



# Year 8 Unit 4

## Homework Booklet

Be curious always!  
For knowledge  
will not acquire  
you: you must  
acquire it.

- Sudie Back

<b>Name</b>	
<b>Tutor</b>	



## Self-Quizzing Homework Timetable:

Each evening you will self-quiz using your Subject Knowledge Organiser for 30 minutes. Below you will find information about which Subject Knowledge Organiser you need to self-quiz from on which evening. Each subject has divided their Knowledge Organiser(s) into 9 'segments': these are the 9 pieces of Knowledge Organiser Homework you will complete for the relevant subjects. You have been set a different segment of the Subject Knowledge Organiser to complete each week, clearly labelled on each Knowledge Organiser. Your teacher will test you on this segment of information each week after your Subject Knowledge Organiser Homework, to assess how well you have learnt the information. The 'mark' box allows you to record your score out of 10 from your end of week quiz.

	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
	Maths	English	Science	History	French	Geography
Week 1 Mark		/10	/10	/10	/10	/10
Week 2 Mark		/10	/10	/10	/10	/10
Week 3 Mark		/10	/10	/10	/10	/10
Week 4 Mark		/10	/10	/10	/10	/10
Week 5 Mark		/10	/10	/10	/10	/10
Week 6 Mark		/10	/10	/10	/10	/10

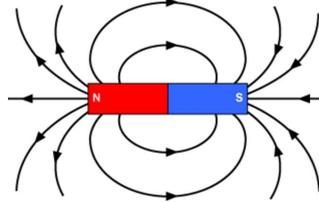
English - Year 8 - Unit 4

Week 1 (Week 7 Unit 1)		
1	<b>Soliloquy</b>	One character speaking to the audience, sharing genuine thoughts and feelings.
2	<b>Dramatic Irony</b>	When the audience knows more than the characters, e.g. the audience know that Cesario is actually Viola, in disguise.
3	<b>Symbolism</b>	The use of symbols to represent ideas or qualities, e.g. Malvolio is released from the dark room into 'the light', where he learns the truth.
4	<b>Allusion</b>	An indirect reference e.g. Orsino says "I turn'd into a hart", alluding to being a stag hunted by the goddess Diana.
5	<b>Hyperbole</b>	Exaggerated statements e.g. the way in which Orsino speaks about love in the first scene.
6	<b>Imagery</b>	Visually descriptive language e.g. "brimstone in your liver"- the liver was thought to house romantic feelings so Fabian uses this imagery to spur Andrew into action.
7	<b>Oxymoron</b>	Apparently contradictory terms presented in conjunction e.g. "parting is such sweet sorrow".
Week 2 (Week 8 Unit 2)		
8	<b>Ethos</b>	An argument that appeals to the audience by emphasizing the speaker's credibility and authority
9	<b>Pathos</b>	An appeal to the audience's emotions, usually using emotive language.
10	<b>Logos</b>	Ethos or the ethical appeal, means to convince an audience of the author's credibility or character.
11	<b>Sprightly</b>	Lively; full of energy
12	<b>What is Romanticism?</b>	A poetic movement of the late 18th and early 19th centuries that focused on nature and feelings.
13	<b>Jocund</b>	Cheerful and light-hearted
14	<b>Pensive</b>	Engaged in, involving, or reflecting deep or serious thought
Week 4 (Week 4 Unit 3)		
15	<b>Auditory imagery</b>	imagery which describes sounds
16	<b>Diction</b>	the choice and use of words and phrases in speech or writing
17	<b>Rhyming couplets</b>	A pair of lines of the same length that are next to each other and rhyme. They make up a unit or complete thought.
18	<b>Havoc</b>	widespread destruction
19	<b>Vaguely</b>	in a way that is uncertain, indefinite or unclear; roughly
Week 4 (Week 6 Unit 3)		
20	<b>Scepticism</b>	a sceptical attitude; doubt as to the truth of something
21	<b>Extended metaphor</b>	a metaphor that is developed in some detail
22	<b>Charisma</b>	compelling attractiveness or charm that can inspire devotion in others
23	<b>Semantic field</b>	A collection of words which are related to one another
24	<b>Ominously</b>	in a way that suggests that something bad is going to happen
Week 5 (Week 8 Unit 3)		

25	<b>Parsonage</b>	a church house provided for a member of the clergy
26	<b>Seething</b>	filled with or characterized by intense but unexpressed anger
27	<b>Dynamic verbs</b>	An action or process completed by the subject. She <i>purchases</i> new clothes every week.
28	<b>Stative verbs</b>	A verb that <b>tells</b> us about the <b>state of mind</b> of the subject or <b>the relationship</b> between the subject and the object: She <i>prefers</i> strawberry jam. The cupboard <i>requires</i> a new coat of paint.
29	<b>Linking verbs</b>	<b>Connects</b> the subject to a <b>noun or adjective</b> that helps in <b>describing</b> or providing additional information about the subject: Lisa <i>is</i> fussy about food. The students <i>felt</i> relieved after receiving their exam results.
<b>Week 6 (Week 9 Unit 3)</b>		
30	<b>REFLECTION S –ON THE PAST OR THE FUTURE</b>	Slow the pace a little. Think about what the action means for character. What is going to happen next? OR How did it come to this?
31	<b>ENDING</b>	Use a semicolon and repeat some of the words from your opening.
32	<b>Declarative</b>	A sentence that <b>declares a fact or opinion.</b>
33	<b>Interrogative</b>	A sentence that <b>asks a question.</b>
34	<b>Imperative</b>	A sentence that <b>gives a command.</b>
35	<b>Exclamatory</b>	A sentence that expresses strong feelings by <b>making an exclamation.</b>
36	<b>Simple</b>	A sentence consisting of only <b>one clause, with a single subject and predicate.</b>
37	<b>Compound</b>	A sentence with <b>more than one subject or predicate.</b>
38	<b>Complex</b>	A sentence containing a <b>subordinate clause or clauses.</b>

**Science - Year 8 - Unit 4**

<b>Week 1 (Week 9 Unit 3)</b>		
1	<b>Transport</b>	Movement of sediment away from its original rock.
2	<b>Deposition</b>	Sediments settling in one place.
3	<b>Compaction</b>	The weight of sediments above squashes together any sediments below.
4	<b>Cementation</b>	Another substance sticks the sediments together.
5	<b>Tectonic Plates</b>	Sub-layers of the Earth's crust which move.
6	<b>Pollution</b>	Substances which are introduced to the environment which have harmful/poisonous effects.
7	<b>Radiation</b>	Caused by the deposition of radioactive materials. Can harm the environment.
8	<b>Eutrophication</b>	Chemicals such as pesticides leaching into rivers and streams.
9	<b>Deforestation</b>	The destruction of forests and rainforests.
10	<b>Recycling</b>	A method of turning waste materials into new materials.
<b>Week 2 (Week 3 Unit 1)</b>		
11	<b>Carbohydrate</b>	Can be broken down to release energy.
12	<b>Lipids</b>	Most concentrated source of energy. Also called fats.
13	<b>Proteins</b>	Essential for growth and repair.
14	<b>Vitamins and Minerals</b>	Needed in small amounts for normal growth and everyday health.
15	<b>Fibre</b>	Maintains a healthy digestive system.
16	<b>Water</b>	Important for all body functions and processes.
<b>Week 3 (Week 2 Unit 1)</b>		
17	<b>Efficiency</b>	How much energy input is transferred usefully.
18	<b>Efficiency Equation</b>	Efficiency = $\frac{\text{useful energy output}}{\text{total energy input}}$
19	<b>Independent Variable</b>	A variable you change that changes the dependent variable.
20	<b>Dependent Variable</b>	A variable that changes when you change the independent variable.
21	<b>Control Variables</b>	A variable that you have to keep the same in an investigation.
22	<b>Categorical</b>	A variable that has values that are words.
23	<b>Continuous</b>	A variable that has values that can be any number.
24	<b>Discrete</b>	A variable that can only have whole number values.
25	<b>Accurate</b>	Close to the true value of what you are measuring.
<b>Week 4 (Week 8 Unit 2)</b>		

26	Light-emitting diode (LED)	
27	Bulb	
28	Resistor	
29	Voltmeter	
30	Ammeter	
31	Continuous	A variable that has values that can be any number.
32	Control Variables	A variable that you have to keep the same in an investigation.
33	Data	Words or numbers that you obtain when you make observations or measurements.
34	Dependent Variable	A variable that changes when you change the independent variable.
35	Discrete	A variable that can only have whole number values.
<b>Week 5 (Week 9 Unit 2)</b>		
36	Poles	The opposite ends of a magnet.
37	Electromagnet	A magnet created by the flow of electricity in a wire.
38	Magnetic Field	The area around a magnet where the magnetic field acts.
39	Permanent Magnet	A metal which produces its own magnetic field.
40	Magnetic Field Diagram	
41	giga- (G)	One hundred million (100,000,000)
42	mega- (M)	One hundred thousand (100,000)
43	kilo - (k)	One thousand (1000)
44	milli- (m)	One thousandth (0.001)
45	micro- ( $\mu$ )	0.000001 ( $1 \times 10^{-6}$ )
<b>Week 5 (Week 4 Unit 2)</b>		
46	Solute	The minor component in a solution, something that is dissolved in a solvent.
47	Solvent	The liquid in which a solute is dissolved to form a solution.
48	Filtration	The technique used to separate substances that are insoluble in the solvent e.g. sand and water.
49	Distillation	Separation of a liquid from a mixture by evaporation then condensation.
50	Distillate	The substance produced as a result of distillation.
51	Evaporation	The process of turning a liquid into a gas.

<b>52</b>	<b>Mixture</b>	One or more elements or compounds not chemically bonded together.
<b>53</b>	<b>Formulation</b>	A useful mixture - designed for a specific purpose.
<b>54</b>	<b>Alloy</b>	A mixture of metals.

History - Year 8 - Unit 4

<b>Week 1 (Week 1 Unit 3)</b>		
1.	What book did Karl Marx and Friedrich Engels publish in 1848?	<b>The <i>Communist Manifesto</i></b>
2.	What word did Marx use to describe the working classes?	<b>Proletarians</b>
3.	In what longer book did Marx set out his theory of economic development in full?	<b><i>Das Kapital</i></b>
4.	According to Marx, what are the two revolutions that must occur, in a specific order, as a society develops?	<b><i>Bourgeois</i> revolution followed by proletarian revolution</b>
5.	What was the name for the emperor of Russia?	<b>The Tsar</b>
6.	In what month and year did a popular revolution overthrow the imperial Russian government?	<b>February 1917</b>
7.	What was the name for the temporary government formed after this revolution?	<b>The Provisional Government</b>
8.	What was the name for the workers' and soldiers' councils formed during the Russian Revolution?	<b>Soviets</b>
9.	What was the name of the radical group of Russian Marxists who seized power in October 1917?	<b>The Bolsheviks</b>
10.	Who was the leader of this group?	<b>Vladimir Lenin</b>
<b>Week 2 (Week 2 Unit 3)</b>		
11.	What name was given to the anti-Bolshevik forces in the Russian Civil War?	<b>The Whites</b>
12.	What was the name of the army of the USSR?	<b>The Red Army</b>
13.	How many Russians died in the civil war?	<b>7 million</b>
14.	When did Lenin die?	<b>January 1924</b>
15.	Who was Josef Stalin's main rival for leadership after Lenin's death?	<b>Leon Trotsky</b>
16.	What was the name of the industrialisation programs that Stalin launched to modernise the USSR?	<b>Five-Year Plans</b>
17.	In what part of the USSR did the first of these programs cause a massive famine in 1932-33?	<b>The Ukraine</b>
18.	What was the name of Stalin's secret police agency?	<b>The NKVD</b>
19.	What name was given to the fake trials of high-ranking Communists staged during the Terror of 1937-38?	<b>Show trials</b>
20.	How many members of the Communist Party's own Central Committee were arrested during the Terror?	<b>110 out of 139</b>
<b>Week 3 (Week 4 Unit 3)</b>		
21.	What mysterious event did Hitler use to justify giving extreme powers to the police?	<b>The Reichstag Fire</b>
22.	What name was given to Germany under the Nazis?	<b>The Third Reich</b>
23.	What was the name for the "people's community" of ethnic Germans that the Nazis claimed to lead?	<b><i>Volksgemeinschaft</i></b>

24.	What was the imaginary “ideal race” that Hitler believed the Germans represented?	<b>The Aryan race</b>
25.	From what category of jobs were Jews excluded when the Nazis came to power in 1933?	<b>Civil service jobs</b>
26.	What laws restricted citizenship to ethnic Germans, and forbade marriage and sexual relations between Germans and Jews?	<b>The Nuremberg Laws</b>
27.	What elite Nazi organisation spearheaded the persecution of Jews?	<b>The SS (<i>Schutzstaffel</i>)</b>
28.	What other groups of people also faced persecution under the Nazis?	<b>Roma (gypsies), the mentally ill, the disabled, LGBT people, alcoholics, beggars</b>
29.	What pogrom occurred on the night of 9 November 1938?	<b>Kristallnacht</b>
30.	Who were the victims of the Nazis’ first organised murder program?	<b>Mental asylum patients</b>
<b>Week 4 (Week 5 Unit 3)</b>		
31.	What name is given to Hitler’s massacre of the Nazi paramilitary force (the SA) in 1934?	<b>The Night of the Long Knives</b>
32.	In what industrial region of Germany did Hitler station troops in 1936?	<b>The Rhineland</b>
33.	What was the British policy of allowing Hitler to take what he wanted in order to avoid war?	<b>Appeasement</b>
34.	What name was given to the alliance between Germany, Italy, and Japan?	<b>The Axis</b>
35.	In what country was there a civil war in which both Hitler and Mussolini intervened to support the Fascists?	<b>Spain</b>
36.	Who became dictator of that country following the victory of the right-wing forces?	<b>General Francisco Franco</b>
37.	What 1938 act of union united Germany and Austria?	<b>The <i>Anschluss</i></b>
38.	Which British Prime Minister agreed to Hitler annexing a portion of Czechoslovakia in the Munich Agreement of 1938?	<b>Neville Chamberlain</b>
39.	What treaty was signed on 24 August 1939, causing shock throughout Europe?	<b>The Nazi-Soviet non-aggression pact</b>
40.	When did Hitler invade Poland, beginning the Second World War?	<b>1 September 1939</b>
<b>Week 5 (Week 6 Unit 3)</b>		
41.	What German form of warfare was based on rapid movement and regular, concentrated attacks?	<b>Blitzkrieg</b>
42.	What countries did the Nazis conquer in 1940 and 1941?	<b>Denmark, Norway, the Netherlands, Belgium, France, Yugoslavia, and Greece</b>
43.	From what port were Allied troops evacuated to Britain during the fall of France?	<b>Dunkirk</b>

44.	What was the Nazi-allied regime that took power in France after the German victory?	<b>Vichy France</b>
45.	What was the name of the Nazi air force?	<b>The Luftwaffe</b>
46.	What recent invention allowed the Royal Air Force to win the Battle of Britain?	<b>Radar</b>
47.	What was the name of Hitler's invasion of the Soviet Union on 22 June 1941?	<b>Operation Barbarossa</b>
48.	What proportion of casualties in the Second World War were from the Soviet Union?	<b>More than half</b>
49.	What were two reasons why the invasion of the Soviet Union was unsuccessful?	<b>Blitzkrieg ineffective over great distances, and troops unprepared for winter</b>
50.	What city did the Germans fail to capture in the first week of December 1941?	<b>Moscow</b>
<b>Week 6 (Week 7 Unit 3)</b>		
51.	Who was Winston Churchill's rival for the position of Prime Minister?	<b>Lord Halifax, the Foreign Secretary</b>
52.	Why was it felt that Churchill had greater moral authority?	<b>He had opposed appeasement</b>
53.	What was the German campaign of bombing major British cities?	<b>The Blitz</b>
54.	How were children protected during this bombing campaign?	<b>Evacuated to the country</b>
55.	What new weapons did the Germans develop to attack British cities late in the war?	<b>V-1 flying bombs and "V-2" rockets</b>
56.	What is the term for the mobilisation of an entire society for warfare?	<b>Total war</b>
57.	How many more women did government war work in the Second World War than in the First?	<b>Eight times as many</b>
58.	Which economist released a report in November 1942 proposing a national welfare system?	<b>William Beveridge</b>
59.	What were the "five great evils" that this economist identified in British society?	<b>Squalor, ignorance, want, idleness, and disease</b>
60.	Who was the Prime Minister who replaced Churchill after the war and used this report to build the welfare state?	<b>Clement Attlee</b>

French - Year 8 - Unit 4

<b>Week 1 (Week 1 Unit 2) - C'était comment ton weekend? How was your weekend ?</b>		
1	Le weekend dernier, je suis allé à Londres avec ma famille et mon meilleur copain.	Last weekend, I went to London with my family and my best friend.
2	Nous sommes partis samedi matin à sept heures et nous avons voyagé en voiture.	We left Saturday morning at seven o'clock and we travelled by car.
3	Malheureusement, le voyage était très long à cause de la circulation. Quelle horreur!	Unfortunately, the journey was very long because of the traffic. How awful!
4	Cependant, on y est arrivés avant onze heures et on a fait beaucoup de shopping.	However, we arrived there before 11 am and we did lots of shopping.
5	Je pense que c'était vraiment excellent et nous nous sommes vraiment bien amusés.	I think that it was really excellent and we really had lots of fun.
<b>Week 2 (Week 2 Unit 2) - Tu es comment? What are you like?</b>		
6	Salut ! Comment t'appelles-tu ? Je m'appelle Luc.	Hi! What is your name? I am called Luc.
7	J'ai douze ans et j'habite à Lyon avec ma mère, mon beau-père et mes deux sœurs.	I am 12 and I live in Lyon with my mum, stepfather and my two sisters.
8	Je suis intelligent et très patient. Je ne suis pas paresseux.	I am intelligent and very patient. I am not lazy.
9	Je pense que je suis toujours sociable, je sors souvent.	I think that I am always sociable, I go out often.
10	Je suis un peu curieux mais je ne suis jamais égoïste.	I am a little bit curious but I am never selfish.
<b>Week 3 (Week 2 Unit 3) - Dans mon appart' In my flat.</b>		
11	J'ai une petite chambre mais elle est confortable.	I have a small bedroom but it is comfortable/cosy.
12	J'ai un lit mezzanine, avec un bureau	I have a cabin bed, with a desk
13	et une chaise sous mon lit.	and a chair under my bed.
14	Heureusement, l'armoire est assez grande car j'ai beaucoup de vêtements!	Thankfully, the wardrobe is quite big as I have a lot of clothes!
15	Je suis content que je n'ai pas besoin	I am pleased that I do not need
16	de partager ma chambre, car j'aime mon propre espace!	to share my bedroom, because I like my own space!
<b>Week 4 (Week 8 Unit 2) - Qu'est-ce que tu aimes manger? What do you like to eat?</b>		
17	Pour le petit déjeuner, je mange des céréales et un croissant avec du beurre et de la	For breakfast, I eat cereals and a croissant with butter and jam.

	confiture.	
18	Je bois du chocolat chaud, car je déteste le café.	I drink hot chocolate, as I hate coffee.
19	Le soir, normalement on mange vers sept heures.	In the evening, normally we eat at about 7 o'clock.
20	On mange toujours à table en famille et nous parlons de notre journée.	We always eat at the table as a family and we talk about our day.
21	Je mange beaucoup de fruit parce que c'est sain.	I eat lots of fruit because it is healthy.
<b>Week 5 (Week 1 Unit 3) - Là où j'habite -</b>		<b>Where I live.</b>
22	Salut! J'habite dans une petite rue dans une grande ville	Hi! I live in a small street in a big town
23	dans le sud-ouest de l'Angleterre.	in the south west of England.
24	J'habite avec mon père et ma belle-mère.	I live with my dad and my stepmum.
25	J'ai une grande sœur et un petit frère que j'adore beaucoup.	I have a big sister and a little brother that I love a lot.
26	Mon copain Quentin habite maintenant à la campagne,	My friend Quentin now lives in the countryside,
27	dans un joli petit village et c'est plus tranquille que ma ville!	in a pretty little village and it's more quiet than my town!
<b>Week 6 (Week 5 Unit 3)- La France a du talent!</b>		<b>France has talent!</b>
28	Quel est ton talent? Chanter? Danser? Jouer d'un instrument? Jongler?	What is your talent? Singing? Dancing? Playing an instrument? Juggling?
29	Mon talent, c'est chanter et un jour, je voudrais être chanteur .	My talent is to sing and one day, I would like to be a singer.
30	Je veux gagner le concours.	I want to win the competition.
31	J'ai déjà gagné un concours de chant dans ma ville.	I have already won a singing competition in my town.
32	J'espère devenir une célébrité!	I hope to become a celebrity!
49	Mon ambition c'est de faire quelque chose d'important dans la vie.	My ambition is to do something important in life.

**Geography - Year 8 - Unit 4**

<b>Week 1 (Week 1 Unit 1)</b>		
1	<b>Ecosystem</b>	A community of living organisms in conjunction with the nonliving environment.
2	<b>Biome</b>	A global ecosystem.
3	<b>Food Chain</b>	Shows how energy is passed from creature to creature
4	<b>Food Web</b>	Shows the interconnections between many food chains
5	<b>Producers</b>	Plants can produce everything they need for themselves so are called producers.
6	<b>Consumers</b>	Consumers eat other living things.
7	<b>Decomposers</b>	Breakdown or rot dead living things.
8	<b>The Nutrient Cycle</b>	The way in which nutrients move within an ecosystem.
9	<b>The earth's main ecosystems</b>	Hot Deserts, Savanna, Deciduous Forest, Tropical Rainforest
10	<b>Hadley Cell</b>	A large-scale atmospheric convection cell in which air rises at the equator and sinks at medium latitudes, typically about 30° north or south.
<b>Week 2 ( Week 2 Unit 1)</b>		
11	<b>Tropical Rainforest</b>	Forests in areas where the climate is hot and wet all year.
12	<b>Amazon</b>	The largest rainforest in South America.
13	<b>Emergents</b>	The tallest trees in the rainforest.
14	<b>Canopy</b>	The average height most trees in the rainforest grow to.
15	<b>Under Canopy</b>	Smaller trees underneath the canopy.
16	<b>Shrub Layer</b>	Plants and bushes growing in areas where sunlight can reach the forest floor.
17	<b>Adaptation</b>	Where plants and animals change to suit their environment.
18	<b>Deforestation</b>	Where trees are chopped down or removed.
19	<b>Hydroelectric power (HEP)</b>	Where a dam is used to flood large areas of land to create electricity.
20	<b>Mining</b>	Removal of minerals from the earth.
<b>Week 3 (Week 3 Unit 1)</b>		
21	<b>Logging</b>	Cutting down trees to sell for profit.
22	<b>Cattle Ranching</b>	Large cattle farms where the forest has been removed and replaced with grass.
23	<b>The Kayapo</b>	An Amazonian tribe.
24	<b>Subsistence</b>	Where you grow enough food for your family to eat.
25	<b>Hunter Gatherer</b>	Where people hunt animals or gather wild food to eat.
26	<b>Slash and Burn</b>	Where the forest is chopped down and then set on fire.

27	<b>Sustainable</b>	Where you use the environment in such a way that it can still be used in the same way by future generations.
28	<b>Global warming</b>	Increases in the average global temperature.
29	<b>The greenhouse effect</b>	The trapping of the sun's warmth in a planet's lower atmosphere by greenhouse gasses.
30	<b>The enhanced greenhouse effect</b>	Where humans add more greenhouse gasses to the atmosphere allowing more heat to be trapped.
<b>Week 4 (Week 1 Unit 2)</b>		
31	<b>Development</b>	The process of change that improves people's lives.
32	<b>Development indicator</b>	Things that can be measured to show the level of development.
33	<b>HIC</b>	Higher income country (rich)
34	<b>LIC</b>	Low income country (poor)
35	<b>NEE</b>	Newly Emerging Economy (developing quickly)
36	<b>GDP</b>	Gross domestic product. How much a country produces in a year.
37	<b>Life expectancy</b>	The average age a person can expect to live in a country.
38	<b>Adult Literacy rate</b>	The percentage of people that can read and write in a county.
39	<b>Infant mortality rate</b>	The number of children that die before their 1st birthday per 1000 live births.
40	<b>Access to safe water</b>	The percentage of people with access to water that is not dangerous.
<b>Week 5 (Week 2 Unit 2)</b>		
41	<b>HDI</b>	Human Development Index uses life expectancy, level of education and income to give a score between 0 and 1.
42	<b>Quality of Life</b>	A measure of people's happiness and well being.
43	<b>Standard of living</b>	A measure of people's material wealth.
44	<b>Aid</b>	Help given to a country to reduce poverty.
45	<b>Bilateral Aid</b>	Aid given from one country to another.
46	<b>Voluntary aid</b>	Aid given by charities
47	<b>Short term aid</b>	Aid given to help a country recover from a hazard.
48	<b>Long term aid</b>	Aid given to help a country develop,
49	<b>Debt</b>	Money that is owed.
50	<b>Debt relief</b>	When a country does not have to pay back all of its debt.
<b>Week 6 (Week 3 Unit 2)</b>		
51	<b>Loan</b>	When money is borrowed that has to be paid back.
52	<b>Microfinance</b>	Small loans given to help set up businesses.

53	<b>Conservation swaps</b>	When money is given to a country if they promise to protect the environment.
54	<b>Fair trade</b>	A scheme where farmers receive a fair price for their product.
55	<b>Top down aid</b>	A scheme run by the government or large businesses that aims to improve people's lives.
56	<b>Bottom up aid</b>	A scheme set up by NGOs or charities that focuses on the needs of local people and improves their lives.
57	<b>Voluntary aid</b>	Aid given by charities.
58	<b>NGO</b>	Non Governmental Organisation, could be a charity such as Oxfam or an international organisation such as the UN.
59	<b>Sustainable development</b>	Development that aims to improve people's lives without affecting future generations ability to have a good life.