

## Study Skills Revision Booklet

Summer Assessment Week 2026

Year 9

Name:

Form:

### Top Tips:

1. Remember the revision cycle: **Prepare - Retrieve - Apply**. All three parts are needed to make your revision effective!
2. When planning your revision, focus on the areas you find difficult.
3. Don't spend too long on one topic. Short and regular sessions are the most effective (aim for 20-30 minutes before having a break)



Curiosity



Empathy



Integrity



Positivity



Reflection



Resilience

## Year 9 Assessment Week Revision Overview

- This booklet is designed to give an overview of all the topics you have covered this year in your subjects in order to help you start your revision.
- The booklet also gives you a list of recommend resources to use for each subject to help you revise.
- It also includes **some of the core knowledge needed for some subjects. Please note, this is only a starting point for you revision. You must use the overview to find further resources to help with your revision.**
- It also contains some blank pages to help you prepare for your revision.

## Effective Revision Methods

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

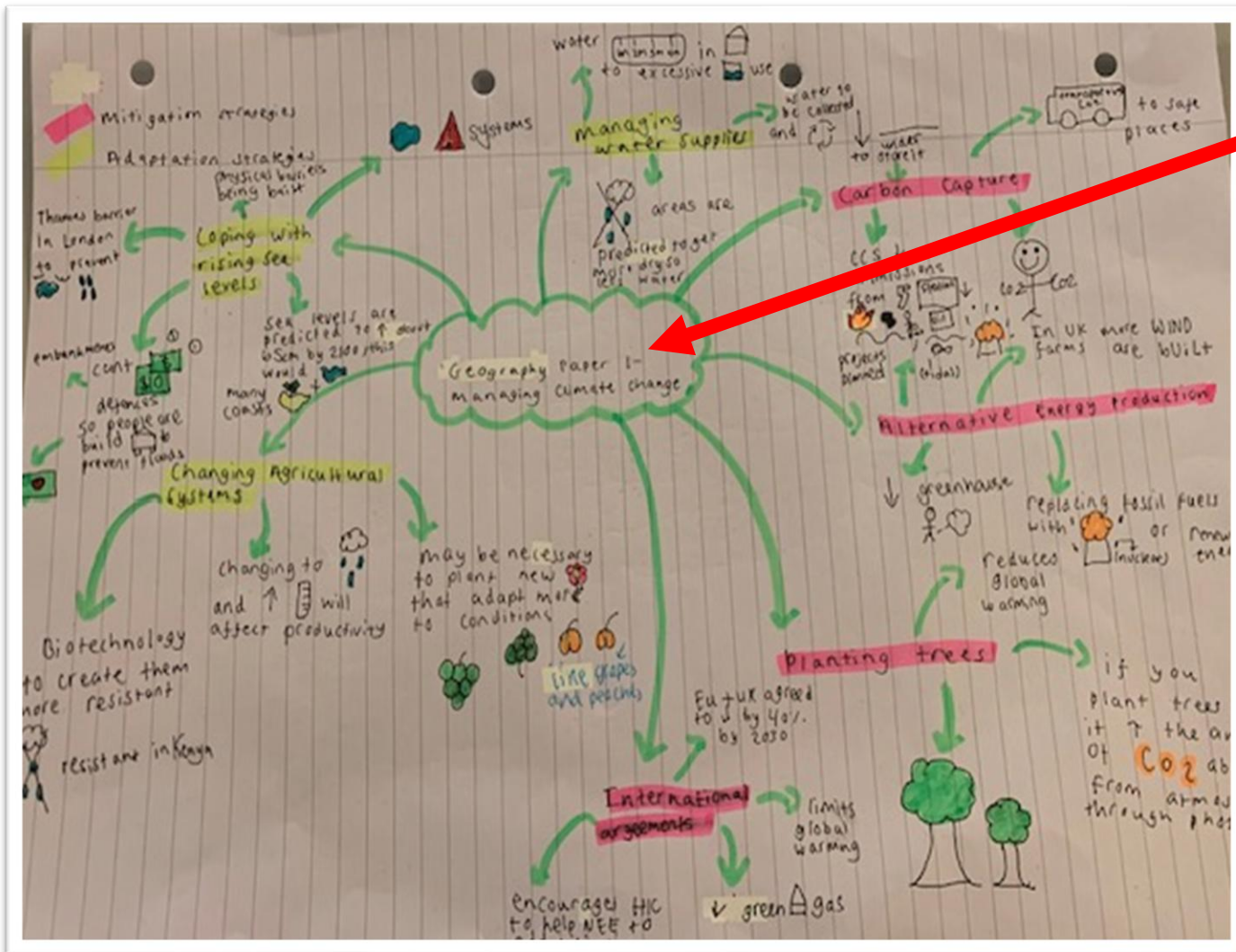
- 1) **Prepare:** Making flashcards and revision mind maps
- 2) **Retrieve:** Using look, cover, write, check, or getting someone else to test you at home
- 3) **Apply:** Applying the knowledge correctly to practice questions

**Part 1) Prepare:** First, you need to break down the important information into your own words. Making revision material is an important part of revising. When you make your own resource, you are aiming to reduce larger amounts of content from a revision guide or knowledge organiser so that you can remember it.

**Part 2) Retrieve:** This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it

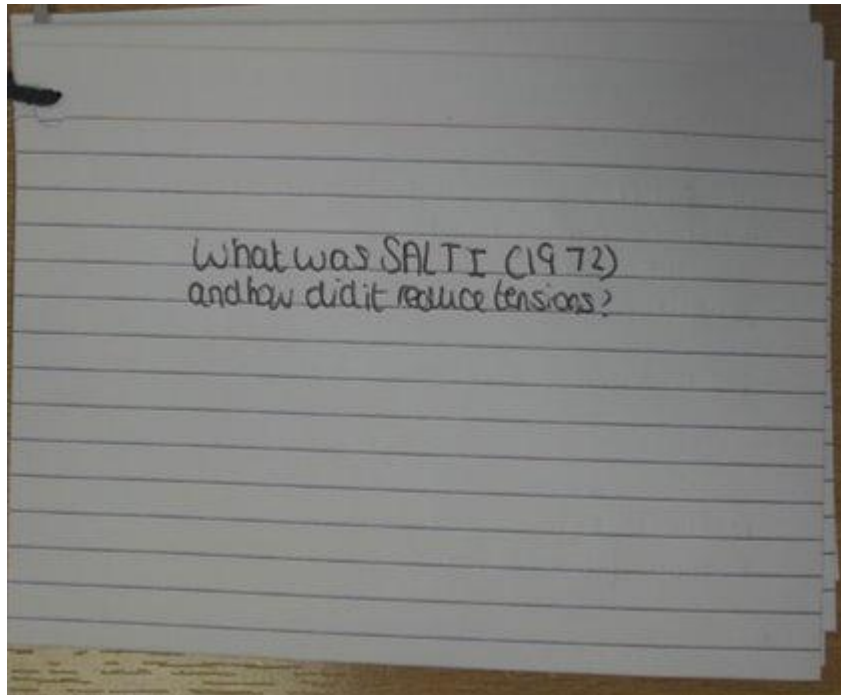
**Part 3) Apply:** Attempt your questions FROM MEMORY, do not copy from your notes - it is important for you to find out what you can remember

## Example Mind Map



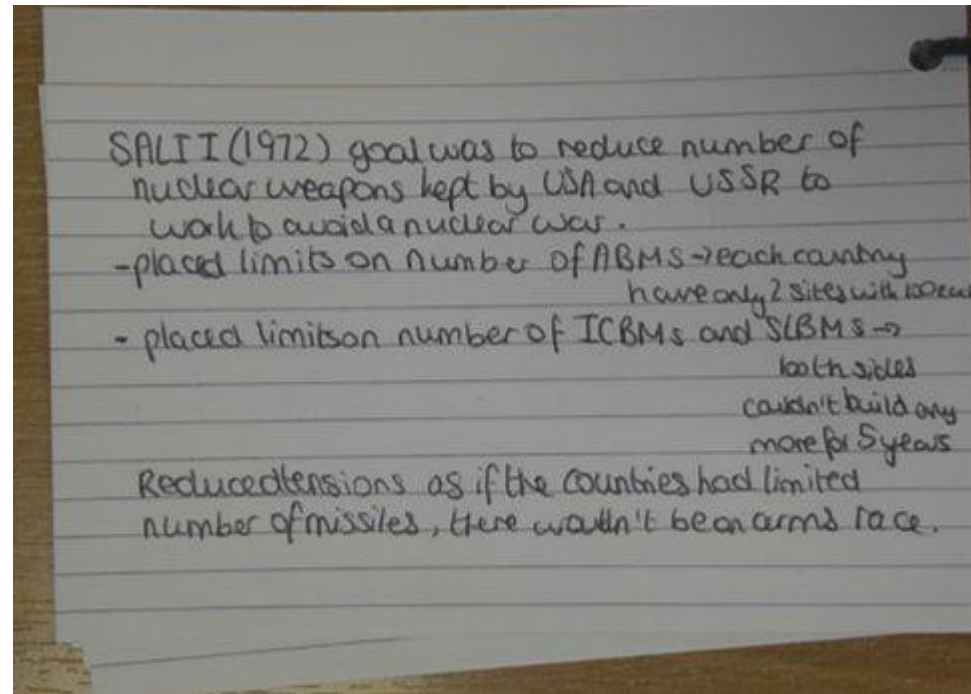
- Main topic is in the centre
- Key information is broken up into different sections
- Use of images as visual cues to help remember certain points
- Colour coding for different sections

## Example Flash Card



### Front of the flashcard

- Has a key question



### Back of the flashcard

- Has a number of short responses, with the key detail, which answer the question





Date	Subject	Topic revised	Time spent	What you did

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- The booklet also gives you a list of recommend resources to use for each subject to help you revise.

Subject	Topics	Resources
Art	<ul style="list-style-type: none"> <li>• Formal elements</li> <li>• Photo-realism</li> <li>• Acrylic painting application and blending</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=EXtXNkAYTHk">https://www.youtube.com/watch?v=EXtXNkAYTHk</a></li> <li>• <a href="https://www.youtube.com/watch?v=zXx-ny7G2Po">https://www.youtube.com/watch?v=zXx-ny7G2Po</a></li> </ul>
Biology	<ul style="list-style-type: none"> <li>• Topic 9 - Ecosystems and Material Cycles</li> <li>• Topic 1 - Key concepts in Biology</li> <li>• Topic 8-Exchange and Transport in Animals</li> <li>• Topic 6-Plant Structures and their Functions</li> </ul>	<ul style="list-style-type: none"> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f">https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f</a></li> <li>• GCSE POD</li> <li>• Knowledge organisers</li> <li>• Exercise books</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• Topic C2 - Matter and Mixtures</li> <li>• Topic C1.1 - Atoms, Periodic Table, and Ionic Bonding</li> <li>• Topic C1.2 - Covalent and Metallic Bonding and Properties</li> <li>• Topic C6 - Formulas, Equations and Groups in the Periodic Table</li> </ul>	<ul style="list-style-type: none"> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zy984j6">https://www.bbc.co.uk/bitesize/examspecs/zy984j6</a></li> <li>• GCSE POD</li> <li>• Knowledge Organisers on the VLE in your class pages</li> </ul>

	<ul style="list-style-type: none"> <li>• Topic C1.3 - Calculations involving Masses</li> </ul>	
Computing	<ul style="list-style-type: none"> <li>• Programming</li> <li>• Impact of technology</li> <li>• App development</li> <li>• Computer systems</li> <li>• Networks</li> <li>• Data representation</li> <li>• Web development</li> <li>• Software skills</li> <li>• Data Science</li> <li>• Artificial Intelligence</li> <li>• Media animations</li> <li>• Cybersecurity</li> </ul>	<ul style="list-style-type: none"> <li>• Folders</li> <li>• Knowledge organiser</li> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/zvc9q6f">https://www.bbc.co.uk/bitesize/subjects/zvc9q6f</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/z8mtsbk">https://www.bbc.co.uk/bitesize/subjects/z8mtsbk</a></li> </ul>
English	<ul style="list-style-type: none"> <li>• Conflict Poetry Anthology → poetic devices</li> <li>• Writing for Purpose → descriptive narrative writing → Grammar choices</li> </ul>	<ul style="list-style-type: none"> <li>• Red exercise book</li> <li>• Conflict anthology</li> <li>• Yellow exercise book</li> <li>• KS3 Grammar: <a href="https://www.bbc.co.uk/bitesize/topics/z4hrt39">https://www.bbc.co.uk/bitesize/topics/z4hrt39</a></li> </ul>
French	<ul style="list-style-type: none"> <li>• <b>Food and drinks</b> - verbs for eating, food items, drink items</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Purple Grammar book</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Tenses revision</b> - present, perfect and near future</li> <li>• <b>Healthy lifestyles</b> - healthy foods, what you do to be healthy, and lead a healthy lifestyle, what you should do and what you are going to do</li> <li>• <b>Jobs and future plans</b> - pocket money, household chores, job titles</li> <li>• <b>Media and technology</b></li> </ul>	<ul style="list-style-type: none"> <li>• K.Os in exercise books</li> <li>• DIP tasks and improvement tasks</li> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> Username: yardleys Password: redbat11</li> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a></li> <li>• (login details glued into back of exercise books)</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Urban change in Birmingham - regeneration around Yardleys School</li> <li>• The world ocean - how the oceans affect us on land.</li> <li>• The Geography of East Africa - how to close the development gap</li> <li>• Russian studies - how Russia's development and resources create benefits and problems</li> <li>• The Middle East - How the climate and resources of a place shape its future.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Knowledge Organizers on VLE - <a href="https://www.yardleys-vle.com/course/view.php?id=1095#section-9">https://www.yardleys-vle.com/course/view.php?id=1095#section-9</a></li> <li>• BBC bitesize - <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sq">https://www.bbc.co.uk/bitesize/subjects/zrw76sq</a></li> </ul>

<p>History</p>	<ul style="list-style-type: none"> <li>• The First World War and its impacts</li> <li>• The Suffragette movement</li> <li>• The origins of Nazism, core beliefs and the Holocaust</li> <li>• Turning Points of the Second World War</li> <li>• End of the British Empire</li> </ul> <p>Year 7+8 recap:</p> <ul style="list-style-type: none"> <li>• Norman Conquest</li> <li>• Mansa Musa</li> <li>• The Reformation</li> <li>• The British Empire and Slavery</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Booklets</li> <li>• Knowledge organisers (VLE)</li> <li>• <a href="https://www.bbc.co.uk/bitesize/subjects/zk26n39">https://www.bbc.co.uk/bitesize/subjects/zk26n39</a></li> </ul>
<p>Maths</p>	<ul style="list-style-type: none"> <li>• Dividing by decimals</li> <li>• Error intervals</li> <li>• Recurring decimals to fractions</li> <li>• Percentages (simple interest, increase, decrease, reverse, percentage change)</li> <li>• Angles in polygons and parallel lines</li> <li>• Index Laws</li> <li>• Standard form</li> <li>• Ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Corbett Maths <a href="https://corbettmaths.com/contents/">https://corbettmaths.com/contents/</a> (scroll to find the topic videos and practice questions)</li> <li>• Knowledge organisers and questions (VLE)</li> <li>• Exercise book</li> <li>• Assessment Book (includes previous weekly and half-termly assessments)</li> <li>• MathsWatch</li> </ul>

	<ul style="list-style-type: none"> <li>• Solving linear equations (inc unknowns on both sides)</li> <li>• Rearranging basic formulae</li> <li>• Transformations of shapes</li> <li>• Linear graphs</li> <li>• Simultaneous Equations</li> <li>• Speed and Distance Time graphs</li> <li>• Proportion (Best Buy and Pie Charts)</li> <li>• Expanding and factorising single and double Brackets</li> <li>• Probability</li> <li>• Pythagoras' Theorem</li> <li>• Right-angled Trigonometry</li> <li>• Bearings</li> <li>• Surface Area and Volume</li> <li>• Data handling with grouped data</li> </ul>	
<p>Music</p>	<ul style="list-style-type: none"> <li>• <b>Ukulele Practical</b></li> <li>• Be able to play C, G, Am, F chords</li> <li>• Be able to strum in time</li> <li>• Be able to use correct fingers to play</li> <li>• Chord Sequences (Harmony)</li> </ul>	<ul style="list-style-type: none"> <li>• VLE Lesson PowerPoints</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to recognise musical elements - rhythm, tempo, dynamics.</li> </ul>	
Physics	<p>Topics:</p> <ul style="list-style-type: none"> <li>• P1&amp;2 - Forces and Motion</li> <li>• P3 - Energy</li> <li>• P4 - Waves</li> <li>• P5 - Light and the EM Spectrum</li> </ul>	<ul style="list-style-type: none"> <li>• BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zqpshv4">https://www.bbc.co.uk/bitesize/examspecs/zqpshv4</a></li> <li>• GCSE POD</li> <li>• Resources will be on the VLE including knowledge organisers and revision powerpoints.</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Causes and types of suffering - nature vs nurture</li> <li>• The Story of Job and examples of suffering studies - Anti-Semitism and Islamophobia</li> <li>• The Inconsistent Triad</li> <li>• Four Buddhist sights of suffering and Dharma, Karma, 4 Noble Truths and Eight-Fold Path</li> <li>• Traditions in Buddhism and the Sangha and Buddhist precepts</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge Organiser with practice questions (quotes to learn too)</li> <li>• Exercise books</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachings about overcoming suffering in Buddhism</li> <li>• What are human rights and why were they created?</li> <li>• Religious teachings on human rights.</li> <li>• Different beliefs about blasphemy.</li> <li>• Science and religion - Galileo and the Catholic Church</li> <li>• Humanism</li> <li>• Religious miracles vs scientific understandings of natural order.</li> <li>• Christian schisms, Islamic schism and Jesus's message - teaching and parables (Year 8)</li> <li>• Sikhism, Hinduism, and Judaism (Year 7)</li> </ul>	
Spanish	<ul style="list-style-type: none"> <li>• <b>Food and drinks</b> - verbs for eating, food items, drink items</li> <li>• <b>Tenses revision</b> - present, preterite and near future</li> <li>• <b>Healthy lifestyles</b> - healthy foods, what you do to be healthy, and lead a healthy lifestyle, what you should do and what you are going to do</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise book</li> <li>• Purple Grammar book</li> <li>• K.Os in exercise books</li> <li>• DIP tasks and improvement tasks</li> <li>• <a href="http://www.linguascope.com">www.linguascope.com</a> Username: yardleys Password: redbat11</li> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a></li> </ul>




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# Year 9 Maths - Assessment Week 2 Preparation

## Example Questions:

Question	Suggested method
<p>Harley buys a pair of trainers in a sale.</p> <p>They have been reduced by 20%.</p> <p>The sale price is £68.</p> <p>What was the original price?</p> <p><i>Working backwards RM</i></p>	<p><i>Means subtract</i></p> $R : 100 - 20\% = 80\%$ $M : 80\% = \frac{80}{100} = 0.80$ $\underline{\quad?} \times 0.80 = £68$ $68 \div 0.8 = £85$

<p>Jim wants to buy 10 rolls of wallpaper.</p> <p>He sees these prices.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Wallpaper</th> </tr> </thead> <tbody> <tr> <td>10 x single</td> <td>Single roll</td> <td>£12.50</td> </tr> <tr> <td>3 x 3 pack + 1 single</td> <td>Pack of 3 rolls</td> <td>£34.50</td> </tr> <tr> <td>2 x pack of 5</td> <td>Pack of 5 rolls</td> <td>£58.75</td> </tr> </tbody> </table> <p>What is the cheapest price for 10 rolls?</p> <p><i>Smallest number</i></p>		Wallpaper		10 x single	Single roll	£12.50	3 x 3 pack + 1 single	Pack of 3 rolls	£34.50	2 x pack of 5	Pack of 5 rolls	£58.75	<p><u>Option 1: 10 x Single roll</u></p> $10 \times 12.50 = £125$ <p><u>Option 2: 3 x 3 pack + 1 x single roll</u></p> $3 \times 34.50 + 12.50$ $103.50 + 12.50 = £116$ <p><u>Option 3: 2 x Pack of 5</u></p> $2 \times 58.75 = £117.50$ <p>£116 is the cheapest possible price.</p>
	Wallpaper												
10 x single	Single roll	£12.50											
3 x 3 pack + 1 single	Pack of 3 rolls	£34.50											
2 x pack of 5	Pack of 5 rolls	£58.75											

Question	Question									
<p>Carly's total annual pay = salary + bonus</p> <table border="1"> <thead> <tr> <th></th> <th>Salary</th> <th>Bonus</th> </tr> </thead> <tbody> <tr> <td>Last year</td> <td>£26 000</td> <td>£4000</td> </tr> <tr> <td>This year</td> <td>6% increase</td> <td>9% decrease</td> </tr> </tbody> </table> <p>Work out the percentage change in her total annual pay.</p> <p>State whether it is an increase or a decrease.</p>		Salary	Bonus	Last year	£26 000	£4000	This year	6% increase	9% decrease	<p>Tins of baked beans are sold in different pack sizes.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>1 tin for £1.20</p> </div> <div style="text-align: center;">  <p>1 pack of 4 for £3.50 or 2 packs of 4 for £6.50</p> </div> </div> <div style="text-align: center; margin-top: 20px;">  <p>1 pack of 6 for £5</p> </div> <p>What is the cheapest way to buy 24 cans of baked beans?</p> <p>You <b>must</b> show your working.</p>
	Salary	Bonus								
Last year	£26 000	£4000								
This year	6% increase	9% decrease								

## Example Questions:

Question	Suggested method																					
<p>Samantha is traveling <u>145 miles</u> to her destination.</p> <p>She drives the first <u>110 miles</u> at an average speed of <u>55 mph</u>.</p> <p>She completes the remaining distance at an average speed of <u>70 mph</u>.</p> <p>She leaves at 7am.</p> <p>What time would she arrive?</p> <p>Answer: <u>9</u> : <u>30</u></p>	<p>145miles</p> <p>D ← 110miles → 35miles</p> <p>S ← 55mph → 70mph</p> <p>T ← 2hr → 30min</p> <table border="1" data-bbox="735 593 1011 851"> <tr><td>D</td><td>T</td></tr> <tr><td>55</td><td>1hr</td></tr> <tr><td>x2</td><td>x2</td></tr> <tr><td>110</td><td>2hr</td></tr> </table> <table border="1" data-bbox="1039 593 1320 851"> <tr><td>D</td><td>T</td></tr> <tr><td>70</td><td>1hr</td></tr> <tr><td>÷2</td><td>÷2</td></tr> <tr><td>35</td><td>30min</td></tr> </table>	D	T	55	1hr	x2	x2	110	2hr	D	T	70	1hr	÷2	÷2	35	30min					
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÷2	÷2																					
35	30min																					
<p>There were <u>210 people</u> at a concert.</p> <p>For every <u>4 adults</u> there were <u>3 children</u> at the concert.</p> <p>Adult tickets cost <u>£30</u>.</p> <p>Child tickets cost <u>40%</u> of the price of an adult ticket.</p> <p>How much money was taken in ticket sales?</p>	<table border="1" data-bbox="743 912 1133 1332"> <tr><td>A</td><td>C</td><td>T</td></tr> <tr><td>4</td><td>3</td><td>7</td></tr> <tr><td>x30</td><td>x30</td><td>x30</td></tr> <tr><td>120</td><td>90</td><td>210</td></tr> <tr><td>£30</td><td>£12</td><td></td></tr> <tr><td>120x30</td><td>90 x 12</td><td></td></tr> <tr><td>£3600</td><td>£1080</td><td></td></tr> </table> <p>£3600 + £1080 = £4680 taken in total</p>	A	C	T	4	3	7	x30	x30	x30	120	90	210	£30	£12		120x30	90 x 12		£3600	£1080	
A	C	T																				
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<p>Kian is traveling a total distance of 255 miles.</p> <p>He drives 75 miles at an average speed of 50 mph.</p> <p>He completes the remaining distance at an average speed of 60 mph.</p> <p>How long does her trip take?</p> <p>Give your answer in hours and minutes</p> <p>Answer: ___h and ___mins</p>	<p>Question</p> <p>There were 180 people at a concert.</p> <p>For every 5 adults there were 4 children at the concert.</p> <p>Adult tickets cost £40</p> <p>Child tickets cost 30% of the price of an adult ticket.</p> <p>How much money was taken in ticket sales?</p> <p>Answer: £_____</p>																					

## Year 9 Revision Guide

### The Golden Age

-The Golden Age happened under the reign of the Abbasid caliph named Harun al-Rashid (786-809), where scholars with different cultural backgrounds gathered and translate hundreds of the world's classical books into the Arabic language.

These books were placed in the House of Wisdom.



-It lasted nearly 500 years, roughly between the 8<sup>th</sup> and 13<sup>th</sup> centuries AD. There were monumental breakthroughs in maths, literature, science, art etc. as well as being a centre of trade in ideas and goods.

Here are key individuals within the Golden Age:

- Ibn al Haytham (Alhazen): Optics was one of his main areas of study and it is his discoveries in this field that laid the foundation for cameras and photography. He wrote the Book of Optics.
- Omar Khayyam - a mathematician, introduced a calendar called 'Khayyam's calendar' which was still used in Iran until the 20<sup>th</sup> Century.



**"He grants wisdom to whoever He wills. And whoever is granted wisdom is certainly blessed with a great privilege." (Qur'an)**

### The Decline of Knowledge

-The Golden Age continued to prioritize knowledge until the 13<sup>th</sup> century when under Genghis Khan's grandson (Mongol), destroyed the House of Wisdom and the area around it.

-There were several reasons for the decline of the knowledge after the Golden Age:

- Muslims prioritized rote memorization of religious scripture over scientific study. Learning the Quran by heart was preferred to studying science, art or literature.
- Some religious authorities believed that if women were educated in arts and science then they were less likely to want to do the traditional role of a housewife and mother.
- Free speech was censored by some religious leaders who thought that scientific books or works of art would threaten their leadership.
- Religious leaders were worried about people becoming too modern and changing from tradition. There was concern that scientific discoveries might oppose the idea that God created the universe or was not required to make life.

### Science and the Catholic Church

-Religious fundamentalism - fundamentalism is a strict interpretation of the scriptures (Holy Books).

-This happened under the Catholic Church during the 15<sup>th</sup> and 16<sup>th</sup> centuries. The Spanish Inquisition hunted down heretics - anyone perceived to be spreading teachings and opinions that contradicted the Catholic Church and their interpretation of the Bible. The brutal methods led to widespread death and suffering of people who produced books that the Church leaders felt contradicted the Bible.

-Autocratic governments also censor science, art and literature out of fear it is heretical - contrary to the traditional religious teachings at that time.

In the Middle Ages the Catholic Church taught that the earth was at the centre of the universe. **"He set the earth on its foundations; it can never be moved." (Bible)**

However, scientists and astronomers like Galileo and Copernicus conducted observations using telescopes and said the sun is at the centre of the universe. This made

Galileo a heretic in the eyes of the Catholic Church and he was punished with house arrest.

The Catholic Church has since apologised, not only in punishing him but accepting that the sun is at the centre of the universe.



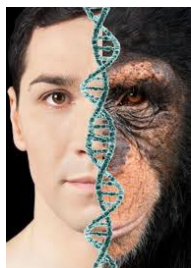
## How Does Religion and Science Explain Human Existence?

Here are thinkers who believe religion and science can co-exist:

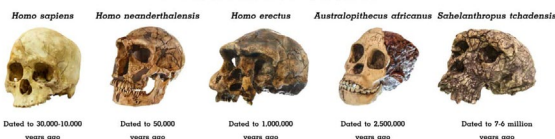
- The Abrahamic faiths say God created Adam and Eve (Hawaa) from the ground and breathed life into them.
  - They lived in paradise until they disobeyed God and were banished.
  - Some literal thinkers say all humans are descended from Adam and Eve.
- "God formed man from dust and breathed the "breath of life." (Hebrew Bible)
- "You were lifeless and he gave you life." (Qur'an)

-However, the latest scientific evidence says humans evolved from an ape-like ancestor which no longer is alive. Humans and chimpanzees share 98/99% of DNA, which is scientific evidence that humans evolved from an ape-like ancestor.

-We also have a fossil record with bones from these previous ancestors that were neither human nor ape, but an evolving creature in the middle.



### EVOLUTION OF HUMAN



## The Enlightenment

The Enlightenment Movement - took place in the 17<sup>th</sup> and 18<sup>th</sup> centuries. Emphasized the importance of reason and science to challenge traditional religious beliefs.

The movement started with a group of intellectual people in France. They promoted scientific thought, secular (non-religious) values and observation, rather than religious teachings and rules of the Church.



Enlightenment thinkers:

- John Locke - all our knowledge we gain is from our experiences of the world - this is empiricism. Humans cannot know what is beyond their experience.
- David Hume - he taught to be sceptical (doubtful) about things we're told until we can prove them to be true.
- Voltaire - promotes free speech and tolerance of others, whilst he rejects superstition and narrow - mindedness.

## Morals without God - Humanism

The Enlightenment Movement, with a focus on science and reason lead to the development of Humanism. Humanism promotes living a responsible and morally good life without the need for supernatural causes (religion or God).

Humanism is movement based on three principles:

- Trust in the scientific method
- Morals arise from our own reason, empathy, and concern for other humans and animals, not because religious rules tell us to be concerned for others.
- We can have meaning in our own lives by seeking happiness and helping others to do the same.

Humanists follow the Ten Commitments - principles by which humanists aim to live by:



1. Explain **two** different commitments Humanists make to live a moral life. (4 marks)

P:	E:
P:	E:

2. Explain two reasons scientific knowledge has been censored (banned or destroyed) throughout history. (6 marks)

P:	E:
P:	E:

Q: Origin of quote _____
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3. Explain the work of **two** individuals from the Golden Age that helped push knowledge and wisdom. (4 marks)

P:	E:
P:	E:

4. Give **two** reasons for the decline of knowledge in Baghdad after the Golden Age. (4 marks)

P:	E:
P:	E:

Examples of extended essays (agree paragraph; disagree paragraph; opinion paragraph):

- 'The evidence from fossils and DNA proves that humans must have evolved from the ancestor of an ape.'
- 'You cannot have morals and be a good person if you do not believe in God.'
- 'Supernatural beings like angels and God cannot be observed and scientifically tested on so cannot be proven true.'
- Noone should destroy or ban other cultures statues, books or artifacts since it is against their freedom of speech and expression.'

## Year 9 Revision Guide

### Introduction to Human Rights:

The United Nations is a global organisation which was set up in 1945 after World War II. It's aims were to establish world peace, uphold human rights and provide security. There are 193 countries in the UN.



Human rights are the rights and freedoms that everyone should be entitled to, no matter what their race, gender, identity, sexual orientation or religion. There are **30** human rights altogether. The United Nations introduced the Declaration of Human Rights in 1948.



Human rights tend to be categorised into three sections:

A) Rights that provide security and protect people against harm e.g. Freedom from torture.

B) Rights that improve someone's living standards (provide the things needed to have a successful life.) e.g. Right to an education.

C) Rights that allow for equality e.g. Freedom of Belief and Religion.

### Human Rights in the Prison System:

The UK police have a duty to uphold the Human Rights Act:



- Right to Life - You should be kept safe whilst in custody and separate from perceived danger. You should be offered food and water in the first few hours.
- Freedom from discrimination - the police shouldn't treat you differently because of your gender, skin colour, age, religion etc. if you don't speak English, you should be provided an interpreter.
- Right to a fair trial - you must be informed as to why you have been arrested. Evidence should be provided to an unbiased jury, and both sides (defence and prosecution) should be heard.
- Freedom of expression - right to defend yourself and given free legal assistance (solicitor) if you cannot afford one. You have the right to remain silent when questioned.
- Freedom from torture - you cannot be physically abused, deprived of sleep or emotionally abused.



### Religious Responses to Abusing Human Rights:

Human Rights Act are rights for all human beings. Some countries abuse these Human Rights e.g. girls and women being forbidden to have an education in Afghanistan and the Iranian government torturing anti-government protestors etc.

Many Christian countries like Italy prefer improving the behaviour of people if they do wrong. Jesus taught the importance of equality, agape (unconditional love) and forgiveness so prisoners should be treated with respect.



"I was in prison and you visited me." (Jesus - New Testament).

Many Islamic countries like Saudi Arabia allow for revenge against someone who does others wrong. This ensures justice, uphold rights and prevent chaos.



"Do not take life, except by way of justice and law". (Qur'an)

However, Islam strongly promotes forgiveness, viewing it as a higher reward by God than retaliation.

### Blasphemy:

Blasphemy, in a religious sense, refers to great disrespect shown to God.

All over the world, people are being attacked, imprisoned tortured and occasionally executed on the grounds that they have said or done something which offends somebody else's religious belief. Usually, it is the state which punishes such acts of blasphemy, though often violent mobs make it their business to carry out punishments.



These may be considered blasphemy for some people: cursing God's name or drawing the Prophet Muhammad.

Most religions share similar ideas about acceptance of others' beliefs e.g.

**"As for the one who is weak in faith, welcome him, but not to quarrel over opinions." (Bible)**  
**"The truth [has now come] from your Sustainer: Let, then, him who wills, believe in it, and let him who wills, reject it." (Quran)**

However, there are some verses from religious texts that would accept blasphemy laws e.g. **"Anyone who blasphemes the name of Yahweh will be put to death". (Torah)**

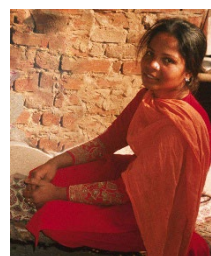
### Blasphemy in Pakistan:

Blasphemy Laws here are any "derogatory remarks" against Allah or Prophet Muhammad. Punishment for this crime can range from a fine, imprisonment for life or death.

Blasphemy convictions are common in Pakistan. Although most convictions are thrown out on appeal by higher courts, vigilante mobs have lynched lots of people even before a case is put on trial.

Those killed include members of religious minorities, prominent politicians, students, clerics and people with mental illnesses. They have been burned to death, hanged by mobs, shot dead in courtrooms and hacked to death on the side of the road, among other forms of executions.

Case study: Asia Bibi, a farm worker and Christian, drank water from a jug shared by Muslim co-workers. She was considered 'impure' and later was accused of blasphemy for disrespecting the Prophet and arrested by police. She denied those accusations and believed her co-workers simply disliked her and accused her of blasphemy to get rid of her.



### Cairo Declaration:

Most Muslim-majority countries including Egypt, Iran and Pakistan signed the UDHR in 1948, but crucially Saudi Arabia and several other countries like Russia, South Africa and Poland etc. did not sign the declaration.

Saudi criticised the bill for failing to take into consideration the cultural and religious context of non-Western countries. They consider human rights to be a Western invention, grown out of Western history and based on Western values of secularism and individualism - and as such irrelevant to the Muslim world. Instead, they say Islamic law provides a better framework of how to live.

In Saudi Arabia, the king can directly issue a royal order (*amr*) to punish citizens. Executions without trial are exceptional, but lengthy prison sentences and flogging are common.



The Cairo Declaration on Human Rights in Islam (CDHRI) is a statement from the member states of the Organisation of Islamic Cooperation (OIC) first given in Cairo, Egypt, on 5 August 1990. When it was first introduced it had a sole focus on Shar'ia law. However, this has now been revised to the Cairo declaration of the Organization of Islamic cooperation on Human Rights (CDHR).

1. Explain **two** religious responses to abusing human rights. (6 marks)

P:	E:
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P:	E:
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Q: Origin of quote _____
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2. Explain **two** religious views towards committing blasphemy. (6 marks)

P:	E:
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P:	E:
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Q: Origin of quote _____
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3. Explain **two** ways the UK police force must uphold human rights while on duty. (4 marks)

P:	E:
P:	E:

4. Explain **two** reasons why the United Nations and the Human Rights Bill was first established. (4 marks)

P:	E:
P:	E:

Examples of 9-mark essays (agree paragraph; disagree paragraph; opinion paragraph):

- 'Anyone who commits religious blasphemy should face punishment.'
- 'Religious people are more likely to follow the Human Rights Bill compared to non-religious people.'
- 'Blasphemy Laws in Pakistan promotes harmony more than violence.'



















