

Collins

**International
Secondary Schools
Catalogue
2015-2016**

International Secondary Catalogue 2015–2016

Welcome to our International Secondary 2015–2016 catalogue. Inside you will find resources and books for 11–18 year olds, as well as a wide range of teacher resources, packed full of inspiring ideas to help learning.

If you have any questions or would like to find out more, please contact the International team, whose details are on the back cover. We are always happy to hear from you.

There is also a list of some key distributors on the back of the catalogue. You can buy our resources locally in over 100 countries as well as from a great many international school suppliers. Let us know if you need more details on finding a local supplier.

Please see below for some of the most exciting new publishing from Collins this year – we hope you enjoy browsing.

Samantha Eardley
Marketing Director

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Collins
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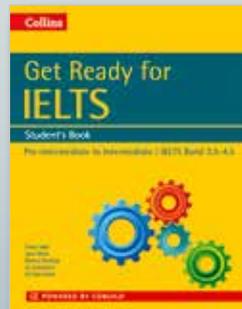
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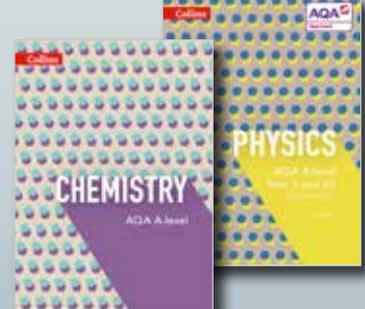
Page 4



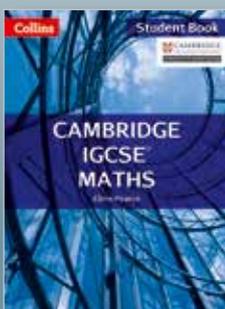
Page 9



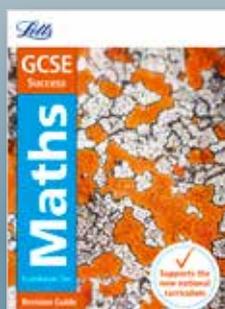
Page 13



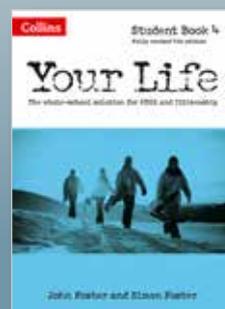
Page 23



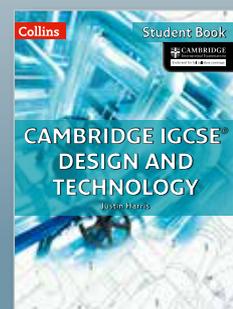
Page 24



Page 28



Page 31



Page 38

Contents

English	4
Dictionaries and Thesauruses	16
Science	17
Maths	24
Sociology	29
History	30
Citizenship	31
Geography & Atlases	32
ICT	35
Business Studies	36
Design & Technology	38
Modern Languages	41

Key icons used in the catalogue



New titles



Age range



For the International Baccalaureate

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Collins Cambridge Checkpoint English

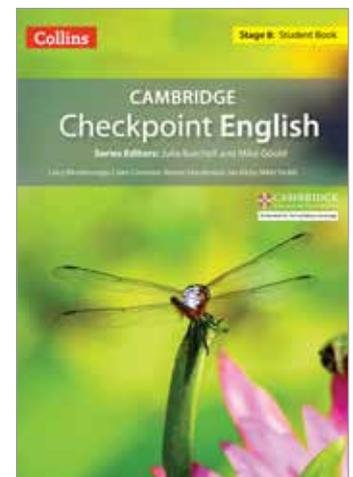
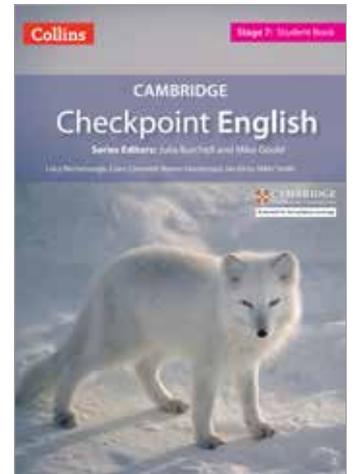
Series editors: **Julia Burchell** and **Mike Gould**



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

Show students how to make progress towards Cambridge Checkpoint and IGCSE success with these skills-focused resources. Offers rich, engaging and comprehensive coverage of the Cambridge Secondary 1 Curriculum Framework at Stages 7, 8 and 9, with differentiation to support all your learners.

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Collins Connect

The online resource includes an electronic version of the Student Book for front-of-class use, with simple interactives to engage students and extra questions to help monitor progress.

Chapter 4. Topic 9

Writing task and improve your work

You will learn how to:

- combine the descriptive writing skills you have learned in one text
- understand what makes a high-level piece of descriptive writing.

Your task

Describe a landscape or city from the future. You can base it on the image in Topic 8 or on the one below. Or you can imagine your own futuristic landscape or city.

Approaching the task

- Plan your ideas. Your plan could take the form of a flow diagram or a mind map like this:

2 Now take your best ideas and put them into a sequence of paragraphs. For example:

Paragraph	Focus on...
Paragraph 1	time of day/weather/atmosphere
Paragraph 2	dead trees
Paragraph 3	
Paragraph 4	

3 Copy the table to remind yourself of the different ways in which you can use vocabulary, imagery, paragraphs and sentence structure to create imaginative and engaging descriptive work. Tick off each skill or feature as you use it in your draft.

Feature	
Paragraphs each with a separate focus	
Different lengths of paragraphs for effect	
Prepositions to indicate the position and location of things and people	
Variety of type and length of sentences to create surprise, add detail or show a sequence:	
• simple ('The tree was dead.')	
• compound ('The tree was dead and the wind howled.')	
• complex ('The tree was dead, although something stirred in the branches.')	
Precise vocabulary (do not repeat adjectives or verbs unnecessarily)	
Use of imagery: similes that use 'like' or 'as' and metaphors	

4 Come up with a striking opening sentence. For example:

Standing on the strange crimson sands, I gazed at the jagged, mist-shrouded mountains that rose out of the surrounding jungle.

4.9

Top tip

As this is description, you do not need lots of action or speech.

34 Descriptive writing Writing 35

We are working with Cambridge International Examinations towards endorsement of these forthcoming titles

The Teacher Guides and Workbooks have not been through the Cambridge endorsement process

Sample pages from *Collins Checkpoint English Student Book, Stage 7*

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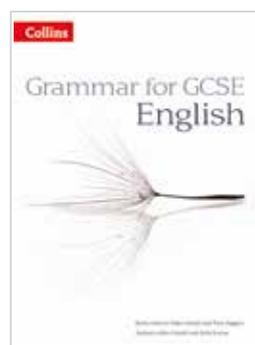
Grammar for GCSE English

Collins Connect

Age 14+

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Grammar for GCSE English 978-0-00-754755-5 £9.99



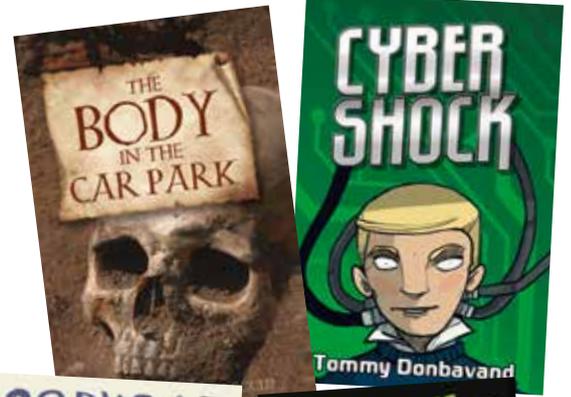
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Age
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Sample illustration from *The Return of Frankie Stine*.

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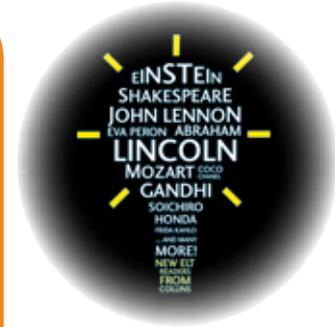
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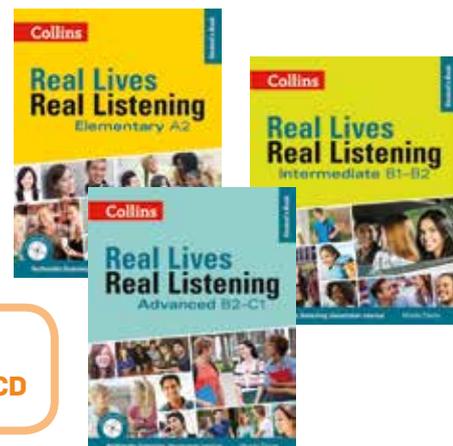


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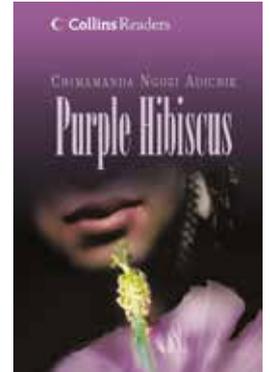
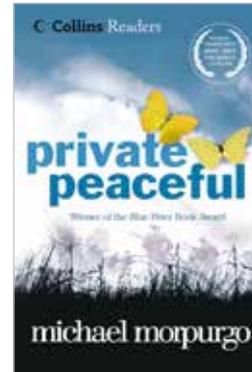
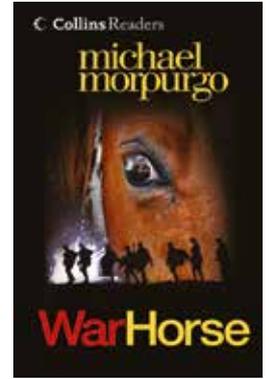
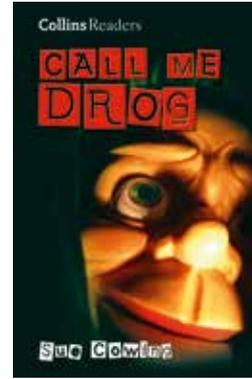
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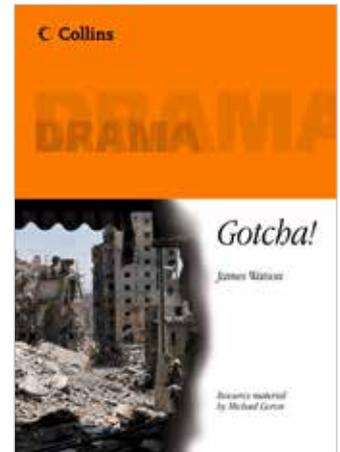
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Authors: **Mike Gould and Rebekah Beattie**

Prepare for the Cambridge IGCSE® in Drama 2018 syllabus with an approach that helps to create a varied, stimulating and enjoyable learning environment which enables students of different confidence and ability levels to flourish.

Student Book:

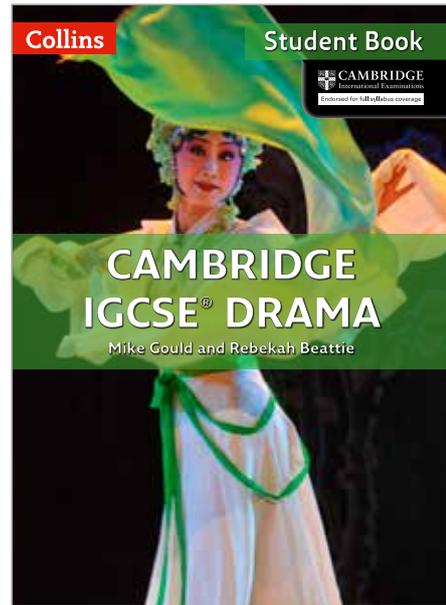
- Fully matched to the 2018 Cambridge IGCSE Drama syllabus
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Teacher Guide:

- Enable students to learn a range of skills, including how to build their self-awareness and confidence
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Online Resource:

- Supporting components include scripts from plays, still images from productions, cards to assist in devising and a range of video clips from performances and rehearsals



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The Teacher Guide has not been through the Cambridge endorsement process



Digital content includes further material to engage students and support study.

Student Book	978-0-00-812467-0	£23.99
Teacher Guide	978-0-00-814210-0	£70.00
Online resource: Powered by Collins Connect, 1 year licence	978-0-00-816215-3	£120.00 +VAT

2.4 Developing dialogue

In this unit, you will:

- Explore how dialogue contributes to characterisation
- Learn how to develop a role and relationship through dialogue

Challenge How can I work effectively with another actor to create meaning through dialogue?

STARTING POINT: Have you ever thought about the importance we place on conversations?

1. Think about a recent conversation you had or witnessed that sticks in your mind (either in school today, or perhaps at home). Now imagine it as a performance on stage.

Who were the main 'players'?

How were they standing?

How close to each other? Across the room?

How did they speak?

What gestures or movements did they make?

EXPLORING THE SKILLS

All the factors that make an impression on us in real-life conversations are also true when they are acted – except that as an actor you can plan or choose very carefully how you speak and how you behave. Read this short dialogue:

the **dialogue:** speech between two or more characters

Jen: (entering) Oh, it's you.
Car: Yes.
Jen: I didn't expect to see you here.
Car: Really?
Jen: Are you planning on staying?
Car: I don't know yet.
Jen: Are you ok?
Car: I'm fine, thanks.

2. Now read this aloud with a partner. Don't try to 'act' it for a moment – just let the words 'speak for themselves'.

- What story or situation is hinted at here?
- What impression, if any, do you get of the relationship from what is said?
- Is one person more 'in control' of the situation than the other?

When you are reading a dialogue in a script you might look for clues as to how you could interpret the role of a particular character. Take Jen.

He *sees* *me*, so that might give us more insight into his feelings.

For example:

Jen: (entering) Oh, it's you. [?]
Car: Yes.

But it also raises interesting questions which aren't answered here:

- Is he surprised in a good way? Or is he disappointed?
- Did he expect someone else?
- Why is he here? Why has he come at? Is he looking for someone? Escaping?

The more you look at the dialogue, the more open to interpretation it becomes.

3. Now you try it. For this first attempt – just focus on the way of speaking. Think about what you learned in Unit 2: 1 about vocal reflection and pace. With a partner, choose who will play Jen, who Car (you can swap roles for each version).

Version A: Jen is pleasantly surprised to see Car. Car is happy to see Jen.
 Version B: Jen is pleasantly surprised to see Car. Car is not so pleased.
 Version C: Jen is enthusiastic to see Car. Car is also enthusiastic.
 Version D: Jen is enthusiastic to see Car. Car is pleased to see Jen.

challenge 4. When you have finished your final version, write brief notes about each one, saying:

- How you changed your voice in each
- Which you found more difficult to do (try to say why)

Sample from *Collins IGCSE Drama* showing introduction and initial exploration of dialogue skills in 'Acting'

Collins Cambridge IGCSE® First Language English

Age
14–16

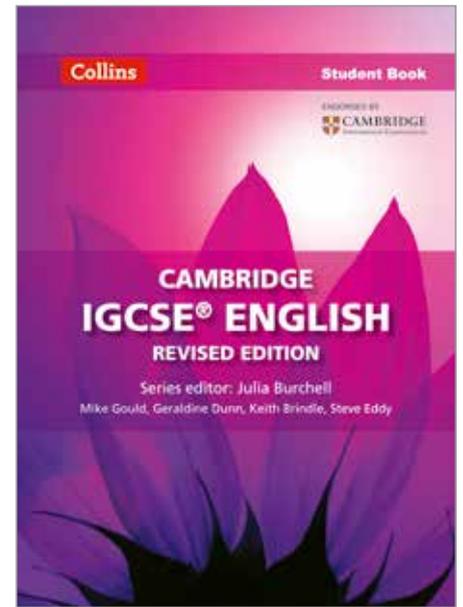
Series Editor: **Julia Burchell** Written by: **Keith Brindle, Geraldine Dunn, Steve Eddy and Mike Gould**

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- **Save time on planning and preparation** with expert support from Julia Burchell, an experienced examiner and trainer. The Teacher Guide includes a two-year scheme of work, differentiated lesson plans and worksheets, further exam practice and extension activities for the most able students
- **Engage and motivate your students** with a range of exciting texts from a variety of countries and cultures



This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015

The Teacher Guide has not been through the Cambridge endorsement process

2 Sentences for effect

Learning objectives

- To understand and use the full range of sentences for deliberate effects.

Exploring skills

If you use only short simple declarative sentences, your writing can be very dull and sound unnatural. For example:

The trip was fantastic. We visited the pyramids. They were very high. Then we went to the market. We bought great gifts to take home.

- 1 What makes the following paragraph more interesting to read?

The trip was fantastic! We visited the pyramids, which were as high as I'd imagined, although the highlight of the visit was the market, where we bought some great gifts to take home. Would I go back? Definitely!

For example, which of the following ideas does the word 'although' help to make clear in the second sentence?

- The pyramids were the best thing about the trip.
- The market was more enjoyable than the pyramids.
- They were equally enjoyable.

- 2 What other effects are created by the variety of sentences used?

Building skills

Your sentences need to make your meaning clear and have a logical sequence, but also create a tone that suits your audience and purpose. In narrative or descriptive writing, simple sentences can create tension or suspense. For example:

The man stopped. His breathing was heavy. Then, he heard steps. It was them! He had no choice. He began to climb the tower.

However, if the text continued like this, it would become very irritating and boring. Some variety is needed. This might be in the form of a longer complex sentence, which continues the story and adds new detail:

He dragged himself up the stone stairs, despite the pain from his wounded leg.

- 3 Write a continuation of the paragraph as the man is followed up the tower by his pursuers. Use a mix of simple sentences and complex ones.

Developing skills

Compound sentences could also be used in the tower story, like this:

His pursuers were determined and they knew the terrain perfectly.

This would explain the two equal threats the narrator faces.

All these sentence types can help you build paragraphs. Note how the example below uses different sentence types to:

- introduce the topic of the paragraph
- develop what happens
- end with a significant moment or change.

The old man watched me from his crate every morning as I struggled to capture the stray goats and herd them into the rickety pen my father had built. He said nothing and betrayed no emotions as I stumbled here and there, trying to round them up. Then, one morning, he stood up.

- 4 What does the use of the short sentence suggest about what is about to happen?

A similar effect can be created by using a single-word sentence:

He walked towards me, and I realised he had something to tell or show me. He held out his hand and in it was a small wooden whistle. I took it from him and waited for him to explain how to use it. I continued to wait, staring at him. Nothing. He simply turned and walked away. Some help!

- 5 What do the one-word and two-word **minor sentences** suggest about how the writer feels?

Applying skills

- 6 Now write the opening 125–150 words of a descriptive piece called 'The secret lake'. Include detailed description of what can be seen and heard as dawn breaks. Build logically towards a significant description or moment and use sentences for specific effects.

Sound progress

- You use clear, easy-to-follow sentences and make some attempt to engage the reader.

Excellent progress

- You use a full range of sentence types fluently to create a range of effects that sustain the reader's interest.



Key terms

minor sentence: a short sentence of one or two words that does not contain a verb. Try using these minor sentences occasionally for dramatic effect to make the reader pause and think.

Student Book	978-0-00-751705-3	£20.99
Teacher Guide	978-0-00-752073-2	£87.50

Collins Cambridge IGCSE® English as a Second Language

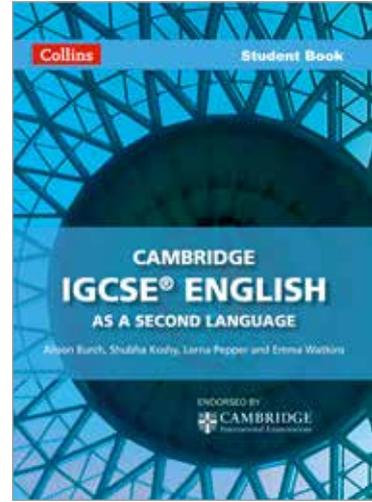
Age
14–16

Authors: Alison Burch, Mike Gould, Jane Gould, Shubha Koshy,
Emma Watkins Consultant editor: Lorna Pepper

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8.4 Disappearing ways of life

Listening skills in focus (L2 and L3)

In this section you will learn to:

- understand and select relevant details in spoken texts
- recognise and understand opinions in a range of spoken texts
- recognise and understand conflicting opinions in an informal spoken text.

Getting started

Many traditional cultures from the countryside are disappearing. It is not just people's lifestyles that are disappearing. It is also the knowledge they hold of their cultures that is being lost.

1 Look at these photos. They both show houses in the Middle East.



In pairs, discuss the following questions.

- Which photo shows a town (urban) life and which a country (rural) life?
- Where would you prefer to live? Give one reason why.
- Do you think the photos are a good reflection of urban and rural life where you live now?

2 In pairs, brainstorm and then copy and complete the table with things that you associate or link with country life and town life in your country. Think hard – maybe some activities are associated with both country and town life.

Town life	Country life
Commuting to work	Commuting to work
Going to the cinema	Using mobile phones
Using mobile phones	

Exploring the skills

There are many situations when you might hear a lot of information in a short space of time. You need to be able to find out quickly whether someone is giving you facts or their opinions. If they give you facts it is often easier to trust them. Luckily you can spot opinions from particular phrases people use to introduce them. For example:

The majority of people live in cities.
Fact – you can prove this fact by finding out how many people live in cities.
It's normal that most people live in cities.
Fact – you cannot prove 'it is normal'.

Checklist for success

Phrases and words that introduce opinions:

✓ 'It's normal that ...'	✓ 'Obviously ...'
✓ 'It's a shame that ...'	✓ 'never'
✓ 'It's wonderful that ...'	✓ 'always'
✓ 'It's terrible that ...'	✓ 'better/best'

3 In pairs, listen to some statements about living in the country and in the town. Sort the statements into fact and opinion. Be careful, some of them are a mix of fact and opinion. Explain how the statement can be proved if it is a fact.

Opinion	Fact	How fact can be proven
The overcrowding in our cities is terrible.	The majority of people live in cities.	Find out the numbers and percentage of the national population that lives in the major cities.

4 Two young people from different countries talk about their home life. Listen a first time and answer the question.

Who has a rural life and who has an urban life?

5 Listen again. Are the answers the speaker gives to these questions facts or opinions? For example:

Where does she live?
She says she lives in an enormous and luxurious house. This is opinion because you cannot prove it is luxurious – what is luxurious to one person may not be to another.

Person 1

- Where does she live?
- Is there a school in her village?
- How does she feel about going to school?
- What does she think about Abuja?
- How does she keep in touch with her parents?

Person 2

- Where does he live?
- What happened to his parents?
- How does he feel about where he lives now?
- What is the house like where he lives?
- What are his grandparents like?

6 Listen again to the first few sentences from person 2. Find two facts and two opinions.





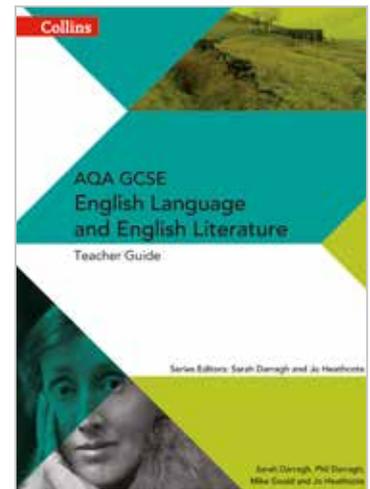
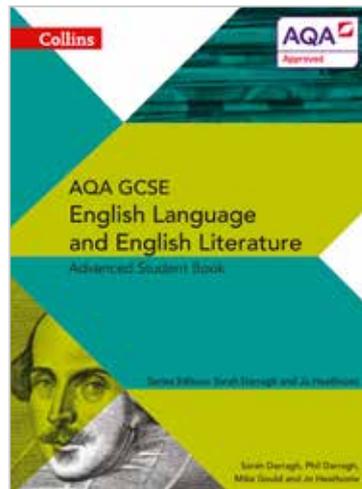
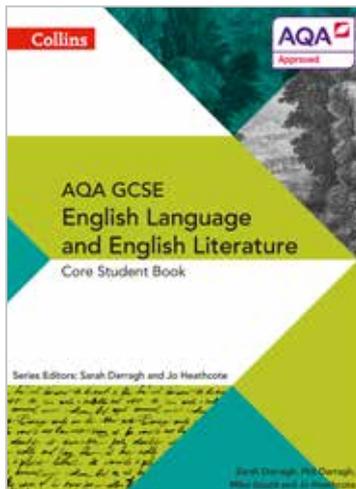
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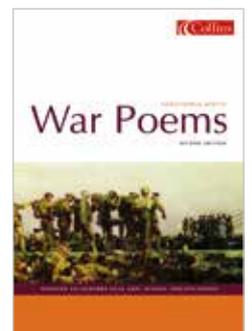
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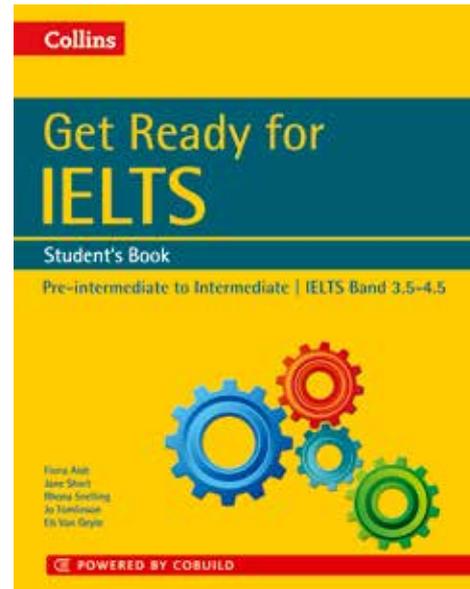
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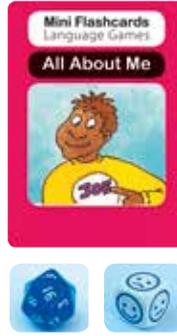
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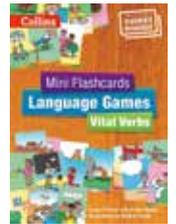
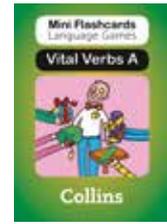
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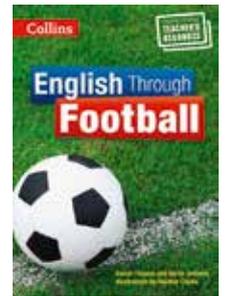
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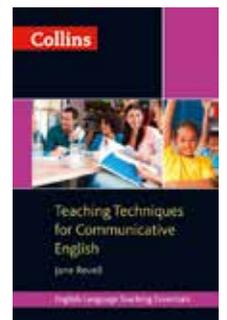
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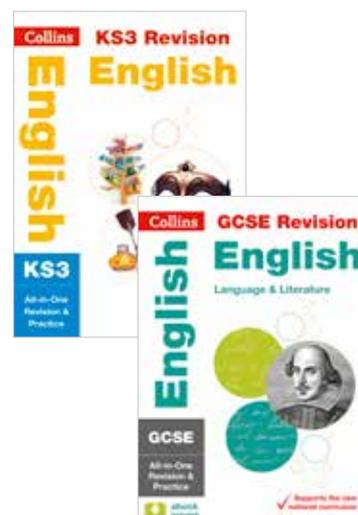


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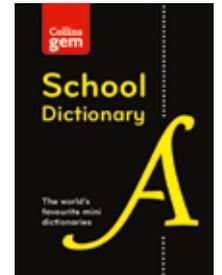
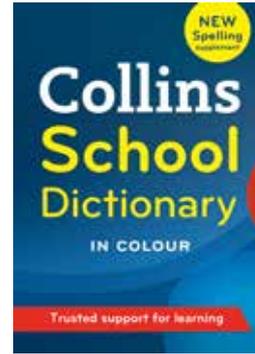
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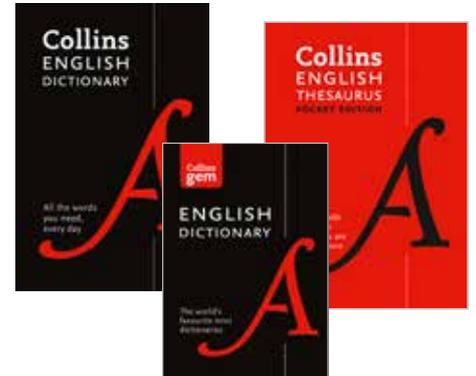


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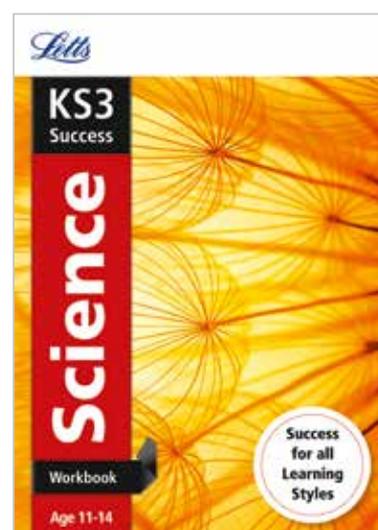
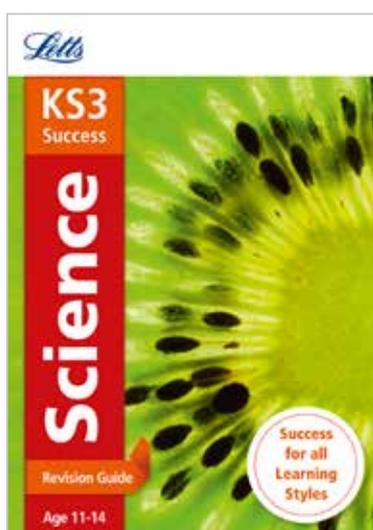
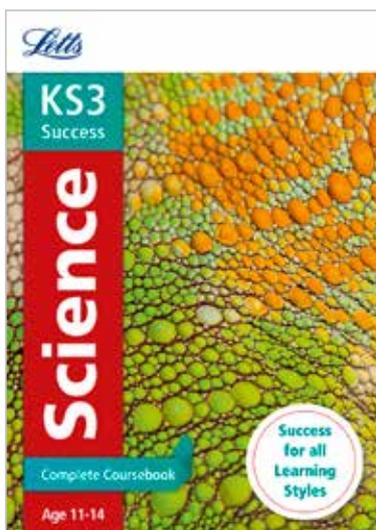


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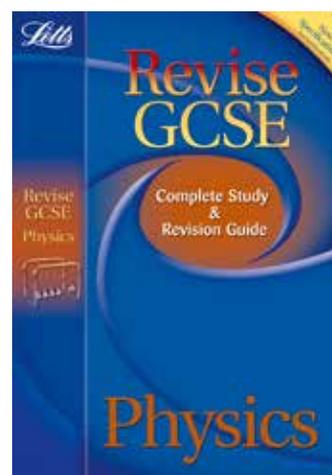
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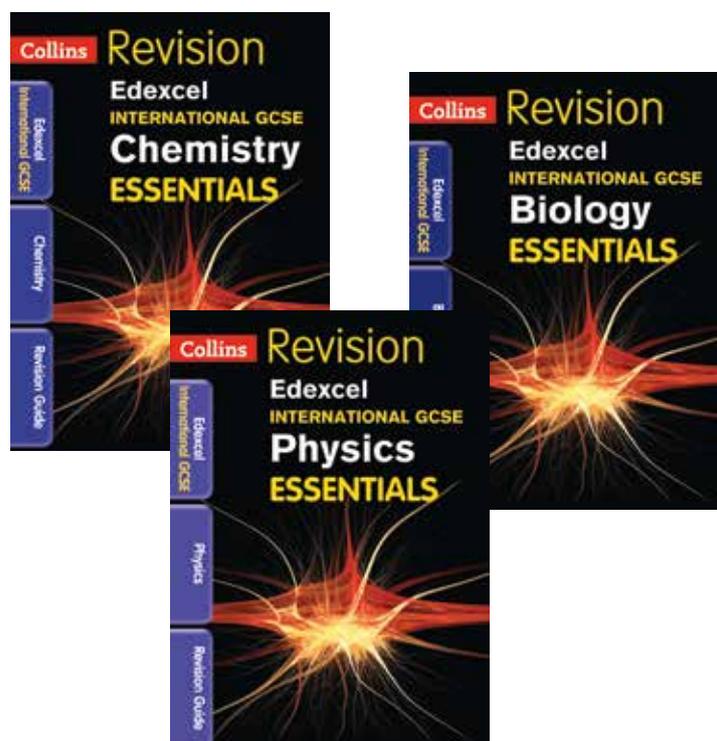


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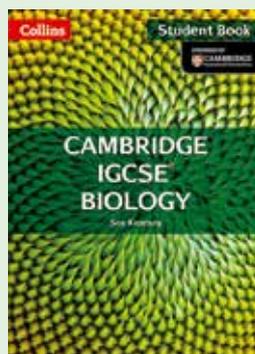
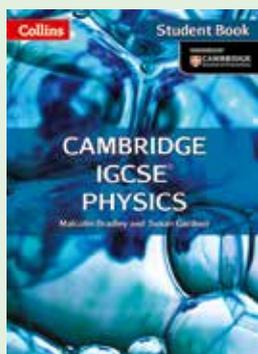
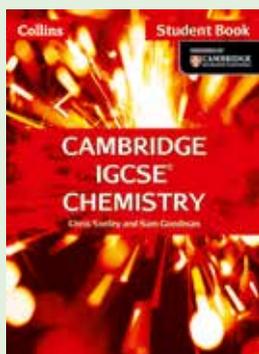


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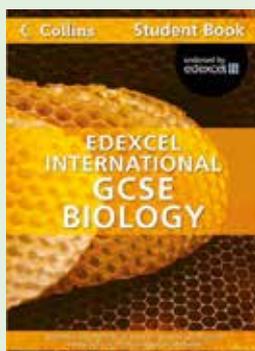
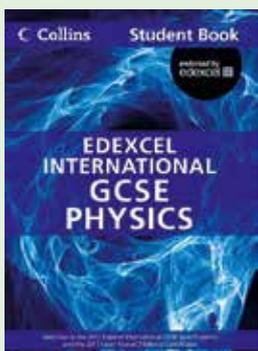
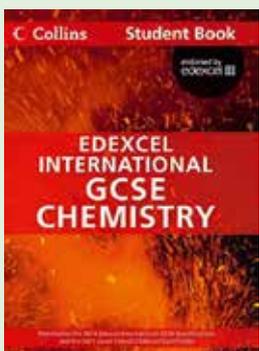
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Fuels

INTRODUCTION

The most common fuels used today are either fossil fuels or are made from fossil fuels. There are problems associated with using fossil fuels – burning them produces a number of polluting gases and releases carbon dioxide, a greenhouse gas. Nevertheless, fossil fuels are a very important source of energy.

Fig. 4.1 Crude oil contains a mixture of hydrocarbons.

KNOWLEDGE CHECK

- ✓ Know that the burning of fossil fuels produces carbon dioxide, a greenhouse gas.
- ✓ Know that burning some fossil fuels can also produce pollutant gases such as sulfur dioxide and nitrogen oxides.
- ✓ Know that there are alternative energy sources to fossil fuels.

LEARNING OBJECTIVES

- ✓ Know the fuels coal, natural gas and petroleum (crude oil).
- ✓ Know that methane is the main constituent of natural gas.
- ✓ Be able to describe petroleum as a mixture of hydrocarbons and its separation into useful fractions by fractional distillation.
- ✓ Be able to describe the properties of molecules within a fraction.
- ✓ Know the uses of the fractions obtained from petroleum.

WHAT ARE FOSSIL FUELS?

Petroleum (crude oil), natural gas (mainly methane) and coal are **fossil fuels**.

Crude oil was formed millions of years ago from the remains of animals and plants that were pressed together under layers of rock. It is usually found deep underground, trapped between layers of rock that it can't seep through (impermeable rock). Natural gas is often trapped in pockets above crude oil.

The supply of fossil fuels is limited – having taken millions of years to form, these fuels will eventually run out. They are called **fossil** or **non-renewable** fuels. This makes them an extremely valuable resource that must be used efficiently.

Fossil fuels contain many useful chemicals (known as **fractions**) and these must be separated so that they are not wasted.

FRACTIONAL DISTILLATION

The chemicals in petroleum are separated into useful fractions by a process known as **fractional distillation**.



Fig. 4.2 Fractional distillation takes place in oil refineries. See this one of the refineries.

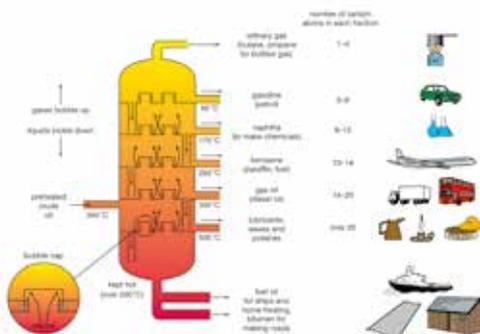


Fig. 4.3 A fractionating column separates crude oil into many useful fractions.

QUESTIONS

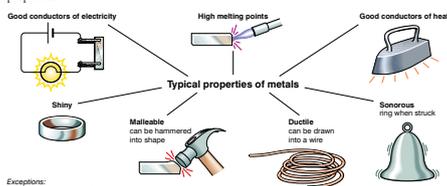
1. Find the element calcium in the Periodic Table. Answer these questions about calcium:
 - a) What is its atomic number?
 - b) What information does the atomic number give about the structure of a calcium atom?
 - c) Which group of the Periodic Table is calcium in?
 - d) Which period of the Periodic Table is calcium in?
 - e) Is calcium a metal or a non-metal?
2. What is the family name for the Group 7 elements?
3. Are the Group 7 elements metals or non-metals?

METALS AND NON-METALS

Most elements can be classified as either metals or non-metals. In the Periodic Table, the metals are arranged on the left and in the middle, and the non-metals are on the right.

Metalloid elements are between metals and non-metals. They have some properties of metals and some of non-metals. Examples of metalloids are antimony (Sb) and germanium (Ge).

Metals and non-metals have quite different physical and chemical properties.



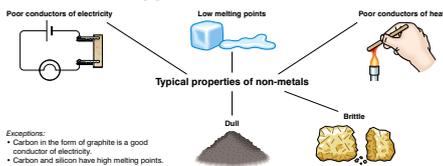
Exceptions:
 • The alkali metals have low melting points and are not sonorous.
 • Mercury has a low melting point.

Fig. 2.3 Properties of metals.



Fig. 2.4 Metals: chromium, manganese, iron, cobalt, nickel, copper and zinc.

Metal oxides form **basic oxides**. Basic oxides, which do not dissolve in water, will react with acids to form chemicals called **salts** (for more detail see page 209). Metal oxides, which dissolve in water, form **alkalis** (for more detail see page 208).



Exceptions:
 • Carbon in the form of graphite is a good conductor of electricity.
 • Carbon and silicon have high melting points.

Fig. 2.5 Properties of non-metals.



Fig. 2.6 Non-metals from left: silicon, chlorine, sulfur.

Non-metal oxides that dissolve in water typically form **acidic oxides** or **acids**. Acidic oxides react with alkalis to form salts.

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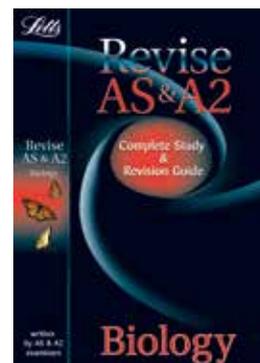


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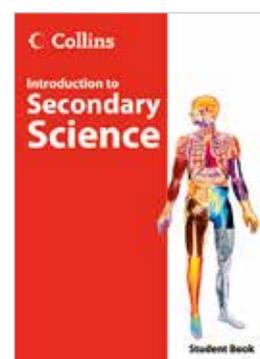


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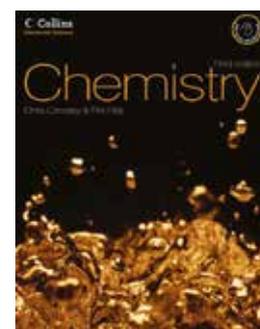
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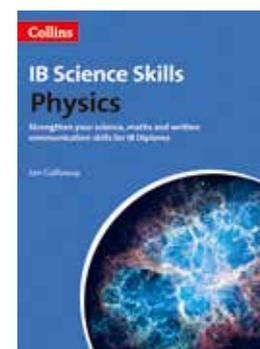
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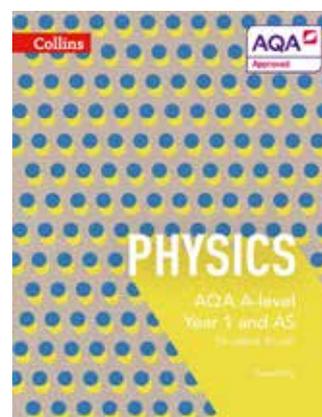
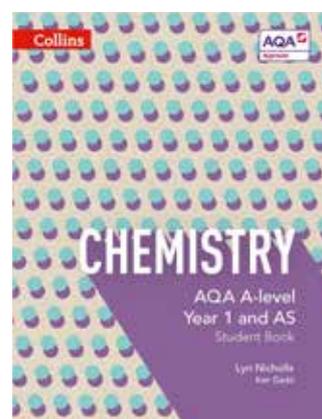
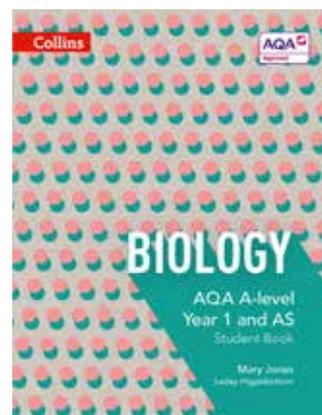
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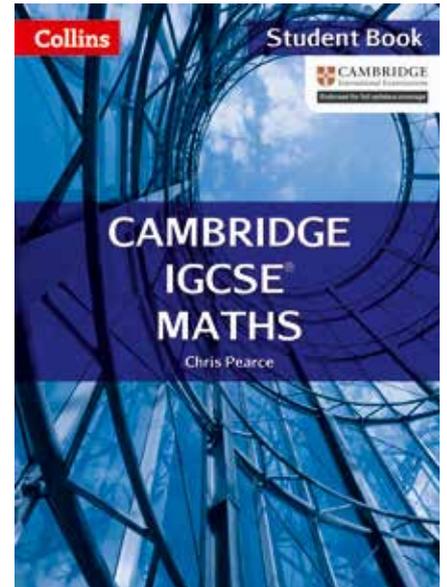
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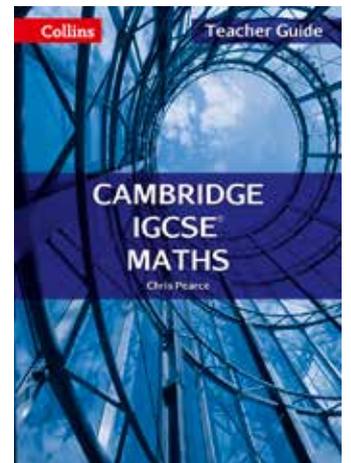
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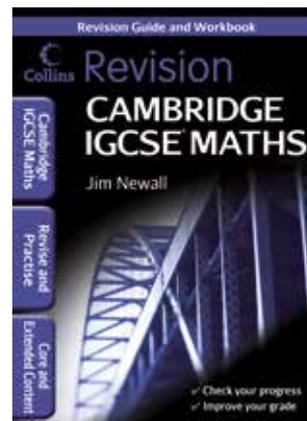


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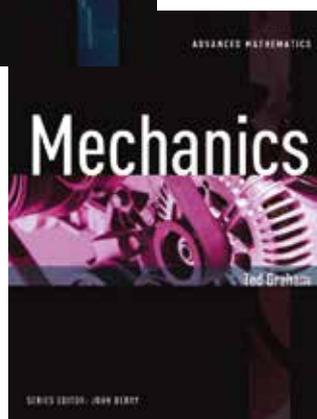
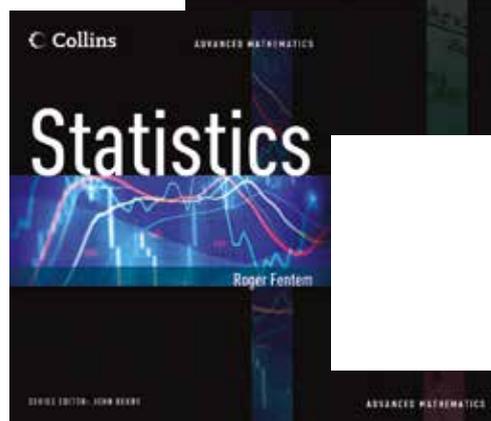
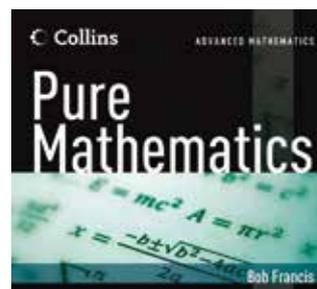
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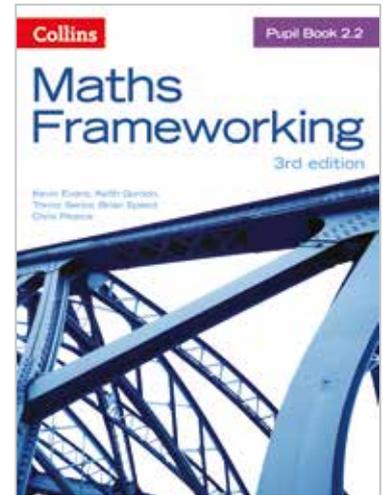
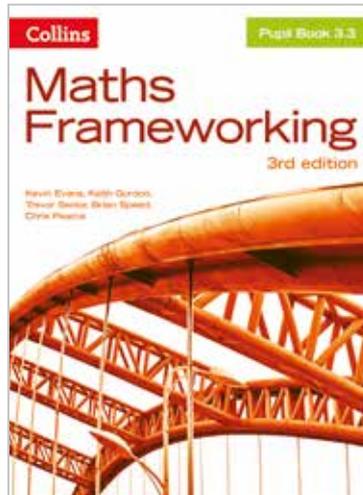
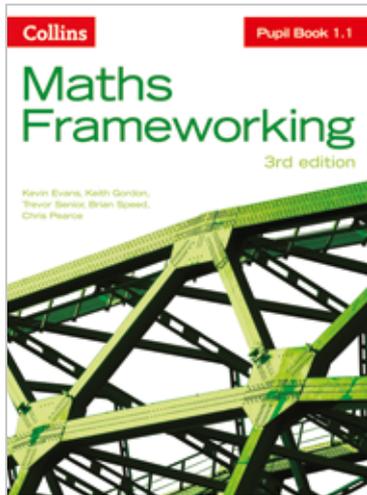
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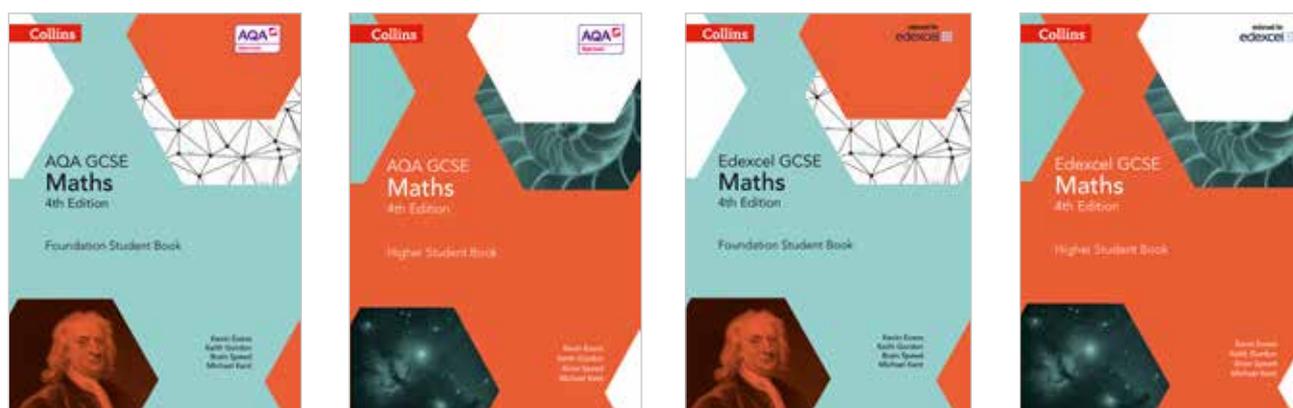


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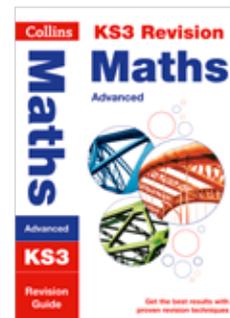
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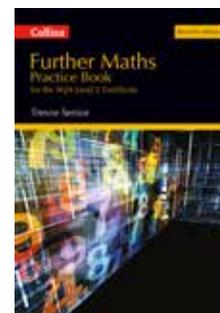
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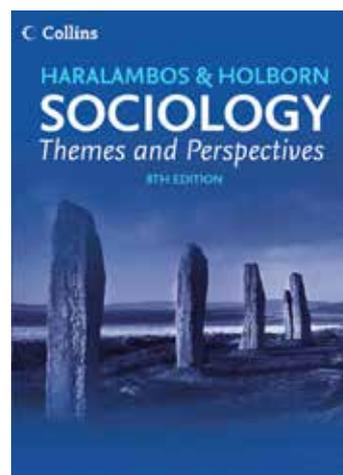
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AQA A-level Sociology, 4th edition

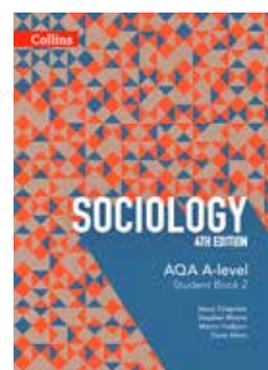
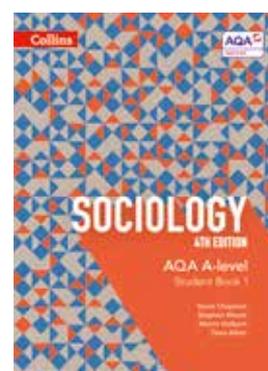


NEW

Age 16+

Authors: **Steve Chapman**, **Martin Holborn**, **Stephen Moore** and **Dave Aiken**

Revised and updated resources for the new A-level Sociology curriculum, for first teaching in September 2015. This fourth edition of the market-leading course is designed to help students master the knowledge and skills to excel in their studies.



Student Book 2 has entered the AQA approval process.

NEW AQA A-level Sociology – Student Book 1 [Fourth edition]	978-0-00-759747-5	£24.99
NEW AQA A-level Sociology – Student Book 2 [Fourth edition]	978-0-00-759749-9	£24.99
AQA A level Sociology – AS	978-0-00-726777-4	£21.99
Sociology A level for AQA / A2	978-0-00-728844-1	£22.99
Sociology A and A2 Assessment Pack for AQA	978-0-00-734521-2	£100.00

The Teacher Packs are available as a printed pack (with CD-ROM) or a digital download (including editable WORD files) which can be downloaded from www.collins.co.uk/AQAAlevelSociology



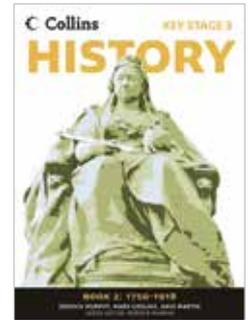
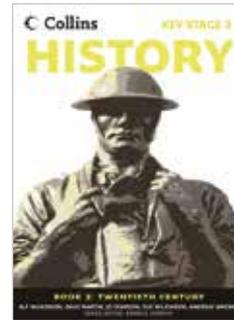
Collins Key Stage 3 History

Age
11-14

Series Editor: **Derrick Murphy**

Captivate your pupils with Collins Key Stage 3 History. Designed to increase historical understanding, it's ideal for your lower secondary pupils.

- Engaging visual content helps to build historical skills and helps pupils understand links between events, time periods and locations
- Use this flexible package as a series of one-off lessons or as a longer programme



Book 1: 1066–1750	978-0-00-734574-8	£13.99
Book 2: 1750–1918	978-0-00-734575-5	£13.99
Book 3: Twentieth Century	978-0-00-734576-2	£19.99

KS3 REVISION

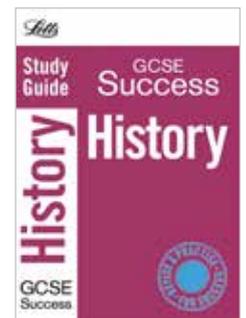
NEW History Revision Guide	978-0-00-756288-6	£7.99
NEW History All-in-One Revision and Practice	978-0-00-756289-3	£10.99

Letts Revise GCSE History Study Guide

Age
14-16

Letts GCSE Revise Study Guides provide complete study support with frequent progress checks, exam practice questions and invaluable advice from examiners on how to achieve the best results in the exams. Plus – complete A Level Study Guide also available.

Revise GCSE History Study Guide	978-1-90-641580-8	£10.99
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Flagship History

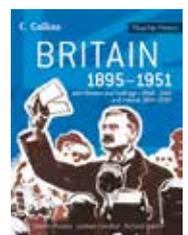
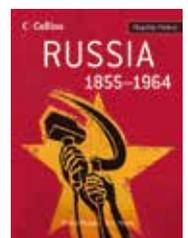
Age
16+

IB

Authors: **Derrick Murphy, Terry Morris, Kathryn Cooper**

Bring history to life with the bestselling Flagship History series written by a leading author team.

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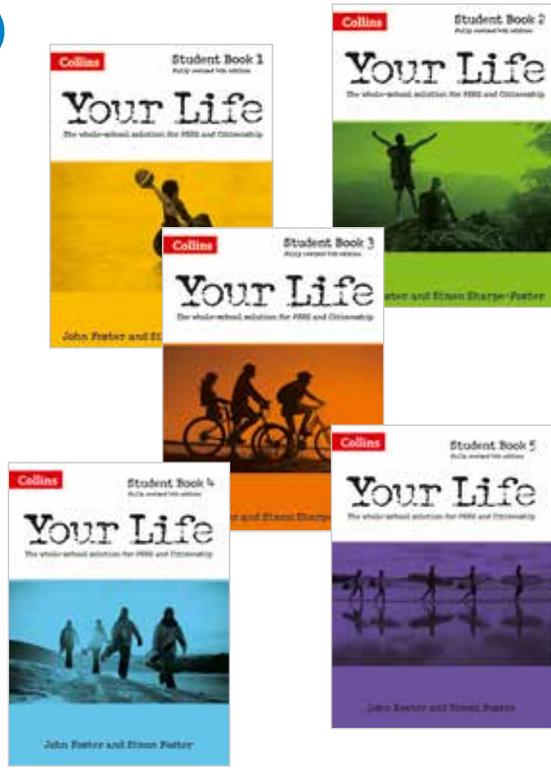
Please see order form for full list of titles

Your Life

NEW Age 11-16

Authors: **John Foster** and **Simon Foster**

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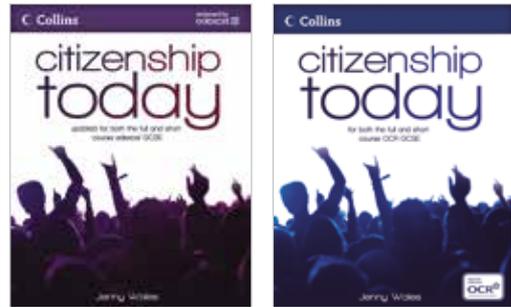
New Student Book 4	978-0-00-812940-8	£15.99
New Student Book 5	978-0-00-812941-5	£15.99
KS4 Co-ordinator's File	978-0-00-734520-5	£77.00

Citizenship Today

Age 14-16

Author: **Jenny Wales**

- **Deliver GCSE-level Citizenship with confidence** using these exam board specific series, designed to motivate and challenge your students
- **Guide students to exam success** with model exam questions and answers at the end of each section, written by Jenny Wales, a senior examiner and experienced author



CITIZENSHIP TODAY FOR OCR

Student Book	978-0-00-732439-2	£19.00
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Student Book	978-0-00-731264-1	£19.00
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NEW EDITIONS COMING MAY 2016

Student Book	978-0-00-816292-4	£19.99
Teacher's File	978-0-00-816293-1	£200

Collins GCSE Citizenship Revision

Age 14-16

Author: **Jenny Wales**

- **Improve students' grades** with this great value combined revision guide and workbook with detachable answers, written by top author Jenny Wales
- **Help students revise**, practise, check their progress and improve results with this all-in-one resource

Collins Revision GCSE Citizenship	978-0-00-735060-5	£10.99
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Collins Cambridge IGCSE® Geography

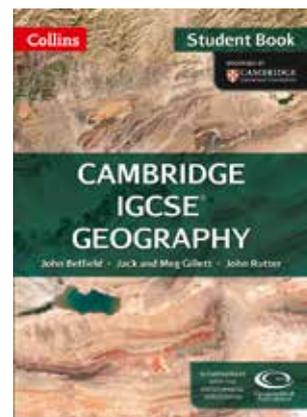
Age 14-16

Authors: **John Belfield, Jack and Meg Gillet and John Rutter**

Consultant editor: **John Belfield**

Student Book:

- **Engage students with an investigative approach** to Cambridge IGCSE Geography, written in partnership with the Geographical Association and consultant-edited by an examiner
- **Help students achieve success** with full coverage of the core themes and skills, exam preparation guidance and questions and answers from the full range of question types
- **Enable students to manage their own learning** with clearly highlighted learning objectives and target information for success in their course



This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2016

The Teacher Guide has not been through the Cambridge endorsement process

Teacher Guide:

- **Comprehensive planning support** with lesson plans to match double-page spreads in the Student Book as well as worksheets and ideas for differentiation and assessment
- **Fully supports the investigative approach of the Student Book** and the 0460 syllabus
- **Create exciting geographical lessons** with editable versions of all lesson plans and worksheets as well as photographs for classroom/whiteboard display from the weblink supplied in the book

Revised and updated for the Cambridge IGCSE Geography syllabus

Student Book	978-0-00-758906-7	£21.99
Teacher Guide	978-0-00-758907-4	£100.00

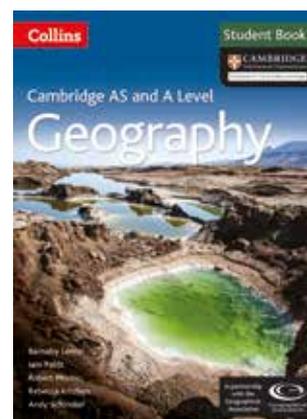
Collins Cambridge AS and A Level Geography

NEW Age 16-18

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

Collins Cambridge AS/A Level Geography Student Book covers all the core syllabus topics as well as the physical and human geography options. The book will help students to obtain the knowledge, understanding and skills to succeed in their geographical studies.

- The content is accessible and clearly organised with a student friendly layout. The depth of content coverage is suitable for the whole range of abilities
- Illustrated throughout, it contains a wealth of maps, diagrams and info-graphics to support the interesting and current case studies taken from around the world



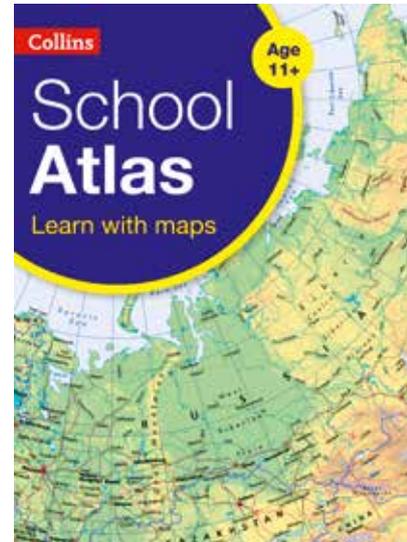
We are working with Cambridge International Examinations towards endorsement of this forthcoming title

Cambridge AS and A Level Geography Student Book	978-0-00-812422-9	£35.00
Teacher Resource DVD	ISBN TBC	£200.00 + VAT



Collins School World Atlas

Age 11-14

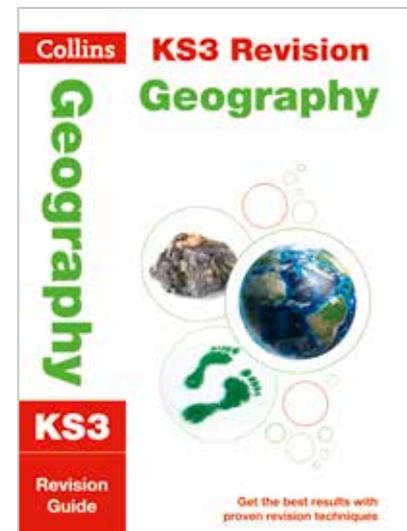


- Help your pupils develop strong map, atlas and data handling skills with this atlas containing easy-to-read reference maps
- Ensure you have the most practical resource for the classroom – created in consultation with teachers and covering all the global issues required by the National Curriculum, including natural and human case studies
- Engage your pupils in learning more about the world today with fantastic satellite imagery and photographs supported by the latest facts and statistics

Collins School World Atlas	978-0-00-748441-6	£8.99
Collins School World Atlas Whiteboard Edition CD-ROM	978-0-00-748584-0	£30.00 + VAT
NEW Collins School Atlas	978-0-00-814676-4 Feb 2016	£9.99

Collins KS3 Revision Geography

Age 11-14



With clear and accessible explanations of all the essential KS3 content, this new series provides lots of practice opportunities for each topic. Based on new research that proves repeated practice is more effective than repeated study, it is guaranteed to help students achieve the best results.

There are clear and concise revision notes, plus seven practice opportunities for every topic covered in the curriculum.

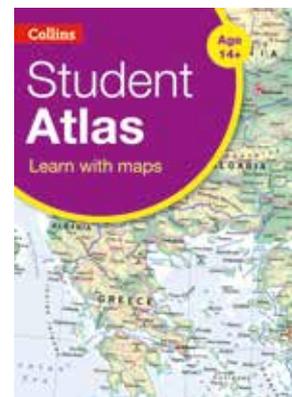
Geography Revision Guide	978-0-00-756286-2	£7.99
Geography All-in-One Revision and Practice	978-0-00-756287-9	£10.99

[Download free flashcards at collins.co.uk/collinsks3revision](http://collins.co.uk/collinsks3revision)

Collins Student Atlas

NEW Age 14-16

Be confident your atlases are up-to-date and perfectly suited to classroom use at GCSE and beyond with this atlas, which includes a dictionary of geographical terms, the latest reference and thematic mapping, statistics and a comprehensive index.



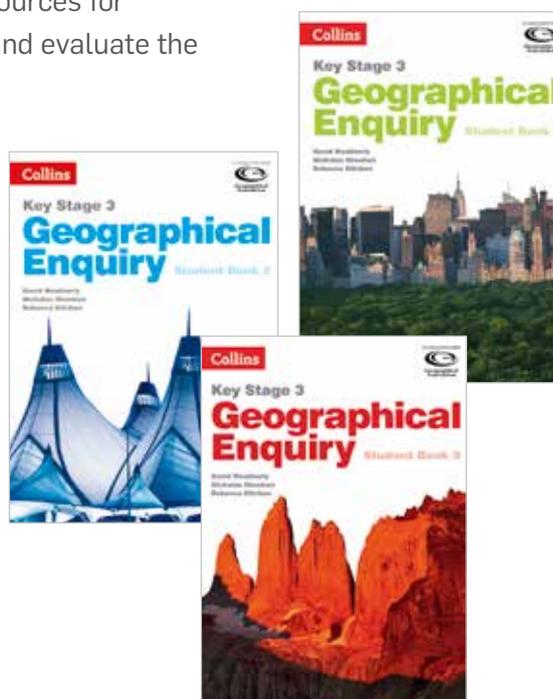
Collins Student Atlas PB	978-0-00-759138-1	£10.99
Collins Student Atlas HB	978-0-00-759139-8	£13.99

Collins Geographical Enquiry

NEW Age 11-14

Focusing on question led enquiries, Collins Geography resources for lower secondary help students to recognise, understand and evaluate the relationships between people and environments.

- Pupil Books encourage discovery with enquiries focusing on 'how' and 'why' questions consisting of one overarching investigative question and a series of sub questions
- Enquiries are supported by teacher resources that provide advice and support on approaches to learning and teaching and the generation of meaningful outcomes

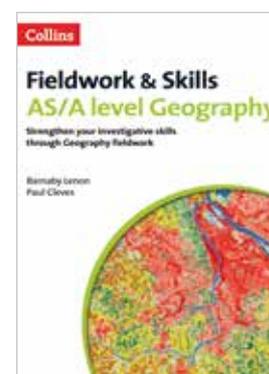


Student Book 1	978-0-00-741103-0	£15.99
Student Book 2	978-0-00-741116-0	£15.99
Student Book 3	978-0-00-741118-4	£15.99
Teacher Book 1	978-0-00-741115-3	£50.00
Teacher Book 2	978-0-00-741117-7	£50.00
Teacher Book 3	978-0-00-741119-1	£50.00

Geography Fieldwork and Skills for AS/A level

Age 16+

- Written for the new A level specifications by a leading author team
- New edition fully revised and improved to take account of changes in the new A level specifications
- Covers the three main aspects of fieldwork investigation: collecting, processing and presenting the data



Geography Fieldwork and Skills for AS/A level	978-0-00-759282-1	£35.00
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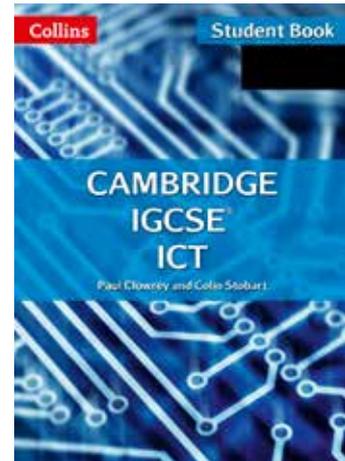
Collins Cambridge IGCSE® ICT

NEW
Age
14-16

Authors: **Paul Clowrey** and **Colin Stobart**
Consultant editors: **Brian Sargent** and **John Reeves**

Student Book:

- **Engage your students** by linking theory and practice with relevant scenarios and skills-building activities
- **Provide thorough preparation** as students build up to exam-style tasks and are supported with practice questions and answers
- **Support students further** with source files for practical tasks, practice questions and answers and further information sheets on an accompanying CD-ROM



This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2016

Teacher Guide:

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

The Teacher Guide has not been through the Cambridge endorsement process

Student Book, second edition	978-0-00-812097-9	£23.99
Teacher Guide, second edition	978-0-00-812098-6	£100.00

SESSION 5
Internet research
PRACTICAL

Background

A good presentation requires relevant information and images, suitable for audience and purpose. The Internet provides access to millions of pages, documents, images and descriptions that can help when researching any project, but deciding where to start looking and what keywords to use can be daunting. In order to produce the presentation in this unit you will need to search for images and technical information on input and output devices. In this session you will look at the following:

- Choosing a search engine
- Using basic searches
- Using specific websites
- Using advanced searches
- Downloading files and images

Search Engines

There are many search engines available but they all perform a similar task; searching for content based on the words you enter. Here are a few popular search engines.





Most search engines will also help narrow down your results from the start by allowing you to choose the type of information you require.

Ranging from images, news and shopping to videos and books. Targeted searches can be carried out without extra search terms.



Basic searches

Keywords are essential for any basic search and they can often be used to find information quickly. For example an input device that will appear in your presentation is a mouse. A simple search will quickly produce information and images. Unfortunately not all the results may be relevant to your school work.

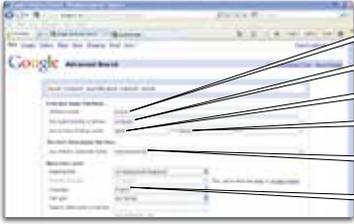
Activity 2

Carry out single term searches using the following ICT words:
Mouse Keyboard Speaker Chip Memory

Are the results you find always relevant to ICT and if not what do they refer to? Discuss with a friend the advantages and disadvantages of basic searches?

Advanced search techniques

More specific searches require more specific questions. There are many words that have two or more meanings or are so common that a simple search produces millions of results. Most search engines have an advanced search feature that allows more keywords to be entered to refine the search and produce more relevant results. Using the mouse example an advanced search could be created as follows:



Keyword: mouse

Keyword: keyboard

Keyword: input

Keyword: device

Unwanted keywords: mammal or animal

Language: English



The first result from the search is a Wikipedia article on the history and technical specifications of a standard computer mouse.

40
Unit 2. Input and output devices
41

Sample from *Collins Cambridge IGCSE® ICT*



Collins Cambridge IGCSE® Business Studies

Age
14–16

Authors: **Andrew Dean, Mark Gardiner and Denry Machin**

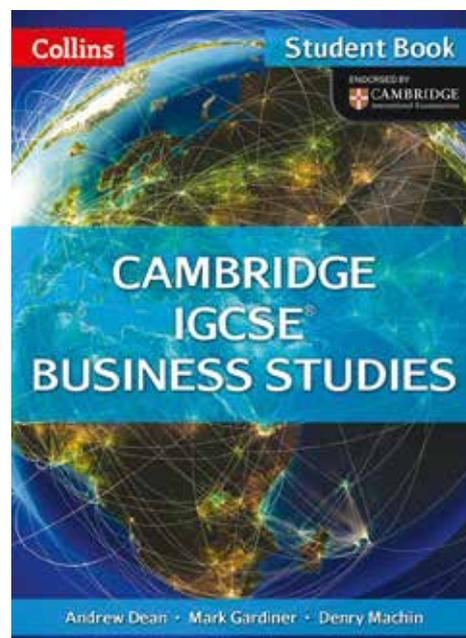
Written and reviewed by experienced Cambridge IGCSE Business Studies teachers from around the world, this series is fully matched to the Cambridge IGCSE Business Studies syllabus. It combines clear explanation, real-life international case studies and teacher guidance to effectively build students' key skills and knowledge.

Student Book

- **Deliver a course that reflects the modern business world** with up-to-date examples and data
- **Put Business Studies in context** with engaging real-life case studies from around the world for every topic
- **Build students' skills in application, analysis and evaluation** with targeted activities and practice
- **Focus on Assessment** with exam-style questions and case studies with supporting questions for every section
- **Help students take charge of their own learning** with 'Knowledge Check' questions for every topic

Teacher Resource Pack

- **Reduce planning time** with a comprehensive Scheme of Work, editable lesson plans and worksheets
- **Choose from engaging, varied lesson activities** perfectly tailored to the syllabus objectives



This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015

The Teacher Resource Pack has not been through the Cambridge endorsement process

Student Book	978-0-00-750702-3	£21.99
Teacher Resource Pack	978-0-00-750703-0	£99.99
Online resource: Powered by Collins Connect, 1 year licence	978-0-00-750705-4	£100.00 + VAT

Collins Connect

Access content at home or in the classroom with the online edition of the Student Book

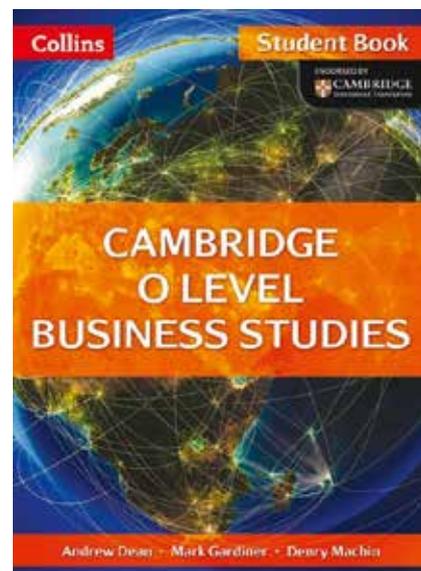
Collins Cambridge O Level Business Studies

Age
14–16

Written by **Andrew Dean, Mark Gardiner** and **Denry Machin**

Collins' Cambridge O Level Business Studies Student Book is fully matched to the Cambridge O Level Business Studies syllabus. Containing real-life international case studies and focused skills activities, it will support students throughout their O Level.

- **Deliver a course that reflects the modern business world** with up to date examples and data
- **Put Business Studies in context** with engaging real-life case studies from around the world for every topic
- **Enable students to access the syllabus content** with a fresh, visual design and language tailored to English as a Second Language learners
- **Build students' skills** in application, analysis and evaluation with targeted skills activities and skills builders
- **Support students in preparing for exams** with exam-style questions and case studies with supporting questions for every section
- **Encourage students to check their understanding** with 'knowledge check' questions for every topic
- **Improve students' vocabulary and understanding of key terms and concepts** with the extensive Glossary



This resource is endorsed by Cambridge International Examinations to support the full syllabus for examination from 2015

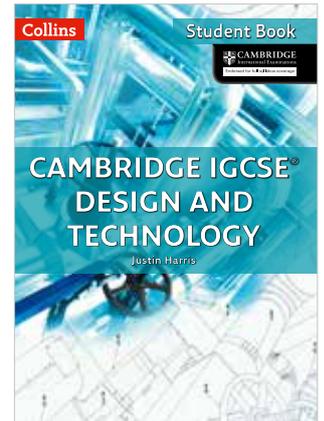
The Teacher Pack has not been through the Cambridge endorsement process

Student Book	978-0-00-753246-9	£21.99
Teacher Pack	978-0-00-753245-2	£99.99



Collins Cambridge IGCSE® Design and Technology

NEW Age 14-16



Prepare for the new Cambridge IGCSE® Design and Technology syllabus with the only book endorsed by Cambridge. The title 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 also providing support and guidance for teachers.

Student Book:

- Provides detailed information that will allow students to develop the skills they need to make the transition from theory to practical application
- Helps students prepare for both the written and practical parts of the exam with guidance on the final project and exam-style questions
- All three optional papers (Resistant Materials, Graphic Products, and Systems and Control) are covered in full, in addition to the core Product Design section

We are working with Cambridge International Examinations towards endorsement of this forthcoming title

Teacher Guide:

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

Online Resource:

- PowerPoint presentations to support the teacher in the classroom and to create an engaging and relevant environment that will inspire and motivate students
- Interactive quizzes and exam-style questions to provide further practice and reinforcement for students

Collins Connect

The digital component provides additional resources for both students and teachers, supporting learning both at school and at home through presentations, quizzes and practice questions.

Student Book	978-0-00-812468-7	£23.99
Teacher Guide	978-0-00-814421-0	£100.00
Online resource: Powered by Collins Connect, 1 year licence	978-0-00-816011-1	£100.00 + VAT

National 4 & 5 and Higher Graphic Communication Course Notes

Age
14-16

The **National 4 & 5 and Higher Graphic Communication Course Notes** take a practical and supportive approach, helping you to deliver the new curriculum. They offer an appropriate blend of sound teaching and learning with exam and assessment guidance.



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National 5 Design and Manufacture Success Guide

Age
14-16

Provides students with easy-to-use revision. Guidance on the new course and assessments is included.



NEW National 5 Design and Manufacture Success Guide 978-0-00-750483-1 £10.99

Technical Drawing GCE and CSE

Age
14-16

Author: **J. N. Green**

Enable students to learn quickly with this flexible, visual approach based resource.



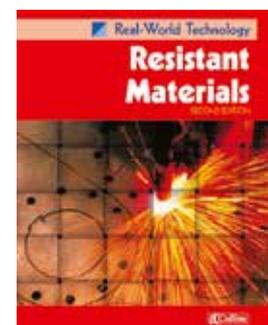
Technical Drawing GCE and CSE 978-0-00-322298-2 £23.75

Real-World Technology – Resistant Materials

Age
14-16

Author: **Colin Chapman**

Teach the knowledge, skills and processes involving resistant materials and their application in the lives of designers and manufacturers with an effective combination of workshop and classroom activity.



Real-World Technology – Resistant Materials 978-0-00-711532-7 £25.00



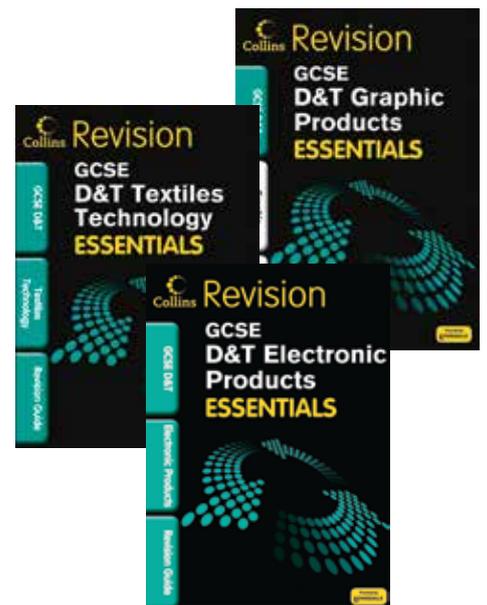
Collins GCSE Revision Essentials – Design and Technology

Age 14-16

Straight-to-the-point revision and practice with no distractions – essential when revision time is at a premium!

- Clear and concise coverage of the exam assessed content
- Simple and engaging explanations
- Key words highlighted, plus a supporting glossary to build vocabulary
- Lots of quick tests to check understanding
- Practice questions covering all the different question formats for invaluable exam preparation

D&T: Electronic Products Revision Guide	978-1-90-641558-7	£5.99
D&T: Electronic Products Workbook	978-1-90-641559-4	£5.99
D&T: Food Technology Revision Guide	978-1-90-641546-4	£5.99
D&T: Food Technology Workbook	978-1-90-641547-1	£5.99
D&T: Graphic Products Revision Guide	978-1-90-641549-5	£5.99
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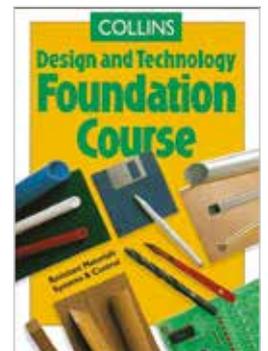


Collins Design and Technology – Foundation Course

Age 11-14

Teach the essential skills and knowledge for Design & Technology with this full-colour textbook, providing clear and accessible introductions for students.

Collins Design and Technology Foundation Course	978-0-00-327352-6	£19.50
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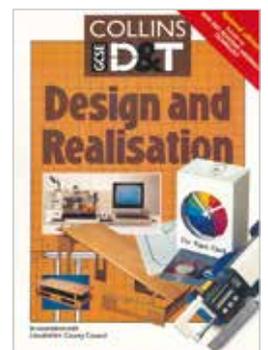
Collins GCSE Design & Technology

Age 14-16

Authors: **Colin Chapman** and **Mel Peace**

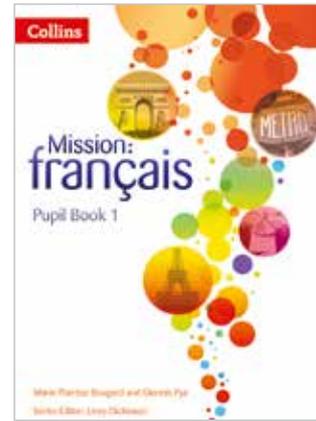
Cover GCSE Design and Technology with ease with this title for students of Resistant Materials, Systems and Control Technology and Electronic Products.

Collins GCSE Design & Technology: Design and Realisation	978-0-00-322035-3	£25.99
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Mission: français

Age 11-14



Editor: **Linzy Dickinson**

Authors: **Marie-Thérèse Bougard, Glennis Pye, Oliver Gray, Ginny March and Liz Fotheringham**

A fresh approach to teaching French

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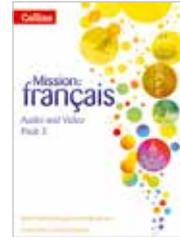
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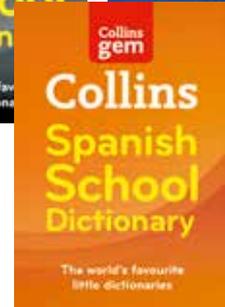
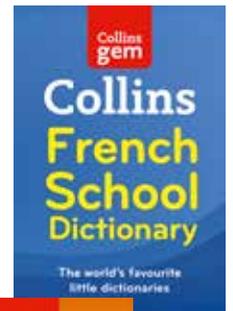
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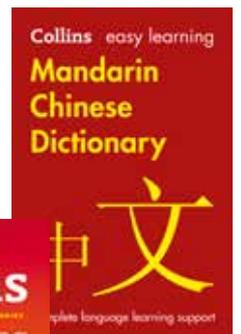
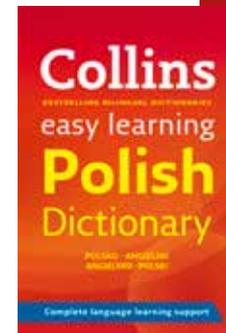
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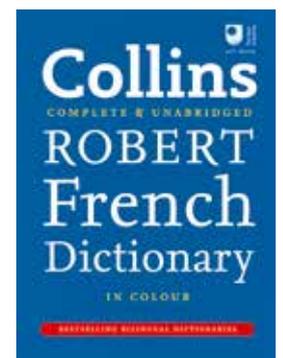


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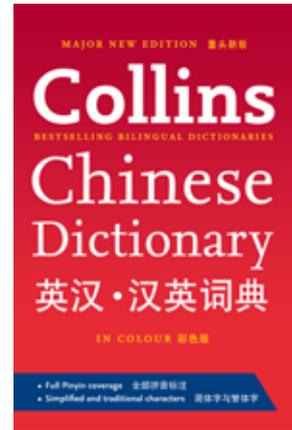
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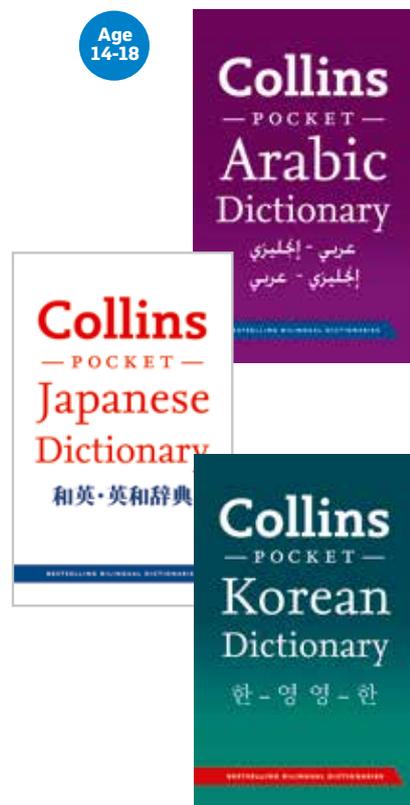


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