

Collins

Endorsed Resources Catalogue 2019

for Cambridge Assessment International Education



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Cambridge International and Collins

Inspiring learning together

Collins, an award-winning education publisher for Primary and Secondary resources, is proud to be working with Cambridge Assessment International Education as an official publisher of endorsed resources for Cambridge Primary, Lower Secondary, Upper Secondary and Advanced qualifications.

Cambridge works closely with Collins to:

- Develop innovative, high-quality resources trusted by teachers and students around the world
- Make learning engaging and inspiring for students all over the world
- Help learners achieve their goals in education and life

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Collins Connect is an innovative online learning platform designed to support teachers and students by providing a wealth of content and interactive activities. It is ideal as a front-of-class teaching and learning tool and to support independent learning and home/school links.

For more information visit
www.collins.co.uk/connect

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eBook versions of printed Student's Books and Teacher's Guides are available.

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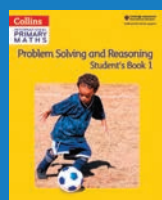
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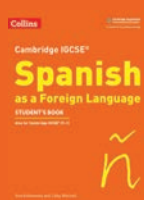
55 Letts IGCSE™ Revision Guides

What's new

Primary



Upper Secondary



Advanced



Collins Endorsed Resources Overview

Subjects	Cambridge Primary 5 to 11 years old*	Cambridge Lower Secondary 11 to 14 years old*	Cambridge Upper Secondary 14 to 16 years old*
English	 		 
English as a Second Language	 		 
Mathematics	 		 
Sciences			   
Technology			 
Humanities			 
Languages			 
Arts			 

*Age ranges are for guidance only

Collins offers Cambridge International endorsed resources across a wide range of subjects along the Cambridge Pathway. We support students throughout their academic journey from primary all the way through to pre-university level.

						Cambridge Advanced 16 to 19 years old*	
							
							
      							
							
    							
  							
							

We are working with Cambridge International towards endorsement of the titles marked as new in the table above.

Collins International Primary Maths

Series Editor: Peter Clarke

Authors: Caroline Clissold, Paul Hodge, Lisa Jarmin, Ngaire Orsborn, Paul Wrangles

Inspire primary learners with a problem-solving approach anchoring mathematics in a real-life international context. This series supports every child with clearly defined skills and different levels of ability within each unit through six levels.

Student's Books

- Subject-specific language introduced in key words sections throughout
- Differentiated activities for practical investigations help you support every child
- Discussion points for each lesson help check comprehension

Workbooks

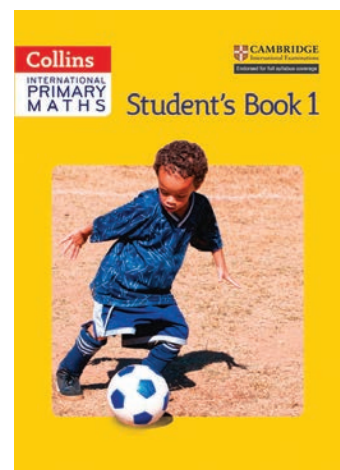
- Help your students record observations, investigation results and key learning
- Guide your students to record work with structured write-in spaces
- Provide an opportunity to give your students written feedback

Teacher's Guides

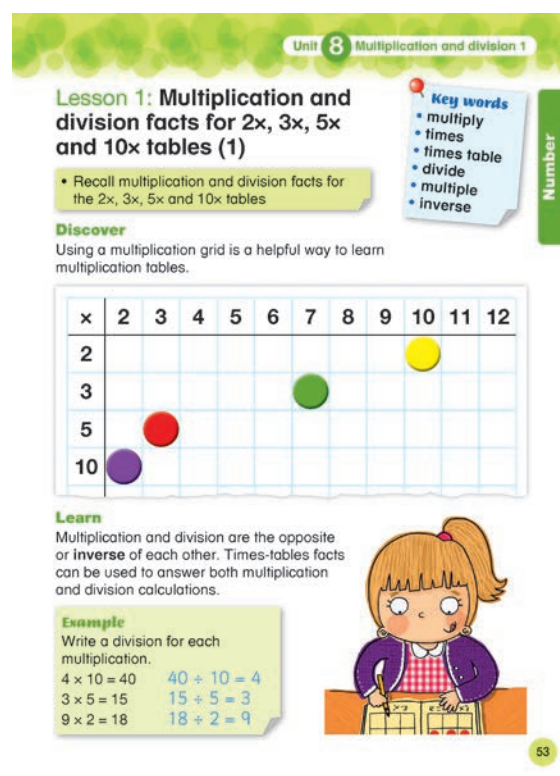
- Provide comprehensive lesson planning support
- Include information on scientific background
- Help support mixed abilities
- Contain copymasters for the accompanying Student's Book

DVDs

- Slideshows
- Video clips
- Additional photographs
- Interactive classroom activities



This series is **endorsed** by Cambridge Assessment International Education to support the full curriculum framework from 2011.



Sample page from Student's Book 3

Student's Books	ISBN	Price	Workbooks	ISBN	Price	Teacher's Guides	ISBN	Price
Student's Book 1	9780008159795	£7.99	Workbook 1	9780008159801	£6.99	Teacher's Guide 1	9780008159788	£40.00
Student's Book 2	9780008159849	£7.99	Workbook 2	9780008159856	£6.99	Teacher's Guide 2	9780008159832	£40.00
Student's Book 3	9780008159894	£7.99	Workbook 3	9780008159900	£7.99	Teacher's Guide 3	9780008159887	£40.00
Student's Book 4	9780008159948	£7.99	Workbook 4	9780008159955	£7.99	Teacher's Guide 4	9780008159931	£40.00
Student's Book 5	9780008159993	£7.99	Workbook 5	9780008160005	£7.99	Teacher's Guide 5	9780008159986	£40.00
Student's Book 6	9780008160043	£7.99	Workbook 6	9780008160050	£7.99	Teacher's Guide 6	9780008160036	£40.00

DVD	ISBN	Price	Collins Connect	ISBN	Price
DVD 1	9780008159818	£145.83 + VAT	Level 1 – 1Yr Licence	9780008159825	£200 + VAT
DVD 2	9780008159863	£145.83 + VAT	Level 2 – 1Yr Licence	9780008159870	£200 + VAT
DVD 3	9780008159917	£145.83 + VAT	Level 3 – 1Yr Licence	9780008159924	£200 + VAT
DVD 4	9780008159962	£145.83 + VAT	Level 4 – 1Yr Licence	9780008159979	£200 + VAT
DVD 5	9780008160012	£145.83 + VAT	Stage 5 – 1Yr Licence	9780008160029	£200 + VAT
DVD 6	9780008160067	£145.83 + VAT	Stage 6 – 1Yr Licence	9780008160074	£200 + VAT

Collins Connect

Available on Collins Connect, an online learning platform containing a wealth of content and interactive activities.

Collins International Primary Maths Problem Solving and Reasoning

Series Editor and Author: Peter Clarke

This series helps pupils grasp diverse mathematical concepts with problem solving and reasoning by completing activities categorised by topic and question type.

Student's Books

This series is fully aligned with the Cambridge International Primary Mathematics curriculum and can be used alongside the Collins International Primary Maths series.

These books contain three different types of mathematical problem-solving challenges:

- **Solving mathematical problems**

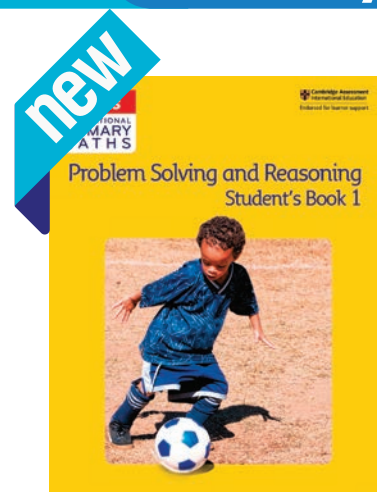
Pupils solve problems 'within' mathematics itself, by recognising patterns and relationships, making conjectures and generalisations, and explaining and justifying conclusions.

- **Reasoning mathematically**

Pupils use logical thinking to solve problems by focusing on making conjectures and generalisations, and explaining and justifying conclusions using appropriate language.

- **Using and applying mathematics in real-world contexts**

Pupils engage in challenges that require them to use and apply their mathematical knowledge and skills in open-ended, real-world contexts.



We are working with Cambridge Assessment International Education towards endorsement of these titles.



Sample page from Student's Book 3

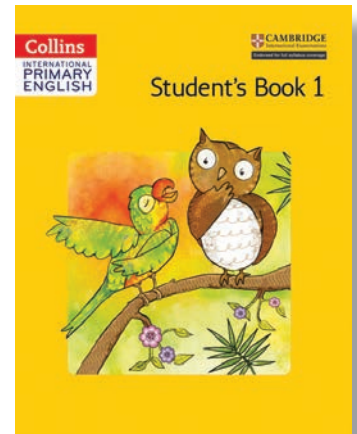
Student's Books	ISBN	Price
Student's Book 1	9780008271770	£5.99
Student's Book 2	9780008271787	£5.99
Student's Book 3	9780008271794	£5.99
Student's Book 4	9780008271800	£5.99
Student's Book 5	9780008271817	£5.99
Student's Book 6	9780008271824	£5.99

Collins International Primary English

Series Editor: Karen Morrison

Authors: Catherine Baker, Jan Gallow, Lois Lubbe, Fiona Macgregor, Jennifer Martin, Daphne Paizee, Joyce Vallar

This six-level, multi-component course for primary learners, is a self-contained, cohesive programme which develops reading, writing, speaking and listening skills at primary level. With a colourful and engaging design, the series follows a clear structure and progression through the levels.



This series is **endorsed** by Cambridge Assessment International Education to support the full curriculum framework from 2018.

Collins Connect has not been through the Cambridge International endorsement process.

Student's Books

- Inspire your students with a wide range of stimulating texts to build literacy and language skills
- Cater for different interests with inspiring fiction and non-fiction texts, including extracts from the highly successful Collins Big Cat series

Workbooks

- Provide additional material for practice and reinforcement
- Exercises and activities are linked to each unit of the corresponding Student's Book, offering further practice in the key skills

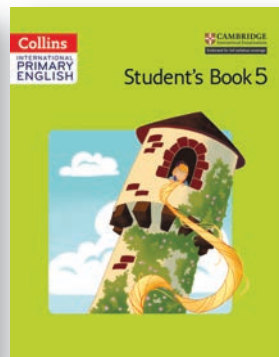
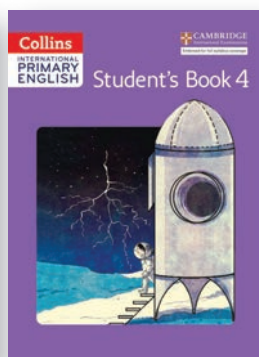
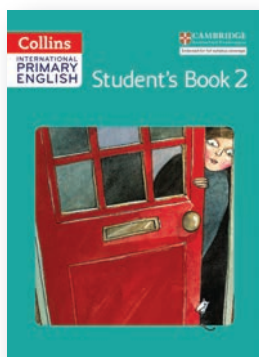
Teacher's Guides

- Save time with comprehensive, clear and easy-to-use resources and step-by-step lesson plans
- Benefit from suggestions for classroom activities



Collins Connect

- Additional resources for teachers, including warm-up activities and printable worksheets
- Audio and visual files of the reading texts
- Interactive exercises to provide further practice and reinforcement



Integrated pair and group work activities

Skills based headers allow teachers to locate activities within the curriculum framework and demonstrate what skill the learner will focus on

Full colour and highly illustrated

5 Work in groups of nine and act out the story of *Chicken Licken*.

- Think about how the characters speak and how each character reacts to the situation.
- You can act this story without props, but you could make masks or name tags for each character.

Reading instructions

- Read these instructions about how to make a mask as a prop to use in a play.
- Then make the mask and use it to act out the story of *Chicken Licken*.

You will need

- a small, white paper plate or a piece of cardboard the size of your face
- a pair of scissors
- pencil and coloured crayons or pens
- a stick
- some tape to attach the stick to the mask

What you do

- Make sure the plate or cardboard is the right size. It should just cover your face.
- Draw and colour in a picture of your character on the plate.
- Cut out the eyes carefully.
- Attach the stick to the bottom of the plate, at the back.

Characters

Think about these questions when you talk about the characters in this story:

- What kind of animals are they?
- How do they talk?
- How do they move?

Props

Props are anything that you use in a play to help the audience understand the play, for example: a mask, a costume or a piece of furniture.

7 On stage

Listening and speaking

Your teacher will read you the story of *Chicken Licken*.

- Before you listen, look at the list of characters in the story. Try to imagine how they would speak and move.
- Listen carefully to the order in which things happen in this story.
- Work in pairs. Retell the story to each other.
- Talk about the characters in this story.
 - Are they silly, proud, nervous, clever or wise?
 - Do they think before they act?
 - Do they all panic?
 - Do they all follow what others do without thinking?
 - How do you think the characters move and talk?

Character profiles:

- Chicken Licken
- The king
- Drakey Lakey
- Cocky Locky
- Goosey Loosey
- Henry Penny
- Ducky Lucky
- Gander Lander
- Turkey Lurkey
- Foxy Loxy

Sample page from Student's Book 3

The books feature a range of contextualised activities

Notepad features contain reminders, hints and interesting facts

Clear instruction rubrics allow learners to develop independent learning

Student's Books

Student's Book	ISBN	Price
Student's Book 1	9780008147600	£8.99
Student's Book 2	9780008147631	£8.99
Student's Book 3	9780008147662	£8.99
Student's Book 4	9780008147693	£8.99
Student's Book 5	9780008147723	£8.99
Student's Book 6	9780008147754	£8.99

Workbooks

Workbook	ISBN	Price
Workbook 1	9780008147617	£4.99
Workbook 2	9780008147648	£4.99
Workbook 3	9780008147679	£4.99
Workbook 4	9780008147709	£4.99
Workbook 5	9780008147730	£4.99
Workbook 6	9780008147761	£4.99

Teacher's Guides

Teacher's Guide	ISBN	Price
Teacher's Guide 1	9780008147624	£40.00
Teacher's Guide 2	9780008147655	£40.00
Teacher's Guide 3	9780008147686	£40.00
Teacher's Guide 4	9780008147716	£40.00
Teacher's Guide 5	9780008147747	£40.00
Teacher's Guide 6	9780008147778	£40.00

Collins Connect

Level	ISBN	Price
Level 1 - 1 year licence	9780008155698	£175.00 + VAT
Level 2 - 1 year licence	9780008155704	£175.00 + VAT
Level 3 - 1 year licence	9780008155711	£175.00 + VAT
Level 4 - 1 year licence	9780008155728	£175.00 + VAT
Level 5 - 1 year licence	9780008155735	£175.00 + VAT
Level 6 - 1 year licence	9780008155773	£175.00 + VAT



Collins
BIG CAT

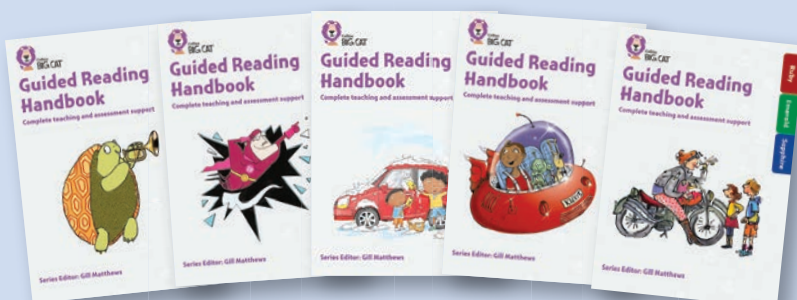
The reading programme that provides complete support for primary reading

Collins Big Cat is the reading programme that is supporting children to learn to read in thousands of schools worldwide. Discover fantastic fiction and non-fiction created by the biggest authors and illustrators – with over 700 books across a wide variety of genres, illustrative styles and engaging formats there is something for every reader.

NEW READERS



- Develop key reading skills including inference and deduction through comprehensive teaching and assessment support
- High-quality fiction and non-fiction includes a variety of genres to support teaching across the curriculum
- The range of targeted Big Cat strands ensures readers of all needs and abilities are supported
- Digital resources offer an enhanced reading experience



Guided Reading Handbooks

Provide a continuous programme of teaching and assessment with in-depth teach resources to accompany every book in the series.

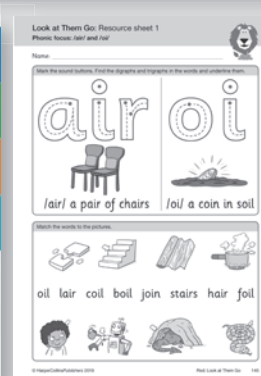
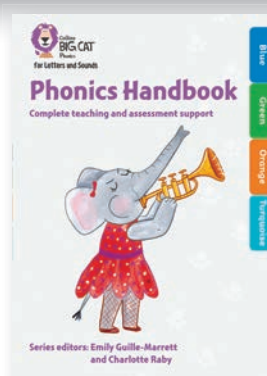


A secure start to every child's reading journey

Complete support for early reading development through 80 full decodable books and two comprehensive Phonics Teacher Handbooks.

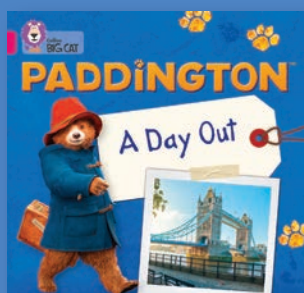
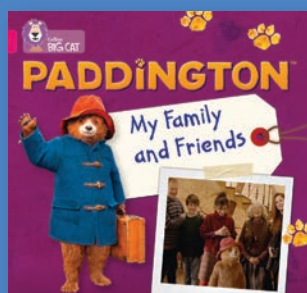
- Fiction and non-fiction books, from lilac to turquoise book bands, fully aligned to Letters and Sounds (Stages 1-6) for complete practice of all the required phonemes
- Practise and consolidate words and phonemes, model fluency and check comprehension with the clear and simple reading notes provided inside every book
- Teacher Handbooks available for integrating Collins Big Cat Letters and Sounds into your phonics teaching

NEW READERS



PADDINGTON™

Early readers will love exploring key cross-curricular topics through eight exciting Collins Big Cat book-banded readers



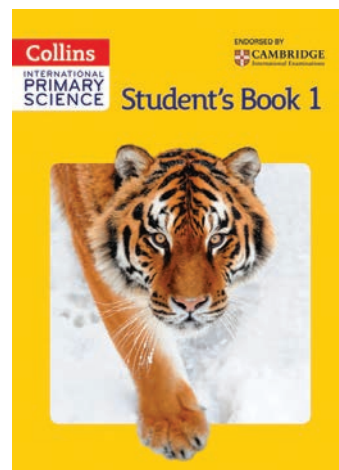
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For more information about Collins Big Cat and its range of readers go to www.collins.co.uk/CollinsBigCat

Collins International Primary Science

Authors: Karen Morrison, Tracey Baxter, Sunetra Berry, Pat Dower, Helen Harden, Pauline Hannigan, Anita Loughrey, Emily Miller, Jonathan Mille, Anne Pilling and Pete Robinson

Provide a progressive and student-centred six-level scheme to help every child grow with activities designed to develop their scientific enquiry skills. Inspiring visuals and activity-based investigative tasks stimulate children's interest and promote independent learning.



This series is **endorsed** by Cambridge Assessment International Education to support the full curriculum framework from 2011.

Student's Books

- Subject-specific language introduced in key words sections throughout
- Differentiated activities for practical investigations help you support every child
- Discussion points for each lesson help check comprehension

Workbooks

- Help your pupils record observations, investigation results and key learning
- Guide your pupils to record work with structured write-in spaces

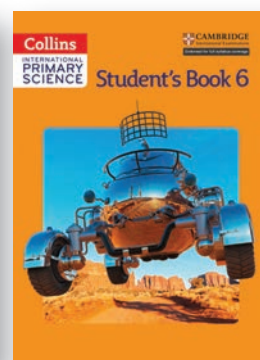
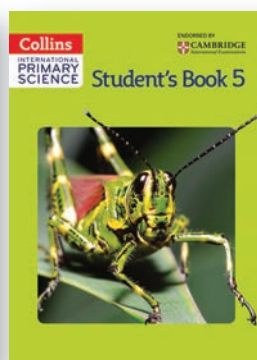
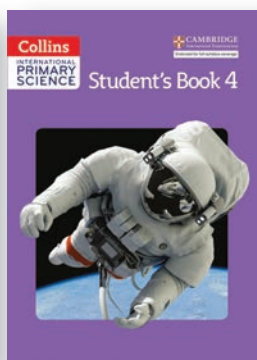
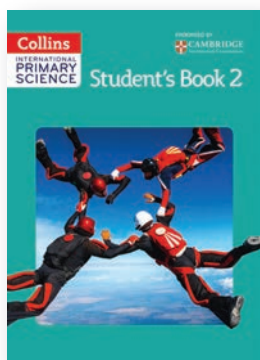
Teacher's Guides

- Provide comprehensive lesson planning support
- Include information on scientific background
- Help support mixed abilities
- Contain copymasters for the accompanying Student's Book

DVDs

- Slideshows
- Video clips
- Additional photographs
- Interactive classroom activities





Key word lists for each unit found at the top of the page and at the back of the book

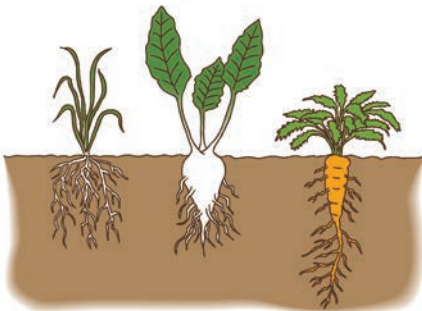
Differentiated activities support all learning abilities

Topic 1 Plants

1.2 Plant roots and stems


Plants use their roots to hold them in the soil. Roots also take in water from the soil and transport it to the leaves. The plant uses this water to make its food.

Some roots grow deep into the soil. These are called **tap roots**. Other roots spread out widely to capture as much water as possible. These roots are called **fibrous roots**. The roots of some plants become swollen, because the plant stores food in them.




Key words

- tap root
- fibrous root
- weed
- tree
- trunk



▲ **Trees** are plants too. As a tree grows larger, its stem grows harder and thicker. This stem is called a **trunk**. Each year a new ring forms inside the trunk. We can tell how old a tree is by counting these annual (yearly) rings. ▼



Activities

- 1 Dig up a weed. Draw and label its roots, leaves, stem and flowers in your Workbook.
- 2 In your group, make a list of the root vegetables that you eat. Draw a picture of each vegetable and label your pictures.
- 3 Do the tree survey on this page. Write the results of your survey in your Workbook.

Tree survey

1. Is the tree growing in a shady or a sunny place?
2. Draw its shape.
3. What does the trunk look and feel like?
4. What kinds of leaves does it have?
5. Does it have flowers, fruit or thorns?
6. Can you see any roots?
7. Write down one more interesting thing about the tree.

I have learned

- Roots hold the plant in the soil.
- Roots take in water and transport it to the leaves.
- Different types of roots do different things.

1 What are the two main roles of plant roots?
2 Look at the pictures. Which is a tap root? Which is a fibrous root? Which is a root that is storing food? Explain your answers.
3 What types of roots would you find:
• in a desert plant?
• in a **weed** which is growing between paving stones?
• in a mountain plant? Explain your answers.

Questions can be used as whole-class discussion points and for teacher to check comprehension

Clear summary of main facts learned in each unit

Sample page from Student's Book 3

Student's Books	ISBN	Price
Student's Book 1	9780007586097	£7.99
Student's Book 2	9780007586134	£7.99
Student's Book 3	9780007586165	£7.99
Student's Book 4	9780007586202	£7.99
Student's Book 5	9780007586233	£7.99
Student's Book 6	9780007586271	£7.99
Workbooks		
Workbook 1	9780007551484	£3.99
Workbook 2	9780007586110	£3.99
Workbook 3	9780007586189	£3.99
Workbook 4	9780007588640	£3.99
Workbook 5	9780007586257	£3.99
Workbook 6	9780007586295	£3.99

Teacher's Guides	ISBN	Price
Teacher's Guide 1	9780007586103	£45.00
Teacher's Guide 2	9780007586141	£45.00
Teacher's Guide 3	9780007586172	£45.00
Teacher's Guide 4	9780007586219	£45.00
Teacher's Guide 5	9780007586240	£45.00
Teacher's Guide 6	9780007586288	£45.00

DVDs	ISBN	Price
DVD 1	9780007586127	£75.00 + VAT
DVD 2	9780007586158	£75.00 + VAT
DVD 3	9780007586196	£75.00 + VAT
DVD 4	9780007586226	£75.00 + VAT
DVD 5	9780007586264	£75.00 + VAT
DVD 6	9780007586301	£75.00 + VAT

Collins International Primary English as a Second Language

Series Editor: Karen Morrison

Authors: Daphne Paizee, Jennifer Martin, Sandy Gibbs, Kathryn Gibbs, Robert Kellas

Written with international contexts in mind, this highly flexible, six-level course offers progression within and across levels.

Student's Books

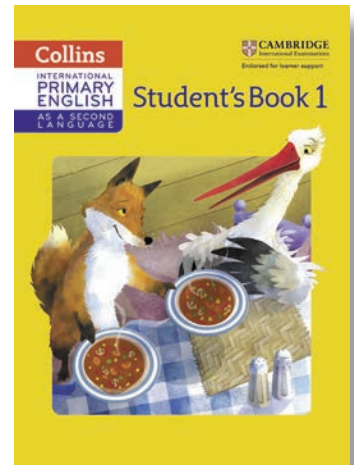
- Engage your learners with the magazine-style Student's Books, audio materials and songs
- Inspire thought and conversation with a range of fiction and non-fiction reading texts
- Activate your learners' imagination and allow them to contribute their own knowledge and experiences to the lessons through the stimulating texts and the appealing imagery

Workbooks

- Provide additional activities and opportunities for further practice presented in the Student's Books
- Build confidence and understanding of key vocabulary and language structures covered in the curriculum framework
- Stretch learners by spending longer thinking about a topic and investigating it further with the Thinking Deeper tasks

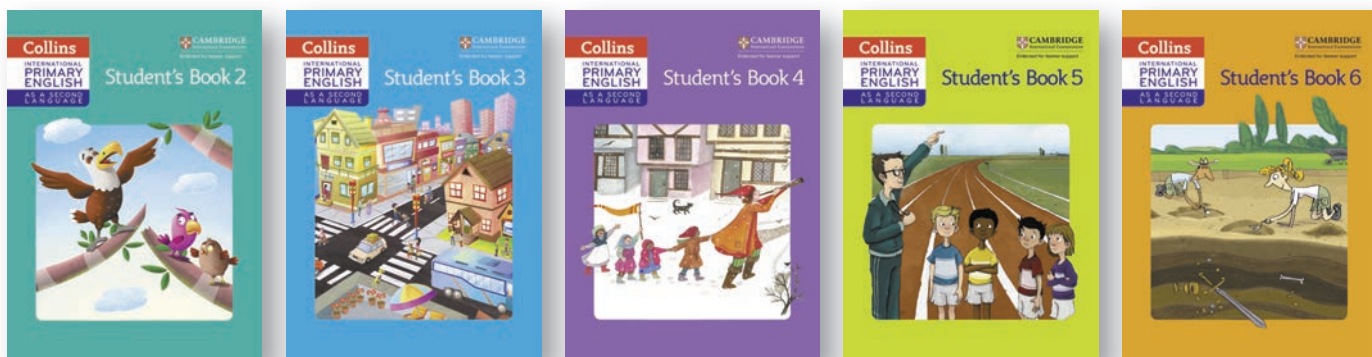
Teacher's Guides

- Benefit from a clear, but differentiated path through the Student's Books
- Easy-to-use teacher and classroom resources include step-by-step lesson plans, and a varied and extensive Activity Bank



This series is **endorsed** by Cambridge Assessment International Education to support the full curriculum framework from 2011.





Short and simple instructions rubrics allows more space for magazine-style design and visual appeal in Student's Books


Features a range of fiction and non-fiction text types

Dreaming of dolphins

How much do you know about dolphins? Look at the photographs and read the information about swimming with dolphins.

Did you know that in some parts of the world you can swim in the ocean with wild dolphins? To do this, you need special equipment. You need to wear a wetsuit, a mask and snorkel, and fins. The equipment helps you stay safe and lets you breathe when your face is under the water.


Dolphins are exciting animals to watch. They dive up out of the water, and roll from side to side.



snorkel mask
wetsuit fins


They have a special kind of language for speaking to each other. They make clicking and squeaking noises!

They look very cute, and are often friendly and curious when they meet humans, but dolphins are wild animals. People need to respect the animals and their environment.




Dolphins can swim very fast and like to leap out of the water.

Would you like to swim with dolphins? Why? / Why not?



Important facts about dolphins

- Dolphins live all over the world in seas and oceans. Some dolphins even live in rivers.
- Dolphins eat fish, shrimps, squid and octopus. They hunt in groups.
- Dolphins can swim up to 40 km per hour.
- Dolphins call each other with clicking sounds.
- A male dolphin can live up to 30 years. A female dolphin can live up to 50 years.



Dolphins need to be protected. We must look after our sea. We must not throw litter and plastic into rivers and the oceans. We must also stop overfishing.

What will happen if we don't look after dolphins?

Sample page from Student's Book 3

Let's talk and let's think bubbles prompt learners to think about the topics in their own context

Student's Books	ISBN	Price	Workbooks	ISBN	Price	Teacher's Guides	ISBN	Price
Student's Book 1	9780008213589	£6.99	Workbook 1	9780008213596	£7.99	Teacher's Guide 1	9780008213602	£100.00
Student's Book 2	9780008213619	£6.99	Workbook 2	9780008213626	£7.99	Teacher's Guide 2	9780008213633	£100.00
Student's Book 3	9780008213640	£6.99	Workbook 3	9780008213657	£7.99	Teacher's Guide 3	9780008213664	£100.00
Student's Book 4	9780008213671	£6.99	Workbook 4	9780008213688	£7.99	Teacher's Guide 4	9780008213695	£100.00
Student's Book 5	9780008213701	£6.99	Workbook 5	9780008213718	£7.99	Teacher's Guide 5	9780008213725	£100.00
Student's Book 6	9780008213732	£6.99	Workbook 6	9780008213749	£7.99	Teacher's Guide 6	9780008213756	£100.00

Cambridge Lower Secondary Maths

Authors: Matt Nixon, Deborah McCarthy, Sarah Sharratt, Michele Conway and Caroline Fawcus

This three-level series provides coverage of the Cambridge Lower Secondary Maths curriculum framework. Written by an experienced author team, the series comprises comprehensive Student's Books, extensive Workbooks and supportive Teacher's Guides.

Student's Books

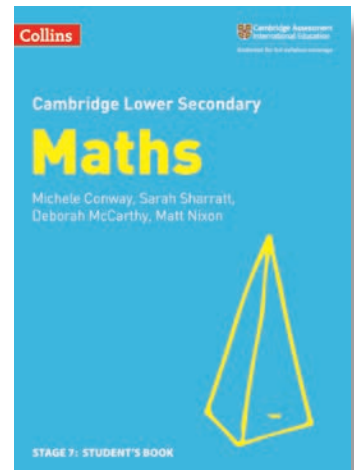
- The series builds on the foundations laid down in primary maths, and prepares your students for embarking on Cambridge IGCSE™ Maths
- Links are made between topics, encouraging learners to build on relevant fluency from previously learnt topics, and to practise mathematical concepts in a different context
- Students are encouraged to reflect on their learning, to build learner independence

Workbooks

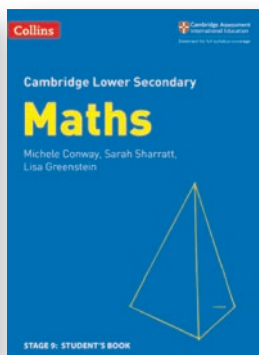
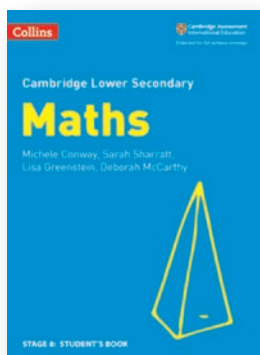
- Match the structure of the Student's Book
- Offer a range of practice activities to help learners to consolidate their knowledge of the topics covered in the Student's Books
- Check Your Progress boxes, at the end of each chapter, for your students to self-evaluate and reflect on their progress

Teacher's Guides

- Highly flexible resource which provides you with teaching and learning support to deliver the syllabus
- Alternative approaches and activities (including tasks and games)
- Support to help you pace lessons for individual abilities
- Ideas to make practical use of technology for mathematics learning, such as using the computer to create spreadsheets, tables and charts to represent results



We are working with Cambridge Assessment International Education towards endorsement of these titles.



Starter questions given to help students to start thinking about the topic at hand

Useful list of learning objectives clearly labelled at top of the page

Concepts are presented through worked examples with clear and detailed explanations

Unit 1C • Chapter 8

2D shapes

You will learn how to:

- Identify, describe, visualise and draw 2D shapes in different orientations.
- Use the notation and labelling conventions for points, lines, angles and shapes.
- Name and identify side, angle and symmetry properties of special quadrilaterals and triangles, and regular polygons with 5, 6 and 8 sides.

Starting point

Do you remember ...?

- what a polygon is?
- the difference between regular and irregular polygons?
- the names of polygons with 3, 4, 5, 6 and 8 sides?
- what a side is and what vertices are?
- the names and features of common 2D shapes such as equilateral triangles, squares, rectangles and parallelograms?
- how to recognise a right angle?
- how to recognise parallel lines?
- how to find lines of symmetry?

Hook

Here are six triangle pieces.

Some or all of these pieces can be put together on a piece of paper to make mathematical shapes, such as those shown. Can you name these three shapes?

How many different mathematical shapes can you make using any, or all, of the six pieces? Draw these shapes and name them.

You could use isometric paper to record your shapes.

Which two mathematical shapes can you not make from these pieces? Explain your answer.

Drawing and describing 2D shapes

Key terms

A **polygon** is a closed shape made of straight sides.
 A **triangle** is a 3-sided polygon.
 A **quadrilateral** is a 4-sided polygon.

Did you know?

Many frameworks, such as electricity pylons, are made up of triangles because a triangle is a stable structure. A triangular frame will not bend out of shape.

Worked example 1

The diagram is made up of right angled triangles. Copy the diagram and shade:

a) A rectangle made up of 12 of the triangles
 b) A parallelogram (not a rectangle) made up of 6 of the triangles
 c) A hexagon made up of 10 of the triangles

Exercise 1

1 Complete these sentences.

Shape **a** has sides and so it is a
 Shape **b** has sides and so it is a
 Shape **c** has sides and so it is a
 Shape **b** has right angles.
 Shape **b** has pairs of parallel sides.

58 Unit 1C: Handling data and geometry Chapter 8: 2D shapes 59

Sample page from Student's Book 7

The hook allows students to start to familiarise themselves with the main concepts of the chapter, through enjoyable and engaging games and activities

Key terms listed for reference

Student's Books	ISBN	Price	Workbooks	ISBN	Price	Teacher's Guides	ISBN	Price
Student's Book: Stage 7	9780008213497	£15.99	Workbook: Stage 7	9780008213503	£8.99	Teacher's Guide: Stage 7	9780008213510	£49.99
Student's Book: Stage 8	9780008213527	£15.99	Workbook: Stage 8	9780008213534	£8.99	Teacher's Guide: Stage 8	9780008213541	£49.99
Student's Book: Stage 9	9780008213558	£15.99	Workbook: Stage 9	9780008213565	£8.99	Teacher's Guide: Stage 9	9780008213572	£49.99

Cambridge IGCSE™ Maths

Author: Chris Pearce

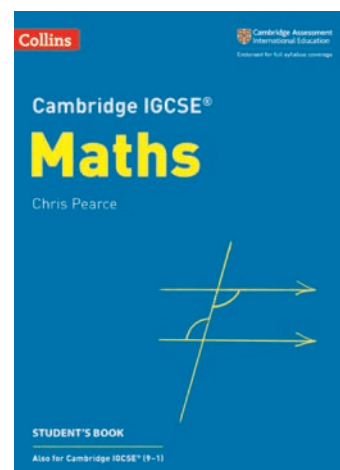
Collins Cambridge IGCSE™ Maths supports and challenges students with the Core curriculum and Extended curriculum together in one book.

Student's Book

- Develop problem solving with flagged questions that require your students to apply their skills
- Emphasise the relevance of maths with 'Why this chapter matters' showing maths in everyday life or historical development
- Consolidate understanding with tried and tested questions in extensive practice exercises and detailed worked examples
- Deliver a fully international course with international examples, contexts, names, currency and locations
- Help learners understand complex mathematical terminology with clear key term definitions in a glossary

Teacher's Guide

- Detailed three-part lesson plans include clear syllabus references, common mistakes and remediation, and useful tips for a fresh approach
- Raise standards with extra practice sheets available to download with consolidation questions to support less able students and extended questions to stretch high achievers
- Provide ready-made homework for every lesson with printable and editable homework worksheets available to download
- Personalise your course with all files available to download in Word format to ensure a perfect fit for your school



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Chapter 16 . Topic 2

16 . 2

16.2 Turning points on a quadratic graph

Here is the equation of the quadratic graph from Example 2: $y = x^2 + 2x - 3$

In Section 13.5 you saw how to write expressions like $x^2 + 2x - 3$ in completed square form.

$$y = x^2 + 2x - 3 = (x + 1)^2 - 1 - 3$$

$$= (x + 1)^2 - 4$$

Now $(x + 1)^2 \geq 0$ and only equals 0 when $x = -1$

This means that $x^2 + 2x - 3$ has a minimum value of -4 when $x = -1$

This means that $(-1, -4)$ on the graph of $y = x^2 + 2x - 3$

It is called a **turning point**.

It is a point where the graph changes direction.

Advice and Tips

Look at Section 13.5 if you have forgotten how to do this.

Example 3

a Find the turning point of the graph of $y = x^2 - 3x - 3$

b Sketch the graph of $y = x^2 - 3x - 3$

a Write $x^2 - 3x - 3$ in completed square form.

$$x^2 - 3x - 3 = (x - 1.5)^2 - 1.5^2 - 3$$

$$= (x - 1.5)^2 - 5.25$$

$(x - 1.5)^2 = 0$ when $x = 1.5$ and so the turning point is $(1.5, -5.25)$

b To find a point on the curve, let $x = 0$ and then $y = -3$

Hence $(0, -3)$ is on the curve.

You can draw a sketch using $(1.5, -5.25)$ and $(0, -3)$

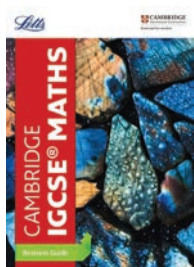


Notice that, by symmetry, $(3, -3)$ is also on the curve.

Chapter 16: Graphs of functions 285

Sample page from Student's Book

Cambridge IGCSE™ Maths Revision Guide



For more information see page 55

This title is **endorsed** for revision by Cambridge Assessment International Education to support the syllabus for examination from 2020.

Student's Book	ISBN	Price	Teacher's Guide	ISBN	Price	Revision Guide	ISBN	Price
Student's Book	9780008257798	£25.99	Teacher's Guide	9780008257804	£100.00	Revision Guide	9780008210342	£10.99

Cambridge IGCSE™ Additional Maths

Authors: Su Nicholson, Peter Ransom, Carol Roberts, Trevor Senior, Brian Speed and Colin Stobart

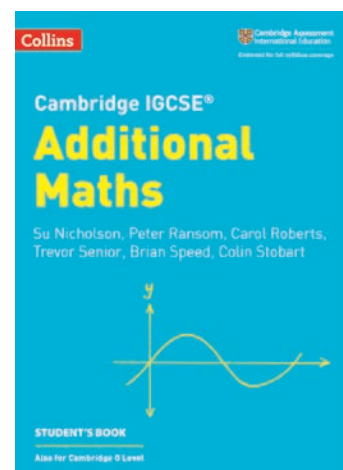
Support your students working towards Cambridge IGCSE™ Additional Mathematics, for first examination from 2020.

Student's Book

- Support your students in developing problem solving skills with flagged questions and a problem-solving in context feature
- 'Why this chapter matters' sections show maths in everyday life or its place in historical developments
- Help students prepare for examination with a set of exam-style questions at the end of every chapter
- Deliver a fully international course with international examples, contexts, names, currency and locations
- Stretch students skills and understanding with flagged extension questions in both the practice exercises and the chapter review questions

Teacher's Guide

- Detailed lesson plans that include clear syllabus references, common mistakes and remediation, useful tips for a fresh approach and guidance around how to deliver activities from the Student's Book
- Challenge and stretch more able students with extension activity sheets
- Provide ready-made homework with printable and editable homework worksheets available to download
- Personalise your course with all files available to download in Word format to ensure a perfect fit for your school



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Chapter 8 . Topic 1

8.1 Interpreting equations of the form $y = mx + c$

In this section you will work with **equations of straight lines** of the form $y = mx + c$, where x and y are **variables**, and m and c are **constants**: m represents the **gradient** of the line and c represents the **y-intercept**.

Advice and Tips

The **y-intercept** is the point where the graph crosses the **y-axis**. When the graph crosses the **y-axis**, $x = 0$ so the **coordinates** of the **y-intercept** are $(0, c)$. On a graph with perpendicular axes this is called a **Cartesian** coordinate system. It is a way of describing the position of each point on the plane in a unique way in relation to the origin $(0, 0)$.

The **gradient** of a line is a measure of its slope and can be:

Positive	Negative	Zero	Infinite
uphill	downhill	horizontal	vertical

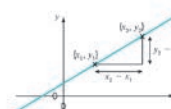
You can work out the gradient, m , of a straight line from the formula

$$m = \frac{\text{change in } y}{\text{change in } x}$$

In general, ...

If the points (x_1, y_1) and (x_2, y_2) are two points on a straight line, then

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$



Advice and Tips

The equation of a horizontal line has the form $y = c$ and the equation of a vertical line has the form $x = c$.

Advice and Tips

Remember if the slope is downhill the gradient will be negative.

Sample page from Student's Book

Cambridge International AS & A Level Mathematics

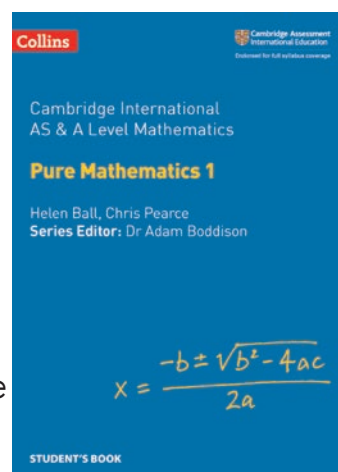
Series Editor: Dr Adam Boddison

Authors: Louise Ackroyd, Tom Andrews, Helen Ball, Chris Chisholm, Jonny Griffiths, Michael Kent, Sharon McBride and Chris Pearce

This five book series inspires and guides your students to pursue STEM (science, technology, engineering and mathematics) careers with a Mathematics in Life and Work theme for each chapter, showing how mathematics are used in a range of careers and further study routes.

Student's Books

- Covers the complete content of the syllabus in five books: Pure Mathematics 1, Pure Mathematics 2 & 3, Statistics 1 & 2 and Mechanics
- Develop the key mathematical skills of mathematical modelling, problem solving and communication through dedicated questions and teaching
- There is varied practice to develop understanding, exam style questions to test comprehension, and carefully selected Cambridge past paper questions to help prepare for examination
- Prior knowledge checks to assess readiness and end-of-chapter summaries test understanding
- Detailed explanations, clear worked examples and plenty of practice on each topic, with full workings available for each answer
- Provides clear progression from Cambridge IGCSE™ Mathematics



We are working with Cambridge Assessment International Education towards endorsement of these titles.

7 INTEGRATION

PREREQUISITE KNOWLEDGE

You should already know how to:

- differentiate ax^n for any values of a and n , and differentiate expressions formed by adding and subtracting terms like this
- manipulate algebraic expressions involving brackets and powers, including fractional and negative powers
- sketch the graphs of quadratic and cubic expressions.

You should be able to complete the following questions correctly:

1 Write $\frac{4}{\sqrt{x}}$ in index form.

2 Sketch the graph of $f(x) = -(x-3)(x+5)$.

3 Find $\frac{dy}{dx}$ for the following ($x > 0$).

a $y = 4x^3 - 6x + 10$

b $y = \frac{x^2 + 4}{2x}$

c $y = 6\sqrt{x}$

7.1 Indefinite integrals

For a particular curve, $\frac{dy}{dx} = 2x$. This means that the gradient at the point (x, y) is $2x$.

What is the equation of the curve?

One possible equation is $y = x^2$.

However, this is not the only possible answer.

It could also be $y = x^2 + 1$ or $y = x^2 - 3$.

For each of these, $\frac{dy}{dx} = 2x$ because the derivative of the final constant is zero.

In fact, $y = x^2 + c$ is a solution where c is any constant you like.

There is a whole family of curves for which $\frac{dy}{dx} = 2x$.

Five of them are shown here.

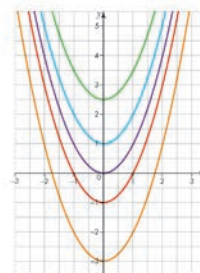
All these curves have the same gradient for a particular value of x .

For example, if $x = 2$ they all have a gradient of 4.

You call $x^2 + c$ the **integral** of $2x$.

The integral of $2x$ is the function you differentiate to get $2x$. There is a special notation to express this.

Remember from Chapter 6 Differentiation that if $y = x^n$ then $\frac{dy}{dx} = nx^{n-1}$.



It is sometimes called the **indefinite integral** because the value of c is not fixed.

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Sample page from Pure Mathematics 1 Student's Book

Student's Books

Pure Mathematics 1 Student's Book
Pure Mathematics 2 and 3 Student's Book
Statistics 1 Student's Book
Statistics 2 Student's Book
Mechanics Student's Book

ISBN

9780008257736
9780008257743
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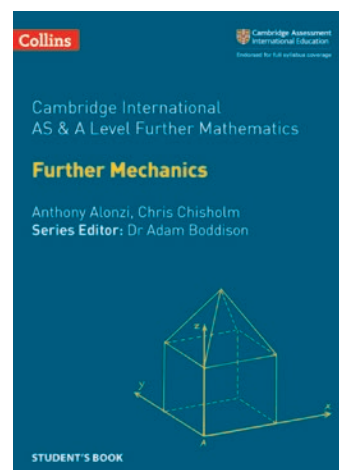
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Cambridge International AS & A Level Further Mathematics

Series Editor: Dr Adam Boddison

Authors: Anthony Alonzi, Tom Andrews, Helen Ball, Chris Chisholm, Jonny Griffiths, Yimeng Gu, Michael Kent, Chris Pearce, Patrick Wallace

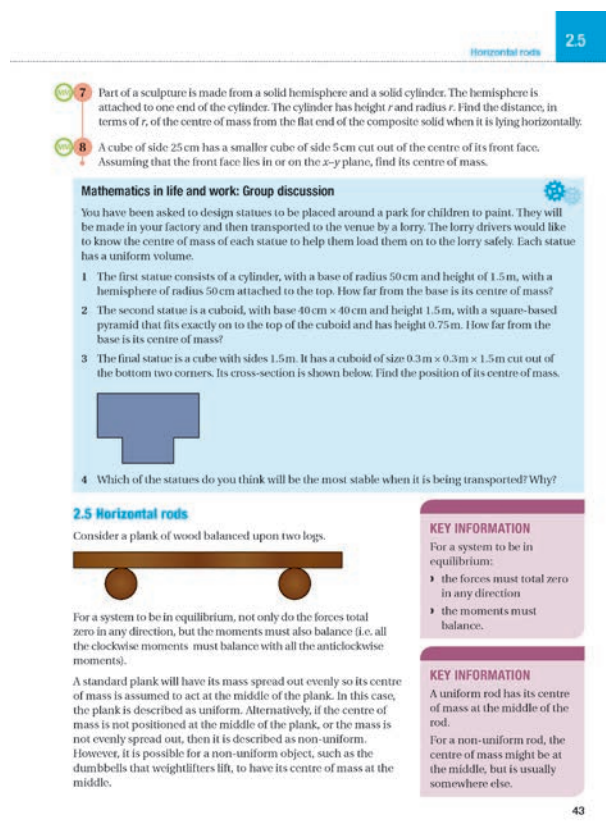
With a clear focus on Mathematics in Life and Work, this four book series builds the key mathematical skills and knowledge that will open a wide range of careers and further study.



We are working with Cambridge Assessment International Education towards endorsement of these titles.

Student's Books

- Cover the complete content of Further Pure Mathematics 1, Further Pure Mathematics 2, Further Probability & Statistics and Further Mechanics with clear references to what your students will learn at the start of each chapter
- Sets mathematics in real-world contexts that emphasise practical applications and career paths, with a Mathematics in Life and Work theme for each chapter
- Inspiring case studies and discussion activities showcase how mathematics is relevant to different roles
- There is varied practice to develop understanding, exam-style questions to test comprehension, and carefully selected Cambridge past-paper questions to help prepare for examination
- Build advanced skills with in-depth explanations for deep understanding, practice for fluency, and probing questions to develop flexible problem solving
- Provide clear progression from A Level Mathematics and develop confident, independent and reflective mathematicians through extension questions and group discussions



Sample page from Further Mechanics Student's Book

Student's Books

Further Pure Mathematics 1 Student's Book
Further Pure Mathematics 2 Student's Book
Further Probability and Statistics Student's Book
Further Mechanics Student's Book

ISBN

9780008257774
9780008257781
9780008271886
9780008271893

Price

£19.99
£19.99
£19.99
£19.99

Cambridge Lower Secondary English

Series Editors: Julia Burchell and Mike Gould

Authors: Lucy Birchenough, Clare Constant, Steve Eddy, Naomi Hursthouse, Ian Kirby, Richard Patterson, Alison Ramage and Nikki Smith

This progressive series helps students to develop skills to be able to communicate confidently and effectively in English, laying the foundations for Cambridge Upper Secondary.

Student's Books

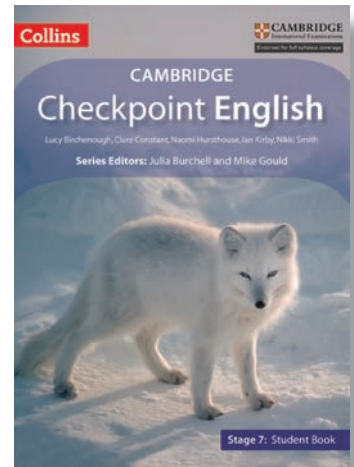
- Each chapter builds towards a purposeful final task aligned with the assessment outcomes and mark scheme criteria
- Support progression with clear modelling, scaffolded activities and end-of-chapter self-assessment tasks and checklists to help students prepare for Cambridge IGCSE™ English
- Engage your students with rich and varied text extracts – international literature and non-fiction texts represent the different forms and purposes required at each stage of the curriculum

Workbooks

- Skills-building practice activities support your students' learning
- Help prepare your students for assessment by consolidating key aspects of language, grammar and vocabulary
- Save time with a range of fun and engaging activities that can be used in class or as homework

Teacher's Guides

- Get started straight away with detailed, differentiated lesson plans that share best practice teaching suitable for international classrooms
- Help track your students' progress with clear learning outcomes given for each chapter
- Personalise your course using the CD which contains editable versions of all lesson plans, worksheets and PowerPoint slides



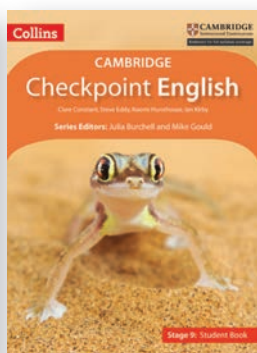
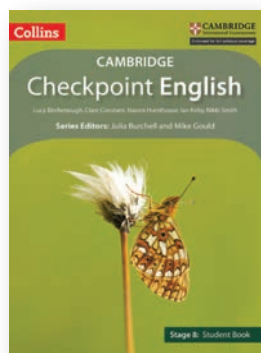
The Student's Books are **endorsed** by Cambridge Assessment International Education to support the full curriculum framework from 2011.

The Teacher's Guides, Workbooks and Collins Connect have not been through the Cambridge International endorsement process.

Collins Connect

The digital component, via an online interactive platform, provides:

- An electronic version of the Student's Book for front-of-class use
- Interactive activities
- Extra questions to help monitor progress



Clear learning objectives at the top of the page

Two substantial tasks per chapter: *Introducing the skills* and *Developing the skills*

Chapter 5 - Topic 4 Creating settings

You will learn how to:

- comment on a writer's use of language to create setting
- comment on settings that tell readers about mood and character.

In narrative texts, writers often use settings to tell their readers something about the story and the characters in it. They also use descriptions of the setting to create the mood or atmosphere of the story.

Introducing the skills

- Look at the words in the word bank below. Which ones would you choose to create a setting that is beautiful and calm?
gleaming soft rocky peaceful rough pearly dark
- Look at the picture of a forest. What words and phrases would you use to describe this forest if you wanted to present it as mysterious and frightening?



Read this extract. A boy, Eragon, is approaching a city that he has never seen before.

He found himself standing on a granite outcropping, more than a hundred feet above a purple-hued lake, brilliant under the eastern sun. The water reached from mountain to mountain, filling the valley's end. From the lake's far side, the river flowed north, winding between the peaks until – in the far distance – it rushed out onto the eastern plains. To his right, the mountains were bare, save for a few trails, but to his left, to his left was the dwarf city. Here the dwarves had reworked the seemingly immutable rocks into a series of terraces. The lower terraces were mainly farms – dark curves of land waiting to be planted – dotted with squat halls, which as best he could tell were built entirely of stone. Above those empty levels rose tier upon tier of interlocking buildings until they culminated in a giant dome of gold and white. It was as if the entire city was nothing more than a line of steps leading to the dome. The cupola glistened like a polished moonstone, a milky bead floating atop a pyramid of gray slate.

From *Eragon* by Christopher Paolini

Vocabulary

hued: coloured
immutable: fixed and rigid
terrace: flat area
squat: short and wide
culminated: finished or topped
cupola: dome

- What is the mood as the boy approaches the city? How do you think he feels as he views this landscape?
- Which words and phrases are most effective in creating this mood? Copy and complete the grid below, adding two more examples of each word type.

Nouns	Verbs	Adjectives
'outcropping'	'he found himself'	'purple-hued'

Developing the skills

Writers also use settings to reveal things about what kind of person a character is.

Read the extract below. Cecily and her brother are exploring Ethel Peabody's garden.

The lawn, if that was the right word, was a series of ashy mounds and dusty patches, through which the odd blade of sickly grass peeped. It was surrounded by huge, overgrown hedges each with the look of an octopus trying to suck the life out of the soil with their twisted tentacles. Here and there, dotted about the remains of the grass, were numerous rusty old rabbit traps, some, sad to say, containing the bleached skeletons of the desperate creatures who had dared to set foot on the lawn, many years back.

From *The House in the Woods* by Mike Gould



Creating settings 127

126 Narrative writing

A rich variety of texts from writers with different social, cultural and historical backgrounds

Visually appealing design

Sample pages from Student's Book Stage 7

Student's Books

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Student's Book: Stage 8	9780008140465	£16.99
Student's Book: Stage 9	9780008140472	£16.99

Workbooks

Workbook: Stage 7	9780008140489	£8.99
Workbook: Stage 8	9780008140502	£8.99
Workbook: Stage 9	9780008140526	£8.99

Teacher's Guides

Teacher's Guide: Stage 7	9780008140533	£50.00
Teacher's Guide: Stage 8	9780008140540	£50.00
Teacher's Guide: Stage 9	9780008140557	£50.00

Collins Connect

Collins Connect: Stage 7 1 year licence	9780008160562	£200.00 + VAT
Collins Connect: Stage 8 1 year licence	9780008160579	£200.00 + VAT
Collins Connect: Stage 9 1 year licence	9780008160586	£200.00 + VAT

Cambridge IGCSE™ English

Series Editor: Julia Burchell

Authors: Julia Burchell, Mike Gould, Keith Brindle, Steve Eddy and Ian Kirby

Show your students how to progress with a clear structure that moves from building key reading, writing and technical skills to applying these skills to specific question types and coursework tasks.

Student's Book

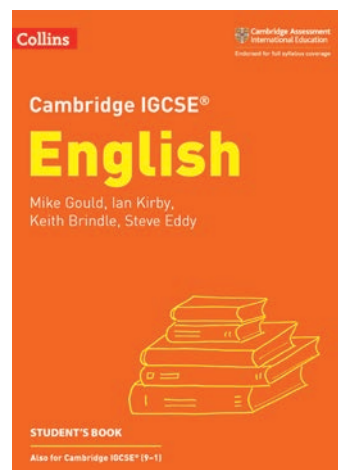
- Regular 'Check your progress' checklists and annotated sample answers that exemplify high quality work throughout the course
- Sample questions at the end of each chapter and two complete practice papers at the end of the book
- Build confidence in speaking and listening with clear guidance, activities and exemplification of the presentation and discussion tasks

Workbook

- Set homework easily or offer extra support with a clear correspondence between the Workbook and Student's Book
- Additional practice of the key skills, covering teaching points in more depth and with more scaffolding
- Exam-question style tasks help your students to build their writing stamina and fluency for all the writing forms and purposes required by the syllabus

Teacher's Guide

- Support your students' progress with teaching sequences moving from building the key reading and writing skills to applying these skills to examinations and coursework tasks
- Save time on planning and preparation with a two-year scheme of work, differentiated lesson plans, worksheets and PowerPoints for every two- or four-page section of the Student's Book

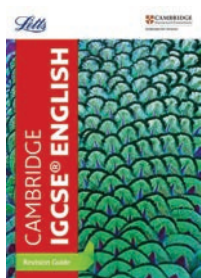


This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.



Sample page from Student's Book

Cambridge IGCSE™ English Revision Guide



For more information see page 55

This title is **endorsed** for revision by Cambridge Assessment International Education to support the syllabus for examination from 2020.

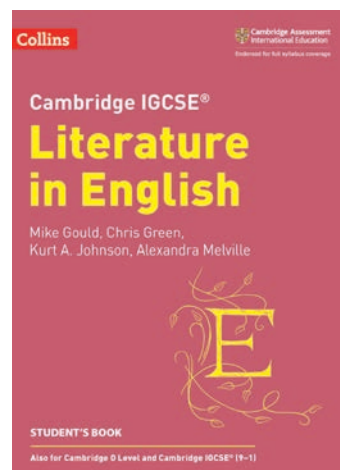
Student's Book	ISBN	Price	Teacher's Guide	ISBN	Price
Student's Book	9780008262006	£22.99	Teacher's Guide	9780008262013	£100.00
Workbook	9780008262020	£8.99	Revision Guide	9780008210366	£9.99

Cambridge IGCSE™ Literature in English

Series Editor: Anna Gregory

Authors: Anna Gregory, Mike Gould, Alexandra Melville,
Kurt A. Johnson and Chris Green

Introduce your students to the fundamental skills and concepts of literary study and support students in applying them to poetry, prose and drama. This resource also supports Cambridge O Level and the Cambridge IGCSE™ World Literature syllabus.



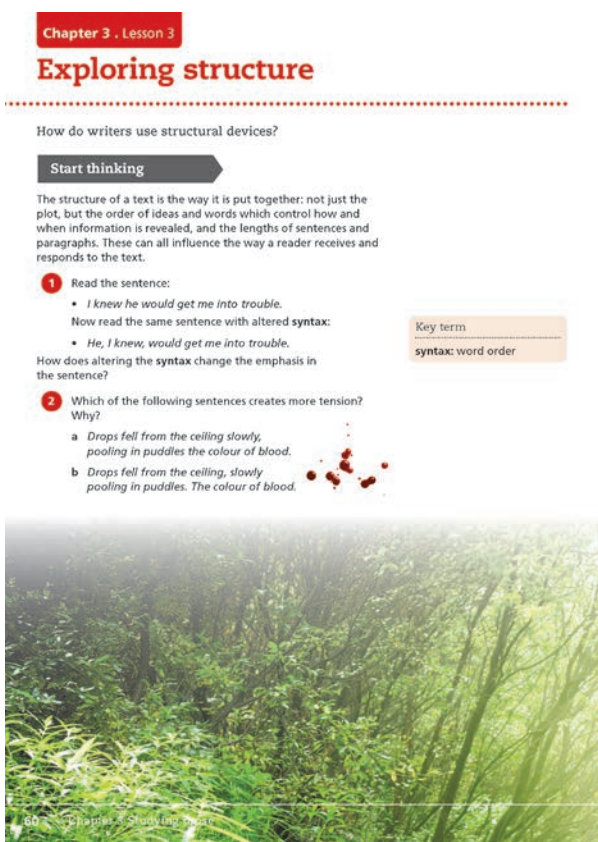
This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Student's Book

- Help students make good progress by teaching the underlying skills and concepts before applying them in passage-based, discursive and unseen tasks
- Regular 'Check your progress' features help your classes to measure their progress, while annotated responses show them how to improve
- Support your students with clear differentiation: introductory chapters build learners' confidence, the main chapters offer greater depth, while extension lessons help your students reach their full potential
- Engage your students with rich, varied, text extracts from a variety of periods and cultures

Teacher's Guide

- Teaching sequences follow the structure of the Student Book, moving from building the key skills in comprehension, close analysis and interpretation to applying these skills to specific exam and coursework tasks
- Save time on planning and preparation with a two-year scheme of work and differentiated lesson plans, worksheets and PowerPoints for every two- or four-page section of the Student Book
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Sample page from Student's Book

Student's Book
Student's Book

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Teacher's Guide
Teacher's Guide

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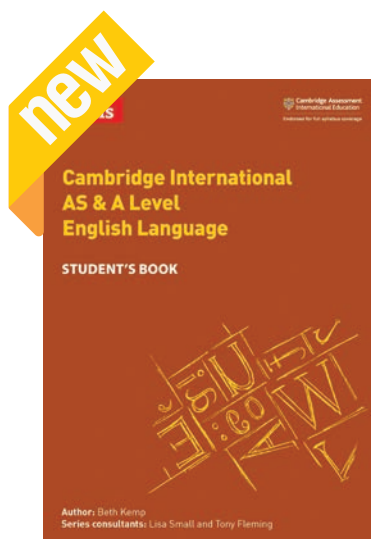
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Cambridge International AS & A Level English Language

Series Editors: Lisa Small and Tony Fleming

Author: Beth Kemp

Build skills and knowledge in a clear sequence and help students to apply skills to a range of language tasks, with up-to-date coverage of the syllabus topics and a stimulating range of international texts.



We are working with Cambridge Assessment International Education towards endorsement of this title.

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- Refresh students' understanding of key concepts such as audience, purpose and form, and of elements of language including sentences and clauses
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Cambridge International AS & A Level Literature in English

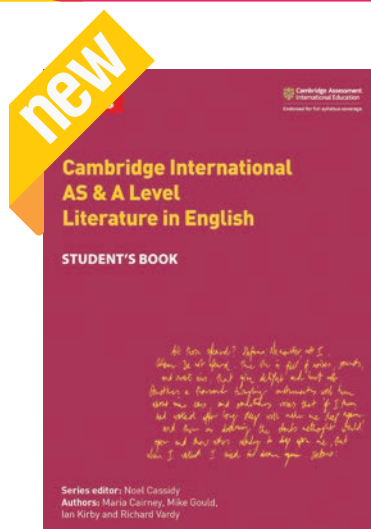
Series Editor: Noel Cassidy

Authors: Mike Gould, Maria Cairney, Ian Kirby and Richard Vardy

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- International texts from a variety of periods and cultures allow students to explore different writers' choices and their effects
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Sample page from Student's Book

Student's Book
Student's Book

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£29.99

Pub date
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Cambridge Lower Secondary Science

Authors: Fran Eardley, Heidi Foxford, Aidan Gill, Lucy Hawkins, Stuart Lloyd, Chris Meunier, Mark Levesley, Beverly Rickwood, Louise Smiles, Sheila Tarpey, Dorothy Warren, Gemma You

This series builds on the foundations laid down in primary science. It offers comprehensive coverage of the curriculum framework, including all suggested practicals and scientific enquiry skills.

Student's Books

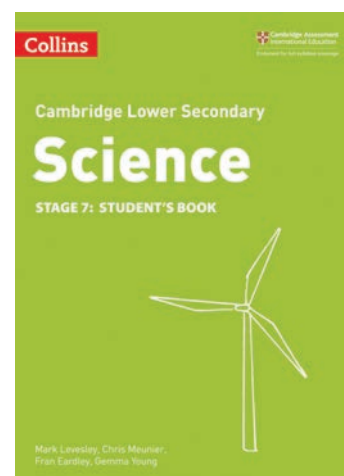
- Develop your students' scientific skills with a strong emphasis on scientific enquiry integrated throughout the course
- Help your students progress onto Cambridge IGCSE™ Science with carefully developed resources for each stage designed to build confidence and understanding
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- Check understanding, consolidate learning and prepare for assessment with end of chapter and end of stage reviews

Workbooks

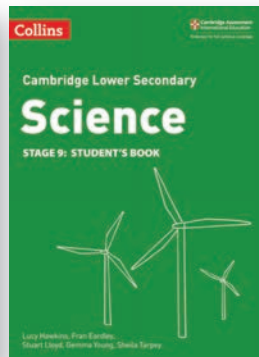
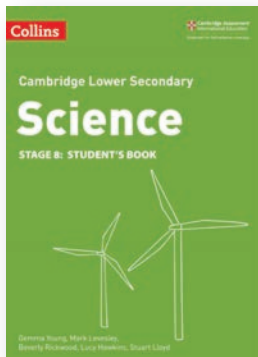
- Provide regular practice for your students in applying and developing their scientific enquiry skills to new contexts
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- End of chapter self-assessment and space for you to respond with formative feedback or personalised targets

Teacher's Guides

- Learning outcomes and detailed lesson plan ideas fully support the development of scientific enquiry skills and offer ongoing, formative assessment ideas
- Suggestions for challenge activities in every topic to stretch your students able to progress further
- Full support for practical work, with student sheets and comprehensive technician's notes including equipment lists and set-up instructions for all investigations
- A full planning guide to help you design your course effectively



This series is **endorsed** by Cambridge Assessment International Education to support the full curriculum framework from 2011.



Previous ideas, terminology and skills aid recall and help students build links between topics

Learning outcomes demonstrate the topic's key concepts

Activities show how to apply knowledge to practical and research-based contexts

Chapter 9 - Topic 1

Charge and electrostatics

Starting point

You should know that...	You should be able to...
Everything is made of tiny particles called atoms. Some materials, called conductors, let electricity through; others, called insulators, don't. Metals are conductors – most non-metals are insulators.	Make and record observations. Identify patterns in your observations. Interpret your results using scientific knowledge and understanding.

Charging by friction

9.1 The structure of an atom.

Everything is made up of atoms. All atoms have positive charge and negative charge in them. The positive charge is in the nucleus in the centre of the atom.

The negative charge is on the **electrons**, which move round the outside of the nucleus. Friction can make some electrons move from one object to another. When this happens we say the object has an **electrostatic charge**.

Key terms

electron: subatomic particle with negative charge.

electrostatic charge: charge on an insulator that has gained or lost electrons.

insulator: material that doesn't let electric charge move through it.

Activity 9.1: Investigating charging

You will need a plastic ruler, a balloon, a dry cloth and some tiny pieces of tissue paper.

A1 Charge the ruler by rubbing it. Hold it close to the pieces of tissue paper and record what happens.

A2 Blow up the balloon and rub it. Notice how the charge attracts things – try picking up paper, sticking the balloon to the wall and bending a flow of water.

A3 Record your observations.

9.2 A charged balloon can bend water.

Positive and negative charge

Gaining electrons makes an object negatively charged. Losing electrons makes it positively charged.

9.3 When this balloon is rubbed against the sweater, electrons move to the balloon from the sweater.

9.4 Electrons move to the balloon from the wool sweater.

Some materials gain electrons when rubbed. Polythene will gain electrons and become negative. Other materials lose electrons. Acetate will lose electrons and become positive.

Activity 9.2: Investigating how charged objects affect each other

Plan how you could investigate how positive and negative charges affect each other.

A1 How will you suspend the insulators so they can move?

A2 How will you record your results?

A3 Write a conclusion about how charges affect each other.

9.5 These balloons are both negatively charged and they repel each other.

166 Electrostatics and electric currents

Charge and electrostatics 167

Sample pages from Student's Book: Stage 9

Challenge and stretch students with differentiated questions

Key terms and glossary to build scientific vocabulary

Student's Books

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Student's Book: Stage 8
Student's Book: Stage 9

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97800008254674

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Workbooks

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Workbook: Stage 8
Workbook: Stage 9

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Teacher's Guides

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Teacher's Guide: Stage 8
Teacher's Guide: Stage 9

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Cambridge IGCSE™ Science

Authors: Malcom Bradley, Susan Gardner, Sam Goodman, Sue Kearsey and Chris Sunley

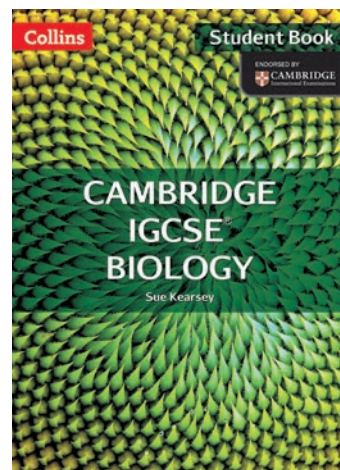
Resources for the latest Cambridge IGCSE™ Science syllabuses, designed to help your students gain the knowledge and skills to achieve success.

Student's Books

- Engage your students with international case studies and examples of how science is used in the real world
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- Check understanding and help prepare for assessment with lots of practice exam-style questions at the end of each section
- Support your students with English as a Second Language with a detailed glossary

Teacher's Guides

- Deliver the syllabus with confidence through comprehensive support including flexible topic-based teaching and learning strategies
- Save time with lots of ideas for practicals, activities and worksheets
- Get started quickly and easily with straightforward set-up



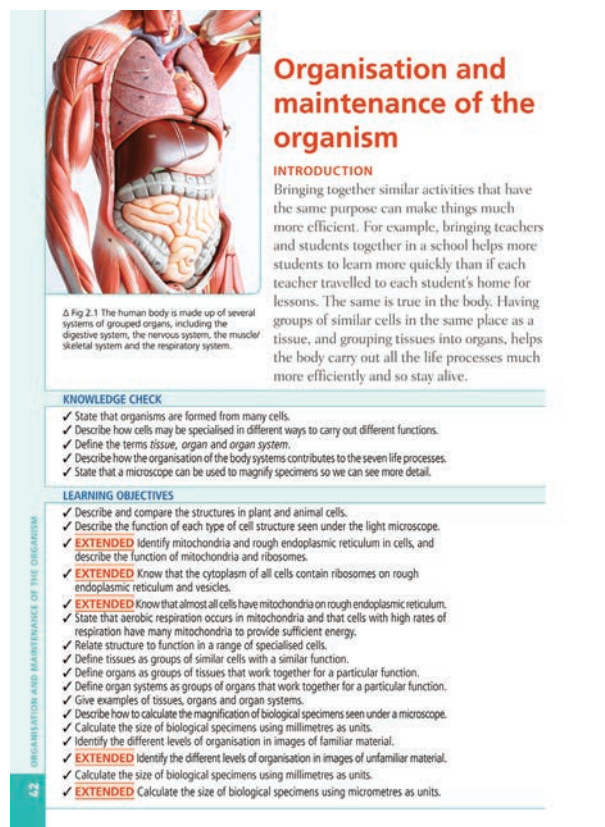
These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabuses for examination from 2016.

Cambridge IGCSE™ Science Revision Guides



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For more
information
see page 55



Sample page from Student's Book

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Cambridge IGCSE™ Co-ordinated Sciences

Authors: Malcolm Bradley, Susan Gardner, Sam Goodman, Sue Kearsey and Chris Sunley

Provide in-depth coverage of the latest Cambridge IGCSE™ Co-ordinated Sciences syllabus for examination from 2019.

Student's Books

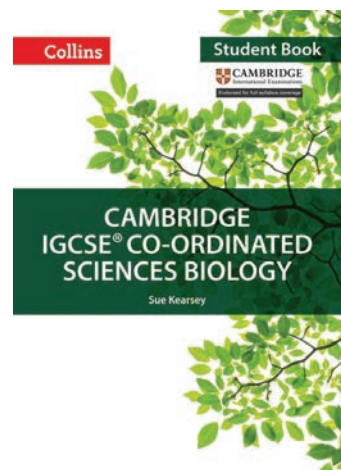
- Engage your students with real-life uses of science in context and investigative tasks
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- Match learning objectives and outcomes for each lesson to the syllabus using our detailed scheme of work providing a comprehensive overview of the course

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These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

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PHOTOSYNTHESIS

Plant tissue contains the same types of chemical molecules (carbohydrates, proteins and lipids) as animal tissue. However, whereas animals eat other organisms to get the nutrients they need to make these molecules, plants make these molecules from basic building blocks, beginning with the process of **photosynthesis**.

EXTENDED

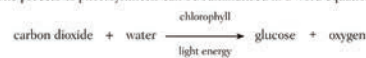
In photosynthesis, plants combine the raw materials carbon dioxide (from the air) and water (from the soil) to form glucose, a simple sugar and also a carbohydrate. This process transfers energy from light (usually from sunlight) into chemical energy in the bonds of the glucose. The light is absorbed by the green pigment **chlorophyll** in plants.

END OF EXTENDED

Photosynthesis is fundamental to almost all life on Earth, because most organisms other than plants get their energy from the chemical energy in the food that they eat, whether that is herbivores getting energy directly from plants, or carnivores consuming herbivores.

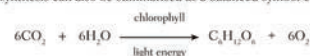
Oxygen is also produced in photosynthesis. Although some is used inside the plant for respiration (releasing energy from food), most is not needed and is given out as a **waste product**.

The process of photosynthesis can be summarised in a word equation:



EXTENDED

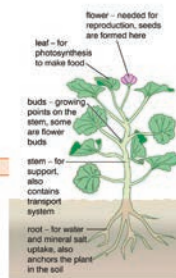
Photosynthesis can also be summarised as a balanced symbol equation:



REMEMBER

You will need to know, and be able to balance, the chemical equation for photosynthesis.

END OF EXTENDED



Δ Fig. 5.2 Anatomy of a plant.

Sample page from Co-ordinated Sciences Biology Student's Book

Student's Books

Biology Student's Book	ISBN 9780008191573	Price £19.99
Chemistry Student's Book	ISBN 9780008210212	£19.99
Physics Student's Book	ISBN 9780008210229	£19.99

Teacher's Guide

Co-ordinated Sciences Teacher's Guide	ISBN 9780008191580	Price £150.00
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Cambridge IGCSE™ Combined Science

Authors: Malcolm Bradley, Susan Gardner, Sam Goodman, Sue Kearsey and Chris Sunley

Full coverage of all core and extended topics in the Cambridge IGCSE™ Combined Science syllabus in one book.

Student's Book

- Engage your students with real-life uses of science in context and investigative tasks
- Provide thorough preparation with clearly differentiated extended material, questions on each topic and exam-style questions
- Support your students further with teacher-annotated examples and end-of-topic checklists

Teacher's Guide

- Start teaching straight away with detailed teaching activities covering learning objectives and outcomes, common misconceptions and lesson ideas
- Teach practical and investigative work with confidence with worksheets which take your students step-by-step through planning, carrying out and writing up
- Match learning objectives and outcomes for each lesson to the syllabus using our detailed scheme of work providing a comprehensive overview of the course

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- Includes all content from the Student's Book and auto-marked test questions with instant feedback as well as lesson plans, worksheets, practical instructions, answers to questions in the Student's Book



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Figure 5.8 shows the arrangement of cells and tissues inside a leaf.

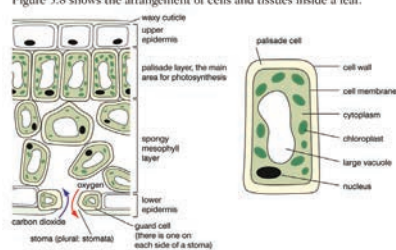


Fig. 5.8 Cells in a section of a leaf (left), and a palisade cell (right), which contains many chloroplasts, for photosynthesis.

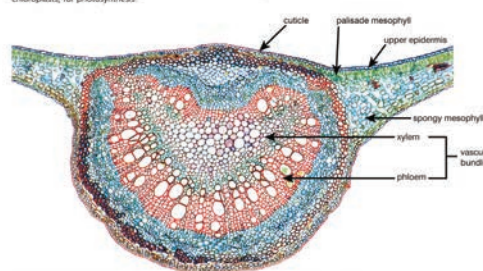


Fig. 5.9 Photomicrograph of a section of a dicotyledonous plant leaf. Stomata are not easily seen in this section.

EXTENDED

Adaptations for photosynthesis

Many structures in a leaf are adapted so that photosynthesis can be carried out as efficiently as possible.

- The waxy **cuticle** that covers the leaf, particularly the upper surface, prevents the loss of water from epidermal cells and helps to stop the plant from drying out too quickly.

Sample page from Student's Book

Cambridge IGCSE™ Environmental Management

Authors: David Weatherly and Nicholas Sheehan

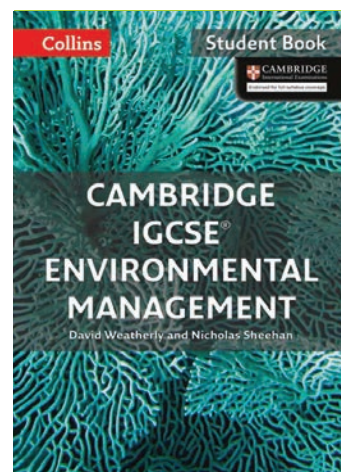
Inspire your Environmental Management students through real-life practical applications.

Student's Book

- Clear focus on the integrated approach to the subject
- Consolidate understanding with questions throughout to check and confirm knowledge
- Encourage your students to think for themselves and experiment with a major focus on problem solving and investigations
- Engage students and deepen understanding with case studies

Teacher's Guide

- Overviews of each topic and links to other topics highlighted to assist with medium- and long-term planning
- Detailed scheme of work matching lessons to the syllabus learning outcomes
- Extension content and activities
- Lesson plans
- Extended and more detailed case studies
- Decision making exercises



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.



Δ Fig. 1.3 Limestone is made up largely of calcium carbonate from the shells and skeletons of marine creatures such as this scallop. Limestone forms in clean, warm shallow seas where there is an abundance of life.



Δ Fig. 1.4 Sandstone, such as this in Nevada, USA, consists almost entirely of small sand grains, usually quartz, cemented together by substances such as clay.



Δ Fig. 1.5 Shale is consolidated mud, silt and clay. It is finely stratified, which means it splits easily into flat pieces.

Metamorphic rock

Sometimes the Earth's movements cause existing igneous and sedimentary rocks to be heated up and put under great pressure. This can cause a chemical change in their minerals and the formation of new metamorphosed rocks. Slate forms in this way from shale, and marble forms from limestone. Both rocks have important uses in construction and interior design.



Δ Fig. 1.6 Slate being used for roofing.



Δ Fig. 1.7 Marble being used for a kitchen surface.

The rock cycle

The rocks of the Earth's crust are constantly being changed and recycled. As soon as any 'new' rock is exposed to the physical, chemical and biological forces of weathering, it begins to be broken down into sediments. For example, physical weathering through exfoliation causes the surface layers of rocks to disintegrate as a result of constantly being heated and cooled. Rainwater containing dissolved CO₂ will remove limestone rock particles (chemical weathering) and the roots of trees and plants will, over time, pull apart joints and cracks in rock and cause biological



Δ Fig. 1.8 The rock cycle.

Collins Connect

- Offers an online edition of the Student's Book
- Supports front-of-class teaching and enables students to access material from the Student's Book at home

Sample page from Student's Book

Cambridge Lower Secondary English as a Second Language

Authors: Nick Coates, Anne Cowper and Rebecca Adlard

Encourage your English as a Second Language students to develop comprehensive language and critical thinking skills across a range of curriculum-based topics.

Student's Books

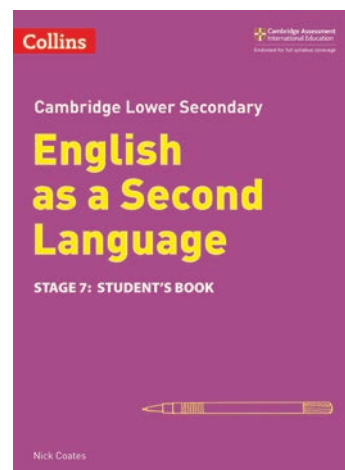
- Written to allow flexibility in how the course is taught to meet a range of classroom contexts and classroom hours
- Provides cross-curricular support to support the other subjects that students may be studying through English as a medium of instruction
- Encourage your students to read with engaging literature texts
- Engage your students with motivating and relevant topics

Workbooks

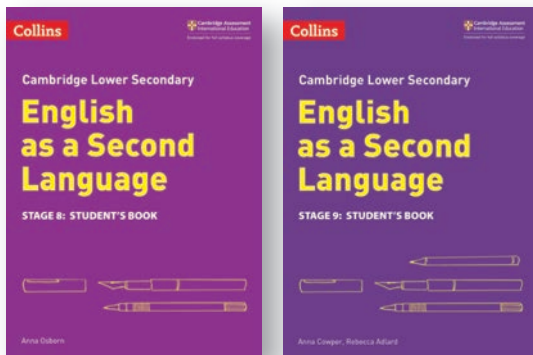
- Clear layout with fun activities to help students learn language and develop skills
- Offers a range of practice exercises to consolidate and extend students' learning
- Check Your Progress boxes at the end of each unit allow students to self-evaluate and reflect on their progress
- Regular review sections for additional practice and reinforcement

Teacher's Guides

- Clear learning outcomes given at the start of each unit
- Detailed notes and suggestions for each activity provided to help you with lesson planning
- Differentiated learning outcomes highlighted within activities
- Support and Extension work clearly signposted to support a mixed-level classes
- Additional ideas given for further activities, writing topics, and speaking practice



This series is **endorsed** by Cambridge Assessment International Education to support the full curriculum framework from 2011.



Skills based headers allow teachers to locate activities within the curriculum framework

Tip boxes help students further develop critical thinking skills

The River Nile

Speaking: making plans

Anton is planning a journey. Read what he says and look at his map.

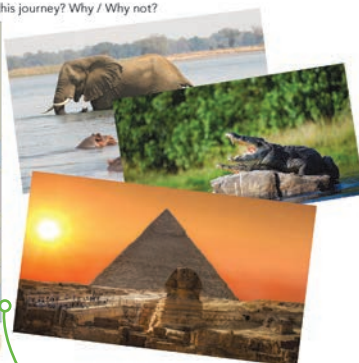
I've always dreamed of travelling along the Nile, from the beginning to the end. Now I'm planning the trip of a lifetime with my best friend, Carl.

Discuss.

- 1 Where is he going?
- 2 Where is he going to start and end his journey?
- 3 How do you think he will travel?
- 4 Which countries will he pass through?
- 5 What do you think he will see?
- 6 What do you think he will enjoy the most?
- 7 What might he find hard?
- 8 Would you like to go on this journey? Why / Why not?



146 interact to negotiate a task



Reading: exploring the text

- 1 Look at the text below. Where would you find this kind of text? What is it called?
- 2 Where were the three texts written? Find these places on the map.
- 3 When were they written? How long did the whole journey take?

Reading tip

Sometimes we have an opinion about something, but then something happens and we change our opinion. It's useful to look out for when a writer changes their opinion in a text.

Can you find in the blog where Anton changes his opinion about something?

Lake Victoria 25 January

This amazing journey to follow the Nile from beginning to end has started. We spent the first week walking, which was tiring, but we arrived at the boat last night. We had been to see where the Nile starts in the mountains of Burundi. We then followed it down to Lake Victoria. I'm now on a ferry crossing the lake, so I have time to relax and write.

The next part of the journey will take us through part of Uganda and into South Sudan. I'm looking forward to sitting in the boat and watching the world go by.

Khartoum 18 February

I'm really happy to arrive in a city and get off the boat. The last few weeks have been very difficult. In South Sudan the river flows slowly through a very flat area. It was extremely hot, with many flies and mosquitoes. But now we can walk the streets and go inside restaurants to get cool.

However, I shouldn't complain because most of the journey has been really good. In Uganda we saw hippos and huge Nile crocodiles, and many large birds I can't name.

Alexandria 18 March

We reached the Mediterranean yesterday, so the journey is over! Last week we were in Cairo, which was a great experience. It's an incredible mix of old and new. The modern city is full of international banks, offices and shops, but just behind them are the narrow streets of the market, which hasn't changed in 600 years. It was very crowded and noisy, so I missed the peace and quiet we had enjoyed on the boat.

Of course, before we got to Cairo we had also visited the famous pyramids. They were fantastic but there were too many tourists!

typical features of a text; recognise opinion and inconsistency 147

Questions are asked to encourage students to reflect on the topic at hand

Engaging design with clear illustrations and beautiful photos to support learning

Topics covered have relevance to other school curriculum topics and introduce vocabulary relevant to those subjects

Sample pages from Student's Book: Stage 7

Student's Books

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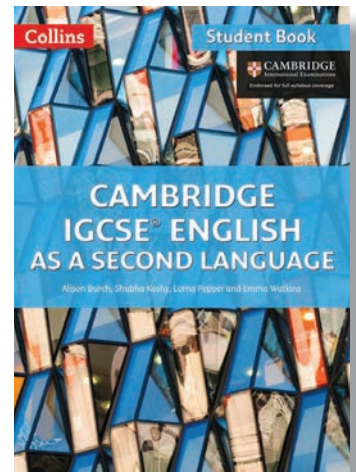
Cambridge IGCSE™ English as a Second Language

Authors: Lorna Pepper, Susan Anstey, Shubha Koshy, Mike Gould, Alison Burch, Emma Watkins

Skills-building support and exam practice in one book.

Student's Book

- Skills-building activities are organised by topic and assessment practice are organised by type of question or task
- A rich variety of authentic, engaging listening and reading texts gives the resource a global, multicultural focus
- Develop your students' listening skills with a CD including audio files and scripts for speaking and listening activities



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

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- Enable your students to consolidate knowledge and set homework quickly and easily with a write-in, full-colour Workbook

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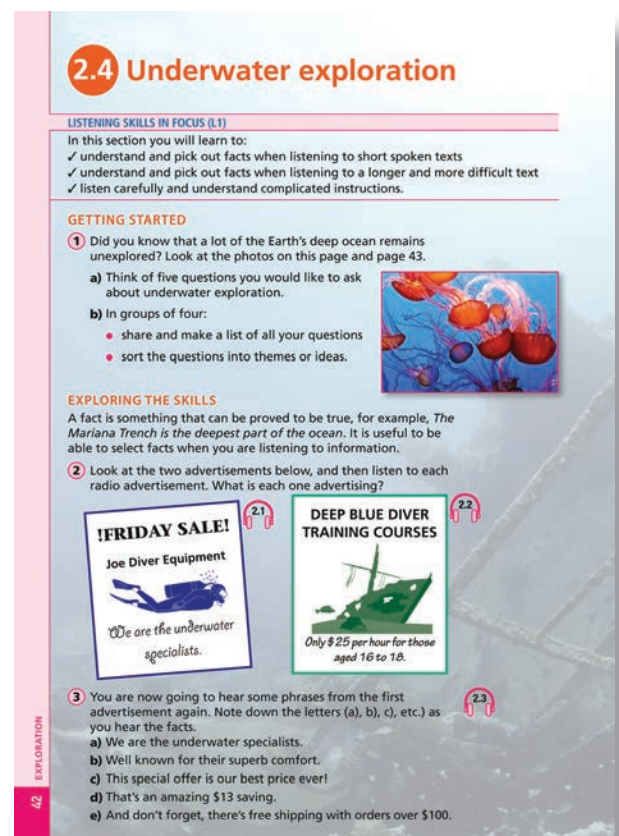
Available on Collins Connect, an online learning platform containing a wealth of content and additional activities.

Cambridge IGCSE™ English as a Second Language Revision Guide



For more information see page 55

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Student's Book	9780008197261	24.99	Teacher's Guide	9780008197292	£100.00	1 year licence	9780008197308	£250.00 + VAT
Workbook	9780008197278	£8.99	Revision Guide	9780008210380	£9.99			

Cambridge IGCSE™ Spanish

Authors: Katie Fofouti, Ana Kolkowska, Libby Mitchell and Charonne Prosser

This course provides comprehensive coverage of the Cambridge IGCSE™ Spanish syllabus. With a clear structure and engaging content, the topic-based units give the opportunity for language learning and skills development in real-world contexts.

Student's Book

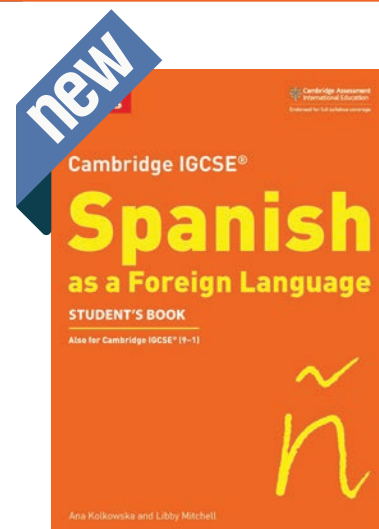
- All four skills (reading, writing, listening and speaking) are fully covered in a skills-based communicative approach
- Opportunity for practice, consolidation and revision is provided throughout the course, with exam-style questions in listening and reading included to help students develop their skills
- At the end of each unit, students are encouraged to reflect on their learning and direct their own progress
- The *El mundo hispanohablante* section in each unit offers thought-provoking and enjoyable insights into the culture and society of Spanish-speaking countries
- Downloadable audio files include listening comprehension exercises and develop oral fluency

Workbook

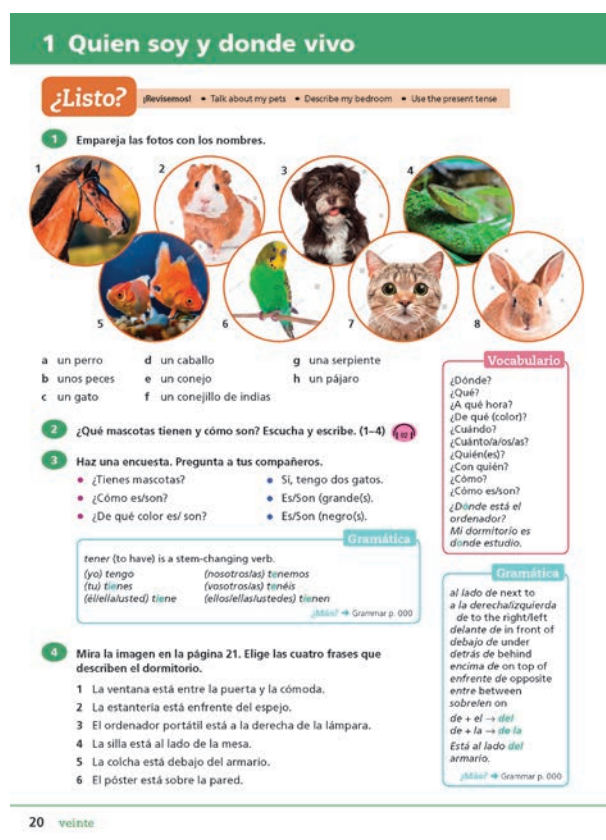
- Following the structure of the Student's Book, it provides practice activities to reinforce, consolidate and extend language learning and skills development
- Each unit contains additional writing and speaking practice in the form of exam-style activities

Teacher's Guide

- Clear and concise notes help teachers prepare, plan and manage lessons effectively
- Differentiated support and activities throughout provide teachers with a useful framework for working with a mixed-ability class
- Advice on how to use the introductory Student's Book unit as a diagnostic tool at the start of the course helps assess knowledge levels



We are working with Cambridge Assessment International Education towards endorsement of this title to support the full syllabus for examination from 2021.



Sample page from Student's Book

Cambridge IGCSE™ French

Authors: Séverine Capjon, Stuart Glover, Amandine Moores, Robert Pike and Oliver Gray

This course provides comprehensive coverage of the Cambridge IGCSE™ French syllabus. With a clear structure and engaging content, the topic-based units allow for language and skills to be taught in real-world contexts.

Student's Book

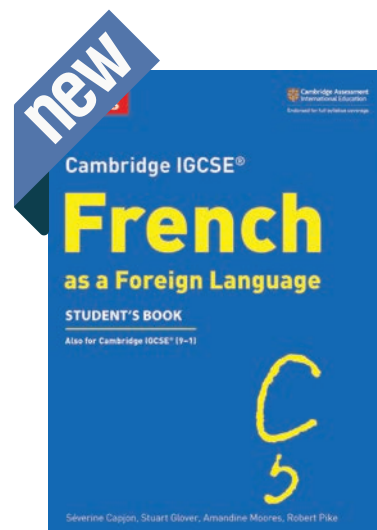
- All four skills (reading, writing, listening and speaking) are fully covered in a skills-based communicative approach
- Opportunity for practice, consolidation and revision is provided throughout the course, with exam-style questions included to help students develop their skills
- There are various *Check-up* and *Review* sections which encourage students to reflect on their progress
- The *Français en action* section in each unit offers stimulating, thought-provoking and enjoyable insights into the culture and society of Francophone countries
- Downloadable audio files include listening comprehension exercises and develop oral fluency

Workbook

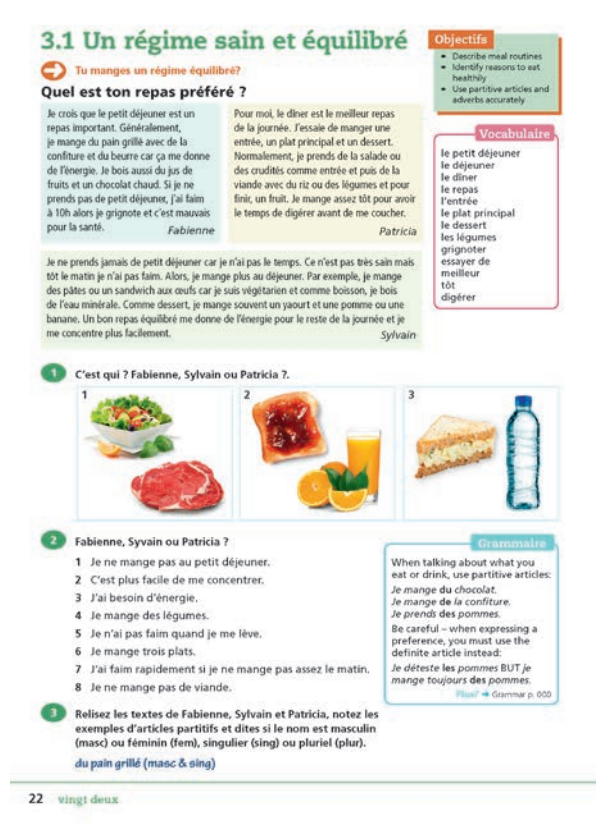
- Following the structure of the Student's Book, the Workbook provides additional material for skills development and language practice
- Exercises are carefully designed to consolidate and reinforce language learning, including additional writing and speaking practice in exam-style activities

Teacher's Guide

- Clear and concise notes for all units to help teachers prepare, plan and manage lessons effectively
- Differentiated support and activity suggestions throughout give teachers a useful guide on how to work with mixed-ability classes
- Advice on how to use the Introductory unit as a diagnostic tool at the start of the course helps assess knowledge levels



We are working with Cambridge Assessment International Education towards endorsement of this title to support the full syllabus for examination from 2021.



Sample page from Student's Book

new **VOCAB EXPRESS for IGCSE™**

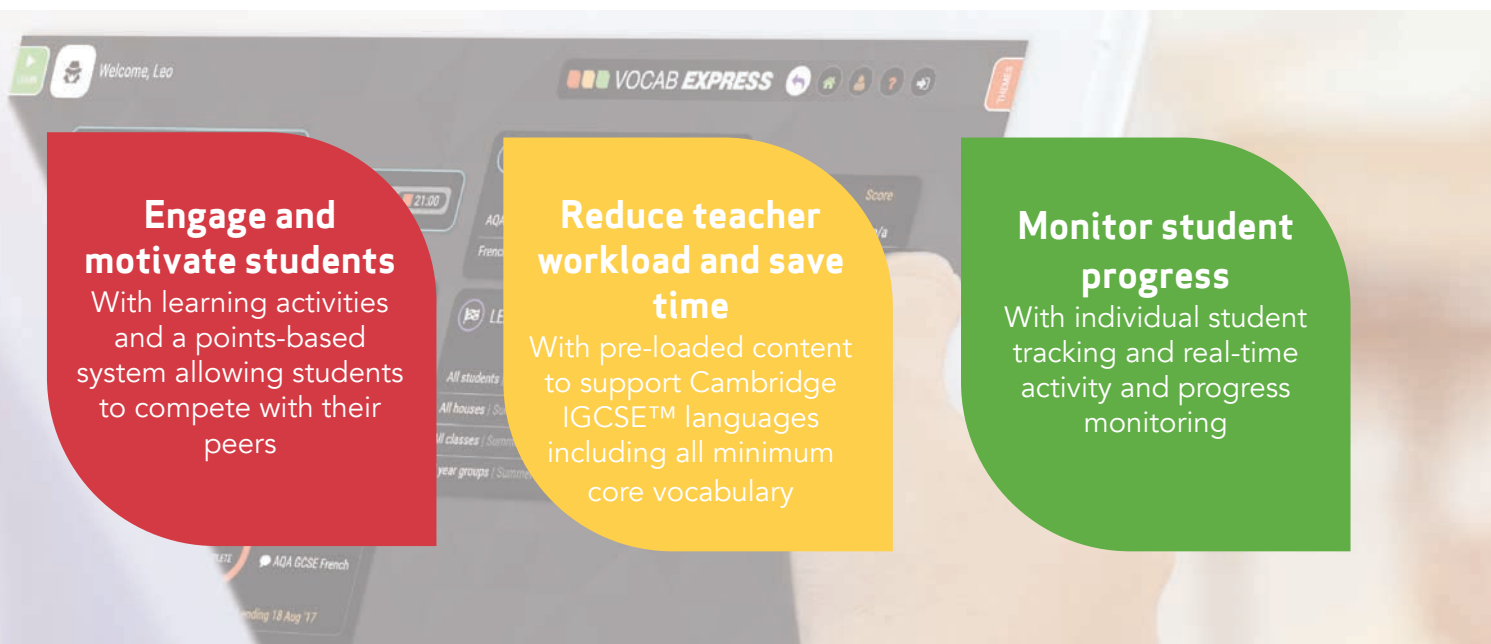
We are working with Cambridge Assessment International Education towards endorsement of these resources to provide learner support for Cambridge IGCSE™ French, Spanish, German, Italian and Arabic.

Vocab Express encourages students to learn foreign language vocabulary independently. Integrating text, images and audio, the online platform is an engaging environment in which students can build their vocabulary from anywhere, at any time.

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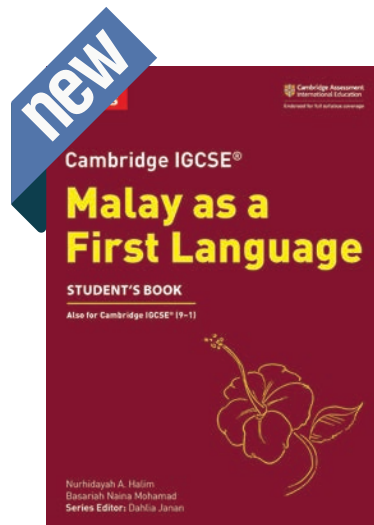
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Other languages are also available for other exam boards and levels, see www.collins.co.uk/vocabexpress for more information

Cambridge IGCSE™ Malay as a First Language



These resources are designed to help first language Malay students develop and apply their language skills. The series is written by experienced Malay teachers and is the only resource available offering full syllabus coverage.

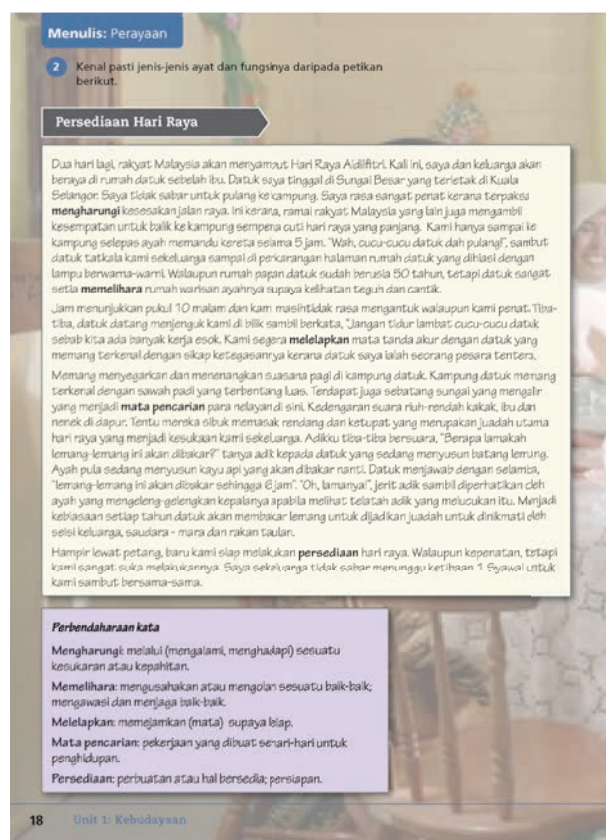
Student's Book

- Developed and reviewed by Malay first language specialists and experienced teachers
- Clear mapping to the syllabus and full syllabus coverage
- Integrated exam practice throughout with exam-style questions, assessment preparation, learning objectives and learning summaries to reinforce students' understanding
- Easy-to-use structure with accessible and consistent signposting within each unit
- Glossary of key terminology included in the back of the book

We are working with Cambridge Assessment International Education towards endorsement of this title to support the full syllabus for examination from 2021.

Teacher's Guide

- Following the structure of the Student's Book, the Teacher's Guide provides comprehensive support to teachers as they plan and deliver lessons in Malay as a First Language
- It includes guidance on how to teach Malay as a First Language, help with lesson plans, suggestions for support and extension activities, as well as answer keys and example answers



Sample page from Student's Book

Cambridge IGCSE™ Malay

Authors: Mohd Saiful Nizam Abd Shukor, Nor Najwa Azwee, Halimahtun Kamariah Hamzah, Dr Hazira Hamzah, Nordalis Khalid, Zaharah Othman, Norshah Aizat Shuaib, MPS Mathave Vadiveloo, Kanagasaba Venugopal

The only published course to offer full and comprehensive coverage of the Cambridge IGCSE™ Malay syllabus. It is aimed at students learning Malay as a foreign language.

Student's Book

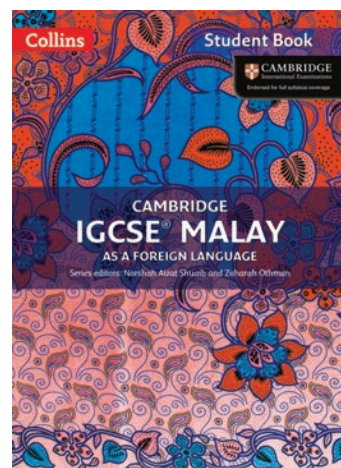
- Teach language in context with topic-based units and clear mapping to the syllabus
- Help your students achieve success with clear learning objectives for each unit and carefully graded practice opportunities for all four skills in each unit
- Motivate your students with cultural information in cultural insight boxes, linking language to culture
- Help your students develop their listening and speaking skills with audio material offering listening comprehension and pronunciation practice

Workbook

- Benefit from additional material for practice, consolidation and reinforcement following the topic-based units of the Student's Book
- Support more advanced students with extension activities to challenge and stretch fast finishers
- Benefit from review sections at regular intervals throughout, with additional exercises relating to the five main topic areas of the syllabus

Teacher's Guide

- A full and comprehensive Teacher Guide provides step-by-step guidance on how to teach the course, with clear lesson plans and syllabus information



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2016.

24 CUACA DUNIA THE WORLD'S WEATHER

OBJEKTIF PEMBELAJARAN LEARNING OBJECTIVES

By the end of this topic, you will be able to:

- ✓ talk about different types of weather in the world
- ✓ make comparisons with the weather in Malaysia
- ✓ write about the best way to adapt to different types of weather
- ✓ use demonstrative words such as 'di sana', 'di sini' and 'di situ'

MARI BERMULA



Berdasarkan gambar-gambar di atas, tempat manakah yang anda ingin pergi untuk percutian anda dan mengapa? Apakah aktiviti yang akan anda lakukan di tempat pilihan anda?

Bersama rakan anda, bincangkan cara cuaca dan iklim mempengaruhi aktiviti manusia.

FOKUS KOSA KATA

iklim	climate	musim panas	summer
cuaca	weather	musim sejuk	winter
termometer	thermometer	musim luruh	autumn
suhu	temperature	musim bunga	spring
zon panas	hot zone	cuaca kering	dry weather
zon sejuk	cold zone	iklim gurun	desert climate
iklim monsun tropika	tropical climate	pakaian	clothes
iklim empat musim	four seasons climate	aktiviti harian	daily activity

Rakan-rakan anda di bawah ini, ingin pergi bercuti. Tetapi mereka tidak pasti untuk pergi ke mana. Berdasarkan kosa kata yang telah anda pelajari dalam unit ini, bantu rakan-rakan anda ini.

Tentukan pilihan jawapan yang sesuai untuk rakan-rakan anda.

Sample page from Student's Book

Collins Connect

- A digital version of the Teacher's Guide
- Audio files for listening exercises including transcripts
- The Student's Book in digital format
- Printable worksheets and interactive exercises to offer further practice material

Student's Book
Student's Book
Teacher's Guide
Teacher's Guide

ISBN
9780008202774
9780008268046

Price
£24.99
£70.00

Workbook
Workbook
Collins Connect
1 year licence

ISBN
9780008202781
9780008202798
Price
£8.99
£250.00 + VAT

Cambridge IGCSE™ Geography

Authors: John Belfield, Jack Gillett, Meg Gillett and John Rutter

Encourage students to make links between global case studies and their local contexts, as well as explore the core themes such as Population and Settlement, The Natural Environment and Economic Development and the Use of Resources.

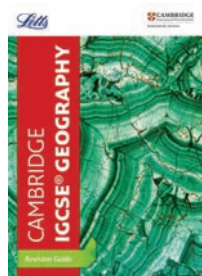
Student's Book

- This resource supports students throughout their course developing their geographical and fieldwork skills
- Provides examination support with opportunities for practice and self-assessment, exam-style questions, answers at different levels and accompanying comments
- Produced in partnership with the UK Geographical Association

Teacher's Guide

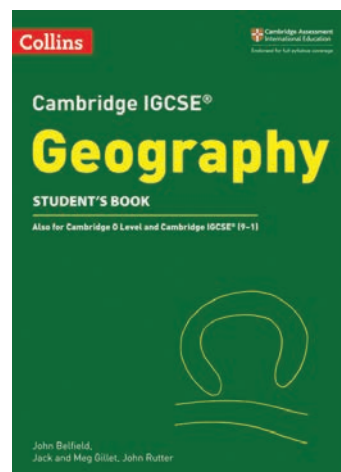
- Lesson plans for every topic in the Student's Book
- Worksheets for every topic to support the process of studying
- Includes a suggested two-year scheme of work, exam practice and mark scheme guidance
- Online resources contain artwork, mapping and photographs from the Student's Book for Whiteboard display

Cambridge IGCSE™ Geography Revision Guide



For more
information
see page 55

This title is **endorsed** for revision by Cambridge Assessment International Education to support the syllabus for examination from 2020.



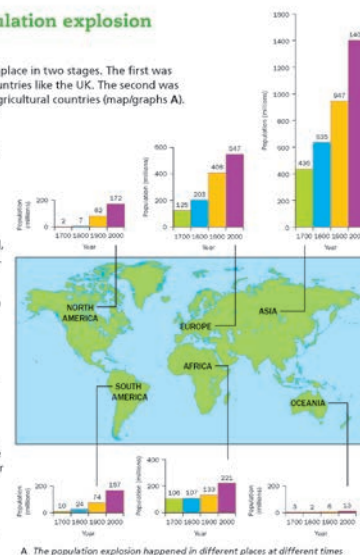
The Student's Book is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Why did the population explosion happen?

The population explosion took place in two stages. The first was in the earliest industrialised countries like the UK. The second was much later, in poorer, mainly agricultural countries (map/graphs A). This later stage is continuing in some parts of the world.

There were four main reasons for the population explosion:

- **Economic** Children can be an important source of income. In the poorest communities, every contribution, however small, is vital to the family budget. A child's income can mean the difference between starvation and survival for a family (photo B).
- **Care of the elderly** Older children can support the family by looking after elderly parents, or parents whose working lives are cut short by illness and accidents. The children may be the only support in countries that don't provide pensions or care facilities for the sick and elderly.
- **Infant mortality** Parents want to make sure that at least some of their children will survive and become adults. In poor societies, where medical facilities are limited, there is a high infant mortality rate. Having a large family provides security against the problems of old age.
- **Life expectancy** People are now living longer because of improved medical knowledge and treatment. Better farming methods



A. The population explosion happened in different places at different times.



B. Children at work.



C. Modern machinery helped to increase global cereal production by over 250% in the late 20th century.

4 Population settlement

Sample page from Student's Book

Cambridge International AS & A Level Geography

Authors: Barnaby Lenon, Iain Palôt, Robert Morris, Rebecca Kitchen and Andy Schindler

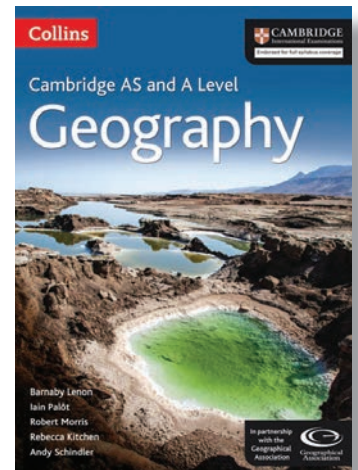
Support students to obtain the knowledge, understanding and skills to help them succeed in their geographical studies. This resource covers all the core syllabus topics as well as the physical and human geography options.

Student's Book

- Help your students develop an understanding of complex topics and the inter-relationships between processes
- Inspire your students with a wealth of maps, diagrams and infographics
- Engage your students with up-to-date case studies from around the world
- Encourage your students to explore and interpret with engaging infographics showing geographical patterns and data illustrated through maps and graphics

Teachers' Resources DVD

- Benefit from innovative and refreshing ideas, and try out new approaches to strengthen and deepen students' understanding of our complex world
- Reach every student and provide support in areas where some concepts are more challenging



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2018.



FIGURE 1.1.1 Horseshoe Falls, part of Niagara Falls on the USA/Canadian border.

FIGURE 1.1.2 Retreat of Niagara Falls, 1850–1915.



FIGURE 1.1.3 A meandering river.

A low sinuosity river has a value of 1.0 (straight) whereas a high sinuosity river may have a value above 4.0.

A meander is the term used for a bend in the river with a sinuosity greater than 1.5. Though no agreed explanation for their formation occurs, it is generally considered to relate to the energy balance of the river and not the result of an obstruction within the channel or floodplain.

Meander form
Meanders have an asymmetric cross section (Figure 1.1.3). On the outside of the bend, where flow is fastest, erosion deepens the channel. On the inside of the bend, where flow is slower, deposition occurs. Helicoidal flow occurs where surface water flows towards the outer banks while the bottom flow is towards the inner bank. Variations in the flow create differences in the river cross sections. The most characteristic features of meanders are river cliffs and slip-off slopes or point bars.

River cliffs are formed on the outside of the bend where erosion is greatest. The combined effect of hydraulic action and abrasion weakens the riverbank causing it to collapse. Over time a steep bank will be formed with some of the collapsed material remaining on the riverbed.

Conversely, on the inside of the meander bend where discharge is at a minimum and friction is at its greatest, deposition is greatest. Sediment accumulates to create a gentle sloping bar known as a slip-off slope or point bar. The particles are usually graded in size with the largest material being found on the upstream side of the bar.

Riffles and pools are a sequence of alternating fast and slow flows as a result of the differing energy states of the river. Riffles are shallow areas of fast flowing oxygenated water. Pools are deeper areas with slow moving water.

Not all meanders have a regular form but they do have several key characteristics:

- The meander wavelength tends to be 10 times the channel width ($\lambda = 10 - 14 W$).
- Riffles and pools are spaced 5–7 times the channel width (riffle spacing $= 5 - 7 W$ or $= \frac{1}{2} \lambda$).

Sample page from Student's Book

Student's Book
Student's Book

ISBN
9780008124229

Price
£35.00

Teachers' Resources DVD
Teachers' Resources DVD

ISBN
9780008166892

Price
£200.00 + VAT

Cambridge IGCSE™ Art & Design

Authors: Garry Whitehead

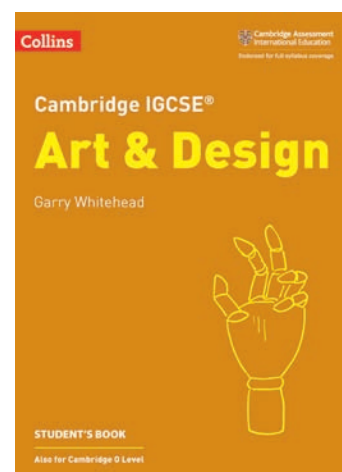
As the only endorsed resource on the market with full coverage of the Cambridge syllabus, the course offers detailed information on the key disciplines of Art and Design and builds confidence in practical skills and creative expression.

Student's Book

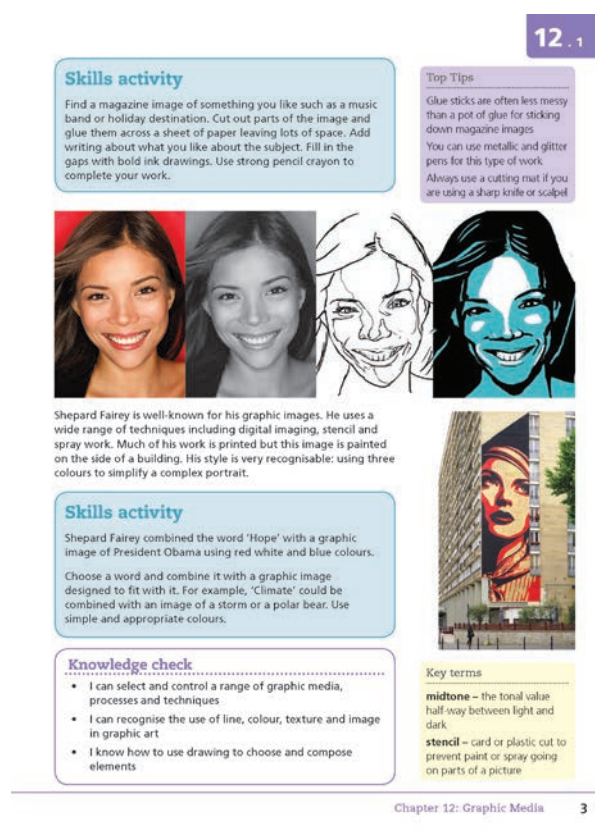
- The Student's Book promotes understanding of the key stages of the creative process from the development of a project from the beginning to the outcome, and gives detailed information on all the key disciplines
- Tips throughout to help your students improve their work, highlighting useful skills and areas to consider or observe
- Reflective log boxes after each topic for your students to consider which objectives they have mastered and how they can take their learning further
- Student case studies show a wealth of examples taken from different students' coursework around the globe so that students can learn from real-life examples

Teacher's Guide

- An inclusive approach that both embeds best practice for new teachers and encourages experienced teachers to develop further
- Guidance on setting up and managing an art and design workspace and resources
- Guidance on the Elements of Art and the Creative Process, and suggestions for activities and research to embed this in your lesson plans
- Comprehensive lesson plans matched to the Student's Book and suggested further activities to provide flexibility in teaching the course
- Activities and suggested projects of different lengths, for immediate assessment or to span lessons or topics
- Case studies, using real student projects, to aid assessment for teachers
- A full, comprehensive scheme of work, and guidance on adapting it to your students



This title is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.



Sample page from Student's Book

Student's Book
Student's Book

ISBN
9780008250966

Price
£25.99

Teacher's Guide
Teacher's Guide

ISBN
9780008250973

Price
£100.00

Cambridge IGCSE™ Design and Technology

Authors: Stewart Ross, Dawne Bell, Justin Harris, Chris Hughes, Matt McLain and David Wooff

The course follows a skills-building approach that links together the theory and practical parts of the syllabus to effectively build students' key skills and knowledge, while providing support for teachers.

Student's Book

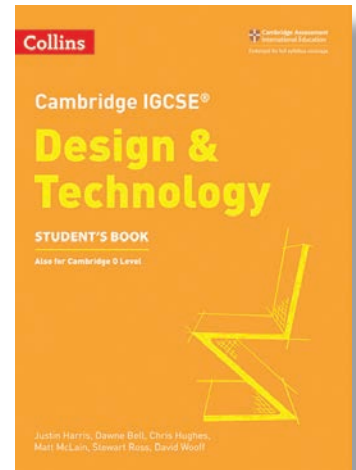
- Develop the skills your students need to make the transition from theory to practical application
- Help your students prepare for both the written and practical parts of the exam with guidance on the final project and exam-style questions
- Choose from the three optional papers (Resistant Materials, Graphic Products, and Systems and Control) covered in full, in addition to the core Product Design section

Teacher's Guide

- Contains lesson plans and activities suitable for a range of international classroom environments
- Provides guidance on setting up and running practical project work in the classroom
- Fully supports the approach of the Student's Book, using scenarios and skills-building to link together the theory and practical parts of the syllabus

Collins Connect

- The full Student's Book online for front-of-class teaching or for students to refer to at home
- Interactive quizzes to provide further practice and reinforcement for students
- Hundreds of activity sheets for the teacher to download for further practice of key skills



This title is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

The Teacher's Guide and Collins Connect have not been through the Cambridge International endorsement process.



Sample page from Student's Book

Student's Book	ISBN	Price	Teacher's Guide	ISBN	Price	Collins Connect	ISBN	Price
Student's Book	9780008293277	£24.99	Teacher's Guide	9780008293284	£100.00	1 year licence	9780008297428	£300.00 + VAT

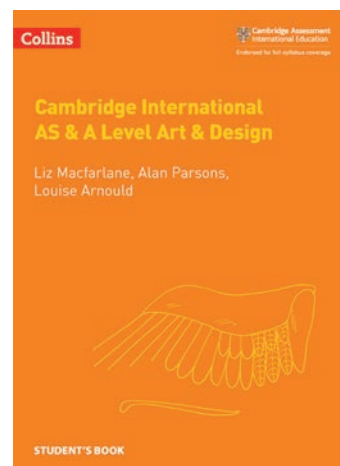
Cambridge International AS & A Level Art & Design

Authors: Alan Parsons, Elizabeth Macfarlane and Louise Arnould

Equip your students to be creative and reflective artists with the only resource endorsed to support the Cambridge International AS & A level Art and Design syllabus. Guide students through the key concepts, encourage critical practice, and build confidence in practical skills and independent expression.

Student's Book

- Guide your students through the artistic process of observation and intention, context and concepts, development and refinement and audience and setting in all disciplines
- Activities throughout improve your students' practical skills in a wide range of techniques
- Complete language support with key terms highlighted and definitions provided
- Dedicated sections supporting your students through researching, planning, writing and reviewing their personal investigation practical guidance section at the end of the book
- Critical thinking boxes promote reflective practice in your students
- Artist and designer features deepen awareness of contemporary and historical practitioners worldwide
- Developed by an experienced team of teachers and practitioners



This title is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

Module 1: Textiles and fashion

Textiles

Learning objectives:

- To explore different ways to refine and present research to support the creative process.

Research is an essential part of textile designers' creative process as it helps them to engage with their chosen topic on theme and provides **key design elements** such as colour, fabric, texture and surface pattern/imagery. To broaden their research, they must also consider cultural, historical and contemporary references and market trends. Once a designer has collected and recorded this information, they will begin to select and present their images. This selection process helps a designer define their intentions. One way to do this is by creating a **mood board**.

USING MOOD BOARDS

The example of a mood board in Figure 1.1 is by Azra Iqbal, a constructed textile designer specialising in knitwear. Here she presents us with a selected group of images inspired by fine web-like structures. Her board is made up of her own collaged images: she has experimented with a fine nylon fabric to produce ladder-like structures relating to a photograph she has taken, included in the mood board. At the bottom left of her board, she has made 3D multimedia structures that cross-reference to her linear images.

Skills activity A: Define the story in this mood board

For the mood board in Figure 1.2, designer Silmea Statham has created a mood board using her own photographs of decorative facades of houses. She has formatted them into an abstract collage playing with scale and colour.

Can you describe the overall mood of the images? Find some descriptive words that capture the essence of the **story**.

Next, create a colour palette that includes the **accent colour**. Can you identify the strongest colour? This colour is called the **accent colour** and tends to run through the whole collection of fabrics.



1.1 Azra Iqbal, mood board, 2017



1.2 Silmea Statham, mood board

Sample page from Student's Book

Student's Book
Student's Book

ISBN
9780008250997

Price
£35.00

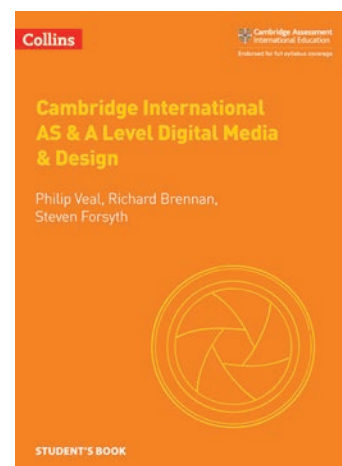
Cambridge International AS & A Level Digital Media & Design

Authors: Philip Veal, Richard Brennan, Steven Forsyth, Mike Acosta, Lesley Ann Davis, Natalie Procter and Mike Wyeld

Introduce your students to digital media and design with sections covering the history of digital media, how the digital landscape has changed and what tools and technologies are used in the industry. The only resource endorsed to support the new Cambridge International AS & A Level Digital Media & Design syllabus.

Student's Book

- Build your students' practical or technical skills with focused activities throughout that provide your students opportunities to put these skills into practice
- Consolidate your students' understanding with comprehension activities that encourage discussion and reflection
- Prepare your students for their assessment with activities that encourage students to produce a design outcome or engage with the design process, including tips to help students succeed
- Enable students to access the syllabus content with a fresh, visual design and language tailored to English as a Second Language learners, with key terms providing clear definitions of technical language
- Help your students to put all the areas of study into context with industry insights offering real-life information, and case studies providing your students engaging international examples of the real-world application of the material they are studying



This title is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

3: The digital landscape

Immersive experience the perception of being physically present in a virtual world
Virtual reality an artificially created environment that seems real to the senses
Presence the sensations whereby a games user feels connected to the virtual world via digital technology
Immersive art images and sounds that are projected or displayed in the space all around the viewer
Formats without borders animated images, light and music projected onto points in the space around the viewer to create a 3D experience

IMMERSIVE EXPERIENCES AND FORMATS WITHOUT BORDERS

Immerison is the perception of being physically present in a non-physical (artificial) world. In gaming the term **immersive experience** is used to describe a suspension of disbelief that allows the user to act, or react, to the stimuli they encounter in this virtual environment. Designers create this perception by surrounding the user with images, sound and other stimuli that generate a convincing virtual environment around the user; for example, via **virtual reality** glasses. This produces a form of spatial immersion called **presence**, a phenomenon that enables the user to interact with and feel connected to the world outside their physical bodies via digital technology.

Advances in audiovisual technology and data imaging have also opened up new areas of creative possibility for artists. They are now able to animate image sequences and project them onto buildings and landscapes with immense precision, effectively transforming the physical world around the viewer into a fully interactive 360-degree canvas. These techniques are often referred to collectively as **'immersive art'** or **'formats without borders'**. They allow the viewer to experience art in ways that push the boundaries of experience and involve the other senses as well as vision.



Fig 3.5 Examples of immersive art at the Lumiere London light festival, 2018

Comprehension: Apps, games and immersive experiences

1. What happened to the apps market between 2010 and 2013? Why?
2. How have advances in app technology changed the gaming industry?
3. What does 'presence' mean in the context of immersive experiences?
4. Give an example of a 'format without borders'.

Sample page from Student's Book

Student's Book
Student's Book

ISBN
9780008251000

Price
£35.00

Cambridge IGCSE™ Business Studies

Authors: Andrew Dean, Denry Machin and Mark Gardiner

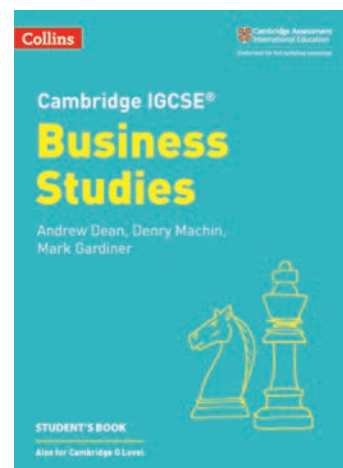
Deliver a course that reflects the modern business world with up-to-date examples and data. This course builds students' skills in application, analysis and evaluation with targeted skills activities and skills builders. Students benefit from Business Studies in context with engaging, real-life case studies from around the world for every topic.

Student's Book

- Access the syllabus content with a fresh, visual design and language tailored to English as a Second Language learners
- Develop your students' exam skills with exam-style questions and case studies
- Encourage students to check their understanding with *Knowledge Check* questions for every topic
- Assess your students' grasp of content through a progression checklist at the end of every chapter
- An extensive glossary helps students improve their understanding of key terms and concepts

Teacher's Guide

- Teach with local perspective with an extra bank of truly international case studies from a range of regions
- Editable lesson plans and worksheets allow lessons to be modified to suit the class needs
- Provide additional support to students through worked examples of difficult financial concepts
- Reduce planning time with our comprehensive Scheme of Work that is completely matched to the Student's Book and Teacher's Guide



This title is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Section 5, Topic 1

Business finance: needs and sources

The need for business finance







Aims (5.1.1)

By the end of this section, you should:

- Understand the main reasons why businesses need finance, for example, start-up capital, capital for expansion and additional working capital
- Understand the difference between short-term and long-term finance needs.

Why do businesses need finance?

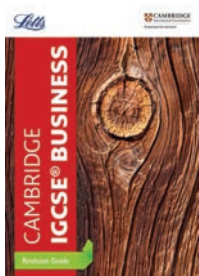
Sources of finance (also known as funds or capital) are where and how a business gets the money it needs to trade, to grow and, ultimately, to survive. Businesses need money for **working capital** (the purchase of day-to-day items such as inventory), for expansion (opening a bigger factory, for example) and to get started in the first place (start-up capital).

At start-up	To manage daily operations	To expand
		
Money will be used to pay for premises (buildings), new equipment and advertising, and so on.	Money (known as working capital) is used to pay employee wages and to purchase inventory, and so on.	Finance might be used to pay for a larger factory or office, or for new branches in a different city or country.
Research and development	For takeovers	For new premises/technology
		
Finance is needed for research into new products, and to test and trial them.	When one business buys another, it needs money to pay for the acquisition (purchase).	As a business grows, it might need more space or new technology to keep up with competitors.

292 5 Financial information and decisions

Sample page from Student's Book

Cambridge IGCSE™ Business Revision Guide



For more information see page 55

This title is **endorsed** for revision by Cambridge Assessment International Education to support the syllabus for examination from 2020.

Student's Book ISBN
Student's Book 9780008258054

Price
£23.99

Teacher's Guide ISBN
Teacher's Guide 9780008258061

Price
£100.00

Revision Guide ISBN
Revision Guide 9780008260149

Price
£9.99

Cambridge IGCSE™ Economics

Authors: James Beere, Karen Borrington and Clive Riches

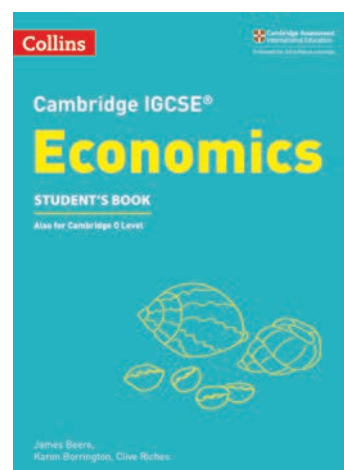
This course supports students in their learning and understanding of economic terminology, concepts and theories, and guides them in applying this understanding to current economic issues.

Student's Book

- Case studies, both global and region-specific, to provoke student discussion and understanding
- Worked examples to demonstrate how a problem or question can be addressed
- Practice questions and exam-style questions to reinforce students' understanding
- Key terms and key concepts highlighted on the page and included in a useful glossary at the end of the book

Teacher's Guide

- Easy-to-use book structure with clear and consistent signposting within each unit of the Teacher's Guide
- Support given for non-subject specialists, with any required introductory background or prior knowledge explained at the beginning of each unit for those who need it
- Suggested review questions for remedial or revision work
- Notes on case studies, projects and other activities
- Ideas for extension work, extension topics and research
- Suggestions for additional collaborative activities to foster communication and presentation skills
- Additional photocopiable activity sheets at the back of the book for extra practice



This title is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Chapter 4, Unit 1

The role of government

Learning objectives
By the end of this unit, you should be able to:

- identify and describe the types of goods and services provided by government
- describe the role of government locally, nationally and internationally.

Starting point

Answer these questions in pairs:

- 1 What services are shown in each of the pictures below?
- 2 Which of these services would be provided by local government and which would be provided by national government in your country?
- 3 Why are these services generally provided by the government and not the private sector?



Exploring

Discuss these questions in pairs:

- 1 How does a government help an economy to function effectively?
- 2 How does this differ at local, national and international levels?
- 3 What jobs are available for people in the public sector?

192 Chapter 4: Government and the macro economy

Sample page from Student's Book

Cambridge IGCSE™ Economics Revision Guide



For more
information
see page 55

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Student's Book
Student's Book

ISBN
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Price
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Teacher's Guide
Teacher's Guide

ISBN
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Revision Guide
Revision Guide

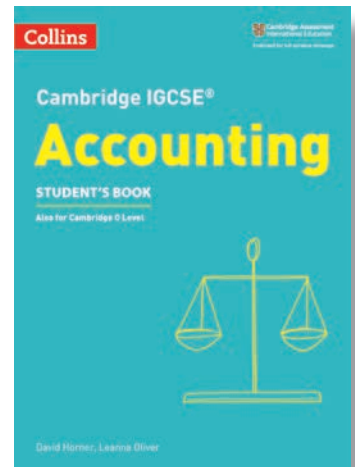
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Cambridge IGCSE™ Accounting

Authors: David Horner and Leanna Oliver

This course helps students to develop and apply their knowledge to a variety of accounting tasks such as calculations, completing a statement of accounts, preparing journal entries, as well as how to analyse financial data.



Student's Book

- Easy-to-use book structure with clear and consistent signposting within each unit
- Worked examples to demonstrate how a problem or question can be addressed
- Practice questions and exam-style questions to reinforce students' understanding
- Key terms and key concepts are highlighted on the page and included in a useful glossary at the end of the book

This title is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Workbook

- Supports the Student's Book by providing additional materials for the practice of preparation of accounting documents
- Includes support for those who are struggling as well as those who need to be stretched further
- Unit reviews and end-of-chapter reviews offer further practice and revision opportunities

Teacher's Guide

- Guidance given on assessing *Knowledge Check* questions and end-of-chapter exercises
- Support given for non-subject specialists, with any required introductory background or prior knowledge explained at the beginning of each unit for those who need it
- Guidance given on how to use the questions and how and when to assess students' responses
- Photocopiable resources included at the end of the book, including accounting proformas for answers to exercises and project work

The cash book entries are completed by posting into the appropriate columns. This depends on whether the transaction involves money being received – which involves a debit entry (in either the cash or bank column), or money being paid out – which involves a credit entry (in the cash or bank columns).

Cash Book									
Cash				Bank					
		Cash	Bank			Cash		Bank	
		£	£			£		£	
2018				2018					
1 April	Balances b/d	102	1190	8 April	Emma				200
10 April	Sales		89	15 April	Advertising	95			
12 April	Kash		215	19 April	Cash				45
19 April	Bank	45		23 April	Jayden				178
				28 April	NW Electricity Ltd				100
				30 April	Balances c/d			52	1071
		167	1594				167	1594	
1 May									
	Balances b/d	52	1071						

There might be a debit balance on cash and a credit balance on bank at the same time.

The transaction on 19 April requires a debit entry and a credit entry in the cash book. This is because it is a movement between holding cash in the bank and holding cash in hand.

The cash book balances are both debit balances: \$52 for cash and \$1071 for bank.

1 Why can't the cash account have a credit balance?

Cash discounts

Businesses both buy and sell goods on credit. This means payment is not made until later. To encourage prompt or earlier payment of the debt, a business can offer a **cash discount**. This is where a business deducts a small amount from the total owing if payment is received within a specified time period. Most cash discounts are calculated as a percentage reduction on the outstanding invoice.

Key knowledge

Cash discounts do not require that payment is made in cash. Cash discount is the name used to distinguish it from a trade discount.

There are two types of cash discount that appear in the double entry accounts.

Type of cash discount	Description
Discounts allowed	Offered by the business to its credit customers
Discounts received	Received by the business from its credit suppliers

Key terms

Cash discount: A reduction in the amount owing on a credit transaction to encourage prompt payment.

Discount allowed: A reduction in the invoice total offered by a business to its credit customers to encourage early settlement of invoices.

Discount received: A reduction in the amount a business owes to the credit supplier of the business to encourage early settlement.

Cambridge IGCSE™ Physical Education

Authors: Leon Fraser, Gareth Norman and Matthew Brown

The only published course to offer comprehensive coverage of the Cambridge IGCSE™ PE syllabus.

Student's Book

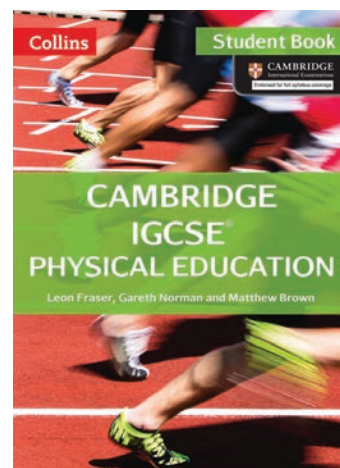
- Deepen your students' knowledge and understanding of key topics through the clear and concise explanations given and the contexts selected
- Support your students to learn a range of skills, such as how to build self-awareness and how to reflect on their performance
- Help your students to feel more confident and secure about their understanding of the key topics
- Enable your students to review, record and evaluate their work
- Provide thorough preparation and monitor learning using the *Learning Log* and *Check your Progress* features

Teacher's Guide

- Syllabus assessment objectives clearly laid out
- Options for how to adapt the Student's Book to suit the specific needs of your students
- Photocopiable handouts to help your students consolidate their learning

Collins Connect

- Interactive activities, to reinforce understanding of key syllabus topics
- Video clips on syllabus-related topics and the impact of these on sporting performance
- Exam-style questions written by the authors, with exemplar answers
- Downloadable Teacher's Guide containing learning sequences and photocopiable handouts



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

Collins Connect has not been through the Cambridge International endorsement process.

Chapter 8, Topic 3

Skill classification

- LEARNING OBJECTIVES**
- Identify the different types of skills: basic/complex, fine/gross, open/closed.
 - Understand that these can be placed on a continuum.
 - Justify the choice of these skills with sporting examples.

How can skills be classified, and how is this useful in analysing performance and training?

Starting point

Skills have different characteristics that allow them to be classified. Classifying skills is useful, as it helps us to understand how the skill can be taught most effectively. Giving targeted guidance and training enables a performer to be successful at the skill.

Basic and complex skills

On the most straightforward level, skills can be either **basic** or **complex**.

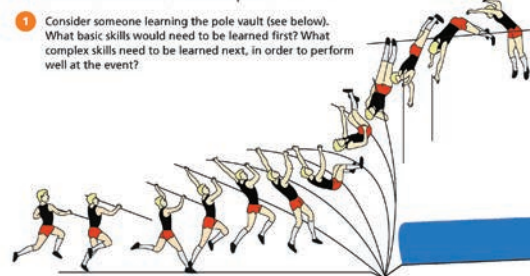
Basic skills tend to need less concentration and coordination to perform, compared with complex skills.

A performer's coordination will develop and improve as they master basic skills. Typically, they would need to master basic skills before being able to learn and perform complex ones, as these tend to need more time to learn and perfect.

Key terms

basic skills: simple skills such as throwing, catching, hitting a ball and running

complex skills: more difficult skills that require a higher level of coordination and concentration



150 Chapter 8: Skills and skill acquisition

Sample page from Student's Book

Student's Book	ISBN	Price	Teacher's Guide	ISBN	Price	Collins Connect	ISBN	Price
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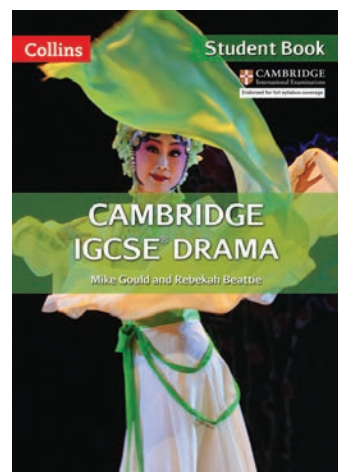
Cambridge IGCSE™ Drama

Authors: Mike Gould, Rebekah Bettie, Emma Hollis-Brown and Gail Deal

Create a varied, stimulating and enjoyable learning environment which enables students of different confidence and ability levels to flourish.

Student's Book

- Support your students to master topics through an effective 'Start, Explore, Develop, Apply' structure of each unit
- Develop your students' knowledge by considering example responses to activities, essays and stimuli
- Help your students to understand and use dramatic terms with on-the-page explanations
- Expand your students' practical and written skills through a wide variety of group and individual tasks



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2015.

Collins Connect has not been through the Cambridge International endorsement process.


Teacher's Guide

- Enable students to learn a range of skills, such as how to build their self-awareness and self-confidence, which extend beyond the subject itself and equip them for life
- Enhance your teaching with a large variety of worksheets and visual resources to accompany each unit
- Differentiated learning outcomes allow you to shape activities to match students' needs

Collins Connect

- Interactive activities to review the syllabus topics
- Additional play scripts
- Still images from productions
- Stimuli for devising and a range of video clips from performances and rehearsals

There are many different lanterns, but the three types most commonly used are the par can, Fresnel and profile lanterns.

Par can	Fresnel	Profile
Most basic lantern Focused very easily with 'pan and tilt' movement (up/down and side to side)	(Pronounced 'Fruh-nell') Soft-edged beam which can be adjusted Barn doors (hinged shutters as seen in the picture) can trim the edges of the beam Fresnels are used to light large areas on stage or 'wash' the stage in colour	This lantern provides the most controllable source of light. It has two lenses and the beam can be large or small, hard or soft. Shutters control the spill of light. Gobos can be used with profile lanterns
		

2. Which of these would be best for lighting a very specific small area of the stage?

DEVELOPING THE SKILLS

In order to begin designing with light, there are three main aspects to think about: direction, intensity and colour. By combining these in different ways, you can create a range of effects for your pieces. Many theatres have a large number of lights on at the same time in variations of these three factors, in order to create the desired effects.

Direction

The direction of the beams will allow you to play around with shadows and generate atmosphere. Think of the old trick of using a torch under your chin to tell a spooky story.

If a light is needed to create a particular moment within a scene, such as a spotlight on a character or a **gobo**, this is known as a special.



△ Effects on the stage created with gobos

KEY TERMS

gobo: a metal stencil that can be placed in front of a profile lantern to project a shape or image – examples include windows, or leaves to create a forest effect

Intensity

Intensity refers to the brightness of the lantern. It is measured in percentages and known as high and low intensity.

Sample page from Student's Book

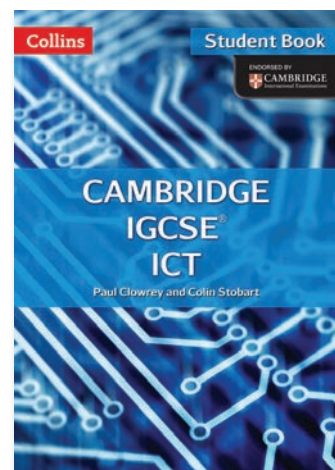
Cambridge IGCSE™ ICT

Authors: Paul Clowrey and Colin Stobart

Combine theory and practical skills to help all students progress with resources directly supporting the latest Cambridge IGCSE™ ICT syllabus.

Student's Book

- Engage your students by linking theory and practice with relevant scenarios and skills-building activities
- Provide thorough preparation as your students build up to exam-style tasks and are supported with practice questions and answers
- Access source files for use with specific practical tasks on the accompanying CD-ROM



The Student's Book is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2016.

The Teacher's Guide has not been through the Cambridge International endorsement process.

Teacher's Guide

- Comprehensive planning support with lesson plans to match every unit in the Student's Book, as well as worksheets and ideas for differentiation
- Support your planning with a suggested two-year scheme of work and answers to every activity and question in the Student's Book
- Create exciting ICT lessons with editable versions of all lesson plans, and worksheets and PowerPoint presentations on the accompanying CD-ROM

6 Data types and databases

Why this unit matters

There is data all around us all the time. This data is stored in countless places. Once data is collected and stored it can be analysed, edited, searched, updated, collated, merged and reported. In other words, it can be manipulated in many ways.

You have already seen how data is collected (Unit 2) and how it is stored (Unit 3). In this unit you will look at how you can make the data useful. Data by itself, in the form of long strings of letters, numbers and symbols, is useless. It needs to have some structure and meaning attached to it. Only then does it become useful. Only then does it become information.

Your practical task

Miss Brown, the head of music at Pinetree School, has distributed a questionnaire to her students, asking for details such as:

- the instruments that they have
- whether these instruments belong to the school or to the student
- the number of lessons they have each week.

I need to know how many, and which students all my music teachers teach in a week.
(Miss Brown – head of music)



I need to know which students (and their instruments) I will be teaching next week.
(Music teacher)

I need to know how much money we will be getting each week from students, and how much money we need to pay the music teachers.
(Accountant)



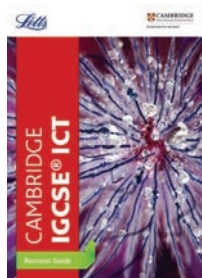
All 45 music students returned their questionnaires. They have been completed by both boys and girls, students of all ages and players of lots of different instruments. Miss Brown is keen to see all of this data placed in a database that can be added to and edited. Such a database would be an excellent source of information.

Imagine that you are a student at Pinetree School and that Miss Brown, knowing you are an ICT expert, has asked you to create this database. The database needs to fulfil all of Miss Brown's requirements and be flexible enough to allow for expansion and future development.

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Sample page from Student's Book

Cambridge IGCSE™ ICT Revision Guide



For more
information
see page 55

This title is **endorsed** for revision by Cambridge Assessment International Education to support the syllabus for examination from 2016.

Student's Book
Student's Book

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Teacher's Guide
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Revision Guide
Revision Guide

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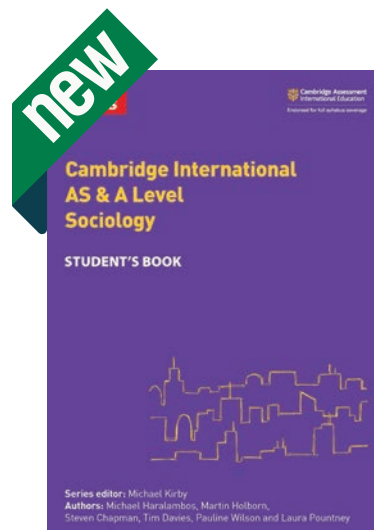
Series Consultant: Michael Kirby

Authors: Michael Haralambos, Martin Holborn, Steve Chapman, Pauline Wilson, Tim Davies, Laura Pountney and Natalie Meadows

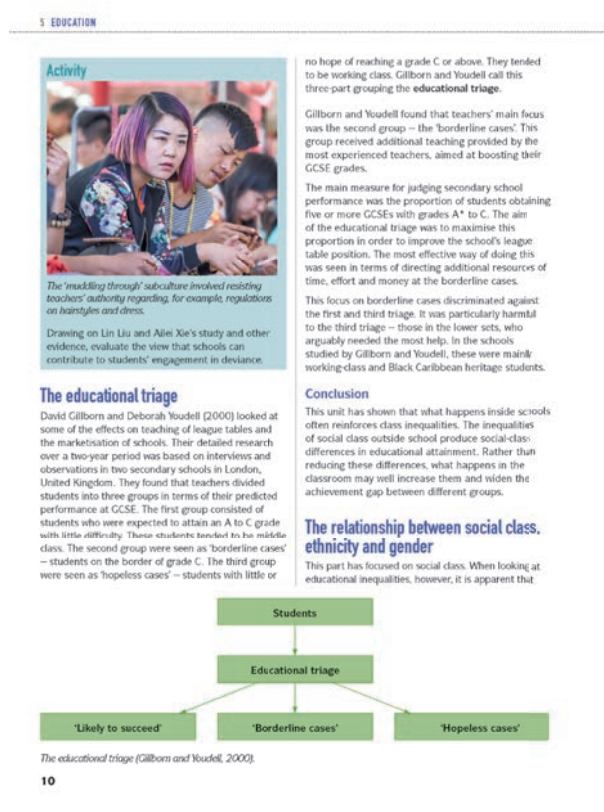
This course provides truly international coverage of the Cambridge International syllabus, written by best-selling Sociology authors. It encompasses a range of different societies and contemporary issues helping students to apply sociological ideas to the world today.

Student's Book

- Each chapter presents the latest research and theories, mapped to the Cambridge syllabus
- The book offers the depth, detail and clarity that students need to analyse and evaluate at the highest levels, while regular Summary and Key terms boxes help consolidate understanding
- Develop students' interpretation, application, analysis and evaluation skills with a range of activities ideal for classroom use, including exam-style questions and sample responses at different levels to show students how to improve
- Bring students closer to the practice of sociology with the unique *Now and Then* feature in which leading sociologists, from Paul Willis to Carol Smart, reassess landmark studies in their own words
- High-impact images with activities help students to visualise and apply sociological ideas and theories
- The free, editable scheme of work available online clearly maps content to the syllabus and summarises what is covered in each unit of the book



We are working with Cambridge Assessment International Education towards endorsement of this title.



Sample page from Student's Book

Student's Book
Student's Book

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Price
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Pub Date
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Letts Cambridge IGCSE™ Revision Success



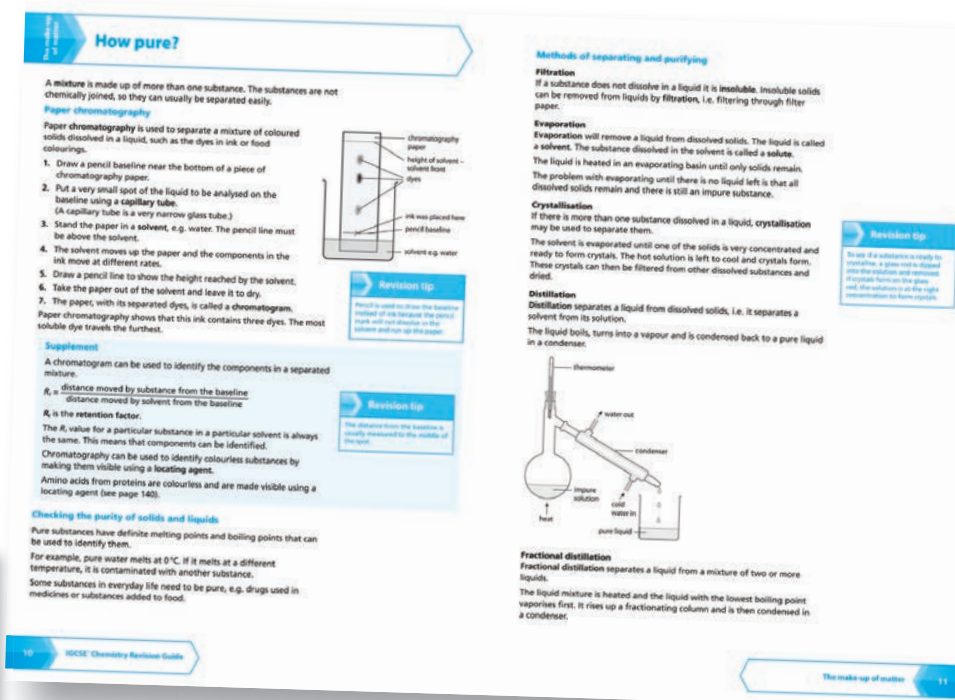
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