

Year 8 Knowledge Book 2025-2026 CORE SUBJECTS



Saint Benedict
A Catholic Voluntary Academy



Love, Belief, Integrity, Knowledge



Your Knowledge Book

Our Values

Equipment List and signatures



Study Skills – Yellow



English – Light Pink



Religious Studies - Dark Orange



Science - Bright Green



Independence Templates - Teal

Knowledge Book for Core Subjects costs just over £8 to make.

If you lose, damage or break your KB, you will need to buy a new one for £8.



MY EQUIPMENT PLEDGE

To succeed you must be prepared. Every night before school, you need to check your school bag to ensure that you have all the correct equipment.

Here is the list of equipment you need for every lesson:

- ☐ Black or blue pens
- ☐ Red pens (one or two)
- ☐ A ruler
- ☐ A pencil
- ☐ A scientific calculator (CASIO)
- ☐ A rubber
- ☐ A protractor
- ☐ Colouring pencils
- ☐ A sharpener
- ☐ Glue stick
- ☐ Your KNOWLEDGE BOOK

I pledge that I will always bring the correct equipment to class so that I can effectively learn.

Your signature:

Parent/carer's signature:

Form tutor's signature:

.....

.....

.....

BE WHO GOD MEANT YOU TO BE
AND YOU WILL SET THE WORLD ON FIRE

ST CATHERINE OF SIENA

Respect

What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

Rules and Sanctions

Build up a loving community

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

Kindness

Key word

Empathy	Understand and share feelings of others
Compassion	Concern for misfortune of others
Compliment	Praise or congratulate others
Considerate	Thoughtfulness and sensitivity to others
Generous	Being liberal with things

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

Feelings	An emotional state or reaction.
Relationships	The state of being connected with someone else.
Instinct	A fixed pattern of behaviour.
Intuitive	Using what you feel to be true even without conscious reasoning.
Reaction	Something done, felt or thought in response to a situation or event.
Identification	The act or process of identifying someone or something.

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

4

Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

What is verbal communication?

Verbal communication is the use of words to share information with other people.

What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to
Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

5

Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

Loving...harmony...dignity

Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

6

Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

Develop potential to the full

Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

Study Skills – Ways to learn and remember

Self quizzing (look, cover, write)



Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



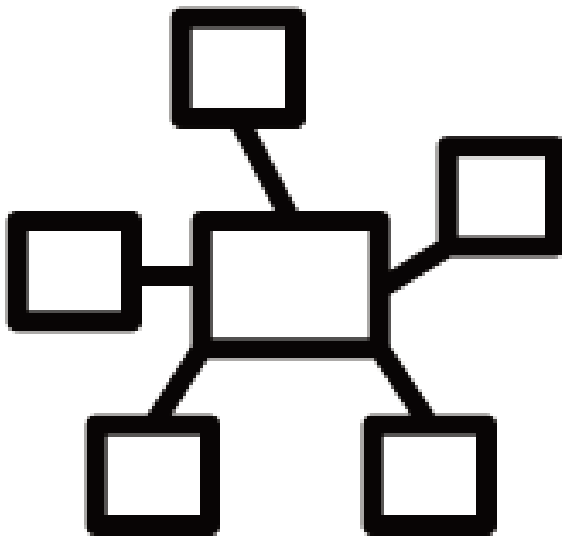
Repeat the self quiz.

The more times you can repeat this process, the more you will be able to remember without the book

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

3

Study Skills – Ways to learn and remember

Concrete Examples

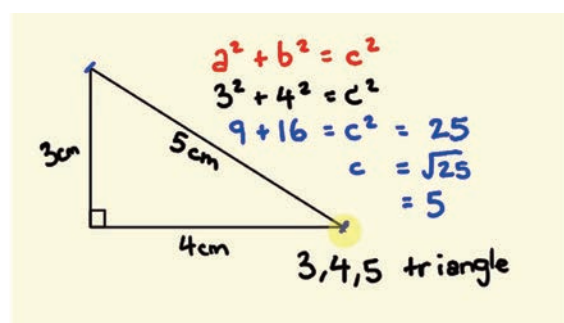


Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

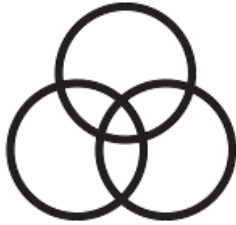
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.
2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

6

Year 8 English Knowledge Organiser

Full academic year

1

Vocabulary



Full academic year

CONTENTS

Page 3	Tier Two Vocabulary- Private Peaceful
Page 3	Tier Two Vocabulary- William Blake
Page 4	Tier Two Vocabulary- Women's Literature
Page 4-5	Tier Two Vocabulary- Much Ado About Nothing
Page 6-7	Tier Three Vocabulary

2

TIER TWO VOCABULARY

Private Peaceful

WORD	DEFINITION
Alliance	A union or association formed for mutual benefit, especially between countries.
Conflict	A serious disagreement or argument.
Cowardice	A lack of bravery.
Justice	Just, true and right behaviour between right and wrong or good and bad behaviour.
Nationalism	A person who strongly identifies with their own nation and supports its interests to the exclusion of other nations.
Nostalgia	A sentimental longing or wistful affection for a period in the past.
Patriotism	A person who has or expresses devotion to and support of their country.
Society	People living together in a more or less ordered community.

William Blake

WORD	DEFINITION
Childhood	The state of being a child.
Industrial	Relating to or characterized by industry.
Inequality	A lack of equality.
Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.
Poverty	The state of being extremely poor.
Revolution	A forcible overthrow of a government or social order, in favour of a new system.
Romanticism	An artistic and philosophical movement that redefined the ways people think about themselves and the world.
Vengeance	Getting revenge on someone who has wronged you

3

TIER TWO VOCABULARY

Women's Literature

WORD	DEFINITION
Discrimination	The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
Empowerment	The process of becoming stronger and more confident.
Equality	The state of being equal, especially in status, rights, or opportunities.
Feminism	The belief in women's rights on the ground of the equality of the sexes.
Misogyny	A hatred towards women.
Patriarchy	A society where men have more power than women.
Prejudice	A preconceived opinion that is not based on reason or actual experience.
Society's norms	The informal rules that govern behaviour in groups and societies.
Suffrage	The right to vote.

Much Ado About Nothing

WORD	DEFINITION
Deception	The act of causing someone to accept as true or valid what is false or invalid.
Expectation	A strong belief that something will happen or be the case.
Gender	Gender is the range of characteristics relating to, and differentiating between, femininity and masculinity.
Hierarchy	A system in which members of an organisation or society are ranked according to relative status or authority.
Independence	The state of wanting or being able to do things for yourself and make your own decisions, without help or influence from other people.
Maid	A female virgin; a girl or unmarried young woman.

TIER TWO VOCABULARY

Much Ado About Nothing

WORD	DEFINITION
Misogyny	A hatred towards women.
Patriarchy	A society in which men hold more power than women.
Renaissance	The revival of European art and literature under the influence of classical models in the 14th to 16th centuries.
Slander	A verbal accusation that is damaging to someone's reputation.
Soliloquy	The act of speaking one's thoughts aloud when by oneself, especially by a character in a play.
Stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

5

TIER THREE VOCABULARY

WORD	DEFINITION
Adjective	A word describing or naming an attribute of a noun e.g Tasty cheese
Adverb	A word that describes how a verb is being done e.g <i>Walked</i> quickly
Alliteration	The repetition of the same sound in a sequence of words beginning with the same letter e.g C autious c at
Allusion	A reference to another literary text, event or person e.g I am the Juliet to your Romeo !
Foreshadowing	A warning or indication of (a future event).
First person narrative	When a narrator recounts events from their own point of view using the first person such as " I ", " us ", " our " and " ourselves "
Genre	A style or category of art, music, or literature e.g Gothic , Comedy

WORD	DEFINITION
Metaphor	A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable e.g Love is a battlefield
Noun	A word used to identify a person, place or thing e.g Table , love
Pathetic fallacy	When the weather reflects the mood or tone of a character.
Personification	The attribution of human feelings and responses to inanimate things or animals e.g <i>The clouds</i> cried
Simile	A figuring of speech involving the comparison of one thing with another thing of a different kind e.g Love is like a battlefield
Symbolism	The use of symbols to represent ideas or qualities
Third person narrative	When the poet writes about a character who isn't the speaker
Verb	A word describing an action or how something is done e.g Walking

6

TIER THREE VOCABULARY

WORD	DEFINITION
Ellipsis	Intentionally leaving out a word, sentence, or whole section from a text without altering its original meaning
Emotive language	Words which elicit a powerful emotional response
Exaggeration	Representing something as being larger, better, or worse than it really is
Direct address	Referring to the reader directly using the pronouns ' we ' or ' you '
Facts	Something which can be proven to be true
Knowledge	Knowing the topic/subject you are writing or speaking about
Repetition	The repetition of a word or phrase across the text

WORD	DEFINITION
Onomatopoeia	The process of creating a word that phonetically imitates, resembles, or suggests the sound that it describes e.g ' Zap ' ' sizzle ' ' Pow '
Opinion	A belief which cannot be proven to be true
Oxymoron	A figure of speech in which apparently contradictory terms appear in conjunction e.g Happy accident
Pun	<ul style="list-style-type: none"> A joke using the different possible meanings of a word or the fact that there are words which sound alike but have different meanings e.g Denial is a river in Egypt.
Archaic pronoun	Archaic pronouns are personal pronouns that were commonly used in Shakespeare's writing e.g Thou, thee, thine, thy

7

Grammar



Full academic year

CONTENTS

Page 9 Capitalisation

Page 10 Simple Sentences
Compound Sentences
Complex Sentences

Page 11 Comma
Semi-Colon
Colon

Page 12-14 SPACED
Apostrophes
Paragraphs

8

Capitalisation in English means using capital (uppercase) letters in the right places.

Start of a sentence: Always capitalise the first word.

The cat is sleeping.

Names and titles: Capitalise names of people, places, days, months, and specific things.

Sarah, London, Monday, August, the Eiffel Tower.

The word "I": Always capitalise "I" when you talk about yourself.

I went to the park.

Titles of books, films, etc.: Capitalise the main words in titles.




Harry Potter and the **Goblet of Fire**.

Holidays and events: Capitalise special days.




Christmas, Halloween, World Book Day.

9

TERM 1

	Explanation	Example
	A simple sentence is a complete piece of information. It contains a subject, a verb and sometimes an object.	The pen fell on the floor.
	A compound sentence contains two main clauses (like two simple sentences). These are joined with a conjunction: <i>and, but, so, because</i> .	Miss Kelly was tired, so she bought a large coffee.
	A complex sentence contains a main clause and a subordinate clause.	Whilst it was raining, Mr Thornhill enjoyed a cup of tea in his office.

TERM 2

Explanation	Example
 <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p>	<p>I went to Morrisons and bought linguine, king prawns, garlic and chilli flakes.</p>
 <p>A semi-colon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction.</p>	<p>Miss Kureczko was busy; she wouldn't even answer the phone.</p>
 <p>A colon is used to precede a list of items, a quotation, or an expansion or explanation.</p>	<p>Monday: the worst day of the week.</p>

11

TERM 3



ISPACE indicates the various ways you can start a sentence.

It stands for –ING verbs, Simile, Preposition, Adverb, Connective, –ED verbs.

–ING verb

–ING verb example: Flying proudly in the wind, the flag reigned over the castle

Simile

Simile example: Like a predator, the child caught the escaping balloon.

Preposition

Preposition example: Turning to my right, I saw the corridor I was meant to walk down.

Adverb

Adverb example: Nervously, the cat padded its way across the room.

Connective

Connective example: Finally, she arrived at her front door.

–ED verb

–ED verb example: Withered, the trees stood like ancient guards.

12



An apostrophe is used to indicate either **possession** or the **omission** of letters.

When to use	Explanation	Example
Apostrophes for possession	Using an apostrophe + s ('s) shows that one person/thing owns or is a member of something.	Recce's ballet class Iqra's bike Jake's pen Jess' room
Apostrophes for contractions	When you combine two words to make a contraction, you will always take out some letters. In their place, use an apostrophe.	they + have = they've are + not = aren't they + will = they'll

13



A paragraph is a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line.

New paragraphs should start with a topic sentence, and information within the paragraph should stay focused on that topic.



Ti - stands for **Time**, so start a new paragraph for a different time period.



P - stands for **Place**, so start a new paragraph for each new place.



To - stands for **Topic**, so start a new paragraph for each new topic, idea or subject.

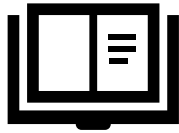


P - stands for **Person**, so start a new paragraph for each new person or change of speaker in a dialogue.

A helpful way to remember when to start a new paragraph is to learn **TIPTOP**.

14

English Skills



CONTENTS

Page 16 Oracy

Page 17 Responding to a text

Page 18 Comparing 2 texts

Page 19 Finding connotations

Full academic year

15

ORACY - RESPONDING VERBALLY

Practicing oracy means getting better at speaking and listening. It helps you talk clearly, share your ideas, and listen to others. This can make you more confident, help you learn better in all subjects, and prepare you for things like teamwork, debates, and job interviews in the future.

Supporting or agreeing

- I strongly believe that...
- It is my opinion that...

Challenging/ disagreeing

- I have a different idea...
- I disagree...
- I would like to challenge something that X said...
- I would like to respectfully challenge...

Expanding or building on...

- Adding on what X said...
- Building on what X said...
- I have been listening carefully, and I would like to add a new point...

Concluding or end words...

- My final thoughts are...
- There are lots of powerful arguments, but my own opinion is...
- For me, the strongest argument is...

Passing on the dialogue...

- X, what do you think?
- X, what do you think about what I said?
- X, do you agree or disagree?

16

RESPONDING TO A TEXT

Ask yourself:

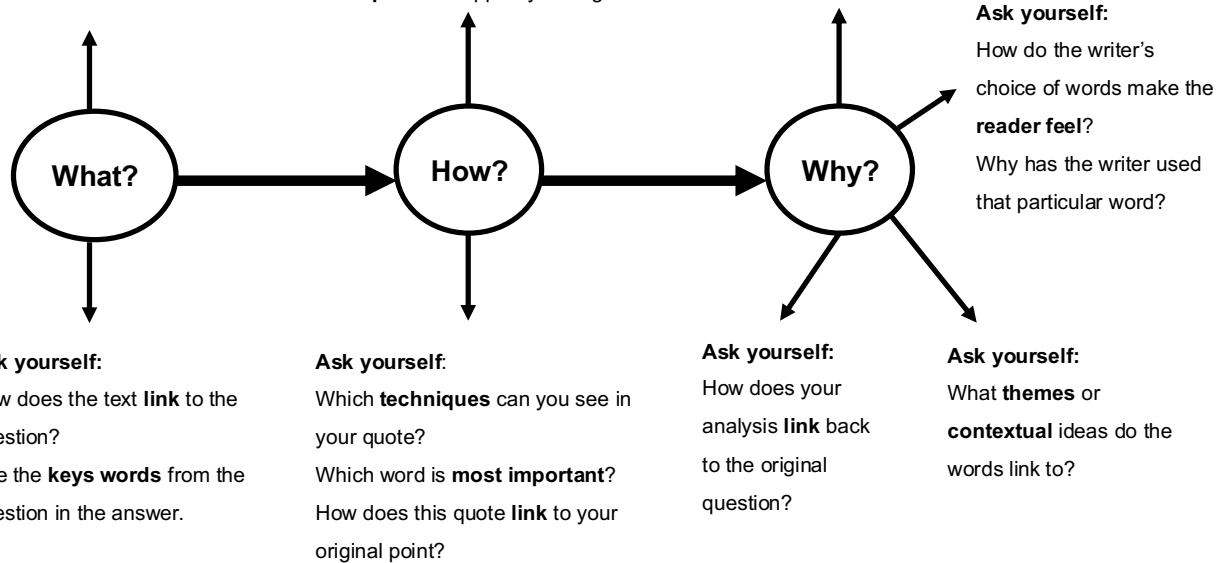
Do you **agree or disagree** with the statement?
Does the text **support** or go against the question?

Ask yourself:

How did you reach that decision?
Which **words or phrases** from the text made you agree or disagree with the question?
Find a **quote** to support your argument.

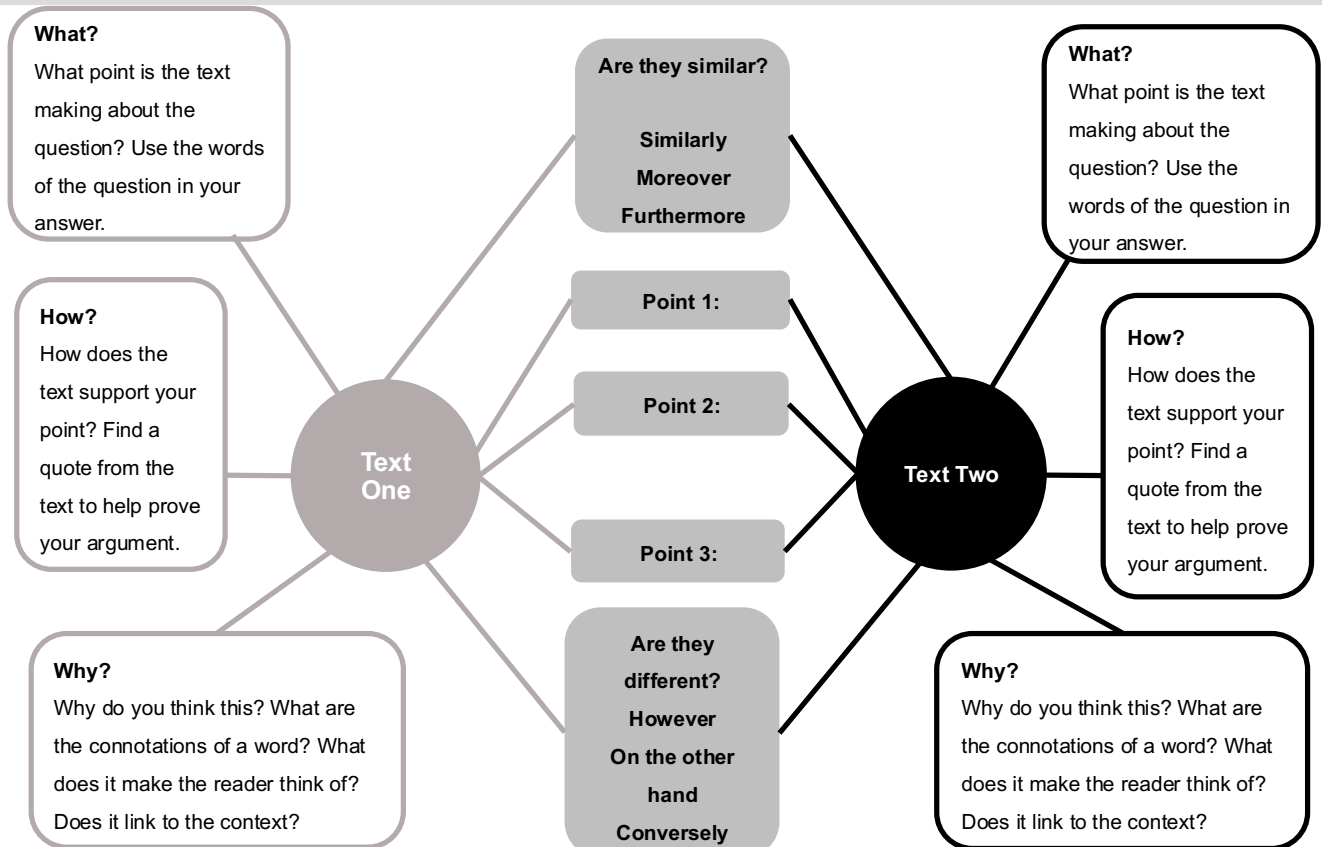
Ask yourself:

Zoom into one word.
What are the **connotations** of a word?
What other words or **ideas** do they make you think of?

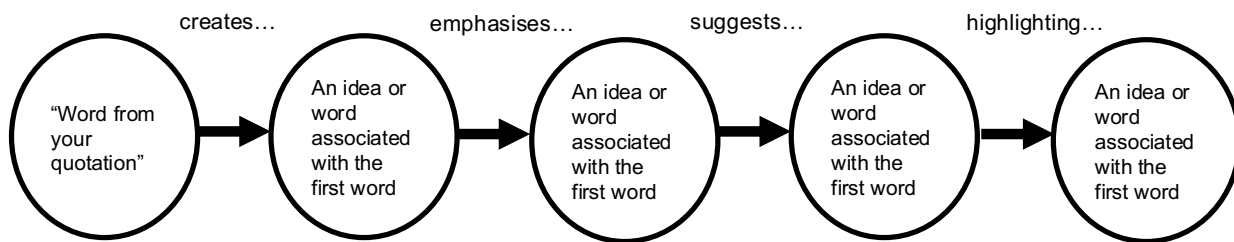


17

COMPARING TWO TEXTS



18



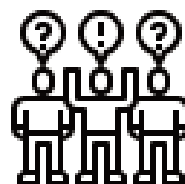
The word “_____” creates an image of _____.

It emphasises _____ because it suggests _____.

This highlights _____ and therefore makes the reader feel _____ about _____.

19

Year 8 Texts



Full academic year

Pride not Prejudice Poetry



CONTENTS

Page 22 Tier 2 Vocabulary
-23

Page 24 Pride Not Prejudice
Themes and Influences

Page 25 Pride Not Prejudice
Key Themes

21

TIER TWO VOCABULARY- PRIDE NOT PREJUDICE

WORD	DEFINITION
Bilingual	The ability to speak two languages fluently.
Culture	The ideas, customs, and social behaviour of a particular people or society.
Empowerment	The process of becoming stronger and more confident.
Ethnicity	The state of belonging to a social group that has a common national or cultural tradition.
Expectations	A strong belief that something will happen or be the case.
Discrimination	The unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

	DEFINITION
Family	A group consisting of two parents and their children living together as a unit.
Gender	The range of characteristics pertaining to, and differentiating between, masculinity and femininity.
Hierarchy	A system in which members of an organization or society are ranked according to relative status or authority.
History	The whole series of past events connected with a particular person or thing.
Justice	Fair behaviour or treatment.
Language	The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.

22

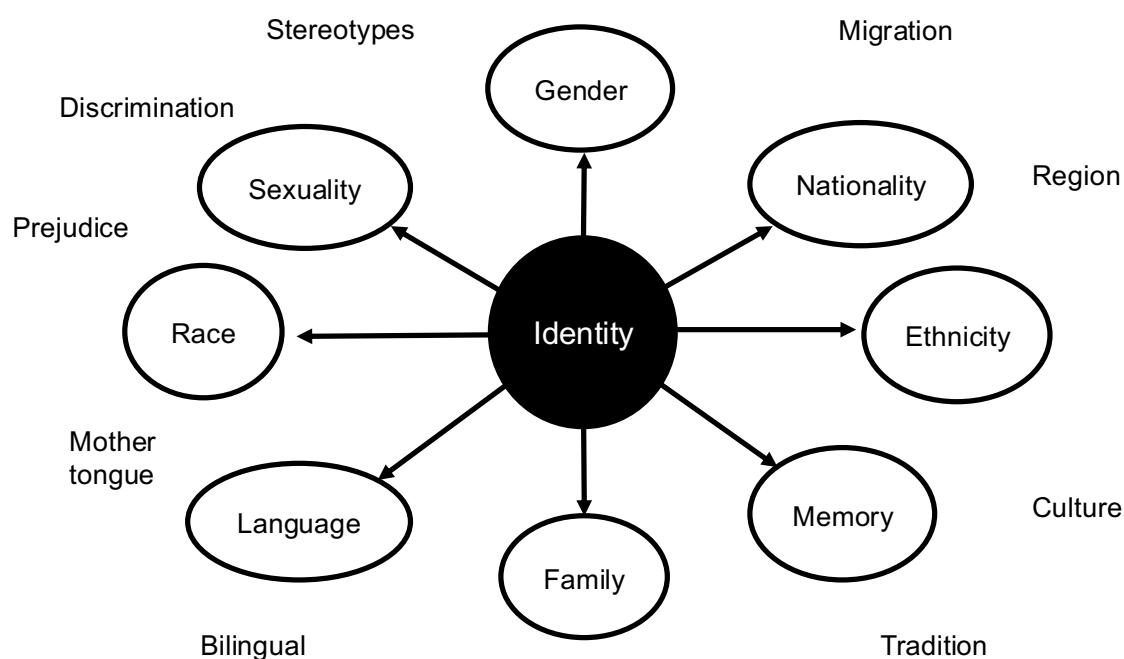
TIER TWO VOCABULARY- PRIDE NOT PREJUDICE

WORD	DEFINITION
Memory	Something remembered from the past.
Morality	The difference between right and wrong.
Mother tongue	The language which a person has grown up speaking from early childhood.
Nationality	The status of belonging to a particular nation.
Region	An area, especially part of a country or the world having definable characteristics, but not always fixed boundaries.
Revolution	A forcible overthrow of a government or social order, in favour of a new system.

	DEFINITION
Patriarchy	A society where men hold more power than women.
Sexuality	A person's sexual orientation or preference.
Society's norms	The informal rules which govern people's behaviour in groups.
Stereotypes	A widely held but fixed and oversimplified image or idea of a particular type of person or thing.
Tradition	The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.




23

PRIDE NOT PREJUDICE THEMES AND INFLUENCES



24

PRIDE NOT PREJUDICE POETRY KEY THEMES

Migration 	Gender and Sexuality 	Race 
The experience of immigrants and the barriers they face when settling in a new country	The experiences of female and gay writers as they celebrate the progress they have made	The experience of black writers as fight back against past discrimination and injustices
Migration = the movement of a person from one country to another with the intention of settling there	Sexuality = a person's identity in relation to the gender or genders to which they are attracted to	Race = a grouping of humans based on shared physical or social qualities, viewed as distinct by society
Dual identity = identifying with the country you were born in and the country you live in	Gender = the range of characteristics relating to femininity and masculinity	Prejudice = preconceived opinion that is not based on reason or actual experience
Key Words Nationality Bilingual Ethnicity Hierarchy Region Mother tongue	Key Words Stereotypes Memory Empowerment Patriarchy Oppression Society's norms	Key Words Discrimination History Revolution Justice Expectations Morality
Key Texts <i>The Weight of Water</i> <i>Hurricane Hits England</i> <i>And Still I Rise</i>	Key Texts <i>I Come From</i> <i>A Litany for Survival</i> <i>And Still I Rise</i>	Key Texts <i>Half-Caste</i> <i>A Litany For Survival</i> <i>And Still I Rise</i>

25

Life, Labour and Loss: A Victorian Childhood

CONTENTS



Page 27-28 Tier 2 Vocabulary

Page 29 19th Century
Themes and Context

Page 30 19th Century Life

TIER TWO VOCABULARY- LIFE, LABOUR AND LOSS

WORD	DEFINITION
Capitalism	An economic or political system where a country's trade and industry is controlled by private owners for profit not the state.
Capital Punishment	The legally authorised killing of someone as punishment for a crime.
Charity	The voluntary giving of help, typically in the form of money, to those in need.
Child Labour	The employment of children in an industry or business.
Control	The power to influence or direct people's behaviour or the course of events.
Corporal Punishment	Physical punishment, such as caning or flogging.
Despair	The complete loss or absence of hope.

WORD	DEFINITION
Desperation	A state of despair, typically one which results in rash or extreme behaviour.
Despondent	In low spirits from a loss of hope or courage.
Destitution	Extremely poor and lacking the means to provide for oneself.
Dilapidated	In a state of disrepair or ruin as a result of age or neglect.
Exploitation	The action or fact of treating someone unfairly in order to benefit from their work.
Industrial	Economic activity concerned with the processing of raw materials and manufacture of goods in factories.
Inequality	Lack of equality.

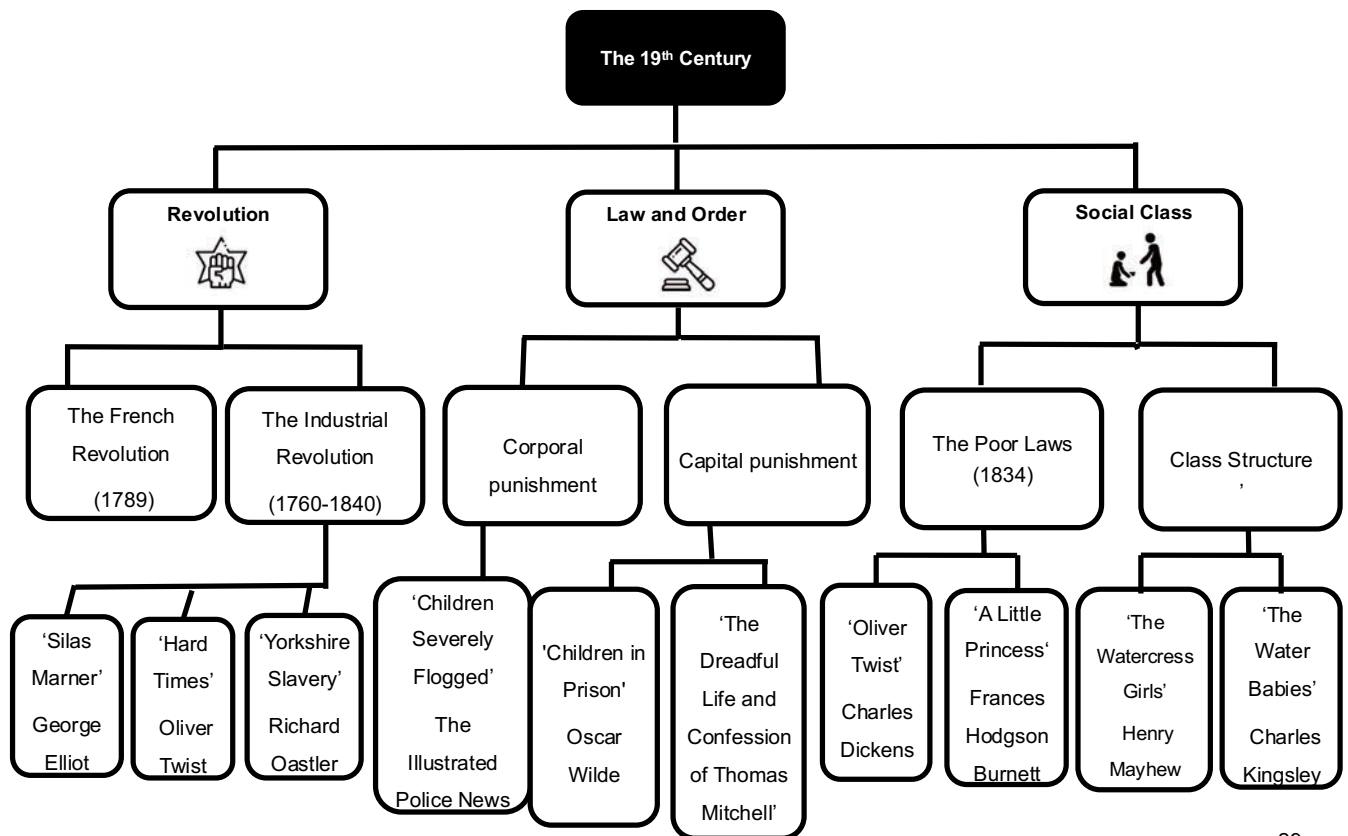
27

TIER TWO VOCABULARY- LIFE, LABOUR AND LOSS

WORD	DEFINITION
Labour	Employment in an industry or business.
Malnutrition	Lacking proper nutrition.
Neglect	The failure to provide care for property.
Oppression	The prolonged cruel or unjust treatment or exercise of authority.
Pauper	A recipient of relief under the provisions of the Poor Law or public charity.
Poverty	The state of being extremely poor.

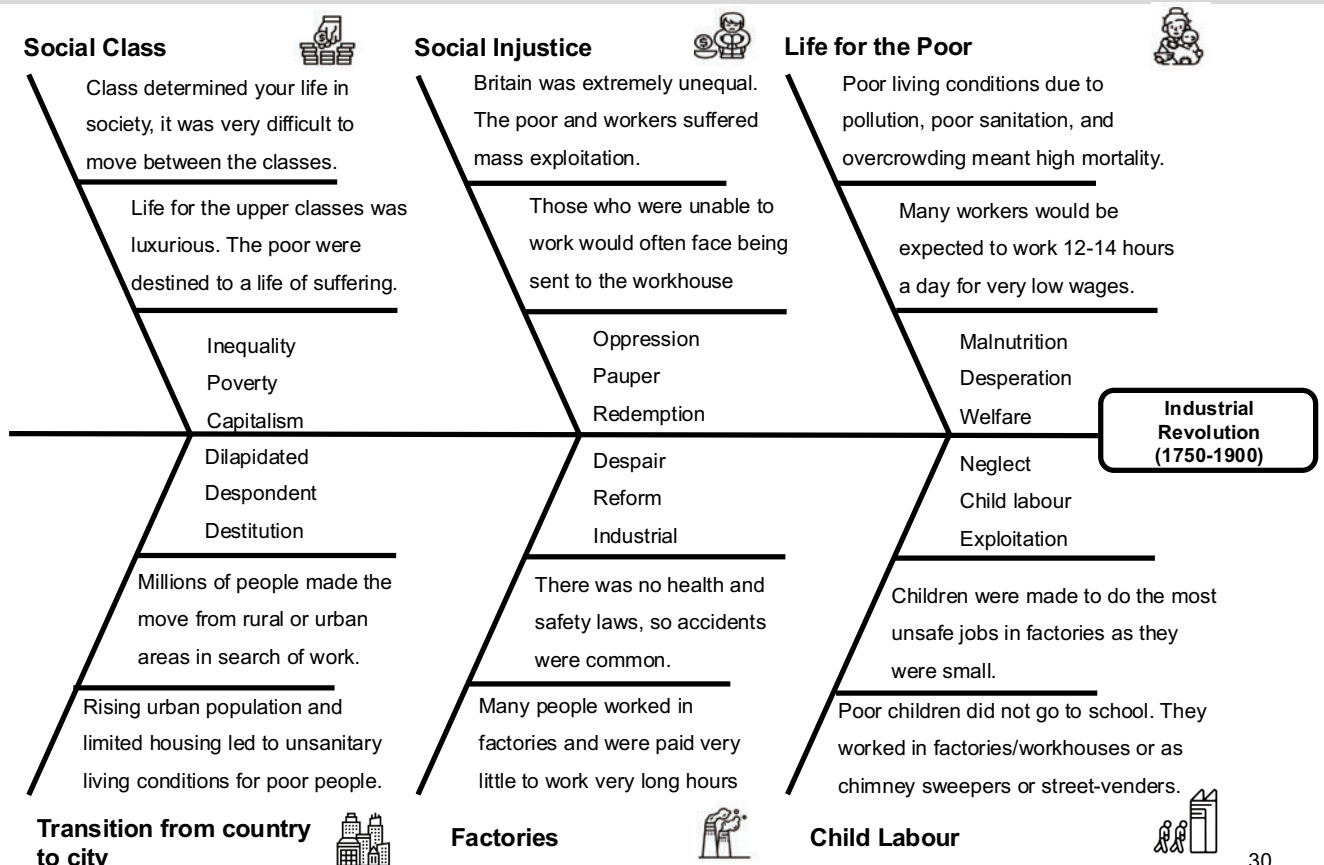
WORD	DEFINITION
Redemption	The action of saving or being saved from sin, error or evil.
Reform	Make changes in (something, especially an institution or practice) in order to improve it.
Superiority	Higher ranking in status or quality.
Voracious	Wanting great quantities of food.
Welfare	The statutory procedure and social effort designed to promote the basic physical and material well-being of people in need.

28



29

19TH CENTURY LIFE



30

Shakespeare: Richard III



CONTENTS

Page Tier 2 Vocabulary
32-33

Page History
34-36 Themes and Context

Page Richard III
37 Characters

Page Richard III Act Summaries
38-42

31

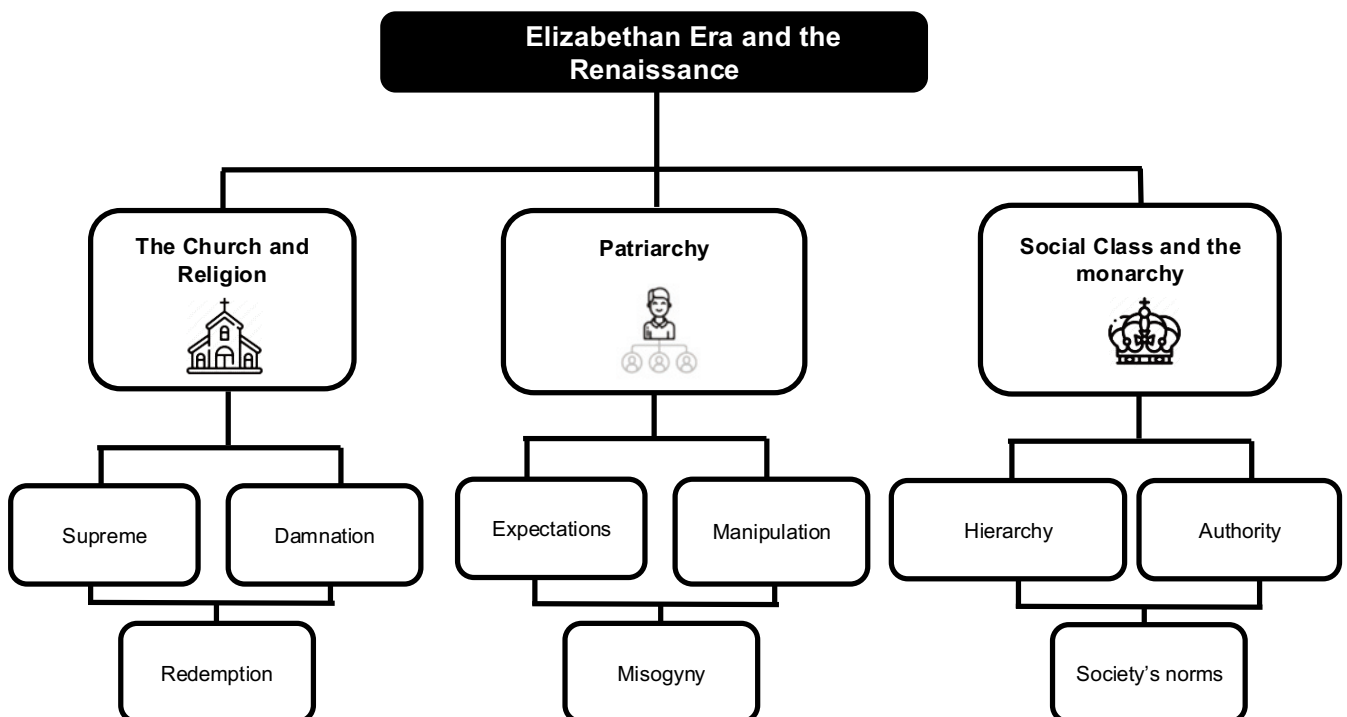
TIER TWO VOCABULARY

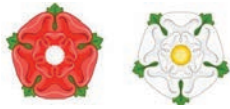
WORD	DEFINITION
Misdirection	the action or process of directing someone to the wrong place or in the wrong direction:
Motive	a reason for doing something: a driving force or desire.
Obsequious	obedient or attentive to an excessive or servile degree:
Paranoia	unjustified suspicion and mistrust of other people or their actions:
Portent	a sign or warning that a momentous or calamitous event is likely to happen:
Remorse	deep regret or guilt for a wrong committed:
Sanctuary	refuge or safety from pursuit, persecution, or other danger:
Sycophant	a person who acts obsequiously towards someone important to gain advantage.
Sovereign	a supreme ruler, especially a monarch:
Treachery	betrayal of trust or the quality of being deceptive.
Unscrupulous	Having no friends or company; isolation
Machiavellian	Cunning and scheming

32

WORD	DEFINITION
Artifice	Clever or cunning devices to trick or deceive others
Betrayal	Violation of a person's trust or moral standard
Conscience	a person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour:
Corrupt	having or showing a willingness to act dishonestly in return for money or personal gain.
Cunning	having or showing skill in achieving one's ends by deceit or evasion.
Despotism	the exercise of absolute power, especially in a cruel and oppressive way.
Ego-centric	thinking only of oneself, without regard for the feelings or desires of others; self-centred.
Emancipator	someone who frees others from bondage
Favour	approval, support, or liking for someone or something:
Hamartia	A fatal flaw leading to the downfall of a tragic hero
Hubris	Excessive pride or self- confidence
Hypocrisy	the practice of claiming to have higher standards or more noble beliefs than is the case.

SHAKESPEAREAN HISTORY THEMES AND CONTEXT





The War of the Roses

The problems began in the late 14th century with the death of the long-reigning King Edward III, of the house of Plantagenet. Edward III had seven sons, of whom the fourth and fifth became the fathers of dynasties. The elder was called John of Gaunt, the duke of Lancaster, and his younger brother was called Edmund of Langley, duke of York. Their descendants formed two important clans—the Lancasters and the Yorks. Both clans derived from royal blood, and both produced ambitious men who were willing to fight for the throne. England's royal family was locked in a power struggle that periodically erupted into violence. The name "Wars of the Roses," references the symbols of the two related but competing families.



The Tudor Dynasty

Richmond is a Lancaster and his later marriage to Princess Elizabeth of House York brought an end to the War of the Roses and established the Tudor line that was still in control during Shakespeare's time. It is possible that Shakespeare aimed to flatter the current royal family (who were his patrons) by including such a glowing account of their ancestor in his play.

While Shakespeare's Richard is unarguably a villain, the historical figure is more contested. Richard III was the last Plantagenet king, whose defeat in 1485 at the **Battle of Bosworth** against the man who would become Henry VII marked the beginning of the Tudor dynasty.



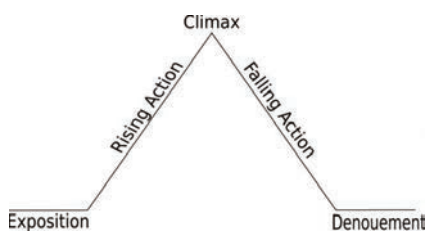
Elizabethan Politics and Power Struggles

Queen Elizabeth I was *sovereign* of England: she had the upmost authority and rule. Considered one of England's most popular and successful monarchs: responsible for a period of economic prosperity and shaped England to become an enormously influential and powerful country.

Elizabeth's reign saw lots of plots and rebellions from: disgruntled nobles; Catholics, Puritans and from overseas. Plots often had an aim replacing Elizabeth with Mary, Queen of Scots.

In Richard III, Shakespeare was writing about a form of civil war. As England got closer to the death of Elizabeth I [in 1603], there was a great fear of the conflict and dissent people knew might follow.

RICHARD III: Structure and Themes



Exposition

Richard, the power-hungry younger brother of the king of England, longs to seize control of the throne, but he is far back in the line of succession.

Rising Action

Richard persuades Lady Anne, Prince Edward's widow, to marry him; he has his brother Clarence murdered; he has the two young princes in line for the throne murdered.

Climax

In Act III, scene vii, Buckingham and others entreat Richard to accept the crown, which he pretends to refuse and then accepts.

Falling Action

Richard turns against Buckingham and murders the young princes and his wife Anne; Richmond defeats Richard at the Battle of Bosworth Field.

Themes



Power: Shakespeare uses tyrants like Richard as commentaries on power; how power draws people who aren't suited to wielding it. Once Richard gets the power he desires, he has no idea what to do with it, because he's so unfit to lead – like many of our current leaders



Paranoia: Richard's **paranoia** is a representation of political **hypocrisy**— he expects ultimate loyalty while giving none to anyone else. He feels vulnerable in his own circle of enablers and sycophants.



Family: the play deals with **loyalty** and **betrayals** within families. It looks at the relationship between power, politics and blood-ties.



Leadership: Richard gains power through **deception**, **fear** and **crime**. Because he has used corruption to achieve leadership, he starts to lose control as he loses power. Shakespeare shows that **true leadership** must be just and inspire loyalty.



Fate, Dreams and Omens: The idea that life's journey is already mapped out and cannot be changed.

Richard III



Also known as the Duke of Gloucester.

Richard is ambitious and ruthless. He kills those in line to the throne that stand before him.

Machiavellian
Ego-centric
Corrupt

Buckingham and Richard's supporters



Buckingham is a supporter of Richard. He does a lot of lying and tricking to help Richard become King.

When he falls out with Richard, Richard has him killed.

Ambitious
Sycophantic
Cunning

Queen Margaret and Lady Anne



Queen Margaret was married to Henry VI: the old King (until Richard killed him).

Vengeful
Bitter

Lady Anne was married to Margaret's son (until Richard killed him). Richard marries her and then has her killed.

Weak

Richmond and Stanley



Richmond is Richard's rival for the throne. He fights Richard and kills him.

Richmond becomes King Henry VII.

Stanley is a nobleman who secretly supports Richmond.

Emancipator
Brave

Edward IV and Queen Elizabeth



Edward IV is Richard's brother. Edward IV is King to start with but soon dies. Queen Elizabeth is his wife.

Edward tries – but fails – to keep the peace. He is suspicious of his brother Clarence and shows poor judgement when he chooses to trust Richard.

Queen Elizabeth is presented as weak at the start of the play, but as it progresses becomes stronger and stands up to Richard.

The Young Princes, Sons of Edward IV and Elizabeth



Prince Edward is next in line to the throne after Edward IV dies. Richard has him and his brother, the young Duke of York, killed.

Prince Edward is brave and obedient. He wants to serve his country well. His younger brother is witty and lively.

Innocent
Victims

Clarence and Hastings



Clarence is Richard's older brother. He's fooled by Richard's fake sympathy. He cares deeply about his family and pleads to be punished for his mistakes against them during the War of the Roses. Richard has him killed in Act 1.
Naïve

Hastings is a nobleman who is also killed by Richard. He thinks Richard is honest, but is loyal to Edward IV, so won't support him to be King.
Foolish

Rivers Dorset and Grey



The Woodvilles – Queen Elizabeth's relatives.

Earl Rivers is suspicious of Richard – just like Elizabeth is.
All 3 are loyal to Prince Edward.

Rivers and Gray are killed on Richard's orders.

Richmond is Richard's rival. He fights Richard and kills him. Richmond becomes King Henry VII. Stanley is a nobleman who secretly supports Richard.

37

King Richard III Act One



The wars are over; but Richard's not happy. England is at peace and now Edward IV is King. But peace doesn't suit Richard – he says he's ugly and deformed and determined to cause trouble: he pits Edward against Clarence.

Clarence enters on his way to being imprisoned in the Tower of London. Richard tells Clarence it isn't the King behind it, but his wife, Queen Elizabeth. Richard lies and tells Clarence he will stick up for him and get him freed.

RICHARD

"And therefore since I cannot prove a lover
To entertain these well-spoken days,
I am determined to prove a villain."



Hastings tells Richard the King is ill. Hastings leaves. Richard talks about his plan to get Clarence killed and then marry Lady Anne. When King Edward IV dies, Richard wants to take his place.

Anne is mourning for her husband and father-in-law. Richard tries to woo Anne but she resists. Anne curses him, and he admits he killed them. He talks his way into her affections by claiming her beauty drove him to it and he is in love with her. He eventually manages to convince her to meet him later.

RICHARD

"Teach not thy lip such scorn;
for it was made
For kissing, lady, not for such contempt."



Queen Elizabeth is with her relatives. News arrives that the King is keen to sort out the quarrels between Richard and the Queen's family from his sick-bed.
Richard enters and claims that people have been spreading lies about him, but Elizabeth says he's just jealous because her family has come into power. Margaret comes forward and warns Richard is a murderer, but Elizabeth won't listen. She curses them all.
Richard reflects on his plan to blame Clarence's imprisonment on Queen Elizabeth's relatives, and to set Stanley, Hastings and Buckingham against them for it. He then gives two murderers instructions to kill Clarence.

MARGARET

"Hie thee to hell for shame, and leave this world,
Thou cacademon! There thy kingdom is!"



Clarence dreams that he and Richard were on a ship, and Richard slipped and pushed him overboard.

The murderers enter. Clarence wakes up and sees them. He thinks that Edward has sent them. He talks one of them out of killing him, but the other stabs him from behind and drowns him in a barrel of wine.

Clarence:

O, do not slander him, for he is kind.
FIRST MURDERER:
Right, as snow in harvest. Come, you deceive yourself.
'Tis he that sends us to destroy you here.

King Richard III Act Two



King Edward gets Queen Elizabeth and her relatives to make peace with Buckingham and Hastings.

Richard arrives and pretends to make peace too. He tells them Clarence is dead and claims the King's reversal of the death sentence came too late. The King is distraught. Richard tells Buckingham that Clarence's death was the fault of Queen Elizabeth's relatives.

KING EDWARD

Is Clarence dead? The order was reversed.

RICHARD

But he, poor man, by your first order died,
And that a wingèd Mercury did bear.



Clarence's two children ask the Duchess of York – their grandmother (Richard's mother) about their father's death. His son tells the Duchess that Richard claimed it was Elizabeth's relatives' fault, but she tells him Richard is a liar.

Elizabeth and her relatives arrive and tell them that King Edward IV is dead. Rivers reminds Elizabeth that her young son, Prince Edward, will now be King.

DUCHESS OF YORK:

"Oh, that deceit should steal such gentle shapes,
And with a virtuous vizard hide foul guile!..."



Richard and Buckingham arrive, and Buckingham orders for a small group of people to fetch the Young Prince Edward to be crowned as King. Then Buckingham tells Richard that he'll arrange for the Prince to be separated from Elizabeth's relatives.

Meanwhile, the citizens discuss what life will be like under the new King. One points out that Richard is dangerous, and having a child-King will lead to trouble.

BUCKINGHAM

My lord, whoever journeys to the prince,
For God's sake let not us two at home.
For by the way I'll sort occasion,
As index to the story we late talked of,
To part the queen's proud kindred from the prince.



The Archbishop of York, the old Duchess of York, Elizabeth and the young Duke of York chat about the arrival of young Prince Edward.

A messenger arrives with bad news. Rivers, Grey and Vaughan have been arrested by Richard and Buckingham. Elizabeth realises her family is in danger and she and the young Duke go to sanctuary, where they are safer.

DUCHESS OF YORK

He was the wretched'st thing when he was young,

39

King Richard III Act Three



Richard tells Prince Edward his relatives are evil people, but the Prince isn't convinced. Hastings reports that Elizabeth is holding the prince's brother, the young Duke of York, in sanctuary. Buckingham orders cardinal Bourchier to fetch them by force.

Richard comments to himself on the both Prince's cleverness. Then the two princes reluctantly go off to the tower.

Buckingham sends Catesby to find out whether Hastings will support Richard's bid to be king. Richard tells Buckingham that if Hastings won't support him, he'll have him killed. He promises Buckingham he'll be made Earl of Hereford when Richard becomes King.

RICHARD

"Short summers lightly have a forward spring."



Hastings is woken by a messenger from Stanley. He warns Hastings of the danger from Richard and suggests they go north together. Hastings says there's nothing to worry about.

Catesby tells Hastings that Elizabeth's relatives are to be killed. Catesby asks Hastings if he'll support Richard's claim to be king- he says he won't.

Hastings tells Catesby that he's friends with Richard and Buckingham. Stanley reminds him what happened to Elizabeth's family. But Hastings says that they are perfectly safe because Richard likes them.

HASTINGS

Tell him his fears are shallow, without instance. And for his dreams, I wonder he's so simple To trust the mock'ry of unquiet slumbers.



Ratcliffe leads Rivers, Grey and Vaughan to their execution. Richard hopes that Margaret's curse on them is coming true. Rivers hopes the same.

Hastings, Buckingham, Stanley and the Bishop of Ely meet to discuss the date of the coronation. The Bishop asks Buckingham's opinion, but Buckingham says that Hastings is closer to Richard than him. Richard enters and privately tells Buckingham he's going to have Hastings killed.

Richard says there's been a plot against him. Hastings says whoever's behind it deserves to be killed. Richard says it's Elizabeth and mistress Shaw (Hastings' mistress) and orders the execution of Hastings. Hastings wishes he'd listened to Stanley's warnings.

RICHARD

If? Thou protector of this damnèd strumpet, Talk'st thou to me of "ifs?"
Thou art a traitor—Off with his head.



Dressed up in arms, Richard and Buckingham tell the Mayor that there's been a plot against them. Ratcliffe enters with Hastings' head. Richard pretends to be sad. The mayor is fooled and explains the situation to the citizens.

Richard tells Buckingham to tell the citizens that Edward's children are illegitimate, meaning Richard should be king.

A scrivener looks over a document accusing Hastings of being a traitor. He realises the accusation is false, as he was given it the previous night before Hastings was accused.

The mayor and Catesby ask Richard to be King. Richard pretends to be busy praying and says he doesn't want to be king. Buckingham (who's in on the trick) and the mayor persuade him.

SCRIVENER

Here's a good world the while. Who is so gross
That cannot see this palpable device?
Yet who so bold but says he sees it not?

40

King Richard III Act Four



Queen Elizabeth, Anne and the Duchess are denied access to visit the Princes in the tower by Richard. Stanley arrives to summon Anne to be crowned as Richard's Queen.

They realise Richard is up to no good. The Duchess directs Anne to go to Richard, and Elizabeth to go find sanctuary. She instructs Dorset to go and join Richmond who is forming an army against Richard.

Meanwhile, Richard asks Buckingham to murder the Princes but he wants to think about it. Richard orders Tyrell to do it in his absence.

QUEEN ELIZABETH

Go, hie thee, hie thee from this slaughterhouse, lest thou increase the number of the dead



Richard spreads rumours that his wife Anne is sick and about to die.

Buckingham returns and asks for his rewards, but Richard makes clear he is out of favour. Buckingham plans to run away.

Richard learns from Tyrell that the Princes are dead. Richard says Anne is dead too so he can go after his niece Elizabeth: he is worried she might marry Richmond. Ratcliffe warns that Richmond and Buckingham are raising armies. Richard gathers his own army.

RICHARD

"I must be married to my brother's daughter,
Or else my Kingdom stands on brittle glass."



Margaret hears Elizabeth and the Duchess discussing Richard's antics and tells them she warned them this would happen.

Richard enters and Queen Elizabeth and the Duchess chastise him for the murders. The Duchess tells him his death will be violent.

Richard persuades Queen Elizabeth to help him marry her daughter. She resists at first but he convinces her.

Ratcliffe reports that Richmond's army is sailing from France to join Buckingham's. Richard tells Stanley to summon his friends to support him; he distrusts Stanley and keeps his son George hostage to make sure he follows through.

DUCHESS

Bloody thou art; bloody will be thy end.
Shame serves thy life and doth thy death attend.



Three messengers share differing announcements about the arrival of Richmond's army and Buckingham's wellbeing. Richard demands they stop talking and prepare to battle.

Stanley tells Sir Urswick to tell Richmond he can't openly support him because his son is being held hostage. He tells him that Queen Elizabeth wants her daughter to marry Richmond. He passes along a letter assuring Richmond that he is on his side.

RICHARD

Go then and muster men, but leave behind
Your son George Stanley. Look your heart be firm. Or else his head's assurance is but frail.

41

King Richard III Act Five



Buckingham is led to his execution and told Richard won't speak with him. He realises he is getting what he deserves and remembers Margaret's prophecy.

Richmond is feeling confident. He and his supporters march towards battle – they are only 1 day away. Richmond has received Stanley's letter of loyalty and feels reassured.

The night before the battle, Richard and Richmond set up camp. Richard's side set up in Bosworth field. He claims his army is 3 times bigger than Richmond's.

BUCKINGHAM:

Come, lead me, officers, to the block of shame.
Wrong hath but wrong, and blame the due of blame.



Richard sends for Stanley. He is feeling tense. He tells Catesby to send for Stanley's regiment, then talks to Ratcliffe about preparations for the battle.

Stanley then secretly talks to Richmond and wishes him good luck. He explains they cannot be seen because Richard has his son held hostage. Richmond prays and then sleeps.

The ghosts of Richard's victims visit Richard and Richmond in their dreams. They wish despair on Richard and success for Richmond.

GHOSTS:

"DESPAIR AND DIE!"



Richard awakes terrified and haunted by his conscience.

Richmond wakes after having pleasant dreams. He gives an oration to his soldiers. Richard does the same. A messenger tells Richard that Stanley won't support him. Richard orders the death of Stanley's son, but there isn't time before the battle.

In the battle, Catesby and Norfolk come across Richard. His horse has been killed, but he's desperate for another one so he can go and fight Richmond, after having killed five other men dressed like him. Catesby advises him to flee, but Richard is determined to fight Richmond.

RICHARD:

"A horse, a horse, my Kingdom for a horse!"



Richard and Richmond fight, and Richmond kills Richard. Stanley congratulates him and presents him with the crown, taken from Richard's head. Stanley tells us his son is safe and well.

In the closing speech, Richmond says he will bring together the warring sides of the Royal family. He says he'll unite the houses of York and Lancaster by marrying the Yorkist princess Elizabeth (Richmond is Lancastrian) so that England can be peaceful again.

RICHMOND:

Now civil wounds are stopped, peace lives again.
That she may long live here, God say amen.

42

Opinion Writing

CONTENTS



Page Genres

44





Page Audience

45

Page Purpose

46

GENRES

<p>Letter</p> <p>Letters can be formal and informal, besides a means of communication and a store of information. The should contain:</p> <ul style="list-style-type: none">• The Heading: this contains the return address (usually two or three lines) with the date on the last line.• The inside address: this is the address you are sending your letter to.• The greeting: is also called the salutation.• The body.• The complimentary close and the signature line. 	<p>Article</p> <p>An article is a written work published in a print or electronic medium. It may be for the purpose of propagating news, research results, academic analysis, or debate.</p> <ul style="list-style-type: none">• Headline and subheading• In the first sentence sum up what the story is about.• Write your report in the third person and the past tense.• Fill your newspaper report with both facts and opinions, using the 5 Ws. 
<p>Speech</p> <p>Speech Writing is an art of conveying a message to your audience. Either through oral communication, speech writing has the same function as normal writing. Features include:</p> <ul style="list-style-type: none">• Clarity. Clarity is an essential feature of a good speech. ...• Definiteness of message or opinion• Conciseness.• Considering the Audience.• Use of rhetoric.• Clear ending to summarise main message. 	<p>Leaflet</p> <p>A leaflet is a small sheet of printed paper that puts across a short message clearly and concisely. Businesses use leaflets to advertise their products and services. They're often also used to let people know about new stores, special offers and events.</p> <ul style="list-style-type: none">• Heading• Imperative language to give the reader a direct command• Sub-headings guide the reader through each section• Use of bullet points• Clear sections and paragraphs• Factual information 

AUDIENCE

Formal

The formal register is more appropriate for professional writing. You should not apply contractions or slang.

Generally used when writing for:



Headteacher

Local MP

Informal

The informal register (also called casual or intimate) is conversational and appropriate when writing to friends and people you know very well.



School/college peers



Parents

Neutral

The neutral register is non-emotional and sticks to facts. It is most appropriate for technical writings.








Local community



When explaining a process

45

PURPOSE

Argue <p>An argumentative essay is a type of essay that presents arguments about both sides of an issue.</p> <ul style="list-style-type: none">• Make your claim or viewpoint clear• Use counterarguments to refute your opposers• Give logical reasons• Provide factual evidence. 	Persuade <p>Persuasive writing intends to convince readers to believe in an idea or opinion and to do an action.</p> <ul style="list-style-type: none">• Use repeated words• Use emotional language• Create a strong argument• Apply rhetorical questions 	Advise <p>Advice writing offers opinions or recommendation as a course of action, or formally provide information.</p> <ul style="list-style-type: none">• The tone is reassuring to the reader• Give step-by-step advice• Use personal pronoun• Be enthusiastic with the rule of three 
Inform <p>An informative essay educates your reader on a topic. They can have one of several functions: to define a term or provide a how-to. They do not, however, present an opinion or try to persuade your reader.</p> <ul style="list-style-type: none">• clear opening and summarising conclusion.• general and more specific information.• present tense.• connectives to make it clear and coherent. 	Explain <p>An explanation text is a non-fiction piece of writing which is meant to describe a process. They include specific features that include:</p> <ul style="list-style-type: none">• Written in the present tense• The text is arranged into numbered points• Use of time connectives• Clear understanding of process being explained. 	

46

The Lie Tree and The Gothic Genre



CONTENTS

Page 48 Tier 2 Vocabulary

Page 49 The Gothic
Themes and Influences

Page 50 The Lie Tree Characters

Page 51 Historical Context

Page 52- The Lie Tree
56

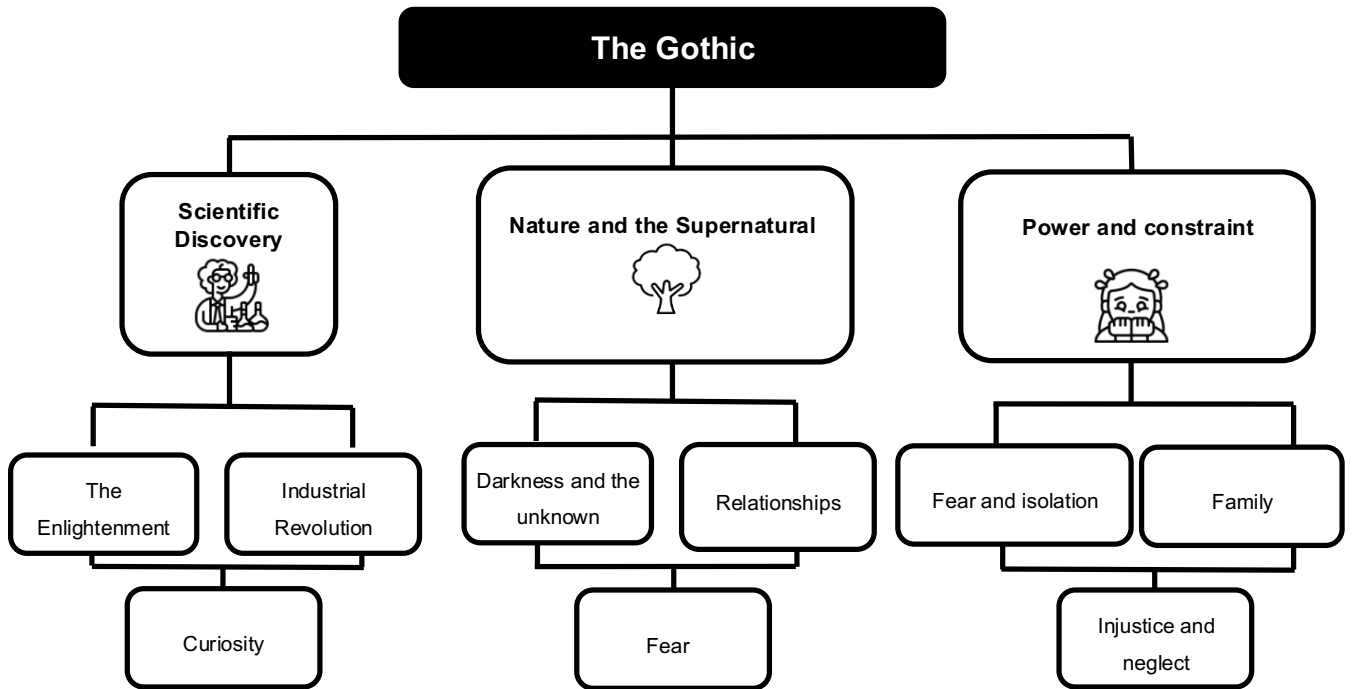
47

TIER TWO VOCABULARY

WORD	DEFINITION
Curiosity	A strong desire to know or learn something.
Femme	A woman who suffers at the expense of a villain and needs rescuing.
Fatale	
Gothic	A genre of literature and film that combines fiction and horror, death and, at times, romance.
Grotesque	Comically or repulsively ugly or distorted.
Injustice	Lack of fairness or justice.
Isolation	Being on your own away from others.

WORD	DEFINITION
Monstrous	Having the ugly or frightening appearance of a monster.
Neglect	Fail to care for properly.
Paranormal	Denoting to events or phenomena which are beyond the scope or normal scientific understanding.
Resurrection	The action or fact of rising from the dead.
Supernatural	Manifestations or events considered to be of supernatural origin, such as ghosts.
Telepathic	Able to read the minds of other people.

48



The Lie Tree CHARACTERS

Faith	Reverend Erasmus	Clay	Jeanne Bisette
The protagonist and narrator of the novel who loves science.	Faith's father, a famed natural scientist who is caught in a scandal.	Clay is around the same age as Faith, he shows Faith the photographs.	A young house maid
Faith creates a series of lies of her own in the hope the tree will reveal its secrets.	Creates an elaborate lie because he believes a plant has a powerful ability.	Clay is of a lower social class than Faith and she exploits this.	Despite her lowly social class, Jeanne challenges Faith.
Curious Stubborn Loyal	Intelligent Hot-tempered Authoritative	Loyal Isolated Intelligent	Untrustworthy Curious Vengeful
Howard	Myrtle Sunderly	Agatha Lambent	Uncle Miles
Faith's six-year-old brother.	Faith's mother, she struggles to navigate the patriarchy	Anthony Lambent's wife, pursues science.	Faith's Uncle and Myrtle's brother.
Howard is the treasured son because he is not limited by gender expectations.	Has as a strained relationship with Faith, often due to Myrtle's obsession with reputation.	A parallel to Faith's character, she is also frustrated by gender expectations.	Miles is jealous of Erasmus' scientific success.
Naïve Loving Immature	Vain Protective Controlling	Vengeful Manipulative Corrupt	Jealous Deceptive Controlling

The Lie Tree: historical context.



Scientific discovery

In the **1860s**, the scientific community was still coming to terms with the theory of **evolution** which contradicted the long-standing Religious belief that God had created everything.

Religious beliefs in the Victorian Period may seem old fashioned now. For example, Howard is forced to keep his dominant arm in a sling out of a religious belief that the right hand should be dominant. Nonetheless, **it was expected that you would adhere to these beliefs.**



The Lie Tree

A magical tree that consumes people's whispered lies, converting them into truths.

The tree only flowers and bears fruit if it is fed whispered lies, which the whisperer must then spread to other people.

Archaeology: The study of human history through the excavation of burial sites.

Dig sites: Areas where numerous fossils are found and analysed

Gin traps: small traps designed for catching birds or small mammals.



Gender

Faith experiences sexism throughout the novel, she is resentful of having spent her fourteen years alive treated as **incompetent, weak, and stupid.**

Gender expectations meant young girls were expected to be **meek and quiet**, whilst boys were expected to be strong and opinionated.

These limitations prevent Faith from pursuing her love of Science. Myrtle also struggles to effect change in this **male-dominated society.**



Reputation

Victorian society had a **rigid and stifling class system, reputations were everything** and families must keep up their appearances at all costs. **Gossip and rumours** could lead to a loss in reputation.

Linking to reputation, attitudes to suicide were negative, it was viewed as a sin to take your own life because it went against the Bible and would bring shame upon the family.

51

The Lie Tree: Exposition



The book begins with a damp and bleak journey through the English channel to the Island of Vane. The characters travel by boat.



Faith Sunderly, the fourteen-year-old protagonist, is reluctantly traveling with her parents to Vane, to allow her father to help with an archaeological site



In their 1860s world, the scientific community is still coming to terms with the theory of evolution, trying in different ways to fit it in with its adamant Creationist religious beliefs.



We learn that Faith's father Reverend Erasmus has recently landed a place in the spotlight for his discovery of the fossil of a winged man.



Faith's father becomes increasingly mysterious and horrid towards Faith when she enters his study.

PLOT

KEY QUOTES

"The boat moved with a nauseous, relentless rhythm, like someone chewing on a rotten tooth (CH 1)






"On Myrtle's orders, Faith was sitting on the family's largest crate, to stop anybody dragging it out again"

"Lamarck and Darwin are leading the world into a great error! He declared. If we say that species change, then we say that they were created imperfect! We criticise God himself!" (CH 5 Clay)

"Get out." It was a whisper, but with more venom than Faith had ever heard in her father's voice.(CH 6 Erasmus)

52

The Lie Tree: Rising Action

					
PLOT	The family struggle to adjust to their new lives in Vane, the island is isolated and full of mystery.	We soon learn that Faith is a curious character, despite expectations of women to be submissive, Faith's scientific curiosity leads her to doubt some of her father's work.	Rumours begin to circulate on the island concerning the Reverend's work. Rather than moving solely to explore a dig site, the family has moved to evade questions about the authenticity of his fossil.	Suddenly, her father is discovered dead, and Faith's mother and uncle Miles rush to prevent public accusations of suicide from getting to the media.	Meanwhile, Faith believes he has been murdered and resolves to find out why, she will stop at nothing to find the answer.
KEY QUOTES	"The first early-morning movements in the house nudged her from her dreams." (CH 7)	"It felt blasphemous seeing him asleep." (CH 7)	"The scandal surrounding her father had arrived on Vane, formally and in print." (CH 7)	"It was a man who was draped over a tree. The cold air was a knife in Faith's throat." (CH 11)	"Not an accident. Not suicide. Murder"(CH 13)






53

The Lie Tree: Climax






					
PLOT	Faith first traces her father's footsteps to his most recent discovery. The specimen is a strange tree whose fruit is supposed to induce visions in the people who consume it..	Even stranger, the tree only flowers and bears fruit if it is fed whispered lies, which the whisperer must then spread to other people. She remains resolute in the fact of her father's murder.	Faith creates a lie that the ghost of her father is haunting the island because he is angry with the village residents who keep appealing to the coroner to ascertain whether he committed suicide.	In place of suicide, Faith plants the suggestion that the archaeological site is actually the site of buried treasure from a past smuggler, and that someone else wanted to get at it first.	As Faith nurtures these fictions, they spread throughout the whole island, causing turmoil and violence among its people.
KEY QUOTES	"Her thoughts slid to the shrouded plant pot that he father had been so desperate to conceal." (CH 15)	"If the tree could deliver secrets, then perhaps it would unravel for her the mystery of her father's death."	"I have a lie for you. My father's ghost walks, seeking revenge on those who wronged him." (CH 16)	"They are all looking for smuggler's treasure and they want to keep it for themselves." (CH 21)	"A lie was like a fire, Faith was discovering. At first it needed to be nursed and fed." (CH 25)

54

The Lie Tree: Falling Action

					
PLOT	The Lie Tree soon becomes a tool for Faith to express her most malicious impulses. Yet, her usage of the tree is presented as human given the discrimination she continues to suffer as a girl.	Faith terrorizes a young servant girl who was the first to suggest that Erasmus committed suicide. She also blackmails a village boy into assisting with her murder mystery.	Then, in one of her worst rumors, she convinces the islanders to hurt Miss Hunter, who is in charge of the post office.	The morality of Faith's actions is ambiguous: she is causing harm to her community, but in doing so, is enabled to see and understand more about the world.	Through the Lie Tree, She meets people she would normally never be allowed to talk to, gaining exposure to the darker parts of her seemingly polite world. In some ways she becomes empowered.
KEY QUOTES	"Miss Hunter had poisoned the islanders' minds against the Sunderly family. Now Faith had the chance to return the favour." (CH 26)	"No! Paul gripped his own hair, closed his eyes for a moment and let out a breath. You Win." (CH 26 clay)	"People were animals, and animals were nothing but teeth. You bit first, and you bit often." (CH 27)	"You must be ruthless, said the voice in her head. You have come too far to turn back now," (CH 28)	"A tree that could give you secrets nobody else possessed and unpeel the mysteries of the World." 55

The Lie Tree: Resolution

					
PLOT	Faith ultimately finds that the perpetrator of the murder was Agatha, a brilliant scientist and naturalist who found it impossible to succeed in her place and time despite her brilliant mind	Ironically, Faith sympathizes with her father's murderer, having felt the same misogyny and oppression throughout her young life.	However, Faith's goal is to better understand a confusing external world, Agatha's downfall is in her decision to get rich by committing murder and stealing the Lie Tree from Erasmus.	As the novel progresses, Agatha contracts malaria and falls into deep alcoholism. By the end of the novel, she has committed suicide, Agatha's suicide foreshadows how Faith's life could end.	Avoiding that path, Faith reconciles with her mother and brother, learning to internalize the values of the family in order to furnish an identity and gain some semblance of freedom and self-determination.
KEY QUOTES	"Now you little viper" (Agatha Lambent to Faith CH 33)	"A clever and vengeful woman." (Faith on Agatha CH 34)	"Here was the mythical beast that everybody had told her could not exist: a female natural scientist."	"And then spread her arms as she took her longest stride into eternity." (CH 35)	"I want to help evolution." (CH 36)

Contents

1. Creation and Covenant

Key terms	3
The Fall	4-6
Freewill and Sin	7
Original Sin	8
Covenant and Commandments	9
Why have rules?	10-12
Conscience	13
Baptism	14-15
Love of neighbour	16

2. Prophecy and Promise

Key terms	18
Prophetic Texts	19
Messianic Prophecies	20
Isaiah	21
Jeremiah	22
Amos	23-24
The Faithful Few	25
God as Judge	26

2. Prophecy and Promise

Elijah	27
John the Baptist	28
Lay people as witnesses to Christ	29
Advent	30
Superstitions	31
Christmas Carols	32

3. Galilee to Jerusalem

Key terms	34
Reading Scripture	35
The Gospels	36-37
Kingdom of God	38
People on the Margins	39-40
How did Jesus reach out to gentiles?	41
Parables	42
Eschatology	43
Miracles	44-45
Bringing the Kingdom of God	46
Anointing of the Sick	47
Refugees	48-49

4. Desert to Garden

Key terms	51-52
Suffering	53-54

Jesus' suffering	55-57
Lent	58
Easter Triduum	59
Reconciliation	60-61
Why does God allow suffering	62
Responses to the problem of evil	63-64
The Mizens	65

5. To the Ends of the Earth

Key terms	67-68
Resurrection	69-72
Central Truth of Christian Faith	73
Do humans have souls?	74
What happens at the end of human life?	75
Why is Baptism necessary?	76
Catholic Funeral Rites	77-78
Purgatory	79-80
Different Funeral Traditions	81-84

6. Dialogue and Encounter

Key terms	86-87
Second Vatican II	88
Ecclesiam Suam	89
Is there more than one Catholic Church	90-91

Creation and Covenant

This topic covers why we have **sin** and **suffering** in the world.

Genesis 3 shows that God created a **perfect creation**.

Humans spoiled the goodness of God's creation.

Original sin is passed down through humans.

God allows for this sin to be cleansed through **baptism**.

God provides ways of helping humans to resist sin, through giving humans a **conscience**.

The conscience helps people to make good decisions about moral issues.

God also gave **commandments**, and countries give laws for humans to follow.

God wants His creation to **love their neighbours** and to live good lives in accordance with His laws.



Creation and Covenant

Key words

Sacrament	An outward sign of inward grace.
Sin	An action or thought that goes against God's laws; what a person's conscience tells them is right
The Fall	The story in Genesis 3 when humans commit the first sin and fall from God's grace
Freedom	The power or right a person has to act, speak or think as they want
Original Sin	The state in which all humans are born, inheriting the consequences of Adam and Eve's first sin
Concupiscence	The natural temptation to sin that all humans have following the Fall
Free Will	The ability that humans have to make their own choices
Moral Actions	The ways humans behave that give an opportunity to make good or bad choices
Baptism	A sacrament of initiation which washes a person clean of original sin
Covenant	An agreement between two or more people. God made covenants with Abraham and Moses
Sinai covenant	The covenant God made with Moses, when Moses received the Ten Commandments
Decalogue	The ten sayings that God gave to guide people on how to behave. These are the Ten Commandments.
Conscience	An intuitive knowledge of right and wrong, leading to an instinctive desire to do right and avoid wrong

3

Creation and Covenant

The Fall – Genesis 3

3 Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, “Did God really say, ‘You must not eat from any tree in the garden?’”

2 The woman said to the serpent, “We may eat fruit from the trees in the garden, ³ but God did say, ‘You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.’”

4 “You will not certainly die,” the serpent said to the woman. **5** “For God knows that when you eat from it your eyes will be opened, and you will be like God, knowing good and evil.”

6 When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to her husband, who was with her, and he ate it. **7** Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and made coverings for themselves.

8 Then the man and his wife heard the sound of the LORD God as he was walking in the garden in the cool of the day, and they hid from the LORD God among the trees of the garden. **9** But the LORD God called to the man, “Where are you?”

10 He answered, “I heard you in the garden, and I was afraid because I was naked; so I hid.”

11 And he said, “Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?”

12 The man said, “The woman you put here with me— she gave me some fruit from the tree, and I ate it.”

13 Then the LORD God said to the woman, “What is this you have done?”

The woman said, “The serpent deceived me, and I ate.”

14 So the LORD God said to the serpent, “Because you have done this,

“Cursed are you above all livestock
and all wild animals!

You will crawl on your belly
and you will eat dust
all the days of your life.

Creation and Covenant

The Fall – Genesis 3

15 And I will put enmity
between you and the woman,
and between your offspring¹⁶ and hers;
he will crush¹⁷ your head,
and you will strike his heel.”

¹⁶ To the woman he said,
“I will make your pains in childbearing very severe;
with painful labor you will give birth to children.
Your desire will be for your husband,
and he will rule over you.”

¹⁷ To Adam he said, “Because you listened to your wife
and ate fruit from the tree about which I commanded
you, ‘You must not eat from it,’

“Cursed is the ground because of you;
through painful toil you will eat food from it
all the days of your life.

18 It will produce thorns and thistles for you,
and you will eat the plants of the field.

19 By the sweat of your brow
you will eat your food
until you return to the ground,

since from it you were taken;
for dust you are
and to dust you will return.”

²⁰ Adam²¹ named his wife Eve,²² because she would
become the mother of all the living.

²¹ The LORD God made garments of skin for Adam and
his wife and clothed them. ²² And the LORD God said,
“The man has now become like one of us, knowing
good and evil. He must not be allowed to reach out
his hand and take also from the tree of life and eat,
and live forever.” ²³ So the LORD God banished him
from the Garden of Eden to work the ground from
which he had been taken. ²⁴ After he drove the man
out, he placed on the east side²⁵ of the Garden of
Eden cherubim and a flaming sword flashing back and
forth to guard the way to the tree of life.

5

Creation and Covenant

The Fall

The Fall is the account in Genesis 3 that shows
humans committing the first sin.

When humans sin, they fall away from God's grace.

God had given humans everything they needed to
life, including free will to help guide their actions.

The consequence of sin is a recognition that they
have sinned and a feeling of shame.

Catholics believe Genesis 3 is a symbolic story about
how humans misuse their God-given freedom and
damage their relationship with God.

Interpreting the Fall

Most Catholics believe the Fall is symbolic.

Humans have been marked by **original sin**.

Humans are likely to sin, which is **concupiscence**.

Humans need to learn to use their free will
responsibly.

Catholics can see God's goodness in Genesis 3, as
God is just and compassionate.

Humans are given clear instructions on how to
behave, but given the promise that evil will be
overcome.

6

Creation and Covenant

Freewill and Sin

Freewill is the God-given ability to choose between right and wrong.

Why would God give humans freewill if he knew that evil and suffering would be the consequence?

Being **Imago Dei**, means that we have freedom and responsibilities like God does.

Humans have to choose their moral actions, but also have to take responsibility for their decisions.

Therefore, without freewill their obedience to God would mean nothing. Catholics believe God gave **freewill** because **he loves us enough** to accept we might sin and reject him.

Sin is an act that goes against the will of God.

Personal sin is something which an individual is responsible for, e.g. bullying.

Original sin is the state that all people are born in, inheriting Adam and Eve's sin.

Baptism is the sacrament that washes away **original sin**, but this does not stop sin altogether.

St Augustine believes all humans carry Adam's guilt. Accepting Jesus at baptism can remove this sin.

7

Creation and Covenant

Evidence for Original Sin

A **doctrine** is a belief or teaching of the Church.

The Catholic Churches doctrine on **Original Sin** is ancient and **Saint Augustine** was the first to use the term to describe it.

Some believe that of all the **doctrines** of the Church **Original Sin** is one that has **evidence**. All others are based on faith alone.

We can 'see sin in the street'. Everyone has experience of how difficult it is not to sin.

The reality of sin is proof. Other aspects of the doctrine are **based on faith**:

1. It is passed on through generations
2. It needs to be cleansed by baptism

Creation and Covenant

Covenant and Commandments

Covenant in the Bible

A **covenant** is a solemn and binding agreement that can be made between two people.

There are two types of covenant, unconditional and conditional.

An **unconditional covenant** is a promise where there are no obligations that need to be met. This covenant will be kept without one party doing anything at all.

Conditional covenants are promises with certain conditions. The covenant relies on someone doing or keeping their side of the covenant.

Commandments in the Bible

God saved the slaves from Israel and created a covenant with Moses.

The Decalogue is Greek for 'Ten Words'

These rules show how to love God and our neighbour.

You shall have no other gods before Me.

You shall make no idols.

You shall not take the name of the Lord your God in vain.

Keep the Sabbath day holy.

Honour your father and your mother.

You shall not murder.

You shall not commit adultery.

You shall not steal.

You shall not bear false witness against your neighbour.

You shall not covet.

Exodus 20

9

Creation and Covenant

Why do we have rules?

Are the Ten Commandments still relevant?

Christians try to live by the Ten Commandments.

These are the rules humans need to follow to live a good and happy life. And to live well with others.

Jesus explained the Old Testament commandments in the Sermon on the Mount. And how they can be used today.

Some people however say people need to follow the rules for the 21st Century.

Do rule limit our freedom?

We live our lives with the rules around us.

Some people would think life would be better without rules.

If school dropped rules for the day, it may be fun, but it would be short lived.

Creation and Covenant

Why do we have rules?

Are the Ten Commandments still relevant?

Relevant	Not relevant
<ol style="list-style-type: none">1. God's laws are eternal and apply for all of time, they cannot go out of date.2. No matter the time period people who feel envy are ruled by their desire for possessions, not their love of God.3. Christianity is the biggest religion in the UK and many of the laws of the land are based on the 10 commandments.4. 'New Problems' are the same old problems. Cyber-crime breaks the commandment to not steal.	<ol style="list-style-type: none">1. The commandments about respecting God are not important to people who do not believe in God.2. Keeping the Sabbath holy would be bad for business and inconvenient for people who have to shop on a Sunday.3. Society faces difficult problems now, such as cyber-crime which are not mentioned in the 10 commandments.4. Coveting what someone else has can give you the appetite to work hard so you can achieve something similar

11

Creation and Covenant

Why do we have rules?

Do rules limit our freedom?

Limit Freedom	Don't Limit Freedom
<ol style="list-style-type: none">1. We don't need rules, just examples.2. We can choose which role model lives the life we think is best, e.g. a Christian would follow Jesus.3. We have free-will, if God trusts us then we should not be limited with rules.4. Following rules means that sometimes we might have to do something that goes against what we feel is right, which limits our freedom.	<ol style="list-style-type: none">1. God's commands come from God's love. God wants humans to live in harmony and for all humans to be treated as Imago Dei. God wants humans to be free from harm, given by the rules.2. God is Omniscient (All-Knowing) so knows the values of life.3. We do have freedom – free-will, we can choose to follow rules or not.4. Without rules we have a state of chaos, this is not freedom.5. God wants humans to flourish and so has built order into creation.

12

Creation and Covenant

Conscience

Conscience is the God-given ability to know the difference between right and wrong

Humans were created imago dei, meaning they instinctively want to do what is right and avoid what is wrong

God has written His law on the heart, but the conscience needs to be informed to help make good choices

To inform our conscience requires practice and knowledge

Catholics inform their conscience by:

Studying the Bible

Study the Church's teachings

Praying

Being open to goodness

Examining their conscience

13

Creation and Covenant

Baptism

Baptism is one of **seven** sacraments of the Catholic Church.

Baptism is a **sacrament of initiation**, welcoming people into the Catholic Church.

Jesus was baptised by his cousin, **John the Baptist**. Jesus was revealed to all as God's Son.

Being baptised shows a commitment to following Jesus and becoming part of the mission of the Church.

Jesus instructed his disciples to 'make disciples of all nations, baptising them in the name of the Father, and of the Son and of the Holy Spirit.'

Symbols	Meaning
Welcome by name	Called by name by God
Exorcism prayer	Free person from original sin
Oil of catechumens	Strength to turn from sin
Baptismal Promises	Rejecting Satan and promising faith in God
Water	Washes away original sin and rebirth in Jesus
Oil of chrism	Signifies priest, prophet and king – role in Church
White garment	Purity
Candle	Reminds of Jesus' victory over sin and death

14

Creation and Covenant

Baptism

Baptism is for babies

Babies are born with 'original sin'.

All humans inherit the consequences of Adam and Eve's sin.

Saint Augustine believes baptising babies allows people to be cleansed of original sin as soon as possible.

This allows a baby to grow up and lead a holy life.

Catholics believe that a person who wants to become Catholic later in life can and will be baptised as an adult.

Baptism is for believers

Some Protestant Churches believe a baby cannot choose to believe in God and Jesus

A believers' baptism celebrates a baptism of a person when they are old enough to choose to be baptised

Jesus was baptised as an adult, so should other adults

A baby cannot sin, therefore there is no sin to wash away

15

Creation and Covenant

Love of neighbour

The Greatest Commandment

The Ten Commandments cover how to love God and love our neighbour.

Jesus taught the two most important commandments of all were to love God and love our neighbour.

The Good Samaritan

This is a parable told by Jesus to explain who our neighbour is.

The Good Samaritan is a person who sees beyond a person's differences to help someone in need.

Love is more important than any other religious rule.

Fratelli Tutti

Fratelli Tutti is an encyclical written by Pope Francis. Catholics should love and care for others, no matter who they are, or whether they know them or not. Pope Francis expressed the following:

Humans must put **human dignity** at the heart of everything

Humans must be like the **Good Samaritan**

Love should be shared at the **heart of society and politics**

Humans should work for **peace** and **challenge prejudice and discrimination**

16

Prophecy and Promise

Some humans were set apart to bring people closer to God.

Prophets speak the word of God and proclaim God's messages.

God **inspires** the prophets to speak only what is good and true.

All prophets speak unique proclamations to help humans understand God fully.

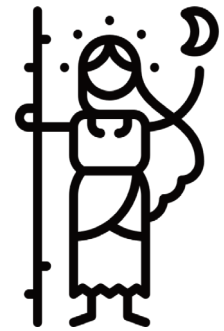
Amos is one of these prophets, who was chosen by God to bring **justice**.

Advent is a period that is important for prophecy.

Messianic prophecies talked about the coming of the Messiah.

Catholics today must also act as prophets too.

God **inspires** people to speak God's word in the world today.



17

Prophecy and Promise

Key words

Prophet	A person anointed by God and inspired by God through the Holy Spirit to share God's messages
Prophecies	God's messages for the world, consisting of warnings, encouragements or predictions
Messiah	The 'anointed one', interpreted by Jewish people to be a future leader; for Christians, the Messiah is Jesus
Social Justice	Ideas about fairness in society, where all humans rights are respected and discrimination is not tolerated
Repentance	Showing you recognise and regret a mistake
Atone	To do something to make up for, or repairs, the damage done because of wrong behaviour
Righteousness	The quality of being morally right and faithful to the law of God
Idolatry	Worshipping a statue or image in place of God
Covenant	An agreement or promise between two or more people
Parable	A simple story to illustrate a spiritual or moral lesson
Amos	A prophet who warned of divine judgement for sinners
Ministry	The work a person carries out to spread the word of God; also the work Jesus carried out to spread the word of God in the three years between his baptism and crucifixion

18

Prophecy and Promise

Prophetic Texts

Prophets share God's messages with humans.

Prophets make **prophecies** which includes warnings, encouragements or predictions.

Some prophecies are based on the coming of the Messiah

Prophetic texts follow the same pattern of call, message and fulfilment.

A prophet is **called** by God.



Prophets are inspired by God through the Holy Spirit. All prophets must spread the **message** given to them by God.



The Holy Spirit drives the prophet to put aside their own needs and pass on the **message** that humans need to hear.



Prophecies share what will happen and God **fulfils** these predictions.

God keeps promises to humans and humans are expected to do the same.

19

Prophecy and Promise

Messianic Prophecies

The Messiah is the anointed one sent by God.

For Christians, this person will bring salvation for humans.

For Jewish people the Messiah will be a future leader.

Messianic prophecies tell what the Messiah will be like and what they will do.

For Catholics, the Old Testament prophecies of the Messiah are fulfilled in the work and action of Jesus.

20

Prophecy and Promise

Isaiah 11:1-6

11 A shoot will come up from the **stump of Jesse**; from his roots a Branch will **bear fruit**. 2 The **Spirit of the Lord will rest on him**— the Spirit of wisdom and of understanding, the Spirit of counsel and of might, the Spirit of the knowledge and fear of the Lord— 3 and he will delight in the fear of the Lord.

He **will not judge** by what he sees with his eyes, or decide by what he hears with his ears; 4 but with righteousness **he will judge** the needy, with **justice** he will give decisions for the poor of the earth...

6 The **wolf will live with the lamb**,
the leopard will lie down with the goat,

What does it mean?

1. New life and hope will come from a descendant of Jesse. Christians believe this is Jesus.
2. To 'bear fruit' could mean this descendant will have many children or followers, or that they will do Good Works. Like Jesus.
3. This person will be spiritually connected with the Holy Spirit and have the knowledge and guidance of God. Jesus does this as part of the Trinity.
4. The ruler will be wise, powerful, just and without sin: Jesus is the perfect human who shows justice and mercy in all he does.
5. This person will bring about an age of peace where even predators will be at peace with prey. Jesus taught forgiveness and tolerance.

21

Prophecy and Promise

Jeremiah

Jeremiah was a prophet in the Old Testament.

He wrote about social justice, making sure society was fair and humans were respected.

Another area Jeremiah wrote about was idol worship.

Jeremiah called people to repent for their wrongdoings.

Call

Jeremiah was chosen by God to deliver messages to God's people.

Jeremiah did not believe he was up to the task, but God promised to work through him.

Message

God gave Jeremiah a specific message and task to perform.

Fulfilment

It was predicted that Jerusalem would fall. The city was attached and destroyed.



22

Prophecy and Promise

Amos

Amos

Who was he?

A prophet of the Old Testament

Lived a simple and humble life

A shepherd and farmer

Had a heart for the voiceless and oppressed

Wanted to bring all people back to God

Showed faith because:

Did not know how to be a prophet, just did it

Spoke about the **corruption** of people directly to them

Holds people accountable for their actions

He went to a foreign country to speak God's word

He risked his life questioning people's actions

"I'm not a professional prophet...
...I'm just a shepherd, and I take care of sycamore-fig trees...
...the Lord called me away from my flock and told me,
'Go and prophesy to my people in Israel.'

Amos 7

"The people of Israel have sinned again and again,
and I will not let them go unpunished!
They sell honourable people for silver
and poor people for a pair of sandals.

Amos 2

Meaning of Amos

God has called Christians not only to be in relationship with Him but also to be in relationships with others

Both the physical and the spiritual needs of people matter in God's scheme of justice

23

Prophecy and Promise

Amos' messages

Repentance

God calls people to a path of righteousness

Showing love of God will strengthen relationships with God

God wants to forgive people, so they must repent and atone for their sins

Care for the Poor

Rich people have been seen to take advantage of the poor and vulnerable in the Bible

Prophets warn people to stop acting this way

Amos accuses the rich as treating people in poverty as objects

Amos calls for a radical change in attitude towards the poor

Criticising 'external religion'

Amos criticises people practicing religion for show

Some people had fallen into idolatry

Others were not depending on God and not following the covenants

Warnings

Prophecies contain warnings about what will happen should bad behaviours continue

They also offer promises of God's continuing love if they turn back to God

Prophetic Images

Many people at the time of Amos were illiterate.

Images and symbols helped to engage audiences to pass on messages from God.

24

Prophecy and Promise

The Faithful Few

Remnants of God's community in the Old Testament

When God feels people are not acting as they should, God sends a judgement. This is often through a prophet. Much of the community is sent away or destroyed. This is a cleansing effect, only the faithful are allowed to remain so God's people are preserved. E.g. Noah's ark.

Amos and the remnant of Joseph

Amos explained how God was unhappy with disobedience of the Jewish people. God shows clearly what needs to be done to rebuild a relationship.

Amos and the remnant of Joseph

Catholics believe the 'remnant of Joseph' are those people who accept that God gives and show true, renewed obedience to God and the covenants. God wants true repentance and obedience, not the external religion people thought they could use to get to God.

The restoration of the remnant of God's people

As the Old Testament prophets show, God brings destruction on several occasions. Catholics believe God is acting as a Just and Fair judge. God has taught humans that we need to fix broken relationships and so the remnants are offered another chance. God will bless these people.

25

Prophecy and Promise

God as a Judge

Old Testament

God is a God of judgement who is just and fair.
People are judged on their actions in life.
Covenants are relationships God has created with humans.
Humans must do certain things to keep their part of the covenants with God.
God judges people who do not fulfilling their covenantal responsibilities.
God passes judgement on all people when:
God is rejected
People repent
God judges everyone

How does Amos show God as a judge of all nations?

Prophets show that God will judge all people on their actions not just the 'chosen people', because all people can choose to live and act well.

Amos was a prophet of social justice and God condemned in justice.

Catholics believe God is a universal and fair judge:

1. No one is above judgement, God created everyone
2. All humans have a responsibility to live as God wants them to
3. God will punish people to teach them a lesson in the hope they will be better.

26

Prophecy and Promise

Elijah

Elijah means "Yahweh is my God"

He lived alone in the desert

God sent him to guide people out of corruption and suffering

Performs 'miraculous acts' because of his faith in God

Challenged behaviour of the people at the time who were worshipping many gods

Elijah saw that people must abandon beliefs in many gods and worship the one, true God

Repent of their sins

Show a good moral attitude to worship and behaviour

Answer me, O Lord,
answer me, so these people will know that you, O
Lord, are God,
and that you are turning their hearts back again.

1 Kings 18

27

Prophecy and Promise

John the Baptist

Prophet

John the Baptist, a cousin of Jesus, is the conclusion of the Biblical prophets.

John prepared the world for Jesus.

John the Baptist was the son of Elizabeth and Zechariah. God blessed them with a son.

Call

An angel came to Zechariah to inform him about Elizabeth's pregnancy.

The angel told Zechariah that the baby would prepare the way for the Messiah.

Message

Zechariah was filled with the Holy Spirit.

His son was to teach about God's judgement, the forgiveness of sins and the importance of repentance.

Fulfilment

John baptised many people in the River Jordan.

John makes prophecies of Jesus' approach.



28

Prophecy and Promise

Lay people as witnesses to Christ

Jesus' Mission

Jesus was sent by God to complete a mission.

Jesus' mission had three parts: priest; prophet; king.

A **priest** is a mediator, or bridge, between God and humans



A **prophet** is a messenger sent by God and who speaks for God



A **king** is a person who has supreme authority over a territory



Lay people as witnesses

Through Jesus, God has given us the perfect Priest, Prophet and King through Jesus

Christians are called to be **priest, prophet and king**

A Christian can be a priest by participating in Church services and reading scripture

A Christian can be a prophet by showing God's care and bringing God's love to the world

A Christian can be a king by leading by example and being a servant to others

Prophecy and Promise

Advent

Advent is a period of waiting and preparation.

It is the first season of the liturgical year.

Advent means 'coming'.

Advent reminds us of the sacred meaning behind Christmas.

Advent Wreath

Purple

Colour of Penance – being sorry for doing wrong

Colour of Royalty – reflecting the kingship of Jesus

Pink

Colour of Joy and celebration

A break from penance

Candles

Guidance that Christ's life provides

Christ is the light that overcomes darkness

Green

Evergreen leaves show everlasting nature of our life

Circle

No beginning and no end to the shape

Signifies the eternal nature of God

Themes

Peace of Christ and peace for the world

Hope that comes from Christ and hopes for the world

Joy from knowing Christ and role of sharing joy in the world

Love that we receive from Christ, role of loving others

Prophecy and Promise

Superstitions

Superstition – when someone places faith in magic or luck in the belief they can influence or control events.

What does 'knock on wood' mean?

This is to stop something bad from happening. Or so that something good happens. This comes from pagan tradition to knock on a tree to awaken the god inside to help them with good luck, or to knock out an evil god who would bring about bad luck. Christians have since taken over the tradition as saying they are knocking on the wood of the cross as Jesus died for us.

What does crossing your fingers mean? (For good)

Medieval Christians started to cross their fingers to symbolise the cross of Jesus. This would then be a blessing to themselves or friends. This eventually became linked to good luck as you have asked for Jesus' protection.

What is palm reading?

The earliest known palm reading is from ancient India and was used as a way to try and tell the person's future. There has never been any scientific facts linked to this.

What is a horoscope?

Ancient Greek for time observer, the Zodiac's were first published 1,800 years ago. As a way to try and predict a person's future from the stars and planets alignment. It lacks scientific evidence.

Catholic Church

It depends on why you are doing the superstition. If the reason takes away from God's power, or goes against God, or you have more faith in it than God, then it is wrong. If it links to God and you are calling on God to help you, then this would be fine.

31

Prophecy and Promise

Christmas Carols – 12 days of Christmas

1559 – 1829 – It was illegal to be Catholic in England

People were still secretly Catholic, and the 12 days Christmas Carol was created to pass on Catholic teaching to children.

12 days of Christmas

On the twelfth day of Christmas my true love gave to me

Twelve drummers drumming,
eleven pipers piping
Ten lords a-leaping,
nine ladies dancing,
eight maids a-milking
Seven swans a-swimming,
six geese a-laying,
five gold rings,
Four calling birds,
three French hens
Two turtle doves
and a partridge in a pear tree

Meanings

1. Jesus on the Cross
2. Old and New Testament
3. Theological virtues – Faith, Hope and Love
4. The Gospels
5. The first 5 books of the Bible
6. Days of Creation
7. Gifts of the Holy Spirit
8. Beatitudes
9. Fruits of the Holy Spirit
10. Commandments
11. Faithful Disciples
12. Points of Doctrine in the Apostles Creed

32

Galilee to Jerusalem

Jesus began his ministry aged 30.

His ministry spanned three years.

Jesus proclaimed the **Kingdom of God**.

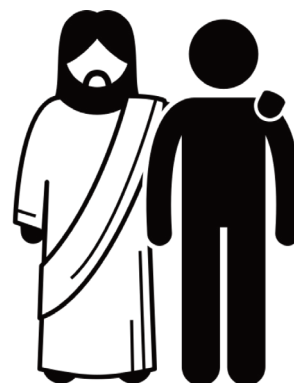
He taught **parables**, performed **miracles**, and taught people how to live as God wanted them to.

The Kingdom of God is available to all.

Catholics try to bring the Kingdom of God into fruition through their actions in the world.

Catholics donate to charities and follow the work of people who have lived by high moral standards.

Jesus' teachings begin with unconditional love.



33

Galilee to Jerusalem

Key words

Literal sense	The meaning of the text as the author intended it to be
Moral sense	The understanding a Christians takes from a scriptural text about how to live a good and holy life
Parables	Simple stories used to illustrate a spiritual or moral lesson
Messiah	The 'anointed one', interpreted by Jewish people to be a future leader; for Christians, the Messiah is Jesus
Miracles	Astonishing events that can only be attributed to divine power. Jesus' miracles were signs of the presence of the Kingdom God on Earth
Mercy	Demonstrating forgiveness and empathy towards others
Covenant	An agreement or promise between two or more people; God made promises with Abraham and Moses
Atonement	To do something that makes up for, or repairs, the damage done as a result of wrong behaviour
Heaven	An eternity in God's presence
Hell	The eternal absence of God's presence
Preferential option for the poor	God shows love for people who are living in poverty or are vulnerable.
Kingdom	The spiritual realm over which God reigns as king and the fulfilment of God's will on earth

34

Galilee to Jerusalem

Reading Scripture

The Catholic Church gives guidance through interpreting scriptures and comes to conclusions that it writes in the **Catechism**.

Catholics believe the Bible is true, but it needs to be read and interpreted to find the truth.

Catholics are encouraged to read the Bible and be inspired by it.

Catholics believe the Bible can be read and interpreted in layers or 'senses'

These senses are **literal** and **spiritual**.

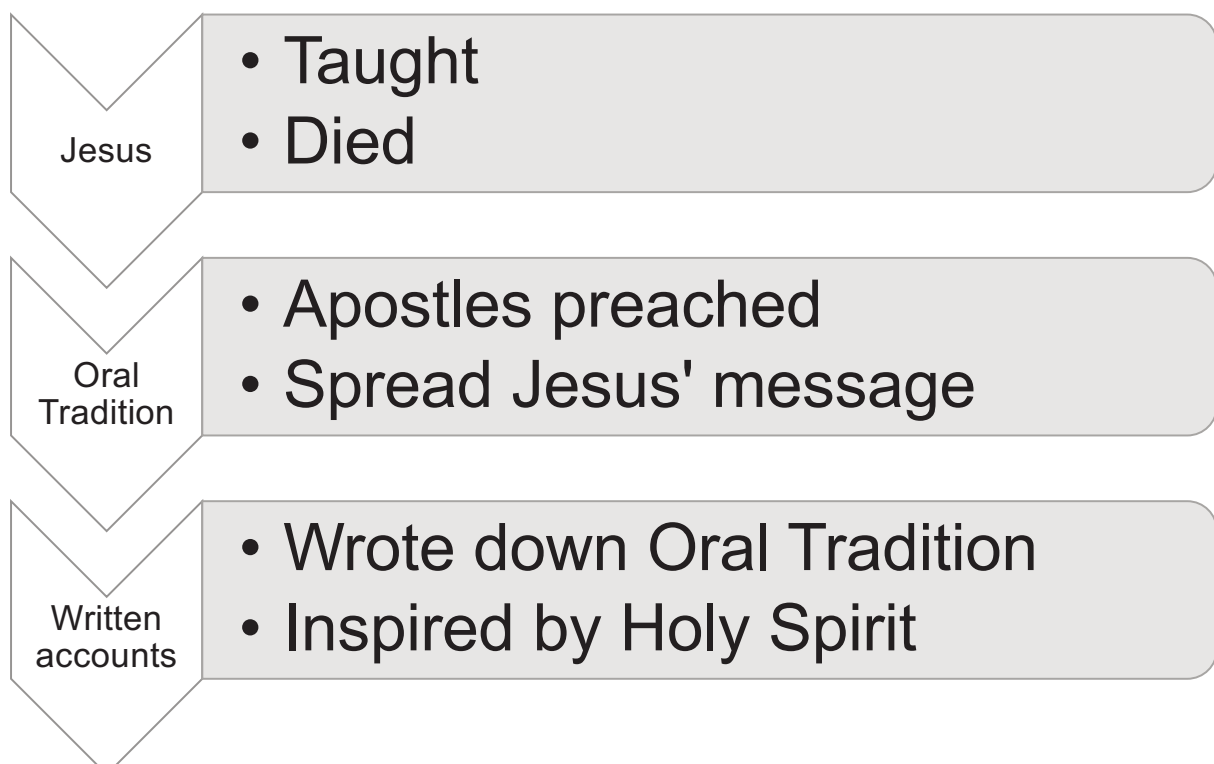
Literal sense means what the human authors wanted to say through their text.

Spiritual sense is what God wanted to reveal through the writings of the authors.

35

Galilee to Jerusalem

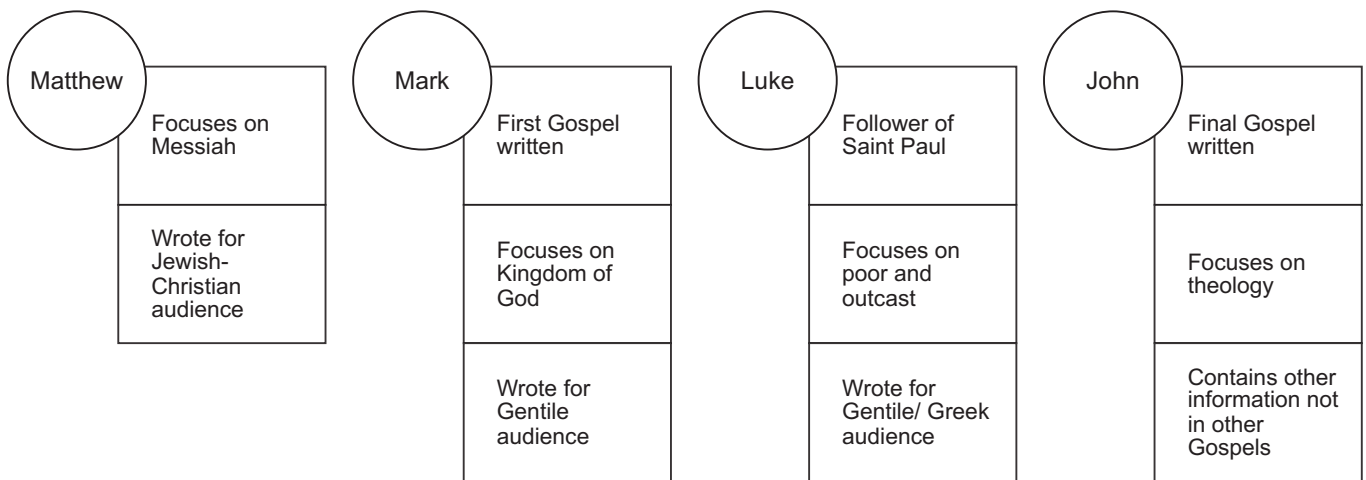
Stages of Gospel Writing



36

Galilee to Jerusalem

Gospel Authors



Galilee to Jerusalem

Kingdom of God

Kingdom of God

Jesus spoke of a time when all humans do what God wants

Indicator of humans doing what God wants.

A time on earth when all people follow God's commandments.

Jesus taught through miracles and parables about the Kingdom of God.

Catholics today spread the Kingdom through their work in the Church.

Who can enter the Kingdom of God?

Anyone can enter the Kingdom of God.

Jesus ministered to all groups of people.

Jesus healed the sick, spent time with sinners, women, neglected.

Faith is important, not social status.

'The kingdom belongs to the poor and lowly, which means those who have accepted it with humble hearts. Jesus is sent to "preach the good news to the poor" and make active love toward them the condition for entering his kingdom.'

Catechism of the Catholic Church 544

Galilee to Jerusalem

People on the Margins

Jesus showed care to everyone. These groups in particular that Jesus showed special attention to.

Sinners

Anyone who broke the rules given to Moses in the Old Testament was a sinner.

Some of these would lead to punishment from Jewish Authorities.

Jesus taught that mercy should be shown to all.

Ritually Impure

Some commandments were linked to spiritual cleanliness.

Jesus helped those who were 'ritually impure' by showing them mercy and compassion.

The Sick

In Jesus' time, sickness meant illness or disability.

These were seen as a punishment from God.

Jesus healed those who were sick, physically and spiritually.

Women

Women tended to stay at home and focus on domestic chores.

Jesus showed the value of women through his followers. Women bore witness to Jesus' ministry and resurrection.

39

Galilee to Jerusalem

People on the Margins

The Neglected

Some people in Jesus' time were neglected just because they were old, poor or lacked family.

They were not necessarily badly treated, but ignored by society.

Jesus watched those people and identified that their faith and humility was more valuable than anything else.

40

Galilee to Jerusalem

How did Jesus reach out to gentiles?

What was life like in the time of Jesus?

Romans were in control of Judah. Many Jewish people faced persecution under Roman Rule and resented their presence. The covenant with Abraham says the land belongs to the Jewish people, however, the Roman's being in charge of the area did not keep this idea. This led to tension between Jewish and non-Jewish people. Many people expected Jesus to focus only on Jewish people.

The Syrophenician Woman's faith

Jesus travels to a non-Jewish area and a gentile woman (non-Jewish) begs Jesus to help her daughter. Jesus says his help and message is available to all.

What does the story reveal about Jesus?

Jesus message is not exclusively for one group of people, he wants the whole of humanity to have the chance to know God.

This also shows how Jesus accepts women. The woman approached Jesus and did not act in a 'womanly way'. Jesus also speak to her as if she is an equal.

What do Jesus' actions reveal about the Kingdom of God?

At the time of Jesus, his actions to women and gentiles would be controversial. Today we should challenge the unfair treatment of others. The Kingdom of God is open to all.

41

Galilee to Jerusalem

Parables

Parables are stories told by Jesus to teach humans how to live.

Jesus uses things people know about to explain things they do not know about.

The Parable of the Sower

This is a parable about the growth of God's Kingdom on Earth.

Jesus shows that people hear the word of God but respond differently to His call.

The Parable of the Prodigal Son

This is a parable about mercy.

God will always welcome back people who atone for their sin.

42

Galilee to Jerusalem

Eschatology

Catholics sometimes refer to the four last things: death, judgement, heaven and hell.

Eschatology is the study of the end times.

Jesus taught a parable about what will happen to all humans based on how they've behaved in life.

The Parable of the Sheep and Goats

God will separate humans like a shepherd separates sheep and goats.

This parable teaches God judges our actions and inactions.

Helping someone in need is like helping Jesus.

Ignoring someone in need is like ignoring Jesus.

All humans are created imago dei and therefore should be treated with dignity.

43

Galilee to Jerusalem

Miracles

For Christians, Jesus' miracles are proof of his role as the Messiah.

Power over Evil

Jesus speaks with demons sends them out from a human and puts it into animals.

Raising to Life Miracles

Restoring life to the dead

Jesus understands the deepest working of Nature

Jesus is Master of creation

Nature Miracles

Jesus controls or manipulates items of nature

Jesus understands the deepest working of nature

Jesus is Master of creation

Healing Miracles

Involves the restoring of health, mental or physical

Actions are beyond human understanding or ability

Jesus is Master of humans

44

Galilee to Jerusalem

Healing Miracles

Sickness in the time of Jesus covered a variety of issues.

In the Old Testament, physical punishments were often given to those who disobeyed God.

Jesus' actions contrasted with these beliefs.

Jesus taught that everyone has dignity and is deserving of God's love.

The Healing of the Paralysed Man

Jesus told a paralysed man to stand up.

Jesus was not afraid to challenge ideas about how ill or impaired people are treated.

Jesus had the power to forgive.

His miracles were a gift of grace given to those who were marginalised.

45

Galilee to Jerusalem

Bringing the Kingdom of God

Everyone can enter the Kingdom of God.

Anyone who accepts Jesus and lives like Jesus teaches can go to Heaven.

Jesus taught sermons about our moral behaviour.

Catholics focus on 'the preferential option for the poor'.

Those who are vulnerable or live in poverty should be placed first.

Missio

Missio complete missionary work around the world.

It is a Catholic charity who helps anyone who is in need.

Catholics may have a small, red Missio donation box in their homes.

46

Galilee to Jerusalem

The Anointing of the Sick

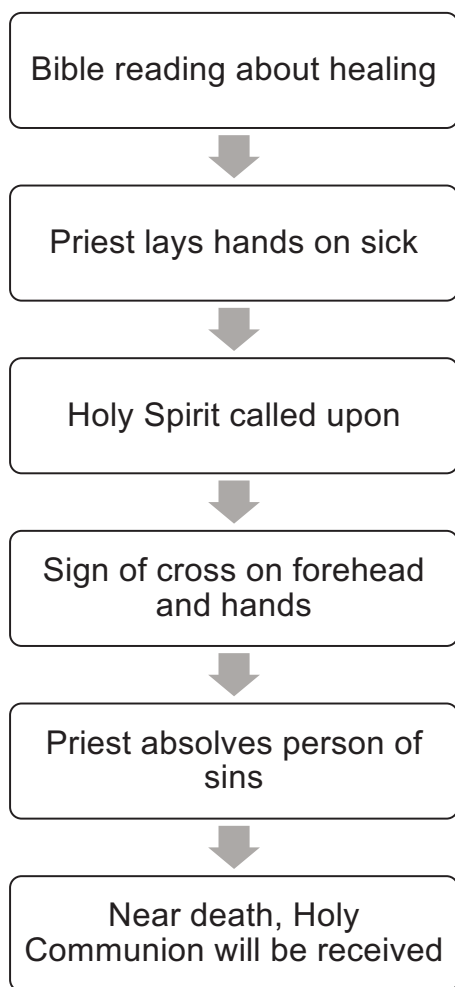
Anointing of the Sick is a sacrament for any Catholic who is seriously ill.

The priest acts as the person of Christ.

Jesus has the power to heal through the priest, just as He healed in the Bible.

The Sacrament can be received at home, in hospital, in Church.

A person can receive this sacrament more than once.



47

Galilee to Jerusalem

Catholics called to help Refugees

The refugee and asylum crisis: an ethical issue

The world has seen an increasing number of refugees.

In 2023 it was estimated 108 million people had been forced from their homes.

War and unjust treatment in home countries are two reasons why people would leave their home. But this does not come without risk: Families can be separated, individuals cannot remain in work or earn money, less access to medical care and education, difficulties finding a new home.

Refugees have received mixed feelings. Only 24% of refugees are hosted by high income countries and can face discrimination.

How does the care of refugees link to Jesus' teachings?

There have always been refugees.

Jesus himself was a refugee as a baby.

Being a refugee can cause barriers between people.

Jesus demonstrated by his actions no matter the differences everyone should receive God's word and love

48

Galilee to Jerusalem

Catholics called to help Refugees

What can Catholics do to help?

Pope Francis set an example to Catholics in 2016. He took in three Muslim, Syrian refugee families to live with him in the Vatican.

Pope Francis referred to this as 'a drop in the ocean', knowing that there were still many more families without a stable home.

Pope Francis encouraged Catholics to welcome refugees and to be host families too, where possible.

They can also:

1. Raise awareness of or support charities focused on helping refugees.
2. Come together as a community to sponsor a family in need.
3. Being friendly and welcoming to families when they arrive in the UK. Eg. Helping refugee children to settle into a new school in a new country.

49

Desert to Garden

Why do we suffer? What is its purpose?

Suffering is all around us, within the natural world and in our lives.

The Bible authors tried to make sense of why humans suffer.

Jesus suffered throughout his life, but especially at the end.

Jesus' suffering means that God understands and has experienced human suffering.

This inspires Christians in their daily lives to face their struggles, as Jesus faced his.

Lent is a period of fasting, where Christians prepare for Easter.

Catholics also repent and ask for forgiveness for their sins.

Asking for forgiveness also shows that God's love can be brought to others.



50

Desert to Garden Key Words

Key Word	Definition
Suffering servant	a figure who experiences profound suffering, is rejected by humanity, and is ultimately exalted
Passion	strong and barely controllable emotion, also the suffering and death of Jesus
Suffering	the state of undergoing pain, distress, or hardship.
Lent	(in the Christian Church) the period preceding Easter, which is devoted to fasting, abstinence, and penitence in commemoration of Christ's fasting in the wilderness. In the Western Church it runs from Ash Wednesday to Holy Saturday, and so includes forty weekdays.
Fasting	abstain from all or some kinds of food or drink, especially as a religious observance.
Almsgiving	the practice of giving money or food to poor people.

51

Desert to Garden Key Words

Key Word	Definition
Prayer	a solemn request for help or expression of thanks addressed to God or another deity.
Triduum	'Triduum' is a Latin term (meaning three days) used by the Catholic Church to denote the three days from the evening of Holy Thursday to the evening of Easter Sunday.
Sacrament of Penance (Reconciliation)	a Catholic sacrament where individuals confess their sins to a priest, express remorse, and receive forgiveness from God
Problem of evil	a philosophical and theological challenge that arises from the existence of suffering and evil in the world, particularly when considered in the context of a belief in a perfect, all-powerful, and all-knowing God

52

Desert to Garden

Suffering

Evil and suffering are unpleasant, destructive and harmful experiences that humans face.

Catholics believe that God is good and powerful.

They believe that suffering must be a part of the human experience.

Some Christians think evil is a result of **Original Sin**.

Original Sin is the sinful nature of all humans, where humans misused their free will.

All humans have to atone for their sins.

Types of evil and suffering

Physical evil includes uncontrollable natural events, sickness, accidents or poverty.

Moral evil is caused by a conscious human action.

Physical suffering is the suffering of our body which results in pain.

Mental suffering are types of suffering that we may not see but is very much felt.

53

Desert to Garden

The Purpose of Suffering

Punishment for sin	Calling to conversion	Mysterious	Redemptive
<ul style="list-style-type: none">• St Augustine• Consequence for disobeying God	<ul style="list-style-type: none">• King David• Sin caused David to call out to God• Suffering led David to change	<ul style="list-style-type: none">• Job• Job is an obedient, good man• Suffering is something humans cannot understand, like God	<ul style="list-style-type: none">• Isaiah• Suffering may allow us to help others• Messiah will bear great suffering to restore humans to God

54

Desert to Garden

Jesus' Suffering

Jesus experienced moral and physical suffering at the end of his life.

The suffering of Jesus on the lead up to his death is known as the **Passion**.

Physical suffering

Jesus is spat at, punched, slapped by others.

He is scourged.

He carries his cross to Golgotha.

Jesus died on the cross.

Moral suffering

Jesus' disciples don't stay awake to help him pray.

False accusations are made against Jesus.

He is mocked when he is given a crown of thorns.

The crowds turn against Jesus and chose to free a criminal instead of Jesus.

55

Desert to Garden

Jesus is the Suffering Servant

Isaiah prophesied that the Messiah would take on the form of a humble servant.

This servant would die for the sake of humankind.

There are clear connections between Isaiah's prophecy and the end of Jesus' life.

Catholics believe that Jesus' suffering is an act of **service**.

'He was despised and rejected by men.'

Isaiah 53:3

'But he was pierced for our transgressions;

He was crushed for our iniquities;

Upon him was the chastisement that brought us peace,

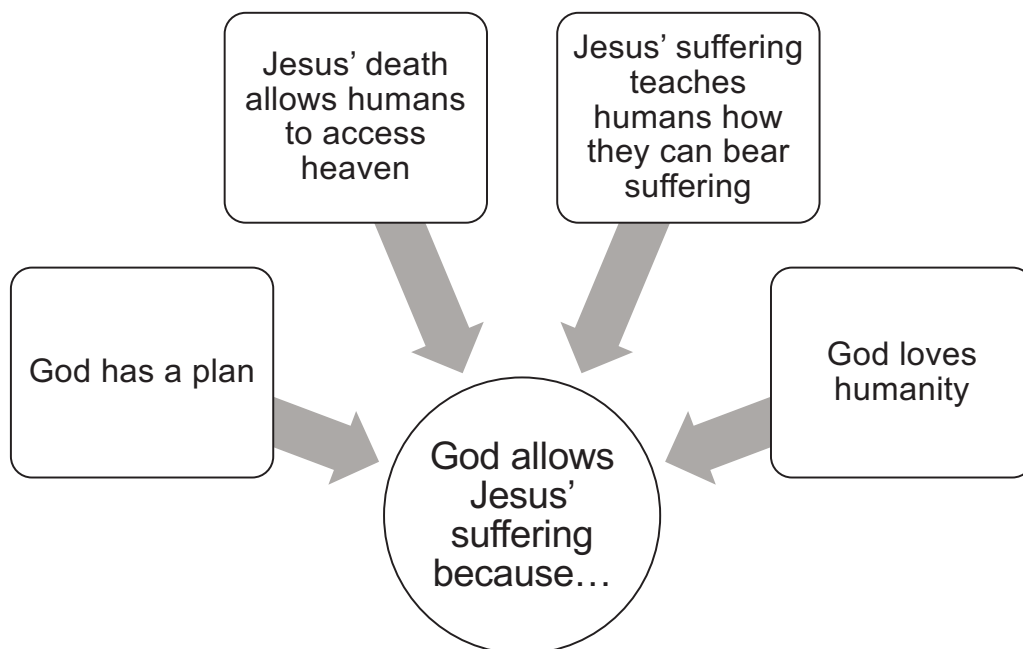
And with his wounds we are healed.'

Isaiah 53:5

56

Desert to Garden

Jesus' suffering and God



57

Desert to Garden

Lent

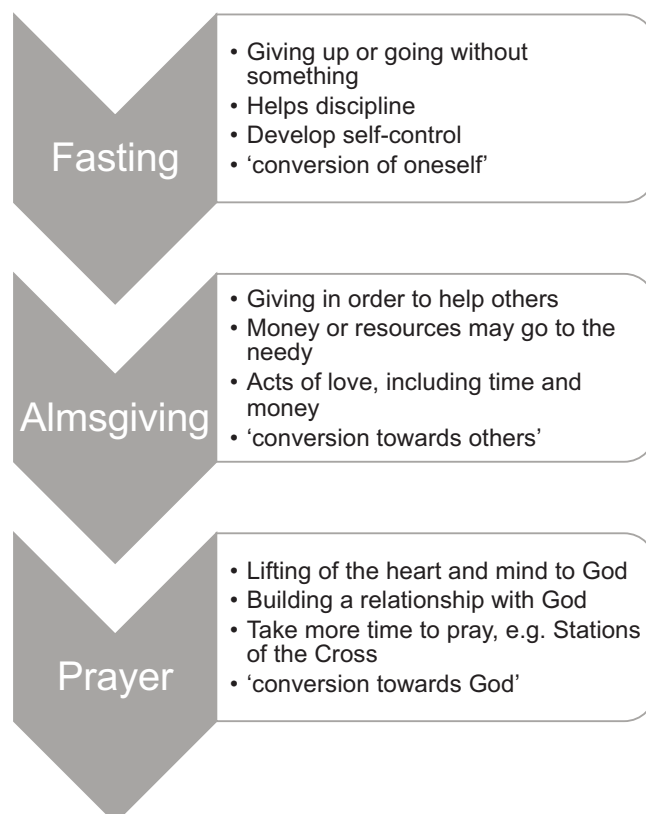
Lent is the period of prayerful preparation for Easter.

Christians may prepare for Easter by 'giving up' something for Lent.

They remember the time that Jesus spent 40 days and nights in the desert, fasting.

Catholics prepare by **fasting**, **almsgiving** (charity) and **prayer**.

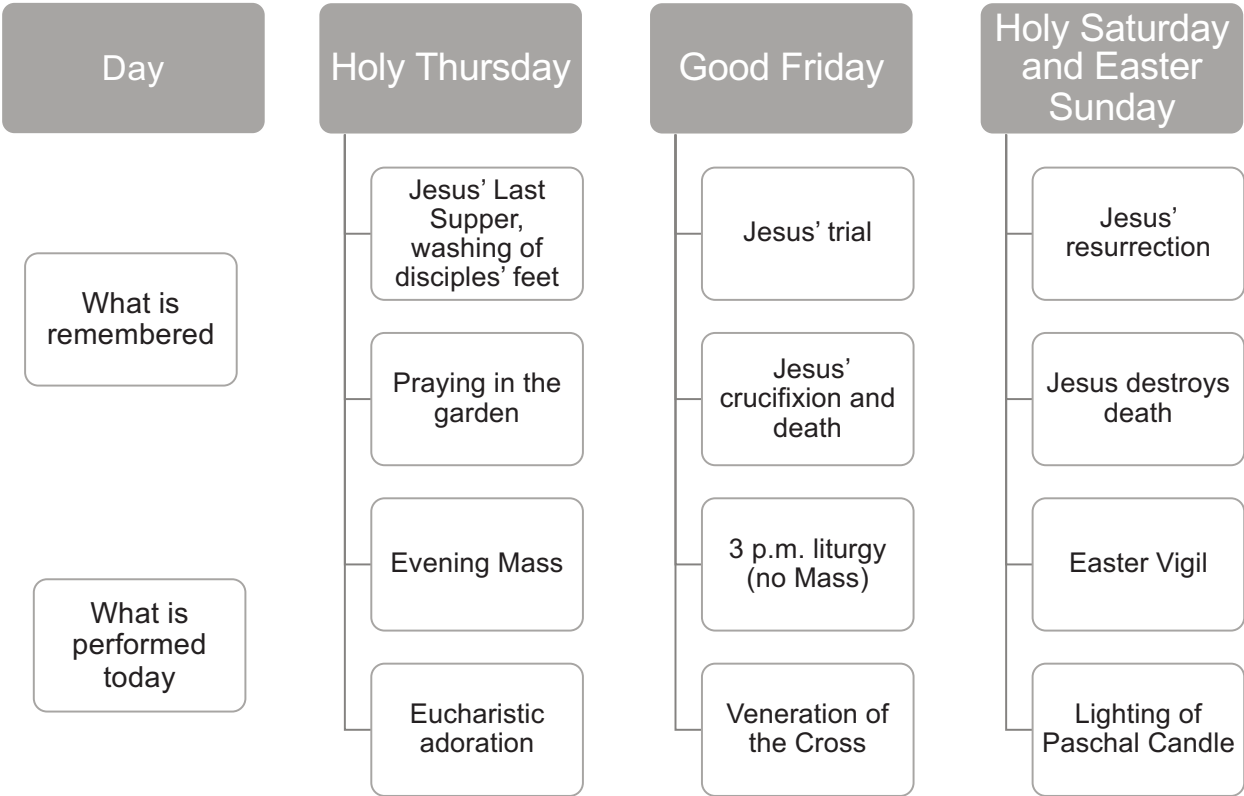
Catholics are also encouraged to repent.



58

Desert to Garden

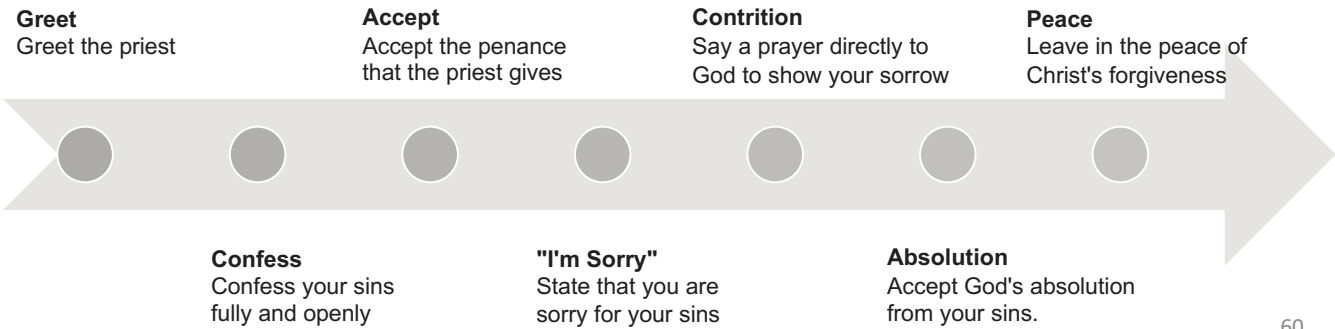
Easter Triduum



Desert to Garden

Sacrament of Reconciliation

- Gives space to examine your **conscience**
- Allows the person to take responsibility for their sins
- Speaking sins allowed takes ownership of actions
- Promotes a desire to change and adapt a way of life
- Penance tests resolve by completing atonement tasks
- Absolution comes from God, not the priest



Desert to Garden

The Impact of Reconciliation

When we do something wrong, we experience feelings of guilt.

Guilt is a feeling of regret and shame that can affect our relationships.

Sin doesn't just affect humans, but their relationship with God.

Reconciliation offers an opportunity to repair their broken relationship with God.

Many Catholics make an effort to receive the sacrament during Lent to try to become closer to God and others.

Effects of the Sacrament

Lift the burden of sin

Repairs damage done

Gives assurance of God's love

Talk through struggles with a priest

Comfort for repairing relationship with God

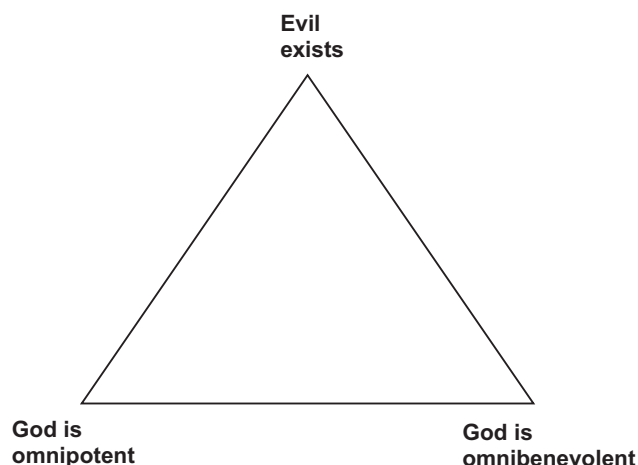
61

Desert to Garden

Why does God allow suffering?

Why is evil and suffering problematic?

Evil and suffering in the world is a challenge to religious faith. Some people say that they can't believe in God as if He were to exist, then there should be no evil and suffering.



Inconsistent Triad

The Triad states that God is:

Not omnipotent:

If He is omnibenevolent then He wouldn't want humans to suffer but they still do, so He doesn't have the power to stop evil.

Not omnibenevolent:

If He is omnipotent then he has the power to stop suffering but He doesn't, so He doesn't care about humans suffering.

For Mackie it goes further. If God isn't omnipotent or omnibenevolent, then He doesn't exist.

62

Desert to Garden

Responses to the Problem of Evil

Saint Augustine

- Augustine states that evil is not a created thing as God only created good. The **Privation** of Good.
- When it is in an appropriate amount, evil helps people to appreciate all the good things in life.
- God is so powerful that He can bring good out of evil.
- Evil can make us better people.

Saint Irenaeus

- Humans suffer because of choices made by people who misused their free will.
- He also said that God permitted this alongside physical and natural evil because there is a benefit to suffering.
- When humans suffer or see suffering, they develop good qualities such as resilience or empathy
- The development of good qualities helps people to grow closer to God.

63

Desert to Garden

Responses to the Problem of Evil

C S Lewis

- Uses the analogy of a sculptor using a sharp chisel to make a beautiful statue out of marble.
- The chisel will hurt, just as human experience moral and physical suffering
- With every move of the chisel, the statue becomes more perfect and beautiful
- God uses suffering to bring about something more perfect

Salvifici Doloris – Pope St John Paul II

- Pope John Paul II gives answers to the role of suffering in the world.
- Suffering is hard, difficult, but vital in building our character.
- Suffering is part of having love, to have love we must be ready to suffer.
- We may not know the fullness of suffering due to us not knowing the fullness of God.

64

Desert to Garden

The Mizen Family

Margaret, Barry and Jimmy Mizen

- In London, 10th May 2008, Jimmy the 8th child of Margaret and Barry turned 16.
- He went out to buy his first lottery ticket and was murdered in a brutal and unprovoked attack in the local bakery by another teenager who lived in the same.
- One of his older brothers was there and his father managed to get to the bakery and hold Jimmy as he died.

Margaret and Barry

Margaret and Barry go around the country re-telling their story in schools, churches, prisons and places of work.

They tell the story of Jimmy and how they forgave his killer.

They forgave the killer due to their strong Catholic faith. God strengthened and helped them through Jimmy's death.

They do not want to interact with the killer but refuse to feel anger and hatred.

65

To the Ends of the Earth

This topic looks to God's final answer to the mystery of suffering, which is the promise that all suffering will ultimately be overcome by God's love; death will be defeated and we shall look upon God face to face.

Looking at scriptural passages that provide the basis for a belief in the Resurrection and the hope of eternal life: one of the accounts of the Resurrection from the Gospels and St Paul's explanation of the centrality of the resurrection of the body to Christian belief in his letter to the Church in Corinth (1 Cor 15).

Catholic beliefs concerning the resurrection of the body and life everlasting, including the four last things.

The main elements of a Catholic funeral rite within a Requiem Mass, understanding

its significance and the ways in which it reflects Catholic beliefs about resurrection and the hope of immortality.

Compare the Catholic understanding with the beliefs of other religious people about life after death and with those who reject the existence of an immortal soul entirely. They will also consider the ways in which Catholic funeral customs overlap with other.



66

To the Ends of the Earth Key Words

Key Word	Definition
Resurrection	Someone coming back to life after dying
Death	The end of life, the brain stops working
Judgement	God's evaluation of humanity, ultimately determining their fate after death, whether in Heaven or Hell
Heaven	the ultimate destination for believers after death, a state of eternal happiness and union with God
Hell	the place or state of eternal punishment for those who have rejected God's love and forgiveness
Purgatory	a state of purification for souls after death, before they can enter heaven

67

To the Ends of the Earth Key Words

Key Word	Definition
Funeral Rite	a funeral rite is a service commemorating the life of the deceased and affirming belief in the afterlife. It's a liturgical celebration of the Church that affirms faith in the resurrection of the dead and the hope of being reunited with loved ones in Heaven. The funeral rite also provides comfort and support to the bereaved.
Requiem	a Mass, a religious ceremony, or a musical piece, all intended to honor and remember the deceased

68

To the End of the Earth

Resurrection in the Bible

Saint Luke

An evangelist: someone who spreads the Good News about Jesus. Luke did this through his Gospel. Luke never met Jesus and wrote his Gospel around 85-90 AD. He was a doctor who travelled with Saint Paul and converted to Christianity. Luke wrote for gentiles with special emphasis on the marginalised and women.

Resurrection of Jesus

None of the resurrection stories describe the actual resurrection.

Resurrection of Jesus

Jesus had risen already by the time the followers found out.

Women are the first to find out Jesus was resurrected.

At first the women are rebuked as Jesus had told them what to do.

It shows how even Jesus' closest disciples misunderstood him.

The women were not really believed except by Peter who ran out to see.

69

To the End of the Earth

The Empty Tomb

The Empty Tomb

The Gospels show a number of details that are significant for Catholic belief in the resurrection:

1. The stone was rolled away – A single person could not do this and not from inside the tomb
2. There were guards at the tomb – guards witness the angel's appearance. This shows other witnesses
3. The linen cloths used to wrap Jesus were left behind, showing it is more significant that Jesus just coming back to earth in his body.

Historical Resurrection

All four Gospels have women finding out Jesus was resurrected and provide details.

The Catholic church says it is a real historical event.

Jesus body is glorified: it is uncorrupted by death because it leaves the earthly behind

The Gospel writers do not agree on details.

For some this shows contradiction.

For Catholics this shows the event happened as all historical eyewitness accounts vary in some way.

70

To the End of the Earth

Disciples and the Resurrection

Road to Emmaus

On the Road to Emmaus

¹³ Now that same day two of them were going to a village called Emmaus, about seven miles^[a] from Jerusalem. ¹⁴ They were talking with each other about everything that had happened. ¹⁵ As they talked and discussed these things with each other, Jesus himself came up and walked along with them; ¹⁶ but they were kept from recognizing him.

¹⁷ He asked them, "What are you discussing together as you walk along?"

They stood still, their faces downcast. ¹⁸ One of them, named Cleopas, asked him, "Are you the only one visiting Jerusalem who does not know the things that have happened there in these days?"

¹⁹ "What things?" he asked.

"About Jesus of Nazareth," they replied. "He was a prophet, powerful in word and deed before God and all the people. ²⁰ The chief priests and our rulers handed him over to be sentenced to death, and they crucified him;

²¹ but we had hoped that he was the one who was going to redeem Israel. And what is more, it is the third day since all this took place. ²² In addition, some of our women amazed us. They went to the tomb early this morning ²³ but didn't find his body. They came and told us that they had seen a vision of angels, who said he was alive. ²⁴ Then some of our companions went to the tomb and found it just as the women had said, but they did not see Jesus."

71

To the End of the Earth

Disciples and the Resurrection

Road to Emmaus

²⁵ He said to them, "How foolish you are, and how slow to believe all that the prophets have spoken! ²⁶ Did not the Messiah have to suffer these things and then enter his glory?" ²⁷ And beginning with Moses and all the Prophets, he explained to them what was said in all the Scriptures concerning himself.

²⁸ As they approached the village to which they were going, Jesus continued on as if he were going farther. ²⁹ But they urged him strongly, "Stay with us, for it is nearly evening; the day is almost over." So he went in to stay with them.

³⁰ When he was at the table with them, he took bread, gave thanks, broke it and began to give it to them. ³¹ Then their eyes were opened and they recognized him, and he disappeared from their sight. ³² They asked each other, "Were not our hearts burning within us while he talked with us on the road and opened the Scriptures to us?"

³³ They got up and returned at once to Jerusalem. There they found the Eleven and those with them, assembled together ³⁴ and saying, "It is true! The Lord has risen and has appeared to Simon." ³⁵ Then the two told what had happened on the way, and how Jesus was recognized by them when he broke the bread.

Jesus Appears to the Disciples

³⁶ While they were still talking about this, Jesus himself stood among them and said to them, "Peace be with you."

³⁷ They were startled and frightened, thinking they saw a ghost. ³⁸ He said to them, "Why are you troubled, and why do doubts rise in your minds? ³⁹ Look at my hands and my feet. It is I myself! Touch me and see; a ghost does not have flesh and bones, as you see I have."

72

To the End of the Earth

Central Truth of Christian Faith

Resurrection is the central and 'crowning truth'?

The resurrection is the crowning truth as it shows everything he said would happen, did happen.

This means that the promise of the resurrection on the Last Day of Judgement is also true for everyone.

The Resurrection of Jesus is the crowning truth of our faith in Christ, a faith believed and lived as the central truth by the first Christian community; handed on as fundamental by Tradition; established by the documents of the New Testament; and preached as an essential part of the Paschal mystery along with the cross: Catechism of the Catholic Church 638

Resurrection for Christians

Resurrection is an essential part of being a Christian – you have to believe in it to be Christian

It is a source of Christian hope – Jesus defeated death and all humans can enjoy this victory.

73

To the End of the Earth

Do humans have souls?

The Soul

The eternal part of a human being given at conception which lives on after the death of the body

The Church teaches that every spiritual soul is created immediately by God - it is not "produced" by the parents - and also that it is immortal: it does not perish when it separates from the body at death, and it will be reunited with the body at the final Resurrection. Catechism of the Catholic Church 366

Soul in Christianity

There are lots of differing views about The Soul and Body within Christianity. A dualist is someone who believes that the soul and the body are the non-physical and physical parts of a human being. When we die, dualists believe that the physical and the non-physical separate. Materialists however, believe that there is only a physical body, and our soul is a part of that being therefore believing that when the physical body dies, that is the end.

74

To the End of the Earth

What happens at the end of human life?

Life after death

Catholics believe that the death of the body is not the end as the soul lives on. At some point in the future Jesus will come again to judge the living and the dead. At the end of life humans face consequences for their actions on earth.

Judgement

Immediately after death God decides what will happen to a person's soul. At the time of Judgement Day the soul will reunite with the body and face a final judgement. They will be judged on the love they have shown others.

Heaven and Hell

Those who die after accepting God into their lives, living a good life and following God's laws will go to heaven. Eternity with God.

Those who reject God's grace and mercy and refuse to repent will go to hell. Eternity without God.

Purgatory

Catholic belief that after death we can go through a process of being purged of sin which can lead to heaven.

75

To the End of the Earth

Why is Baptism Necessary?

Baptism and the Resurrection

Baptism means to immerse. Baptism symbolises the death and burial of an old life and a resurrection to a new life. By Baptism Catholics are joined with Jesus and his death and resurrection.

Why is baptism necessary?

The Catholic Church teaches that baptism is necessary for salvation because it is the sacrament through which individuals receive the grace of God's forgiveness of sins and are incorporated into the Body of Christ. While God is not bound by the sacraments, the Church believes that He has chosen baptism as the ordinary means by which salvation is received.

What is a baptism of desire?

A "baptism of desire" refers to the belief that individuals who sincerely desire baptism but are unable to receive it due to unforeseen circumstances, such as death before baptism, can still achieve salvation through their faith, repentance, and love for God. This doctrine suggests that God can extend grace and justification to those who genuinely seek it, even without the physical sacrament of water baptis

76

To the End of the Earth

Catholic Funeral Rites

Purpose of Catholic Funeral

A Catholic funeral mass serves multiple purposes: to honor the deceased, pray for their soul, and offer support to the bereaved. It's a religious service where the community gathers to celebrate the life of the deceased, remembering their hope in eternal life and Christ's victory over death. The mass also provides a space for mourning, expressing grief, and finding solace in the teachings of faith.

What happens at a Catholic Funeral?

A Catholic funeral typically consists of three main parts: the Vigil (or Prayer Vigil), the Funeral Mass (Liturgy), and the Committal.

1. The Vigil (or Prayer Vigil):

This is a time for family and friends to gather in prayer and reflection before the funeral mass. It's often held the evening before the funeral and can include the recitation of the Rosary, prayers, and sometimes eulogies.

2. The Funeral Mass (Liturgy):

This is the central part of the Catholic funeral service and is a solemn celebration of the life and death of the deceased. It typically includes a requiem mass, readings from the Bible, prayers, and the reception of Holy Communion (for Catholics) or a blessing from the priest (for non-Catholics).

77

To the End of the Earth

Catholic Funeral Rites

What happens at a Catholic Funeral?

3. The Committal:

This is the final act of the funeral, where the body or ashes are placed in their final resting place. It often involves a procession to the burial site, scripture reading, prayers, and a final farewell.

To the End of the Earth

Is Purgatory Biblical?

Why do Non-Catholics not believe in Purgatory?

Non-Catholics often reject the belief in purgatory due to a few key theological differences, primarily centered around the Bible and the nature of salvation. Protestants, for instance, emphasize "sola scriptura" (Scripture alone) and see no direct mention or endorsement of purgatory in the Bible. They also believe in "justification by faith alone," meaning salvation is achieved through faith in Christ alone, rather than through a process of purification in a post-death state.

Catholic Response to Non-Catholics

1. Defining Purgatory:

Catholics explain that purgatory is a state of purification, not a place of eternal damnation. They emphasize that it is a temporary state, a process of cleansing the soul from any remaining imperfections before entering Heaven. The Catechism of the Catholic Church defines it as "a purification, so as to achieve the holiness necessary to enter the joy of heaven".

79

To the End of the Earth

Is Purgatory Biblical?

Catholic Response to Non-Catholics

2. Scriptural and Traditional Basis:

Catholics often cite passages in the Bible, particularly the Second Book of Maccabees, as supporting evidence for the idea of prayer for the dead.

They also point to the practices of early Christians and the Church Fathers, who believed in praying for the souls of the deceased.

The Council of Trent (1545-1563) affirmed the doctrine of purgatory as an article of faith.

3. Addressing Non-Catholic Concerns:

Many non-Catholics find the idea of purgatory challenging to reconcile with their own beliefs, especially regarding the idea of being "saved".

Catholics often address these concerns by explaining that purgatory is not a punishment for sin, but a necessary process of purification for those who have died in God's grace.

They may also point out that those who die in God's grace, but who have not yet fully repented for their sins, may need further purification before entering Heaven.

80

To the End of the Earth

How do Christian Funeral Traditions Differ?

Cultural significance of Christian cemeteries

Christian cemeteries hold significant cultural importance, serving as places of remembrance, reflection, and connection to faith and history. They are not merely burial grounds but also symbols of hope in resurrection, reflecting the Christian belief in a future life.

Symbol of Hope and Resurrection:

Christians view burial as a testimony to their hope of resurrection, seeing the body as a seed planted in the earth, destined to flourish in the afterlife. The act of burial is a visible reminder of death and the promise of eternal life in God.

Cultural significance of Christian cemeteries

Sanctified Space:

Cemeteries are often considered sacred or consecrated land, blessed by a Christian priest, making them a special place for remembrance and prayer.

Historical and Cultural Significance:

Cemeteries, particularly those with older monuments and inscriptions, offer valuable insights into past social customs, events, and beliefs. They can serve as historical resources, revealing information about the lives and values of past generations.

81

To the End of the Earth

How do Christian Funeral Traditions Differ?

Cultural significance of Christian cemeteries

Quiet Reflection and Amenity:

Beyond their religious significance, cemeteries provide quiet spaces for reflection, contemplation, and even enjoyment of natural beauty. Many also offer green spaces and wildlife habitats.

Community and Belonging:

Cemeteries can foster a sense of community and belonging, as they often house the remains of family members and those who shared a faith community.

Cultural significance of Christian cemeteries

Testament to Christian Faith:

The practice of burial itself is a testament to the Christian belief in the resurrection of the body and the importance of the physical world. Jesus's burial and resurrection are seen as central to this belief.

Reflection on Death and Judgement:

While secular society may try to ignore death, Christian burial serves as a visible reminder of its reality and the need to prepare for the ultimate judgment.

Connection to the Earth:

The act of placing the body in the earth is a natural and symbolic way of returning it to the source from which it came.

82

To the End of the Earth

How do Christian Funeral Traditions Differ?

New Orleans Jazz Funeral

A New Orleans jazz funeral is a unique blend of mourning and celebration, where a brass band leads a procession from a church or funeral home to the cemetery, accompanied by a "second line" of friends and family who often dance and parade along. The music starts with somber hymns and dirges, transitioning to more upbeat jazz and ragtime as the procession progresses.

New Orleans Jazz Funeral

Procession and Music:

Departure:

The procession typically begins at a church or funeral home, with the hearse leading the way.

Music:

A brass band plays, starting with somber hymns and dirges like "Flee as a Bird" or "Just a Closer Walk With Thee," and then transitioning to more upbeat jazz and ragtime tunes.

Second Line:

Friends, family, and passersby are encouraged to join the procession, forming a "second line" that dances and celebrates the deceased's life.

83

To the End of the Earth

How do Christian Funeral Traditions Differ?

New Orleans Jazz Funeral

Music Evolution:

The music evolves as the procession moves towards the cemetery, becoming increasingly celebratory.

Significance and Origins:

Celebration of Life:

Jazz funerals are not just about mourning; they are also a celebration of the deceased's life, often with a focus on their contributions to the community.

Community Expression:

The music and dancing allow for a communal expression of grief and joy, especially during times of hardship or segregation.

New Orleans Jazz Funeral

West African Roots:

The tradition has strong ties to West African religions, where music and dancing were used to celebrate life and ensure a smooth transition to the spirit world.

Historical Context:

In the late 19th century, as enslaved people became emancipated, these burial processions gained popularity and evolved into a quintessential New Orleans ritual.

Modern Jazz Funerals:

Common for Musicians:

While anyone can request a jazz funeral, they are often held for musicians or other individuals who have made significant contributions to the community.

84

Dialogue and Encounter

The contemporary principles of dialogue and proclamation in the Catholic Church were established during the Second Vatican Council. Pope St Paul VI's dialogical approach was realised in the Council documents.

The Universal Catholic Church includes different Catholic Churches, each possessing its own proper traditions and patrimony.

85

Dialogue and Encounter Key Words

Key Word	Definition
Ecclesiam Suam	a 1964 papal encyclical written by Pope Paul VI. It translates to "His Church". The encyclical focuses on the Church's relationship with Christ, its mission in the world, and the importance of dialogue with people of different beliefs and cultures.
Dialogue	the practice of engaging in respectful and open discussions with others, particularly those from different faith backgrounds or perspectives, to foster understanding and cooperation
Proclamation	the act of publicly announcing and declaring the core truths of the faith, particularly the message of salvation through Jesus Christ
Second Vatican Council	The Second Vatican Council, held between 1962 and 1965, was a significant event in the Catholic Church, aiming to "update" the Church and foster greater understanding with the modern world and other Christian denominations

86

Dialogue and Encounter Key Words

Key Word	Definition
Eastern Catholic Churches	distinct branches of the Catholic Church that maintain their own unique liturgical traditions and customs, while still recognizing the authority of the Pope of Rome
Patrimony	an inheritance, especially from one's father or ancestors, but also to a church's endowment or estate.
Liturgical traditions and rite	a "rite" refers to a distinct family of liturgical practices, rituals, and theological interpretations that have been passed down through a particular historical, cultural, or denominational context

87

Dialogue and Encounter

Second Vatican Council

What was it?

The Second Vatican Council, also known as Vatican II, was a gathering of Catholic bishops convened by Pope John XXIII from 1962 to 1965. It was the 21st and most recent ecumenical council of the Catholic Church, aiming to modernize the Church and promote dialogue with other religions and the world.

Documents of Vatican II

Lumen Gentium

This means "Light of the Nations," is a document from the Second Vatican Council, explaining the nature of the Catholic Church. It teaches that the Church is a special group of people, a "people of God,"

who are called to live a holy life and be a sign of God's love in the world. The document emphasizes the Church's role in sharing God's message and grace with everyone.

Gaudium et Spes

"Gaudium et Spes," meaning "Joy and Hope," is a document from the Second Vatican Council that helps the Church understand its role in the modern world. It reminds everyone, especially Catholics, to be open and involved in the world, helping others and making the world a better place. It encourages people to be mindful of the joys, hopes, and sorrows of others and to actively participate in society.

88

Dialogue and Encounter

Ecclesiam Suam

What was it?

"Ecclesiam Suam," which translates to "Her Own Church," is a letter from Pope Paul VI about the Church's relationship with the world. It's like a big conversation starter, urging everyone to understand who the Church is and how it should talk to others. It emphasizes the importance of the Church knowing itself, renewing itself, and having open conversations with people of all backgrounds.

Pope Paul VI's encyclical Ecclesiam Suam (1964) laid the groundwork for the Second Vatican Council (Vatican II) by emphasizing the need for the Church to engage in dialogue with the world and to understand its own nature and mission. It essentially outlined the program for his pontificate, including the need for the Church to be more self-aware and to engage in dialogue with others, particularly those outside the Church. This emphasis on dialogue and self-reflection significantly influenced the decisions and spirit of Vatican II.

89

Dialogue and Encounter

Is there more than one Catholic Church?

Origins of the Catholic Church

Jesus ascended and the apostles started the Church in Jerusalem

Three branches eventually formed: Roman, Antiochian and Alexandrian.

They were influenced by the area they were located.

From these branches grew the 24 Catholic Churches that exist today.

Each church follows one of six Liturgical Rites

They are a family of churches which share the same faith e.g. the Eastern Catholic Church may allow married priests. It is important to come together as one body.

Six Liturgical Rites – and their Churches

Armenian – Armenian Catholic Church

Byzantine (Greek/Constantinopolitan) - 14 Eastern Catholic Churches including the Ukrainian Greek Catholic Church

Alexandrian (Coptic) - Coptic, Eritrean and Ethiopian Catholic Church

West Syrian (Antiochene) - Maronite, Syriac, Syro-Malankara Catholic Church

East Syrian (Chaldean) - Chaldean and Syro-Malabar Catholic Church

Latin – Roman Catholic Church

90

Dialogue and Encounter Ukrainian Greek Catholic Church

In Britain

Many Ukrainians came to the UK in the 19th and 20th Century because of persecution but had to go to Latin Catholic Churches

1957 due to growing numbers the Greek Catholic

Church in Great Britain was Established

First as an Exarchate – a community

Then as an Eparchy – a diocese run by a Bishop

Since 2022 the conflict in Ukraine has meant many

Ukrainians have sought safety in the UK which has led to growth in this community.

Divine Liturgy

It is very similar in structure across the Catholic Church, however there will be differences.

Byzantine Rite

It uses four Divine Liturgies which date from the fourth century, showing ancient tradition

Music and Action in Worship

Almost all of the Divine liturgy is sung and no instruments are used

The priest will face the altar to direct actions to God and the people to direct actions to them

Iconostasis

A wall of Icons showing a Visual Gospel of Salvation

Year 8 Science

CONTENTS

1. Practical Skills
2. Hazards and Equipment
3. Presenting data
4. Earth structure and rocks
5. Weathering and the rock cycle
6. Day, night and seasons
7. The Moon and the Universe
8. The Periodic Table
9. Elements
10. Compounds
11. Chemical formulae
12. Types of forces
13. Effects of forces
14. Speed
15. Mass, weight and pressure
16. Work done and moments
17. Magnetism
18. Electromagnets
19. Methods of heat transfer
18. Conduction and Specific Heat Capacity
19. Convection and radiation
20. Food chains and webs
21. Interdependence
22. Carbon cycle
23. Greenhouse effect
24. Variation
25. DNA
26. Natural selection and evolution
27. Energy stores and transfers
28. Energy costs
29. Energy resources
30. Earth resources
31. Photosynthesis and respiration keywords
32. Photosynthesis
33. Respiration
34. Maths in science 1
35. Maths in science 2

1. Practical Skills Key Terms

Keyword	Definition
Anomalous result	A piece of data that does not fit the pattern i.e. odd result
Bar chart	Used for categorical (discontinuous) data. e.g. eye colour
Categoric data	Has values that are words or discrete numbers.
Continuous data	Has values that can be any number.
Correlation	A relationship between data where one increases or decreases as the other increases.
Experimental error	Variations in measurements due to the scientist, equipment or readings.
Line graph	Used when the data is continuous.
Line of best fit	A straight or curved line drawn to show the pattern of data points
Mean	An average of a set of data, calculated by adding all the values and dividing by the number of values.

Keyword	Definition
Pie chart	Diagram to show the proportions or percentages that make up a whole.
Random error	Error when the same thing is measured but different numbers are taken.
Range	The maximum and minimum values of your data.
Repeatable	When repeat readings, carried out by the same person and using the same method are close together.
Systematic error	Error due to a fault with the equipment or experimental set-up used.

2. Hazard Symbols and Equipment

	FLAMMABLE
	OXIDISING
	GAS UNDER PRESSURE
	CORROSIVE
	TOXIC
	MODERATE HAZARD (eg, harmful if inhaled or in contact with skin, causes eye irritation)
	HEALTH HAZARD (eg, sensitisers, carcinogens)
	ENVIRONMENTAL HAZARD

Item	Diagram	Purpose
Beaker		Used for holding solids or liquids.
Conical flask		Used for holding liquids.
Test tube and boiling tube		Test tube – holding liquids and solids. Boiling tube – heating them.
Measuring cylinder		Used to measure volumes of liquids.
Bunsen burner, tripod and gauze		Used to heat up items.

2

3. Presenting Data

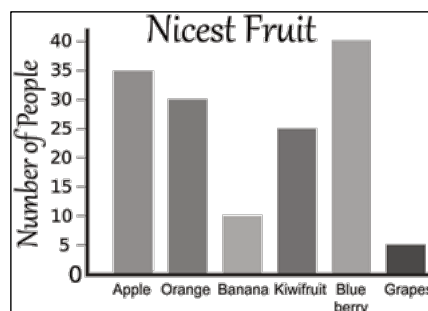
Variables

Independent variable	The variable being deliberately changed
Dependent variable	The variable which changes as a result of hanging something else (the result)
Control variable	A variable which may affect the dependent variable, so must be kept the same.

Presenting data as a graph

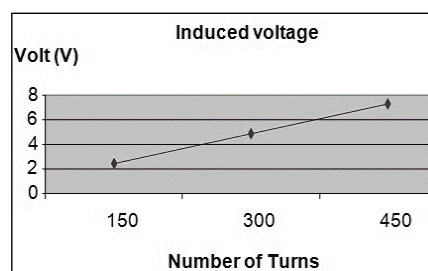
The independent variable is always plotted on the X axis.

The dependent variable is always plotted on the Y axis.



We use **bar graphs/charts** if our experiment has categories

e.g. favourite colour, shoe size, favourite animal.



We use **line graphs/charts** if the data from our experiment could be any value, height, weight etc.

Presenting data in a table

Mass (g)	Extension 1 (mm)	Extension 2 (mm)	Average Extension (mm)
0	0	1	0.5
100	5	6	5.5
200	9	9	9
300	15	15	15
400	20	21	20.5
500	24	25	24.5
600	30	31	30.5

The independent variable is always in column 1.

Units should only be in the column heading.

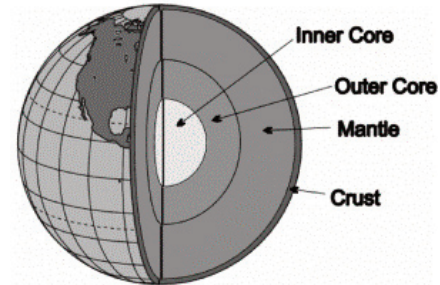
3

4. Earth Structure and Rocks

Keyword	Definition
Igneous rocks	Formed from cooled magma, with minerals arranged in crystals. Examples include granite, basalt and obsidian.
Metamorphic rocks	Formed from existing rocks exposed to heat and pressure over a long time. Examples include marble, slate and schist.
Minerals	Chemicals that rocks are made from.
Sedimentary rocks	Formed from layers of sediment, which can contain fossils. Examples include limestone, chalk and sandstone
Strata	Layers of sedimentary rock.

The Earth is made up of three different layers:

1. Crust
2. Mantle
3. Core

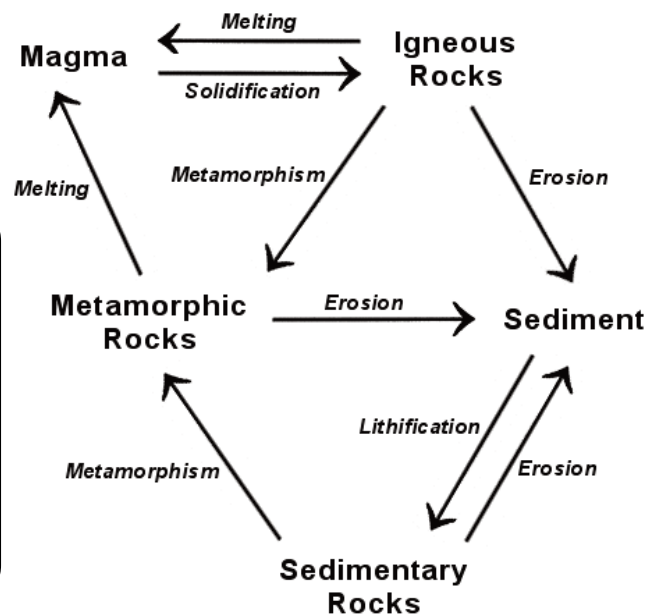
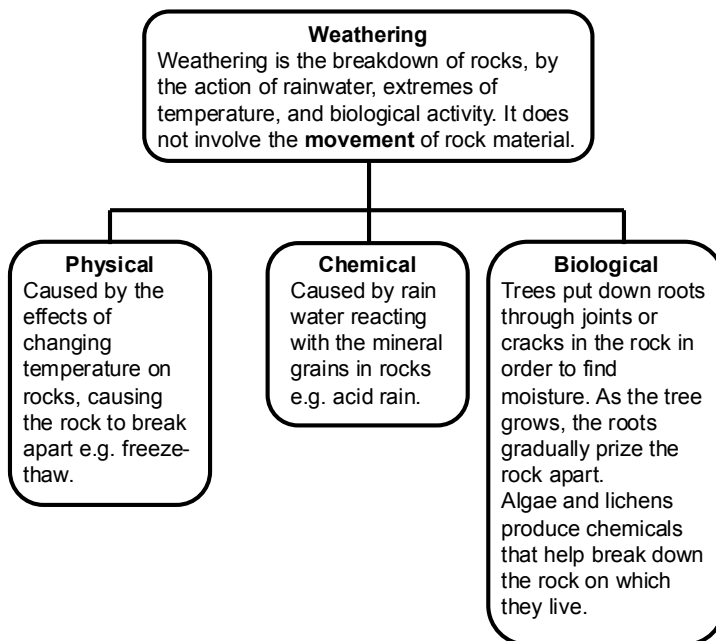


There are three main rock types found on Earth.

- 1: Sedimentary
- 2: Metamorphic
- 3: Igneous.

4

5. Weathering and the Rock Cycle



Erosion is the process by which soil and rock particles are worn away and moved elsewhere by gravity, or by a moving transport agent – wind, water or ice. This involves movement of rock particles

Transport refers to the processes by which the sediment is moved along e.g. pebbles rolled along a river-bed or sand grains whipped up by the wind

6. Day, Night and Seasons

Day

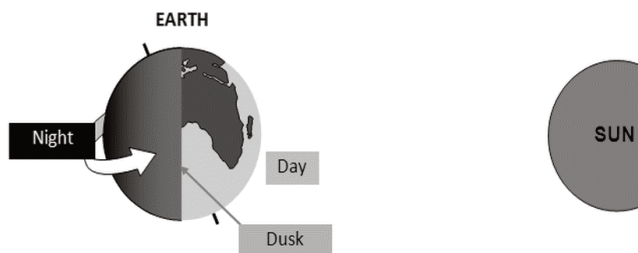
The time taken for the Earth to rotate on its axis.

This takes 24 hours

Day and Night

The Sun lights up one half of the Earth, and the other half is in shadow.

As the Earth spins, we move from shadow to light and back again.



Year

The time taken for a planet to orbit the Sun

The Earth orbit takes 365.25 days.

To make things easier, we call 365 days a year, and have

a leap year every 4th year to add up the extra four lots of 0.25 years.

Seasons

The Earth tilts on its axis

Summer in the UK: The northern hemisphere is tilted towards the Sun.

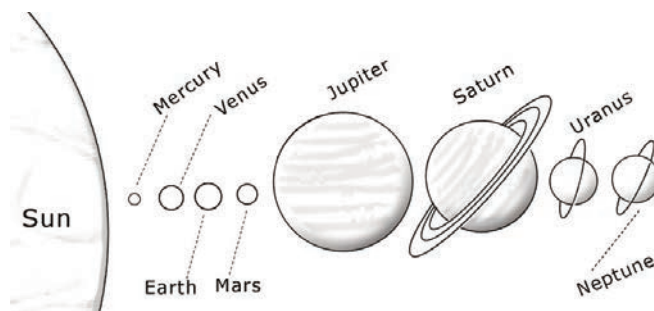
Winter in the UK: The northern hemisphere is tilted away from the Sun.

Light takes minutes to reach Earth from the Sun, four years from our nearest star and billions of years from other galaxies.

6

7. The Moon and the Universe

Keyword	Definition
Exoplanet	Planet that orbits a star outside our solar system.
Galaxy	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
Light year	The distance light travels in a year (over 9 million, million km).
Orbit	Path taken by a satellite, planet or star moving around a larger body. Earth completes one orbit of the Sun every year.
Stars	Bodies which give out light, and which may have a solar system of planets.

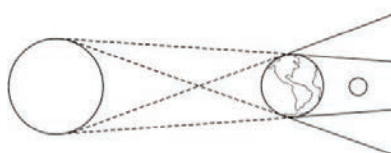


Solar eclipse: When the Moon comes directly between the Sun and the Earth. Part of the Earth is in the Moon's shadow.

Result: The sky goes dark even though it is day-time.



Lunar eclipse: when the Earth lies directly between the Sun and the Moon. The Moon lies in the shadow of the Earth.



7

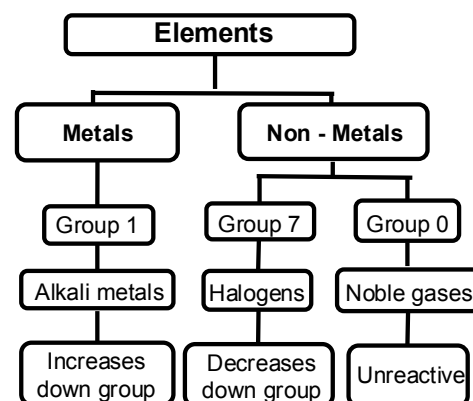
8. The Periodic Table

Keyword	Definition
Groups	Columns of the periodic table.
Periods	Rows of the periodic table.
Periodic table	Shows all the elements arranged in rows and columns in order of proton number.

GROUP NUMBER

GROUP NAME

REACTIVITY



Periodic table

A table representing chemical elements according to the properties and mass.

As you go down a group and across a period the elements show patterns in physical properties.

Metals are found on the left side of the table. Non-metals are found on the right of the 'staircase'.

8

9. Elements

Keyword	Definition
Atom	The smallest particle of an element that can exist.
Chemical properties	An example is reactivity. Hard to observe, but you can react elements with other elements and see if a compound forms.
Elements	What all substances are made up of, and which contain only one type of atom.
Physical properties	Examples include colour, boiling point, conducting electricity. Something you can observe which doesn't change the substance itself.

Symbols

All element symbols start with a capital letter.

If the next letter is lower case, it is still the same element

Ca for calcium

Cu for copper

Co for cobalt

7 Top number (Mass number)

Li

3 Bottom number (Atomic number)

Proton = bottom number

Electron = bottom number

Neutron = top number – bottom number

9

10. Compounds

Keyword	Definition
Compound	2 or more elements chemically joined together e.g. H_2O
Mixture	More than one element, atom compound or molecule that is not chemically joined together.
Molecules	More than one element of <u>the same</u> element chemically joined together e.g. H_2
Polymer	A molecule made of thousands of smaller molecules in a repeating pattern. Plastics are man-made polymers, starch is a natural polymer.

To name simple compounds of metals and non-metals

1. Write down the name of the metal
 2. Write down the name of the non-metal, changing the ending of the word to “-ide”.
- magnesium and oxygen becomes **magnesium oxide**.

Naming complex compounds:

Chemical formula	Name
-SO ₄	Sulfate
-NO ₃	Nitrate
-OH	Hydroxide
-CO ₃	Carbonate

MgSO₄ - magnesium sulfate

NaOH – sodium hydroxide

11. Chemical Formulae

Meaning of words

Mono means 1

Di means 2

Tri means 3

Carbon dioxide = 1 carbon and 2 oxygen

Carbon monoxide = 1 carbon and 1 oxygen

Meaning of numbers

A lower-case number next to an element tells you how many atoms of that **element** you have.

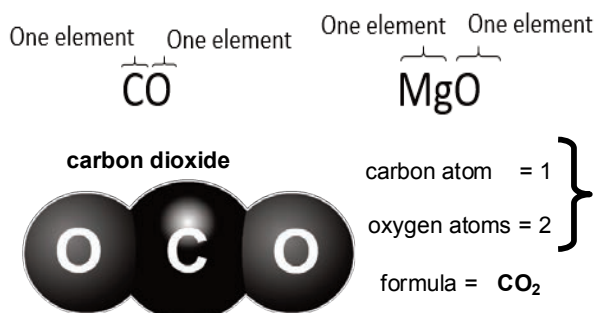
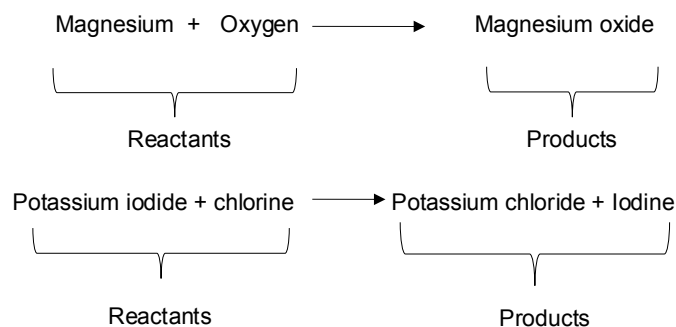
CO₂ Carbon dioxide

This compound has 1 carbon atom (the number 1 is not written) and 2 oxygen atoms.

A large number before a compound tells you how many of those **compounds** you have.

2H₂O means 2 molecules of water.

Word equations



12. Types of Forces

Keyword	Definition
Compression	Force squashing or pushing together.
Friction	Force opposing motion which is caused by the interaction of surfaces moving over one another. It is called 'drag' if one is a fluid.
Gravitational field strength, g	The force from gravity on 1 kg (N/kg).
Newton	Unit for measuring forces (N).
Tension	Force extending or pulling apart.
Upthrust	The upward force that a liquid or gas exerts on a body floating in it.

Contact Forces (objects in contact with another)	Non-contact Forces (objects NOT in contact with another)
Friction	Gravitational force
Air/water resistance 'drag'	Electrostatic force
Upthrust/buoyancy	Magnetic force
Tension/pull	
Compression/push	

12

13. Effects of Forces

Effects of forces:

On a diagram, force is an arrow. The bigger the arrow drawn the bigger the force. The force is working in the same direction as the arrow is pointing

Forces have a size and direction



Resultant force	The sum of all the forces acting on an object
Resultant force = 0	The object does not move, or stays at the same speed in a straight line
Resultant force ≠ 0	The forces are unbalanced. The object will slow down, speed up or change direction.

Unbalanced forces

The object:

- Will accelerate or decelerate
- Change in direction/position/physical appearance (compressed or deformed)

Balanced Forces

The object will:

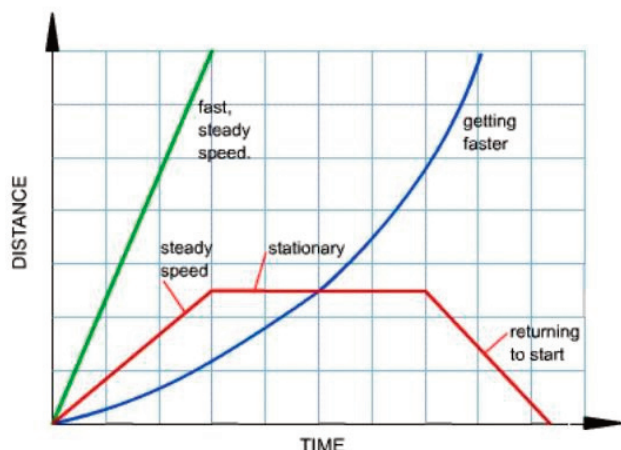
- Be stationary
- Be moving at a constant speed.

13

14. Speed

Keyword	Definition
Acceleration	The rate of change of speed either increase or decrease.
Average speed	The overall distance travelled divided by overall time for a journey.

Distance-Time Graphs



Using the speed equation

$$\text{speed} = \text{distance} \div \text{time}$$

Use the EVERY model for calculations

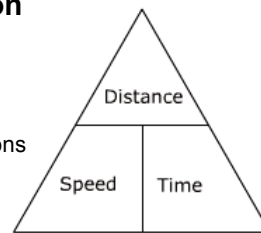
E = equation

V = values

E = enter results

R = result

Y = units



Example 1: Calculate the average **speed** of a runner who runs 100 m in 10 s.

E distance \div time

V d = 100 m and t = 10 s

E 100 m \div 10 s

R 10

Y m/s

Example 2: The speed limit on a road is 13.4 m/s. Calculate the **distance** travelled by a car in 2 s at this speed.

E speed \times time

V speed = 13.4 m/s and t = 2 s

E 13.4 m/s \times 2 s

R 26.8

Y m

14

15. Mass, Weight and Pressure

Keyword	Definition
Mass	The amount of matter/'stuff' in an object.
Weight	The force of gravity on an object (N).

Mass will not change but weight can change due to gravitational field strengths.

$$\text{weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$

Use the EVERY model for calculations

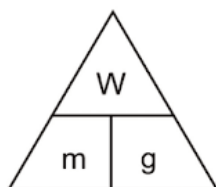
E = equation

V = values

E = enter results

R = result

Y = units



Example: Find the weight of a person on Earth if they have a mass of 65 kg (g = 10 N/kg).

E mass \times gravitational field strength

V m = 65 kg and g = 10 N/kg

E 65 kg \times 10 N/kg

R 10

Y N

Keyword	Definition
Fluid	A substance with no fixed shape, a gas or a liquid.
Pressure	The ratio of force to surface area, in N / m ² .

Pressure acts in all directions.

Underwater - As the weight of fluid above you increases, it increases the pressure.

Objects sink or float depending on whether the weight of the object is bigger or smaller than the upthrust.

Air pressure decreases as we go higher into the atmosphere.

$$\text{Pressure (N / m}^2\text{)} = \text{force (N)} \div \text{area (m}^2\text{)}.$$

Example: A force of 20 N acts over an area of 4m².

Calculate the pressure

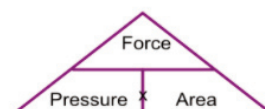
E force \div area

V F = 20N and A = 4 m²

E 20N \div 4 m²

R 4

Y N/m²



15

16. Work Done and Moments

When a force causes a body to move, work is being done on the object by the force.

The amount of work done when a force acts on a body depends on two things:

- The size of the force acting on the object
- The distance through which the force causes the body to move in the direction of the force

$$\text{Work done (J)} = \text{Force (N)} \times \text{Distance (m)}$$

Use the EVERY model for calculations

E = equation

V = values

E = enter results

R = result

Y = units



Example: A horizontal force of 50 N causes a trolley to move a horizontal distance of 30 m. How much work is done on the trolley by the force?

E force x distance

V F = 50N and d = 30m

E 50 N x 30m

R 1500

Y J

Machines make work easier by lowering the force needed.

Lever: A simple machine which is a rigid bar that moves around a point.

When you apply effort, it works across a called a pivot and applies a greater load somewhere else.

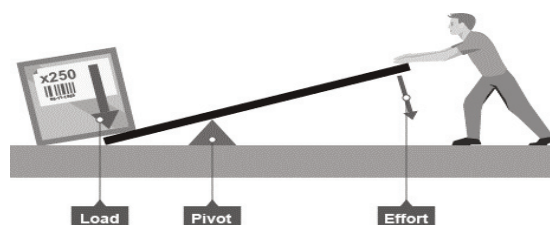
A **moment** is a turning force.

$$\text{Moment (N/m)} = \text{Force (N)} \times \text{Distance (m)}$$

The work done can be reduced by reducing the force applied and/or the distance from the pivot.

The effort is the force you apply.

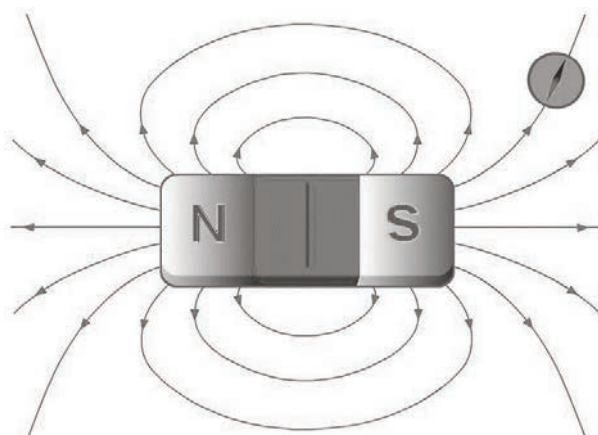
The pivot produces a bigger force to move the load, which requires less effort.



16

17. Magnetism

Keyword	Definition
Magnetic force	Non-contact force from a magnet on a magnetic material.
Magnetic poles	The ends of a magnetic field, called north-seeking (N) and south-seeking poles (S).
Permanent magnet	An object that is magnetic all of the time



Magnetism

A permanent magnet is always magnetic.

Two 'like' magnetic poles repel (N with N, and S with S)

Opposite 'unlike' magnetic poles attract (N and S)

Field lines flow from the north-seeking pole to the south-seeking pole.

A compass will point to Earth's magnetic north pole.

Iron, nickel and cobalt are magnetic metals. Steel is magnetic because it contains iron.

Magnetic field lines

Magnetic materials, electromagnets and the Earth create magnetic fields.

We can show these fields using field lines.

The closer the field lines are, the stronger the magnetic force.

The magnetic field is strongest at the poles.

Field lines go from NORTH to SOUTH

17

18. Electromagnets

Electromagnets:

When an electrical current passes through a wire it makes a magnetic field.

If you wrap this wire around a magnetic material such as iron, it becomes magnetically induced (only becomes magnetic when it is in a magnetic field).

Increasing the strength of an electromagnet:

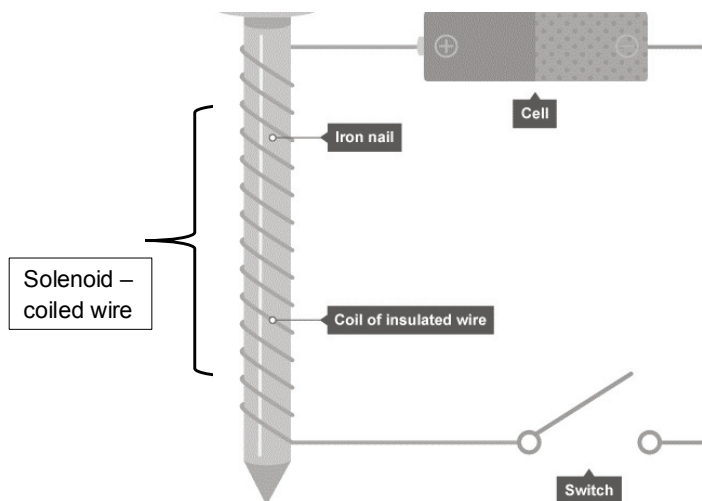
1. Increase the current through the wire.
2. Use an iron core.
3. Use a higher number of coils of wire around the core.

The magnetic field of an electromagnet decreases in strength the further away an object is.

Difference between magnets and electromagnets

In an electromagnet the magnetic field can be turned on and off, and the strength of the magnet can be changed.

Electromagnets are useful in a variety of circuits such as in an electric bell.



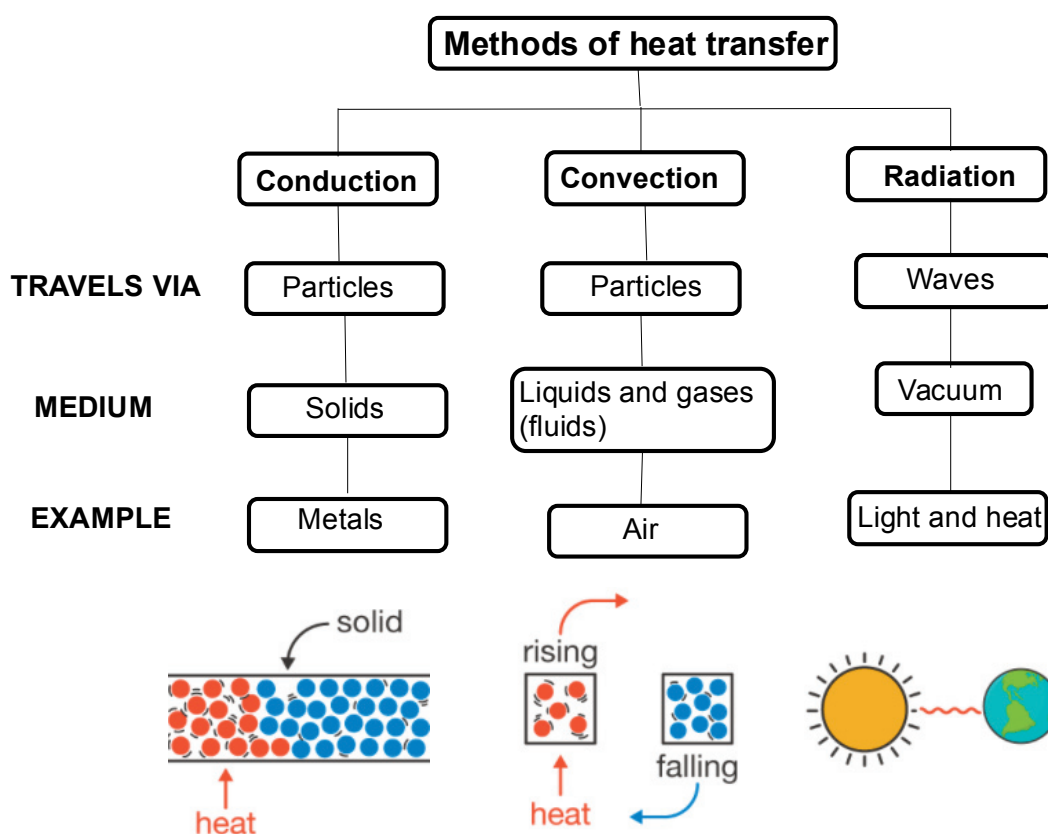
Electromagnet	A non-permanent magnet turned on and off by controlling the current through it.
---------------	---

Solenoid	Wire wound into a tight coil, part of an electromagnet.
----------	---

Core	Soft iron metal which the solenoid is wrapped around.
------	---

18

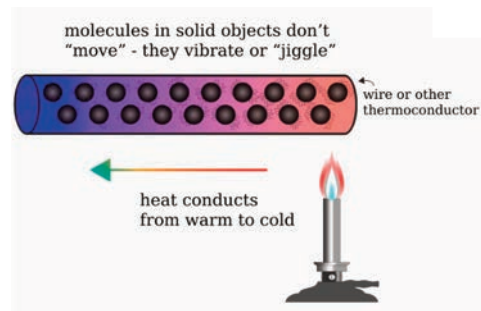
19. Methods of Heat Transfer



19

20. Conduction and Specific Heat Capacity

Keyword	Definition
Conduction	Transfer of thermal energy by the vibration of particles in a solid.
Temperature	A measure of the motion and energy of the particles.
Thermal conductor	Material that allows heat to move quickly through it.
Thermal energy	The amount of energy stored in a substance due to the vibration of its particles
Thermal insulator	Material that only allows heat to travel slowly through it



Happens in **solids** because particles are close together for the heat to transfer between them.

Particles gain internal energy and move more vigorously.

The particles bump into nearby particles and make them vibrate more.

This passes internal energy through the substance from the hot end to the cold end.

Specific Heat Capacity

The specific heat capacity of a material is the energy required to raise one kilogram (kg) of the material by one degree Celsius ($^{\circ}\text{C}$).

$$\text{Change in thermal energy (J)} = \text{mass (kg)} \times \text{specific heat capacity (J/kg}^{\circ}\text{C)} \times \text{change in temperature (}^{\circ}\text{C)}$$

20

21. Convection and Radiation

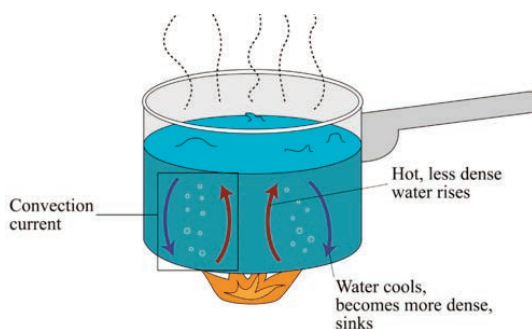
Convection

Particles with a lot of heat energy in a **liquid or gas** move and take the place of particles with less heat energy.

As areas of particles gain heat energy they move faster, become less dense and rise.

As they cool, they lose heat energy and become more dense, sinking to the bottom.

This process creates a convection current.



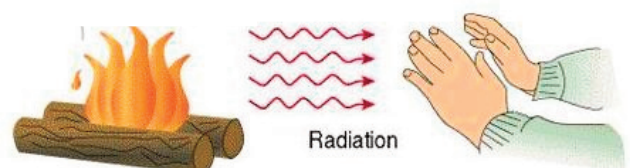
Infrared radiation

Energy transfer by radiation can occur in a vacuum (where there are no particles).

All objects transfer thermal energy by infrared radiation.

The hotter an object is, the more infrared radiation it gives off.

Radiation is how we feel the heat of the sun.



21

22. Food Chains and Webs

Keyword	Definition
Consumer	An animal that eat other animals or plants.
Food chain	Part of a food web. Starts with a producer and ends with a predator.
Food web	Shows how food chains are linked together.
Interdependence	All organisms in an ecosystem depend upon each other
Producer	Green plant that makes its own food using sunlight.

Organisms (such as decomposers, consumers and producers) in a food web rely on each other for energy and food (nutrients).

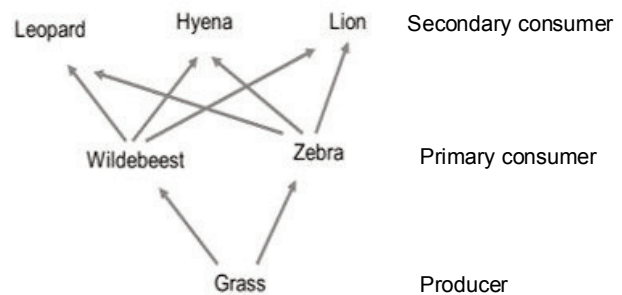
The **arrow** in a food chain shows the direction of energy.

A **food chain** always starts with a producer, a green plant or algae that uses photosynthesis to make sugar. For example:

Grass → Zebra → Lion

A **food web** shows multiple food chains together.

If there is a change in the number of one of plants or animals, there will be a knock-on effect to the others in the food web.



22

23. Interdependence

Keyword	Definition
Decomposer	Organism that breaks down dead plants and animals so nutrients can be given back to the soil or water.
Ecosystem	The living things in an area and their non-living environment
Pesticide	Substance that is sprayed onto crops to kill organisms that can reduce plant growth such as weeds, insects and fungi e.g. DDT
Population	Group of the same species living in an area.

Bees are an example of a species that are involved in interdependence.

Bees pollinate crops including fruit, vegetables and cereals. Many organisms including humans, rely on these food sources.

The number of plants or animals in a species is affected by:

The number of predator animals

The number of prey animals

Diseases

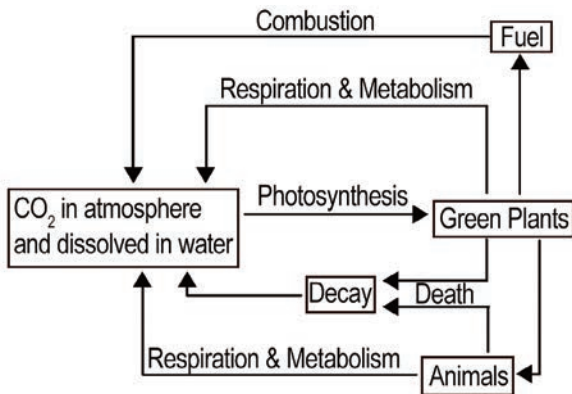
Pollution

Competition between plants and animals for water and food.

23

24. The Carbon Cycle

The carbon cycle shows how carbon moves through organisms and as carbon dioxide (CO₂) in the atmosphere.



Earth's atmosphere: 78 % nitrogen, 21 % oxygen, <1 % carbon dioxide, plus small amounts of other gases.

How carbon is recycled: By photosynthesis (COW GO) and respiration (GO COW).

Reasons why CO₂ levels have increased:

Human activities such as burning fossil fuels (FO COW) and deforestation.

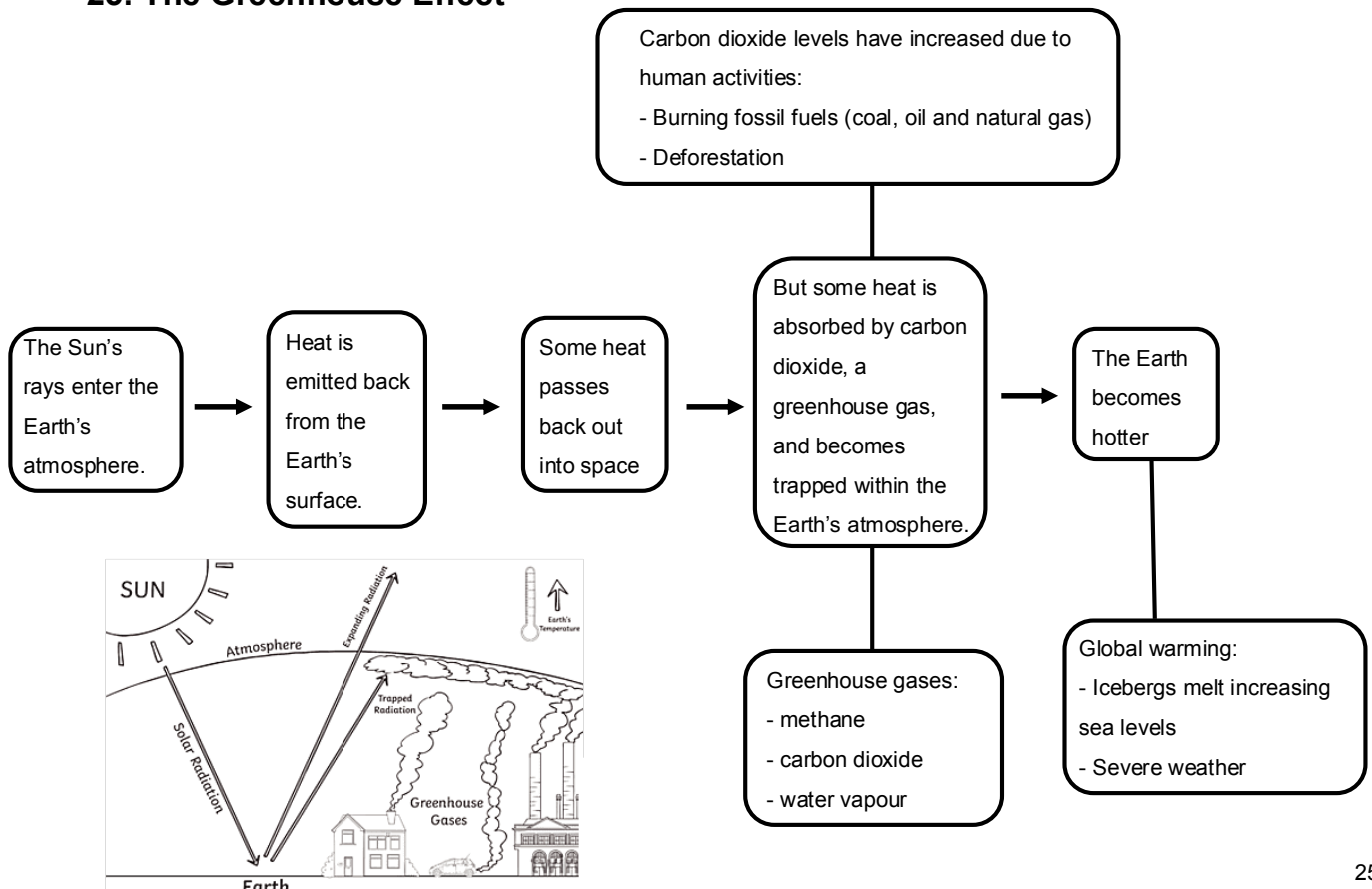
Greenhouse effect:

Greenhouse gases are carbon dioxide, methane, water vapour and ozone.

Scientists have evidence that global warming caused by human activity is causing changes in the climate.

24

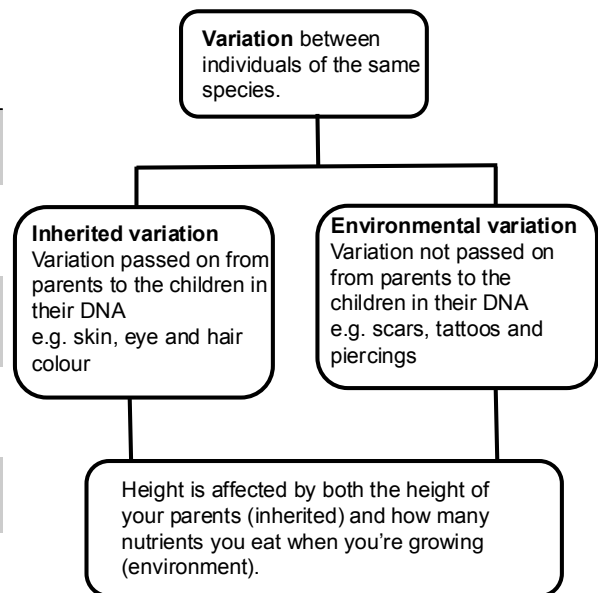
25. The Greenhouse Effect



25

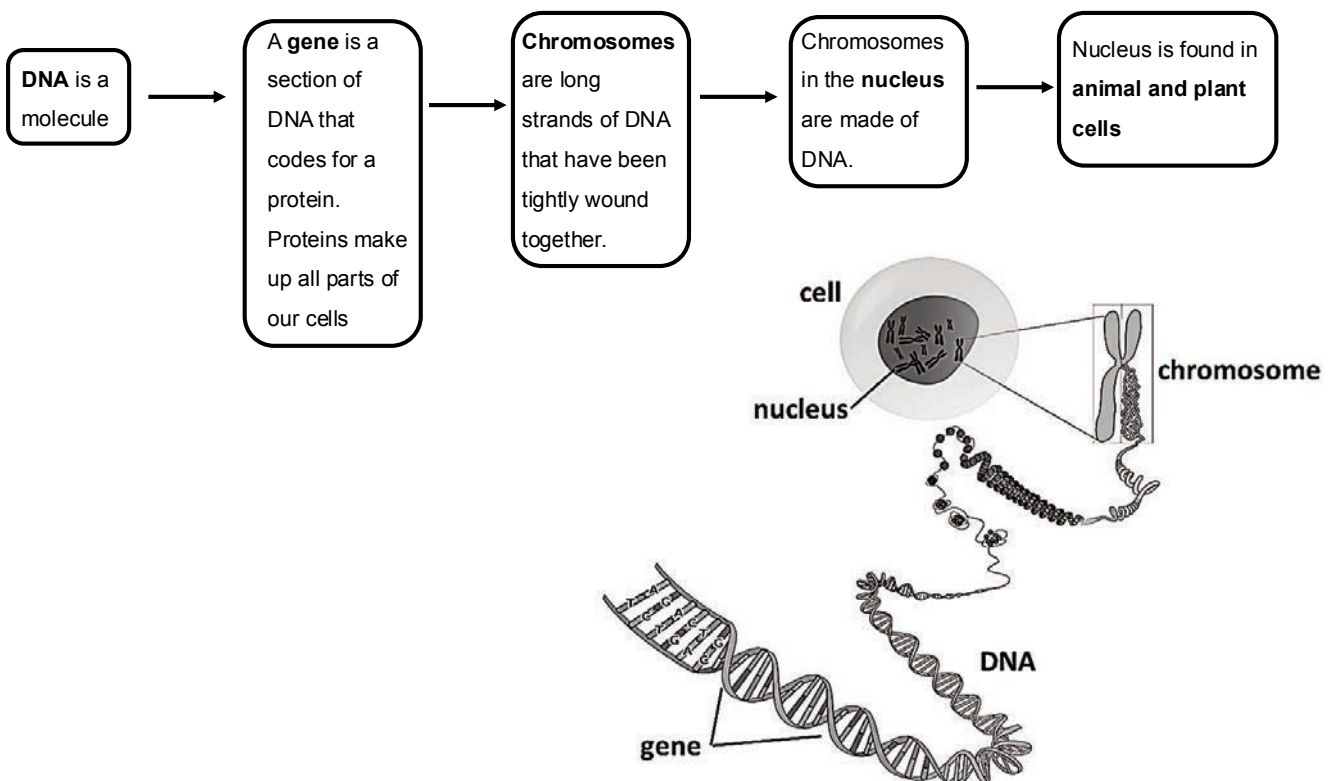
26. Variation

Keyword	Definition
Adaptation	The adaptations of organisms allow them to thrive in different habitats, including extreme environments.
Continuous variation	Where differences between living things can have any value (e.g. height, weight).
Discontinuous variation	Where differences between living things are grouped into categories (e.g. eye colour, hair colour).
Endangered	At risk of becoming extinct.
Evolution	How better adapted organisms have an advantage and are more likely to have offspring with this same adaptation.
Extinct	No living members of an organism exist in the wild.
Species	A group of living things that have more in common with each other than with other groups.
Variation	The differences within and between species.



26

27. DNA



27

28. Natural Selection and Evolution

Charles Darwin stated that it is natural selection that drives the evolution of a species over time.

The key principles of **natural selection**:

1. Mutation causes variation in the population.
2. This variation gives some organisms an advantage (they are fitter).
3. These organisms are more likely to survive and reproduce.
4. The genes are passed onto the next generation.
5. Over many generations, the proportion of the population with that characteristic increases.

Charles Darwin was criticised in the 1800's as he didn't have sufficient evidence for his theory of natural selection. There is now a lot of evidence for natural selection.

Fossils are evidence for natural selection.

Fossils are the remains of organisms from millions of years ago, found in rocks.

We can learn from fossils about how life changed over time.

Fossils show us that extinctions happen.

Extinctions may be caused by:

New disease

New predator

Climate change

Habitat loss

Single catastrophic events e.g. an asteroid

28

29. Energy Stores and Transfers

Keyword	Definition
Chemical energy store	Emptied during chemical reactions when energy is transferred to surroundings e.g. batteries and food
Dissipated	Become spread out wastefully
Elastic potential energy store	Filled when a material is stretched or compressed e.g. springs
Gravitational potential energy store	Filled when an object is lifted up.
Kinetic energy store	Filled when an object speeds up or increases movement.
Magnetic energy store	Filled when repelling poles have been pushed closer together or when attracting poles have been pulled further apart.
Power	How quickly energy is transferred by a device (measured in Watts).
Thermal/internal energy store	Filled when an object is warmed up.

Energy stores:

Mnemonic: MEN GET KC

Magnetic

Electrostatic

Nuclear

Gravitational potential

Elastic potential

Thermal

Chemical

Kinetic

Energy transfers from one store to another by:

Heating

Mechanical transfer (sound)

Electrical current

Waves (radiation/ light)

29

30. Energy Costs

We pay for the electricity we use in our homes based on the amount of energy transferred.

$$\text{cost} = \text{power (kW)} \times \text{time (hours)} \times \text{price (per kWh)}$$

Different appliances in the home transfer different amounts of energy.

Appliances that heat (oven, hairdryer, kettle) transfer lots of energy.

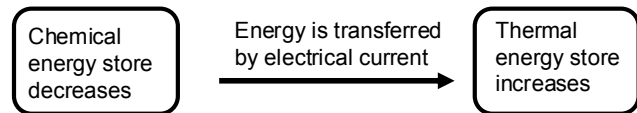
Appliances such as TVs and phones transfer less energy.

$$\text{Energy Efficiency \%} = \frac{\text{Useful energy output}}{\text{Total energy input}} \times 100$$

Food labels list the energy content of food in kilojoules (kJ).

When energy is transferred from one store to another, the total amount of energy stays the same.

Energy stores will increase or decrease but the total amount of energy in the system will not vary.



Some energy is transferred to unwanted or wasted energy (**dissipated**), reducing the amount of useful energy.

Energy is usually dissipated as heat or sound e.g. the waste energy of a light bulb, a TV or a car engine is heat.

30

31. Energy Resources

Keyword	Definition
Energy resource	Something with stored energy that can be released in a useful way.
Fossil fuels	Non-renewable energy resources formed from the remains of ancient plants or animals. Examples are coal, crude oil and natural gas.
Non-renewable	An energy resource that cannot be replaced and will be used up. Examples are fossil fuels (natural gas, coal, oil) and nuclear power.
Renewable	An energy resource that can be replaced and will not run out. Examples are solar, wind, waves, geothermal and biomass.

Generating Electricity

Electricity is generated using a variety of different resources.

We separate the resources into renewable and non-renewable.

For both renewable and non-renewable energy resources, the same pathway is taken to generate electricity:

1. A fuel is burned (fossil fuels/nuclear/biofuel)/ OR a turbine is turned (wind power/hydroelectric power)
2. The fuel heats water which creates steam which turns a turbine.
3. The turbine turns a generator to generate electricity.

31

32. Earth Resources

Keyword	Definition
Electrolysis	Using electricity to split up a compound into its elements.
Extraction	Separation of a metal from a metal compound (metal ore).
Mineral	Naturally occurring metal or metal compound.
Natural resources	Materials from the Earth which act as raw materials for making a lots of different products such as steel or plastics.
Ore	Naturally occurring rock containing large amounts of minerals for extraction.
Recycling	Processing a material so that it can be used again.

Natural resources such as iron, coal, oil and aluminium are found on Earth.

Most metals are found bound with other elements such as oxygen.

These compounds are called **ores** (e.g. bauxite, haematite)

Using the reactivity series to determine how to extract the metal from its ore

Potassium	}	Extract using electrolysis. Electrolysis requires lots of energy making it expensive to run
Sodium		
Calcium		
Magnesium		
Aluminium		
Carbon	}	Extract using carbon (reduction) by displacement. Carbon is cheap so this is an inexpensive process.
Zinc		
Iron		
Tin		
Lead		
Copper	}	Occurs native in the ground
Silver		
Gold		

Recycling lowers the amount of natural resources taken from the Earth.

Plastic items can be reused, recycled or burnt.

32

33. Photosynthesis and Respiration Keywords

Photosynthesis Keywords	
Keyword	Definition
Chlorophyll	Green pigment in plants and algae which absorbs light energy.
Chloroplast	The site of photosynthesis inside a plant cell.
Fertilisers	Chemicals containing minerals that plants need to build new tissues.
Photosynthesis	A process where plants and algae turn carbon dioxide and water into glucose and release oxygen.
Stomata	Pores (holes) in the bottom of a leaf which open and close to let gases in and out.

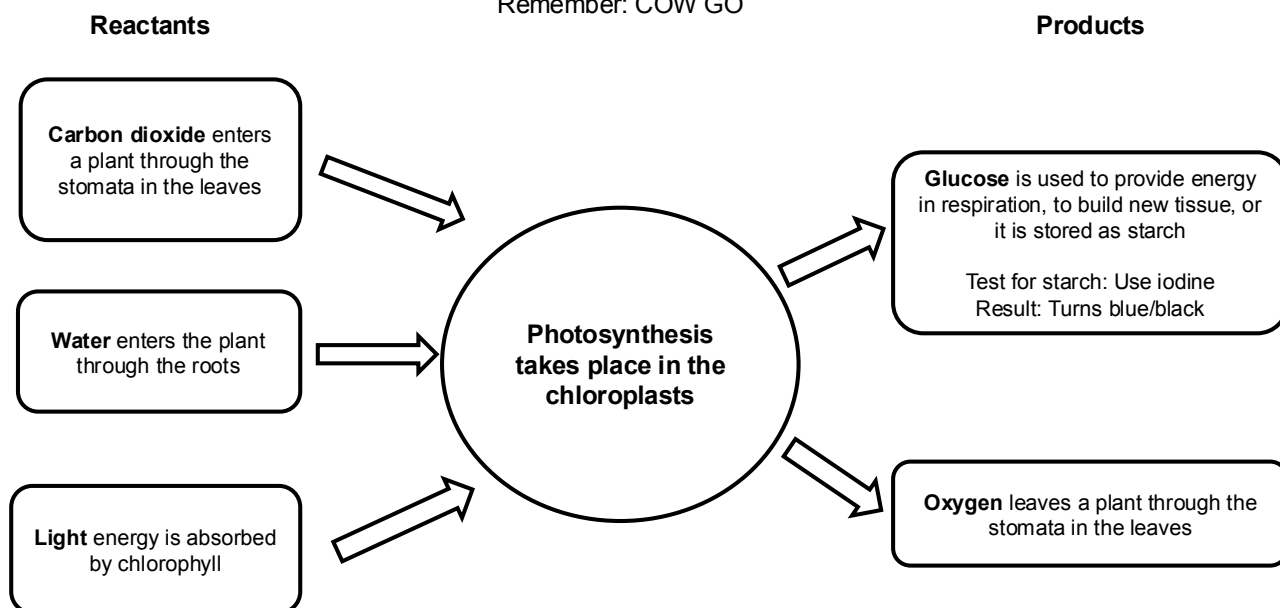
Respiration Keywords	
Keyword	Definition
Aerobic respiration	Breaking down glucose with oxygen to release energy and producing carbon dioxide and water.
Anaerobic respiration (fermentation)	Releasing energy from the breakdown of glucose without oxygen.
Mitochondria	The site of aerobic respiration inside a plant or animal cell.
Respiration	A chemical reaction that takes place in the mitochondria of cells

33

34. Photosynthesis

Photosynthesis word equation: Carbon dioxide + Water → Glucose + Oxygen

Remember: COW GO

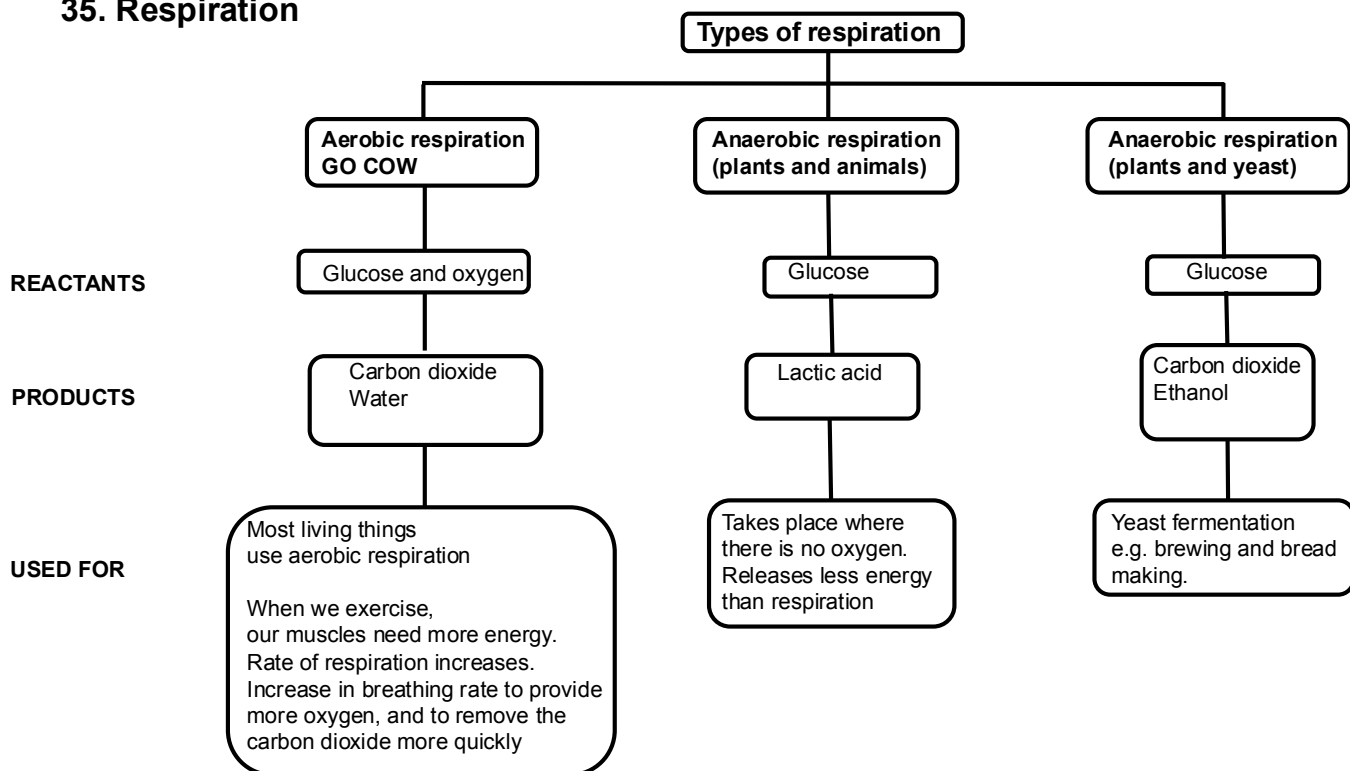


Three factors can limit the rate of photosynthesis:

light intensity, carbon dioxide concentration and temperature.

34

35. Respiration



35

36. Maths in Science 1

Keyword	Definition
Anomalous result	A number that does not fit the pattern.
Mean	Adding up a list of numbers and dividing by how many numbers are in the list. Exclude any anomalous results.
Median	The middle value when a list of numbers is put in order from smallest to largest.
Mode	The most common value in a list of numbers. If two values are tied then there are two modes. If more than two values are tied then there is no mode.
Range	The maximum and minimum values of a variable.

Person	Heart rate after 10 star jumps (bpm)	Heart rate after running 200 metres (bpm)	Heart rate after 10 squats (bpm)
1	98	104	87
2	102	107	91
3	96	105	94

Calculating a mean:

Adding up a list of numbers and dividing by how many numbers are in the list.

Example from above: Calculate the mean heart rate in bpm for person 1 over the 3 exercises.

$$98 + 104 + 87 = 289.$$

$$289 \div 3 \text{ (as we have 3 results)} = 96.33 \text{ bpm.}$$

Rounded to 96.3 (1d.p.)

36

37. Maths in Science

Calculating percentage:

$$(\text{Part} \div \text{whole}) \times 100$$

e.g. Out of 90 insects, 40 of them were ladybirds.

What is the % of ladybirds?

$$(40 \div 90) \times 100 = 44 \%$$

x - axis = left hand column in results table = independent variable

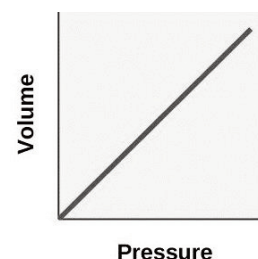
y - axis = right hand column in results table = dependent variable

Linear relationship:

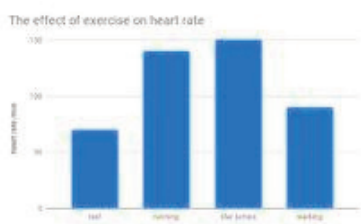
In science we use graphs to show relationships between two factors.

When a graph shows a straight line which goes through the origin (0,0).

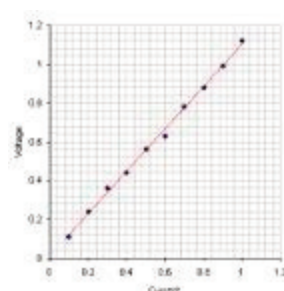
We say the two variables are directly proportional.



Categoric data: data put into groups e.g. colour of eyes
Draw a bar chart



Continuous data: data that can take any value e.g. current
Draw a line graph



37

1		2												3		4		5		6		7		0	
																								4 He helium 2	
																		</							



INDEPENDENCE: DIAGNOSIS – THERAPY - TEST	
NAME:	CLASS:
TOPIC:	
DIAGNOSIS: The thing I don't understand	
THERAPY: Where am I going to learn about this?	
Which of the templates will I use to transform the information?	
TEST: 5 questions someone can ask me about my new understanding.	



INDEPENDENCE: DIAGNOSE	
NAME:	CLASS:
SUBJECT:	

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.



INDEPENDENCE: RANKING TRIANGLE

NAME:

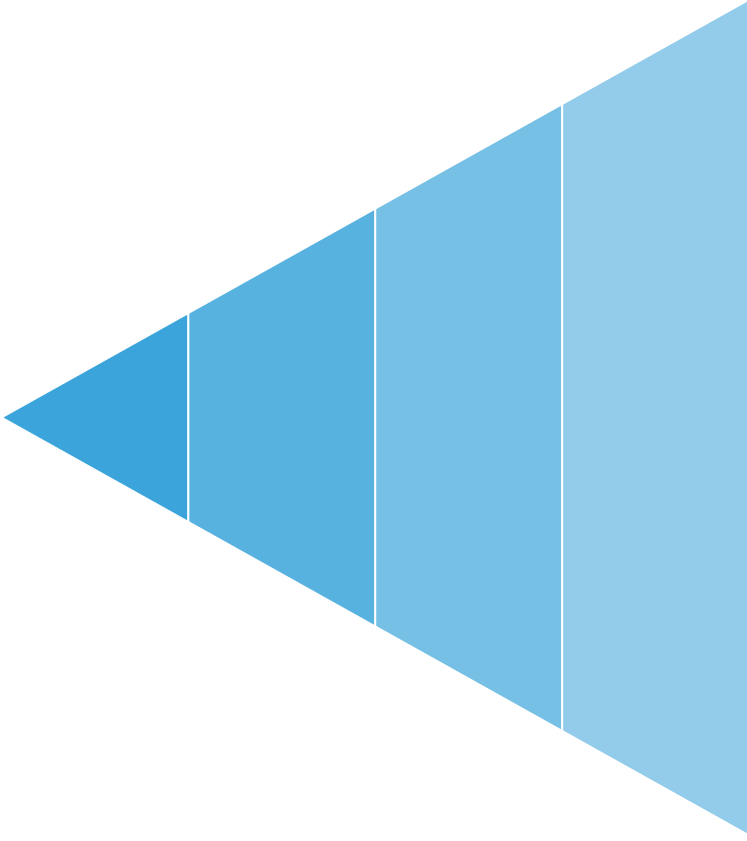
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME:	CLASS:
TOPIC:	

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

- | | | |
|-------------|-------------|------------|
| State... | Explain... | Suggest... |
| Describe... | Evaluate... | Compare... |



INDEPENDENCE: BOXING UP

NAME:	CLASS:
TOPIC:	

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:
Almost there: 3 things I understand better now:
I've got these: 3 things I already knew:



INDEPENDENCE: OTHER IDEAS

- Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.
- Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.
- Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.
- Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME: _____ CLASS: _____

TOPIC: _____

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

