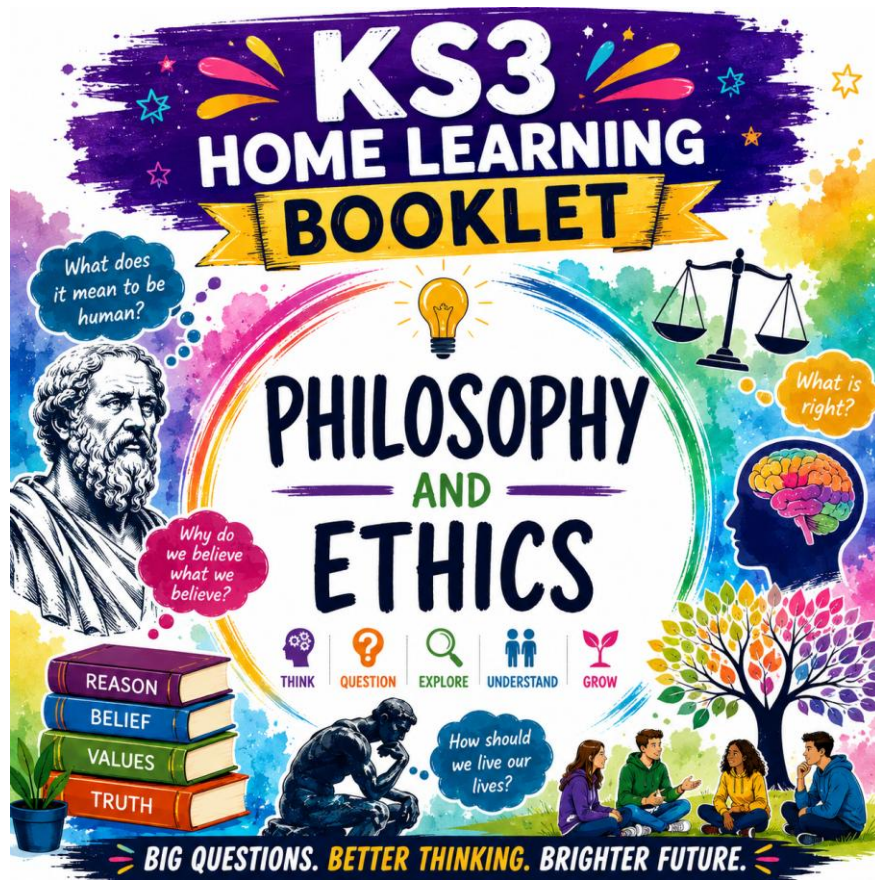
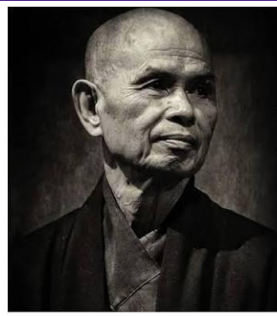
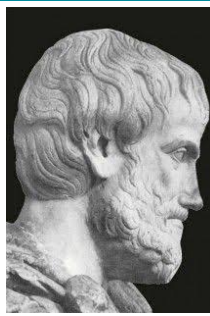




Year 9 Term 1 - 'Is Human Life Important?'

 "Because you are alive, everything is possible." — <i>Thích Nhất Hạnh</i> 11 Oct 1926 – 22 Jan 2022	 We are what we repeatedly do. Excellence, then, is not an act, but a habit. — Aristotle
"Skills are important; wisdom makes them powerful!"	

Name: _____ Class: _____

Contents	Complete?	Checked / corrected?
Week 2 task	☐	☐
Week 4 task	☐	☐
Knowledge organiser	☐	☐



WEEK 2 HOME LEARNING

Human rights, forced marriage and consent

15 minutes core learning + optional 5-minute **AMBITIOUS ACTIVITY**

Activity 1 - Retrieval and precision (5 minutes)

Complete the table from memory. Then use the knowledge organiser to improve the accuracy of each definition.

Key term	Precise meaning from memory
Human rights	_____
Arranged marriage	_____
Forced marriage	_____
Family honour	_____
Domestic servitude	_____

Activity 2 - Apply the concepts (6 minutes)

For each statement, write AR (arranged marriage), FM (forced marriage), or HR (human rights). Then add one sentence explaining your choice.

_____ Both people freely consent, while their families help to find a suitable partner.

Why? _____

_____ One or both people are coerced and are not given the right to refuse.

Why? _____

_____ Rights protect characteristics and freedoms that belong to people because they are human.

Why? _____

Activity 3 - Explain a distinction (5 minutes)

Explain why an arranged marriage and a forced marriage should not be treated as the same thing.

Use the organiser to check your explanation. Add one precise term you could use: _____

One part of my answer that was accurate: _____

One improvement I made after checking: _____

AMBITIOUS ACTIVITY - Evaluate an argument (optional, 5 minutes)

“Consent is the most important factor when deciding whether a marriage is ethical.” How far do you agree?

Give a justified conclusion. Use at least TWO ideas from the knowledge organiser, such as consent, human rights, family honour or domestic servitude. (if you need more room please use an extra page to complete it)

WEEK 4 HOME LEARNING

Crime, punishment and prejudice

15 minutes core learning + optional 5-minute **AMBITIOUS** ACTIVITY

Activity 1 - Aims of punishment recall grid (6 minutes)

Complete the grid from memory. For each aim, explain what the punishment is trying to achieve.

Aim of punishment	What it means	Example / effect
Deterrence	_____	_____
Protection	_____	_____
Reformation	_____	_____
Retribution	_____	_____
Reparation	_____	_____
Vindication	_____	_____

Activity 2 - Apply and justify (6 minutes)

Read each situation and identify the strongest aim of punishment. Give a brief reason.

A sentence is designed to put other people off committing the same offence.

Aim: _____
Reason: _____

An offender completes work that compensates the victim or community.

Aim: _____
Reason: _____

A programme helps an offender change their behaviour and make better choices.

Aim: _____
Reason: _____

A prison sentence keeps a dangerous offender away from the public.

Aim: _____
Reason: _____

Activity 3 - Connect ideas and evaluate (5 minutes)

Explain the difference between prejudice and discrimination, then show how religious prejudice could lead to oppression.



Which is more serious: prejudiced thoughts or discriminatory actions? Give one reason.

AMBITIOUS ACTIVITY - Compare and evaluate (optional, 5 minutes)

Which is a better response to crime: retribution or reformation?

Compare the two aims, apply each to an offender, and reach a justified conclusion. Your conclusion should explain why your chosen aim is more effective or more ethical. (if you need more space please use an extra page to complete this task)

KNOWLEDGE ORGANISER

KEY TERM	MEANING
Basic rights	Rights which underpin the development of other rights.
Political rights	Rights which enable people to participate in establishing a government.
Legal rights	Rights founded upon law or accepted rules.
Human rights	Rights which protect the characteristics that make us human.
Arranged marriage	A marriage where family may help find a suitable partner, but the couple consent.
Forced marriage	A marriage where one or both people are coerced and do not give full consent.
Family honour	The idea that a family must maintain a particular standing in a community.
Domestic servitude	A form of modern slavery associated with some forced marriages.
Ethical	Doing something morally - 'the right thing to do'.
Fair trade	Trade in which fair prices are paid to producers in developing countries.
Prejudice	An opinion not based on reason or actual experience.
Discrimination	Acting on prejudice by favouring one type of person over another.
Religious prejudice	Prejudiced thoughts based on religious beliefs, dress or appearance.
Islamophobia	Fear of Muslims.
Oppression	Cruel or unjust treatment, usually by a group with authority.

Year 9 Term 1 - 'Is Human Life Important?'

AIMS OF PUNISHMENT	KEY DISTINCTION
Deterrence - put people off crime Protection - protect society Reformation - change the offender Retribution - make the offender pay Reparation - compensate victims Vindication - ensure the law is respected	Forced marriage: one or both people are coerced, do not give full consent and are not given the right to refuse. Arranged marriage: families may find a suitable match, but both people consent and can refuse.
RELIGIOUS PREJUDICE - KEY QUOTES	
Qur'an 2:208: believers are called to enter into peace. 1 Corinthians 10:31-32: act for the glory of God and give no offence. Qur'an 28:56: God guides those He wills.	