

**BLESSED TRINITY LEARNING PROGRAMME**

**SUBJECT: RE**

**YEAR: 9**

**Half Term: 1**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>My Brother's Keeper</b>	Consider different responses to the biblical question 'Am I My Brother's Keeper?'	<p>Study the story of Cain and Abel in Genesis.</p> <p>Re-read, discuss and role play the parable of the Sheep and Goats (Matt. 26:31-46) which pupils should know from year 7.</p> <p>Apply its teaching to a modern day example of social injustice eg slavery in the form of an investigative report.</p>	Learn Christian Living key words.	Teacher /self-assessment of key word test.
<b>Stewardship</b>	To understand my role as a steward of God's creation.	<p>What is Stewardship? Why should Christians be good stewards?</p> <p>Pupils will answer questions explaining stewardship / dominion. They will produce a collage based on Psalm 104.</p> <p>Explain and evaluate Christian views on animal testing.</p>	Complete questions on stewardship and animal testing for medical research purposes.	Peer assessment: pupils will present their work to their classmates, describing what they've included on their collage and its relevance to Psalm 104.
<b>Fairtrade</b>	Explore ways in which Christians try to be better stewards and combat social injustice in the world through investigating the work of Fairtrade	<p>Describe what Fairtrade does and explain how it secures a better price for the farmer.</p> <p>Examine the idea of fair and unfair trade and compare and contrast producers and growers in a fair-trade partnership and those outside.</p> <p>Play the 'Banana Split' game.</p>	Research Fairtrade.	Peer assessment: pupils use marking stickers to express their opinions on each other's work.

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<b>CAFOD</b>	Explore ways in which Christians try to be better stewards and combat social injustice in the world through investigating the work of CAFOD	<p>Examine the causes of poverty in developing countries.</p> <p>Compare and contrast less economically developed countries and more economically developed countries.</p> <p>CAFOD timeline activity.</p> <p>Work in a group to produce a power-point on one aspect of CAFOD's work.</p> <p>Explain the difference between short-term and long-term aid.</p>	Investigate the work of a CAFOD project.	<p><b>Peer assessment:</b></p> <p>pupils will present their work to their classmates. This will be graded by other groups</p>
<b>A Rocha</b>	Explore ways in which Christians try to be better stewards and combat social injustice in the world through investigating the work of A Rocha	<p>Watch a video on the Christian conservation group A Rocha.</p> <p>Examine the link between looking after the environment and looking after the poor.</p> <p>Design a new slogan for an A Rocha t-shirt.</p>	Complete formal assessment.	<p><b>Formal Assessment:</b></p> <p>explain why Christians believe that it is important that they should conserve the environment in which they live .(assessed by teacher)</p>
<b>Oscar Romero</b>	Research the life of one Christian who has fought social injustice in the world.	<p>Discuss whether and when Christians should get involved with politics.</p> <p>Prepare a talk on Oscar Romero.</p> <p>Watch video clips from the film 'Romero' and write an obituary about him.</p>	Find out 10 facts about Oscar Romero.	Teacher assessment

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**Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>The importance of the child in Christian Teaching</b></p>	<p>To show an understanding of why children are important within the Christian Religion</p>	<p>Pupils read two accounts in the bible that suggest that children have immense importance to God: Psalms (“I knit you together in your mother’s womb...you are mine” and Matt 19 “don’t stop the children from coming to me”)</p> <p>Students will work in pairs to interpret this in to a creative piece of work. It can be in the form of a poster or perhaps a piece of imaginative / poetic writing.</p>	<p>Write a document containing 6-10 “Rights” that a child should be expected to be given by society.</p>	<p>Students will peer assess each others documents according to the criteria set by the teacher (Realistic / appropriate / fair)</p>
<p><b>When family life goes wrong</b></p>	<p>To understand and empathise with the nature of abuse and neglect within family life.</p>	<p>Pupils are given a definition of the 4 main types of abuse: “Physical abuse”; “Physical neglect”; Emotional abuse” and “Emotional neglect”.</p> <p>They watch a series of clips from the film “Matilda” (the whole film can be shown at the teachers discretion.).</p> <p>They must make notes during the viewing of which types of neglect are being highlighted and what the effect on Matilda and other vulnerable characters is.</p>	<p>Pupils must design a PowerPoint slideshow for the rest of the class using images, animations and hyperlinks to explain how the film displays the consequences of neglect.</p> <p><i>(This task is deliberately designed to give a less intimate and traumatic introduction to the difficulties of family life).</i></p>	<p>PowerPoint shows will be levelled by the teacher but can also be made into a “competition” by allowing the class to vote on the best efforts.</p>

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**Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>China's One Child Policy</b></p>	<p>To know what is meant by China's "One Child Policy" and to understand why the Christian Church has an issue with such a policy</p>	<p>Read through the information sheets together as a class.</p> <p>Group discussion about the issues raised (abortion, enforced contraception, infanticide).</p> <p>Pupils answer a set of questions looking at</p> <p>AO1 (knowledge and understanding) and AO2 (evaluation of beliefs).</p>	<p>If you had to come up with alternatives to the One Child Policy that Christians would be more happy with,</p> <p>what might you suggest (at least 2 clear ideas).</p>	<p>Pupils will be marked out of 25 and graded.</p>
<p><b>Why do we punish?</b></p>	<p>To show a knowledge of WHY we punish and to reflect on which reasons are covered with Capital Punishment</p>	<p>Complete a diagram on reasons for punishment.</p> <p>Pupils are given a series of misdemeanours and are asked to apply appropriate punishments.</p> <p>They will need to record WHY they have selected certain punishments for certain crimes.</p>	<p>To research the Texas Death Row website in order to present a case to the class after next lesson.</p>	<p>Teacher assessment of punishment activity</p>

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**Half Term: 2**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Capital Punishment Case studies</b></p>	<p>To understand arguments on either side of the Capital Punishment debate.</p> <p>To reflect on and present their own opinion on the issue.</p>	<p>Pupils will use ICT facilities to research one case on the Texas Death Row.</p> <p>They will prepare a PowerPoint on their chosen case and present the arguments for and against the death sentence being used in that case and they will conclude by presenting their own opinion on this question with good reasons why.</p>	<p>Pupils design a poster that highlights the main methods of execution used around the world and their opinion on each.</p>	<p><b>This will be the formally assessed piece for this ½ term.</b></p> <p>Pupils will be levelled on their effective / detailed research abilities, their arguments on both sides and their own opinion.</p>
<p><b>The Case of Stanley Tookie Williams</b></p>	<p>To understand why some people end up on death row and evaluate whether rehabilitation is possible.</p>	<p>Using a Power Point presentation, students are introduced to the case of Stanley “Tookie” Williams.</p> <p>The class will be halved and one group will write a letter to Gov Schwarzenegger demanding execution while one group demands leniency.</p>	<p>“Should Stanley Tookie Williams have been executed or not?”</p> <p>Give clear and well considered reasons to support your opinion.</p>	<p>A Level grid is available to give a formal assessment of the letter writing task.</p>

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**Half Term: 3**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Nature of God</b></p>	<p>Understand the Catholic teaching about the nature of God.</p> <p>Analyse their own beliefs about the nature of God.</p>	<p>PowerPoint on the nature of God, as Omnipotent, Omniscient, Omni-benevolent.</p> <p>Complete and label an artistic representation of your idea of God</p> <p>A study of the 'Who is God' poem and tasks</p>	<p>"Do you think most people today believe in a God"?</p> <p>Explain clearly why you have answered as you have</p>	<p>Formal teacher assessment of homework responses.</p> <p>Peer assessment of "My idea of God" (2 stars and a wish)</p>
<p><b>The Ultimate Designer Label ("The Design Argument")</b></p>	<p>To know William Paley's argument from Design (watch analogy)</p> <p>To understand how the Design argument helps a person to believe in God.</p>	<p>Pupils read the worksheet entitled "The Ultimate Designer Label".</p> <p>Pupils work in a partnership using A3 paper divided in 2, to come up with</p> <p>3 things in Creation that would seem to suggest there is a "Master Designer"</p> <p>3 things that happen in creation that seem to suggest there can be no careful designer.</p> <p>There is a PowerPoint that can help pupils with their ideas.</p> <p>Work must include imagery and explanations.</p>	<p>Answer the 3 questions on the sheet "The Ultimate Designer label"</p>	<p>Pupils present their ideas to the class as a starter for informal assessment.</p> <p>Formal teacher assessment of Questions.</p>

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**YEAR: 9**

**Half Term: 3**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>The Existence of Evil and Suffering</b></p>	<p>To understand the difference between moral and natural evil</p> <p>To consider why the existence of suffering and evil in the world might lead a person away from a belief in God.</p>	<p>Pupils read through the sheet titled “If God is Omnipotent...”</p> <p>Group/partner task, look through newspaper articles to highlight examples of moral and natural evil.</p> <p>Using the newspapers and their own creativity, pupils design a collage on the existence of evil and suffering.</p>	<p>Using the information sheet from the beginning of the lesson, pupils answer a practice GCSE question;</p> <p>“The existence of suffering and evil in the world totally goes against the Christian understanding of the nature of God, therefore God cannot exist”</p>	<p>GCSE marking criteria used to mark the homework question</p>
<p><b>The existence of Free Will</b></p>	<p>To understand how Christians use the argument of Free Will when considering the Problem of Evil</p>	<p>Pupils read a sheet on terms such as “determinism” and “Free Will”. There should follow a class discussion on why Christians do not accept the idea of Pre – Determination.</p> <p>Pupils watch clips of “The Truman Show” (the whole film may be watched at the teachers discretion) and explain</p> <p>A) How they would have felt if they were Truman, finding out about his situation and</p> <p>B) If you were Truman, would you stay in the programme or leave and live outside of Christof’s control?</p> <p>Pupils must explain WHY they feel as they do.</p>	<p>Write a diary extract as Truman on the day he leaves the show. What happens to him?</p> <p>What are his thoughts and feelings as he begins to choose what he will do?</p> <p>What does he do first?</p>	<p>Peer Assessment of the diary extracts.</p>

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**Half Term: 3**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>Religion V Science</b>	<p>To know both the scientific and religious accounts of creation.</p> <p>To analyse and reflect upon whether it is possible to accept God in a scientific world.</p>	<p>Pupils study :</p> <p>‘How it all began – A religious story’ and ‘How it all began – A scientific story.</p> <p>Pupils complete a chart outlining any similarities and differences in the two creation accounts.</p> <p>Evaluation questions must then be completed to look at ways in which both accounts may be true.</p> <p>Pupils complete the final sheet; “So...has science ditched God?”</p>	<p>‘Science proves religious does not exist’</p> <p>Do you agree or disagree? (3)</p> <p>Explain why some people might disagree with you (3)</p> <p>One argument must be from the Catholic view point</p>	<p>GCSE marking criteria used to mark the homework question.</p>



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**Half Term: 4**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>The Jewish Passover and the topic of Freedom</b></p>	<p>To understand the links between the Jewish Passover and the theme Freedom.</p>	<p>Key words related to the new topic Passover recap-What do we already know?</p> <p>Short clip on the Passover</p> <p>Group work on Freedom At different stages in your life: What freedom were you given? What could you do/not do? Why?</p>	<p>Compose a glossary in exercise books of new words related to Passover/Catholic Mass that have been learned this lesson.</p>	<p>Pupils to come up with their own Freedom slogan and symbol.</p> <p>Assessment to come through their presentation as they explain their own design and ideas</p>
<p><b>The Jewish Passover meal</b></p>	<p>To know about how the Jews prepare for Passover. To understand what they do and why they do it?</p>	<p>Pupils will read about what the Jews do to prepare for Passover and Why they do it?</p> <p>They will complete their own Seder dish using the factual information that they have just studied. They will label every item with its symbolic meaning.</p>	<p>Using their completed Seder dish and notes from class on what they do and why?</p> <p>Pupils will revise information for informal Peer assessment next lesson</p>	<p>Informal Peer assessment (Generation game)</p>
<p><b>The Brobinog task</b></p>	<p>To empathise with the Jews as to why freedom is important?</p> <p>To show understanding of the Passover by planning their own celebration.</p>	<p>They will read the story of the ‘Brobinog’ s from slavery to freedom.</p> <p>They will work n small groups to plan an annual celebration.</p> <p>They will explain what will happen emphasising the significance of every activity.</p>	<p>To prepare the written detail for their presentation focusing on the events and their symbolic meaning</p>	<p>Pupils will present their celebration.</p> <p>The teacher will assess presentation and final piece of work</p>

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**YEAR: 9**

**Half Term: 4**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>The Last Supper and The Catholic Mass</b></p>	<p>To know and understand what happened and what was said</p> <p>To make the clear connection between the Last Supper and the Catholic Mass</p>	<p>To read the account of the Last Supper. In your own words, imagining that you are a Disciple re-tell the event from your view point.</p> <p>To read about and discuss the 4 parts to a Roman Catholic Mass</p> <p>They will label each part adding appropriate words, sentences, images that define what happens</p>	<p>The Catholic Mass crossword</p>	<p>Pupils to write a diary account imagining they are a Disciple of Christ, present at the Last Supper</p>
<p><b>The presence of Jesus in the Eucharist/our class Mass</b></p>	<p>To Understand the importance of the Eucharist and the importance of active participation in the Mass</p>	<p>Pupils will look at the phrase, 'Jesus is truly present'.</p> <p>They will be able to say how he is present in</p> <ul style="list-style-type: none"> <li>i) In the people gathered</li> <li>ii) In the priest</li> <li>iii) Word of God</li> <li>iv) In the Eucharist</li> </ul> <p>Pupils will work in small groups to plan their class Mass</p>	<p>What would you include in your class Mass? ( Readings, Gospel, Bidding prayers etc..)</p>	<p>GCSE Practice Question, 'Christians don't need to go to Mass to find Jesus. He is present all the time' (8 marks)</p>



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**Half Term: 4**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Forgiveness</b></p>	<p>To understand the importance of the Penitential Rite</p> <p>They will understand how Christians respond and will use modern examples to reflect understanding</p>	<p>Pupils will study the story of the Unforgiving servant</p> <p>They will watch a short clip on the story to understand why forgiveness is needed?</p> <p>They will study modern day accounts of sin and discuss the issue of forgiveness. How easy is it to forgive?</p> <p>They will know how the Penitential Rite is about forgiveness</p>	<p>A written eye witness account of the story from the point of view of either</p> <p>A) the servant who was pardoned</p> <p>B) the Master.</p> <p>It must include detail and emotion.</p>	<p>Write a letter relevant to a case study covered in class that explains</p> <p>what is meant by forgiveness,</p> <p>gives examples of when it is difficult to forgive</p> <p>and explains how Christian teachings affect the lives of real people.</p>

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**Half Term: 5**

<b>Title</b>	<b>Learning Objectives</b>	<b>Classroom Activity</b>	<b>Recommended Homework</b>	<b>Marking &amp; Assessment</b>
<b>Introduction</b>	To have a secure understanding of the key words for the unit	Introduce pupils to the targets for the unit  Pupils to match up the keywords with the meanings and write into books with pictures	Learn Key Words	Teacher assessment, key words test
<b>Sanctity of life</b>	To understand why Christians believe that all human life is sacred	Group task to research biblical evidence on the sanctity of life to explain the Christian teachings  Students to read Psalm 139 and write a modern day poem reflecting what the Psalm teaches us about God creating new life	GCSE Exam style question.  'Explain using evidence what Christians believe about the sanctity of life'	Formal teacher assessment of the GCSE exam question
<b>The Abortion Debate</b>	To know details on the development of the foetus  To appreciate arguments on when human life begins	Look at notes and images about different stages in the development of the foetus ~  DVD footage is also available ("Life in the womb")  Pupils use the info to complete a sheet on when life begins.  They must add their own opinion to this with reasons why.  Introduction to abortion, using PowerPoint presentation and questions	Research the law on abortion and explain what the law is and why it became necessary	Informal verbal assessment given through group discussion and opinion feedback

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**Half Term: 5**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>Abortion</b>	To be able to express their own opinion on abortion and evaluate why they feel as they do	<p>Check homework learning with a PowerPoint showing info on the Law and abortion.</p> <p>Group task to analyse a set of statements and decide whether they are Pro life or pro abortion and explain their choices using the A3 sheets.</p> <p>Pupils are then given notes on Catholic attitudes to abortion,</p>	<p>‘Abortion is always unacceptable’</p> <p>Do you agree or disagree? (3)</p> <p>Explain why other people would disagree with you (3)</p> <p>One argument must be from the Roman Catholic View point</p>	Peer assessment of GCSE exam style question
<b>Euthanasia</b>	To understand the legal and religious objections to Euthanasia	<p>Pupils are given initial notes on what Euthanasia means and the different forms that it takes.</p> <p>Pupils will watch a clip from Emmerdale highlighting Euthanasia in action.</p> <p>Pupils will then sort out a number of arguments into pro and against. As a pair they will grade the arguments from strongest to weakest and give reasons why.</p> <p>They will answer 3 short questions based on the media clip and complete an A3 euthanasia chart.</p>	<p>Research the law on Euthanasia to find evidence of at least one recent court case</p> <p>Euthanasia is always unacceptable’</p> <p>Do you agree or disagree? (3)</p> <p>Explain why other people would disagree with you (3)</p> <p>One argument must be from the Roman Catholic View point</p>	Formal teacher assessment of the GCSE question, using a GCSE criteria grid.

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**Half Term: 5**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>Gene Technology</b></p>	<p>To consider whether gene technology is beauty or beast</p>	<p>Pupils use a sheet of possible genetic traits and select 20 that they wish to purchase</p> <p>They must complete an evaluation sheet explaining reasons for their choice of selection and non-selection.</p> <p>They will read an info sheet entitled “Beauty and the Beast” where they will have to evaluate the arguments for and against various forms of gene technology.</p>	<p>Consider the following scenario:</p> <p>It is possible to genetically engineer a human being intellectually capable of curing cancer.</p> <p>However, to arrive at the correct genetic make up, it will be necessary to experiment upon and destroy 1000 embryos in the process.</p> <p>Do you go ahead or not?</p> <p>Fully explain the reasons for your decision.</p>	<p>Peer assessment through full group discussion.</p>

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**YEAR: 9**

**Half Term: 6**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<p><b>An introduction to Islam; Key Words and definitions</b></p>	<p>To have a clear knowledge of the vocabulary associated with this unit and to understand the meaning of each key term.</p>	<p>Pupils attempt to mix and match the key words with their correct definitions.</p> <p>Pupils must write a valid and appropriate sentence using each key word in its correct context WITHOUT using the given definition.</p> <p>Pupils design a title page exploring the ideas covered in the key vocabulary.</p>	<p>Learn the Key words and definitions for a “chocolate challenge” next lesson.</p>	<p>Assessment is done informally using a challenge.</p> <p>8 pupils will be randomly selected to answer a spelling or definition question as a lesson starter.</p> <p>Prizes awarded to the whole class for success.</p>
<p><b>Britkid ~ An introduction to Islam</b></p>	<p>To gain a brief overview of a Muslim teenagers life using an interactive website.</p> <p>To show a knowledge of a selection of Islamic terminology</p>	<p>Pupils will have access to ICT facilities for this lesson.</p> <p>Pupils log on to Britkid website and follow the instructions on their sheets.</p> <p>They must navigate around the site in order to complete their worksheets and find out important pieces of information.</p> <p>Using info from “Taz’s dad”, students write a diary extract, empathising with him as a Muslim immigrant from Pakistan in 1955.</p>	<p>Complete the mix and match vocabulary glossary on the sheet.</p>	<p>Teacher assessment of the questions completed on the worksheets</p>

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**Half Term: 6**

Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>The Mosque</b>	To understand how the Mosque is used within the Islamic community	<p>ICT facilities will once again be needed.</p> <p>Pupils click on the icon labelled “Mosque”.</p> <p>Using the information that they will find in this section, they must design an information leaflet on Britchester Mosque, explaining how it is used by the local Islamic community.</p> <p>There is also a short 2 min clip available on BBC Broadband Learning Zone entitled “Praying in the Mosque”</p>	Using their own research skills, pupils complete the worksheet “Mosque Features” by finding out what each of the 8 words is, writing its purpose / symbolism and then labelling it correctly on the picture of the Mosque.	Peer assessment of Britchester Mosque leaflets (2 stars and a wish)
<b>Muhammad and Mecca (Makkah)</b>	<p>To know the details of The Prophet Muhammad’s early life and understand the role of significant characters in his life.</p> <p>To understand Makkah’s significance as a city.</p>	<p>Pupils read through the fact file entitled “Muhammad fact file”.</p> <p>Using the information learned from this fact file, pupils design an entry for an ancient travel brochure, highlighting the important aspects of Makkah and explaining what it was famous for.</p> <p>Pupils will then read “Muhammad’s childhood” sheet and complete an ancestry and relations chart based on it.</p>	Pupils use the set format sheet to complete a similar activity for their own childhood and early life.	Formal teacher assessment of both travel brochure extracts and the relations chart.



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Title	Learning Objectives	Classroom Activity	Recommended Homework	Marking & Assessment
<b>The Five Pillars of Islam</b>	To know the 5 Pillars of Islam and to analyse areas of similarity and difference to Christianity.	Pupils are introduced to the 5 Pillars of Islam.  Using their own knowledge of Christian teachings and this newly acquired knowledge, pupils complete a sheet highlighting similarities and differences in the two sets of beliefs and practice.	Pupils design a poster in exercise books, creatively highlighting each of the % pillars.	Formal teacher assessment of the table on similarities and differences.
<b>The Qur'an</b>	To understand the significance	Using the PowerPoint show to help them, pupils fill in an information sheet on the importance of the Qur'an for Muslims.  Pupils then use various quotes from the Qur'an to respond to some modern day problems.	Answer a set of knowledge based questions without being able to take home the notes to help them	Verbal Feedback given to each partnership as they present the advice given from the Qur'an to each situation.