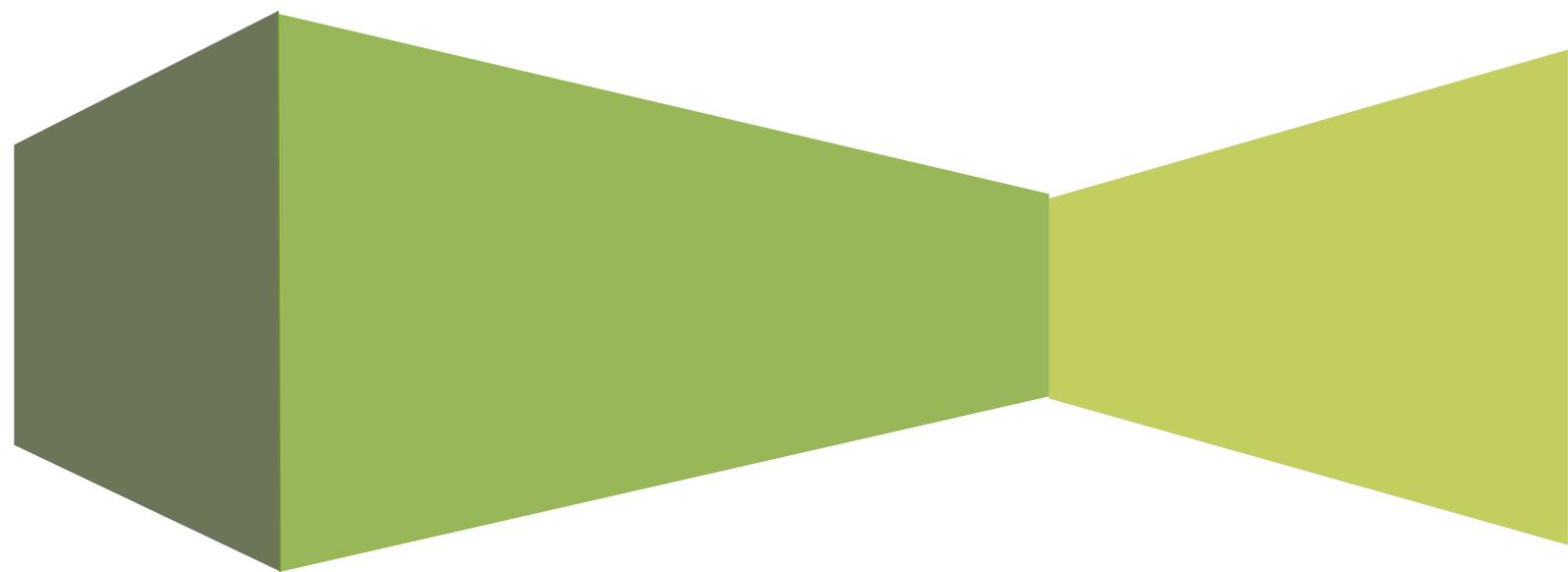# St. Aloysius' College

Curriculum Booklet 2017
Year 9

ENGLISH

The Joint Heads of Department are Ms Doorly and Mrs Hulme who can be contacted by telephone at the school. They will be happy to arrange a meeting to discuss concerns or offer advice and guidance. Ms Doorly is responsible for KS4 (Years 9 – 11) and Mrs Hulme for KS3 & 5 (Years 7,8,12 &13).

COURSE OUTLINE
Students begin their GCSE Language and Literature courses in Year 9. They are both examined at the end of Year 11. There is no controlled assessment or coursework – the courses are 100% exam assessed.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
READING: 19th C NOVEL	WRITING: Report Writing / Persuasive Writing	READING & WRITING: Shakespeare: Macbeth – Acts 1 – 2 Wide teaching of context, including specific extract work.	READING & WRITING: Shakespeare: Macbeth – Acts 1 – 2 Wide teaching of context, including specific extract work.	WRITING: Literary Shorts: Seminal World Literature	WRITING: Literary Shorts: Seminal World Literature GfW Fiction SOW
Jekyll & Hyde	Publisher's Intern	Macbeth	Macbeth	EMC Short Story Collection	EMC Short Story Collection / NATE SOW GfW

Things to do, books your son can read or appropriate websites which will be of help

Students should be encouraged to read as much quality fiction as possible throughout their school life. A recommended reading list is available from the Library.

In order to improve their reading of non-fiction, students should be encouraged to read and discuss articles from magazines and newspapers in addition to 'junk mail' which can be examined in terms of its text type, purpose, audience and type of language.

Any other information (e.g. equipment the pupil must have etc.)

Pens, pencils, ruler, rubber, highlighters, reading book (essential), mini-dictionary, mini-thesaurus.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST BE ABLE TO SPELL AND USE IN THEIR WORK:			
Accent	Dialogue	Idiolect	Preposition
Clause	Etymology	Imperatives	Standard English
Colloquial	Glossary	Interjection	Subordinate
Convention	Grammar	Noun phrases	Tone
Dialect	Homophone	Pathetic fallacy	Transcript

English: A Selection of School Library Books

Here is a list of books in our school library that have been enjoyed by many of the boys in KS3:

(C) – more challenging reads

Quick Reads
Two Weeks with the Queen	Morris Gleitzman
Jimmy Coats series	Joe Craig
The Crew	Bali Rai
Kit's Wilderness	David Almond

Humour
Diary of a Wimpy Kid	Jeff Kinney
Diary of Adrian Mole	Sue Townsend
Talking Turkey	Benjamin Zephaniah
The Curious Incident of the Dog in the Night-time	Mark Haddon

Science Fiction / Fantasy
Northern Lights (C)	Phillip Pullman
Blood Tide (C)	Melvin Burgess
Airman (C)	Eoin Colfer

War
The Boy in the Striped Pyjamas	John Boyne
Private Peaceful	Michael Morpurgo
Anne Frank's Diary	Anne Frank
Caught in the Cross Fire	Alan Gibbons
Postcards from No Man's Land	Aiden Chamber

Crime / Detective
Lord Loss	Darren Shan
Black Rabbit Summer	Kevin Brooks

Coram Boy	Jamila Gavin
My Sword is Singing	Marcus Sedgwick
The Scarecrows	Robert Westall

Current Issues / Culture

Animal Farm	George Orwell
Noughts and Crosses (C)	Malorie Blackman
River Boy (C)	Tim Bowler
Turbulence	Jan Mark

Coming of Age

| The Road of Bones | Anne Frank |
| Malarkey | Keith Gray |

Classics

Alice's Adventures in Wonderland	Lewis Carroll
Treasure Island	Robert Lewis Stevenson
Moonfleet	J. Meade Falkner
The Jungle Book	Rudyard Kipling

English: Useful Websites for pupils in KS3 (YEARS 7-9)

Here are some revision websites that allow you to learn and have fun:

www.bbc.co.uk/schools/ks3bitesize/ www.buzzin.net/english/engl-10.htm
www.cpg books.co.uk/online_rev/ks3/ks3_english.asp www.english-online.org.uk/games/gamezone2.htm
www.learnenglish.org.uk/grammar/archive/grammar_games_index_page01.html
www.schoolzone.co.uk/resources/learninggame/englishlearninggames.asp
www.bbc.co.uk/schools/revisewise/english/ www.learnenglish.org.uk/kids/
http://www.englishbiz.co.uk/
www.word-detective.com/

As well as using the English Department reading list you can look up your own book lists on the following websites and read some book reviews:

www.cool-reads.co.uk www.kidsreview.org.uk
www.readingmatters.co.uk
www.learnenglish.org.uk/kids/bookerview_obtree/your_reviews
www.kidzworld.com
www.bbc.co.uk/schools/studentlife/bookclub/

To improve you knowledge of Non-Fiction and Media texts try some of the following websites:

www.timesonline.co.uk
www.telegraph.co.uk www.guardian.co.uk

MATHEMATICS

The Head of Department is Ms Toprak and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Autumn

Modules 1 to 9

Spring

Modules 10 – 19

Summer

Modules 20 – 26

Things to do, books your son can read or appropriate websites which will be of help
USEFUL WEBSITES:

www.mymaths.co.uk
http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml
http://www.mathsisfun.com/
http://www.gomath.com/index_about.html
http://mathforum.org/dr.math/
http://www.math.com/
http://www.homeworkelephant.co.uk/

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
Departmental assessments five times a year around half term, plus school exam in December and June.

Any other information (e.g. equipment the pupil must have etc.)
A scientific Calculator and Maths set (contents: Eraser, sharpener, 15cm/150mm plastic rule, compass, pencil, and protractor).

SCIENCE

The Head of Department is Ms. Kisten and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

** Y9 SET 1 and SET 2 WILL BEGIN THE SCIENCE GCSE COURSE AT THE START OF THE ACADEMIC YEAR and SET 3 WILL BEGIN THE TRANSITION TO CORE PROGRAME **

COURSE OUTLINE: CORE SCIENCE

EXAM BOARD – AQA

BIOLOGY	☐ Keeping Healthy ☐ Medicine and drugs ☐ Drug Abuse ☐ Co-ordination & Control ☐ Controlling infectious diseases	☐ Adaptation for Survival ☐ Evolution ☐ Variation ☐ Effect on our planet
PHYSICS	☐ Heat Transfer ☐ Using Energy ☐ Electrical Energy	☐ Generating Electricity ☐ Waves ☐ Electromagnetic Waves
CHEMISTRY	☐ Fundamental ideas ☐ Rocks & Buildings ☐ Metals and their uses ☐ Crude Oil and fuels	☐ Products from oil ☐ Plant Oils ☐ The Changing World

COURSE OUTLINE: TRANSITION SCIENCE

BIOLOGY	PHYSICS	CHEMISTRY
• Inheritance and selection • Plants and photosynthesis • Plants for food • Fit and healthy • Disease, control and coordination	• Energy and electricity • Waves • Gravity and space • Speeding up • Pressure and moments	☐ Fundamental ideas ☐ Patterns of reactivity ☐ Metals & metal compounds ☐ Using chemistry ☐ Crude oil, fuels & plant oils ☐ Environmental chemistry

Key dates in the year
Pupils will sit exams as part of their Assessment points (AP) throughout the year. There are 4 assessment points and this will generate an overview of how well they are progressing. As well as the AP's pupils will also sit end of unit tests, which come at the end of 1 or 2 units.

- Completion of homework forms an integral part of your sons'/wards' success in Science.
- It is essential that he is involved with at least 45 minutes revision of Science on a daily basis.
- The following websites can be useful for revision:
-

  *www.skoool.co.uk
  *10p.org.uk
  * welsh education site (ngfl)
  *ww.scibermonkey.org
  *docbrown.co.uk

Pupils' must ensure that they have a black/blue pen, pencil and ruler in every Science lesson. Calculators are allowed to be used in lessons and during tests/exams.

RELIGIOUS EDUCATION

The Head of Department is Mr Campbell and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE - GCSE starts in Year 9.
Autumn
8.1 Rights and Responsibilities
8.2 Environmental and Medical Issues

Spring
8.3 Peace and Conflict
 8.4 Crime and Punishment

Summer
9.6 Christian denominations
10.3 Worship and Celebration

Things to do, books your son can read or appropriate websites which will be of help

- Attend Mass as a family.
- Buy a Bible for homework (or visit www.biblegateway.com).
- Visit www.reonline.org.uk

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
Assessment Tasks set Autumn Half Term, Spring Half Term, Easter, Summer Half Term.

Any other information (e.g. equipment the pupil must have etc.)

Pupils need a pen, pencil, ruler, highlighter pens and glue (eg Pritt Stick).

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Atonement	Compassion	Incarnation	Virgin Birth
Repentance	Apostolic	Bishops	Catholic
Magisterium	Holy	Chrism	Sacrament
Absolution	Contrition	Penance	Transubstantiation
Active Life	Contemplative Life	Religious Community	Vocation

FRENCH

The Head of Department is Mr. D.Gaye and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE
Textbook used: Metro 3 (rouge et vert)

Autumn
Getting to know your way round France, talking about French towns and about your town, talking about what you can do there, talking about your activities and where you live, talking about your family, your home, learning how to ask if you can do something, helping with the preparations of a party, talking about how you get on with people.

Spring
Saying what you are going to do, where you are going and where you have been, talking about places and how to get there, talking about the past and about what happened using perfect and imperfect tenses, talking about what you do to keep fit, talking about healthy eating, talking about what you used to do, giving an advice.

Summer
Talking about what you wear (clothes and fashion), talking about what makes a friend, talking about music, understanding the news, talking about a soap opera, talking about what is going to happen, talking about the weather, going on an expedition.

Things to do, books your son can read or appropriate websites which will be of help *The Essentials of French, Key Stage 3*, Lonsdale Revision Guides Websites for French: www.btinternet.com www.frenchrevision.co.uk www.atschool.eduweb.co.uk

Key dates in the year (e.g. half term assessments, exams)
October: (AP1)
Christmas Exam: December (AP2)
February: (AP3)
End of Year Exam: (AP4) June

Any other information (e.g. equipment the pupil must have etc.) A
bilingual dictionary English-French

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Un pays/une ville/un village	La santé
Nord/sud/oust/est	Les vêtements Passe
compose	Je voudrais...
La famille	Qu'en penses-tu?
Futur proche (ALLER + INF)	(selon moi, à mon avis, je pense que)
Les professions	Elle est comment? (adjectives qualificatifs)
À la maison	La metéo
Est-ce-que je peux...?	Verbes irréguliers
L'imparfait	Verbes reflexifs
	Adjectifs possessifs

SPANISH

The Head of Department is Mr. D.Gaye and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE
  Textbook:¡Listos 3! (Verde)

Autumn
- Introducing yourself and others
- Describing your house and town
- Talking about school life and describing what you do after school
- Describing your daily routine
- Describing what you do during your holidays and describing past holidays
- Asking for tourist information, booking a table and ordering a meal

Spring
- Saying what you do to help at home and why
- Talking about how your spend your money, part-time jobs and work experience □ Describing your life-style
- Talking about leisure activities, making a date and TV programs and films
- Learning about Spanish speaking stars
- Saying what you thought of a film or event

Summer
- Describing yourself physically and in character
- Describing problems at home and at school
- Discussing the problems of drug dependency
- Talking about environmental issues
- Talking about future plans and career choices
- Making a job application and using the telephone

Things to do, books your son can read or appropriate websites which will be of help
Listos 3, Cuaderno Anna Kolkowska, Libby Mitchell

Websites: www.languageguide.org, www.languagesonline.org.uk, www.mflgames.co.uk

Key dates in the year (e.g. half term assessments,exams)
October: (AP1)
Christmas Exam : December (AP2)
February: (AP3)
End of Year Exam: (AP4) June

A bilingual dictionary English-Spanish (Collins Gem, ISBN 9780007437917)

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Verbos: Tener / Ser / Vivir / Gustar	Dar opiniones de actividades para el ocio
Adjetivos de nacionalidad y descripcion	Cultura hispanohablante
La hora	Comparaciones: mas que / menos que Ordenes:
Tener + Infinitivo	Se debe / Se tiene...
Rutina diaria: Verbos reflexives	Vocabulario relacionado con el medio ambiente
Presente y pasado de verbos regulares e Irregulares	Me gustaria / Podria Pronombres
objeto	Trabajos y carreras

HISTORY

The Head of Department is Mrs Rimmer and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE:
Autumn:
This term will begin by focusing on Second World War. You will investigate the causes of the Second World War and study an overview of this period (1939-45).
You will then learn about the Holocaust, its causes, life for Jewish people in occupied Europe and life in the concentration camps.

Spring:
A study of the Russian Revolution 1917 and the key features of Stalin's rule 1928-53. The USA in Depression 1929-33. The causes and consequences of the Wall St Crash, the government's reaction 1929-32 and the impact of the Depression on people's lives.
Roosevelt and the New Deal 1933-41. The nature of the New Deal and opposition to it, the extent of recovery of the US economy by 1941

Summer:
Students will start new GCSE History syllabus. Course TBC.

Things to do, books your son can read or appropriate websites which will be of help.

You will be able to use the school library to find a wide selection of history books and history novels that will widen your knowledge of the topics you are learning. We recommend the following websites for research:

- **www.bbc.co.uk/school/history**
- **www.spartacus.schoolnet.co.uk**
- **www.Schoolhistory.co.uk**
- **www.imperialwarmuseum.co.uk**
- **www.GCSEbitesize.co.uk**

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
You will receive an assessment piece of work every half term which is to be completed in school or at home on a specific enquiry. This may be an essay, booklet, Powerpoint presentation or IT project. There will also be Christmas and summer exams.

Any other information (e.g. equipment the pupil must have etc.)
Black or blue pens, highlighter, pencils, ruler, and colouring pencils

TWENTY KEYT VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Communist	**Congress**	**Rugged individualism**
Dictatorship	**Depression**	**Tariff**
Stalemate	**Dust Bowl**	**Jim Crow**
Armistice	**Hooverville**	**Segregation**
Anarchist	**Flapper**	**Civil Rights**
Assembly Line	**Isolationism**	**Bus Boycott**
Bootlegger	**Laissez-faire**	**Freedom Rids**
Brain Trust	**Speculation**	**New Deal Communism**
Prohibition		

ART AND DESIGN: FINE ART (GCSE)

The Head of Department is Mr.Doherty and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE:

The course is a three year syllabus which encompasses the four criteria of the GCSE exam, in a variety of media. Pupils work on a three module format which is designed to encourage an understanding of the development of art, linking in aspects of the modern world, through social, political and historical issues. The course begins as an in depth skill based programme which enables students to become more confident in a range of artistic techniques. Experimentation is key to the course and students develop their ideas and knowledge of artists through sketchbook and independent study. The course is designed to provide students with

all the requisite skills and knowledge necessary to become A level students and to pursue an artistic career.

As technologies develop, and the internet becomes an increasingly important factor in all of our lives, fine art and graphic communication becomes increasingly important. It is a massive industry which is a growth industry, with a diverse range of roles types of work. If students choose to follow this course, it would enable pupils to study either Art and Design or Graphic Communication at post-16 level. Fine Art is offered at St. Aloysius' College at AS and A2 level.

This course is suitable for students who like to experiment with a range of materials and processes and who enjoy working with a range of different areas within Graphic Design. The course requires an independent thinker, someone who can research around an idea or theme and drive their own ideas forward with support from the teacher.

Course Details
The course is structured as follows:

Unit One: Module 1-3 The Mask, The Face, Beneath the Skin

Portfolio of Work (Consisting of 2 coursework units) 60% of the overall mark. (Year 9 10 and 11)

Pupils work on the role of the mask in African art, developing their skills in a variety of media. This leads into the influence of African art in Western art, Cubism etc, and also encompasses contemporary African artists, and the ideas which inspire their work.

The course also looks at the role of the mask both as a physical and conceptual entity, looking at contemporary art and new technologies in order to enable students to develop their ideas about their own identities and cultures. The second module encompasses the way we see ourselves and students explore their facial identities in a variety of media, inspired by contemporary artists and ideas. The third module explores beneath the skin looking at contemporary World art to look, not only at the structure of bones and muscles but also exploring contemporary themes such as with the artist Chinese artist Shen Shaomin, and his use of human bones in hybrid sculptures. Students work within the role of emerging technologies in art to explore the contemporary issues that affect our lives today.

Candidates are issued with outline information for an extended project that will cover all assessment objectives and will document a journey of sustained work from starting points to a personal realisation.

Unit Two:

Externally set task (papers issued near the start of the Spring Term; unlimited preparation time, followed by a 10 hour 'sustained period of focused study' completed in exam conditions) 40% of the overall mark. (Year 11)

Candidates select one question from the Art and Design question paper. The chosen starting point should be one that the student feels confident that they can resource, sustain and develop successfully throughout the preparatory and timed exam period in order to fulfil the requirements of all four assessment objectives. Teachers will give general guidance on the choice of materials, how to carry out preparatory studies and how to begin research on their chosen starting point.

Students are given a comprehensive guide to all key terms and skills at the beginning of the course in a handbook, which gives all information about how to enhance their learning throughout the course. This includes keywords and terms, a brief synopsis of all the key Western art movements that each student should be able to reference, as well as gallery and museum information.

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
Assessments will take place at the end of each half-term and before the exam preparation period. The following assessment objectives will be used:

- **Develop/(DO STUFF): their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.**
- **Experiment/(TRY STUFF): with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.**
- **Record/(SEE STUFF): in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.**
- **Present/(SHOW STUFF): a personal, informed and meaningful response, demonstrating critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.**

ART AND DESIGN: GRAPHIC COMMUNICATION (GCSE)

The Head of Department is Mr.Doherty and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE:

Graphic design is all around all of us, every day. As technologies develop, and the internet becomes an increasingly important factor in all of our lives, graphic design becomes increasingly important. It is a massive industry which is a growth industry, with a diverse range of roles types of work. If students choose to follow this course, it would enable pupils to study either Art and Design or Graphic Communication at post-16 level. Graphic Communication is offered at St. Aloysius' College at AS and A level.

This course is suitable for students who like to experiment with a range of materials and processes and who enjoy working with a range of different areas within Graphic Design. The course requires an independent thinker, someone who can research around an idea or theme and drive their own ideas forward with support from the teacher.

The course is a specialised course and therefore will cover a range of disciplines including:

Illustration, Photography, Graphic Communication, Typography, Design for print, Digital media and computer generated imagery. The projects/portfolio will allow students to explore ideas and processes in a personal and creative way whilst following a design process. Pupils will learn how to explore handmade techniques and to use different software to enable students to develop concepts and final products. During the course, pupils will experience visits to galleries / museums / sites.

Course Details
The course is structured as follows:

Introductory course (Year 9 and 10): Students to research the ways in which artists and designers present ideas to an audience. Pupils select and use a variety of traditional and experimental recording materials such as charcoal and pastel, graphite and coloured pencils, biro, pen and ink, paint, printing and resist techniques, as well as stitched, collaged, mixed media, digital recording and digital manipulation to develop their work based on contemporary graphic designers. Techniques learned can be utilised throughout the course in creative ways.

Unit One: Portfolio of work (Consisting of 2 coursework units) 60% of the overall mark. (Year 9, 10 and 11) The focus will be determined by such factors as the candidates personal interests, locality, facilities and teacher expertise. It may be developed under any area of study within the Art and Design: Graphic Communication. Candidates are issued with outline information for an extended project that will cover all assessment objectives and will document a journey of sustained work from starting points to a personal realisation.

Unit Two: Externally set task (papers issued near the start of the Spring Term; unlimited preparation time, followed by a 10 hour 'sustained period of focused study' completed in exam conditions) 40% of the overall mark. (Year 11) Candidates select one question from the Art and Design question paper. The chosen starting point should be one that the student feels confident that they can resource, sustain and develop successfully throughout the preparatory and timed exam period in order to fulfil the requirements of all four assessment objectives. Teachers will give general guidance on the choice of materials, how to carry out preparatory studies and how to begin research on their chosen starting point.

Things to do, books your son can read or appropriate websites which will be of help

Bos, B and Bos, E (2007) Graphic Design since 1950 Thames and Hudson

Fiell, C and Fiell, P (2005) Contemporary Graphic Design Taschen

Fiell, C and Fiell, P (2005) Graphic Design for the 21st Century Taschen

Heller, S and Ilic, M (2001) Icons of Graphic Design Thames and Hudson

Klanton, R and Hellige, H (2005) Illusive: Contemporary Illustration and its

Context Die Gestalten Verlag Krause, J (2004) Design Basic Ideas

David and CharlesLupton, E and Cole Phillips, J (2008) Graphic Design: The New Basics Princeton Architectural Press

Raines, J and Bhaskaran, L (2007) Retro Graphic Cookbook Ilex

Weidmann, J (2006) Advertising Now! Print Taschen

Websites:

Comprehensive Guide to Museums, Galleries and Exhibitions in the UK www.artguide.org/

Creative Review Magazine www.creativereview.co.uk

The Design Council www.designcouncil.org.uk The national strategy body for design

Design Week www.designweek.co.uk The UK's leading design magazine

Graphics.com www.graphics.com The shared resource for creative design Tate Gallery Online www.tate.org.uk

---

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)
Assessments will take place at the end of each half-term and before the exam preparation period. The following assessment objectives will be used:

- **Develop/(DO STUFF): their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.**
- **Experiment/(TRY STUFF): with and select appropriate resources, media, materials, techniques and processes reviewing and refining their ideas as their work develops.**
  - **Record/(SEE STUFF): in visual and/or other forms ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.**

- **Present/(SHOW STUFF): a personal, informed and meaningful response, demonstrating critical understanding, realising intentions and where appropriate,   making connections between visual, written, oral or other elements.**

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

LAYOUT, COMPOSITION, AESTHETICS, TYPOGRAPHY, ILLUSTRATION, INSPIRATION, LETTERPRESSING, CONTEXT, FRAGMENTS, MIXED MEDIA, COLLAGE, ICONS, LOGO, INSTALLATION, MOVEMENT, MANIPULATION, APPROACH, PORTFOLIO, TEXTURE, SURFACES, PROCESS, DEVELOPMENT, CLICHÉ

PSYCHOLOGY

The Head of Department is Danielle Mannion and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE
Autumn The Self Criminal behaviour
Spring Memory
Summer Non verbal communication
Things to do, books your son can read or appropriate websites which will be of help AQA website for practise exam questions, examiners reports (to see where students usually loose marks) Visit the Freud museum Lunch hour lectures at UCL (during the half term) Subscribe to Psychology Review Books to read: The curious incident of the dog in the night time We need to talk about Kevin

Key dates in the year (e.g. half term assessments, exams)

AP1 Topics:
The Self

AP2 Topics:
The Self
Criminal behaviour

AP3 Topics:
The Self
Criminal behaviour
Memory

AP4 Topics:
The Self
Criminal behaviour
Memory
Non verbal communication

Any other information (e.g. equipment the pupil must have etc.)

Exercise books
200 A6 revision cards (plain)and tags to keep together

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERTSAND AND KNOW HOW TO SPELL

Practical implications
Practical applications
Ecological validity
Mundane realism
Hypothesis
Outline
Explain
Distinguish between
Describe
Memory
Non verbal communication
Verbal communication
Introvert
Extrovert
Neurotic
Trait
Eye contact
Gestures
Open posture
Closed posture

PHYSICAL EDUCATION

We offer a broad and balanced curriculum to challenge and motivate all learners within the Department. There is a wide range of activities covered within the curriculum to encourage all students to develop their practical skills and theoretical knowledge and provide an opportunity to participate in active and healthy lifestyles through the extensive enrichment and extra curricular programme.

The PE Department is keen to develop qualities of students such as leadership, confidence and creativity. Every student will take part in a testing procedure at the beginning of each year, to allow the Department to gain accurate data on the students.

COURSE OUTLINE

Students follow the National Curriculum guidelines for P.E.

CURRICULUM

Football
Basketball
Rugby
Softball
Handball
Table Tennis

Tennis
Cricket
Athletics
Badminton

It is essential that every student has his correct kit for every lesson. He is expected to produce a note if he is unwell or an injury prevents him from taking an active part in the lesson. He will be required however to still bring his kit to allow him to fulfil other roles rather than just 'sitting out' of the lesson.

The school PE can be bought from the school suppliers however the PE Department do stock shorts and socks and also some second hand PE shirts.

ASSESSMENT

Each student will be assessed every half term to monitor progress. Each assessment will focus on one or two assessment criteria specific to the activity been undertaken. Each activity completed has specific assessment criteria to allow staff to report and monitor the progress of students and identify their strengths and areas for development.

PHYSICAL EDUCATION (GCSE)

GCSE Physical Education (PE) The examination body for GCSE PE is OCR. The examination board have introduced a new specification which started in September 2009. This provides more opportunity for students be assessed in their chosen strengths, if that be their role as performer, coach or official. The link below provides further details regarding the specification.

http://www.ocr.org.uk/qualifications/gcsefor2009/physical_education/index.html

Assessment

1 Hour Exam (60 Marks). 30% Anatomy & Physiology, Physical Training
1 Hour Exam (60 Marks). 30% Socio Cultural Psychology, Health & Fitness and Wellbeing
40% Practical Aspects plus Evaluating and Analysing Performance
3 Sports - 1 x Team, 1 x Individual, 1 x Either (80 Marks)

Students must submit their best 3 practical scores (out of 25) and complete both pieces of controlled assessment. The students will be assessed by their teacher for the practical elements and controlled assessment who will then be moderated by an external moderator. The exam papers are a mixture of multiple choice (15 marks) and short answer (45 marks) type questions. One exam will be taken in December/January and the second in May/June.

Practical Activities

Football
Basketball
Cross Country
Rugby
Tennis
Hockey
Athletics
Softball
Badminton
Handball
Table Tennis

Students can also be assessed in activities outside of school, however video evidence must be taken for external moderators to agree with the grades given. Activities include golf and canoeing.

Key Stage 4 reading list - GCSE
Honeybourne, J. (2009). OCR PE for GCSE. 1st Edition. Hodder Education.
BBC GCSE Bitesize

MUSIC

AQA – GCSE Music (Draft Specification)

Learning Block 1: *'Skill Building Bridging Unit'* *'Song Writing Project'* *AP1 Performance Assessment*	☐ Music Theory Skills: rhythm notations, pitch notations, melody notations, harmony & tonality, chord structures ☐ Composition Skills: song writing, rhythm & words, song structures ☐ Performance Skills: instrumental development, ensemble performance ☐ Vocal Skills: ☐ AQA Links: AoS2 *'Popular Music'*
Learning Blocks 2 & 3: *'Minimalism'* *AP2 Listening Assessment*	☐ Music Theory Skills: notation, time signatures, beat groupings ☐ Technology & Composition Skills: logic, sequencing, editing, mixing ☐ Vocal Skills: ☐ AQA Links: listening & appraising examination skills, AoS4 *'Western Classical Traditions Since 1910'*

Learning Block 4: *'World Traditions: Samba, Salsa & Bhangra'* *AP3 Performance Assessment*	☐ Rhythm & Percussion Skills: performance & composition ☐ Rhythm Notation Skills: sight reading & writing rhythms ☐ Vocal Skills: ☐ AQA Links: performance & composition foundation skills, AoS3 *'Traditional Music'* knowledge & understanding
Learning Blocks 5 & 6: *'Western Classical Traditions 1650 – 1920'* *AP4 Listening Assessment*	☐ History of Music: The Baroque, Classical & Romantic Periods ☐ Music Structure: Sonata Form ☐ Composition Skills: simplified version of Sonata Form ☐ Technology or Performance Skills: logic sequencing or live performing a composition ☐ Notation Skills: writing down a composition in notation, annotations, graphic score or using technology ☐ AQA Links: listening & appraising examination skills, AoS1 *'Western Classical Traditions 1650 – 1910'*

BUSINESS

The Head of Department is Mrs Coyle and can be contacted by telephone or email at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Applied Business Single Award (Edexcel)

Unit 1: Investigating How Businesses Work

Assessment: Internally assessed May 2017

Externally moderated May 2018

Weighting: 60% of the Single Award

Overview of content

The unit contains three topics:

- What is a business and what do businesses do?
- How are businesses organised?
- Why are stakeholders so important

Overview of assessment

- This unit is internally assessed under controlled conditions.
- Students are required to complete an Edexcel-set task with a total of 100 marks.
- Students select **two** businesses – one local and one national/international – to research.
- They then answer a number of set questions based on the content of the unit in relation to these selected businesses, using their research materials, under controlled conditions of a set

  duration.
- Research/investigation – approximately eight weeks of curriculum time (a maximum of 24 hours).
- Final write up – approximately four weeks of curriculum time (a maximum of 12 hours).
- The task is internally marked by teachers and moderated by an external assessor

Content:

Unit 1.1   What is a business and what do businesses do? – Autumn 2015

- Enterprise, business skills – starting up, success (and failure!)
- The range of business activities and competition faced
- Business aims and objectives and the links between these
- Measuring achievement
- Ownership and liability
- Risks and rewards - To examine profit and other possible motives.
- Introduction to 'ethical' business -To understand business ethics, social and political pressures on businesses and ethical issues.

Unit 1.2   How are businesses organised? – Spring 2016

Communication - To understand the different forms of communication and their importance to a business: internal and external communications; the use of modern ICT packages

- Organisation structures - To investigate the main aspects of organisational structures.
- Functional areas - To investigate the functional areas of known businesses, looking at the interrelationships between areas and the communication methods used.

Unit 1.3 Why are stakeholders so important? – summer 2016

- Stakeholders - To identify key stakeholders — their power and importance and possible tensions
- Customers: importance, power, needs - To understand the role and importance of customer service and meeting customer needs.
- Employees-To understand rights and responsibilities; legal issues and their resolution.

Unit 1:Things to do, books your son can read or appropriate websites which will be of help

Books:

- Chapter 1-7   GCSE Applied Business Double Award (Edexcel) by Carysforth & Neild
- Chapter 1.1 – 1.3 Applied Business GCSE Carysforth, Neild, Richards & Dransfield
- Financial times
- Economist Magazine
- Research entrepreneurs and enterprising ideas

ICT:

- Use of spreadsheets to produce graphs, tables
- Use of ICT to produce coursework
- Use of header and footer to identify page numbers, candidate and school details

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

Dec 2015:   Unit1 Controlled Assessment deadline – 1.1 – Autumn
Jan 2016:   Unit1 Controlled Assessment deadline – 1.1 - Spring
May 2016:   Unit 1 Controlled Assessment deadline – 1.2 - Spring
July 2016:   Unit 1 Controlled Assessment deadline – 1.3 – Summer

Any other information (e.g. equipment the pupil must have etc.)

- Students must have the following equipment – pencil, pen ruler, colour pencils, sharpener, rubber, calculator (must have their own so that they are familiar with how to use it in an exam).

- Students should read quality newspapers / journals, keeping up to date with current affairs and business news, including currency rates, interest rates, inflation, budget and economic affairs.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Inflation	Private Limited Company (LTD)	Limited liability	Sole Trader
Exchange rate	Public Limited	Unlimited liability	Niche market Company (PLC)
Interest rate	Entrepreneur	Bankruptcy	Franchise
Budget	Stakeholder	Liquidation/Receivership	Partnership
Taxation	Ethical trade	Debt	Public Sector
Primary Sector	Secondary Sector	Tertiary Sector	Private Sector
Trade Union	Monopoly	Cartel	

ICT (Information & Communication Technology)

The Head of Department is Mrs Acquah and can be contacted by telephone at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

Computer Science

Autumn
COURSE OUTLINE: Computer Systems

1. **Systems architecture** Students will learn about:
    *   the purpose of the CPU
    *   Von Neumann architecture:
            MAR (Memory Address Register)
            MDR (Memory Data Register)
            Program Counter
            Accumulator
    *   common CPU components and their function:
            ALU (Arithmetic Logic Unit)
            CU (Control Unit)
Cache
    *   the function of the CPU as fetch and execute instructions stored in memory

    *   how common characteristics of CPUs affect their performance:
            clock speed
            cache size
            number of cores
    *   embedded systems:
             purpose of embedded systems
        examples of embedded systems

2. **Memory & storage**

    *   the difference between RAM and ROM
    *   the purpose of ROM in a computer system
    *   the purpose of RAM in a computer system
    *   the need for virtual memory
    *   Flash memory
    *   the need for secondary storage
    *   common types of storage:
             optical
magnetic   solid
state
    *   suitable storage devices and storage media for a given application, and the
        advantages and disadvantages of these, using
      characteristics:
        capacity
speed
portability
durability
            reliability
    *   Cost.

3. **Wired and wireless networks**

- types of networks:
  LAN (Local Area Network)
  WAN (Wide Area Network)
- factors that affect the performance of networks
- the different roles of computers in a client-server and a peer-to-peer network
- the hardware needed to connect stand-alone computers into a Local Area Network:
  wireless access points
routers/switches
  NIC (Network Interface Controller/Card)
transmission media
- the internet as a worldwide collection of computer networks: DNS (Domain Name Server)   hosting   the cloud
- the concept of virtual networks

4.   Network topologies, protocols and layers

- star and mesh network topologies
- Wifi:
    frequency and channels
    encryption
- ethernet
- the uses of IP addressing, MAC addressing, and protocols including:
  TCP/IP (Transmission Control
        Protocol/Internet Protocol)
  HTTP (Hyper Text Transfer Protocol)
  HTTPS (Hyper Text Transfer Protocol
        Secure)
  FTP (File Transfer Protocol)
  POP (Post Office Protocol)
  IMAP (Internet Message Access Protocol)
  SMTP (Simple Mail Transfer Protocol) □
  the concept of layers
- Packet switching.

5.   System security   forms of attack
- threats posed to networks:
    malware
phishing
    people as the 'weak point' in secure
systems (social engineering)
    brute force attacks
denial of service attacks   data
interception and theft   the
concept of SQL injection   poor
network policy
- Identifying and preventing vulnerabilities:
    penetration testing
network policies   anti-
malware software
    firewalls
    user access levels

passwords
encryption

6. Systems software & Ethical, legal, cultural and environmental concerns

- operating systems:
  user interface
  memory management/ multitasking
peripheral management and drivers
user management   file management
- typical utility system software:
  encryption software
defragmentation   data
compression   the role and
methods of backup:
- full incremental
- how to investigate and discuss Computer Science technologies while considering:
  ethical issues
legal issues   cultural
issues   environmental
issues.
- how key stakeholders are affected by technologies
- environmental impact of Computer Science
- cultural implications of Computer Science ☐ open source vs proprietary software
- legislation relevant to Computer Science:
  The Data Protection Act 1998
  Computer Misuse Act 1990
  Copyright Designs and Patents Act 1988
  Creative Commons Licensing
- Freedom of Information Act 2000.

__Spring__
COURSE OUTLINE: Computational Thinking, Algorithms and Programming

 1. Algorithms

- computational thinking:
abstraction
decomposition
algorithmic thinking
- standard searching algorithms:
binary search linear search

- standard sorting algorithms: bubble sort   merge sort
insertion sort

- how to produce algorithms using:
  pseudocode

using flow diagrams

interpret, correct or complete algorithms

2. Programming techniques & Producing robust programs

the use of variables, constants, operators, inputs, outputs and assignments
- the use of the three basic programming constructs used to control the flow of a program:
  sequence   selection   iteration

(count and condition controlled

loops)

- the use of basic string manipulation

3. Programming techniques & Producing robust programs

- the use of basic file handling operations:
  open read
  write
  close
- the use of records to store data
- the use of SQL to search for data
- the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays
- how to use sub programs (functions and procedures) to produce structured code
- the use of data types:
  integer
  real
  Boolean
  character and string
- the common arithmetic operators the common Boolean operators.
- defensive design considerations:
  input sanitisation/validation
  planning for contingencies oanticipating misuse authentication
- maintainability: comments
  indentation
- the purpose of testing
- types of testing: iterative final/terminal
- how to identify syntax and logic errors

□   Selecting and using suitable test data.

4. Computational logic

- why data is represented in computer systems in binary form
- simple logic diagrams using the operations AND, OR and NOT
- truth tables
- Combining Boolean operators using AND, OR and NOT to two levels.

5. Translators and facilities of languages & Data representation

- the purpose of translators
- the characteristics of high and low-level languages
- the characteristics of an assembler, a compiler and an interpreter
- common tools and facilities available in an integrated development environment (IDE): editors error diagnostics run-time environment translators **Units**

- bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte
- How data needs to be converted into a binary format to be processed by a computer.

6. Data representation

Numbers

- whole numbers (0-255) into 8 bit binary numbers and vice versa
- how to add two 8 bit binary integers and explain overflow errors which may occur
- binary shifts
- how to convert positive denary whole numbers (0-255) into 2 digit hexadecimal numbers and vice versa
- how to convert from binary to hexadecimal equivalents and vice versa
- Check digits.

Characters

- the use of binary codes to represent characters
- the term 'character-set'
- the relationship between the number of bits per character in a character set and the number of characters which can be represented (for example ASCII, extended ASCII and Unicode).operating systems:

Images

- how an image is represented as a series of pixels represented in binary

- metadata included in the file
- the effect of colour depth and resolution on the size of an image file.

Sound

- how sound can be sampled and stored in digital form
- how sampling intervals and other factors affect the size of a sound file and the quality of its playback:
  sample size

bit rate

Sampling frequency.

Compression

- need for compression
- types of compression:
  lossy lossless

Summer
COURSE OUTLINE: Programming Project

1. Programming techniques

- how to identify and use variables, operators, inputs, outputs and assignments
- how to understand and use the three basic programming constructs used to control the flow of a program: Sequence; Selection; Iteration
- how to understand and use suitable loops including count and condition controlled loops
- how to use different types of data, including Boolean, string, integer and real, appropriately in solutions to problems
- how to understand and use basic string manipulation
- how to understand and use basic file handling operations:
  open
  read
  write
  close
- how to define and use arrays (or equivalent) as appropriate when solving problems
- how to understand and use functions/sub programs to create structured code.

2. Analysis

- how to analyse and identify the requirements for a solution to the problem
- how to set clear objectives that show an awareness of the need for real world utility
- how to use abstraction and decomposition to design the solution to a problem ⬜
       how to identify the data requirements for their system

- how to identify test procedures to be used during and after development to check their system against the success criteria
- how to use validation to ensure a robust solution to a problem.

3. Design

- how to design suitable algorithms to represent the solution to a problem
- how to design suitable input and output formats and navigation methods for their system
- how to identify suitable variables and structures with appropriate validation for their system
- how to use appropriate data types in their system
- how to use functions/sub programs to produce structured reusable code how to select suitable techniques for the development of the solution.

4. Development

- how to develop a solution to the identified problem using a suitable programming language(s)
- how to demonstrate testing and refinement of the code during development
- how to explain the solution using suitable annotation and evidence of development
- how to use suitable techniques to solve all aspects of the problem

- how to deploy practical techniques in an efficient and logical manner
- how to show an understanding of the relevant information by presenting evidence of the development of their solutions
- how to show an understanding of the technical terminology/concepts that arise from their investigation through analysis of the data collected
- how to use the terminology/concepts surrounding their topic and contained in the information collected correctly when it comes to producing analysis in the supporting script

5. Testing and evaluation and conclusions

- how to produce a full report covering all aspects of the investigation
- how to present the information in a clear form which is understandable by a third party and which is easily navigatable
- how to critically appraise the evidence that they have presented
- how to test their own solution
- how to present their evaluation in a relevant, clear, organised, structured and coherent format
- how to use specialist terms correctly and appropriately
- how to present a conclusion to the report
- how to justify their conclusions based on the evidence provided.

6. Project

Things to do, books your son can read or appropriate websites which will be of help.

Books:

Book 1: Computer Systems *(Supplied by the department. Every student has a copy)*

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

- November   - February
- May   - July

Any other information (e.g. equipment the pupil must have etc.)

Textbook & Exercise book (Supplied by the Department), USB, Pens, Pencils, Ruler, Rubber and all normal school equipment.

DESIGN TECHOLOGY

The Head of Department is Mr. Frazer and can be contacted by telephoning the school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE - This course has been designed to encourage students to be able to design and make a range of products with creativity and originality, using a range of materials and manufacturing techniques. Packaging and points of sale display projects will supplement the making experience and help create products which can be evaluated for commercial viability. Pupils will be enthused and challenged by a range of further Focused Practical Tasks. Students will be assessed throughout each project (Grade C – G) and given verbal feedback at each stage of their work.

AUTUMN

Mobile Phone Holder Project

This project will introduce students to the processes involved in manipulating wood and plastic materials. They will investigate ways of evaluating the design of existing products and developing their ability to sketch and annotate designs as well as learning to use computer aided design to develop an idea. Pupils will be able to investigate the properties of materials and try out different production processes before producing their own product.

- Students will undertake a variety of short Focused Practical Tasks (TBD)

SPRING

Packaging for wine glasses – This project introduces students to the concept of designing for a client who has specified their requirements for the product. Students will have to investigate the areas in the specifications and choose materials and processes that meet the requirements. Students will work individually to create the product and produce a design folio outlining their research into the areas of recycling, environment and sustainability.

- Students will undertake a variety of short Focused Practical Tasks (TBD)

SUMMER

Students are introduced to the Short course CA project and will undertake a single design and make activity selected from the range of tasks set by the AQA Exam board.

Students will spend most of this term in designing, modelling, testing and manufacturing their individual projects.

- Revision lessons to help students with their preparation for the end of term written exam (1hr: 30mins).

Things to do, books your son can read or appropriate websites which will be of help
- Product Design: Student workbook and Revision Guide book from AQA
- Researching commercial products that are made from different materials and visits to design museums, shops etc.....
- Evaluating the work of other designers, investigating systems and manufacturing techniques used in industries.
- Do and submit homework regularly and on time/Revise regularly at home.

Useful Websites:
 **www.technologystudent.com, www.incpen.org (packaging site),
www.gadgetshow.five.tv,
www.design-technology.info, www.technologystudent.com,
www.bbc.co.uk/schools/gcsebitesize/design**

www.technologypupil.com, www.google.com.images, www.google.sketchup.com

Key dates in the year: (students will be informed of the following: Assessments dates, trips etc....)
- No Controlled Assessment/External exam
- At the end of each project, students will take a short knowledge test to demonstrate their understanding of the topic areas covered. Pupils will also take three written half termly assessments (AP1, AP2 and AP3) on topics covered in their project work and these will contribute to their final end of year grade.

Any other information (e.g. equipment the pupil must have etc.) ⬜
A3 Portfolio folder, Coloured pencils, marker pen, fine line pens.
⬜ Trips/Visits to museums, local shops and industries where possible to support GCSE work. ⬜ Pupils have the opportunity to use the department's facilities in the morning before registration and after school to complete unfinished project work or homework.

KEY TERMS/WORDS WHICH PUPILS MUST UNDERSTAND AND KNOW HOW TO SPELL/EXPLAIN

Product Analysis	Technology	Market pull	Prototype
Sustainability issues	push	Branding	Smart Materials
Product Maintenance	Manufacturing	Consumer	Modification
Commercial viability	Quality	Issues	Flow chart
Commercial printing processes	Assurance	Industrial	Jigs/Template
	Product	practice	
	Evolution	Ergonomics	
	Anthropometrics		

GEOGRAPHY

The Head of Department is Ms McCarthy and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

In Year 9 pupils are introduced to their GCSE using a more issues based approach to their geographical studies. They study a range of topics which could be applied to a range of geographical locations.

Autumn The Challenges of Natural Hazards:
A study of tectonic processes and their impacts on humans. Pupils are expected to understand the different impacts tectonic events have in both MEDCs and LEDCs and how governments can prepare for future events. In particular students will focus on case studies of natural hazards in areas of contrasting development. Topics covered includes: types of plates and their locations, volcanoes, tsunamis and earthquakes. Pupils will also be required to study specific case studies about each of the topics to demonstrate knowledge, understanding and skill required for their GCSE assessment.

Spring The Changing Economic World:
Students will study the global variations in economic development and quality of life, and will focus on various strategies for reducing this global development gap. They are expected to understand the different economic and social measures of development including gross national income (GNI), life expectancy, literacy rates and Human Development Index (HDI). Pupils will cover a case study of a NEE (newly emerging economy) experiencing rapid economic development which leads to social and cultural change. Also the place of the UK in the wider world in terms of links through trade, culture, transport, and electronic communication.

Summer Urban Issues and Challenges:
Pupils study the urban environment and how they have changed at different rates in rich and poor countries. Pupils will also study the issues facing urban areas in the richer parts of the world including housing, traffic and ethnic segregation. They will also focus on causes of rapid urbanisation in poorer parts of the world and the issues with squatter settlements and how they can be improved and made more sustainable. A case study of a major UK city, examining its opportunities, challenges and an example of an urban regeneration project to improve social, economic and environmental conditions.

Things to do, books your son can read or appropriate websites which will be of help
Textbooks used:GCSE Geography A AQA (Oxford)
Useful websites: http://www.bbc.co.uk/schools/gcsebitesize/geography/
http://www.wto.org/ Home of the World Trade Organisation www.bbc.co.uk Pupils
should take an interest in current affairs and global issues Google Earth is a really
useful way of using GIS.
Where possible, pupils should try to use reliable websites for research purposes, but need to cite these.
www.gapminder.org – useful statistics site for development
www.nationalstatistics.gov.uk gives details of census results for neighbourhoods
www.bbc.co.uk provides current affairs news and GCSE revision materials.
http://www.coolgeography.co.uk/ http://www.juicygeography.co.uk/
http://www.aqa.org.uk Find past exam papers to practice as part of revision

Any other information

All pupils must have black, blue and red pens, drawing pencils, an eraser, a ruler and a range of colouring pencils.

KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

The Challenges of Natural Hazards:	The Changing Economic World:	Urban Issues and Challenges:
Pyroclastic flow	Gross National Income	Urbanisation
Extinct	Human Development Index	Mega Cities
Dormant	Socio-economic	Squatter Settlements
Active	Globalisation	Migration
Focus	Development	Informal Economy
Seismic wave	Birth rate	Urban Regeneration
Richter scale	Death Rate	MEDC
Magnitude	Low Income Country	LEDC
Constructive	High Income Country	Redevelopment
Natural Hazard	Newly Emerging Economy	Ethnic Segregation
Destructive	Infant Mortality	Multiculturalism
Collision	Literacy Rate	Sanitation
Conservative	Access to Safe Water	Standard of Living
Tectonic Plates	Economic Growth	Urban Greening
Continental Drift	Gross Domestic Product	Greenfield Site
Shock Waves	Social Measures	Brownfield Site
Epicentre	Quality of Life	Urban Sprawl
Mercalli Scale	Development Gap	Atmospheric Pollution
Supervolcano	Contrasting Development	Derelict
Caldera	People per Doctor	Waste Disposal
Geothermal	Life Expectancy	Recycling
Hot Spot	Uneven Development	Conservation
Primary Effects	Finance	Green Spaces
Secondary Effects	Fair Trade	Traffic Congestion
Aid	Debt Relief	Rural-Urban Fringe
Shield	Free Trade	Population
Composite	Microfinance Loans	Resource Management
Prediction	Aid	Sustainability
Protection	Manufacturing Industry	Cultural Mix
Preparation	Transnational Corporation	Urban Decline
Fertile	Globalisation	Deprivation
Tsunami	DE-Industrialisation	Inequalities
Contrasting Development	Trade	Recreation
Infrastructure	Environmentally Sustainable	Inner City