

## Religious Studies at De La Salle

| SUBJECT FOCUS             | INTENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Overall curriculum intent | <p>The RE department at De La Salle School is committed to recognising, valuing and educating every individual in their care as special and unique, created in God's own image and likeness. Saint Pope John Paul II described RE in a Catholic school as the "core of the core curriculum." The special role of Religious Education in the curriculum of a Catholic school enables the school to fulfil its mission to educate the whole person.</p> <p>The Religious Education Directory is clear that the aims of Religious Education are:</p> <ul style="list-style-type: none"> <li>• The systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life.</li> <li>• To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively.</li> <li>• To present an authentic vision of the Church's moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society.</li> <li>• To give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own.</li> <li>• To develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture</li> <li>• To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith</li> <li>• To enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum</li> </ul> <p>De La Salle's greatest message to his first teachers was to develop the spirit of religion in the souls of their pupils. He also believed that everything learned in life must be functional, in that one would be able to use the knowledge later in life. In his teachings, he emphasised a practical approach to all subjects. To this end, we aim to enable all learners and stakeholders to understand religious principles and be able to apply them in a variety of familiar and unfamiliar contexts from around the world both religious and secular. This will allow students to share what they have learned with their parents, extending their knowledge further. Through this intent, we continue to carry out St Jean Baptiste De La Salle's mission to teach minds and touch hearts.</p> |
| Literacy & oracy          | To fully develop the literacy skills of our students to comprehend both religious vocabulary and frequently used command words. To implement oracy across the curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Skills                    | The Religious Education Directory identifies three "ways of knowing" that pupils should develop as they progress through school: to understand, to discern, and, to respond. Students must know something, critically assimilate it and put it into practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Cumulative learning       | The KS3 curriculum has six branches rooted in the narrative of salvation history: Creation and Covenant, Prophecy and Promise, Galilee to Jerusalem, To the Ends of the Earth, and Dialogue and Encounter. As they revisit each branch in each year of school they come to a deeper understanding of its significance for Catholic belief and practice. The Directory divides what must be known by the end of each age-phase into six knowledge lenses: four cover the study of Catholicism: Hear (scripture); Believe (Church teaching); Celebrate (liturgy and prayer); and, Live (Catholic social teaching); and two cover the study of other religions and worldviews: Dialogue (living in a pluralistic world); and, Encounter (study of other religions). As students progress through the curriculum they will develop the skills of understanding, discernment, and response. This means that for each new thing learnt they will remember it, critically analyse it and, consider how it might be put into practice. This will enable them to begin their GCSE course with the foundational knowledge and skills necessary for exam success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Culture                   | To develop greater links with the local community to enhance the Catholic life of the school and to facilitate the teaching of Religious Education. To inspire students for the challenges of life that are beyond De La Salle.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Curriculum Topics and Sequencing

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| <p><b>UNIT 1: CREATION AND COVENANT</b><br/> <b>To learn about beliefs about the origin of the universe and their influence on how they treat the world.</b></p> <p>How do we know God?<br/> How should we read the Bible?<br/> What does Genesis 1 teach about creation?<br/> What does Genesis 2 teach about creation?<br/> <b>ASSESSED TASK</b><br/> What are the scientific theories about creation?<br/> What do Catholics believe about scientific theories about creation?<br/> What makes humans different to the rest of creation?<br/> Can art help Catholics understand creation?<br/> What is our responsibility to others?<br/> What is our responsibility to the world?<br/> <b>ASSESSED TASK</b><br/> What can we do to protect creation?<br/> What can we learn from Sister Dorothy Stang?</p> <p><b>UNIT 2: PROPHECY AND PROMISE</b><br/> <b>To learn about the nature and importance of the Bible and how scripture is used in prayer and worship</b></p> <p>How do you navigate the Bible?<br/> Why is the Bible read in translation?<br/> How is the Bible a library of books?<br/> What connects the Hebrew Bible and the Old Testament?<br/> Why is the Old Testament important for Catholics?<br/> <b>ASSESSED TASK</b><br/> What does it mean that scripture is inspired?<br/> What is sacred scripture and sacred tradition?<br/> How are scripture, tradition and the magisterium connected?<br/> How do Catholics use scripture in the Mass?<br/> How is scripture used in prayer?<br/> <b>ASSESSED TASK</b><br/> How does the Book of Kells reflect scripture?<br/> What are biblical idioms?</p> | <p><b>UNIT 3: GALILLEE TO JERUSALEM</b><br/> <b>To learn about the Trinity and specifically the person of Jesus Christ: the Son of God and the Son of Man</b></p> <p>What is the Incarnation?<br/> Who is Jesus, the Son of God?<br/> What did Arius teach about Jesus?<br/> Who is Jesus, the Son of Man?<br/> Who is Jesus, the Christ and Son of David?<br/> <b>ASSESSED TASK</b><br/> Who is Jesus, the Lord?<br/> What is the Trinity?<br/> How does Catholic worship reflect belief in the Trinity?<br/> What can Catholics learn from Rublev's <i>Trinity</i>?<br/> How is Jesus the perfect human being?<br/> <b>ASSESSED TASK</b><br/> Who was Father Mychal Judge?<br/> Can businesses act selflessly?</p> <p><b>UNIT 4: DESERT TO GARDEN</b><br/> <b>To learn about the nature and importance of the Paschal Mystery and the importance of the Eucharist today</b></p> <p>What is the Paschal Mystery?<br/> What are the sacraments of the Church?<br/> Why was the Last Supper so important?<br/> What is the Eucharist?<br/> Why are there many names for the Eucharist?<br/> <b>ASSESSED TASK</b><br/> How is Jesus present in the Eucharist?<br/> Why is the Mass called a sacrifice?<br/> Why is the structure of the Mass important?<br/> What can art teach us about the Eucharist?<br/> What do different Christians believe about the Eucharist?<br/> How do processions of the Blessed Sacrament honour Jesus?<br/> How can we respond to world hunger?</p> | <p><b>UNIT 5: TO THE ENDS OF THE EARTH</b><br/> <b>To learn about the nature and importance of the Holy Spirit as well as the Sacrament of Confirmation</b></p> <p>Who was St. Luke?<br/> Who is the Holy Spirit?<br/> What role did the Holy Spirit play in Jesus' life?<br/> What is the story of Pentecost?<br/> Why is Pentecost important?<br/> How is Pentecost shown through art?<br/> <b>ASSESSED TASK</b><br/> How is Pentecost celebrated in different countries?<br/> What does the Church teach about the Holy Spirit?<br/> What is the Church?<br/> <b>ASSESSED TASK</b><br/> What is the Sacrament of Confirmation?<br/> Why is the Sacrament of Confirmation important?<br/> How should we live?</p> <p><b>UNIT 6: DIALOGUE AND ENCOUNTER</b><br/> <b>To learn about the nature and importance of the councils of the Church and ecumenism</b><br/> <b>To learn about religion with an in-depth study of the Sanatana Dharma (Hindusim)</b></p> <p>How have councils been important in the Church?<br/> What happened at the Council of Jerusalem?<br/> Why are there so many Christian denominations?<br/> What is ecumenism?<br/> <b>ASSESSED TASK</b><br/> What is the Trimurti?<br/> What about creation?<br/> What do they believe about life and death?<br/> What is Dharma?<br/> What does worship look like?<br/> <b>ASSESSED TASK</b><br/> How is birth celebrated?<br/> Why are festivals important?</p> |

| Year 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <p><b>UNIT 1: CREATION AND COVENANT</b><br/>To learn about the origin of sin and the importance of law and conscience.</p> <p>What is the story of the Fall?<br/>What is the meaning of the Fall?<br/>What is sin?<br/><b>ASSESSED TASK</b><br/>What is the Sacrament of Baptism?<br/>Who should be baptized?<br/>Why are God's commands so important?<br/>How do artists depict Moses?<br/>Why have rules in the first place?<br/>What is conscience?<br/><b>ASSESSED TASK</b><br/>Who was Sophie Scholl?</p> <p><b>UNIT 2: PROPHECY AND PROMISE</b><br/>To learn about the role of prophets and prophecy in the Old Testament and the life of Jesus.</p> <p>What is a prophetic text?<br/>How does Jeremiah fulfil the prophetic pattern?<br/>Why do prophecies contain calls to repentance?<br/><b>ASSESSED TASK</b><br/>How do prophecies call for care of the poor?<br/>Why do prophecies criticise external religion?<br/>Why do prophecies make warnings and promises?<br/>What does the Church teach about superstition?<br/>How are images and parables used in prophecies?<br/>How do prophecies show God as a judge of all nations?<br/><b>ASSESSED TASK</b><br/>Why is John the Baptist important?<br/>How are lay people called to be witnesses of Christ?<br/>How is Advent connected to prophecy?<br/>How do Christmas carols reflect prophetic messages?</p> | <p><b>UNIT 3: GALILLEE TO JERUSALEM</b><br/>To learn about the meaning and importance of Jesus' miracles and parables.</p> <p>How should we read scripture?<br/>What is the Kingdom of God?<br/>How does art express the Kingdom of God?<br/><b>ASSESSED TASK</b><br/>Who did Jesus encounter in his ministry?<br/>How did Jesus treat marginalised people?<br/>How did Jesus reach out to gentiles and women?<br/>Why are Catholics called to help in the refugee crisis?<br/>What are parables?<br/>What did Jesus' parables teach about eschatology?<br/><b>ASSESSED TASK</b><br/>What were the miracles of Jesus?<br/>What did Jesus' miracles over sickness reveal?<br/>How does Jesus' ministry call us to enter the kingdom?<br/>What is the Anointing of the Sick?<br/>How did Father Damien of Molokai serve others?</p> <p><b>UNIT 4: DESERT TO GARDEN</b><br/>To learn about Catholic beliefs about suffering and beliefs and practices during Lent and Easter</p> <p>Why do we suffer?<br/>Is there a meaning to suffering?<br/>Why does God allow suffering?<br/><b>ASSESSED TASK</b><br/>Why is Jesus called the suffering servant?<br/>Why did God allow Jesus to suffer?<br/>How is the crucifixion shown through art?<br/>How do Christians prepare during Lent?<br/>What is the Easter Triduum?<br/>What is the Sacrament of Reconciliation?<br/>Why is the Sacrament of Reconciliation important?<br/>Who are Margaret and Barry Mizen?</p> | <p><b>UNIT 5: TO THE ENDS OF THE EARTH</b><br/>To learn about the meaning and importance of the Resurrection and what happens at the end of a person's life.</p> <p>What does the Bible say about the Resurrection?<br/>What is the significance of the empty tomb?<br/>How did the disciples react to the Resurrection?<br/><b>ASSESSED TASK</b><br/>What is the central truth of Christian faith?<br/>How can art teach about the Resurrection?<br/>Do humans have a soul?<br/>What happens at the end of human life?<br/>Why is baptism necessary?<br/>Is the Catholic belief in purgatory biblical?<br/><b>ASSESSED TASK</b><br/>What are Catholic funeral rites?<br/>How do Christian funeral traditions differ?</p> <p><b>UNIT 6: DIALOGUE AND ENCOUNTER</b><br/>To learn about the nature and importance of Second Vatican Council.<br/>To learn about religion with an in-depth study of Buddhism.</p> <p>Why was the Second Vatican Council important?<br/>Why is <i>Ecclesiam Suam</i> important?<br/>Is there more than one Catholic Church?<br/>What is the Ukrainian Greek Catholic Church?<br/><b>ASSESSED TASK</b><br/>Who was the Buddha?<br/>What are the four noble truths?<br/>What is the eightfold path?<br/>How do Buddhists understand life and death?<br/>Why is prayer important?<br/><b>ASSESSED TASK</b><br/>What is the role of pilgrimage?<br/>How diverse is Buddhism today?</p> |

| Year 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>UNIT 1: CREATION AND COVENANT</b><br/> <b>To learn about the dignity of the human person and its moral implications.</b></p> <p>What do the Genesis creation stories teach about human life?<br/> Why is creation imago Dei important?<br/> How can art reflect human dignity?<br/> What's the value of morality and freedom?<br/> What is the sanctity of life?<br/> What are the ethical implications of IVF?<br/> How does the hospice movement support human dignity?<br/> <b>ASSESSED TASK</b></p> <p>What does St. Paul teach about the dignity of the human body?<br/> What is the Sacrament of Matrimony?<br/> What happens in a Catholic wedding ceremony?<br/> <b>ASSESSED TASK</b></p> <p><b>UNIT 2: PROPHECY AND PROMISE</b><br/> <b>To learn about the role of Mary in salvation history.</b></p> <p>How can we read the Bible allegorically?<br/> How did holy women keep alive the hope of salvation?<br/> Who was Hannah?<br/> Why is Hannah important?<br/> How is God's choice of Mary important?<br/> How do Marian titles fulfil Mary's prophecy?<br/> How do devotional images show Catholic beliefs about Mary?<br/> <b>ASSESSED TASK</b></p> <p>Do Catholics pay too much attention to Mary?<br/> What is the Magnificat?<br/> How does the Magnificat inspire those who are oppressed?<br/> How is Josephine Bakhita a woman of the Magnificat?<br/> Should religion get involved in politics?<br/> <b>ASSESSED TASK</b></p> | <p><b>UNIT 3: GALILLEE TO JERUSALEM</b><br/> <b>To learn about discipleship, its costs and benefits, and the role of women.</b></p> <p>What does the Gospel of Mark teach about discipleship?<br/> How is the calling of the twelve depicted in art?<br/> What does the story of the Rich Young Man teach?<br/> <b>ASSESSED TASK</b></p> <p>What are the costs and rewards of discipleship?<br/> How did the disciples sometimes fail?<br/> How were women important in Jesus' ministry?<br/> How did Jesus' female followers demonstrate discipleship?<br/> What is a vocation?<br/> What is meant by religious life?<br/> <b>ASSESSED TASK</b></p> <p>What is the Sacrament of Holy Orders?<br/> Why are only men ordained as Catholic priests?<br/> What is the role of lay people in the Catholic Church?</p> <p><b>UNIT 4: DESERT TO GARDEN</b><br/> <b>To learn about how Christ's death is redemptive.</b></p> <p>What was the Temple in Jerusalem?<br/> What was Herod's Temple?<br/> What was the Day of Atonement?<br/> Why was Jesus' sacrifice necessary?<br/> What is redemption?<br/> What is the New Covenant?<br/> What can we learn from Hebrews 9?<br/> Can all sins be forgiven?<br/> How does art depict reconciliation?<br/> What is Pax Christi?<br/> <b>ASSESSED TASK</b></p> | <p><b>UNIT 5: TO THE ENDS OF THE EARTH</b><br/> <b>To learn about the nature and purpose of the Church.</b></p> <p>What does the Bible teach about the early Church?<br/> How is the Church the communion of saints?<br/> What do Catholics believe about the Church on earth?<br/> Is the Church on earth holy?<br/> Who leads the Church on earth?<br/> What do Catholics believe about the Church being purified?<br/> <b>ASSESSED TASK</b></p> <p>How do Catholics show devotion to saints and angels in the liturgy?<br/> How do Catholics show devotion to saints and angels in prayer?<br/> Should Catholics use shrines and relics in worship?<br/> How are saints represented in art?<br/> <b>ASSESSED TASK</b></p> <p>How are angels represented in popular culture?</p> <p><b>UNIT 6: DIALOGUE AND ENCOUNTER</b><br/> <b>To learn about the Church's commitment to the common good and an in-depth study of Islam.</b></p> <p>What does Meeting God in Friend and Stranger teach?<br/> What does a commitment to the common good mean?<br/> How does CSAN support respect for the person?<br/> How does SVP support social wellbeing and development of society?<br/> How does CAFOD work for peace and security?<br/> <b>ASSESSED TASK</b></p> <p>How did Islam begin?<br/> What do Muslims believe about God?<br/> Do all Muslims believe the same thing?<br/> Why is Hajj important?<br/> Why does prayer matter?<br/> Why are Shahadah and Sawm important?<br/> Why is Zakat important?<br/> Do all Muslims all do the same thing?<br/> How can Muslims change the world?</p> |

## GCSE: Eduqas Religious Studies B

Students in Years 10 and 11 follow the Eduqas Religious Studies B course. This specification includes contemporary and philosophical topics such as the origins of the universe, the problem of evil, and crime and punishment. Students then have the opportunity to study the beliefs, practices and expressions of Judaism.

However, pupils also gain a deeper insight into the Catholic faith studying such topics as the Trinity, creation, the life of Jesus, Sacraments, prayer and worship, pilgrimage, and Catholic social teaching.

As a result, the course asks students to consider various challenges to the Catholic faith and the Church's moral teaching. From this enquiry, pupils will search their own conscience and be equipped to articulate their personal faith or worldview. Moreover, they will also have the critical thinking skills and the knowledge to follow their own vocation with confidence.

### Year 10

| Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p style="text-align: center;"><b>COMPONENT 3: JUDAISM BELIEFS</b></p> <p>The Nature of God, One, Creator, Law Giver and Judge<br/>The Shekhinah<br/>The Messiah<br/>The covenant with Abraham<br/>The covenant with Moses at Sinai<br/>Pikuach Nefesh<br/>The Mitzvot<br/>Beliefs about the afterlife</p> <p style="text-align: center;"><i>ASSESSMENT</i></p> <p style="text-align: center;"><b>COMPONENT 3: JUDAISM PRACTICES</b></p> <p>The nature of God: One, Creator, Law Giver, Judge<br/>The Shekhinah<br/>The Messiah<br/>The covenant with Abraham<br/>The covenant with Moses at Sinai<br/>Pikuach Nefesh<br/>The mitzvot<br/>Beliefs about the afterlife</p> <p style="text-align: center;"><i>ASSESSMENT</i></p> | <p style="text-align: center;"><b>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY</b><br/><b>THEME 1: ORIGINS AND MEANING</b></p> <p>The origins of the universe<br/>The big bang theory and the theory of evolution<br/>The sanctity and value of human life<br/>Humanist views on the value of life<br/>Creation in Genesis 1 and 2<br/>Catholic and Humanist views on caring for the environment<br/>Revelation and inspiration in the Bible<br/>Michelangelo's <i>Creation of Adam</i><br/>Symbolism in the <i>Tree of Life</i> mosaic<br/>Catholic Social Teaching<br/>Role of the Catholic Church in interfaith dialogue<br/>Work of CAFOD and the SVP</p> <p style="text-align: center;"><i>ASSESSMENT</i></p> <p style="text-align: center;"><b>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY</b><br/><b>THEME 2: GOOD &amp; EVIL</b></p> <p>The Trinity<br/>The Incarnation<br/>The origin of evil<br/>God's goodness<br/>Catholic responses to the problem of evil<br/>Catholic responses to suffering</p> | <p style="text-align: center;"><b>COMPONENT 1: FOUNDATIONAL CATHOLIC THEOLOGY</b><br/><b>THEME 2: GOOD &amp; EVIL</b></p> <p>Jesus as a moral authority<br/>Natural Law and development of virtues<br/>Catholic sculptures and statues<br/>Michelangelo's <i>Pieta</i><br/>Pilgrimage to Lourdes<br/>The rosary</p> <p style="text-align: center;"><i>ASSESSMENT</i></p> <p style="text-align: center;"><b>REVISION AND SUMMER EXAMS</b></p> |

| Year 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                         |
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| <p><b>COMPONENT 2: APPLIED CATHOLIC THEOLOGY</b><br/> <b>THEME 3: LIFE AND DEATH</b></p> <p>Catholic beliefs about the meaning of death and dying well<br/> Catholic beliefs about resurrection<br/> Eschatology<br/> Alternative views on life after death<br/> The debate about the right to die<br/> The Magisterium<br/> The Second Vatican Council<br/> Christian sarcophagi<br/> The Paschal candle<br/> Music in liturgy<br/> The funeral rite and praying for the dead<br/> Prayer</p> <p><i>ASSESSMENT</i></p> <p><b>MOCKS</b></p> | <p><b>COMPONENT 2: APPLIED CATHOLIC THEOLOGY</b><br/> <b>THEME 4: SIN AND FORGIVENESS</b></p> <p>Crime, sin, morality and punishment<br/> Christian teachings on forgiveness<br/> Catholic teaching on capital punishment<br/> Arguments for/ against capital punishment<br/> Catholic beliefs about salvation<br/> Catholic beliefs about hell<br/> The nature of the Church<br/> The Church and salvation<br/> Features of a church building<br/> The Sacraments<br/> Evangelisation<br/> Evangelising in Britain</p> <p><b>MOCKS</b></p> | <p><b>REVISION AND SUMMER EXAMS</b></p> |