



# Year 11

## Knowledge Organiser

### M2 2019 (Core)

*“Knowledge is a treasure, but practice is the key to it.”*  
— *Lao Tzu*

Sapere Aude

### **What is a Knowledge Organiser?**

A Knowledge Organiser (KO) is a set of key facts or information that you need to know and be able to recall to help you master a unit or topic. Each subject has created a list of key facts which covers the basic information that you are expected to learn.

### **Do I need to bring my Knowledge Organiser to school every day?**

Yes, your KO should be brought in every day like your community card and your planner. Your teachers may well want you to use your KOs in lessons. They are yours forever and you may want to annotate or highlight on them when your teacher talks about things in them. They will certainly be used in lessons when you have a cover teacher and you can use them whenever you find yourself with some spare time.

### **What do I do with my Knowledge Organiser at the end of term?**

You should store it, along with previous KOs, in your folder. You are building a revision guide; the information in your KOs are things you will need to continue to know and understand.

### **What happens if I don't complete my KO homework each night?**

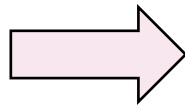
Your mentor will check your KO homework each day using the Homework Timetable and stamp the page for that day to acknowledge successful completion. If you have not completed your KO homework satisfactorily (as set out below) then you will have a compulsory 30 min prep session that same day. If you fail to attend the prep session you will spend the next day in ALC.

### **What happens if I lose my Knowledge Organiser?**

If you lose your KO you will be required to purchase a new one via finance.

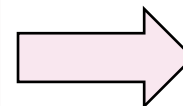
#### **Beginning of each half term:**

New Knowledge Organisers (KO) are given to you by your mentors. These are to be stored in your KO folder and brought to school every day.



#### **Every week:**

You are expected to show evidence of your learning in each subject. Teachers will start lessons with a "Do Now" activity based around the KOs. Mentors will give house points each morning for outstanding KO homework.



#### **Last week of half term:**

You are tested in each subject to show how much knowledge you have learnt.



John 10:10

I came to give life - life in all its fullness  
High Expectations - No Excuses



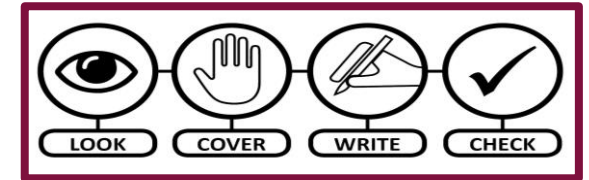
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## How to Self-Quiz

Your Knowledge Organiser is a vital document. It contains all the key things from your lessons that you will need to work on committing to your long-term memory.

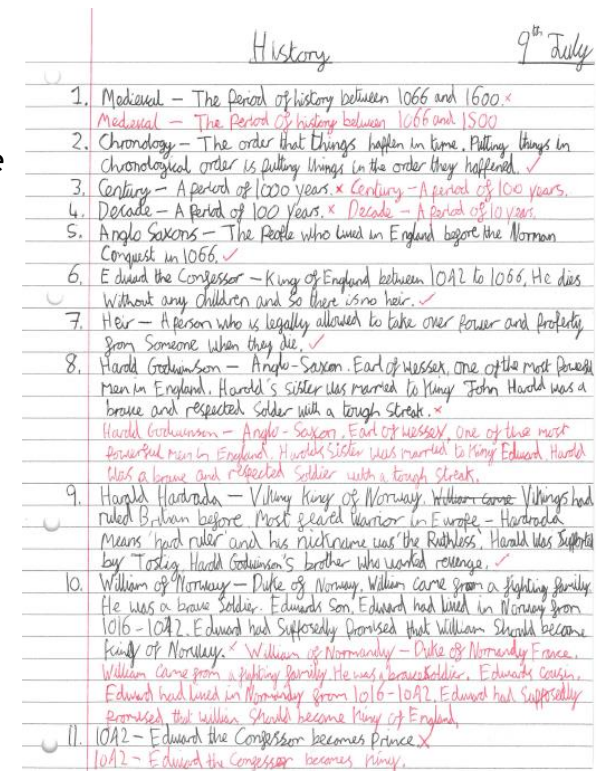
The best method when you are working on memorising things from your Knowledge Organiser is to self-quiz using the look, cover, write, check technique. Use your self-quizzing book for this.

<b>Look</b>	Read the piece of information carefully, two or three times.
<b>Cover</b>	Now cover up what you have just read.
<b>Write</b>	Now try and write down the piece of information you have just read.
<b>Check</b>	Did you write the information down correctly? If not, correct it with a red pen and then repeat!



Each night you should complete one full page (minimum) of self-quizzing in your quiz book. You should write the title (subject) and date at the top of each page. There should be no gaps on the page except for one line underneath the title. You should tick any correct answers and correct any incorrect answers in red pen.

Use the RAG column to self-assess how confident you are on each line once you have completed your self-quizzing.



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# The Bishop of Winchester Academy Weekly Homework Grid 2019 – 2020

Year 11, Michaelmas 2 – Commencing Monday 4<sup>th</sup> November

Week	Activity	Monday	Tuesday	Wednesday	Thursday		Friday	
1 4 <sup>th</sup> Nov	Self Quizzing	English Lines 1 - 10 (Language) Lines 1 - 9 (Literature)	Maths (H) Lines 91-96 Maths (F) Lines 61-68	Science (Separate) Lines 1 - 9 Science (Combined) Lines 1 - 10 R.S Full Lines 1-2 RS Short Lines 1	Child Dev	1-10	Art	1 - 8
					Geography	1 - 8	Business	1 - 3
					H & SC	1-5	Computing	1 - 10
					History	1 - 11	Drama	1 - 16
					Media	1 - 7	Food Tech	1 - 8
					Spanish	42-94	Graphics	1 - 12
							Health & Fitness	1 - 14
							Music Tech	1 - 5
					Sport	1 - 10	PE	1 - 9
							Performance Skills	1 - 5
Statistics (H)	77 - 80	Psychology	1-10					
Statistics (F)	60 - 64	Textiles	1 - 10					
2 11 <sup>th</sup> Nov	Self Quizzing	English Lines 11 - 17 (Language) Lines 10 - 18 (Literature)	Maths (H) Lines 97-104 Maths (F) Lines 69-79	Science (Separate) Lines 10 - 18 Science (Combined) Lines 11 - 20 R.S Full Lines 3-4 R.S Short Lines 1-2	Child Dev	11-20	Art	9 - 16
					Geography	9 - 21	Business	4 - 7
					H & SC	6-9	Computing	11 - 15
					History	12 – 22	Drama	17 - 18
					Media	8 - 21	Food Tech	9 - 16
					Spanish	95-125 & 200-226	Graphics	13 - 24
							Health & Fitness	15 - 20
							Music Tech	6 - 10
					Sport	11 – 21	PE	10 - 16
							Performance Skills	6 - 9
Statistics (H)	81 - 83	Psychology	11-20					
Statistics (F)	65 - 67	Textiles	11 - 20					
3 18 <sup>th</sup> Nov	Self Quizzing	English Lines 18 - 24 (Language) Lines 19 - 27 (Literature)	Maths (H) Lines 105-116 Maths (F) Lines 80-86	Science (Separate) Lines 19 - 27 Science (Combined) Lines 21 - 30 R.S Full Lines 5-6	Child Dev	21-30	Art	17 - 24
					Geography	22 - 33	Business	8 - 12
					H & SC	10-15	Computing	16 - 20
					History	23 – 33	Drama	19 - 22
							Food Tech	17 - 28



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Week	Activity	Monday	Tuesday	Wednesday	Thursday		Friday	
				RS Short 3-4	Media	22 – 26	Graphics	25 - 36
					Spanish	126-199	Health & Fitness	21 - 29
							Music Tech	11 - 14
							PE	17 - 21
					Sport	22 – 27	Performance Skills	10 - 14
							Photography	21 - 33
					Statistics (H)	84 - 88	Psychology	21-30
4 25 <sup>th</sup> Nov	Self Quizzing	English Lines 25 - 34 (Language) Lines 28 - 36 (Literature)	Maths (H) Lines 117-125 Maths (F) Lines 87-95	Science (Separate) Lines 28 - 36 Science (Combined) Lines 31 - 40 R.S Full Lines 6-8 RS Short line 5	Statistics (F)	68 - 70	Textiles	21 - 35
					Child Dev	31-40	Art	25 - 36
					Geography	34 - 46	Business	13 - 17
					H & SC	16-27	Computing	21 - 25
					History	34 – 44	Drama	23 - 24
					Media	27 – 31	Food Tech	29 - 40
							Graphics	37 - 48
					Spanish	227-247	Health & Fitness	30 - 54
							Music Tech	15 - 18
							PE	22 - 25
5 2 <sup>nd</sup> Dec	Self Quizzing	English Lines 35 - 49 (Language) Lines 37 - 53 (Literature)	Maths (H) Lines 126-134 Maths (F) Lines 96-102	Science (Separate) Lines 37 - 45 Science (Combined) Lines 41 - 51 R.S Full Lines 9-10 RS Short line 6	Sport	28 – 33	Performance Skills	15 - 20
					Statistics (H)	89 - 90	Photography	34 - 46
							Psychology	31-40
					Statistics (F)	71 - 74	Textiles	36 - 49
					Child Dev	41-50	Art	37 - 46
					Geography	47 - 54	Business	18 - 22
					H & SC	28-40	Computing	26 - 34
					History	45 – 55	Drama	25 - 26
					Media	32 – 36	Food Tech	41 - 47
							Graphics	49 - 60
					Spanish	1-247	Health & Fitness	55 - 77



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Week	Activity	Monday	Tuesday	Wednesday	Thursday		Friday	
							Music Tech	19 - 24
							PE	26 - 40
					Sport	34 – 53	Performance Skills	21 - 28
					Statistics (H)	91 - 95	Photography	47 - 60
					Statistics (F)	75 - 78	Psychology	41-50
							Textiles	50 - 60

Set 1 Science will need to do Science KO homework from the separate Science pages, all other sets from the combined Science pages



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ENGLISH LANGUAGE - YEAR 11 - M2			
Unseen Fiction			
1.	<b>Emotive Language</b>	Language that makes the reader experience a certain emotional response to the writing, e.g. The neglected child sat shivering in the corner; he was abandoned and unloved.	
2.	<b>Hyperbole</b>	Over-the-top exaggeration for effect, e.g. I have never seen such outrageous behaviour in all of my life.	
3.	<b>Dialect</b>	Different spoken forms of the same language which give the reader an insight into their personality and intellect.	
4.	<b>Motif</b>	A recurring element or symbol in a text (or work of art), the repetition of which contributes to establishing a theme. E.g. "rotten apple...feverish heat... plague of flies...sickened trees..." The repeated references to illness could symbolise the moral sickness within the narrative.	
5.	<b>Alliteration</b>	The repetition of the same sounds (mainly consonants) usually at the beginning of words to add emphasis to the feeling the sentence creates.	
6.	<b>Juxtaposition</b>	The fact of two things being seen or placed close together with contrasting effect e.g. romantic Romeo and blazing Tybalt.	
7.	<b>Oxymoron</b>	A figure of speech in which apparently contradictory terms appear in conjunction e.g. The silence was deafening.	
8.	<b>Listing</b>	A number of connected items written one after the other e.g. "Phoebe saw that the garden was over-flowing with foxgloves, lupins, daisies, sun-flowers and pretty weeds of all shapes and heights." The listing gives a vivid sense of the garden's abundance and beauty.	
9.	<b>Intensifier</b>	Used to emphasise meaning e.g. She was <b>so</b> upset; I felt <b>extremely</b> sorry for her.	
10.	<b>Anaphora</b>	Repetition of the same word or words at the beginning of successive phrases or sentences e.g. Love is the question. Love is the answer. Love is everything.	
11.	<b>Simple Sentence</b>	A sentence consisting of only one clause with a subject and a verb e.g. Joe waited for the train. Joe = subject. Waited = verb.	
12.	<b>Compound Sentence</b>	A sentence with more than one subject which is joined by a conjunction e.g. Joe waited for the train but the train was late. Joe & train = subjects. Waited & was = verbs. But = conjunction.	
13.	<b>Complex Sentence</b>	A sentence containing a main clause and subordinate clause e.g. Joe waited for the train as he was going to London. Joe waited for the train = main clause. As he was going to London = subordinate clause.	
14.	<b>Minor Sentence</b>	A word, phrase or clause functioning as a sentence but lacking the grammatical completeness and independence of a full sentence e.g. Fantastic!, Never mind.	
15.	<b>Main Clause</b>	A main clause can stand alone as a sentence (it makes sense on its own) e.g. The man was happy.	



ENGLISH LANGUAGE - YEAR 11 - M2			
Unseen Fiction			
16.	Subordinate Clause	A clause, typically introduced by a conjunction, that forms part of and is dependent on a main clause (it does not make sense on its own) e.g. as it was his birthday.	
17.	Embedded Clause	A subordinate clause breaks up a main clause to add information into a sentence. It does this by using commas e.g. The man, who was daring, was going skydiving.	
18.	Analytical Verbs	seem, tend, look like, appear to be, think, believe, doubt, be sure, indicate, suggest, believe, assume, suggest, consider, hypothesize, claim, presume	
19.	Modal Verbs	will, must, would, may, might, could	
20.	Adverbs of Frequency	often, sometimes, usually	
21.	Modal Adverbs	certainly, definitely, clearly, probably, possibly, perhaps, conceivably	
22.	Modal Adjectives	certain, definite, clear, probable, possible	
23.	Modal Nouns	assumption, possibility, probability	
24.	Exposition	The setting of the scene for the reader, this could be a description of setting or the <b>backstory</b> of a character.	
25.	Climax	An exciting or tense part of the text.	
26.	Resolution	The conclusion of the narrative, where conflicts are resolved or meaning is revealed.	
27.	Enigma	A person or thing that is mysterious or difficult to understand.	
28.	Circular Narrative	The idea that the narrative <b>begins at the end or the middle of events</b> , often beginning with the climax and ending in the same place it began.	
29.	Foreshadow	A warning or indication of (a future event).	
30.	Flashback	A part of a novel set in a time earlier than the main story.	
31.	Zoom In	Focus the reader's attention on a more detailed description to provide them with more information. This may be linked with a setting, character or plot development.	
32.	Zoom Out	Draw the reader's attention away from something specific to provide them with a general overview of something. This may be linked with a setting, character or plot development.	





ENGLISH LANGUAGE - YEAR 11 - M2			
Unseen Fiction			
33.	<b>Perspective Change</b>	A literary tool, which serves as a lens through which readers observe characters, events and happenings. A writer may narrate the story from his perspective, or from a character's perspective. Its purpose is to make the voice of a writer distinctive from other writers.	
34.	<b>Apostrophe for Possession (')</b>	Used to show that one thing belongs to or is connected to something e.g. Joe's shoe; the dog's bowl; the girls' bedroom; the children's playground.	
35.	<b>Apostrophe for Contraction (')</b>	Use to show that a letter is missing. It often joins two word together e.g. you are becomes you're; does not becomes doesn't; it is becomes it's.	
36.	<b>Colon ( : )</b>	A colon precedes an explanation or list. The shop supplies everything I need: bread, milk, tomatoes and baked beans.	
37.	<b>Semi Colon ( ; )</b>	This indicates a pause, typically between two main clauses, that is more pronounced than that indicated by a comma e.g. It was a hot day; there was going to be trouble.	
38.	<b>Parenthesis: Brackets, Dashes or Commas</b>	A word or phrase inserted as an explanation or extra information e.g. Skip (the guard dog) had done a fantastic job.	
39.	<b>Ellipses ( ... )</b>	Used in writing to create suspense.	
40.	<b>Structuring</b>	Foremost, Primarily, Firstly, Secondly, Thirdly, Lastly, Finally	
41.	<b>Adding</b>	Moreover, Furthermore, In addition, As well as, What is more, Besides, In any case, Additionally, Equally, Likewise, It could be argued	
42.	<b>Contrast</b>	On the other hand, Alternatively, However, Nevertheless, Whereas, Whilst, Conversely, Although, Despite, On the contrary	
43.	<b>Compare</b>	Likewise, Similarly, Equally, As well as, Equivalent to	
44.	<b>Generalising</b>	On the whole, In general, Broadly speaking	
45.	<b>Cause/Effect</b>	Therefore, As a result, Consequently, Because, Hence, Since, Until	
46.	<b>Exemplifying</b>	For example, For instance, This can be seen	
47.	<b>Linking</b>	For, Likewise, Similarly, In much the same way, Just like, Correspondingly	
48.	<b>Time</b>	As soon as, At the same time, Meanwhile, Eventually, Initially, Afterwards, Subsequently, Henceforth	



**ENGLISH LANGUAGE - YEAR 11 - M2**  
**Unseen Fiction**

<b>49.</b>	<b>Summing Up</b>	In conclusion, In summary, Thus, Accordingly, To sum up, Overall	
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ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
“Remains”, “Poppies”, “Ozymandias”			
1.	“Remains” by Simon Armitage  Context	Written to coincide with a TV documentary about those returning from war with PTSD. Based on Guardsman Tromans, who fought in Iraq in 2003. The speaker describes shooting a looter dead in Iraq and how it has affected him. He also wrote the poem to show the reader that mental suffering can persist long after physical conflict is over.	
2.	“Remains”  Structure and Form	Monologue, told in the present tense to convey a flashback (a symptom of PTSD). The first four stanzas are set in Iraq; the last three are at home, showing the aftermath. There is enjambment between lines and stanzas that conveys his conversational tone and gives it a fast pace, especially when conveying the horror of the killing. There is repetition of “Probably armed, Possibly not” - this conveys guilt and bitterness.	
3.	“Remains”  Quotations	“Remains” - the images and suffering remain. “Legs it up the road” - colloquial language = authentic voice. “Then he’s carted off in the back of a lorry” - reduction of humanity to waste or cattle. “he’s here in my head when I close my eyes / dug in behind enemy lines” - metaphor for a war in his head; the PTSD is entrenched. “his bloody life in my bloody hands” - alludes to Macbeth: Macbeth the warrior with PTSD and Lady Macbeth’s bloody hands and guilt.	
4.	“Poppies” by Jane Weir  Context	A modern poem that offers an alternative interpretation of bravery in conflict: it does not focus on a soldier in battle but on the mother who is left behind and must cope with his death. The narration covers her visit to a war memorial, interspersed with images of the soldier’s childhood and his departure for war. Set around the time of the Iraq and Afghan wars, but the conflict is deliberately ambiguous to give the poem a timeless relevance to all mothers and families. There are hints of a critical tone, about how soldiers can become intoxicated by the glamour of the military: “a blockade of yellow bias” and “intoxicated”.	
5.	“Poppies”	<ul style="list-style-type: none"> <li>This is an elegy - a poem of mourning</li> </ul>	



ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
	Structure and Form	<ul style="list-style-type: none"> <li>• There is a strong sense of form despite the free verse, stream of consciousness addressing her son directly - poignant</li> <li>• No rhyme scheme makes it melancholic</li> <li>• Enjambment gives it an anecdotal tone</li> <li>• Nearly half the lines have caesura - she is trying to hold it together, but can't speak fluently as she is breaking inside</li> <li>• Rich texture of time shifts, and visual, aural and touch imagery</li> </ul>	
6.	"Poppies" Quotations	<ul style="list-style-type: none"> <li>• Contrasting semantic fields of home / childhood ("cat hairs", "play at being Eskimos", "bedroom") with war / injury ("blockade", "bandaged", "reinforcements")</li> <li>• Aural (sound) imagery: "All my words flattened, rolled, turned into felt" shows pain and inability to speak, and "I listened, hoping to hear your playground voice catching on the wind" shows longing for dead son</li> <li>• "I was brave, as I walked with you, to the front door": different perspective of bravery in conflict</li> </ul>	
7.	"Ozymandias" by Percy Shelley Context	Shelley was an atheist who criticised political leadership. Although about Ramesses II, an Egyptian pharaoh, it subtly undermines George III, the reigning monarch in 1818.	
8.	"Ozymandias" Structure and Form	A Petrarchan sonnet with an irregular rhyme scheme. There is a volta at line 9.	
9.	"Ozymandias" Quotations	<p>"vast and trunkless legs of stone"</p> <p>"sneer of cold command"</p> <p>"that colossal wreck"</p> <p>"king of kings"</p> <p>"boundless and bare...lone and level"</p>	
"War Photographer", "London", "The Prelude"			



ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
10.	<b>“War Photographer” by Carol Ann Duffy</b>  <b>Context</b>	<p>Tells the story of a war photographer developing photos at home in England: as a photo develops he begins to remember the horrors of war - painting a contrast to the safety of his dark room.</p> <p>He appears to be returning to a warzone at the end of the poem.</p> <p>Duffy conveys both the brutality of war and the indifference of those who might view the photos in newspapers and magazines: those who live in comfort and are unaffected by war.</p> <p>Like Tennyson and Ted Hughes, Duffy was the Poet Laureate. Duffy was inspired to write this poem by her friendship with a war photographer. She was intrigued by the challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects.</p> <p>The location is ambiguous and therefore universal: “Belfast. Beirut. Phnom Penh.”</p>	
11.	<b>“War Photographer”</b>  <b>Structure and Form</b>	<p>Enjambment - reinforces the sense that the world is out of order and confused.</p> <p>Rhyme reinforces the idea that he is trying to bring order to a chaotic world - to create an understanding.</p> <p>Contrasts: imagery of rural England and nightmare war zones.</p> <p>Third stanza: A specific image - and a memory - appears before him.</p>	
12.	<b>“War Photographer”</b>  <b>Quotations</b>	<p>“All flesh is grass”: Biblical reference that means all human life is temporary - we all die eventually</p> <p>“He has a job to do”: like a soldier, the photographer has a sense of duty</p> <p>“running children in a nightmare heat”: emotive imagery with connotations of hell</p> <p>“blood stained into a foreign dust”: lasting impact of war - links to Remains and “blood shadow”</p> <p>“he earns a living and they do not care”: ‘they’ is ambiguous - it could refer to readers or the wider world</p>	
13.	<b>“London” by William Blake</b>  <b>Context</b>	<p>Written in the Georgian era, at the time of the French Revolution, this poem from The Songs of Experience attacks establishments such as the Church and criticises the effect of modern living on man’s natural state.</p>	
14.	<b>“London”</b>  <b>Structure and Form</b>	<p>Dramatic monologue. Quatrains and ‘abab’ rhyme scheme to convey being trapped. Enjambment to convey man’s natural free nature.</p>	
15.	<b>“London”</b>  <b>Quotations</b>	<p>“In every...In every...In every...”</p> <p>“mind-forged manacles”</p> <p>“black’ning church”</p> <p>“runs in blood down palace walls”</p> <p>“harlot’s curse...new-born infant’s tear...marriage hearse”</p>	



ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
16.	Extract from “The Prelude” by William Wordsworth  Context	A Romantic poem based on the fall of man, using natural imagery and an episode from Wordsworth’s childhood in the Lake District.	
17.	“The Prelude”  Structure and Form	A first-person narrative written in a block stanza to show the overwhelming power of nature. Lack of rhyme and enjambment to show panic and anxiety.	
18.	“The Prelude”  Quotations	<p>“She was an elfin pinnacle”</p> <p>“A little boat tied to a willow tree”</p> <p>“The horizon’s bound, a huge peak, black and huge”</p> <p>“that do not live/Like living men”</p> <p>“trouble to my dream”</p>	
<b>“Tissue”, “My Last Duchess”, “Charge of the Light Brigade”</b>			
19.	“Tissue” by Imtiaz Dharker  Context	<p>Two different meanings of Tissue (homonyms) are explored: firstly, the various pieces of paper that control our lives (holy books, maps, grocery receipts); secondly, the tissue of a human body.</p> <p>The poet explores the paradox that although paper is fragile, temporary and ultimately not important, we allow it to control our lives.</p> <p>Also, although human life is much more precious, it is also fragile and temporary.</p> <p>Dharker was born in Pakistan and grew up in Glasgow.</p> <p>“Tissue” is taken from a 2006 collection of poems entitled ‘The Terrorist at My Table’: the collection questions how well we know people around us.</p> <p>This particular poem also questions how well we understand ourselves and the fragility of humanity.</p>	
20.	“Tissue”  Structure and Form	<p>The short stanzas create many layers, which is a key theme of the poem (layers of paper and the creation of human life through layers).</p> <p>The lack of rhythm or rhyme creates an effect of freedom and openness.</p> <p>All stanzas have four lines, except the final stanza which has one line (“turned into your skin”): this line focuses on humans, and addresses the reader directly to remind us that we are all fragile and temporary.</p> <p>Enjambment between lines and stanzas creates an effect of freedom and flowing movement.</p>	



ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
21.	<b>"Tissue"</b>  Quotations	<ul style="list-style-type: none"> <li>Semantic field of light: ("Paper that lets light shine through", "The sun shines through their borderlines", "let the daylight break through capitals and monoliths") emphasises that light is central to life, a positive and powerful force that can break through 'tissue' and even monoliths (stone statues).</li> <li>"pages smoothed and stroked and turned": gentle verbs convey how important documents such as the Qur'an are treated with respect.</li> <li>"Fine slips [...] might fly our lives like paper kites": this simile suggests that we allow ourselves to be controlled by paper.</li> </ul>	
22.	<b>"My Last Duchess"</b> by Robert Browning  Context	The poem criticises the oppression of women as well as any tyrannical power. It is set in Renaissance Italy to avoid any direct criticism of the British monarchy (Queen Victoria).	
23.	<b>"My Last Duchess"</b>  Structure and Form	A dramatic monologue, written in a block stanza with enjambment and caesura. Tightly controlled rhyming couplets to reinforce the impression of tyranny.	
24.	<b>"My Last Duchess"</b>  Quotations	"That's my Last Duchess painted on the wall" "My gift of a nine-hundred-years-old name" "I gave commands; then all smiles stopped" "Notice Neptune, though, taming a sea-horse"	
25.	<b>"Charge of the Light Brigade"</b> by Alfred Lord Tennyson  Context	Written after a disastrous battle in the Crimean War (1853-1856), in which British soldiers were effectively sacrificed after an order given by Lord Raglan. While celebrating the heroic soldiers, there is implied criticism of the higher ranking army leaders.	
26.	<b>"Charge of the Light Brigade"</b>  Structure and Form	A third person narrative told in chronological order. Rhyming couplets and triplets - broken to show the falling of the men in battle. Dactylic dimeter.	
27.	<b>"Charge of the Light Brigade"</b>  Quotations	"Rode / Rode / Rode / Not / Left / Noble...six hundred" "Valley of Death" "Jaws of Death...mouth of Hell" "sabrestroke / Shatter'd and sunder'd" "horse and hero fell" "When can their glory fade? / O the wild charge they made!"	



ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
	<b>"The Emigree", "Exposure", "Storm on the Island"</b>		
28.	<b>"The Emigree" by Carol Rumens</b>  <b>Context</b>	<p>"Emigree" - a female who is forced to leave her country for political and social reasons</p> <p>The speaker describes her memories of a home city that she was forced to flee. The city is now "sick with tyrants"</p> <p>Despite the city's problems, her positive memories of the place cannot be extinguished</p> <p>"Emigree" was published in 1993. The home country of the speaker is not revealed - this ambiguity gives the poem a timeless relevance</p> <p>Increasingly relevant to many people in current world climate</p>	
29.	<b>"The Emigree"</b>  <b>Structure and Form</b>	<p>First person</p> <p>The last line of each stanza is the same (epistrophe): "sunlight": reinforces the overriding positivity of the city and of the poem</p> <p>The first two stanzas have lots of enjambment - conveys freedom. The final stanza has lots of full-stops - conveys that fact that she is now trapped.</p>	
30.	<b>"The Emigree"</b>  <b>Quotations</b>	<p>"I left it as a child": ambiguous meaning - either she left when she was a child or the city was a child (it was vulnerable and she feels a responsibility towards it)</p> <p>"I am branded by an impression of sunlight": imagery of light - it will stay with her forever</p> <p>Personification of the city: "I comb its hair and love its shining eyes" (she has a maternal love for the city) and "My city takes me dancing" (it is a romantic and passionate lover)</p> <p>"My city hides behind me": it is vulnerable and - despite the fact that she had to flee - she is strong</p> <p>Semantic field of conflict: "tyrants", "tanks", "frontiers"</p>	
31.	<b>"Exposure" by Wilfred Owen</b>  <b>Context</b>	The only poet in the anthology with direct experience of war. Owen wrote graphic poems about the physical impact of life in the trenches in WWI.	
32.	<b>"Exposure"</b>  <b>Structure and Form</b>	Present tense, third person plural. An extended moment of reflection. Same words repeated at the end of lines. Repetition of last line of stanzas - monotony.	
33.	<b>"Exposure"</b>  <b>Quotations</b>	<p>"in the merciless iced east winds that knife us"</p> <p>"Like twitching agonies of men among its brambles"</p> <p>"Sudden successive flights of bullets streak the silence"</p> <p>"All their eyes are ice...But nothing happens"</p>	
34.	<b>"Storm on the Island" by Seamus Heaney</b>  <b>Context</b>	Written after the troubles in Northern Ireland, the poem uses devastating coastal weather conditions as a metaphor for the ongoing threat of conflict between the loyalists and the unionists.	





ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
35.	“Storm on the Island”  Structure and Form	Blank verse using colloquial language. Block stanzas to show the resilience of people.	
36.	“Storm on the Island”  Quotations	“blast” “leaves and branches/can raise a tragic chorus” “pummels...bombarde” “Exploding comfortably” “spits like a tame cat / Turned savage”	
<b>“Checking out Me History”, “Kamikaze”, “Bayonet Charge”</b>			
37.	“Checking out Me History” by John Agard  Context	Represents the voice of a black man who is frustrated by the Eurocentric history curriculum in the UK - which pays little attention to the black history Black history is quoted to emphasise its separateness and to stress its importance John Agard was born in the Caribbean in 1949 and moved to the UK in the 1970s His poetry challenges racism and prejudice This poem may, to some extent, have achieved its purpose: in 2016, a statue was erected in London in honour of Mary Seacole, one of the subjects of the poem	
38.	“Checking out Me History”  Structure and Form	Dramatic monologue, with a dual structure. Stanzas concerning Eurocentric history (normal font) are interspersed with stanzas on black history (in italics) to represent separateness and rebellion). Black history sections arranged as serious lessons to be learned; traditional history as nursery rhymes, mixed with fairytales (mocking of traditional history). The lack of punctuation, the stanzas in free verse, the irregular rhyme scheme and the use of Creole could represent the narrator’s rejection of the rules. Repetition of “Dem tell me” - frustration.	
39.	“Checking out Me History”  Quotations	<ul style="list-style-type: none"> <li>Imagery of fire and light used in all three stanzas regarding black historic figures: “Toussaint de beacon”, “Fire-woman”, “yellow sunrise”</li> <li>Uses non-standard phonetic spelling: “Dem tell me wha dem want”, to represent his own powerful accent and mixes the Caribbean Creole dialect with Standard English</li> <li>“I carving out me identity”: metaphor for the painful struggle to be heard, and to find his identity</li> </ul>	



ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
40.	<b>"Kamikaze" by Betrice Garland</b>  <b>Context</b>	<p>In WWII, Japanese Kamikaze pilots would fly manned missiles into targets such as ships.</p> <p>This poem explores a kamikaze pilot's journey towards battle, his decision to return, and how he is shunned when he returns home.</p> <p>As he looks down at the sea, the beauty of nature and memories of childhood make him decide to turn back.</p> <p>Cowardice or surrender was a great shame in wartime Japan. To surrender meant shame for you and your family, and rejection by society: "he must have wondered which had been the better way to die".</p>	
41.	<b>"Kamikaze"</b>  <b>Structure and Form</b>	<p>Narrative and speaker is third person, representing the distance between her and her father, and his rejection by society.</p> <p>The first five stanzas are ordered (whilst he is flying on his set mission).</p> <p>Only full stop is at the end of stanza five: he has made his decision to turn back.</p> <p>The final two are in italics and have longer lines to represent the fallout of his decision: his life has shifted and will no longer be the same.</p> <p>Direct speech - "My mother never spoke again" - gives the poem a personal tone.</p>	
42.	<b>"Kamikaze"</b>  <b>Quotations</b>	<ul style="list-style-type: none"> <li>• The Japanese word "kamikaze" means 'divine wind' or 'heavenly wind', and has its origin in a heaven-sent storm that scattered an invading fleet in 1250.</li> <li>• "dark shoals of fish flashing silver": image links to a Samurai sword - conveys the conflict between his love for nature/life and his sense of duty. Also has sibilance.</li> <li>• "they treated him as though he no longer existed": cruel irony - he chose to live but now must live as though he is dead.</li> <li>• "was no longer the father we loved": the pilot was forever affected by his decision.</li> <li>•</li> </ul>	
43.	<b>"Bayonet Charge" by Ted Hughes</b>  <b>Context</b>	<p>An admirer of Owen's poetry, Hughes wrote his own poem about the direct experience of war. He was influenced by stories of his father's experiences at Gallipoli which he felt were represented in Owen's poetry, in particular Spring Offensive.</p>	
44.	<b>"Bayonet Charge"</b>  <b>Structure and Form</b>	<p>Begins in medias res using enjambment and caesura.</p> <p>Irregular rhyme.</p>	



ENGLISH LITERATURE - YEAR 11 - M2 Anthology Poetry - Power and Conflict			RAG
45.	<b>"Bayonet Charge"</b>  Quotations	"Suddenly, he awoke..." "bullets smacking the belly out of the air" "Threw up a yellow hare that rolled like a flame" "King, honour, human dignity etcetera / Dropped like luxuries"	
46.	<b>Key Themes</b>	Pride and Power of Man Decay Power of Nature Fear Identity Inequality and Anger Suffering Reality of Conflict Bravery	
47.	<b>Stanza</b>	A group of lines in a poem.	
48.	<b>Volta</b>	A change in the poem.	
49.	<b>Simile</b>	Comparing two things with 'like' or 'as'.	
50.	<b>Personification</b>	Giving human qualities to the non-human.	
51.	<b>Tone</b>	The mood or feeling created in a poem.	
52.	<b>Irony</b>	Language that says one thing but implies the opposite. For example, sarcasm.	
53.	<b>In medias res</b>	The text starts directly in the middle of the action.	



SEPARATE SCIENCE - YEAR 11 - M2 Ecosystems, Light and Earth's Resources			RAG
1.	Acid Rain	Rain that has an acidic pH caused by acid gases that have been released into the atmosphere, such as sulphur dioxide and nitrogen oxide. These gases dissolve in rainwater and react with oxygen in the air to acid.	
2.	Biodiversity	A measure of the variety of all the different species of organisms on Earth.	
3.	Deforestation	The removal of trees from a large area of land so that the area can be used for other purposes, such as farming or building.	
4.	Incident Energy	Light from the Sun arriving at the surface of the Earth.	
5.	Trophic Level	Feeding levels in an ecosystem.	
6.	Bioleaching	A new technique that involves using bacteria to extract metals, such as copper, from low-grade ores.	
7.	Blast Furnace	The huge reaction vessels used in industry to extract iron from its ore.	
8.	Life Cycle Assessment (LCA)	Carried out to assess the environmental impact of products, processes or services at different stages in their life cycle.	
9.	Non-Renewable	Something which cannot be replaced once it is used up.	
10.	Thermal Decomposition	The breakdown of a compound by heating it.	
11.	Angle of Incidence	Angle between the incident ray and the normal.	
12.	Angle of Reflection	Angle between the reflected ray and the normal.	
13.	Concave (Diverging) Lens	A lens that makes parallel rays diverge (spread out).	
14.	Convex (Converging) Lens	A lens that makes light rays parallel to the principal axis converge (meet) at a point.	
15.	Diffuse Reflection	Reflection from a rough surface - the light rays are scattered in different directions.	
16.	Focal Length	The distance from the centre of a lens to the point where light rays parallel to the principal axis are focused (or, in the case of a diverging lens, appear to diverge from).	
17.	Magnification	The image height $\div$ the object height.	
18.	Magnifying Glass	A converging lens used to magnify a small object which must be placed between the lens and its focal point.	



SEPARATE SCIENCE - YEAR 11 - M2 Ecosystems, Light and Earth's Resources			RAG
19.	Normal	Straight line through a surface or boundary perpendicular to the surface or boundary.	
20.	Opaque Object	An object that light cannot pass through.	
21.	Principal Focus	The point where light rays parallel to the principal axis of a lens are focused (or, in the case of a diverging lens, appear to diverge from).	
22.	Real Image	An image formed by a lens that can be projected on to a screen.	
23.	Refraction	The change of direction of a light ray when it passes across a boundary between two transparent substances (including air).	
24.	Specular Reflection	Reflection from a smooth surface. Each light ray is reflected in a single direction.	
25.	Translucent Object	An object that allows light to pass through, but the light is scattered or refracted.	
26.	Transparent Object	An object that transmits all the incident light that enters the object.	
27.	Virtual Image	An image, seen in a lens or a mirror, from which light rays appear to come after being refracted by a lens or reflected by a mirror.	
28.	Continuous Data	Data that can take any value.	
29.	Correlation	An apparent link or relationship between two factors.	
30.	Discrete Data	Data that can only take certain values.	
31.	Gradient (of a straight line graph)	A measure of the slope of a straight line on a graph.	
32.	Line of Best Fit	A straight line that represents the general trend of data. An equal number of data points should be above and below the line of best fit.	
33.	Mean	The arithmetical average of a series of numbers.	
34.	Median	The middle value of a list of numbers.	
35.	Mode	The number that occurs most often in a set of data.	
36.	Order of Magnitude	A comparison of the size of values. Two values are the same order of magnitude if their difference in size is small in comparison to other values being compared.	
37.	Percentage	A number expressed as a fraction of 100.	



SEPARATE SCIENCE - YEAR 11 - M2 Ecosystems, Light and Earth's Resources			RAG
38.	Qualitative Data	Data that is descriptive or categorical.	
39.	Quantitative Data	Data that is numerical or a measurement.	
40.	Ratio	A way of comparing two or more quantities, showing how many times one quantity is contained within the other.	
41.	SI System of Units	A system of units for physical quantities that are considered the standard units.	
42.	Significant Figures (s.f.)	The important digits within a number. All non-zero digits are significant. Zeros may be significant if followed by another non-zero digit.	
43.	Standard Form	A way of displaying large and small numbers.	
44.	Tangent	A straight line drawn to touch a point on a curve so it has the same gradient as the curve at that point.	
45.	Accurate	A measurement is considered accurate if it is judged to be close to the true value.	
46.	Anomalies	Results that do not match the pattern seen in the other data collected or are well outside the range of other repeat readings (outliers).	
47.	Bar Chart	Used when you have a categoric independent variable and a continuous dependent variable.	
48.	Categoric Variable	Categoric variables have values that are labels. For example, types of material.	
49.	Continuous Variable	Can have values (called a quantity) that can be given by measurement (for example, mass, volume, temperature, etc.).	
50.	Dependent Variable	The variable for which the value is measured for each and every change in the independent variable.	
51.	Directly Proportional	A relationship that, when drawn on a line graph, shows a positive linear relationship that crosses through the origin.	
52.	Errors	Sometimes called uncertainties.	
53.	Hazard	A hazard is something (e.g. an object, a property of a substance or an activity) that can cause harm.	
54.	Hypothesis	A proposal intended to explain certain facts or observations.	
55.	Independent Variable	The variable for which values are changed or selected by the investigator.	



SEPARATE SCIENCE - YEAR 11 - M2 Ecosystems, Light and Earth's Resources			RAG
56.	Line Graph	Used when both variables are continuous. The line should normally be a line of best fit, and may be straight or a smooth curve.	
57.	Precise/Precision	A precise measurement is one in which there is very little spread about the mean value. Precision depends only on the extent of random errors - it gives no indication of how close results are to the true (accurate) value.	
58.	Prediction	A forecast or statement about the way something will happen in the future.	
59.	Random Error	Differences in results due to poor measurements being made. Usually this is because the experimenter does not carry out exactly the same method each time, or because of limitations of the measurement device.	
60.	Range	The maximum and minimum values of the independent or dependent variables.	
61.	Relationship	The link between the variables that were investigated.	
62.	Repeatable	A measurement is repeatable if the original experimenter repeats the investigation using the same method and equipment and obtains the same or precise results.	
63.	Reproducible	A measurement is reproducible if the investigation is repeated by another person, using different equipment and the same results are obtained.	
64.	Risk	The likelihood that a hazard will actually cause harm.	
65.	Systematic Error	Cause readings to be a value other than the true value, due to results differing from the true value by a consistent amount each time a measurement is made.	
66.	Valid	Suitability of the investigative procedure to answer the question being asked.	
67.	Variable	Physical, chemical or biological quantity or characteristic.	



COMBINED SCIENCE - YEAR 11 - M2 Forces, Organic Chemistry, Separating Mixtures			RAG
1.	Displacement	Distance in a given direction.	
2.	Driving Force	Force of a vehicle that makes it move (sometimes referred to as motive force).	
3.	Forces	A force (in newtons, N) can change the motion of an object.	
4.	Free-Body Force Diagram	A diagram that shows the forces acting on an object without any other objects or forces shown.	
5.	Friction	The force opposing the relative motion of two solid surfaces in contact.	
6.	Magnitude	The size or amount of a physical quantity.	
7.	Newton's First Law of Motion	If the resultant force on an object is zero, the object stays at rest if it is stationary, or it keeps moving with the same speed in the same direction.	
8.	Newton's Third Law of Motion	When two objects interact with each other, they exert equal and opposite forces on each other.	
9.	Parallelogram of Forces	A geometrical method used to find the resultant of two forces that do not act along the same line.	
10.	Resultant Force	A single force that has the same effect as all the forces acting on the object.	
11.	Scalar	A physical quantity, such as mass or energy, that has magnitude only (unlike a vector which has magnitude and direction).	
12.	Vector	A vector is a physical quantity, such as displacement or velocity, that has a magnitude and a direction (unlike a scalar which has magnitude only).	
13.	Acceleration	Change of velocity per second (in metres per second per second, $\text{m/s}^2$ ).	
14.	Deceleration	Change of velocity per second when an object slows down.	
15.	Gradient (of a straight line graph)	Change of the quantity plotted on the y-axis divided by the change of the quantity plotted on the x-axis.	
16.	Tangent	A straight line drawn to touch a point on a curve so it has the same gradient as the curve at that point.	
17.	Velocity	Speed in a given direction (in metres/second, $\text{m/s}$ ).	
18.	Braking Distance	The distance travelled by a vehicle during the time it takes for its brakes to act.	





COMBINED SCIENCE - YEAR 11 - M2 Forces, Organic Chemistry, Separating Mixtures			RAG
19.	Conservation of Momentum	In a closed system, the total momentum before an event is equal to the total momentum after the event. Momentum is conserved in any collision or explosion, provided no external forces act on the objects that collide or explode.	
20.	Directly Proportional	A graph will show this if the line of best fit is a straight line through the origin.	
21.	Elastic	A material is elastic if it is able to regain its shape after it has been squashed or stretched.	
22.	Extension	The increase in length of a spring (or a strip of material) from its original length.	
23.	Gravitational Field Strength, $g$	The force of gravity on an object of mass 1 kg (in newtons per kilogram, N/kg). It is also the acceleration of free fall.	
24.	Inertia	The tendency of an object to stay at rest or to continue in uniform motion.	
25.	Limit of Proportionality	The limit for Hooke's law applied to the extension of a stretched spring.	
26.	Mass	The quantity of matter in an object - a measure of the difficulty of changing the motion of an object (in kilograms, kg).	
27.	Momentum	This equals mass (in kg) x velocity (in m/s).	
28.	Newton's Second Law of Motion	The acceleration of an object is proportional to the resultant force on the object, and inversely proportional to the mass of the object.	
29.	Stopping Distance	The distance travelled by the vehicle in the time it takes for the driver to think and brake.	
30.	Terminal Velocity	The velocity reached by an object when the drag force on it is equal and opposite to the force making it move.	
31.	Thinking Distance	The distance travelled by the vehicle in the time it takes the driver to react.	
32.	Weight	The force of gravity on an object (in newtons, N).	
33.	Alkane	Saturated hydrocarbon with the general formula $C_nH_{2n+2}$ , for example, methane, ethane, and propane.	
34.	Alkene	Unsaturated hydrocarbon which contains a carbon-carbon double bond. Its general formula is $C_nH_{2n}$ , for example, ethene, $C_2H_4$ .	



COMBINED SCIENCE - YEAR 11 - M2 Forces, Organic Chemistry, Separating Mixtures			RAG
35.	Cracking	The reaction used in the oil industry to break down large hydrocarbons into smaller, more useful ones.	
36.	Distillation	Separation of a liquid from a mixture by evaporation followed by condensation.	
37.	Double Bond	A covalent bond made by the sharing of two pairs of electrons.	
38.	Flammable	Easily ignited and capable of burning rapidly.	
39.	Fraction	Hydrocarbons with similar boiling points separated from crude oil.	
40.	Fractional Distillation	A way to separate liquids from a mixture of liquids by boiling off the substances at different temperatures, then condensing and collecting the liquids.	
41.	General Formula	A formula that represents the common structure of all compounds in a single class of chemicals. For example, the general formula of all alkanes is $C_nH_{2n+2}$ .	
42.	Hydrocarbon	A compound containing only hydrogen and carbon.	
43.	Mixture	When some elements or compounds are mixed together and intermingle but do not react together (i.e. no new substance is made). A mixture is not a pure substance.	
44.	Oxidised	A substance that has had oxygen added to it or has lost electrons.	
45.	Saturated Hydrocarbon	Describes a hydrocarbon with only single bonds between its carbon atoms. This means that it contains as many hydrogen atoms as possible in each molecule.	
46.	Thermal Decomposition	The breakdown of a compound by heating it.	
47.	Unsaturated Hydrocarbon	A hydrocarbon whose molecules contains at least one carbon- carbon double bond.	
48.	Viscosity	The resistance of a liquid to flowing or pouring; a liquid's 'thickness'.	
49.	Pipette	A glass tube used to measure accurate volumes of liquids.	
50.	$R_f$ (Retention Factor)	A measurement from chromatography: it is the distance a spot of substance has been carried above the baseline divided by the distance of the solvent front.	



RS - YEAR 11- M2 Islam Beliefs				
	Sub-Topics	Key Teachings	Key Words	RAG
1.	The Oneness of God & the Supremacy of God's Will	<p>He is God, the One, God the eternal. He begot no one nor was He begotten. No one is comparable to Him."</p> <p>"You who believe, obey God and the Messenger."</p> <p>"Misfortunes can only happen with God's permission." (Insh Allah)</p>	<p><b>Muslim:</b> One who has submitted to the will of God and has accepted Islam.</p> <p><b>Islam:</b> The name of the religion followed by Muslims; to surrender to the will of God; peace.</p> <p><b>Allah:</b> The Arabic name for God.</p> <p><b>Tawhid:</b> The Oneness and unity of God.</p> <p><b>Monotheistic:</b> A religion that believes there is only one God.</p> <p><b>Supremacy:</b> Supreme power or authority; a quality of God.</p>	
2.	Key Beliefs of Sunni Islam and Shi'a Islam	<p>'There is no God but Allah and Muhammad is His Messenger.'</p> <p><b>The Shahadah</b></p>	<p><b>Qur'an:</b> The Holy book revealed to Mohammad by the angel Jibril; God's final revelation to humankind.</p> <p><b>Sunnah:</b> The teachings and deeds of Mohammad.</p> <p><b>Sunni:</b> Muslims who believe in the successorship to Mohammad of Abu Bakr, Umar, Uthman and Ali.</p> <p><b>Shi'a (Shi'i):</b> Muslims who believe in the Imamate, the successorship of Ali.</p> <p><b>The five roots of Usul adDin:</b> The foundations of the faith in <b>Shi'a Islam</b>. They consist of five key beliefs: <b>Tawhid</b> (the Oneness of Allah), <b>Adalat</b> (justice), <b>Prophethood</b>, <b>Imamate</b> (leadership).</p>	



I came to give life - life in all its fullness  
High Expectations - No Excuses



RS - YEAR 11- M2 Islam Beliefs				
			<p><b>Gospel:</b> The term means ‘good news’ and it is the good news about Isa (Jesus), one of the prophets of Islam. It was written down by his disciples. This is Holy Book in Islam.</p> <p><b>Adalat:</b> The concept of <i>justice</i> in Shi’a Islam.</p>	
3.	The Nature of God	<p><b>“The Most Excellent Names belong to God: use them to call on Him.”</b></p> <p>“This is God, your Lord there is no God but Him, <b>the Creator or all things</b>, so worship Him; He is in charge of everything. No vision can take Him in, but He takes all vision. He is the All Subtle, the All Aware.”</p> <p><b>“He is with you wherever you are.”</b></p> <p><b>‘Glory be to my Lord who is the very greatest’</b></p>	<p><b>Immanent:</b> The idea that God is present in and involved with life on earth and in the universe; a quality of God.</p> <p><b>Transcendent:</b> The idea that God is beyond and outside life on earth and the universe; a quality of God.</p> <p><b>Omnipotent:</b> Almighty, having unlimited power; a quality of God.</p> <p><b>Beneficent:</b> Benevolent, all-loving, all-good; a quality of God.</p> <p><b>Merciful:</b> The quality of God that shows compassion or forgiveness to humans, even though he has the power to punish them.</p> <p><b>Fairness:</b> The idea that God treats people fairly and impartially without favour or discrimination.</p> <p><b>Justice (Adalat in Shi’a Islam):</b> The idea that God is just and fair and judges human actions, rewarding the good and punishing the bad.</p>	



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RS - YEAR 11- M2 Islam Beliefs				
4.	Angels	<p>“Praise be to God, Creator of the heavens and earth, who made angels messengers with two, three, four (pairs of) wings.”</p> <p>“Each person has angels before him and behind, watching over him by God’s command.”</p> <p>“The record of their deeds will be laid open and you will see the guilty, dismayed at what they contain, saying, woe to us! What a record this is! It does not leave any deed, small or large, unaccounted for!”</p> <p>“They will find everything they ever did laid in front of them: you Lord will not be unjust to anyone.”</p>	<p><b>Angels:</b> They are spiritual beings created from elements of light. They gave Gods messages to the prophets and watch over humans.</p> <p><b>Day of Judgement</b> The day when Allah will decide about individual deeds, good and bad, and on reward or punishment.</p> <p><b>Jibril:</b> Jibril is the most important of the angels and spoke with many of the prophets of Allah. Jibril dictated the Qur’an to Muhammad. On Judgement Day he will assist with the weighing of a person’s deeds.</p> <p><b>Mika’il:</b> One of the most important angels. He gives spiritual and material help to humans. On Judgement Day he will assist with the weighing of a person’s deeds</p>	



RS - YEAR 11- M2 Islam Beliefs				
5.	Predestination	<p><b>“Only what God has decreed will happen to us.”</b></p> <p><b>“God does not change the condition of a people (for the worse) unless they change what is in themselves.”</b></p> <p><b>“Those who believe, do good deeds, keep up the prayer, and pay the prescribed alms will have their reward with their Lord.”</b></p>	<p><b><i>Pre-destination:</i></b> This is the idea that everything that happens has been decided already by Allah.</p>	
6.	Life After Death	<p><b>“On couches of well-woven cloth they will sit facing each other; everlasting youths will go round among them with glasses, flagons, and cups of a pure during that causes no headache or intoxication; (there will be) any fruit they choose; the meat of any bird they like; and beautiful-eyed maidens like hidden pearls: a reward for what they used to do.”</b></p>	<p><b><i>Akhirah:</i></b> Belief in life after death.</p> <p><b><i>Resurrection:</i></b> rising from the dead or returning to life.</p> <p><b><i>Heaven:</i></b> The state of eternal happiness in the presence of God; also called paradise.</p> <p><b><i>Hell:</i></b> The state of total separation from God.</p>	



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RS - YEAR 11- M2  
Islam Beliefs

**“They will dwell amid scorching wind and scalding water in the shadow of black smoke, neither cool nor refreshing.”**

**“Garments of fire will be tailored for those who disbelieve; scalding water will be poured ...”**

**“Over their heads, melting their insides as well as their skins; there will be iron crooks to restrain them; whenever, in their anguish, they try to escape, they will be pushed back in and told, ‘taste the suffering of the fire’.”**



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RS - YEAR 11- M2

Islam Beliefs

7.	Prophethood & Adam	<p><b>“Every community is sent a messenger, and when their messenger comes, they will be judged justly; they will not be wronged.”</b></p> <p><b>“One of His signs is that He created you from dust and - lo and behold! - you became human and scattered far and wide.”</b></p> <p><b>“He firstly created man from clay ... The He moulded him;; He breathed from His Spirit into him; He gave you hearing, sight and minds.”</b></p> <p><b>“He taught Adam all the names of things, then He showed them to the angels and said, ‘Tell me the names of these if you truly think you can.’ They said, ‘May you be glorified! We have knowledge only of what you have taught us. You are All Knowing and All Wise’.”</b></p>	<p><b>Prophet:</b> A person who proclaims a message of God.</p> <p><b>Risalah:</b> Channel of communication with God. Three prophets are set for study: Adam, Ibrahim and Muhammad.</p> <p><b>Prophethood:</b> When God make someone a prophet to communicate his message to people.</p> <p><b>Iblis (Satan):</b> a spiritual being, created from fire, who was thrown out of paradise for refusing to bow to Adam.</p>	
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RS - YEAR 11- M2 Islam Beliefs				
8.	Ibrahim	“Who could be better in religion than those who direct themselves wholly to God, do good, and follow the religion of Abraham, who was true in faith? <b>God took Abraham as a friend.</b> ”	<p><b>Ka’aba:</b> The black covered cube-shaped building in the centre of the grand mosque in Makkah. All Muslims face towards it when they pray. The holiest place in Islam.</p> <p><b>Id-ul-Adha:</b> Celebration of the Prophet Ibrahim’s willingness to sacrifice his son for Allah. It comes at the end of the period of hajj.</p> <p><b>Hajj:</b> Annual pilgrimage to Makkah, which all Muslims must undertake at least once in their lives, unless prevented by problems over wealth or health. The 5th of the Five Pillars.</p>	
9.	Mohammad & the Imamate	“Muhammad is not the father of any one of you men; he is God’s Messenger and the seal for the prophets: God knows everything.”	<p><b>Caliph:</b> A person considered to be a political and religious successor to the prophet Muhammad, and the leader of the Sunni Muslim community.</p> <p><b>Imam:</b> (1) A person who leads communal prayer; (2) in Shi’a Islam, the title given to Ali and his successors.</p> <p><b>Imamate:</b> The divine appointment of Imams.</p>	



RS - YEAR 11- M2 Islam Beliefs				
10.	The Holy Books in Islam	<p>“This is the Scripture in which there is no doubt, containing guidance for those who are mindful of God.”</p> <p>This is truly a glorious Qur'an (written) on a preserved Tablet”.          “We sent Jesus, son of Mary, in their footsteps, to confirm the Torah that had been sent before him: We gave him the Gospel with guidance, light and confirmation of the Torah already revealed - a guide and lesson for those who take heed of God.”</p>	<p><b>Torah:</b> The five books revealed by God to Moses.</p> <p><b>Psalms:</b> A holy book revealed by God to David.</p> <p><b>Gospel:</b> A holy book revealed by God to Jesus.</p> <p><b>Scrolls of Abraham:</b> A holy book revealed by God to Abraham.</p>	



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RS - YEAR 11 (Short Course ) - M2 Islam Beliefs				RAG
1.	Predestination	<p>“Only what God has decreed will happen to us. He is our Master: let the believers put their trust in God.”</p> <p>“God does not change the condition of a people (for the worse) unless they change what is in themselves.”</p> <p>Those who believe, do good deeds, keep up the prayer, and pay the prescribed alms will have their reward with their Lord.”</p>	<p><b>Predestination:</b> The idea that everything that happens has been decided already by Allah.</p>	
2.	Life After Death	<p>“On couches of well-woven cloth they will sit facing each other; everlasting youths will go round among them with glasses, flagons, and cups of a pure drink that causes no headache or intoxication; (there will be) any fruit they choose; the meat of any bird they like; and beautiful-eyed maidens like hidden pearls: a reward for what they used to do.”</p> <p>“Garments of fire will be tailored for those who disbelieve; scalding water will be poured over their heads, melting their insides as well as their skins; there will be iron crooks to restrain them; whenever, in their anguish, they try to escape, they will be pushed back in and told, ‘taste the suffering of the fire’.”</p>	<p><b>Akhirah:</b> Belief in life after death.</p> <p><b>Resurrection:</b> Rising from the dead or returning to life.</p> <p><b>Heaven:</b> The state of eternal happiness in the presence of God; also called paradise.</p> <p><b>Hell:</b> The state of total separation from God.</p>	



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3.	Prophethood & Adam	<p>“Every community is sent a messenger, and when their messenger comes, they will be judged justly; they will not be wronged.”</p> <p>“One of the His signs is that He created you from dust and - lo and behold! - you became human and scattered far and wide.”</p> <p>“He firstly created man from clay ... Then He moulded him; He breathed from His Spirit into him; He gave you hearing, sight and minds.”</p> <p>“He taught Adam all the names of things, then He showed them to the angels and said, ‘Tell me the names of these if you truly think you can.’ They said, ‘May you be glorified! We have knowledge only of what you have taught us. You are All Knowing and All Wise’.”</p>	<p><b>Prophet:</b> A person who proclaims a message of God.</p> <p><b>Risalah:</b> Channel of communication with God. Three prophets are set for study: Adam, Ibrahim and Muhammad.</p> <p><b>Prophethood:</b> When God make someone a prophet to communicate his message to people.</p> <p><b>Iblis (Satan):</b> A spiritual being, created from fire, who was thrown out of paradise for refusing to bow to Adam.</p>	
4.	Ibrahim	<p>“Who could be better in religion than those who direct themselves wholly to God, do good, and follow the religion of Abraham, who was true in faith? <b>God took Abraham as a friend.</b>”</p>	<p><b>Ka’aba:</b> The black covered cube-shaped building in the centre of the grand mosque in Makkah. All Muslims face towards it when they pray. The holiest place in Islam.</p> <p><b>Id-ul-Adha:</b> Celebration of the Prophet Ibrahim’s willingness to sacrifice his son for Allah. It comes at the end of the period of hajj.</p> <p><b>Hajj:</b> Annual pilgrimage to Makkah, which all Muslims must</p>	



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			undertake at least once in their lives, unless prevented by problems over wealth or health. The 5th of the Five Pillars.	
5.	Mohammad & the Imamate	“Muhammad is not the father of any one of you men; he is God’s Messenger and the seal for the prophets: <b>God knows everything.</b> ”	<p><b>Caliph:</b> A person considered to be a political and religious successor to the prophet Muhammad, and the leader of the Sunni Muslim community.</p> <p><b>Imam:</b> (1) a person who leads communal prayer; (2) in Shi’a Islam, the title given to Ali and his successors.</p> <p><b>Imamate:</b> The divine appointment of Imams.</p>	
6.	The Holy Books In Islam	<p>“This is the Scripture in which there is no doubt, containing guidance for those who are mindful of God.”</p> <p>“<b>This is truly a glorious Qur’an</b> (written) on a preserved Tablet.”</p> <p>“<b>We sent Jesus, son of Mary</b>, in their footsteps, to confirm the Torah that had been sent before him: We gave him the Gospel with guidance, light and confirmation of the Torah already revealed - a guide and lesson for those who take heed of God.”</p>	<p><b>Torah:</b> The five books revealed by God to Moses.</p> <p><b>Psalms:</b> A holy book revealed by God to David.</p> <p><b>Gospel:</b> A holy book revealed by God to Jesus.</p> <p><b>Scrolls of Abraham:</b> A holy book revealed by God to Abraham.</p>	



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