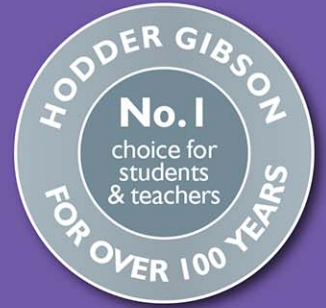


BGE S1-S3



Religious & Moral Education



Third and Fourth Levels

Mariela McGlinchey



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Contents

Introduction	v	
1 Judaism	2	6 Information and social media 126
Timeline		Timeline
1.1 God of Israel	4	6.1 What is information?
1.2 The Hebrew Bible	8	6.2 Signs and symbols
1.3 The Exodus	12	6.3 Social networks
1.4 The Ten Commandments	16	6.4 Social media
1.5 The festival of Passover	19	6.5 Ethics of digital technology
2 Christianity	24	7 Gender and morality 154
Timeline		Timeline
2.1 In God's image	26	7.1 Defining gender
2.2 The fall from Eden	29	7.2 Learning gender
2.3 Jesus	33	7.3 Gender 'gaps'
2.4 The teachings of Jesus	37	7.4 Gender in society
2.5 The Trinity	41	7.5 Gender equality
2.6 The Church	45	8 Animal rights 178
3 Islam	50	Timeline
Timeline		8.1 The moral status of animals
3.1 Submitting to God (Allah)	52	8.2 Harm to animals
3.2 Muhammad's prophethood	57	8.3 Keeping animals in zoos and as pets
3.3 The revelation of the Qur'an	61	8.4 Eating meat
3.4 The Five Pillars	65	8.5 Animal research
3.5 The mosque	70	9 Artificial intelligence 206
4 Buddhism	74	Timeline
Timeline		9.1 What is artificial intelligence?
4.1 The Buddha	76	9.2 Humans and machines
4.2 Karma and rebirth	80	9.3 Can machines act morally?
4.3 The Four Noble Truths	85	9.4 Robots
4.4 The Four Noble Truths (continued)	89	9.5 Superintelligence
4.5 The Three Jewels of Buddhism	94	10 War and peace 232
5 Humanism	100	Timeline
Timeline		10.1 The modern war
5.1 Science and religion	102	10.2 The Just War Theory
5.2 The existence of things	106	10.3 Refugees
5.3 Being human	111	10.4 Weapons of mass destruction
5.4 Humanist morality	116	10.5 Peace and pacifism
5.5 The future of humans	121	

► How to get the most from this book

>> About the whole book

This book comprises ten units, each of which contains five lessons called chapters (except for Christianity, which has six chapters). There is also a topic timeline to introduce each unit's subject area. The book is also available as an interactive Boost eBook for both students and teachers to use.

Further support for teachers is available via Boost, which provides digital planning, teaching, homework and assessment resources, and via the Planning & Assessment Pack (PDF download). To find out more and order, visit www.hoddergibson.co.uk/bge-rme. You and your teacher can also learn more about Boost on the inside back cover.

>> About the chapters

Each chapter contains:

- **learning intentions:** these tell you what you are going to be learning about
- **starter tasks:** to set your mind working in context
- the **main body of the lesson**, which is divided into parts
- **end-of-chapter activities:** based on that chapter's topics, to complete your learning
- **success criteria:** these appear throughout to help ground your new knowledge and develop your skills as you complete starter tasks and activities.

>> About the chapter parts

Activity

Every part starts with an activity to check your own intuitions. Sometimes you will be asked to respond as a class (your teacher will organise this). Sometimes, once you have finished the task on your own, you are invited to compare your answers with those of your classmates.

Progress check

At the end of each part, there are questions to check your understanding. They will help you progress further.

For teachers

- **Boost resources:** Every chapter part is supported by one or more corresponding digital resources in Boost. Teachers with a Boost subscription can assign these additional resources to students to reinforce learning and understanding. This symbol indicates when supporting resources are available in Boost.



>> About the skills you will develop

In Religious and Moral Education (RME), you need to develop three skills:

- 1 **Knowledge and understanding:** This is when you describe something. The prompt words for knowledge and understanding are 'describe', 'define', 'what is'/'what are'.
- 2 **Analysis:** This is when you look for similarities and differences; consequences and implications. It is also when you put things in categories or explain the meaning of something. Prompt words for analysis are 'explain', 'give reasons', 'based on what'.
- 3 **Evaluation:** This is when you pass judgement on arguments and say which one is stronger. Prompt words for evaluations are 'evaluate', 'pass judgement', 'decide which'.

>> About the side margins

In the margin, at the sides of the chapter lessons, you might see:

Remember! This is to remind you which skills you are developing.

Key concept

This is an important concept you need to know to fully understand the chapter. Make sure you understand it.

Readers should be aware that some chapters of this textbook include sensitive content, which may prompt distress in some people. It is the nature of RME to cover topics that will challenge you intellectually, personally and culturally, and expose you to mature and potentially upsetting topics. At times you or your classmates may find these subjects a challenge. We invite you to reflect critically on the various topics and perspectives offered, to allow you to form your own viewpoints, while staying considerate to others who may take a different view, and always staying mindful of intercultural respect.

Any chapters containing such content will show a sensitive content box at the beginning, like the one shown here on the right.

CAUTION:
SENSITIVE
CONTENT

>> About the activities

You will be asked to do certain types of activities throughout this book. Always answer in full sentences. Always give reasons for your answer. These reasons are your arguments. Otherwise your answer doesn't count. Simply answering 'yes' or 'no' does not count either.

HINT! provides clues on how to go about the task.

Challenge This is if you feel adventurous and want to do a little bit more.

For some activities, you may be asked to anonymously add personal details about yourself to class surveys. Please only add information if you feel comfortable doing so. If you have any concerns about participation in any of the class activities, please speak to your teacher.

Activities

- 1 Do you think that God should be able to do absolutely everything, such as lie, change the flow of time and even die? What would be the consequences of that?
 - 2 How far do you agree with the statement: 'God's creation is an act of love?' **SC** 'How far do you agree with the statement' (see page vii).
 - 3 If humans were created in God's likeness, how would they be like God? Which of his properties could they have? Explain your views.
 - 4 What are the implications for humans of having been created 'in God's image'?
 - 5 If humans were created in the image of God, then how do you think God would treat them?
- HINT!** Think of the task you did as a starter. If you had created something in your image, what would your attitude be towards it? **SC** Give two examples.
- 6 Write a newspaper article about human creation with the title 'God's particle'. You could research the Higgs boson and use it as a metaphor.
 - 7 Analyse God's properties by finding relationships between them. For example: because God is all-powerful, he can be the creator of the universe. **SC** Create a mind map representing the nature of God. Label all the relationships you have found between the properties.



► 2.2 The fall from Eden

Starter

You have heard the word 'paradise'. Describe how you imagine paradise.

HINT! Make a mind map, if you prefer.

Now look at the elements you have included and arrange them into categories: objects, places, feelings, ideas.

Challenge Write next to each element the reason for including it.

Learning intentions

- Learn about sin and free will.
- Develop an understanding of the human condition.
- Analyse a religious source.

Remember! When you organise data into categories, you are doing *analysis*.

» Part 1: Creation of the humans, again

Activity

Tell the story of the creation of the universe, according to Genesis 1. **SC** Research and quote Genesis 1's explanation of how humans were created.

Genesis 2–3 offers quite a different account from that given in Genesis 1. Note that the books in the Old Testament were arranged by the order in which things happened, not by the order in which they were written, which explains some of the inconsistencies.

This is how the story goes. God forms a man from the dust of the ground and breathes air into him. We can call this man Adam, as *adam* means both 'human' and 'man'.



▲ **Figure 2.4** Genesis 2–3 describes how God forms a woman, Eve, from a rib extracted from Adam

God decides that it is not good for the man to be alone, so he creates all the animals and birds, but Adam is still lonely. Then God makes the man fall asleep and takes out one of his ribs. He makes a woman, Eve (eve means 'life' or 'living'), from that rib and brings her to the man. Finally, this is a suitable companion. Why? Because, in the words of Adam,

This is now bone of my bones, and flesh of my flesh. She shall be called 'woman', for she was taken out of man.

Genesis 2:23

This story is very popular, but often the last line (see below) is missed out, and that line shows what this story is really about.

That is why a man leaves his father and mother and is united to his wife, and they shall become one flesh.

Genesis 2:24

Remember! When you compare things to find similarities and differences, you are doing *analysis*.

Activity

We have already learned from Genesis 1 how humans were created. So why is there another version of the same event here? **SC** Compare the two stories. Make a table to show the similarities and differences.

In the first description of the human creation story, man and woman are created equal and at the same time. The second account states that woman was created later, out of the man's body. It could be argued that the second version has a symbolic emphasis on the oneness between two people, of their becoming one flesh.

Progress check

- 1 What does 'Adam' mean?
According to Genesis 2–3:
- 2 How was man created?
- 3 How was woman created?
- 4 What was the woman's purpose?



>> Part 2: In the Garden of Eden

In Genesis we are told that God plants trees of all sorts in the Garden of Eden (*Eden* means 'delight'). In the middle he puts two special trees: the tree of life and the tree of knowledge of good and evil. He tells Adam that he is free to eat from any of the trees except one: the tree of knowledge of good and evil.

If you eat from it, you will surely die.

Genesis 2:17

A serpent appears and tells the woman that if they eat from the forbidden tree, they will not die. It also tells her that if they eat from that tree, their eyes will be opened and they will be like God, knowing good and evil. Eve then eats the fruit and passes it to Adam. When God discovers the humans' disobedience, he punishes the woman with painful childbirth and decrees that the man will earn his bread from the earth with hard work and will go back to the dust after his death.

► **Figure 2.5** A depiction of Eve taking the apple from the tree of knowledge in the Garden of Eden



God banishes the humans from the Garden of Eden, to prevent them from eating from the tree of life and thus becoming immortal like him.

Activity

Reduce the paragraph above to five short sentences. Next reduce each sentence to one word, and then reduce the five words to just one. This will allow you to focus on the meaning of the story. Compare your final word with some classmates.

'Sin' means disobeying God's will. It is the crossing of a boundary, a **transgression**. As a result of this first sin, humans were chased from the Garden of Eden and became mortal. Later this teaching became the doctrine of the 'Original Sin' in Christianity, according to which the sin of the original humans is passed down to every new generation because of the way conception takes place.

Original Sin represents the moment when the true nature given to humans by God is spoiled and the perfect relationship between God and humans is broken. In breaking the bond of trust with God, humans are responsible for bringing sin into the world. From that point on, our relationship with God is tainted. This event is called the 'Fall'.

In the story, humans were not created immortal, but had they remained in Eden and eaten from the tree of life, they would have gained immortality. The words 'fall', 'sin', 'disobedience' and even 'immortality' are not present in the story of Adam and Eve.

Key concept

Sin

Disobeying
God's will



▲ Figure 2.6

Progress check

- 1 Give a definition of sin.
- 2 What does the teaching about the Original Sin state?
- 3 Write the story of the fall of humans from Eden in your own words.
- 4 Was the serpent right in its prediction about what would happen to the humans?



>> Part 3: What is this story really about?

Activity

Suppose humans had not eaten from the tree of knowledge of good and evil. What do you think would have happened to them? Answer in at least three sentences.

Remember! When you look at and explain the meaning of something or explain what a story is about, you are doing *analysis*.

At the very beginning of the relationship between God and humans, God offers a blissful life in return for obedience. In the Garden of Eden, everything is truly delightful: humans are close to their creator, basking in his love and approval. But they all understand the difference in their status: one is creator, the other creation. Humans would be dependent on God, as in a relationship between parents and children. If the humans had not challenged God's command, they would have stayed in Eden as God's creations, very much obedient to God.

By disobeying God, humans changed their status; they became creators of their own destiny. And now this creativity makes them truly like God; they become creators too.

By being expelled from paradise, humanity got a chance to continue seeking immortality, rather than being trapped in it. It is a symbol of the **human condition**. Humans constantly strive to be more than they are. They are mortal but want immortality. They can live with God in a world that is less than perfect, where they can strive to become what they were created to be, or as close as possible to this. By sealing off Eden, God makes sure that humans will retain their free will and, essentially, their humanity. Free will becomes the essence of what makes them human. Therefore, one could argue that this is what God wanted for them.

Progress check



- 1 What are the consequences for humans when they disobey God's will?
- 2 Does God give the first humans a choice to sin or not? Explain your answer.
- 3 How does the status of humans change after the sin?
- 4 Do you think that God knew what the humans were going to do? Think carefully about your answer. Give reasons for it.

>> Part 4: Free will

When God created human beings, he gave them **free will**. No other living thing – animals, birds, nature – was created with free will. The word 'will' refers to our decision-making. Every time we think that something is up to us, we use our free will.

When we choose how to act, we make a decision based on whether the result would be good or bad. So, we need to know what is good or bad in order to have free will.

God wants humans to have and use their free will; after all, this is how they were created. If he did not want them to use their free will, he would not have given them a choice. This is shown by his decision to put them near the tree of knowledge, or his decision to put the tree in the Garden of Eden at all. He could have just given them the fruits of the tree of life (immortality). But free will is deemed to be a bigger gift than immortality, so it can be argued that giving humans free will was an act of love.

As an **omniscient** God, he would have known what choice the humans would make but would still have allowed them to make it, as this was the way for them to use their free will and choose their destiny. This does not make humans less free. It only reinforces the fact that God is a loving God.

Key concept

Free will

Free will means that we can choose how to act, or whether to act or not

Activities



- 1 Describe the Garden of Eden. Why were the tree of knowledge and the tree of life both at the centre of the garden?
- 2 Define free will. Give examples of when you have used your free will.
- 3 Why did God create humans with free will?
- 4 How far do you agree with the statement: 'Creating humans with free will was an act of love from God?' **SC** 'How far do you agree with the statement' (see page vii).



7 Gender and morality

► 7.1 Defining gender

CAUTION: SENSITIVE CONTENT

Starter

Write ten statements about yourself. **SC** Start each statement with 'I am ...'. Next to each one, write what you think it represents, for example, gender, looks and so on.

Conduct a whole-class survey on what each person has chosen.

What is the simplest term you have used to describe yourself?

Learning intentions

- Know what gender and gender identity are.
- Develop an understanding about masculinity and femininity.

» Part 1: Sex and gender

Activity

Sort the concepts below into two groups based on connections between them. **SC** Identify one concept within each group that describes the rest. Use your best guesses, as you haven't studied these concepts yet. This is to check your intuition and understanding of these concepts.

sex, gender, male, female, masculine, feminine, biology, society, culture, ascribed, learned, it is fixed, it is not fixed, chromosomes, clothes, anatomy, profession

Compare your responses with classmates.



▲ **Figure 7.1** This word cloud gives some of the terms used when talking about gender

Before we begin to explore the moral issues and implications of gender for human beings, it is important to clarify the concepts of **sex** and **gender**.

The biological characteristics of an organism that determine its sex include the combination of chromosomes (XY for male, XX for female or a different combination such as XXY for intersex), the chemicals in the body such as hormones (testosterone, oestrogen) and anatomical and physical traits.

Gender is constructed by society and varies throughout history and in different cultures.

So, it is important to make the following distinction:

- by **sex**, individuals are male, female and intersex
- by **gender**, they include masculine, feminine and non-binary.

Remember! When you are looking for consequences or implications of an action, you are doing **analysis**.

Key concepts

Sex

Sex refers to the biological characteristics of an organism

Gender

Gender refers to the various meanings societies attach to those biological differences within a culture

Masculinity and femininity describe what it means to be a man or a woman in a particular society and culture. People may be born male or female, but they are not born masculine or feminine. A sex is assigned to them based on their sexual anatomy; however, they are also treated as the gender typically associated with that sex. So, as these children grow, they are expected to learn the socially accepted gender roles that come with that gender, without considering how they may personally feel about it.

To have different anatomy means very different things depending on who you are and where and when you are living. As people grow up, they form an understanding of their gender and interpret how they function within that gender. In reality, many people realise that the roles which society imposes on them do not align with what they experience internally. It may take time to find the **gender identity** that most closely applies to them. Others find that they are able to lead their lives well with the sex they were assigned at birth. So, while biological sex varies very little, gender varies enormously.

It is important to understand the difference between sex and gender, because the two concepts are often interchanged. Scholars often go even further and say that sex and gender are so mixed that it is difficult to separate them. For the purposes of this book, we will be talking about *gender* differences as the general differences between men and women.



▲ **Figure 7.2** An example of a gender-neutral public toilet sign

Progress check

- 1 Define sex and gender.
- 2 What are masculinity and femininity?
- 3 Did you have a different idea about these concepts before this lesson?
SC Write down what you thought previously. Next to it write what you have learned.



» Part 2: Masculinity and femininity

Activity

Working in groups, come up with a list of qualities that you think make up the 'ideal man' and the 'ideal woman'. SC Think of at least eight qualities for each. Compare your list with the rest of the class and create a common mind map based on the results.

Masculinity and femininity represent simply what it means to be a man or a woman, respectively. Both refer to gender and are **social constructs**. We learn masculinity and femininity throughout our lives. Most generally, a male can be feminine to some extent and show different aspects of masculinity. The same goes for a female, who can show masculine behaviour and different elements of femininity. These can change throughout different stages of our lives.

Within any one society at any one moment, several meanings of masculinity and femininity coexist. Simply put, not all Scottish men are the same and not all Scottish women are the same. Our experiences are also structured by social class, race, ethnicity, age, sexual orientation, religion and many other influences. People represent an intersection of many characteristics; this is why there are different ideas on what it is to be a man or a woman. When describing a person, gender cannot be the only determining factor.

7 Gender and morality

The fact that somebody is a man or a woman doesn't tell us anything about what kind of person they are.

As gender varies across cultures, over historical time, among men and women within any one culture, and throughout each person's life, we cannot really speak of femininity or masculinity as though they are fixed, constant and common to all women and men. Gender is a changing, fluid mixture of meanings and behaviours. In that sense, we must speak of numerous masculinities and femininities.

Often, one dominant idea of masculinity and femininity takes hold and is hard to dismantle. The *moral* issue is whether such ideas cause harm and discrimination to any groups in society, including to those people who adhere to these ideas.



▲ Figure 7.3 What exactly is masculinity and femininity?

Progress check

- 1 Who decides what is masculine and feminine behaviour?
- 2 Would a male who doesn't act in a masculine way be judged by men? Would women judge him? Answer the same questions for a female. After looking at your answers, do you think they are fair?
- 3 Why are there many masculinities and femininities? What would happen if there was only one of each?



Part 3: Gender identity

Activity

Go back to the starter activity at the beginning of this lesson. Try to imagine your identity without including your sex. How important is gender identity to you?

Gender identity is the personal sense of one's own gender. It is different from sexual orientation, which is about who a person is attracted to. Gender identity is about who a person feels they are within themselves.

How is gender involved in the formation of our identity? Do we identify as part of a group or as individuals? If we describe ourselves as a man or a woman, we immediately put ourselves in a group: the group of all men or the group of all women. The same is valid for people who describe themselves as '**non-binary**' – those who do not exclusively identify as male or female.

On the other hand, our relationship with our bodies is very personal and, in this sense, individual. Our bodies are part of our **personhood** (that is, our self-awareness), and they cannot be escaped by any means. Humans know the world around them through processes of understanding and imagination, but these processes are always embodied; they happen through and in our bodies, through our brains, senses and so on. Self-understanding includes the mind, feelings, free will, memories and abilities.

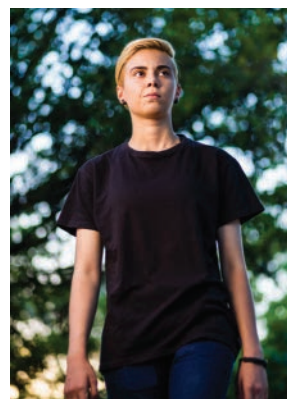


▲ Figure 7.4 Gender identity is complex and a deeply personal concept of oneself

We have all those because we are people who live in bodies.

So, it turns out that gender identity is a very complex thing. If we try to say what gender we are, we identify with a whole group and often that's no use, as it leads to vague, unhelpful generalisations. But when we look at who we *really* are, we become truly individual, as we look towards our most inner, intimate self.

Masculine and feminine gender doesn't need to follow male and female sex and, in contemporary Western societies, is understood to be little more than a socially constructed mechanism for ensuring power. Some people believe a fair future would be one without gender. In its social structures and practices, a person's sex would have no more relevance than their eye colour or the length of their toes. No assumptions would be made about *male* and *female* roles; it would be a future in which everyone receives equal opportunities in every sphere of life.



▲ **Figure 7.5** Would a society without gender constructs be more fair and equal?

Progress check

- 1 What is gender identity?
- 2 Bullet-point Part 3 of the lesson. **SC** You should include four bullet points. 'Bullet-point a part of the lesson' (see page vii).
- 3 What does 'embodiment' mean? **SC** Describe it in at least three sentences.

Challenge Research what the term means in relation to artificial intelligence.



>> Part 4: Transgender identity

Activity

What is the difference between gender identity and sexual orientation?

Transgender people are people whose gender identity is different from that typically associated with the sex they were assigned at birth. A transgender man, or trans man, is someone who was assigned 'female' at birth, but knows that they are a man and who identifies as male. Likewise, a transgender woman, or trans woman, is someone who was assigned 'male' at birth, but knows that they are a woman and who identifies as female. Some definitions of transgender identity include non-binary people since their known gender is also different from the gender they were thought to be.

Gender expression is how a person chooses to present their gender externally through behaviour, interests and appearance. **Transitioning** is the process a trans person undergoes of changing their gender expression to align with their gender identity. Some people may need or may choose to have medical and/or hormonal treatment to assist their transition. Trans people often feel pressured by society to conform to gender expectations of their birth-assigned sex, while their mind and experience of life are telling them that their gender is different. This is a clash of group norms and deeply personal experiences. As a result, it is common for people to experience **gender dysphoria** due to the mismatch between their assigned sex and gender identity. In some instances, these feelings can be so strong

Key concepts

Transgender

A person is said to be transgender if their sense of personal gender identity does not correspond to their sex assigned at birth

Gender dysphoria

The feelings of distress or unease that a person may have because of the discrepancy between the sex assigned to them at birth and their true gender identity

that treatments including hormone replacement therapy or gender confirmation surgery can be life-saving. It takes a lot of courage to begin a process of readjusting such a fundamental aspect of our lives. For these reasons, transgender identity refers to the desire to live a life that is authentic to themselves as individuals. It is one of the many ways in which people may place themselves outside any stated norms of society, in the attempt to live up to who they think and feel they are.

Activities



- 1 What is the meaning of transgender identity?
- 2 Do you think the concept of transgender is a recent phenomenon?
- 3 What issues might transgender people encounter?
- 4 Do you play different roles in your social life? **SC** Think carefully what they might be. List at least three.
- 5 People represent an intersection of many characteristics. List some of them.
- 6 How far do you agree with the statement: 'Gender is not necessary in society'? **SC** 'How far do you agree with the statement' (see page vii).
- 7 Write a short story about a society in which there is no gender. **SC** Think about the implications of that: reproduction, clothing, language, etc. 'Write a short story' (see page vii).

► 7.2 Learning gender

Starter

Make a list of five toys for boys and five toys for girls. Explain how you know that the toys you have chosen are for boys or for girls.

Learning intentions

- Develop an understanding of how gender is learned.
- Know what gender stereotypes are and their implications.

CAUTION:
SENSITIVE
CONTENT

» Part 1: Gender in childhood

Activity

What does it mean that gender is learned? Imagine a new-born baby. When and how do babies learn what gender they are?

Human beings learn to categorise people as male or female at a very early stage. We are predisposed to divide the world into male and female. We notice when men and women behave in ways that do not match our ideas of 'normal' gender behaviour. (It is easy to see here where the issues of homophobia and transphobia stem from.)

Psychologists don't believe that babies are born with a sense of self, since their brains are largely unformed at birth. They begin to understand themselves as separate beings through their relationships with the adults who care for them. By the time they are two years old, most children have learned to use gender labels (pronouns like he, she, him and her) and can often tell you whether a person is a boy or girl. There is also some evidence that, by that time, some children associate things like firefighter's helmets, make-up and dolls with different genders. In effect, learning to recognise and distinguish gender appears to be one of our first social achievements.

BGE S1-S3

Third and Fourth Levels

Religious & Moral Education

Think critically about our rapidly changing world by exploring topics such as social media, gender identity and artificial intelligence, as well as world religions.

- ▶ Ask questions and solve problems as you carefully consider each topic and develop 'thinking skills' for later life.
- ▶ Learn at a pace and level that is right for you with activities and 'progress check' questions that show how your skills are progressing.
- ▶ Lay firm foundations for National qualifications by developing the skills in BGE that will help you to succeed in the future.

Mariela McGlinchey is a qualified educator and philosopher, with 25 years' experience in journalism, writing and teaching. She has taught various subjects, including RME/RMPS, Modern Languages, Support for Learning and Mathematics. This has facilitated a holistic approach to the creation of resources for this BGE RME course, with a focus on developing critical thinking skills through contemporary and relevant topics.



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