPPOSITION TO UNJUST LAW	E3 ATTITUDES TO LAWBREAKERS	E4 THREE AIMS OF PUNISHMENT
E8 FORGIVENESS	E7 DEATH PENALTY + PRINCIPLE OF UTILITY	E6 TREATMENT OF CRIMINALS	E5 CRIME + CAUSING SUFFERING

END POINTS	
I can spell and define subject specific vocabulary surrounding religion, crime and punishment.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding religion, crime and punishment: E1 - E8.	
I can recall sources of authority surrounding religion, crime and punishment.	
I can recall moral and ethical arguments surrounding religion, crime and punishment.	
I can explain how beliefs and practices have changed over time surrounding religion, crime and punishment in British society.	
I can compare contrasting beliefs on capital punishment, death penalty and forgiveness within the main religious traditions UK.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AC1).	
I can apply my knowledge of SDA - "In the Bible it says..." - to include evidence in 5-mark explain question - PJEPF (AC2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJGT (AC3).	
I can clearly articulate personal beliefs and values surrounding crime and punishment while respecting the beliefs of others.	

AOA THEMATIC STUDIES - PAPER 2 THEME D: RELIGION, PEACE AND CONFLICT			
NAME: _____			
CLASS: _____			
TEACHER: _____			

D1 INTRODUCTION + THE FOUR KEY CONCEPTS	D2 VIOLENT PROTEST + TERRORISM	D3 REASONS FOR WAR	D4 WEAPONS OF MASS DESTRUCTION
D8 VICTIMS OF WAR + SALVATION ARMY	D7 PACIFISM + PEACEMAKING	D6 THE JUST WAR THEORY	D5 HOLY WAR

END POINTS	
I can spell and define subject specific vocabulary surrounding religion, peace and conflict.	
I can recall a deep knowledge of Christian beliefs and teachings surrounding religion, peace and conflict: D1 - D8.	
I can recall sources of authority surrounding religion, peace and conflict.	
I can recall moral and ethical arguments surrounding religion, peace and conflict.	
I can explain how beliefs and practices have changed over time surrounding religion, peace and conflict in British society.	
I can compare contrasting beliefs on violence, weapons of mass destruction and pacifism within the main religious traditions UK.	
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.	
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AC1).	
I can apply my knowledge of SDA - "In the Bible it says..." - to include evidence in 5-mark explain question - PJEPF (AC2).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJGT (AC3).	
I can clearly articulate personal beliefs and values surrounding religion, peace and conflict while respecting the beliefs of others.	



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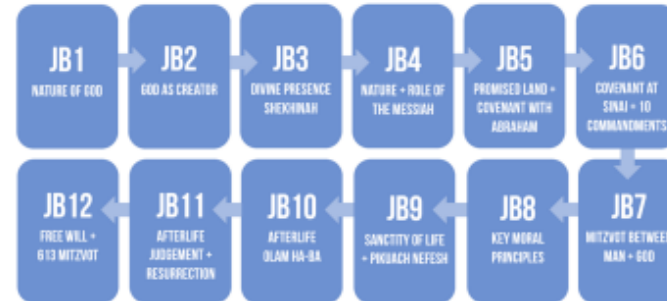
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END POINTS - A CHECKLIST

AQA STUDY OF RELIGIONS - PAPER 1

JEWISH BELIEFS

NAME: _____
CLASS: _____
TEACHER: _____



END POINTS	
I can spell and define subject specific vocabulary surrounding Jewish Beliefs.	
I can recall a deep knowledge of Jewish Beliefs and teachings. JB1 - JB12.	
I can recall sources of authority surrounding Jewish Beliefs.	
I can explain the significance and importance of Jewish Beliefs in Great Britain today.	
I can explain different ways that Jewish beliefs are understood, including differences between Orthodox and Reform Jews.	
I can explain the influence of Jewish Beliefs and teachings on individuals and communities in Great Britain today.	
I can apply my knowledge of Jewish Beliefs to answer 4-mark explain questions - PEPE (AO1).	
I can apply my knowledge of Jewish Beliefs to answer 4-mark influence questions (Head, Heart, Hands) - PEPE (AO1).	
I can apply my knowledge of SOA - 'In the Tenakh it says...' - to include evidence in 6-mark explain question - PEPE (AO1).	
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PEE (AO2).	
I can clearly articulate my personal beliefs and values surrounding Jewish Beliefs while respecting the beliefs of others.	

HOW DO WE REACH THESE END POINTS?

Learning is not about putting information in, but about pulling it out - over time and in varied ways.

KNOWLEDGE → **RETRIEVAL** → **PRACTICE**



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KNOWLEDGE - RETRIEVAL - PRACTICE



JB1 - NATURE OF GOD

AQA Specification: The nature of God including: God as one, God as Law-giver and Judge, God as loving and merciful.

God as One

- Monotheism is the essence of Judaism. Unlike Christianity, God is one but does **not** have multiple parts.
- In the 10 Commandments it says "You shall have no other gods before Me" and "You shall not make **no idols**".
- God as one may influence Jews to create **Shema**, attach a **menorah** to the doorway, not worship idols, pray etc.

God as Law-giver and Judge

- God is a Law-giver as a result of the **covenant at Sinai** where God gives **Moses the 613 mitzvot**.
- "For the LORD is our judge, the LORD is our **lawgiver**" (Isaiah 33:22) suggests that God gives 613 laws / mitzvot to guide Jews and God **judges** them based on this.
- God as a Law-giver and Judge may influence Jews to use their free will wisely to follow the 613 mitzvot, avoid sin, seek atonement on Yom Kippur etc.

God as Loving and Merciful

- God is **Loving** (omnibenevolent) and **Merciful** (forgiving) meaning God will not always punish sinners.
- "God will be merciful only if you listen to his voice and keep all his commands" (Deuteronomy 13:18) suggests God will show mercy if Jews obey the mitzvot.
- God as Loving and Merciful may influence Jews to ask God for forgiveness, feel comfort if they make mistakes, attend the Synagogue on Rosh Hashanah etc.

AO1 - Explain two ways in which belief in God as Judge influences Jews today. [4 marks] P E E E
AO1 - Explain two different Jewish beliefs about the nature of God. Refer to sacred writings in your answer. [6 marks] P E E E
AO2 - "God as One is the only way to understand his nature." Evaluate this statement. [12 marks] P E E E E

AQA Specification: The nature of God including God as Creator.

God as Creator

- In the first book of the Torah, **Genesis**, it states God created the universe in six days and rested on the seventh.
- "In the beginning God created heaven and Earth" (Genesis 1:1) - suggests God is the **omnipotent** creator.
- "God saw all that he had made, and it was very good" (Genesis 1:31) - suggests God is **omnibenevolent**.
- God as creator may influence Jews to thank God, celebrate **Shabbat** as a weekly reminder of God resting on the seventh day of creation, be good stewards, healing the world (Tikkun Olam) etc.

Creation Stories

- Some Orthodox Jews read the creation story in **Genesis** literally, which means they believe that God created the world and everything exactly as the story describes.
- Adam created from "dust" and Eve from Adam's "rib".

Reform Jews

- Many Reform Jews see the account in **Genesis** as **symbolic**, and accept scientific theories about creation such as the **Big Bang** and the Theory of **Evolution**.
- "Let there be light" may be the start of the Big Bang.

AO1 - Explain two ways in which belief in God as creator influences Jews today. [4 marks] P E E E
AO1 - Explain two different Jewish beliefs about the creation of humans. Refer to sacred writings in your answer. [6 marks] P E E E
AO2 - "For Jews, what the Bible says about creation is true." Evaluate this statement. [12 marks] P E E E E

AQA Specification: The divine presence of God (Shekhinah).

Shekhinah

- Shekhinah means "God's divine presence" and is based on a Hebrew word meaning "dwelling" or "home".
- In **Exodus**, God instructs Moses to build the **Tabernacle**, a portable structure and centre of worship where God's presence can be felt. "Let them make Me a sanctuary that I may dwell among them" (Exodus 25:8).

Shekhinah in the Torah

- The word Shekhinah does not appear in the Torah, but there are many examples where humans experience it.
- In **Genesis**, Adam and Eve experience God's presence after they eat the forbidden fruit in the Garden of Eden.
- In **Exodus**, Moses experiences Shekhinah through the **Burning Bush**, the **pillar of cloud and fire** that leads him to the Promised Land and on the top of **Mount Sinai**.

Shekhinah Today

- Jews can experience Shekhinah today and are influenced to: Read the Torah to feel God's presence.
- Worship God at the **Synagogue**, the **Ner Tamid** (everlasting light) represents God's Shekhinah.
- Pray in a **minyan**, when a group of ten or more Jews pray, God's Shekhinah can be felt.
- Visit the **Western Wall** where God's presence is felt.

AO1 - Explain two ways in which belief the divine presence of God (Shekhinah) influences Jews today. [4 marks] P E E E
AO1 - Explain two different Jewish beliefs about Shekhinah. Refer to sacred writings in your answer. [6 marks] P E E E
AO2 - "For Jews, Shekhinah is the best way to understand God." Evaluate this statement. [12 marks] P E E E E

AQA Specification: The nature and role of the Messiah, including different views on the role and importance of the Messiah.

Role of the Messiah

- For Jews, Jesus is **NOT** the Messiah as they are still waiting for their Messiah, meaning 'anointed' or 'chosen' one.
- When the Messiah arrives, this is known as the **Messianic Age** or **olam ha-ba** meaning 'the world to come'.
- The Torah states that the nature of the Messiah will be a leader sent by God who is just like 'I will be a descendant of King David, will be born of human parents, will follow all of the 613 mitzvot and bring the Messianic Age.

Orthodox Jews

- The Messiah is a **real human** descended from King David who will establish peace and destroy conflict.
- Orthodox Jews are influenced to pray for Messiah to arrive and make the world "good" again (Genesis 1).

Reform Jews

- The Messiah is **symbolic** and not a real human and do not believe that there will be an end to the world.
- Therefore, Reform Jews are influenced to heal the world (Tikkun Olam) themselves and bring the Messianic Age.

AO1 - Explain two ways in which belief the Messiah influences Jews today. [4 marks] P E E E
AO1 - Explain two different Jewish beliefs about the nature of the Messiah. Refer to sacred writings in your answer. [6 marks] P E E E
AO2 - "For Jews, the most important role of the Messiah is to resurrect the dead." Evaluate this statement. [12 marks] P E E E E

JEWISH BELIEFS

SUBJECT SPECIFIC VOCABULARY

	Abraham	Known as the father / founder of the Jewish people. God made a covenant with him, promising him land and "more descendants than stars in the sky".	
	Charity	One of the four key moral principles; giving to those in need to promote justice. Referred to as 'zedakah' in Hebrew.	
	The Covenant	A binding promise / agreement; God's agreement to look after his chosen people.	
	Creator	Used to describe the nature of God; the belief that God created the world from nothing (ex nihilo).	
	Divine presence (Shekhinah)	Belief that God is beyond human understanding but his presence may be experienced known, usually through fire or light e.g. burning bush.	
	Free Will	Humans are free to choose to do right or to do wrong, this freedom is a gift from God but comes with responsibility.	
	God as one	Used to describe the nature of God; belief that there is only one God, monotheism. First Commandment "You shall have no other Gods before me." (Exodus 20:3).	
	Healing the world	One of the four key moral principles; making the world a better place or healing the world. Referred to as 'Tikkun Olam' in Hebrew.	
	Judge	Used to describe the nature of God; the belief that God is fair. God's justice incorporates both forgiveness and mercy.	
	Judgement	Part of beliefs about life after death; a Day of Judgement when God will judge the living and the dead.	
	Justice	One of the four key moral principles; fairness in the way people are treated.	
	Law-Giver	Used to describe the nature of God; refers to God's giving of the Law (613 mitzvot) to Moses on Mount Sinai.	
	Liberal Judaism	This is a form of progressive Judaism which seems to combine traditional beliefs and practices with modern interpretations.	
	Merciful	Used to describe the nature of God; God as compassionate and forgiving.	
	The Messiah	Literally 'the anointed one'. Orthodox Jews believe that the Messiah will be a human person sent by God. For Reform Jews, the Messiah is a symbolic figure.	
	Mitzvot	The 613 Jewish commandments/rules found in the Tenakh; singular is 'mitzvah'.	
	Moses	The person / prophet through whom God set the Israelites free from slavery in Egypt, gave the Ten Commandments and made a covenant with Israel.	
	Orthodox Judaism	Jews who believe God gave the complete Torah to Moses and therefore live according to Jewish laws and traditions.	
	Reform Judaism	Jews who believe the Torah was inspired by God and was developed through their history - therefore laws may be changed or adapted as modern life changes.	
	Resurrection	Being raised from the dead; part of beliefs about life after death that in a future age the dead will rise and live again.	
	Sanctity of human life	Belief that human life is a sacred/special because it is a precious gift from God.	
	Saving a life (Pikuach Nefesh)	This principle overrides almost all other Jewish laws because saving a human life should be of utmost importance in any situation.	

JEWISH BELIEFS

SOURCES OF AUTHORITY BANK

"You shall have no other gods before Me" (Exodus 20 / 10 Commandments)	
"For the LORD is our judge, the LORD is our lawgiver" (Isaiah 33:22)	
"God will be merciful only if you listen to his voice and keep all his commands" (Deuteronomy 13:18)	
"In the beginning God created heavens and Earth" (Genesis 1:1)	
"God saw all that he had made, and it was very good" (Genesis 1:31)	
"Let them make Me a sanctuary that I may dwell among them" (Exodus 25:8)	
"They will beat their swords into ploughshares" (Isaiah 2:4)	
"I will give you as many descendants as there are stars in the sky" (Genesis 26:4)	
"Every male among you shall be circumcised" (Genesis 17)	
In Exodus , Moses receives the Torah (including 613 mitzvot and 10 commandments) at Mount Sinai.	
"Remember the Sabbath and keep it holy" (Exodus 20 / 10 Commandments)	
"You shall not kill" (Exodus 20 / 10 Commandments)	
"The LORD loves justice" (Psalm 37)	
"Love your fellow as yourself" (Leviticus 19:18)	
"The world is built on chesed" (Psalms 89:3)	
"So God created man in his own image" (Genesis 1:27)	
"Before I formed you in the womb I knew you" (Psalm 139)	
"I have set before you life and death, blessings and curses" (Deuteronomy 30:19)	
"Those who sleep in the dust of the Earth will awake" (Daniel 12:2)	
In Genesis chapter 3, Adam and Eve disobey God by using their free will to eat the forbidden fruit.	



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KNOWLEDGE - RETRIEVAL - PRACTICE

Focus on pulling knowledge out - not reading it in. Quiz definitions and quotes from memory.

KNOWLEDGE RETRIEVAL + REVISION		JEWISH BELIEFS	
JB1 - NATURE OF GOD  - Define God as One. <i>Only one God, He is not made up of parts, one whole.</i> - What is monotheism? <i>parts, one whole. Belief in only 1 God.</i> - How many parts does God have? <i>* No parts, God is One</i> "You shall have no ___ before Me" <i>gods</i> - You shall not make ___ <i>idols</i> - How does God as One influence Jews? <i>Recite Shema prayer</i> - Define Law-Giver. <i>God is Law-Giver because He gave the law (613 mitzvot)</i> - Define Judge. <i>God has authority to judge people, fair</i> - In Exodus, how many laws does God give to Moses at Mount Sinai? <i>613</i> "The LORD is our ___" <i>* judge</i> - How does God as a Law-Giver and Judge influence Jews today? <i>Follow mitzvot / avoid sin</i> - Define Merciful. <i>God is compassionate and forgiving</i> - Define Omnibenevolent. <i>All-loving</i> "God will be ___ only if you listen to his voice and keep his commands" <i>merciful</i> - How does God as Loving and Merciful influence Jews today? <i>Follow mitzvot / feel forgiven</i>	JB2 - GOD AS CREATOR  - Which book of the Torah creation found? <i>Genesis</i> "In the ___ God created..." <i>beginning</i> - How does God create Adam and Eve? <i>Adam: from dust of earth Eve: from rib</i> "and it was very ___" <i>good</i> "Let there be ___" <i>light</i> - How do Orthodox Jews read Creation? <i>Literally - direct word from God</i> - What two theories do Reform accept? <i>Big Bang Theory, Theory of Evolution</i> - Which festival remembers God resting? <i>Sabbath / Shabbat</i> - How does creation influence Jews today? <i>Stewardship / Tikkun Olam</i>	JB4 - MESSIAH  - The Jewish Messiah is Jesus - True or False <i>False</i> - Define Messiah. <i>Someone who will save Israel</i> - What is the Messianic Age? <i>Time of peace when Messiah comes</i> - What is Olam Ha-Ba? <i>The world to come</i> - Give two features of the nature of the Messiah from the Torah. <i>Bring peace, resurrect the dead</i> - Match up the role of the Messiah to the correct quote from the Torah. - Bring world peace and destroy weapons <i>b</i> - Resurrect and judge the dead <i>e</i> - Gather all people in the Promised Land <i>a</i> - Rebuild the Temple in Jerusalem <i>c</i> - All will worship one God <i>d</i> - Reform Jews believe the Messiah will be a real person - True or False <i>False</i> - Orthodox Jews believe Messiah is symbolic so they must heal world themselves through Tikkun Olam - True or False <i>False</i> - How do beliefs about the Messiah influence Jews today? <i>Tikkun Olam / praying for Messianic Age.</i>	JB5 - COVENANT ABRAHAM  - Define Covenant. <i>Binding promise / agreement between God and man</i> - Before Abraham, people were ___ theistic. <i>Poly</i> - Give two promises made by God. <i>Promised Land & son given to Abraham</i> - God says to Abraham: "I will give you more ___ as there are stars in the sky" <i>descendants</i> - What is the physical seal of the covenant? <i>Circumcision</i> "Every male among you shall be ___" <i>Circumcised</i> - How does the Abrahamic Covenant influence Jews today? <i>Parents circumcise sons at 8 days / believe Promised Land belongs to Jews.</i>
		JB3 - SHEKHINAH  - Define Shekhinah. <i>Divine presence of God on earth</i> - In Exodus, God asks Moses to build a ___. <i>sanctuary (Tabernacle)</i> - Give one example of where Shekhinah is seen in the Torah? <i>Burning bush</i> - What is a minyan? <i>10+ Jews praying -> Shekhinah</i> - Why is the Western Wall important? <i>Shekhinah is there</i> - How does Shekhinah influence Jews? <i>Pilgrimage to Western Wall / Minyan</i>	JB6 - COVENANT AT SINAI  - Define Sinai. <i>The mountain where Moses received mitzvot</i> - Which book of Torah does it take place? <i>Exodus</i> - Give two of the 10 Commandments. <i>'You shall not kill', 'You shall not bear false witness'</i> - What does God also give at Sinai? <i>The other 603 mitzvot (613 commandments)</i> - What do Orthodox Jews believe? <i>Mitzvot are God's word so should be followed</i> - What do Reform Jews believe? <i>Mitzvot can be adapted</i> - How does the Covenant at Sinai influence Jewish people today? <i>Follow mitzvot</i>



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KNOWLEDGE - RETRIEVAL - PRACTICE

JEWISH BELIEFS
GRANULAR KNOWLEDGE CHECK - JB1, JB2, JB3, JB4

JB1 - Nature of God

1. Define Monotheism.

2. Give one way belief in God as One influences Jews today.

3. Why do Jews believe that God is a Law-Giver?

4. "The Lord will be Merciful only if you... keep all his ____"

5. Give one way belief in God as Merciful influences Jews today.

JB2 - God as Creator

1. Define Creator.

2. "In the ____ God created the heavens and the Earth"

3. What do Reform Jews believe about creation in Genesis?

4. What do Orthodox Jews believe about creation in Genesis?

5. Give one way belief in God as Creator influences Jews today.

JB3 - Shekhinah + Divine Presence

1. Define Shekhinah.

2. "Let them make Me a sanctuary that I may ____ among them"

4. Give one example from the Torah of a human experiencing Shekhinah.

5. What is a minyan and what can be felt during this?

5. Give one way belief in Shekhinah influences Jews today.

JB4 - Nature + Role of the Messiah

1. Define Messiah.

2. Give two beliefs about the nature of the Messiah.

3. Give two beliefs about the role of the Messiah.

4. "They will beat their swords into ____"

5. Give one way belief in the Messiah influences Jews today.

KNOWLEDGE RETRIEVAL + REVISION

JB1 - NATURE OF GOD

1. Define God as One.

2. What is monotheism?

3. How many parts does God have?

4. "You shall have no ____ before Me"

5. "You shall not make ____"

6. How does God as One influence Jews?

7. Define Law-Giver.

8. Define Judge.

9. In Exodus, how many Jews did God give to Moses at Mount Sinai?

10. "The LORD is our ____"

11. How does God as a Law-Giver and Judge influence Jews today?

12. Define Merciful.

14. "God will be ____ only if you listen to His voice and keep his commands"

15. How does God as Loving and Merciful influence Jews today?

JB2 - GOD AS CREATOR

1. Which book of the Torah creation found?

2. "In the ____ God created..."

3. How does God create Adam and Eve?

4. "and it was very ____"

5. "Let them be ____"

6. How do Orthodox Jews read Creation?

7. What two theories do Reform accept?

8. Which festival celebrates God resting?

9. How does creation influence Jews today?

JB3 - SHEKHINAH

1. Define Shekhinah.

2. In Exodus, God asks Moses to build a ____.

3. Give one example of where Shekhinah is seen in the Torah?

4. What is a minyan?

5. Why is the Western Wall important?

6. How does Shekhinah influence Jews?

JB4 - COVENANT ABRAMAM

1. Define Covenant.

2. Before Abraham, people were ____.

3. Give two promises made by God.

4. God says to Abraham, "I will give you ____ as there are stars in the sky"

5. What is the physical seal of the covenant?

6. "Every male among you ____"

7. How does the Abrahamic Covenant influence Jews today?

8. Define Sinai.

2. Which book of Torah does it take place?

3. Give two of the 10 Commandments.

4. What does God give at Sinai?

5. What do Orthodox Jews believe?

6. What do Reform Jews believe?

7. How does the Covenant at Sinai influence Jewish people today?

JB1 - The Nature of God

1. The belief that God created the world from nothing is called ____.

2. The belief that God is compassionate describes ____.

3. The belief that God is a Law-Giver is ____.

4. Monotheism is the belief that God is ____.

5. Which Jewish prayer states that the Lord is one?

6. The belief that God gave Moses the 10 commandments describes which nation of God?

7. How many men have to be together for a minyan to pray and for them to experience Shekhinah?

8. How did it take the Jews through the desert?

9. The word Shekhinah is Hebrew for ____.

JB2 - God as Creator

1. Define Creator.

2. The book of Genesis is found in the ____.

3. How many parts does the Torah have?

4. How does God create Adam and Eve?

5. How does God create Adam and Eve?

6. How does God create Adam and Eve?

7. How does God create Adam and Eve?

8. How does God create Adam and Eve?

9. How does God create Adam and Eve?

10. How does God create Adam and Eve?

11. How does God create Adam and Eve?

12. How does God create Adam and Eve?

13. How does God create Adam and Eve?

14. How does God create Adam and Eve?

15. How does God create Adam and Eve?

JB3 - God's Divine Presence (Shekhinah)

1. Define Shekhinah.

2. The book of Exodus is found in the ____.

3. How many parts does the Torah have?

4. How does God create Adam and Eve?

5. How does God create Adam and Eve?

6. How does God create Adam and Eve?

7. How does God create Adam and Eve?

8. How does God create Adam and Eve?

9. How does God create Adam and Eve?

10. How does God create Adam and Eve?

11. How does God create Adam and Eve?

12. How does God create Adam and Eve?

13. How does God create Adam and Eve?

14. How does God create Adam and Eve?

15. How does God create Adam and Eve?

JB4 - God as Creator

1. Define Creator.

2. The book of Genesis is found in the ____.

3. How many parts does the Torah have?

4. How does God create Adam and Eve?

5. How does God create Adam and Eve?

6. How does God create Adam and Eve?

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10. How does God create Adam and Eve?

11. How does God create Adam and Eve?

12. How does God create Adam and Eve?

13. How does God create Adam and Eve?

14. How does God create Adam and Eve?

15. How does God create Adam and Eve?

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KNOWLEDGE - RETRIEVAL - PRACTICE

Use the question pages as ready-made quiz material. Don't give the answer immediately - let your child struggle briefly to remember (this strengthens memory).

JEWISH BELIEFS		
GRANULAR KNOWLEDGE CHECK - JB1, JB2, JB3, JB4		
JB1 - Nature of God		
1	Define Monotheism.	The belief that there is only one God.
2	Give one way belief in God as One influences Jews today.	It influences Jews to recite Shema twice a day.
3	Why do Jews believe that God is a Law-Giver?	They believe that God made a covenant with Moses at Mt. Sinai and gave him the 613 mitzvot.
4	"The Lord will be Merciful only if you... keep all his ___"	Commands.
5	Give one way belief in God as Merciful influences Jews today.	It can influence Jews to ask God for forgiveness.
JB2 - God as Creator		
1	Define Creator.	The belief that God created the world ex nihilo.
2	"In the ___ God created the heavens and the Earth"	beginning
3	What do Reform Jews believe about creation in Genesis?	They believe it is symbolic and may accept scientific theories, e.g. Big Bang.
4	What do Orthodox Jews believe about creation in Genesis?	They believe that God created everything exactly as described in Genesis.
5	Give one way belief in God as Creator influences Jews today.	It influences them to celebrate Shabbat as a reminder of God's resting on the 7th day of creation.
JB3 - Shekinah + Divine Presence		
1	Define Shekinah.	Divine Presence of God - belief that God is beyond human understanding but His presence can be experienced.
2	"Let them make Me a sanctuary that I may ___ among them"	dwell
4	Give one example from the Torah of a human experiencing Shekinah.	Moses experiences God's presence through the Burning Bush.
5	What is a minyan and what can be felt during this?	A minyan is where 10 or more Jewish men gather to pray, God's presence.
5	Give one way belief in Shekinah influences Jews today.	It can influence them to pray in a minyan to feel God's presence.
JB4 - Nature + Role of the Messiah		
1	Define Messiah.	The anointed one chosen one.
2	Give two beliefs about the nature of the Messiah.	He will be a descendant of King David. He will follow the 613 mitzvot.
3	Give two beliefs about the role of the Messiah.	He will bring peace and deliver us from our enemies. He will resurrect and judge the dead.
4	"They will beat their swords into ___"	ploughshares
5	Give one way belief in the Messiah influences Jews today.	It influences Reform Jews to look for the Messiah (Tikkun Olam) believing about the Messianic Age.

JB4 - Nature + Role of the Messiah		
1. What is the definition of Messiah?	The anointed one ✓ The son of God Recipient of the covenant Creator of the world	
2. The belief that the Messiah will be a symbolic figure is held by who?	Orthodox Jews Reform Jews ✓	
3. The belief that the Messiah will be a human figure sent by God to establish peace on earth is held by who?	Orthodox Jews ✓ Reform Jews	
4. When the Messiah arrives it will bring about the ___ age?	Ark Tikkun Olam ✓ Messianic ✓ reckoning	
5. Define: Tikkun Olam	Justice Charity Kindness ✓ Healing the world ✓	
6. Which one of these is NOT part of the Messiah's nature	Sent by God ✓ Evil ✓ Fair & Just Observes all mitzvot	
7. The Messiah in Judaism is Jesus	True False ✓	
8. During the Messianic Age, Orthodox believe all humans will be resurrected and judged	True ✓ False	
9. The Ark of the Covenant will be found when the Messiah arrives	True ✓ False	
10. Which denomination wants to make the world better and more peaceful themselves?	Orthodox Jews Reform Jews ✓	
JB6 - Covenant at Sinai + 10 Commandments		
1. Apart from Abraham, who does God make a covenant with?	Isaiah Adam Moses ✓ Aaron	
2. Where did the covenant take place?	Bethlehem Egypt Jerusalem ✓ Mt. Sinai	
3. God's presence on Earth is called the ___?	Power Shekinah ✓ Chesed Shema	
4. The covenant between God and Moses is the first covenant	True False ✓	
5. What did God give to the Jews?	Mitzvot ✓ Promised Land ✓ Blessings Circumcision	
6. In return what do the Jews have to do for God?	Read the Torah Listen Provide ✓ Obey the mitzvot ✓	
7. How many Mitzvot are there?	10 200 613 ✓ 113	
8. The 10 commandments are part of the Mitzvot?	True ✓ False	
9. Which of these is not a mitzvot?	Love your neighbour as yourself ✓ Do not kill Keep the sabbath holy Do not worship idols	
10. What do Jews build first to house the shekinah?	Tabernacle ✓ Temple Synagogue Pyramid	

JB5 - Covenant with Abraham + Promised Land		
1. Define: Covenant	A commandment A religious meal A special promise with God ✓ Something that happens at birth	
2. Who was the first covenant made with?	Moses Abraham ✓ Adam Jesus	
3. What was the covenant made with Abraham?	All firstborns must be killed Pray 5 times a day Only eat Kosher food ✓ All males must be circumcised	
4. The ceremony of male circumcision is called...	Brit Shalom Brit Milah ✓ Brit Circum Brit Covenant	
5. How many days old are baby boys when this ceremony takes place?	8 ✓ 7 6 5	
6. Finish the quote: "Every ___ among you shall be circumcised"	child one Jew ✓ male	
7. The ceremony is a lifelong reminder of membership of God's chosen people	True ✓ False	
8. It is essential that Jews believe in multiple Gods	True False ✓	
9. Who later went on to make another important covenant with God?	Moses ✓ Steve Noah Adam	
10. A small minority of Jews have chosen not to circumcise their sons	True ✓ False	
JB7 - Mitzvot between man + God		
1. In which book of the Torah did God give the mitzvot?	Exodus Genesis Deuteronomy ✓ Leviticus	
2. According to the Torah, who received the mitzvot?	Abraham Moses ✓	
3. How many mitzvot were given to man?	316 613 ✓ 163 361	
4. "For the Lord is our ___ the Lords is our lawgiver" (Isaiah 33:22)	Law Creator ✓ Judge Righteous	
5. If Jews follow the mitzvot they will be rewarded where?	Gehenna Gan Eden ✓ Nirvana Valhalla	
6. The mitzvot were received at	Bethlehem Garden of Eden Egypt ✓ Mount Sinai	
7. Jews are judged on how they observe mitzvot	True ✓ False	
8. Laws known as moral mitzvot explain how Jews should act towards others and live well as a	Community ✓ Family Person Temple	
9. Ritual mitzvot bring Jews closer to God and form a personal relationship between man and God	Prayer Deal ✓ Covenant Promise	
10. The 10 commandments are part of the mitzvot	True ✓ False	



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KNOWLEDGE - RETRIEVAL - PRACTICE

JB1 - NATURE OF GOD

God as One

- Monotheism is the essence of Judaism. Unlike Christianity, God is one but does not have multiple parts.
- In the 10 Commandments it says "You shall have no other gods before Me" and "You shall not make any idols".
- God as one may influence Jews to: receive Shema, attach a mezuza to the doorposts, not worship idols, pray etc.

God as Law-Giver and Judge

- God is a Law-giver as a result of the covenant at Sinai where God gives Moses the 613 mitzvot.
- "For the LORD is our judge, the LORD is our avenger" (Isaiah 33:22) suggests that God gives 613 laws / mitzvot to guide Jews and God judges them based on this.
- God as a Law-giver and judge may influence Jews to: use their free will wisely to follow the 613 mitzvot, avoid sin, seek atonement on Yom Kippur etc.

God as Loving and Merciful

- God is Loving (omnibenevolent) and Merciful (forgiving) meaning God will not always punish sinners.
- "God will be merciful only if you listen to his voice and keep all his commands" (Deuteronomy 10:18) suggests God will show mercy if Jews obey the mitzvot.
- God as Loving and Merciful may influence Jews to ask God for forgiveness, feel comfort if they make mistakes, attend the Synagogue on Rosh Hashanah etc.

JB2 - GOD AS CREATOR

Creation of the World

- In the first book of the Torah, Genesis, it states God created the universe in six days and rested on the seventh.
- "In the beginning God created heaven and earth" (Genesis 1:1), suggests God is the omniscient creator.
- "God saw all that he had made, and it was very good" (Genesis 1:31) - suggests God is omnibenevolent.
- God as creator may influence Jews to thank God, celebrate Shabbat as a weekly reminder of God resting on the seventh day of creation, be good stewards, healing the world (Tikkun Olam) etc.

Orthodox Jews

- Some Orthodox Jews read the creation story in Genesis literally, which means they believe that God created the world and everything exactly as the story describes.
- Adam created from "dust" and Eve from Adam's "rib".
- "Let there be light" may be the start of the Big Bang.

Reform Jews

- Many Reform Jews see the account in Genesis as symbolic, and accept scientific theories about creation such as the Big Bang and the Theory of Evolution.
- "Let there be light" may be the start of the Big Bang.

AO1 - Explain two ways in which belief in God as creator influences Jews today. [4 marks] P E P E

AO2 - Explain two different Jewish beliefs about the creation of humans. Refer to sacred writings in your answer. [6 marks] P E P E

AO2 - For Jews, what the Bible says about creation is true. Evaluate this statement. [12 marks] P E E x 3

JB3 - SHEKHINAH - DIVINE PRESENCE

Shekhinah in the Torah

- Shekhinah means "God's divine presence" and is based on a Hebrew word meaning "dwelling" or "home".
- In Exodus, God instructs Moses to build the Tabernacle, a portable structure and centre of worship where God's presence can be felt. "Let them make like a sanctuary that I may dwell among them" (Exodus 25:8).
- The word Shekhinah does not appear in the Torah, but there are many examples where humans experience it.
- In Genesis, Adam and Eve experience God's presence after they eat the forbidden fruit in the Garden of Eden.
- In Exodus, Moses experiences Shekhinah through the Burning Bush, the pillar of cloud and fire that leads him to the Promised Land and on the top of Mount Sinai.

Shekhinah Today

- Jews can experience Shekhinah today and are influenced to: Read the Torah to feel God's presence, Worship God at the Synagogue, the Ner Tamid (everlasting light) represents God's Shekhinah, Pray in a minyan, when a group of ten or more Jews pray, God's Shekhinah can be felt, Visit the Western Wall where God's presence is felt.

AO1 - Explain two ways in which belief in the divine presence of God (Shekhinah) influences Jews today. [4 marks] P E P E

AO1 - Explain two different Jewish beliefs about Shekhinah. Refer to sacred writings in your answer. [6 marks] P E P E

AO2 - For Jews, Shekhinah is the best way to understand God. Evaluate this statement. [12 marks] P E E x 3

JB4 - NATURE + ROLE OF MESSIAH

Role of the Messiah

- For Jews, Jesus is NOT the Messiah as they are still waiting for their Messiah, meaning 'anointed' or 'chosen' one.
- When the Messiah arrives, this is known as the Messianic Age or olam ha-ba meaning 'the world to come'.
- The Torah states that the nature of the Messiah will be a leader sent by God who is just (fair), will be a descendant of King David, will be born of human parents, will follow all of the 613 mitzvot and bring the Messianic Age.

Orthodox Jews

- The Messiah is a real human descended from King David who will establish peace and destroy conflict.
- Resurrect and judge the dead. "Many of them that sleep in the dust of the Earth shall wake" (Daniel 12:2).
- Orthodox Jews are influenced to pray for Messiah to arrive and make the world "good" again (Genesis 1).

Reform Jews

- The Messiah is symbolic and not a real human and do not believe that there will be an end to the world.
- Therefore, Reform Jews are influenced to heal the world (Tikkun Olam) themselves and bring the Messianic Age.

AO1 - Explain two ways in which belief in the Messiah influences Jews today. [4 marks] P E P E

AO1 - Explain two different Jewish beliefs about the nature of the Messiah. Refer to sacred writings in your answer. [6 marks] P E P E

AO2 - For Jews, the most important role of the Messiah is to resurrect the dead. Evaluate this statement. [12 marks] P E E x 3

THE STUDY OF RELIGIONS - PAPER 1

HOW TO ANSWER - CHEAT SHEET

Q3 - 4-MARKS **POINT-EXPLAIN-POINT-EXPLAIN**

A - Beliefs Paper - A 4-mark question may ask for ways in which a belief might influence Christians or Jews. To answer these questions, use the head (believe), heart (feel), hands (do) method.

- ✓ **P** - One [insert religion] belief is...
- ✓ **E** - This influences them to... believe... / feel... / practice...
- ✓ **P** - Another [insert religion] belief is...
- ✓ **E** - This influences them to... believe... / feel... / practice...

B - Practices Paper - A 4-mark question may ask for two different ways that a practice is carried out by Christians or Jews. You can include denominations, but you don't need to.

- ✓ **P** - One way some [insert religion]...
- ✓ **E** - because... / this shows... / for example...
- ✓ **P** - Another way some [insert religion]...
- ✓ **E** - because... / this shows... / for example...

Q4 - 6-MARKS **POINT-EVIDENCE-EXPLAIN-POINT-EXPLAIN**

A 6-mark question will ask for two Christian or Jewish beliefs and asks you to refer to sacred writings or another source of Christian / Jewish belief and teaching. You must apply the source of authority to the question.

- ✓ **P** - One [insert religion] belief...
- ✓ **E** - In the Bible / Tenakh it says...
- ✓ **E** - This shows that... You must explain how the source links to the question to be awarded the 6th mark!
- ✓ **P** - Another [insert religion] belief...
- ✓ **E** - because... / shows... / for example...

Q5 - 12-MARKS **POINT-EVIDENCE-EXPLAIN-EVALUATE X 3**

A 12-mark question will ask you to evaluate the statement. You must formulate well-informed and detailed arguments that link to the statement. Your answer must be filled with knowledge and sources of authority.

- ✓ **P** - One reason some [insert religion] agree is...
- ✓ **E** - In the Bible / Tenakh it says...
- ✓ **E** - This shows that... [insert words of the statement] - because...
- ✓ **E** - This is a strong / weak argument because... Your evaluate should be the largest section!
- ✓ **P** - One reason some [insert religion] disagree is...
- ✓ **E** - In the Bible / Tenakh it says...
- ✓ **E** - This shows that... [insert words of the statement] - because...
- ✓ **E** - This is a strong / weak argument because... Your evaluate should be the largest section!
- ✓ **P** - Another reason some [insert religion] agree / disagree is...
- ✓ **E** - In the Bible / Tenakh it says...
- ✓ **E** - This shows that... [insert words of the statement] - because...
- ✓ **E** - This is a strong / weak argument because... Your evaluate should be the largest section!

JEWISH BELIEFS

APPLICATION HOMEWORK - JB1, JB2, JB3, JB4

AO1 - Explain two ways in which belief in God as a Law-Giver and Judge influences Jews today. [4 marks] P E P E

AO1 - Explain two ways in which belief in the Divine Presence (Shekhinah) influences Jews today. [4 marks] P E P E

AO1 - Explain two ways in which belief in the Messiah influences Jews today. [4 marks] P E P E



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KNOWLEDGE - RETRIEVAL - PRACTICE

Encourage them to complete past paper questions using the correct structure outlined on the cheat sheet. This supports exam resilience and conditioning.

JEWISH BELIEFS

APPLICATION HOMEWORK - JB1, JB2, JB3, JB4

AO1 - Explain two ways in which belief in God as a Law-Giver and Judge influences Jews today. [4 marks] PEE

One Jewish belief in which belief in God as a Law-Giver and Judge is that God gave the Jews 613 mitzvot. This influences Jews to follow their free will to follow the 613 mitzvot (the rules found in the Torah) to avoid punishment from God.

Another Jewish belief is that God will judge Jews on their actions. This influences Jews to avoid sin so that they can be rewarded in Gan Eden (Heaven).

AO1 - Explain two ways in which belief in the Divine Presence (Shekhinah) influences Jews today. [4 marks] PEE

One Jewish belief in the Divine Presence is that it dwells in the presence on Earth, at the Western Wall in Jerusalem. This influences Jews to visit Jerusalem and the Western Wall in order to feel Shekhinah.

Another Jewish belief is the belief that God's presence can be felt in a minyan. This influences Jews to gather in groups of ten or more men, perhaps in a synagogue, so that they can experience the Shekhinah.

AO1 - Explain two ways in which belief in the Messiah influences Jews today. [4 marks] PEE

One Jewish belief in the Messiah is that he will be a real person who is descended from King David and is chosen by God. This influences Jews to pray for the Messiah to come as they believe it will bring about the Messianic Age and make the world good again.

Another Jewish belief held by Reform Jews is that the Messiah is instead a symbolic figure rather than an actual person. This influences Jews to heal the world through Tikkun Olam in order to bring about the Messianic Age themselves.

JEWISH BELIEFS

APPLICATION HOMEWORK - JB9, JB10, JB11, JB12

AO1 - Explain two ways in which belief in the sanctity of life influences Jews today. [4 marks] PEE

One belief is that God gave humans a soul as they were created in God's image. This influences Jews to believe human life is superior and should be of utmost priority, as shown through Pikuach Nefesh.

Another belief is that only God has the authority to give or take life, as it is sacred because He created it. This influences Jews to not commit murder or suicide, as this goes against God's authority.

AO1 - Explain two contrasting Jewish beliefs about the resurrection of the dead. Refer to sacred writings or another source of religious beliefs and teachings in your answer. [5 marks] PEE

One belief held by Orthodox Jews is that the physical bodies of the dead will be resurrected. In the Tanakh it says, "Those who sleep in the dust of the earth will awake". This shows that Jews believe that the dead will be brought back to life through their physical body, not just the soul as Reform Jews believe.

Another belief is that the dead will be resurrected during the Messianic Age. This shows that Orthodox Jews believe that the Messiah's role is to resurrect the dead so they can be judged by God.

AO2 - 'Jews should follow all of the mitzvot all of the time.' Evaluate this statement using one PEE. [12 marks]

Orthodox Jews would agree because the mitzvot are directly from God and should be followed exactly. In the Tanakh it says, "For the LORD is our judge, the LORD is our judge." This shows that God gave the laws, the mitzvot, to Moses as part of the covenant at Mount Sinai, and that He will judge Jews based on how well they followed the mitzvot. Orthodox Jews take this literally and believe that all of the mitzvot should be followed all of the time. This is a weak argument because Reform Jews believe that the mitzvot were inspired by God, meaning they can be adapted. In the Tanakh it says, "I have set before you life and death, blessings and curses." This shows that Jews have the choice to follow the mitzvot as they were given or not. It would be very difficult for Jews to follow all of the mitzvot all of the time in modern society, so Reform Jews believe they can be adapted to fit with modern life. However, they still try to follow the most important mitzvot most where possible.



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ESA - TRUST THE PROCESS

AQA STUDY OF RELIGIONS - PAPER 1 CHRISTIAN BELIEFS						AQA STUDY OF RELIGIONS - PAPER 1 CHRISTIAN PRACTICES							AQA STUDY OF RELIGIONS - PAPER 1 JEWISH BELIEFS						AQA STUDY OF RELIGIONS - PAPER 1 JEWISH PRACTICES												
NAME: _____ CLASS: _____ TEACHER: _____						NAME: _____ CLASS: _____ TEACHER: _____							NAME: _____ CLASS: _____ TEACHER: _____						NAME: _____ CLASS: _____ TEACHER: _____												
CB1 NATURE OF GOD	CB2 ONENESS OF GOD → TRINITY	CB3 CREATION → ROLE OF WORD → SPIRIT	CB4 ORIGINAL SIN	CB5 PROBLEM OF EVIL → GOD AS JUST	CB6 INCARNATION → SON OF GOD	CP1 WORSHIP	CP2 PRAYERS	CP3 SACRAMENTS	CP4 BAPTISM	CP5 EUCARIST	CP6 PUNISHMENT	CP7 TESTIMONY	JB1 NATURE OF GOD	JB2 GOD AS CREATOR	JB3 DIVINE PRESENCE → SHEKHINAH	JB4 NATURE → ROLE OF THE MESSIAH	JB5 PROMISED LAND → COVENANT WITH	JB6 COVENANT AT SINAI → 10	JP1 IMPORTANCE OF THE SYNAGOGUE	JP2 PUBLIC ACTS OF WORSHIP → MUSICA PRAXIS	JP3 WORSHIP IN THE HOME → PRIVATE PRAYERS	JP4 FESTIVALS OBSERVED IN THE HOME → SYNAGOGUE	JP5 RITUALS BAPTISM → MITZVAH	JP6 RITUALS KASHRUT → KASH MITZVAH							
AQA THEMATIC STUDIES - PAPER 2 THEME A: RELATIONSHIPS AND FAMILIES						AQA THEMATIC STUDIES - PAPER 2 THEME B: RELIGION AND LIFE							AQA THEMATIC STUDIES - PAPER 2 THEME C: RELIGION, CRIME AND PUNISHMENT						AQA THEMATIC STUDIES - PAPER 2 THEME D: RELIGION, PEACE AND CONFLICT												
NAME: _____ CLASS: _____ TEACHER: _____						NAME: _____ CLASS: _____ TEACHER: _____							NAME: _____ CLASS: _____ TEACHER: _____						NAME: _____ CLASS: _____ TEACHER: _____												
A1 HUMAN SEXUALITY	A2 SEX BEFORE → OUTSIDE MARRIAGE	A3 CONTRACEPTION → FAMILY PLANNING	A4 NATURE → PURPOSE OF MARRIAGE	A5 DIVORCE → RE-MARRIAGE	A6 NATURE OF FAMILIES	A7 PURPOSE OF FAMILIES	A8 GENDER EQUALITY	B1 THE ORIGINS OF THE UNIVERSE	B2 THE VALUE OF THE WORLD	B3 THE USE → ABUSE OF THE ENVIRONMENT	B4 THE USE → ABUSE OF ANIMALS	B5 THE ORIGINS OF HUMAN LIFE	B6 ABORTION	B7 EUTHANASIA	B8 AFTERLIFE → THE VALUE OF HUMAN LIFE	E1 INTRODUCTION → REASONS FOR CRIME	E2 OPPOSITION TO UNJUST LAW	E3 ATTITUDES TO LAWBREAKERS	E4 THREE AIMS OF PUNISHMENT	E5 CRIME → CAUSING SUFFERING	E6 TREATMENT OF CRIMINALS	E7 DEATH PENALTY → PRINCIPLE OF UTILITY	E8 FORGIVENESS	D1 INTRODUCTION → THE FOUR KEY CONCEPTS	D2 VIOLENT PROTEST → TERRORISM	D3 REASONS FOR WAR	D4 WEAPONS OF MASS DESTRUCTION	D5 HOLY WAR	D6 THE JUST WAR THEORY	D7 PACIFISM → PEACEMAKING	D8 VICTIMS OF WAR → SALVATION ARMY
END POINTS						END POINTS							END POINTS						END POINTS												
I can spell and define subject specific vocabulary surrounding relationships and families.						I can spell and define subject specific vocabulary surrounding religion and life.							I can spell and define subject specific vocabulary surrounding religion, crime and punishment.						I can spell and define subject specific vocabulary surrounding religion, peace and conflict.												
I can recall a deep knowledge of Christian beliefs and teachings surrounding relationships and families: A1 - A8.						I can recall a deep knowledge of Christian beliefs and teachings surrounding religion and life: B1 - B8.							I can recall a deep knowledge of Christian beliefs and teachings surrounding religion, crime and punishment: E1 - E8.						I can recall a deep knowledge of Christian beliefs and teachings surrounding religion, peace and conflict: D1 - D8.												
I can recall sources of authority surrounding relationships and families.						I can recall sources of authority surrounding religion and life.							I can recall sources of authority surrounding religion, crime and punishment.						I can recall sources of authority surrounding religion, peace and conflict.												
I can recall moral and ethical arguments surrounding relationships and family life.						I can recall moral and ethical arguments surrounding religion and life.							I can recall moral and ethical arguments surrounding religion, crime and punishment.						I can recall moral and ethical arguments surrounding religion, peace and conflict.												
I can explain how beliefs and practices have changed over time surrounding relationships and families in British society.						I can explain how beliefs and practices have changed over time surrounding religion and life in British society.							I can explain how beliefs and practices have changed over time surrounding religion, crime and punishment in British society.						I can explain how beliefs and practices have changed over time surrounding religion, peace and conflict in British society.												
I can compare contrasting beliefs on homosexuality, sex before marriage and contraception within the main religious traditions GB.						I can compare contrasting beliefs on abortion, euthanasia and animal experimentation within the main religious traditions GB.							I can compare contrasting beliefs on capital punishment, death penalty and forgiveness within the main religious traditions GB.						I can compare contrasting beliefs on violence, weapons of mass destruction and pacifism within the main religious traditions GB.												
I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.						I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.							I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.						I can explain the influence of Christian beliefs and teachings on people living in contemporary British society.												
I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AO1).						I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AO1).							I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AO1).						I can apply my knowledge of contrasting and similar Christian beliefs to answer 4-mark explain questions - POPE (AO1).												
I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (AO2).						I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (AO2).							I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (AO2).						I can apply my knowledge of SQA - 'In the Bible it says...' - to include evidence in 5-mark explain questions - PJGPE (AO2).												
I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG (AO2).						I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG (AO2).							I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG (AO2).						I can apply my knowledge to formulate well-informed arguments to answer 12-mark evaluate questions - PJG (AO2).												
I can clearly articulate my personal beliefs and values surrounding relationships and families while respecting the beliefs of others.						I can clearly articulate my personal beliefs and values surrounding religion and life while respecting the beliefs of others.							I can clearly articulate my personal beliefs and values surrounding religion, crime and punishment while respecting the beliefs of others.						I can clearly articulate my personal beliefs and values surrounding religion, peace and conflict while respecting the beliefs of others.												



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A MAP TO SUCCESS - USE IT!





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MR R. ALLEN

Head of Maths
Associate Assistant Headteacher



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THINGS WE AGREE NEVER TO SAY AGAIN:

“I was never any good at Maths”

“I didn’t like Maths (or possibly... my Maths teacher) at School”

“Look at (Insert celebrity or vague relation) they’ve done really well without Maths”

“I found Maths really difficult when I was at school”



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Mathematics paper 1: Friday 14th May 2027

Non-Calculator (80 marks)

Mathematics paper 2: Thursday 27th May 2027

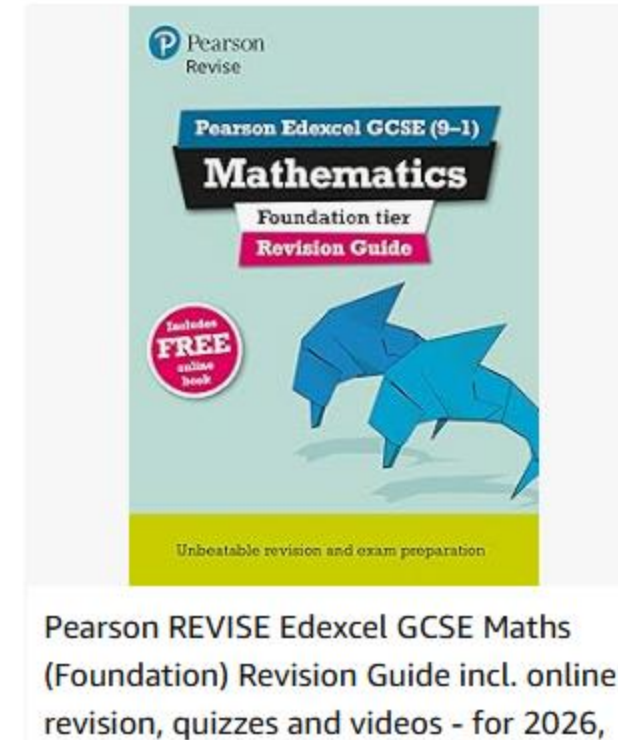
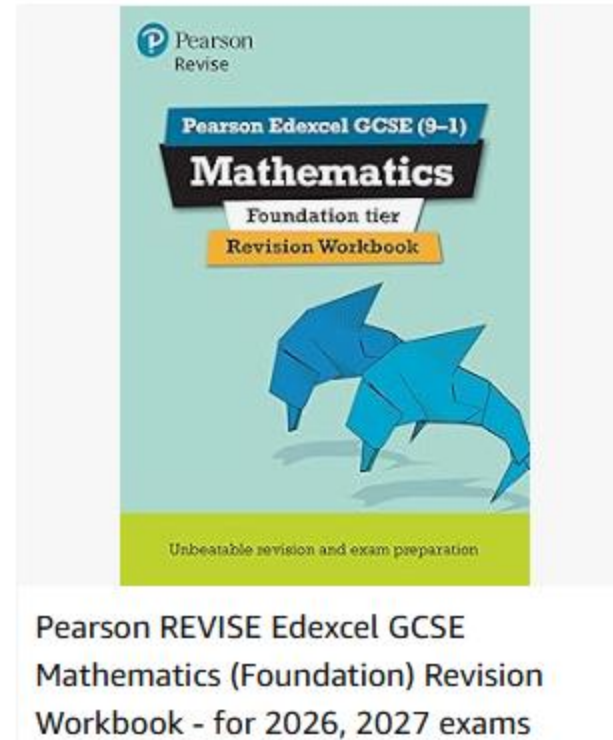
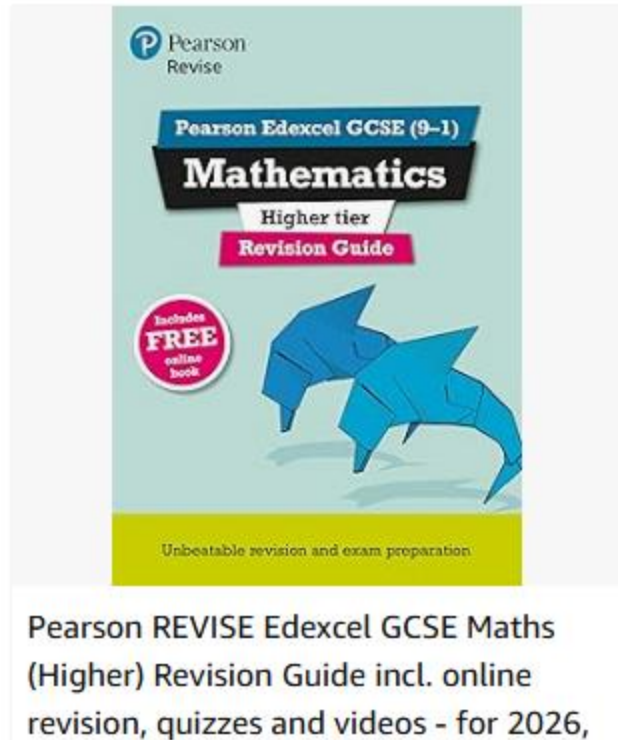
Calculator (80 marks)

Mathematics paper 3: Monday 14th June 2027

Calculator (80 marks)

All exams have a duration of 90 minutes.

HOW TO REVISE



The only way to revise Maths is to do more maths!



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Sir Thomas Boteler

Maths Key Piece

Version C Test 1

Name _____

Date _____

Class _____



Section A: Numbers & Calculating

1. Divide thirty-one point five by ten.

2. Round 17.64 to the nearest whole number.

3. Which is bigger, 40% of 90 or $\frac{1}{2}$ of 80?

4. Put these in order of size, smallest first.
60% 0.4 $\frac{1}{2}$

5. What is the fraction twelve twentieths in its simplest form?

6. Which is bigger: $\frac{3}{7}$ or $\frac{2}{5}$?

7. Increase £30 by 35%

8. Divide £300 in a ratio of 3:7

English (United Kingdom)

Section B: Algebra & Shape, Space & Measures

11. Solve: $2x - 5 = 7$

12. Find the next term of this sequence 1 1 2 3 5 ...

13. If $y = 3x + 2$, find the value of y when $x = -2$

14. Expand $4(3x + 2)$

15. Factorise $12y - 16$

16. Simplify $3a + 2b - a + 4b$

Section C: Using & Applying

21. What is the mean of;

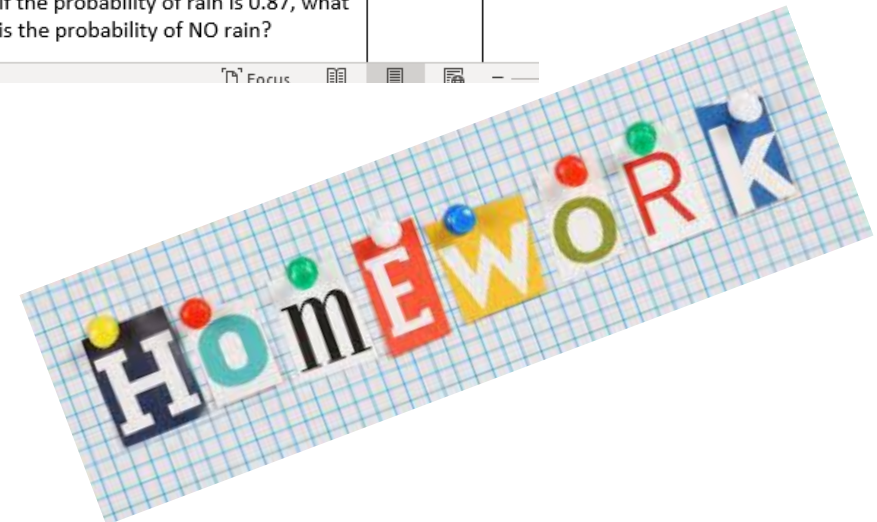
2, 3, 4, 4, 5, 6

22. Three angles in a quadrilateral add up to 275 degrees. What is the size of the fourth angle?

23. Work out the area of a triangle of base 6cm and height 8cm.

24. If the probability of rain is 0.87, what is the probability of NO rain?

Focus



Sparx
Maths



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YEAR 11 -REVISION GUIDANCE FOUNDATION

- Key Dates
- Exam Details
- 2026 Grade Boundaries
- Revision Checklist
- Useful Resources



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• HIGH EXPECTATIONS | HIGH ASPIRATIONS | HIGH STANDARDS | YOU WILL SUCCEED



**SIR THOMAS
BOTELER**
CHURCH OF ENGLAND HIGH SCHOOL
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YEAR 11 -REVISION GUIDANCE HIGHER

- Key Dates
- Exam Details
- 2026 Grade Boundaries
- Revision Checklist
- Useful Resources



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YEAR 10

Embrace the system:

- Assessment lesson fortnightly – work towards this
- Individualised SPARX homework's set to help you improve
- Fortnightly written homework – Do it to the best of your ability and well ahead of the deadline
- Believe in your book!



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RESILIENCE

SELF-BELIEF

STRUCTURE

REPETITION



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MR S. MASON

Assistant Headteacher