

Collins

Endorsed Resources Catalogue 2023

For Cambridge Assessment International Education



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Collins is proud to be an official publisher of endorsed resources for Cambridge Assessment International Education qualifications. As an endorsement partner, we work closely with Cambridge International to develop a range of trusted and high calibre materials which offer teachers and learners across the world the opportunity to make an informed choice on the best resources for them. Together we strive to help learners think bigger, reach higher and build a strong foundation for a lifetime of learning.



Cambridge Assessment International Education

Endorsed for full syllabus coverage

Look out for this logo on the front covers of our endorsed resources. All endorsed resources have been through a detailed quality assurance process, therefore you can be confident that all the learning objectives of the curriculum frameworks and syllabuses have been covered.

Cover Illustration

Located in Belgium, **ACE of Brussels** is a family centred, international, English-speaking school community providing education to students from 3 to 19 along the Cambridge Pathway. ACE started with just a handful of students in 2016 and has continued to grow ever since. It is a Cambridge International School and blends traditional and modern teaching and strong use of technology for individualised programmes of study. If you'd like your school to be featured on next year's catalogue, let us know!



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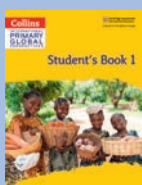
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What's New

Every effort has been made to ensure details are correct at the time of going to press. Collins reserves the right to change the specifications and prices without further notification. Prices are subject to change.

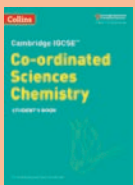
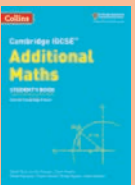
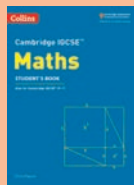
Primary



Lower Secondary



Upper Secondary



If you have purchased a Cambridge course and it comes with downloadable resources, request access here:
collins.co.uk/internationalresources

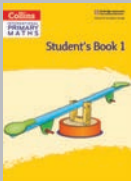
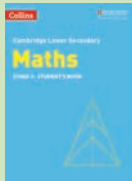
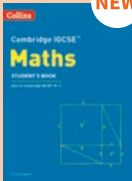
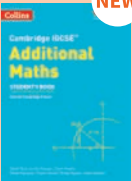
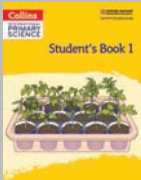
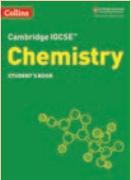
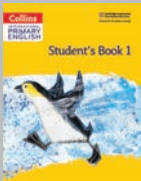
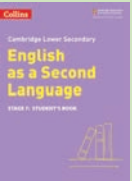
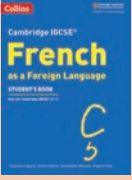
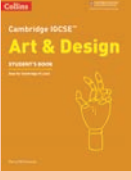


Look out for this icon throughout the catalogue for our endorsed resources that are available as eBooks.
Find out more on page 66.

*eBook ISBNs and prices shown in catalogue only refer to those available on the Collins eBooks platform. If you would like prices for eBooks on other platforms, please do not hesitate to get in touch with us directly at collins.international@harpercollins.co.uk.

ENDORSED RESOURCES OVERVIEW

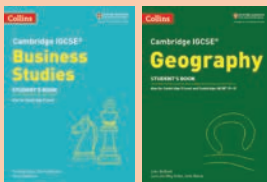
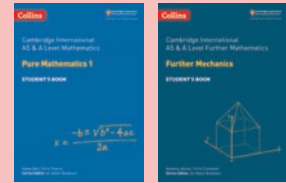
Collins offers Cambridge International endorsed resources across a wide range of subjects along the Cambridge Pathway. We support students throughout their academic journey, from primary all the way through to pre-university level.

Subject Areas	Cambridge Primary 5 to 11 years old*	Cambridge Lower Secondary 11 to 14 years old*	Cambridge Upper Secondary 14 to 16 years old*
Mathematics			 
Sciences			 
English English as a Second Language English (as an Additional Language)	  	 	 
Cambridge Global Perspectives™			
Humanities, Professional and Social Sciences			 
Languages			 
Arts & Technology			 

*Age ranges are for guidance only

ENDORSED RESOURCES OVERVIEW

Cambridge Advanced 16 to 19 years old*



**VOCAB
EXPRESS**



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

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Collins Endorsed Resources for Cambridge Global Perspectives™

At every stage of the Cambridge Pathway, from Primary up to Advanced level, help students progressively build and develop transferable skills such as research, analysis, evaluation, reflection, collaboration and communication to thrive and succeed at school and beyond.

Get teaching straight away with Collins Cambridge Global Perspectives endorsed resources and easily integrate the lesson plans to the school and classroom needs.

Progression through the different stages enables skills to be enhanced by revisiting and engaging with concepts at deeper levels and in different contexts.



- ▶ Build confidence
 - ▶ Establish critical thinking skills for a global society
 - ▶ Enhance cross-curricular learning
 - ▶ Encourage cross-cultural collaboration
- ▶ Place academic study in a practical, real-world context
 - ▶ Engage with key topical issues locally, nationally and globally

See pages 7–11 for more detailed resource information for each stage of the Cambridge Pathway.

Collins International Primary Global Perspectives (0838)



We are working with Cambridge Assessment International Education towards endorsement of these resources to support the curriculum framework (0838) from 2022.

Series Editor: Nick Coates

Authors: Rebecca Adlard, Sula Delafuente, Fiona MacGregor, Katharine Meunier and Daphne Paizee

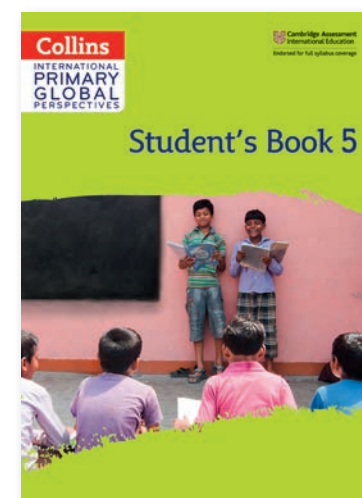
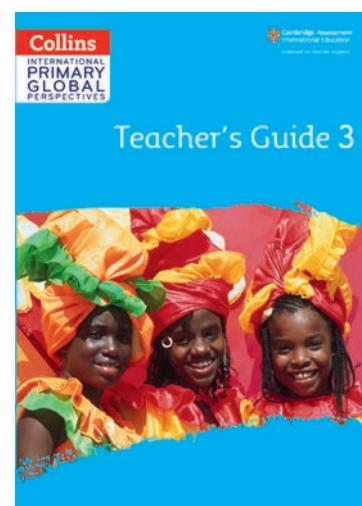
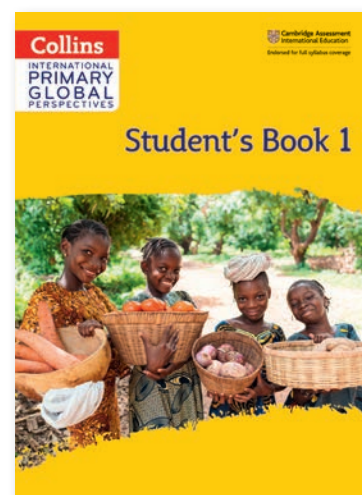
A six-level course that builds students' Global Perspectives skills through practical exploration and investigates issues relating to the topics within their school, family, surroundings and culture.

Student's Books

- Develop the six Global Perspectives skill strands through a wide range of topics using a personal, local and global perspective
- Provide students with a variety of sources, with an international focus, to support their learning
- Draw learning together in a final task within each unit and allow students to undertake a piece of research, analysis or an action in their school or learning community
- Provide regular opportunities for reflection and self-assessment

Teacher's Guides

- Contains everything you need to teach with confidence
- Downloadable and editable lesson plans and worksheets can be adapted to suit classroom needs
- Curriculum framework mapping tables and unit overviews support effective planning
- Prepare learners for a seamless transition to study Global Perspectives at Cambridge Lower Secondary and beyond



eBooks		eBooks	
Student's Books	ISBN	Student's Books	ISBN
Student's Book 1	978-0-00-854952-7	Student's Book 1	978-0-00-854953-4
Student's Book 2	978-0-00-854955-8	Student's Book 2	978-0-00-854956-5
Student's Book 3	978-0-00-854958-9	Student's Book 3	978-0-00-854959-6
Student's Book 4	978-0-00-854961-9	Student's Book 4	978-0-00-854962-6
Student's Book 5	978-0-00-854964-0	Student's Book 5	978-0-00-854965-7
Student's Book 6	978-0-00-854967-1	Student's Book 6	978-0-00-854968-8
Teacher's Guides	ISBN	Teacher's Guides	ISBN
Teacher's Guide 1	978-0-00-854970-1	Teacher's Guide 1	978-0-00-854971-8
Teacher's Guide 2	978-0-00-854973-2	Teacher's Guide 2	978-0-00-854974-9
Teacher's Guide 3	978-0-00-854976-3	Teacher's Guide 3	978-0-00-854977-0
Teacher's Guide 4	978-0-00-854979-4	Teacher's Guide 4	978-0-00-854980-0
Teacher's Guide 5	978-0-00-854982-4	Teacher's Guide 5	978-0-00-854983-1
Teacher's Guide 6	978-0-00-854985-5	Teacher's Guide 6	978-0-00-854986-2

Cambridge Lower Secondary Global Perspectives (1129)



We are working with Cambridge Assessment International Education towards endorsement of these resources to support the curriculum framework (1129) from 2022.

Series Editor: Mark Pedroz

Authors: Rob Bircher, Noel Cassidy, Mike Gould, Mark Pedroz and Ed Walsh

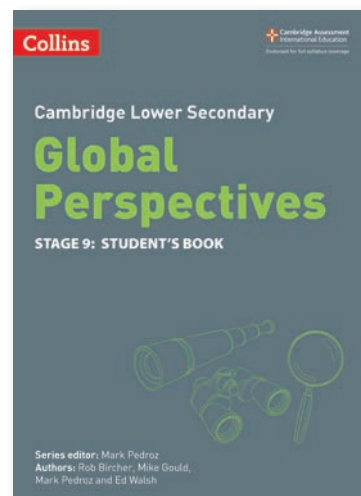
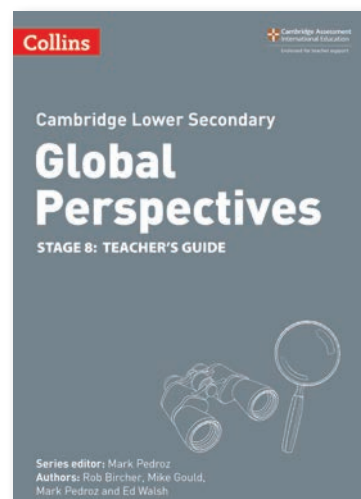
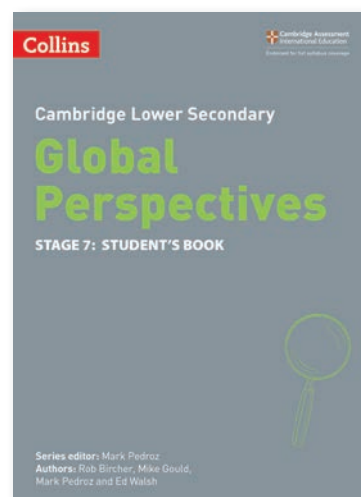
Empower students to engage with a range of contemporary global issues and perspectives and develop their skills in analysis, collaboration, communication, evaluation, reflection and research.

Student's Books

- Develop students' transferable skills as they explore contemporary global issues, using a rich range of international sources and examples
- Focus on improving skills with two skill strands per chapter, building them through active learning towards a collaborative final task
- Apply skills students have learned through a group or individual task in the final chapter
- Prepare for the Cambridge *Challenges* with links in each chapter to the skills and topic focuses

Teacher's Guides

- Feel confident teaching Global Perspectives with comprehensive and practical teacher support, including ready-made lesson plans, worksheets, an activity bank full of active learning teaching ideas and a scheme of work to help plan for progression
- Chapter overviews show which skill strands, learning objectives, issues and key terms are covered in each lesson, while the Curriculum Framework coverage map shows where topics, learning objectives and challenges from the curriculum framework have been supported
- Fully differentiated lesson plans and worksheets suggest how all learners can be supported to make progress through *Extra support* and *Extra challenge* options
- Understand how to assess students' participation and progress with the *Assessment for learning* guidance and the differentiated *Success criteria* in each lesson plan



Student's Books	ISBN
Student's Book 7	978-0-00-854934-3
Student's Book 8	978-0-00-854937-4
Student's Book 9	978-0-00-854940-4
Teacher's Guides	ISBN
Teacher's Guide 7	978-0-00-854943-5
Teacher's Guide 8	978-0-00-854946-6
Teacher's Guide 9	978-0-00-854949-7

eBooks	
Student's Books	ISBN
Student's Book 7	978-0-00-854935-0
Student's Book 8	978-0-00-854938-1
Student's Book 9	978-0-00-854941-1
Teacher's Guides	ISBN
Teacher's Guide 7	978-0-00-854944-2
Teacher's Guide 8	978-0-00-854947-3
Teacher's Guide 9	978-0-00-854950-3

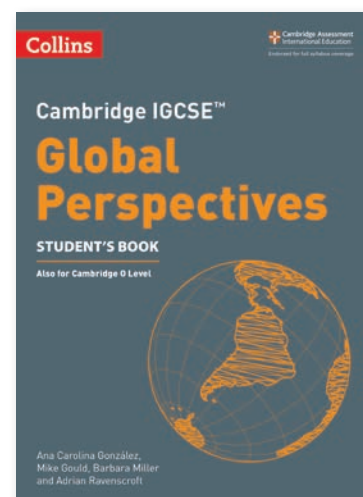
Cambridge IGCSE™ Global Perspectives (0457/2069)



We are working with Cambridge Assessment International Education towards endorsement of these resources to support the syllabus (0457/2069) for examination from 2025.

Authors: Ana Carolina González, Mike Gould, Barbara Miller and Adrian Ravenscroft

Develop students' skills and help to prepare them for assessment as they explore contemporary global issues, rich international texts, data and case studies. Offers full coverage of the Cambridge IGCSE and O Level Global Perspectives syllabuses.



Student's Book

- Communicate the excitement of Global Perspectives and jump straight into a collaborative research project
- Take an active, enquiry-based and reiterative approach to skills development
- Support students to analyse, evaluate and respond effectively to given sources and help to prepare for written examinations
- Help students to tackle independent projects with confidence
- Show students how to progress and improve their work using models and annotated examples
- Encourage reflection through the structured *Reflective plenary* prompts in each unit and the *Check your progress* and *Next steps* features at the end of each section
- Suitable for learners who are new to Global Perspectives or for those who have studied it at Cambridge Lower Secondary

Teacher's Guide

- Feel confident teaching Global Perspectives with ready-made lesson plans, worksheets and an activity bank full of active learning teaching ideas
- Plan for progression with a full scheme of work
- Understand how to assess students' participation and progress with the differentiated *Success criteria* in each lesson plan
- Help all students make progress with the *Extra support* and *Extra challenge differentiation* points

Cambridge IGCSE Global Perspectives ISBN

Student's Book	978-0-00-854750-9
Teacher's Guide	978-0-00-854753-0

eBooks ISBN

Student's Book	978-0-00-854751-6
Teacher's Guide	978-0-00-854754-7

Cambridge International AS & A Level Global Perspectives and Research (9239)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2023.

Series Editor: Mike Gould

Authors: Mike Gould, Lucinda Misiewicz, Mike Morris, Lucy Norris and Clair Rawlingson

Encourage critical thinking, self-reflection and independent thought and provide students the opportunity to engage with key global issues.

Student's Book

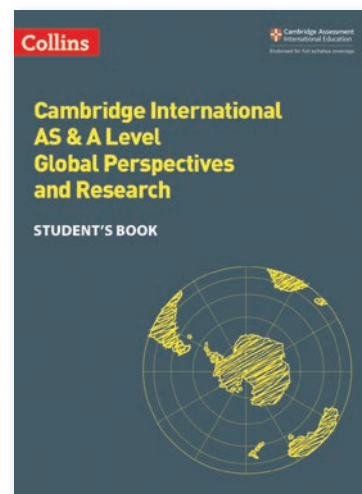
- Allow students to develop key skills, consider themes and issues of particular relevance to their area of interest and apply them to topics of global significance
- Develop effective research skills with guidance on areas such as how to choose a topic and how to write a report
- Offer language support for non-native English students in academic English and presentations
- Guide students through the critical path with useful feature boxes
- Provide practical examples to help with planning, researching, structuring and presenting a written report
- Develop communication and collaboration skills with team projects

Workbook

- Make use of practice exercises which are linked to the Student's Book
- Encourage students to take control of their learning with useful note-taking and reflection sections
- Assist learners with planning and time-keeping
- Allow students to develop a personal working portfolio to encourage self-reflection

Teacher's Guide

- Gain inspiration from lesson suggestions and additional support information for each section
- Allow scope for students to understand and develop effective research skills
- Offer practical examples and explanations for areas of interest



AS & A Level Global Perspectives & Research	ISBN
Student's Book	978-0-00-841417-7
Workbook	978-0-00-841418-4
Teacher's Guide	978-0-00-841419-1
eBooks	ISBN
Student's Book	978-0-00-844703-8
Workbook	978-0-00-851755-7
Teacher's Guide	978-0-00-844704-5

The unit focus shows learning aims and mapping to the Critical Path

Key advice boxes give brief, concise guidance on challenging areas of the syllabus or core approaches to research or writing

8.4 Organising your argument

In this unit you will:

- identify the main points of your arguments and consider their strengths, weaknesses and supporting evidence
- organise your main points and arguments into context for your presentation slides

Critical Path
You will need to:

- communicate the strengths and weaknesses of arguments from all perspectives
- evaluate how varied the team solutions are

Deconstruction	Reconstruction	Reflection	Communication	Collaboration
✓	✓	✓	✓	✓

To fulfil the team project brief, it is necessary to identify the team's progression through the tasks required when creating a successful presentation. You will remember that team members need to present *distinct solutions* for the local problem you identified together. Since you are each exploring a unique global perspective, proposed ways of solving the problem should be *substantially different*. *Avoiding overlap* is just one of the reasons why it is important for teams to meet, discuss, record and reflect on their progress. Other reasons to check in with your team include *keeping each other on track*, and *sharing ideas, knowledge or skills*. More significantly, people learn better when they communicate their arguments and develop, refine and review ideas with others.

Starting point
Reflect and discuss with your team whether you are meeting the project brief so far.

Read the introduction above again and answer these questions about your team:

- In what ways are our solutions different?
- What types of records are we keeping?
- How do our reflective logs differ?
- How well are we keeping ourselves/each other on track?
- Which ideas, knowledge or skills have we shared so far?
- How true is the final sentence of the introduction?

Activity 1: Organising ideas to tell the story of your presentation

a) Read the advice below.

It is useful to begin organising your arguments into a coherent narrative, or story. One way of doing this is to think about what you will say in each section of a presentation. More importantly, if you can't yet decide, then you have identified what you need to think about and research further. Further research may include a combination of activities: reading, viewing, listening or discussing your findings, queries and thoughts with others. Look at the sections a student, Jen, is using as the outline for her presentation story.

Greeting/welcome → Introducing local problem/the rationale for my perspective → Outline of presentation structure → First section (the state of play: hosting international sporting events and corruption) → Analysing and evaluating the main point(s) → Communicating arguments, clarifying with supporting evidence → Giving examples → Second section → (repeat)

Key advice
Organising your arguments and ideas into a narrative for your presentation and reflecting on the processes involved should reveal insights into your own strengths and areas for development. Don't forget to keep records (e.g. voice notes) to inform your reflective journal or log.

b) Identify which sections you can say something about in relation to your problem/solution, and those that are less clear.

c) One way you can test your readiness to present is to try out these alternative ways of getting your 'story' across. Work with a partner. Adapt or use the presentation structure above to complete one of the following tasks:

- Micro-blog** your presentation story in 140 characters (set up a #).
- Walk and talk – tell your presentation story on the move and record a draft version.
- Record the highlights of your presentation story as a trailer (audio or video).
- Sketch-note or storyboard your presentation story.

d) Work with a partner from another team to outline your presentation. Take it in turns to be each other's 'non-specialist audience' and clarify any points that are unclear.

Quick task
Discuss: Which stage(s) of the team development process have you been through? Which stage(s) are you at now? Check back with the diagram on page 129.

Building your presentation
You are ready to start thinking about how to present your ideas. The language you need to structure the oral (spoken) content of your presentation is focused on in Unit 8.5 and the visual content in Unit 8.6. The focus of this section is on the texts for your slides. Use these success criteria to evaluate how effectively you communicate your ideas on presentation slides:

- Legibility:** Can you read the words from the back of the room? Is the font easy to read? Is there too much text?
- Clear expression:** Is the language accurate? Is it appropriate for the audience?
- Layout:** Is the text aligned and positioned consistently on each slide? Is there any room to add visual information? Are headings and subsections clear?

Key terms
rationale: a reason for doing something (e.g. why you chose your particular global perspective in relation to the local problem, and how it complements those of others)
micro-blog: a very short blog, usually comprising 140–280 characters, designed to allow users to share small pieces of content

Short starter activities get students thinking about what they will learn

Quick, accessible tasks help students check knowledge instantly

Sample Page from AS & A Level Student's Book

Brief introductions outline the unit objective and explain its importance to the course

Key terms and language support boxes offer guidance and support for language, particularly in writing academic English

Chapter 1 Understanding the course

Unit 1.1 Becoming a global thinker

To get the most out of the Cambridge International AS & A Level Global Perspectives and Research syllabus, you need to consider your own position within it and what you will get from it.

1 Here are several possible reasons why you might have chosen this course, or why it might suit you. Add one or two of your own, if they are not mentioned here, and then rank them by terms of importance to you (1 being low, 10 being very important).

Reason	Rank (1–10)
I think I will get a good grade in it.	
It will widen my knowledge of global issues.	
I will be able to link it to subjects I enjoy studying.	
I like the chance to collaborate and work with others.	
It gives me the chance to work independently, pursuing my own interests.	
It is a core component of the AICE Diploma.	
It will help build my general English skills.	
I think it will help my job prospects.	
It covers lots of different skills, such as how to analyse.	
My additional reason 1	
My additional reason 2	

2 Imagine you needed to apply for this course by writing a letter. Write 50–75 words using the pages at the back of the Workbook or a separate piece of paper explaining why you think this is the course for you, and what you aim to get from it.

3 As a way of encouraging the 'global thinker' in you, look at the topical issues on the next page from current and recent times. Choose two or three issues and spend five minutes jotting down everything you know about each one, using these five questions:

What do I think about this?
Where have I heard about this?
Where does my thinking and knowledge come from?
Does everyone think like this? Why/why not?
How would I find out more information about this?

Issues
The rights of transgender people
Choosing whether or not to have a vaccination for an infectious disease
Private (paid for) education
Colonising planets
Limiting air travel
Genetic modification for food provision

Key terms and language support
When describing learning styles or attributes, we often use words with useful prefixes to distinguish between similar ideas or meanings – for example, *interpersonal* in which *inter* means 'between'.
Someone who works well in a team has good *interpersonal* skills (good 'between people' skills).

Task 4
Look up the prefixes in the words below and use them to work out what each phrase means. Do they have positive or negative connotations?

<i>intrapersonal</i> skills	<i>interdependent</i> group members
<i>anti-social</i> behaviour	<i>student who is extrovert or introvert</i>

Reflection
Think about yourself as a learner again. How has your knowledge of the syllabus changed between first hearing about it and completing this unit? What were the key factors that helped you gain knowledge and understanding of it?

The reflection boxes prompt self-reflection and provide ideas to include in the reflective log

Activities develop students' work and build on the practical skills learned in the Student's Book

Sample Page from AS & A Level Workbook

Collins International Primary Maths (0096)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0096) from 2020. The Progress Books have not been through the Cambridge International endorsement process.

Series Editor: Peter Clarke

Authors: Caroline Clissold, Paul Hodge and Lisa Jarmin

Offer full coverage of the new Cambridge Primary Mathematics curriculum framework and support best practice in primary maths teaching.

Student's Books

- Provide an exciting theme with lessons based on a 'big idea' which is anchored in a real-life international context
- Help students to develop their *Thinking and Working Mathematically* skills
- Offer opportunities for group and individual learning

Workbooks

- Challenge students with three levels of practice and knowledge consolidation
- Develop sense of self-study and discipline
- Offer an opportunity for personal reflection on progress

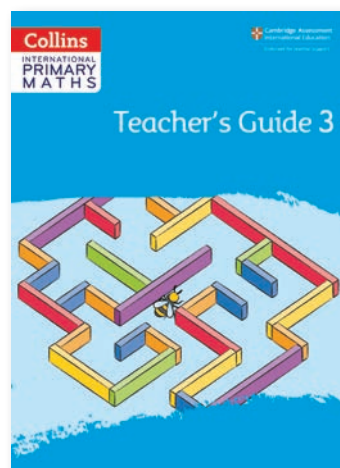
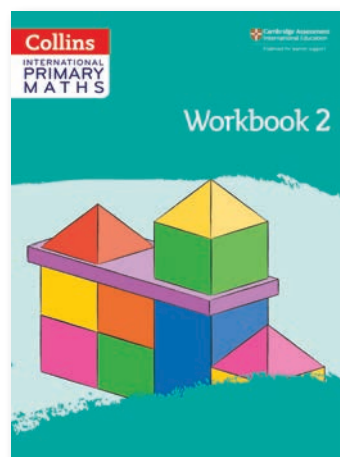
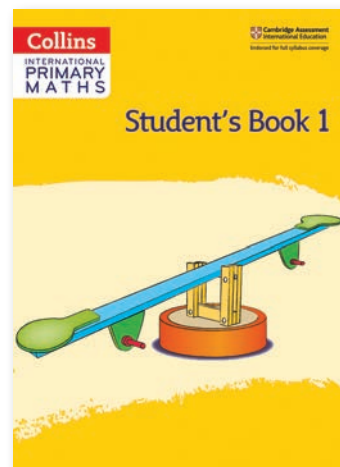
Progress Books

- Allow learners to apply what they have learnt and demonstrate mastery and understanding of mathematical concepts

Teacher's Guides

- Ensure teacher professionalism and autonomy
- Supplement lessons with a wealth of digital assets including tools and games to make maths lively and engaging, only available on the Extended Teacher's Guide in eBook format

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Student's Books	ISBN
Student's Book 1	978-0-00-834089-6
Student's Book 2	978-0-00-836940-8
Student's Book 3	978-0-00-836941-5
Student's Book 4	978-0-00-836942-2
Student's Book 5	978-0-00-836943-9
Student's Book 6	978-0-00-836944-6

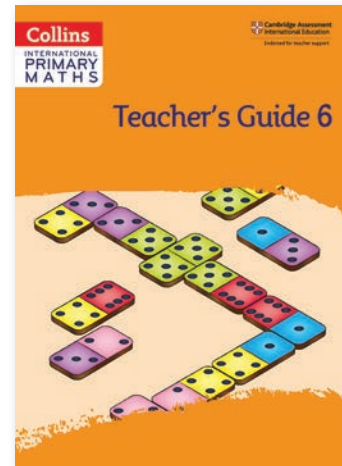
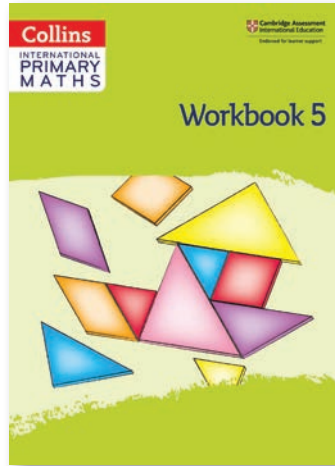
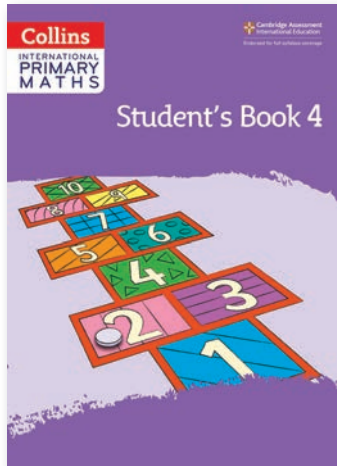
Workbooks	ISBN
Workbook 1	978-0-00-836945-3
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Workbook 3	978-0-00-836947-7
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Workbook 6	978-0-00-836950-7

Progress Books	ISBN
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Teacher's Guide 5	978-0-00-836955-2
Teacher's Guide 6	978-0-00-836956-9



For a full list of eBook ISBNs and pricing for all components, see online order form at collins.co.uk/intcatalogues



Lesson objective demonstrates what learner should know or be able to do by the end of the lesson

Reference to accompanying Workbook page

List of key mathematical terms relevant to the lesson

Unit 4 Reading and writing numbers to 20

Lesson 1: Counting to 20

- Count forwards and backwards from any given number to 20

Let's learn

Key words

- count
- forwards
- backwards

Guided practice

Trace the line and count on.

Workbook page 18

Unit 4 Reading and writing numbers to 20

Lesson 2: Reading numbers to 20

- Read numbers to 20

Let's learn

Key words

- number
- numeral

Guided practice

Count the number of cubes or counters. Draw lines to join a word and a numeral to each set.

Workbook page 19

Content that presents the key mathematical idea of the lesson

Worked examples designed to prepare learners to work independently on questions in the Workbook

Cambridge Lower Secondary Maths (0862)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0862) from 2020.

Series Editor: Alastair Duncombe

Authors: Belle Cottingham, Alastair Duncombe, Rob Ellis, Amanda George, Claire Powis and Brian Speed

Develop students' maths mastery and confidence with this fully updated Lower Secondary Maths course offering comprehensive coverage of the new curriculum framework. A strong emphasis on *Thinking and Working Mathematically* is integrated throughout.

Student's Books

- Offer worked examples with clear and detailed explanations to build learner independence
- Provide students opportunities to review and consolidate learning and reflect on their progress
- Develop *Thinking and Working Mathematically* skills, enabling learners to gain competence and confidence in maths

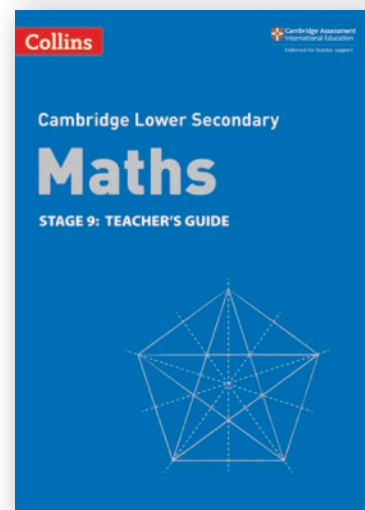
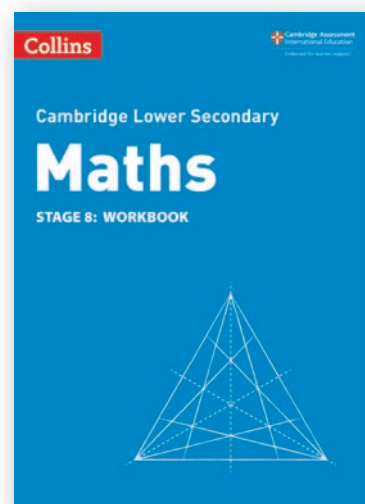
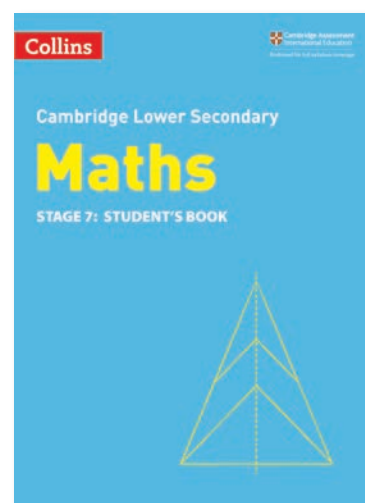
Workbooks

- Enable learners to fully master a topic before moving on with a variety of questions
- Support students in their own work with pointers and pictorial representations included
- Can be used in class or as homework to support secure learning

Teacher's Guides

- Plan teaching effectively with clear learning objectives throughout the course with guidance provided
- Promote and assess the Cambridge *Thinking and Working Mathematically* characteristics through the course
- Ideas for starter activities and discussions, notes on common errors, support and extension ideas and end-of-chapter topic reviews included

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Check readiness to start with prerequisite knowledge list and topic

Engage learners with group and pair activities to awaken mathematical curiosity

Build mathematical skills and confidence with 'Thinking and Working Mathematically' characteristics through specially designed activities

15 Area and volume

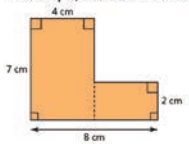
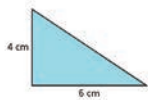
You will learn how to:

- Understand the relationships and convert between metric units of area, including hectares (ha), square metres (m²), square centimetres (cm²) and square millimetres (mm²).
- Derive and know the formula for the area of a triangle. Use the formula to calculate the area of triangles and compound shapes made from rectangles and triangles.
- Derive and use a formula for the volume of a cube or cuboid. Use the formula to calculate the volume of compound shapes made from cuboids, in cubic metres (m³), cubic centimetres (cm³) and cubic millimetres (mm³).
- Use knowledge of area, and properties of cubes and cuboids to calculate their surface area.

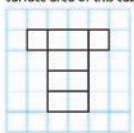
Starting point

Do you remember ...?

- how to use suitable metric measures? For example, which unit of measurement would be best to measure the height of a house?
- how to convert between different metric measures? For example, how many cm are in 16 m?
- how to multiply and divide by powers of 10? For example, divide 23 by 1000.
- how to find the area of a rectangle and the area of a right-angled triangle? For example, find the area of these shapes.

- how to find the surface area of simple cubes and cuboids from their nets? For example, find the surface area of this cuboid drawn on a centimetre grid.



This will also be helpful when:

- you learn how to calculate the areas of other shapes and solve problems involving areas
- you learn how to find the volume of any prism and solve problems involving volume.

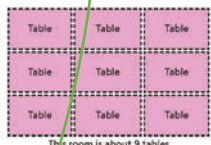
Chapter 15: Area and volume 161

15.0 Getting started

How good are you at estimating area?

Decide in your class on a rectangular area to measure, like a table or a notice board. Ask your teacher to measure it for the class. This is your new measure of area, one table!

Each member of the class should estimate how many times the table or notice board will fit onto the floor. Now ask your teacher to measure the floor to find its area. Divide this by the area of the table or notice board to see how many would fit onto the floor. See who is the best estimator.



15.1 Converting between units of area

Thinking and working mathematically activity

- A square has sides measuring 4 cm. Find the area in cm².
- Convert 4 cm to millimetres and then find the area of the square in mm².
- Draw some rectangles and find their areas in cm² and mm².
- Make a conclusion about how to convert an area from cm² to mm².

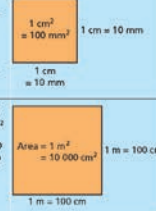
Predict how to convert an area from m² to cm². Explain your prediction to a partner.

Conversion between units of area	Key terms
1 cm ² = 100 mm ²	Large areas, such as fields, are measured in hectares (ha) .
1 m ² = 10 000 cm ²	A hectare is an area of land equivalent to a square measuring 100 m by 100 m.
1 km ² = 1 000 000 m ²	1 hectare = 10 000 m ² .

Worked example 1

a) Convert 0.28 cm² to mm²
 $0.28 \text{ cm}^2 = 0.28 \times 100 \text{ mm}^2 = 28 \text{ mm}^2$

b) Convert 13 600 cm² to m²
 $13 600 \text{ cm}^2 = 13 600 \div 10 000 \text{ m}^2 = 1.36 \text{ m}^2$



Did you know?
 Hectares are used to measure areas of land. Some countries also use acres as a unit of land area.

162 Stage 7: Student's Book

Worked examples cater to different learning styles with formal, narrative and pictorial methods

Sample pages from Student's Book 7

Student's Books	ISBN
Stage 7	978-0-00-834085-8
Stage 8	978-0-00-837854-7
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Stage 9	978-0-00-837867-7

Cambridge IGCSE™ Maths

(0580/0980)

Fourth Edition



We are working with Cambridge Assessment International Education towards endorsement of these resources to support the syllabus for examination from 2025.

Authors: Chris Pearce and Isabel Marsden

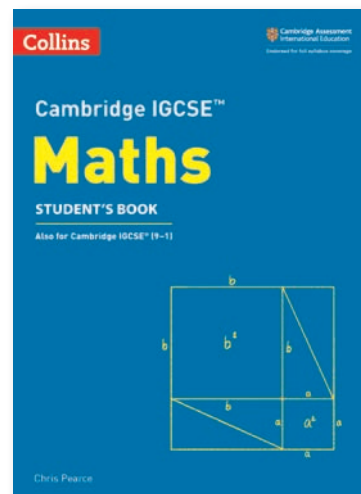
Provide in-depth coverage of every aspect of the revised Cambridge IGCSE Mathematics syllabus (0580/0980) and support and challenge students with the Core and Extended content together in one book.

Student's Book

- Develop problem-solving skills with flagged questions that require students to apply their skills, often in real-life, international contexts
- Grow confidence working without a calculator with clearly labelled questions and exercises
- Familiarise students with a mix of structured and unstructured questions throughout
- Emphasise the relevance of maths with *Why this chapter matters* sections showing maths in everyday life or historical development
- Consolidate understanding with tried and tested questions in extensive practice exercises and detailed worked examples
- Help learners understand complex mathematical terminology with a clear key term definitions glossary

Teacher's Guide

- Deliver a fresh approach with content fully updated for the revised syllabus and assessment
- Detailed three-part lesson plans include clear syllabus references, common mistakes and remediation, and useful tips
- Raise standards with extra practice sheets with consolidation and extended questions
- Supply ready-made homework for every lesson with printable and editable homework worksheets
- Personalise the course with downloadable Word and PDF files to accommodate the school's needs



Chapter 2 • Topic 5

2.5 Calculating a percentage

To calculate a percentage of a **quantity**, you multiply the quantity by the percentage. The percentage may be expressed as either a fraction or a decimal. When finding percentages without a calculator, base the calculation on 10% (or 1%) as these are easy to calculate.

Example 11

Calculate: **a** 10% of 54 kg **b** 15% of 54 kg

a 10% is $\frac{1}{10}$ so $\frac{1}{10}$ of 54 kg = 54 kg $\div$ 10 = 5.4 kg

b 15% is 10% + 5% = 5.4 kg + 2.7 kg = 8.1 kg

Using a percentage multiplier

You have already seen that percentages and decimals are equivalent so it is easier, particularly when using a calculator, to express a percentage as a decimal and use this to do the calculation.

For example, 13% is a **multiplier** of 0.13, 20% a multiplier of 0.2 (or 0.20) and so on.

Example 12

a Calculate 45% of 160 cm. **b** Find 52% of \$460.

a 45% = 0.45

So 45% of 160 = 0.45 $\times$ 160 = 72 cm

b 52% = 0.52

So, 0.52 $\times$ 460 = 239.2

This gives \$239.20.

Remember always to write a money answer with 2 decimal places.

EXERCISE 2E

CORE

1 Write down the multiplier that is equivalent to each percentage.

- a** 88% **b** 30% **c** 25%
d 8% **e** 115%

2 Write down the percentage that is equivalent to each multiplier.

- a** 0.78 **b** 0.4 **c** 0.75
d 0.05 **e** 1.1

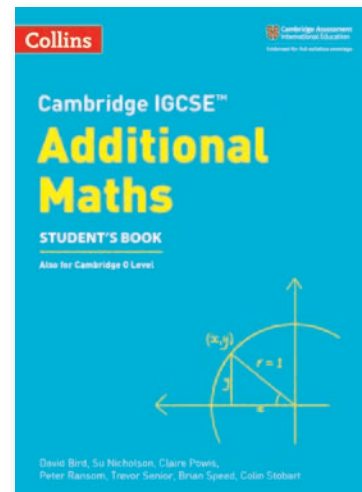
Sample page from Student's Book

Cambridge IGCSE Maths	ISBN
Student's Book	978-0-00-854605-2
Teacher's Guide	978-0-00-854606-9
eBooks	ISBN
Student's Book	978-0-00-854609-0
Teacher's Guide	978-0-00-854610-6

Cambridge IGCSE™ Additional Maths

(0606/4037)

Second Edition



We are working with Cambridge Assessment International Education towards endorsement of these resources to support the syllabus for examination from 2025.

Authors: David Bird, Su Nicholson, Claire Powis, Peter Ransom, Trevor Senior, Brian Speed and Colin Stobart

Building on Cambridge IGCSE Mathematics, this course tests students' initial understanding and prepares them for Additional Maths content. This course also supports Cambridge O Level.

Student's Book

- Consolidate understanding with tried and tested questions in extensive practice exercises and detailed worked examples, with tips on how to tackle tricky content
- Develop confidence working without a calculator with clearly labelled questions and exercises
- Help students prepare for assessment with review questions at the end of every chapter
- Support students in developing problem-solving skills with flagged questions that require them to apply their skills and understanding
- Emphasise the relevance of maths in everyday life with *Why this chapter matters* sections
- Deliver a fully international course with international examples, contexts, names, currencies and locations
- Provide self-assessment opportunities with progression checklists at the end of every chapter

Teacher's Guide

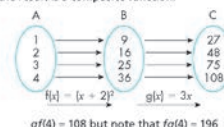
- Provide full support and guidance for teaching the revised Cambridge IGCSE Additional Mathematics syllabus
- Teach straight away with detailed lesson plans that include clear syllabus references, useful tips, common mistakes and remediation guidance
- Save time with printable homework and extension worksheets to support all student types

Chapter 1, Topic 2

1.2 Composite functions

In this section, you will use the notation $f(x)$ to define a function. Consider the two functions: $f(x) = (x + 2)^2$ and $g(x) = 3x$. If you evaluate $f(4)$ as 36 and then used this as the input to $g(x)$, $g(36)$, the result is 108.

This combination of $f(x)$ and $g(x)$ is written as $gf(x)$. In cases like this, where the output from one function is used as input to another, the result is a **composite function**.



$$gf(4) = 108 \text{ but note that } fg(4) = 196$$

From these two examples, you should see that you must carry out the right-most function followed by the next function to the left.

Example 3

$f(x) = 2x^2 - 4$ and $g(x) = 3x - 1$

Find: a $fg(4)$

b $gf(5)$

c $g^2(3)$

Solution

a $g(4) = 3(4) - 1 = 11$

b $f(5) = 2(5)^2 - 4 = 46$

c $g(3) = 3(3) - 1 = 8$

$f(11) = 2(11)^2 - 4 = 238$

$g(46) = 3(46) - 1 = 137$

$g(8) = 3(8) - 1 = 23$

You can create a single expression for a composite function.

Example 4

$f(x) = 2x^2 - 4$ and $g(x) = 3x - 1$

Find $fg(x)$ and $gf(x)$

Solution

$fg(x) = f(3x - 1)$

$= 2(3x - 1)^2 - 4$

$= 2(9x^2 - 6x + 1) - 4$

$= 18x^2 - 12x + 2 - 4$

$= 18x^2 - 12x - 2$

$gf(x) = g(2x^2 - 4)$

$= 3(2x^2 - 4) - 1$

$= 6x^2 - 12 - 1$

$= 6x^2 - 13$

Sample page from Student's Book

Cambridge IGCSE Additional Maths	ISBN
Student's Book	978-0-00-854607-6
Teacher's Guide	978-0-00-854608-3
eBooks	ISBN
Student's Book	978-0-00-854612-0
Teacher's Guide	978-0-00-858191-6

Cambridge International AS & A Level Mathematics (9709)

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

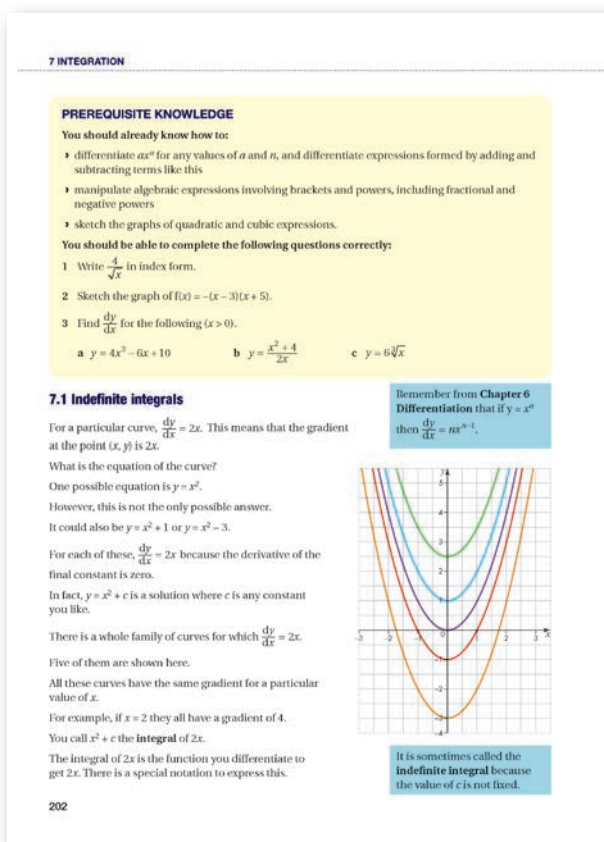
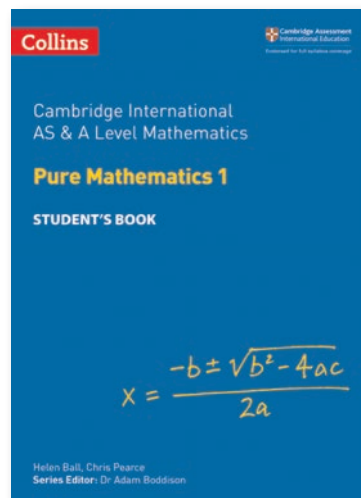
Series Editor: Dr Adam Boddison

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

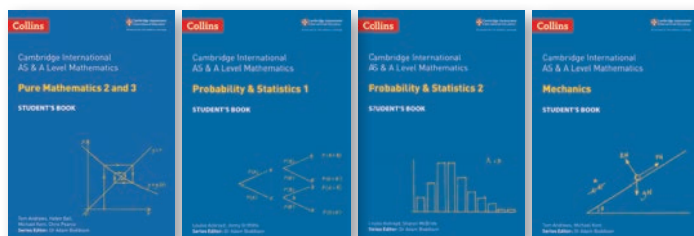
This five-book series builds students' key mathematical skills and inspires them to pursue STEM (science, technology, engineering and mathematics) careers and further study routes.

Student's Books

- Cover the complete content of the syllabus in five books: Pure Mathematics 1, Pure Mathematics 2 & 3, Statistics 1, Statistics 2 and Mechanics
- Develop the key skills of mathematical modelling, problem-solving and communication through dedicated questions and teaching
- Help to prepare students for assessment with exam-style questions and carefully selected Cambridge past paper questions
- Assess readiness with prior knowledge checks and end-of-chapter summaries which test understanding
- Offer plenty of practice opportunities with clear explanations and worked examples on each topic with full workings available for each answer
- Provide clear progression from Cambridge IGCSE Mathematics
- The *Mathematics in Life and Work* theme throughout shows students how maths is used in a range of careers and further study routes



Sample page from Pure Mathematics 1 Student's Book



AS & A Level Mathematics	ISBN
Pure Mathematics 1	978-0-00-825773-6
Pure Mathematics 2 and 3	978-0-00-825774-3
Statistics 1	978-0-00-825776-7
Statistics 2	978-0-00-827187-9
Mechanics	978-0-00-825775-0
eBooks	ISBN
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Cambridge International AS & A Level Further Mathematics (9231)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

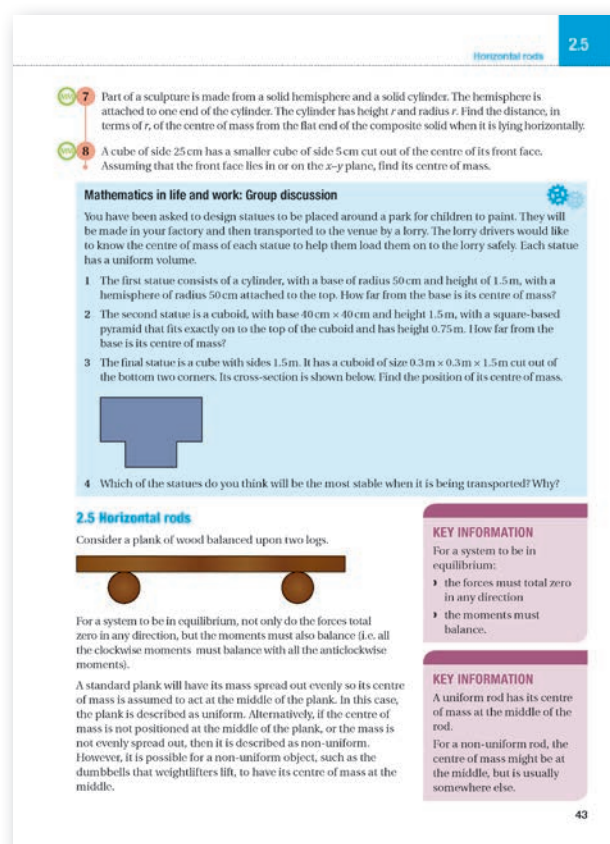
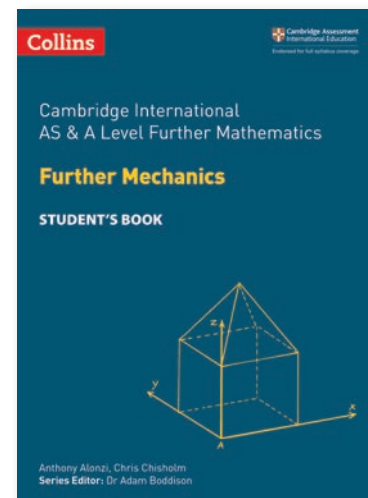
Series Editor: Dr Adam Boddison

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

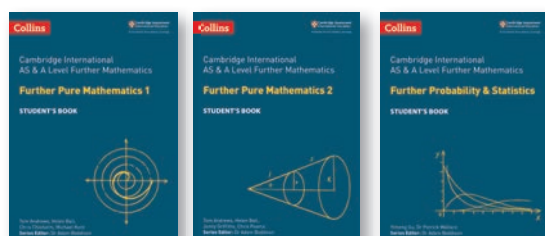
With a clear focus on *Mathematics in Life and Work*, this four-book series builds the key mathematical skills and knowledge that will open a wide range of careers and further study.

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 students will learn at the start of each chapter
- Set mathematics in real-world contexts that emphasise practical applications and career paths, with a *Mathematics in Life and Work* theme for each chapter
- Showcase how mathematics is relevant to different roles with inspiring case studies and discussion activities
- Help prepare students for assessment with exam-style questions and carefully selected Cambridge past paper questions
- Build advanced skills with in-depth explanations for deep understanding, practice for fluency, and probing questions to develop flexible problem solving
- Provide clear progression to develop confident, independent and reflective mathematicians through extension questions and group discussions



Sample page from Further Mechanics Student's Book



AS & A Level Further Mathematics	ISBN
Further Pure Mathematics 1	978-0-00-825777-4
Further Pure Mathematics 2	978-0-00-825778-1
Further Probability and Statistics	978-0-00-827188-6
Further Mechanics	978-0-00-827189-3
eBooks	ISBN
Further Pure Mathematics 1	978-0-00-834032-2
Further Pure Mathematics 2	978-0-00-834031-5
Further Probability and Statistics	978-0-00-834033-9
Further Mechanics	978-0-00-834039-1

Collins International Primary Science (0097)

Second Edition

eBook

This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0097) from 2020.

Series Editor: Karen Morrison

Authors: Tracey Baxter, Sunetra Berry, Pat Dower, Helen Harden, Pauline Hannigan, Anita Loughrey, Fiona MacGregor, Emily Miller, Jonathan Miller, Karen Morrison, Daphne Paizee, Anne Pilling, Pete Robinson, Phillippa Skillicorn and Tracy Wiles

Spark scientific curiosity from a young age with this six-level course through an enquiry-based approach and active learning. The series is organised into four main strands: Biology, Chemistry, Physics and Earth and Space.

Student's Books

- Offer differentiated activities for each unit and continuous assessment throughout
- Help pupils to actively learn through practical activities that don't require specialist equipment or labs
- Deepen and enhance the delivery of scientific skills with *Thinking and Working Scientifically* section

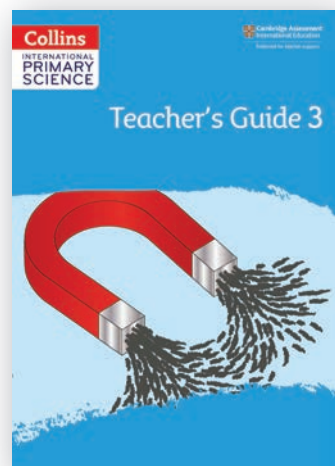
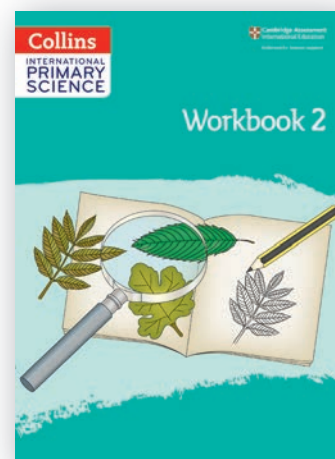
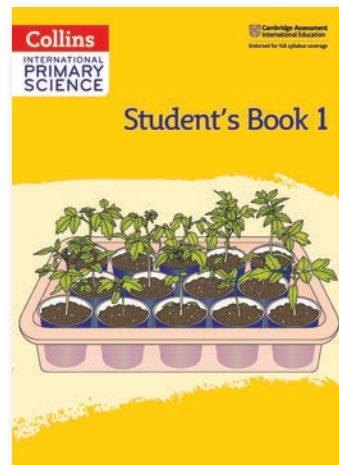
Workbooks

- Provide opportunities to deepen understanding and build on prior knowledge
- Include language development activities to help build scientific vocabulary

Teacher's Guides

- Deliver consistent lessons with clear lesson plans as well as continuous assessment opportunities
- Slideshows, video clips, additional photographs and interactive activities are included in the Extended Teacher's Guides, only available as eBooks

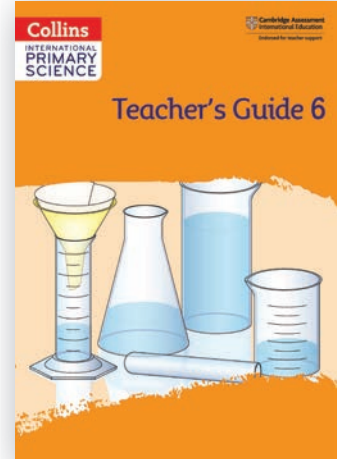
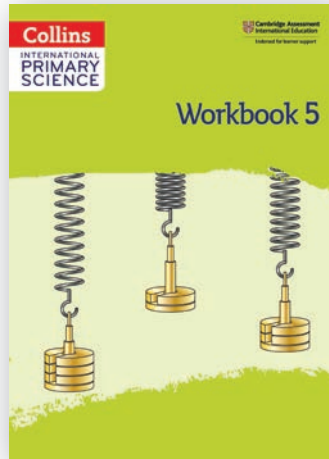
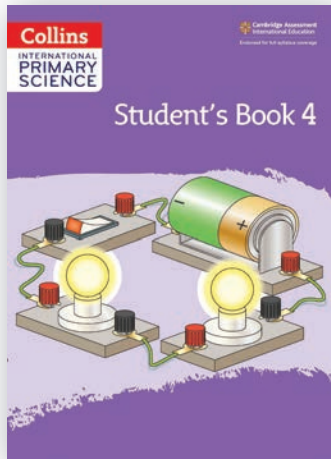
Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Student's Books	ISBN	Workbooks	ISBN	Teacher's Guides	ISBN
Student's Book 1	978-0-00-834090-2	Workbook 1	978-0-00-836893-7	Teacher's Guide 1	978-0-00-836899-9
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Build Science vocabulary with key words 'post-its'

Active learning underpins all aspects of teaching within the resources

Science in context

6.3 Science and the environment

Large parts of the planet **Earth** are covered in **water**. Water is very important. Animals, humans and plants all need water to survive.

1 Look at the picture. What does it show?

Some places on the Earth do not have much water.



Key words

- Earth
- water
- waste
- save



2 Look at the pictures. ▲ Describe what you can see.

3 How are the places different?

4 What do you think it is like to live in these places?

88

We can use what we know about science to help the world around us. We know that water is important so we must not **waste** it. We can do things to help **save** water.



5 Look at the picture. ▲ How does it say we can save water?



6 What could this girl do to save water while brushing her teeth?

Topic 6 Earth and Space

Activities

- 1** Play a game about how we can waste water and how we can save water.
- 2** Design a game. Think of the different ways that we waste water and ways that we can save water. Then play your game.
- 3** Design a poster to help people save water. Draw pictures and add labels to explain the ways we can save water.

I have learned

- Water is important for all living things on Earth.
- We can help the planet by saving water.

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Photo-rich spreads show science in real-life contexts

Topic summary for concise synopsis and continuous learning

Sample pages from Student's Book 1

Cambridge Lower Secondary Science (0893)

Second Edition

eBook

This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0893) from 2020.

Authors: Heidi Foxford, Aidan Gill, Amanda Graham, Mark Levesley, Chris Meunier, Beverley Rickwood, Nigel Saunders, Sheila Tarpey, Dorothy Warren and Gemma Young

Build a strong foundation in scientific skills and key concepts with plenty of suggested practical investigations and integrated active learning, whilst providing comprehensive coverage of the new Cambridge Lower Secondary Science curriculum framework.

Student's Books

- Support students in their language needs with all key words clearly defined on the relevant page in the Student's Book
- Check understanding, consolidate learning and prepare for assessment with end-of-chapter and end-of-stage reviews
- Challenge and stretch students with differentiated questions for each topic, by linking to history, development, application and impact of science around the world

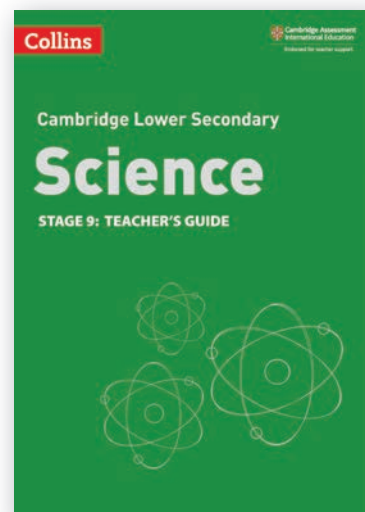
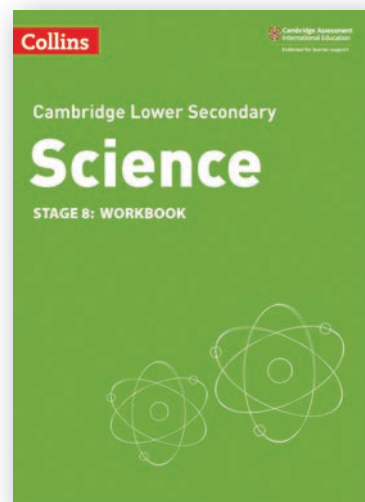
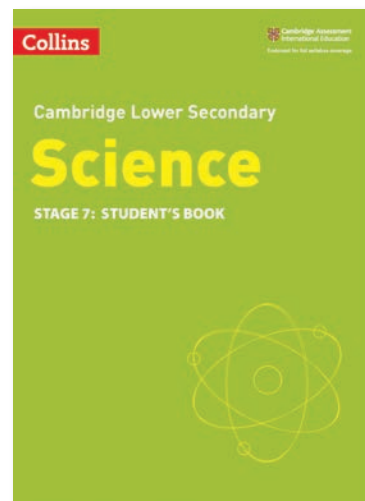
Workbooks

- Offer a full range of questions for every topic in the Student's Book
- Provide regular practice with supportive worked examples and writing frames
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Teacher's Guides

- Deliver a fresh approach with carefully constructed learning outcomes and detailed lesson plan ideas
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- Answers to Student's Book and Workbook questions provided

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Features at the start and end of topics encourage learners to reflect on their understanding and self-evaluate their progress

Key terms, definition boxes and a glossary provide support in language needs

Chapter 10 : Topic 4

The water cycle

Learning outcomes

- To describe the Earth's physical processes that involve water and how they form a cycle
- To understand a model of the Earth's water cycle

Starting point

You should know that...

On Earth, water evaporates, condenses and precipitates (falls as rain)

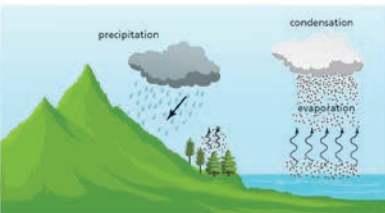
The formation and erosion of different types of rock form a rock cycle

You should be able to...

Describe how a model helps us to understand ideas in science

Use models, including diagrams, to describe processes and explain ideas in science

Evaporation, condensation and precipitation



10.23 Evaporation, condensation and precipitation.

Here are some of the processes that involve water on Earth (figure 10.23).

- Evaporation** is the process where some water molecules at the surface of a lake or ocean gain enough energy to break free from the surface. This causes water vapour to be present in the atmosphere.
- Condensation** is the process where water molecules in the air lose energy so that they gather together to form droplets of liquid water. This process leads to the formation of clouds.
- Precipitation** is the process where water droplets in the air grow large enough so that they fall to the ground or ocean surface as liquid or solid water.

Evaporation from the ocean increases when warm air blows across the water surface. The winds carry the water vapour across the ocean and sometimes over land. As the warm air rises, it cools, which leads to condensation. In particular, when winds blow warm, wet air from over the ocean onto areas of mountains, the air is forced upwards and cools quickly. This is why clouds often form over mountains near the sea.

The type of precipitation depends on the air temperature. If the temperature is above 0°C then the water droplets stay liquid and form rain. If the temperature is at or below 0°C then the liquid droplets partially or completely freeze to form sleet, snow or hail.

In Section 10.3, you considered which gases mix to make up the Earth's atmosphere. The percentages of each gas were for dry air. Dry air means 'air that contains no water'. In reality, the air around us will nearly always contain some water vapour. The amount depends on how much water evaporates into the air, and how much condenses to form precipitation that falls out of the air. This amount is different at different places on Earth, and the amount changes at each place with time, due to the local climate and weather.

Key terms

condensation: process in which water vapour molecules are cooled and gather to form liquid water droplets.

evaporation: process in which water molecules gain enough energy to escape from the surface of liquid water and form vapour.

precipitation: process in which water droplets in the air grow large enough that they fall to the ground as rain, sleet, snow or hail.

- Where does the energy come from that causes water in the oceans to evaporate?
- Sometimes the air temperature is below 0 °C but the ground temperature is above 0 °C. Explain what happens to water that precipitates as snow or hail when it reaches the ground.
- Look at figure 10.23. Make a sketch copy of the diagram and add arrows to show how evaporation, condensation and precipitation link together to move water from oceans to the air and back to the oceans.
- Look at figure 10.23. Use a map of the Earth to find the Sahara Desert. Explain why places like the Sahara Desert remain so dry.

Water that falls on the surface of Earth

Some of the water that falls as precipitation ends up back in the oceans. We call water stored in the oceans **open water**, because it is not surrounded by land or ice and can move freely.

'Challenge' questions promote deeper thinking

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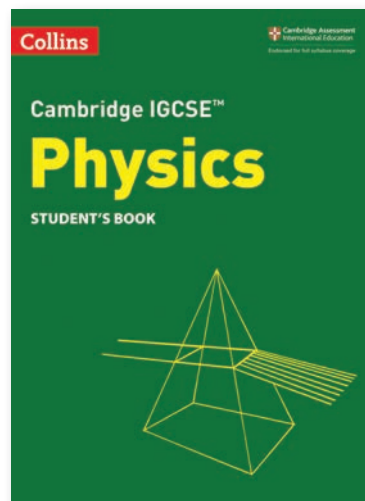
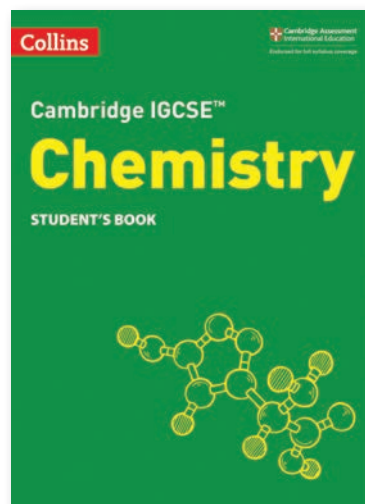
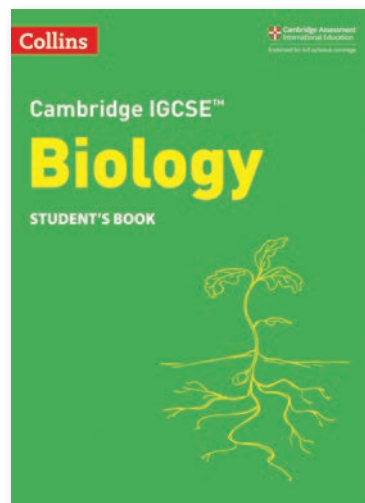
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Cambridge IGCSE™ Co-ordinated Sciences

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Spark scientific curiosity by putting science in context. Carefully developed features, including practice questions, worked examples and key terms, build knowledge and skills.

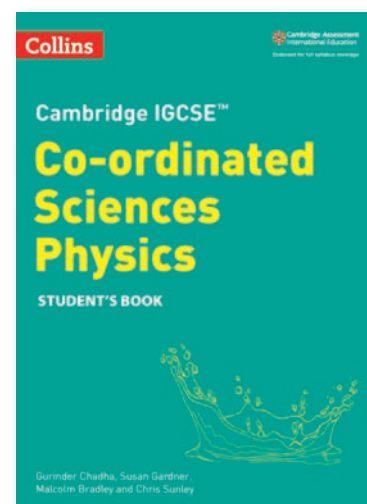
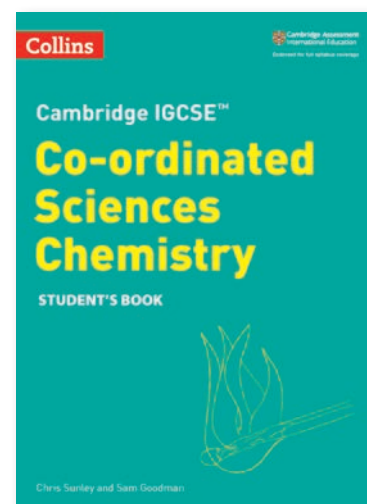
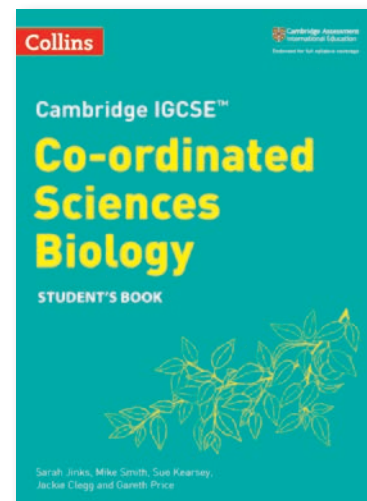
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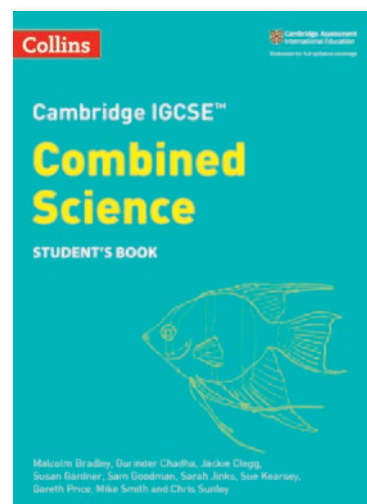
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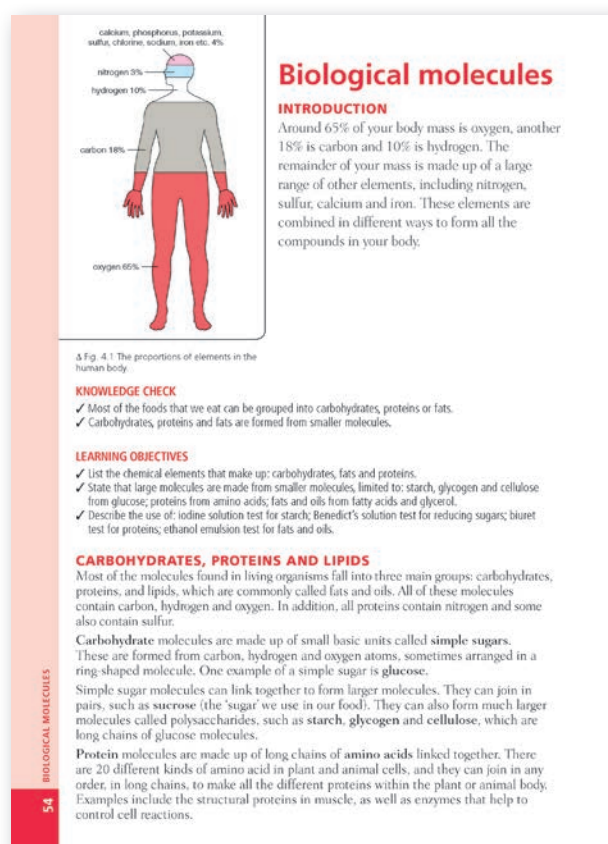


Student's Book

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- Help students reach their full potential with clearly differentiated extended material
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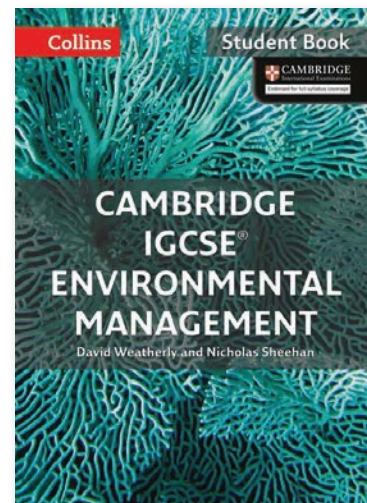
Cambridge IGCSE™ Environmental Management (0680/5014)



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Authors: David Weatherly and Nicholas Sheehan

Provide in-depth coverage of the Environmental Management syllabus and inspire students through real-life applications. This resource also offers full coverage of the O Level syllabus.



Student's Book

- Provide a clear focus for students with an integrated approach to the subject
- Consolidate understanding with questions throughout to check and confirm knowledge
- Encourage students to think for themselves and experiment with a major focus on problem solving and investigations
- Deepen understanding for all students with real-life case studies

Teacher's Guide

- Ensure full coverage of the syllabus with overviews of each topic and links to other topics highlighted to assist with medium- and long-term planning
- Match lessons to the syllabus learning outcomes with a detailed scheme of work
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- Supports front-of-class teaching and enables students to access material from the Student's Book at home



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Cambridge International AS & A Level Science (9700/9701/9702)

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Biology Authors: David Martindill, Mike Smith and Michael Smyth

Chemistry Authors: Sunetra Berry, Lyn Nicholls and Andrew Page

Physics Authors: Chris Bishop, Carol Davenport, Richard Grimmer, Lynn Pharaoh and Michael Smyth

Allow students to develop and strengthen practical skills in a range of contexts, deepen understanding of key concepts and provide opportunities to draw connections between topics in Biology, Chemistry and Physics.

Student's Books

- Provide a clear emphasis on developing practical skills and handling, applying and evaluating data to equip students for a wide range of careers and further study
- Allow students to reflect on previous learning with prior understanding reviews, whilst end-of-chapter mind maps provide a summary of learning covered
- Build students' self-awareness by encouraging them to use questions and opportunities for reflection throughout the book
- Offer regular opportunities to handle, apply and evaluate data as well as recap understanding through assignments and experimental skills features
- Challenge and stretch students with exam-style questions and extension exercises

Teacher's Guides

- Digital teacher support includes syllabus mapping, notes on common misconceptions, a wealth of activities and regular assessments

Biology (9700)

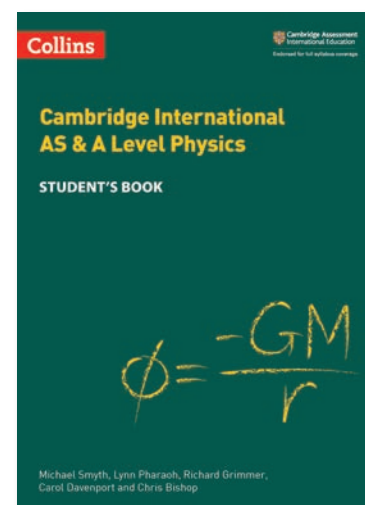
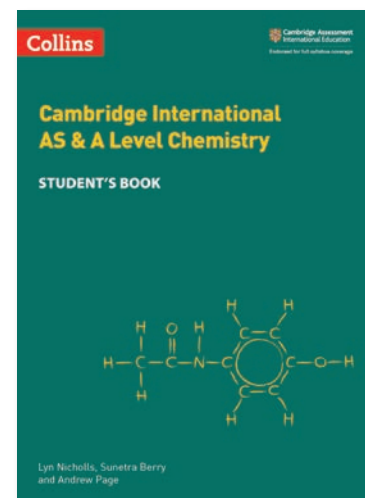
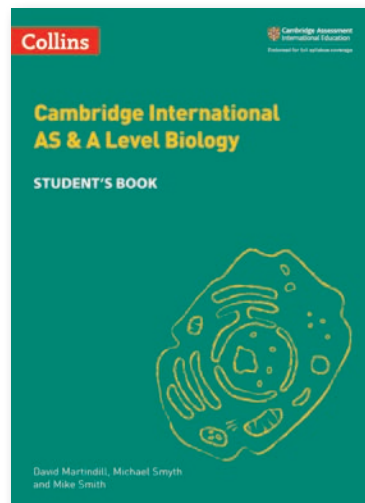
Topics include: cells, biochemical processes, DNA, natural selection, organisms interacting with their environment and observation and fieldwork.

Chemistry (9701)

Topics include: atoms & forces, chemical bonds, energy changes, experiments & evidence, and patterns in chemical behaviour and reactions.

Physics (9702)

Topics include: models of physical systems, forces & fields, testing predictions against evidence, mathematics as a language and problem-solving tool, as well as matter, energy and waves.



1.1 The microscope in cell studies

Although lenses have been used as magnifying glasses for at least a thousand years, the first microscopes were built around the start of the 17th century. Some used a single lens but others were compound microscopes that used two lenses: an objective lens and an eyepiece lens, very similar to many microscopes today.

Later in the 17th century, scientists used microscopes to make the first detailed observations of biological structures. In Italy, Marcello Malpighi studied the structure of animal and plant tissues and was the first person to see blood capillaries. Cells were discovered and named by Robert Hooke in England, who thought that what he saw in a thin slice of cork resembled the small rooms, or cells, that monks lived in. Antonie van Leeuwenhoek, a Dutch scientist, discovered bacteria, single-celled organisms called protists and sperm cells, as well as making many other detailed observations, for example of red blood cells and muscle fibres.

In the 20th century, electron microscopes were developed. These use a beam of electrons, rather than light, to produce an image, which shows much more detail than is possible with a light microscope. For example, the structure of viruses, which are much smaller than cells, was first seen using an electron microscope (although their existence had been known much earlier). A transmission electron microscope (TEM) passes electrons through a specimen to produce an image. A scanning electron microscope (SEM) detects electrons that have been reflected from the surface of a specimen to produce a 'three-dimensional' image.

Images produced using a microscope are called **micrographs**: images produced by a light microscope are called **photomicrographs** (Figure 1.1a); images produced by an electron microscope are called **electron micrographs** (Figures 1.1b, c).

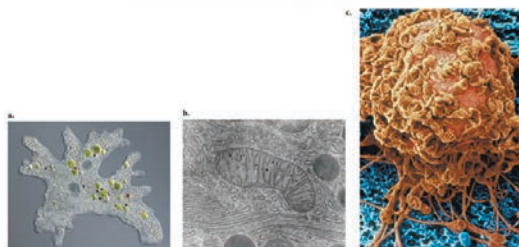


Figure 1.1 Micrographs of *Amoeba*, a single-celled organism, taken with a light microscope (a); a mitochondrion, taken with a TEM (b); a human egg cell covered with sperm cells, taken with a SEM (c).

1. Explain the difference between a photomicrograph and a photograph.
2. Look at Figure 1.1c. Explain how you can tell that the image has been taken with a SEM and not a TEM.

MAGNIFICATION AND RESOLUTION

Microscopes produce images larger than the original objects. This is called **magnification**. Although in theory there is no limit to how many times you can magnify an image, at some point you will stop seeing any more detail. The ability to see detail is a measure of the microscope's **resolution** (or resolving power). Think about a digital photograph: if you keep enlarging it, the magnification increases. However, when you get to the point where you can see the separate pixels, then greater magnification will not lead to greater resolution because you will not be able to see any more detail.

Magnification

Magnification is the number of times larger an image is than the actual object. For example, if the image of a cell is 50 mm long and the actual cell is 0.1 mm long, then the magnification is $\times 500$.

Magnification can be calculated using the equation:

$$\text{magnification} = \frac{\text{size of image}}{\text{size of object}}$$

The following units are used when measuring cells and cell structures: millimetres (mm), micrometres (μm) and nanometres (nm).

- One **millimetre** is one-thousandth of a metre.
- One **micrometre** is one-thousandth of a millimetre and one-millionth of a metre.
- One **nanometre** is one-thousandth of a micrometre, one-millionth of a millimetre and one-billionth of a metre.

This is summarised in Table 1.1.

Unit	Symbol	Comparison with 1 metre
millimetre	mm	$1 \text{ mm} = 1 \times 10^{-3} \text{ m}$ $1 \text{ m} = 1 \times 10^3 \text{ mm}$
micrometre	μm	$1 \mu\text{m} = 1 \times 10^{-6} \text{ m}$ $1 \text{ m} = 1 \times 10^6 \mu\text{m}$
nanometre	nm	$1 \text{ nm} = 1 \times 10^{-9} \text{ m}$ $1 \text{ m} = 1 \times 10^9 \text{ nm}$

Table 1.1 Units used when making microscope observations of biological specimens.

Worked example

- a. Convert 5000 nanometres to micrometres.

Answer
 $1000 \text{ nm} = 1 \mu\text{m}$, so $5000 \text{ nm} = 5 \mu\text{m}$.

- b. Convert 72 millimetres to nanometres. Give your answer in standard form.

Answer
 $1 \text{ mm} = 1 \times 10^9 \text{ nm}$, so $72 \text{ mm} = 72 \times 10^9 \text{ nm}$. In standard form this is $7.2 \times 10^{10} \text{ nm}$.

3. The length of a sperm cell is measured as $50 \mu\text{m}$. Give the length, in standard form, in
 - a. mm
 - b. nm.

4. The diameter of the nucleus in a human cell is approximately $6 \mu\text{m}$. An electron micrograph is made of the nucleus at magnification $\times 4000$.

- a. Give the actual diameter of the nucleus in nanometres.
 - b. Calculate the diameter of the image of the nucleus. Give your answer in millimetres.
- Human cells range in diameter from about $7 \mu\text{m}$ (red blood cell) to about $100 \mu\text{m}$ (egg cell). Bacteria cells, which are usually smaller than human cells, have diameters between $0.2 \mu\text{m}$ and $10 \mu\text{m}$.

Tip

Standard form is used to write very large or very small numbers in a shorter format. For example, 5 000 000 in standard form is 5×10^6 and 0.000005 is 5×10^{-6} .

Tip

Always try to show your working in calculations, even if you are not specifically asked for it.

Tip

When writing in standard form, the first part of the number must be at least 1.0 but smaller than 10.

Tip

You may need to give an answer in different units from those in a question. For magnification calculations, make sure both the image and object measurements are in the same unit.

Sample page from Biology Student's Book

1.1 Particles in the atom and atomic radius

ATOMIC STRUCTURE

Today, we know that atoms are mostly empty space. The central **nucleus** is very small and consists of **protons** and **neutrons**. **Electrons** are found in the empty space around the nucleus. Electrons are located in **shells**. Figure 1.1 shows a model of an atom.

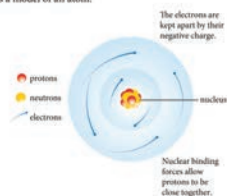


Figure 1.1 This is a model of an atom. Atoms of different elements have different numbers of protons, neutrons and electrons.

At the beginning of the 20th century, scientists considered atoms to be negatively charged electrons in a sphere of positively charged material. Protons and neutrons had not been discovered. The model was known as 'the plum pudding model' (Figure 1.2). Rutherford and other scientists working in the UK carried out an experiment to fire positively charged alpha particles at gold foil, about 2000 atoms thick. Based on the 'plum pudding' model, the alpha particles should pass straight through the foil. It was like firing bullets at tissue paper. To their surprise, not all alpha particles passed straight through. Some were deflected and a few were completely deflected backwards. Figure 1.3 shows their experiment.

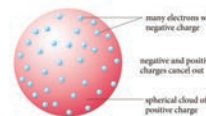


Figure 1.2 The 'plum pudding' model of the atom.

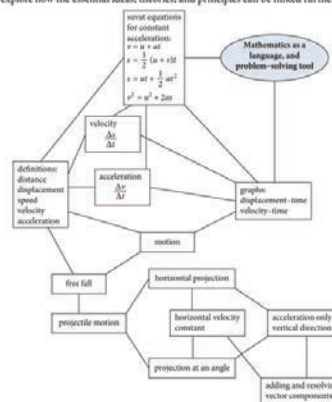
Sample page from Chemistry Student's Book

Key ideas

- A projectile is an object acted on only by gravity.
- Projectile motion can be represented by resolving the velocity vector into components in the horizontal and vertical directions.
- Horizontal and vertical components of projectile motion are completely independent of each other.
- The horizontal component of velocity of a projectile remains constant with no acceleration.
- The vertical component of velocity of a projectile is affected only by the acceleration due to gravity.

CHAPTER OVERVIEW

Try copying this mind map and expanding it. Use your notes from other chapters to help you explore how the essential ideas, theories, and principles can be linked further together.



WHAT YOU HAVE LEARNED

- Define and use the terms distance, displacement, speed, velocity and acceleration.
- Use graphs to represent distance, displacement, speed, velocity and acceleration.
- Determine displacement from the area under a velocity-time graph.
- Determine velocity using the gradient of a displacement-time graph.
- Determine acceleration using the gradient of a velocity-time graph.

Sample page from Physics Student's Book

Student's Books ISBN

Biology	978-0-00-832257-1
Chemistry	978-0-00-832258-8
Physics	978-0-00-832259-5

eBooks

Student's Books ISBN

Biology	978-0-00-833370-6
Chemistry	978-0-00-833371-3
Physics	978-0-00-833372-0

eBooks

Teacher's Guides ISBN

Biology	978-0-00-832260-1
Chemistry	978-0-00-832261-8
Physics	978-0-00-832262-5



Collins
BIG CAT

NEW
TITLES

Provide complete support for primary reading

Collins Big Cat reading books are **endorsed** by Cambridge Assessment International Education to provide support for the reading strand of the current Cambridge Primary English curriculum framework (0844).

Foster a lifelong love of reading with over 1,000 book-banded readers featuring beautiful illustrations and stunning photography for every step of a child's reading journey.

- Develop key reading skills including inference and deduction through comprehensive teaching and assessment support
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- The wide range of Big Cat readers ensures learners 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 teaching resources to accompany every book in the series.





Everything you need to teach a complete systematic synthetic phonics programme

Deliver a consistent and highly effective approach to teaching phonics with classroom resources and a diverse range of decodable phonics books that support the Little Wandle Letters and Sounds Revised SSP.

- Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme
- Books match perfectly to the Little Wandle progression and support all the Letters and Sounds phases
- Classroom resources include flashcards (grapheme, picture, word, prompts, tricky words), grapheme charts, wall friezes and Keep-up Teacher's Guides
- Full teaching and assessment support available through a membership available direct from Little Wandle – go to littlewandlelettersandsounds.org.uk for full details



A secure start to every child's reading journey

Complete support for early reading development with over 300 fully decodable fiction and non-fiction readers expertly aligned to the Letters and Sounds 2007 progression.

- Practise and consolidate words and phonemes, model fluency and check comprehension with the clear and bespoke reading notes provided inside every book
- Integrate phonics into lessons using the two comprehensive Phonics Handbooks with dedicated lesson plans and resource sheets for every book
- Support pupils aged 7+ who need to continue practising phonics with age-appropriate content and accessible text



Collins
BIG CAT

Challenge your high-attaining learners with White and Lime Plus banded readers

- Encourage readers with age-appropriate fiction for pupils who are ready for higher reading levels
- Build reading stamina through longer texts and more complex plot structures
- Broaden vocabulary and expand inference and deduction skills ahead of upper primary



Get reluctant readers hooked on books!

- The world of Shinoy and the Chaos Crew reflects comics, gaming and fantasy, perfect for fostering a love of reading
- This action-packed series offers 48 readers full of dynamic illustrations, thrilling adventures and great storytelling
- Different book types encourage reading for pleasure with humorous fiction, non-fiction and graphic novels



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

Access over 1,000 levelled ebooks with the Big Cat ebook library!

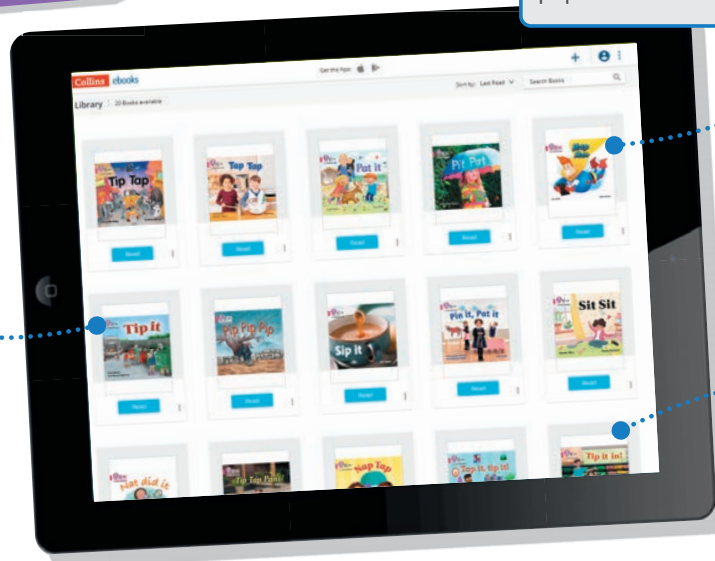
- Support front-of-class teacher modelling and shared reading when used on interactive whiteboards
- Provides a seamless transition between school and home, allowing children to practise reading at the right level without the need to share books amongst pupils
- Easy to access and straightforward to set up



The Big Cat ebookshelf

Teachers can assign specific books to pupils to be read at home, and track which books have been read by which pupils

Readers can browse all the books from each band and simply click on a book to open it



Easy access to any accompanying resources, such as worksheets

Inside the eBook

Fully synced audio for all Early Years and Lower Primary books that can be turned on and off as required

Complete text included, along with guided reading notes and comprehension activities

Display as single or double-page spreads – and toggle between the two



Find out more about Collins Big Cat ebooks at collins.co.uk/bigcatebooks

Collins International Primary English (0058)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0588) from 2020.

Series Editor: Daphne Paizee

Authors: Catherine Baker, Jan Gallow, Daphne Paizee and Joyce Vallar

Ensure full coverage of the new Cambridge Primary English curriculum framework with Collins International Primary English – a six-level, multi-component course, which has been carefully developed to meet the needs of teachers and students in the international market.

Student's Books

- Ensure learners follow a clear structure with smooth progression through levels
- Showcase and discuss carefully selected fiction and non-fiction texts
- Offer carefully differentiated activities to develop confidence and competence

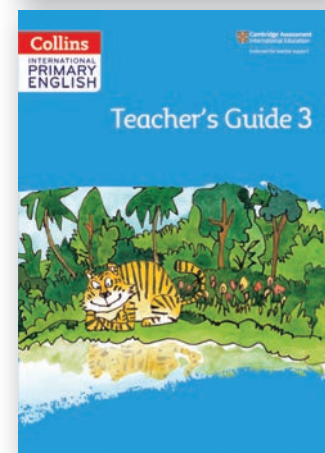
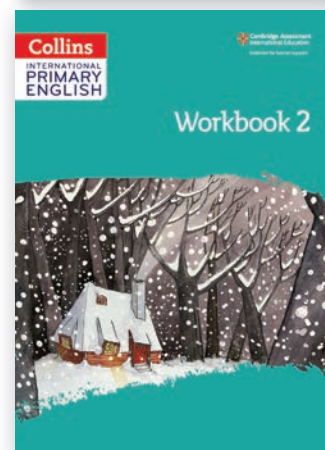
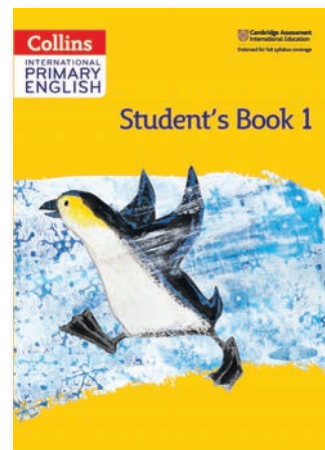
Workbooks

- Provide additional material for practice and reinforcement
- Link together exercises and activities to corresponding Student's Book
- Offer opportunities to build and develop all key skills

Teacher's Guides

- Deliver comprehensive lessons with easy-to-follow lesson plans and suggestions for class activities
- Extend and support learning with audio files, slideshows and printable worksheets available from the Collins website

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Student's Books	ISBN
Student's Book 1	978-0-00-834088-9
Student's Book 2	978-0-00-836764-0
Student's Book 3	978-0-00-836765-7
Student's Book 4	978-0-00-836766-4
Student's Book 5	978-0-00-836767-1
Student's Book 6	978-0-00-836768-8

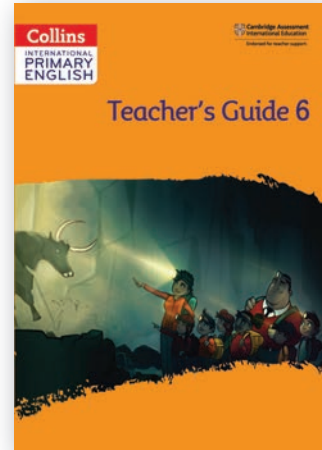
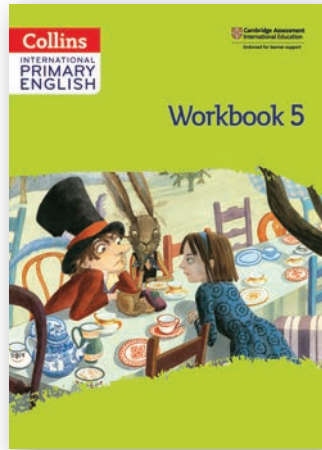
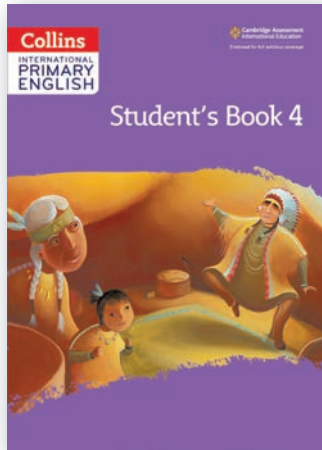
Workbooks	ISBN
Workbook 1	978-0-00-836769-5
Workbook 2	978-0-00-836770-1
Workbook 3	978-0-00-836771-8
Workbook 4	978-0-00-836772-5
Workbook 5	978-0-00-836773-2
Workbook 6	978-0-00-836774-9

Teacher's Guides	ISBN
Teacher's Guide 1	978-0-00-836775-6
Teacher's Guide 2	978-0-00-836776-3
Teacher's Guide 3	978-0-00-836777-0
Teacher's Guide 4	978-0-00-836778-7
Teacher's Guide 5	978-0-00-836779-4
Teacher's Guide 6	978-0-00-836780-0

eBooks	ISBN
Student's Book 1	978-0-00-836781-7
Student's Book 2	978-0-00-836782-4
Student's Book 3	978-0-00-836783-1
Student's Book 4	978-0-00-836784-8
Student's Book 5	978-0-00-836785-5
Student's Book 6	978-0-00-836786-2

Workbooks	ISBN
Workbook 1	978-0-00-846512-4
Workbook 2	978-0-00-846513-1
Workbook 3	978-0-00-846514-8
Workbook 4	978-0-00-846515-5
Workbook 5	978-0-00-846467-7
Workbook 6	978-0-00-846468-4

Teacher's Guides	ISBN
Teacher's Guide 1	978-0-00-836787-9
Teacher's Guide 2	978-0-00-836788-6
Teacher's Guide 3	978-0-00-836789-3
Teacher's Guide 4	978-0-00-836790-9
Teacher's Guide 5	978-0-00-836791-6
Teacher's Guide 6	978-0-00-836792-3



Carefully selected texts provide both non-fiction and fiction discussion points

Simple and clear explanations

9 Sights, sounds and feelings

Reading and speaking

1 Read these short poems aloud in groups.

A limerick

There was a young girl from Goole,
Who took her pet snake to school.
It squiggled and wriggled
And the whole class giggled.
Her teacher didn't think it was cool.

Anonymous



A calligram (a shape poem)

Spaghetti

The trouble with spaghetti is
it gets you in a fearful tizz,
for when you turn it round and round
until you think you've got it wound,
no matter how you twizzle it, you always
get one dangling bit.

by Noel Petty

Poems

There are many different ways of writing poems. Some poets use patterns or shapes, others use rhyming words and rhythm.

Limericks

Limericks are nonsense poems. They all have the same pattern.

- There are always five lines.
- Lines 1, 2 and 5 have the same number of syllables and they rhyme.
- Lines 3 and 4 have the same number of syllables and they rhyme.

Calligrams

A calligram is a shape poem. The words in the poem are arranged in a shape or a picture.

An acrostic poem

Acrostic poems

Acrostic poems use the letters of a word or name. Each line of the poem starts with a letter from the name or word, rhythm.

2 Which poem do you like best? Why?

- Did it make you laugh?
- Did it make you think?
- Was it fun to read aloud?
- Which poems have words that rhyme?

Write a poem

- 1 Work with a partner or alone. Write a shape poem or a limerick or an acrostic poem.
- 2 Display your poem in class and read it aloud to the class. Read with as much expression as possible. You want your classmates to enjoy the poems as much as you do!

Reading and listening

1 Listen and follow as your teacher reads these two poems by Judith Nicholls.

Riddle

I am
pear-drop
space-hopper
rest-on-a-tail:
fast as a rocket,
and what's in my pocket
small as a snail?
I'm shorter than elephant,

taller than man:
I hop-step-and jump
as no creature can.
My jacket is fur,
my pocket too:
a joey hides there ...
I am
KANGAROO!

Engaging illustrations and photographs activate learners' imaginations

Fun suggestions for whole-class, group, pair and individual activities

Sample pages from Student's Book 3

Cambridge Lower Secondary English (0861)

Second Edition



This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0861) from 2020.

Series Editors: Julia Burchell and Mike Gould

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

Build strong foundations in preparation for Cambridge Upper Secondary with Cambridge Lower Secondary English. This skills-focused course offers rich and comprehensive coverage of the new curriculum framework with differentiation to support all learners.

Student's Books

- Offer a clear focus on improving skills for reading, writing, speaking and listening, with particular emphasis on reading for pleasure
- Each chapter builds from students exploring texts, through scaffolded skills activities to a series of meaningful final tasks
- Showcase varied text extracts with up-to-date international literature and non-fiction texts
- Provide formative and summative assessment with final tasks at the end of each chapter and final chapter with exam-style questions

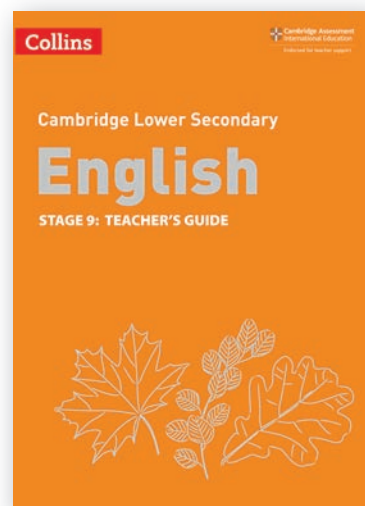
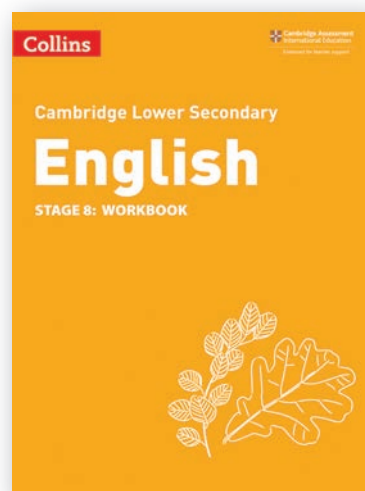
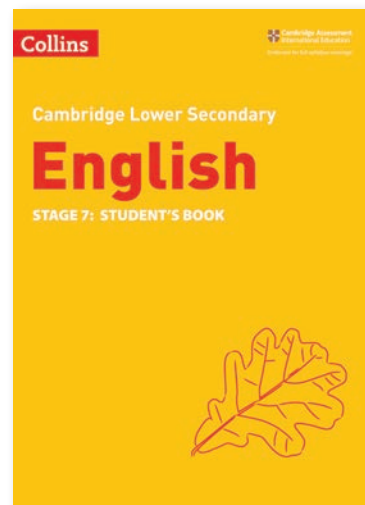
Workbooks

- Consolidate and extend students' learning with engaging practice activities and additional language support
- Designed for self-study or homework
- Write-in format aids revision and allows teachers to monitor students' progress

Teacher's Guides

- Make the most of resources with a clear lesson-by-lesson approach
- Differentiate easily with suggestions and ideas both in and out of the classroom
- Answers to Student's Book and Workbook questions provided at the back of each guide

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Follows a topic-based structure, written to support cross-curricular learning

Think/Talk prompts on each page encourage learners to think critically about the topics

Chapter 3 • Unit 5

Speaking to discuss and persuade

You will learn how to:

- make an effective contribution to a group discussion
- deliver a persuasive speech.

When taking part in a discussion, it is important to make informed comments. To be able to do this, you will need to research your topic carefully and expand on your points when asked about them.

Explore

Look at these statements for and against zoos:

For	Against
Zoos educate the public.	Animals suffer stress and boredom.
Zoos save endangered species.	There can be overpopulation of some species, due to pressures to breed 'cute' baby animals.
Zoos have breeding programmes.	Some zoos kill their surplus animals.
Visiting a zoo is a family activity.	Zoos teach children that imprisoning animals for entertainment is acceptable.
Seeing a live animal up close is a personal and memorable experience.	Animals suffer ill health and become unfit.

- Note down two more points that could go in each column of the grid.
- Read through the four pieces of evidence below, then match each piece of evidence to one of the arguments in the grid.

Evidence 1: A study of UK zoos found that 75% of elephants were overweight and only 16% could walk normally, the remainder having various degrees of lameness.

Evidence 3: Only 23 amur leopards are left in the wild because of poaching and habitat destruction, and they're only being kept alive because of breeding programmes in zoos.

Evidence 2: Tigers and lions have around 18,000 times less space in zoos than they would have in the wild.

Evidence 4: At the Saint Louis Zoo, about 400,000 children and adults participate in formal programmes, including classes and Camp KangaZoo each year.

Vocabulary

lameness: being unable to walk properly, due to weakness or injury to the legs



3.5



- Could you match evidence to all of the points? Why do you think a lack of evidence might be a problem during a discussion?
- When you take part in a discussion, other members of the group will question you on your points. You need to be able to back up and explain your arguments clearly.
- How could the following exchange between two students be improved?

Farah: Why do you think that zoos should be closed down, Akeem?

Akeem: I think they should be closed down because animals are locked up and they get bored.

- Rewrite Akeem's response, adding evidence to support his point. Begin with the phrase, 'For example...'
- Look at this example discussion topic:

In a group, discuss and answer the question:
Should we ban zoos?

Decide what you might need to find out in advance so that you could take part successfully in the discussion. Make a list of points to research.

Develop

In a group discussion, someone needs to act as the **chairperson**. In order to be a good chairperson, you need to have questions ready to ask. You also need to be able to encourage all members of the group to take part.

The following are good leadership skills in a discussion:

- **Initiating:** 'Right, let's get started, do we agree with this statement?'
- **Asking questions:** 'How many zoos have been prosecuted for poor conditions?'
- **Involving others:** 'What do you think, Bill?'
- **Summarising:** 'Going back over what we have all said, it is clear that...'

Key terms

chairperson: the leader of a group discussion or meeting

86 Chapter 3 Advising and persuading Speaking and listening 87

Clear and appealing layout

A wide range of text types to activate learners' imaginations

Sample pages from Student's Book 7

Student's Books		eBooks	
Student's Books	ISBN	Student's Books	ISBN
Stage 7	978-0-00-834083-4	Stage 7	978-0-00-836420-5
Stage 8	978-0-00-836407-6	Stage 8	978-0-00-836421-2
Stage 9	978-0-00-836408-3	Stage 9	978-0-00-836422-9
Workbooks	ISBN	Workbooks	ISBN
Stage 7	978-0-00-836417-5	Stage 7	978-0-00-846478-3
Stage 8	978-0-00-836418-2	Stage 8	978-0-00-846479-0
Stage 9	978-0-00-836419-9	Stage 9	978-0-00-846480-6
Teacher's Guides	ISBN	Teacher's Guides	ISBN
Stage 7	978-0-00-836409-0	Stage 7	978-0-00-836423-6
Stage 8	978-0-00-836411-3	Stage 8	978-0-00-836424-3
Stage 9	978-0-00-836414-4	Stage 9	978-0-00-836425-0

Cambridge IGCSE™ English

(0500/0990/0524)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Series Editor: Julia Burchell

Authors: Julia Burchell, Mike Gould, Keith Brindle, Steve Eddy, Ian Kirby, Claire Austin-Macrae, Nigel Carlisle, Joanna Fliski, Robin Wilson and Elizabeth Walter

Show 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

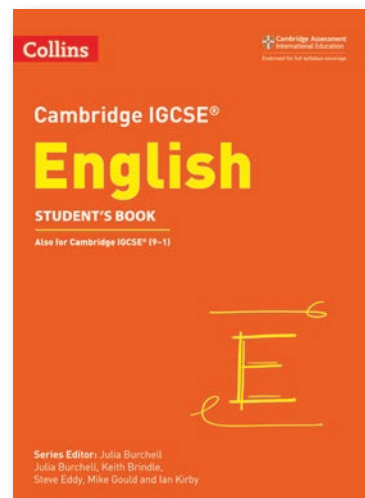
- Help students to measure their progress with *Check Your Progress* features whilst annotated responses show them how to improve
- Offer plenty of practice opportunities with end-of-chapter questions and two complete practice papers
- Build confidence in speaking and listening with clear guidance, activities and discussion tasks

Workbook

- Set homework easily and offer extra support with a clear correspondence between the Workbook and Student's Book
- Offer practice of the key skills, covering teaching points in more depth and with more scaffolding
- Build students' writing stamina and fluency for all the writing forms and purposes with exam-style question tasks

Teacher's Guide

- Support students' progress with teaching sequences moving from building the key reading and writing skills to applying these skills to assessments 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

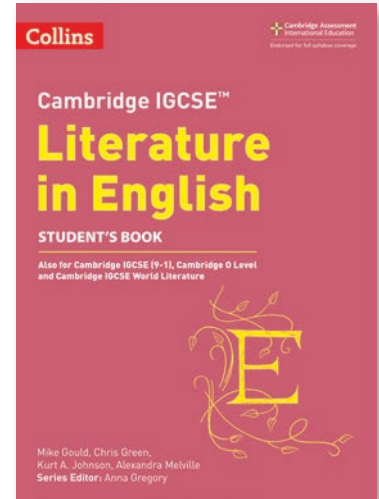


Sample page from Student's Book

Cambridge IGCSE English	ISBN
Student's Book	978-0-00-826200-6
Workbook	978-0-00-826202-0
Teacher's Guide	978-0-00-826201-3
eBooks	ISBN
Student's Book	978-0-00-838313-8
Workbook	978-0-00-845653-5
Teacher's Guide	978-0-00-838314-5

Cambridge IGCSE™ Literature in English

(0475/0992/0427/2010/0408)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

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

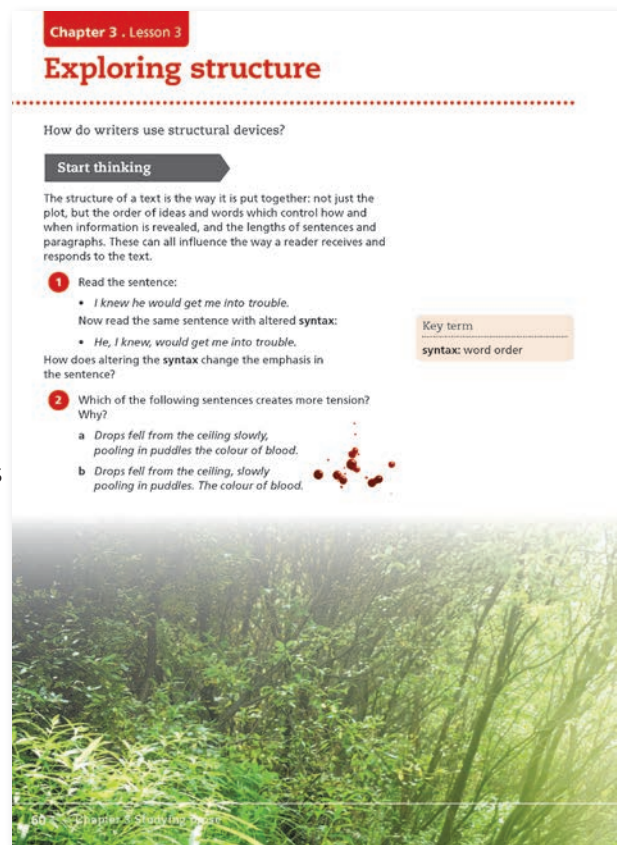
Introduce students to the fundamental concepts of literary study and provide support in applying them to poetry, prose and drama. This resource also supports the Cambridge O Level and the Cambridge IGCSE™ World Literature syllabus.

Student's Book

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

Teacher's Guide

- Follow the structure of the Student's 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's Book
- Adapt the resources to classroom needs with printable PDFs and editable Word and PowerPoint files



Sample page from Student's Book

Cambridge IGCSE Literature in English	ISBN
Student's Book	978-0-00-826203-7
Teacher's Guide	978-0-00-826204-4
eBooks	ISBN
Student's Book	978-0-00-838315-2
Teacher's Guide	978-0-00-838316-9

Cambridge International AS & A Level English Language (9093)

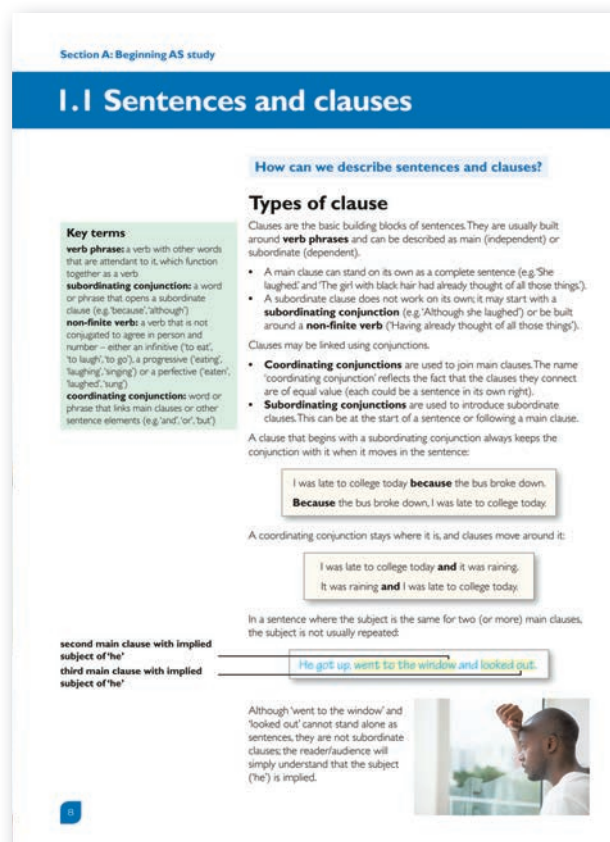
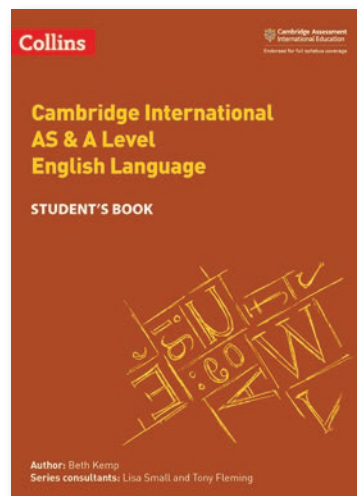
This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Series Editor: 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.

Student's Book

- Refresh students' understanding of key concepts such as audience, purpose and form, and of elements of language including sentences and clauses
- Build writing and analytical skills by introducing students to different modes of analysis and the conventions of different writing forms and purposes
- Explore the relevant linguistic theories and help students to apply these ideas in their own arguments and analysis of texts, transcripts and data
- Offer step-by-step support for responding to a range of tasks with sample responses at different levels to help students understand how to improve
- Build confidence for assessment with complete exam-style practice papers
- Encourage an active approach to learning by asking students to discuss, analyse and apply the ideas they are learning about, and to experiment with different techniques in their own writing
- Provide engaging examples to analyse and stimulus for debates with a rich variety of texts from around the world
- Free editable scheme of work and answer key available online



Sample page from Student's Book

AS & A Level English Language	ISBN
Student's Book	978-0-00-828760-3
eBooks	ISBN
Student's Book	978-0-00-834101-5

Cambridge International AS & A Level Literature in English (9695)



This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

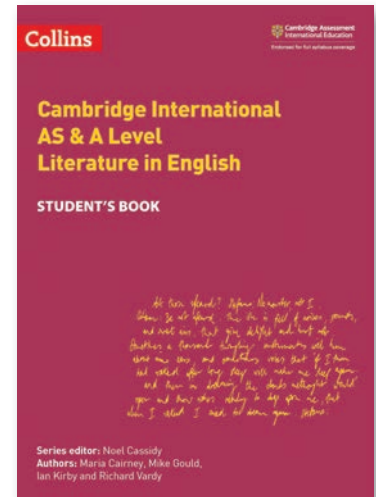
Series Editor: Noel Cassidy

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

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

Student's Book

- Develop effective writing throughout with dedicated activities and exemplar student answers to model different ways of responding to texts
- Help students progress with clear, step-by-step learning, moving from exploration to supported analysis to independent writing, and building towards exam-style tasks at the end of each chapter
- Show students how to apply the fundamental skills to write about the three major forms of poetry, prose and drama, and to respond to unseen texts
- Revisit ideas at a higher level to challenge the most able students with *Thinking More Deeply* sections
- Allow students to explore different writers' choices and their effects with international texts from a variety of periods and cultures
- Clearly organised into practical sequences of learning that can be used as lessons or series of lessons, with a focus on activity and modelling
- Free teacher resources available online, including editable medium-term plans summarising the coverage of each unit and chapter



1.1 Structuring an essay

Big question

- How do you structure your essays effectively?

WHAT IS ESSAY STRUCTURE?

Structure relates to the way in which you organise and present your ideas in response to a task. This might be as simple as what you choose to include in each paragraph, but it could also relate to the priority you give to certain ideas, how you develop an argument, or how you begin and end a response.

Key term

structure (noun used in writing): the construction of a relevant and supported argument appropriate to the question

STRUCTURING IDEAS

The key to an effective response will be to present your ideas – or those of the writer – in a clear and fluent way. This means that:

- the structure of your response must be easy to follow
- there should be a logical progression in ideas
- ideas should be effectively linked.

How would this work in practice? For a start, you need to decide quickly what the core focus of your response will be, and the order of ideas you will include.

Look at this task:

Discuss the ways in which the writers of two stories you have studied explore how characters deal with the transition from childhood to adulthood.

For this task, you would need to read the whole of 'The Garden Party' (available online) and one other story about childhood. Another story by Katherine Mansfield, 'Her First Ball', also deals with growing up and can be found online.

All tasks require you to write about various ways, methods or effects – not just one. Even if you decide that there is one overall approach to how the authors present the transition to adulthood, you will still need to give different examples from the two texts.

For the task above, a student has noted the following about 'The Garden Party', and has begun to think about 'Her First Ball':

She presents the transition in 'The Garden Party' as:

- difficult
- shocking
- frightening
- beautiful
- mysterious
- sad

Some of these are also true of 'Her First Ball'.



This tells you to explore the ideas widely – you are not arguing for or against a particular view.

You need to comment on what the writer in each case does.

This is the focus.

Sample page from Student's Book

AS & A Level Literature in English	ISBN
Student's Book	978-0-00-828761-0
eBooks	ISBN
Student's Book	978-0-00-834102-2

Collins Explore English (0057)

eBook

This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0057) from 2020.

Authors: Sandy Gibbs, Robert Kellas, Karen Morrison and Daphne Paizee

Explore English has been written with a range of international contexts in mind and offers progression within and across levels. The course provides full coverage of the new Cambridge Primary English as a Second Language curriculum framework.

Student's Resource Books

- Provide excitement and enjoyment with a visually appealing magazine-style book
- Showcase and discuss a range of carefully selected fiction and non-fiction reading texts on a variety of age-appropriate topics
- Activate imaginations and help create an inclusive learning environment
- Challenge learners to think deeply and communicate their ideas and opinions
- Extend learning with audio files available as a free download

Student's Coursebooks

- Build upon and consolidate learning with write-in coursebooks containing varied activities and exercises
- Use in conjunction with the Student's Resource Book
- Develop language skills with an emphasis on practical communication

Teacher's Guides

- Provide carefully designed scheme of work, with clear mapping to the new curriculum framework
- Deliver tailored lessons with comprehensive lesson plans and concise learning outcomes that give step-by-step guidance
- Support and extend students' learning with photocopiable worksheets
- Answer keys for Coursebook exercises included in each unit

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Resource Books	ISBN
Resource Book 1	978-0-00-834087-2
Resource Book 2	978-0-00-836911-8
Resource Book 3	978-0-00-836912-5
Resource Book 4	978-0-00-836913-2
Resource Book 5	978-0-00-836914-9
Resource Book 6	978-0-00-836915-6

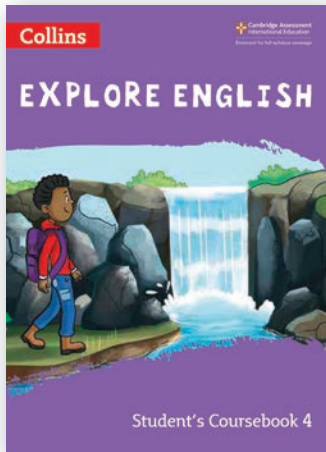
Coursebooks	ISBN
Coursebook 1	978-0-00-836916-3
Coursebook 2	978-0-00-836917-0
Coursebook 3	978-0-00-836918-7
Coursebook 4	978-0-00-836919-4
Coursebook 5	978-0-00-836920-0
Coursebook 6	978-0-00-836921-7

Teacher's Guides	ISBN
Teacher's Guide 1	978-0-00-836922-4
Teacher's Guide 2	978-0-00-836923-1
Teacher's Guide 3	978-0-00-836924-8
Teacher's Guide 4	978-0-00-836925-5
Teacher's Guide 5	978-0-00-836926-2
Teacher's Guide 6	978-0-00-836927-9

eBooks	
Resource Books	ISBN
Resource Book 1	978-0-00-836928-6
Resource Book 2	978-0-00-836929-3
Resource Book 3	978-0-00-836930-9
Resource Book 4	978-0-00-836931-6
Resource Book 5	978-0-00-836932-3
Resource Book 6	978-0-00-836933-0

Coursebooks	ISBN
Coursebook 1	978-0-00-846259-8
Coursebook 2	978-0-00-846260-4
Coursebook 3	978-0-00-846261-1
Coursebook 4	978-0-00-846262-8
Coursebook 5	978-0-00-846263-5
Coursebook 6	978-0-00-846264-2

Teacher's Guides	ISBN
Teacher's Guide 1	978-0-00-836934-7
Teacher's Guide 2	978-0-00-836935-4
Teacher's Guide 3	978-0-00-836936-1
Teacher's Guide 4	978-0-00-836937-8
Teacher's Guide 5	978-0-00-836938-5
Teacher's Guide 6	978-0-00-836939-2



Short and simple instruction rubrics allow for more space on the page for visual content

Interesting fiction and non-fiction text types in a colourful, eye-catching format

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 places you can swim in the ocean with wild dolphins? To do this, you must use special equipment. You must wear a wetsuit, a mask and a snorkel, and fins. The equipment helps you stay safe and lets you breathe when your face is under the water.



Dolphins can swim very fast and like to leap out of the water. They roll from side to side.

They look very cute, and are often friendly and curious when they meet humans. Dolphins are wild animals and so people must respect the animals and their environment.

Do you want to swim with dolphins? Why? / Why not?

18 Unit 3 Week 2

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 and squeaking sounds.
- A male dolphin can live up to 30 years. A female dolphin can live up to 50 years.

Dolphins must 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.

Why must we look after the sea?

Unit 3 Week 2 19

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

Sample pages from Student's Resource Book 3

Cambridge Lower Secondary English as a Second Language (0876)

Second Edition

This series is **endorsed** by Cambridge Assessment International Education to support the new curriculum framework (0876) from 2020.

Authors: Nick Coates, Anna Cowper, Rebecca Adlard, Anna Osborn and Andy Pozzoni

Offer full coverage of the new Cambridge Lower Secondary English as a Second Language curriculum framework. Consisting of an engaging Student's Book, stimulating Workbook and supportive Teacher's Guide, the course offers progression within and across levels.

Student's Books

- Offer differentiated materials for students of varying abilities
- Develop students' communication skills with a focus on functional language
- Build critical thinking skills through a wide range of curriculum-based topics
- Download free audio files available through the Collins website

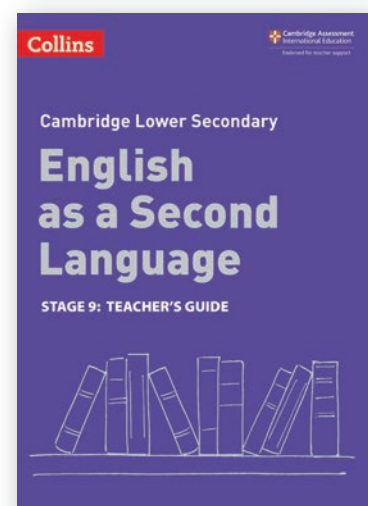
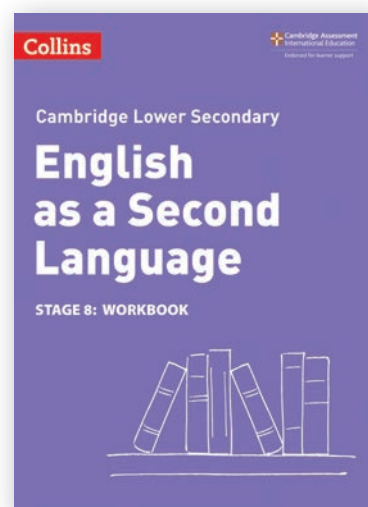
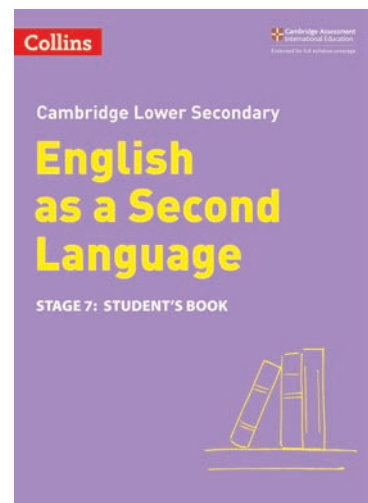
Workbooks

- Develop students' key skills and language throughout
- Use alongside the Student's Book, with matching structure, content and themes
- Provide students with further practice to consolidate and extend learning

Teacher's Guides

- Provide detailed notes and suggestions for each activity
- Offer differentiated learning outcomes highlighted within activities
- Progress students' learning with additional ideas for further activities, writing topics, and speaking practice
- Assist smooth transition from primary to secondary level with optional orientation lessons

Supports Cambridge Global Perspectives™ with activities that develop and practise key skills.



Written in a way that effectively offers progression throughout the stages

Helpful tips to aid students in understanding specific aspects of each topic

Endangered animals

Listening: setting the scene

- You are going to listen to a talk about endangered animals.
 - What does the word *danger* mean? Give examples of some dangers.
 - What do you think *endangered* means? Which animals can you name that are endangered?

2 Read these animal fact files. Which information is missing?

 Name: tiger Key facts: largest of the cat family; weighs 1 _____; 3.3m long. Lives: 2 _____ Numbers: 3900 (2015) Threats: losing land (now have 3 _____ of land they used to have); hunting for their skins Good news: a recent 4 _____ increase in numbers	 Name: leatherback turtle Key facts: has lived on Earth for more than 5 _____ years Lives: oceans Numbers: unknown but falling quickly Threats: 7 _____ (caught in nets); pollution (particularly 8 _____) Good news: none	 Name: mountain gorilla Key facts: intelligent – can learn sign language Lives: Central 9 _____ Numbers: 10 _____ Threats: war; losing forest; 11 _____; disease Good news: 14% increase in numbers in the last 12 _____
--	--	--

Listening: a talk

- Listen to the scientist talking. Which animal does he discuss first, second and last?
- Listen again. Complete the fact files with the missing information.

Vocabulary: words in context

Match the words with their meanings.

disease hunt increase intelligent land net ocean skin

- | | |
|--|---|
| 1 the outside layer of a person's or animal's body | 2 a rise in the number or amount of something |
| 3 to catch or kill an animal | 4 a bag made of string or rope used to catch fish |
| 5 a large area of salt water | 6 an area of ground (used for farming or living on) |
| 7 a serious illness | 8 good at thinking, understanding and learning |

100 listen for specific information

Speaking: what can we do about it?

1 Read the conversation. What are they talking about?

The number of endangered animals is frightening. We have to do something about it!

You're right, but what should we do?

Well, we could stop throwing plastic bags away.

That's a good idea. But we must do something to help the gorillas as well.

Yes, but what can we do?

2 Look at the underlined words. They are all called modal verbs.

- Which ones do we use to talk about something that is important to do?
- Which one do we use to suggest something?
- Which one do we use to talk about possibility?

3 What do you think we can do to help endangered animals?

- Discuss in a group.
- Tell the class your ideas.

Use of English: modal verbs

Work in pairs. Follow the instructions to play *modal noughts and crosses*.

- Write your name on five small pieces of paper.
- Take turns to choose a square in the table below. Make a sentence using the modal in the square.
 - If you both agree that your sentence is correct, put your paper on the square.
 - If you don't agree that a sentence is correct, ask your teacher to decide.
- The winner is the first one to get three papers in a straight line (top to bottom, side to side, or corner to corner).

shouldn't	have to	must	can	might	couldn't
need to	mustn't	might not	may not	didn't need to	shall
could	should	ought to	will have to	wouldn't	may

modal verbs 101

Exercises for both individual and whole-class practice

Sample pages from Student's Book 7

Student's Books		eBooks	
Student's Books	ISBN	Student's Books	ISBN
Stage 7	978-0-00-834084-1	Stage 7	978-0-00-836688-9
Stage 8	978-0-00-836680-3	Stage 8	978-0-00-836689-6
Stage 9	978-0-00-836681-0	Stage 9	978-0-00-836690-2
Workbooks	ISBN	Workbooks	ISBN
Stage 7	978-0-00-836685-8	Stage 7	978-0-00-846475-2
Stage 8	978-0-00-836686-5	Stage 8	978-0-00-846476-9
Stage 9	978-0-00-836687-2	Stage 9	978-0-00-846477-6
Teacher's Guides	ISBN	Teacher's Guides	ISBN
Stage 7	978-0-00-836682-7	Stage 7	978-0-00-836691-9
Stage 8	978-0-00-836683-4	Stage 8	978-0-00-836692-6
Stage 9	978-0-00-836684-1	Stage 9	978-0-00-836693-3

Cambridge IGCSE™ English as a Second Language

(0510/0511/0991)

Third Edition

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2024.

Authors: Susan Anstey, Alison Burch, Lucy Cooper, Jane Gould, Mike Gould, Karen Harper, Lucy Hobbs, Avril Kirkham, Shubha Koshy, Julie Moore, Sioban Parker, Lorna Pepper, Nicola Prentis, Celia Wigley and Emma Wilkinson

Provide engaging content, skills-building exercises and exam practice to help students achieve their full potential.

Student's Book

- Offer equal coverage of all four skills (reading, writing, listening and speaking)
- Showcase and discuss a rich variety of authentic reading texts and audio with a global, multicultural focus
- Provide plenty of skills-building activities and practice opportunities to help prepare for assessment

Workbook

- Set homework quickly and easily with a write-in, full-colour Workbook
- Provide students with further practice to consolidate and extend knowledge
- New synonyms practice section and speaking skills advice section included

Teacher's Guide

- Save time with comprehensive lesson plans, photocopiable worksheets, activities and ideas for differentiation and extension
- Guidance given on how to help students prepare for speaking tests and advice for online teaching

eBook

Collins

Cambridge IGCSE™

English as a Second Language

STUDENT'S BOOK



1.2 Smartphones on the brain

WRITING SKILLS IN FOCUS

In this section you will learn to:

- ✓ collect and organise ideas before writing to explain or inform
- ✓ communicate your ideas clearly and effectively through writing.

GETTING STARTED

- 1 Research shows that people between the ages of 18 and 24 check their phones most often. On average people in this age group check their phones 74 times a day.

- How often do you check your phone?
- What did you last use your phone for?

TOP TIP

Cell phone is generally used in America and **mobile phone** is used in the UK and Australia. In spoken English people often drop the word 'phone' and say 'mobile' and 'cell'.

EXPLORING THE SKILLS

Whenever you write, you need to have a clear idea of what the purpose of your writing is. The purpose could be any of the following:

- to describe what something looks like
- to explain how something works
- to give information – facts and details about something.

For example, if you are giving someone information about smartphones, you would not need to include a description of your own feelings about mobiles. Just keep to the facts and be really clear.

- 2 Imagine you have been asked to write a school magazine article about the advantages and disadvantages of smartphones. You have thought about this and produced the list of points on the next page.

In addition to thinking about the purpose of your writing, you should also think about the reader and format.

What is the purpose, who are the readers and what is the format of the writing outlined in Question 2?

Purpose: _____

Reader: _____

Format: _____



Sample page from Student's Book

Cambridge IGCSE English as a Second Language ISBN

Student's Book	978-0-00-849309-7
Workbook	978-0-00-849315-8
Teacher's Guide	978-0-00-849312-7

eBooks

ISBN

Student's Book	978-0-00-849311-0
Workbook	978-0-00-849317-2
Teacher's Guide	978-0-00-849314-1

Cambridge IGCSE™ English (as an Additional Language) (0472/0772)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2023.

Authors: Rebecca Adlard, Lucy Norris and Tom Ottway

Build confidence in English with a carefully structured course that allows for reinforcement and progression at every stage. Develop practical language skills with accessible content planned around real-world, topic-based units.

Student's Book

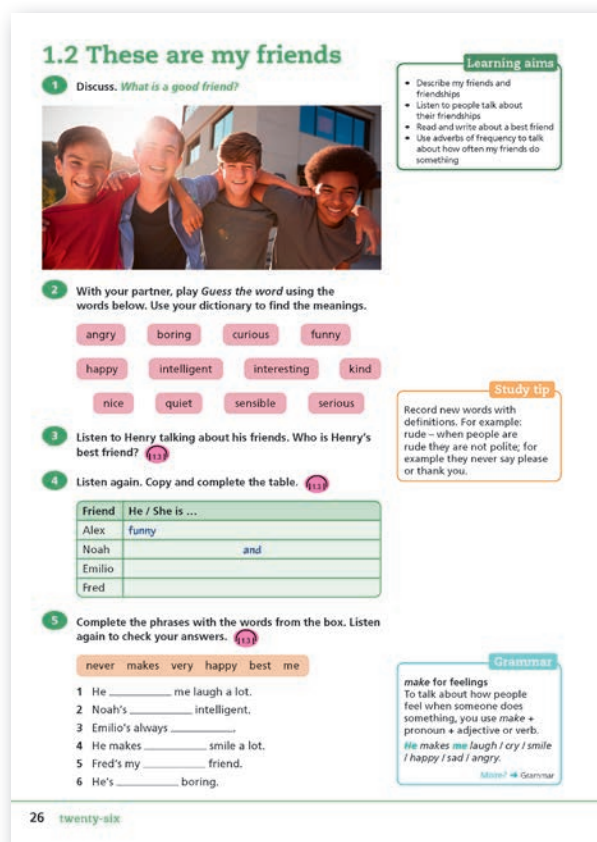
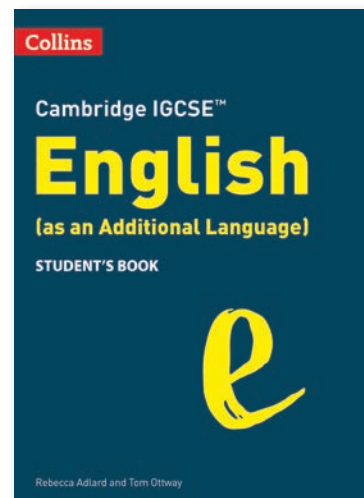
- Clear, colourful layout with topic-based units allows language learning and skills development to be taught in real-world contexts
- Cater for students with little formal experience of English with plenty of opportunities for recap and revision
- Fully cover all four skills (reading, writing, listening and speaking) in a skills-based communicative approach
- Enable students to move from receptive interaction at the start to active production of language by the end of each unit
- Audio files provided for listening comprehension exercises and to help develop oral fluency

Workbook

- Offer further practice and reinforcement of grammar, vocabulary and language skills
- Follow the topic-based units of the Student's Book
- Consolidate and reinforce language with a variety of graded exercises

Teacher's Guide

- Save time with clear and concise teaching notes and support material to help prepare, plan and manage lessons
- Help assess English levels with a diagnostic tool at the start of the course
- Differentiated activity suggestions meet the needs of less confident students as well as students who need an extra level of challenge



Sample page from Student's Book

Cambridge IGCSE English (as an Additional Language) ISBN	
Student's Book	978-0-00-849663-0
Workbook	978-0-00-849669-2
Teacher's Guide	978-0-00-849666-1
eBooks ISBN	
Student's Book	978-0-00-849665-4
Workbook	978-0-00-849671-5
Teacher's Guide	978-0-00-849668-5

Cambridge IGCSE™ French

(0520/7156)

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

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

Provide comprehensive coverage of the Cambridge IGCSE French syllabus whilst building confidence in language skills. 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

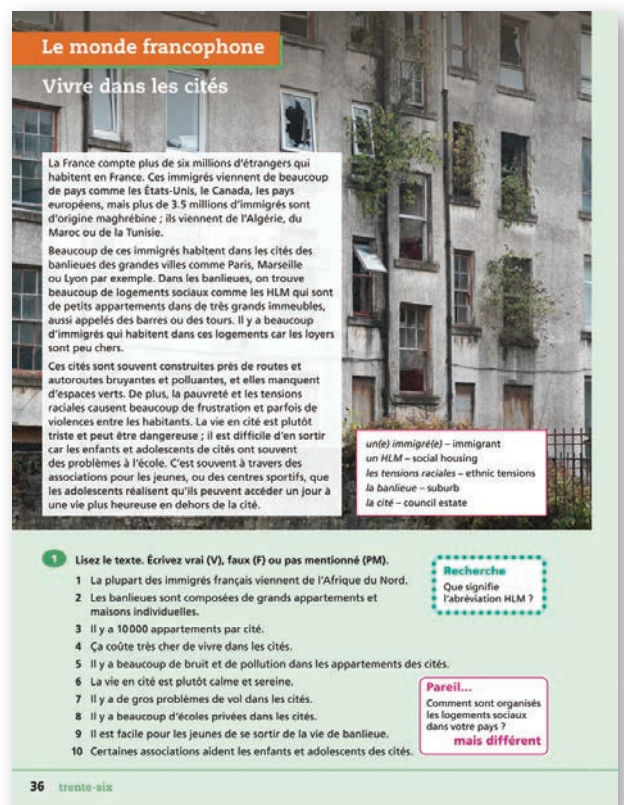
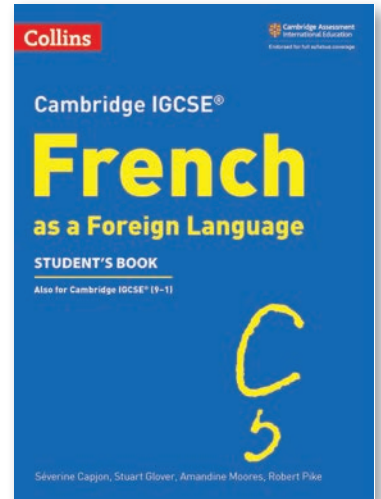
- Cover all four skills (reading, writing, listening and speaking) in a skills-based communicative approach
- Provide plenty of opportunities for practice, consolidation and revision, with exam-style questions included
- Encourage students to reflect on their progress with *Check-up* and *Review* sections
- Offer stimulating, thought-provoking and enjoyable insights into the culture and society of Francophone countries with the *Français en action* section
- Develop oral fluency with downloadable audio files which include listening comprehension exercises

Workbook

- Provide additional material for skills development and language practice following the structure of the Student's Book
- Consolidate and reinforce language learning, including additional writing and speaking practice in exam-style activities

Teacher's Guide

- Prepare, plan and manage lessons effectively with clear and concise notes for all units
- Gain inspiration from a useful guide on how to work with mixed-ability classes, with differentiated support and activity suggestions throughout
- Use the Introductory unit as a diagnostic tool at the start of the course to assess knowledge levels



Sample page from Student's Book



An online platform with pre-loaded content to support Cambridge IGCSE languages, encourages independent learning, reduces teacher workload and monitors progress with easy-to-use tracking tools.

See collins.co.uk/vocabexpress for more information

Endorsed by Cambridge International to provide learner support for Cambridge IGCSE French, Spanish, German, Italian, Arabic and Malay.

Cambridge IGCSE French	ISBN
Student's Book	978-0-00-830034-0
Workbook	978-0-00-830036-4
Teacher's Guide	978-0-00-830035-7
eBooks	ISBN
Student's Book	978-0-00-834103-9
Workbook	978-0-00-850332-1
Teacher's Guide	978-0-00-834105-3
Teacher's Guide (French)	978-0-00-834109-1
Digital	ISBN
Vocab Express IGCSE French	978-0-00-832410-0

Cambridge IGCSE™ Spanish

(0530/7160)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

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

Develop confidence through a clear structure and engaging content with topic-based units that give the opportunity for language learning and skills development in real-world contexts.

Student's Book

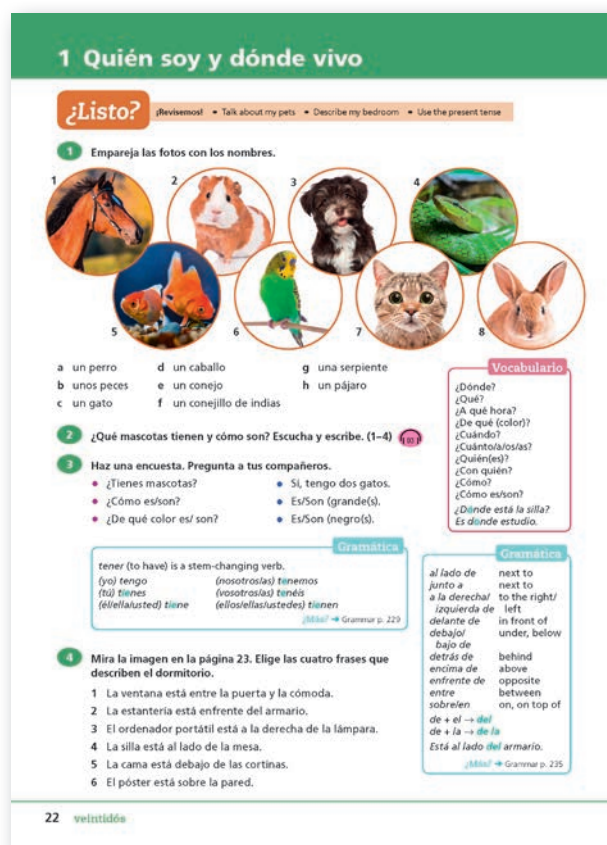
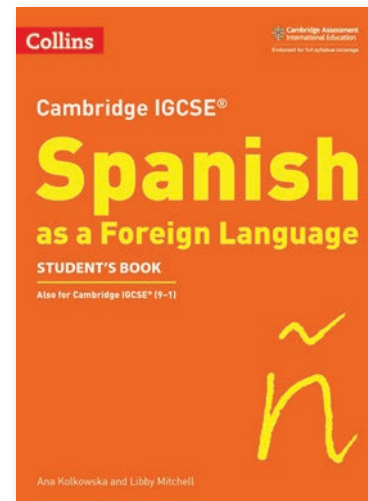
- Cover all four skills (reading, writing, listening and speaking) in a skills-based communicative approach
- Offer opportunities for practice, consolidation and revision throughout the course, with exam-style questions included
- Encourage students to reflect on their learning and direct their own progress at the end of each unit
- Provide thought-provoking and enjoyable insights into the culture and society of Spanish-speaking countries with the *El mundo hispanohablante* sections in each unit
- Develop oral fluency with downloadable audio files which include listening comprehension exercises

Workbook

- Provide students with 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

- Prepare, plan and manage lessons effectively with clear and concise notes
- Provide support and activities throughout with a useful framework for working with a mixed-ability class
- Use the introductory Student's Book unit as a diagnostic tool at the start of the course to assess knowledge levels



Sample page from Student's Book



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Endorsed by Cambridge International to provide learner support for Cambridge IGCSE French, Spanish, German, Italian, Arabic and Malay.

Cambridge IGCSE Spanish	ISBN
Student's Book	978-0-00-830037-1
Workbook	978-0-00-830039-5
Teacher's Guide	978-0-00-830038-8
eBooks	ISBN
Student's Book	978-0-00-834110-7
Workbook	978-0-00-850333-8
Teacher's Guide	978-0-00-834112-1
Teacher's Guide (Spanish)	978-0-00-834111-4
Digital	ISBN
Vocab Express IGCSE Spanish	978-0-00-832411-7

Cambridge IGCSE™ Malay as a First Language (0696)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021.

Series Editor: Dahlia Janan

Authors: Azfa Ilyana Bt Ishak and Zuraimah Bt Mohamad

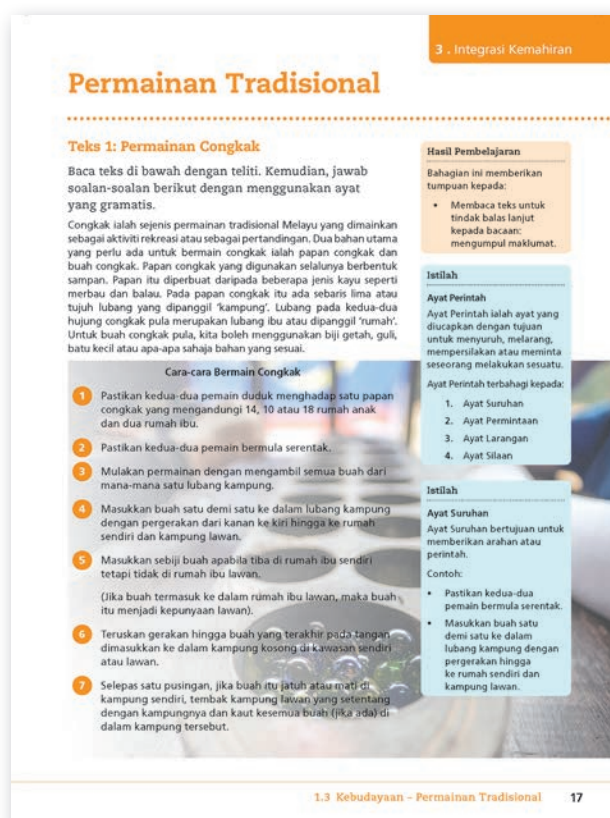
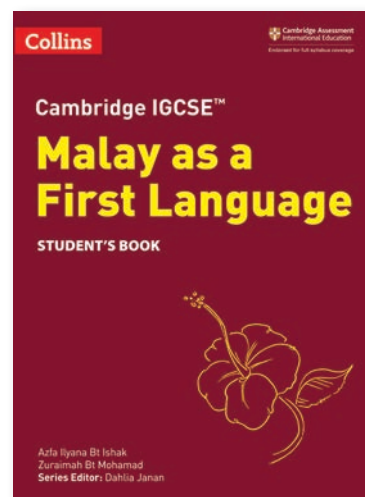
Help first language Malay students develop and apply their language skills. The series is developed by experienced Malay teachers and specialists and is the only resource available offering full syllabus coverage.

Student's Book

- Developed and reviewed by Malay First Language specialists and experienced teachers
- Provide clear learning objectives all mapped to the syllabus
- Integrate exam practice throughout with exam-style questions, assessment preparation, learning objectives and learning summaries to reinforce students' understanding
- Easy-to-use book structure with clear and consistent signposting within each unit
- A glossary of key terminology can be found at the back of the book

Teacher's Guide

- Provide comprehensive support to plan and deliver lessons in Malay as a First Language
- Deliver differentiated lessons with step-by-step 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 as a First Language	ISBN
Student's Book	978-0-00-831105-6
Teacher's Guide	978-0-00-831106-3
eBooks	ISBN
Student's Book	978-0-00-835263-9
Teacher's Guide	978-0-00-835264-6

Cambridge IGCSE™ Malay as a Foreign Language (0546)

Second Edition

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2022.

Offer comprehensive coverage of the revised and updated Cambridge IGCSE Malay as a Foreign Language syllabus and ensure students are fully prepared to use Malay both in and out of the classroom.

Student's Book

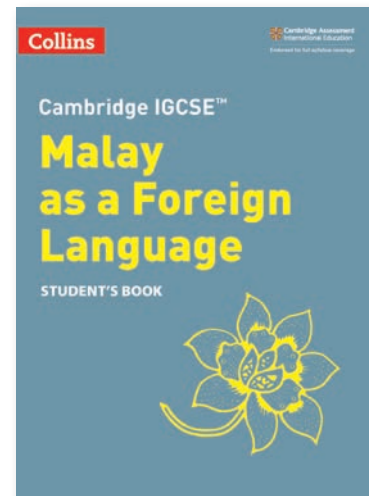
- Teach language in context and engage students' interest with topic-based units
- Provide clear learning objectives for each unit, with topics, grammar and vocabulary all mapped to the syllabus
- Offer essential insight into the culture and civilisation of Malaysia with cultural insight boxes
- Cover all four skills (reading, writing, listening and speaking) with a variety of appropriately-graded exercises offering progression within and across units
- Audio files are included as a free download

Workbook

- Equip students with additional material for practice and reinforcement following the topic-based units of the Student's Book
- Allow students to revisit the core grammar and vocabulary points of each unit with carefully-graded exercises
- Updated to reflect the new syllabus requirements, including the addition of new listening activities

Teacher's Guide

- Provide step-by-step guidance on how to teach the course, with clear lesson plans and syllabus information



3 KELUARGA DAN HAIWAN PELIHARAAN FAMILY AND PETS

OBJEKTIF PEMBELAJARAN LESSON OBJECTIVES

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

- ✓ talk about your family and pets
- ✓ use vocabulary relating to activities you do with your family
- ✓ understand salutations used in a Malay family
- ✓ fill in a registration form using appropriate words
- ✓ use Kata Ganti Nama Tunjuk 'ini' dan 'itu'

AYUH KITA MULAKAN

Senaraikan nama saudara-mara anda dan tentukan hubungan anda dengan mereka. Saudara-mara ini boleh terdiri daripada ahli keluarga sendiri dan adik-beradik di sebelah ibu atau bapa. Fikirkan juga nama panggilan yang selalu digunakan untuk memanggil mereka, selain nama mereka sendiri. Ini kerana nama panggilan untuk ahli keluarga juga berbeza mengikut negeri di seluruh Malaysia. Apakah aktiviti yang paling anda suka lakukan bersama mereka?



21 3 KELUARGA DAN PETS

Sample page from Student's Book



An online platform with pre-loaded content to support Cambridge IGCSE languages, encourages independent learning, reduces teacher workload and monitors progress with easy-to-use tracking tools.

See collins.co.uk/vocabexpress for more information

Endorsed by Cambridge International to provide learner support for Cambridge IGCSE French, Spanish, German, Italian, Arabic and Malay.

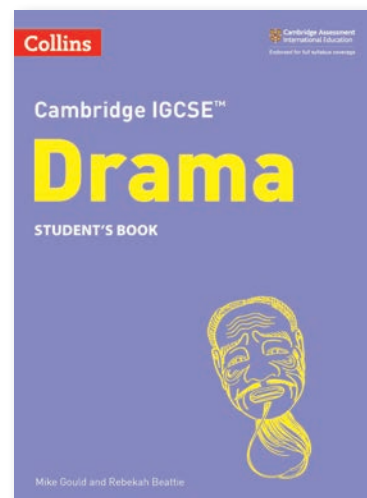
Other Titles Available	ISBN	RRP
Vocab Express IGCSE German	978-0-00-832412-4	£160.00 + VAT
Vocab Express IGCSE Italian	978-0-00-832414-8	£160.00 + VAT
Vocab Express IGCSE Arabic	978-0-00-832413-1	£160.00 + VAT

Cambridge IGCSE Malay as a Foreign Language	ISBN
Student's Book	978-0-00-836446-5
Workbook	978-0-00-836447-2
Teacher's Guide	978-0-00-836448-9
eBooks	ISBN
Student's Book	978-0-00-844740-3
Teacher's Guide	978-0-00-844741-0
Digital	ISBN
Vocab Express IGCSE Malay	978-0-00-832410-0

Cambridge IGCSE™ Drama

(0411/0994)

Second Edition



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2022.

Authors: Rebekah Beattie, Mike Gould, Emma Hollis and Gail Deal

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

Student's Book

- Enable students to develop a range of skills, such as how to build their self-awareness and self-confidence, which extend beyond the course itself and help equip them for life
- Offer an international outlook in terms of both language used within the text, and plays, scenarios and contexts selected
- Utilise a range of exciting and engaging scripts from real plays, role plays for warm-ups, and examples of stimuli for devised pieces
- Show key elements from performances with still images
- Provide opportunity for self-monitoring and evaluation through the *Learning Log* and *Check Your Progress* sections
- Extend the repertoire with a focus on site-specific and immersive theatre and provide extra support for writing about texts in performance

Teacher's Guide

- Prepare, plan and teach the 2022 syllabus effectively with clear and concise notes
- Provide comprehensive support with lesson-by-lesson notes, exam-style questions and photocopiable resources

1.2 What is theatre?

LEARNING OBJECTIVES

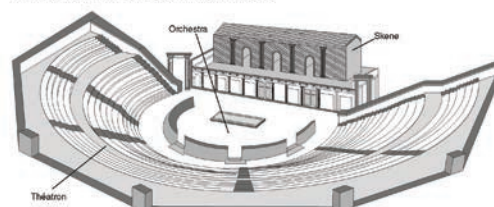
- Identify different interpretations of the meaning of theatre
- Consider your own skills and interests in relation to drama

SPOTLIGHT ON How did theatre start and what does it mean today?

STARTING POINT

In Unit 1.1, you learned about the roots of the word drama and two different viewpoints about its function and purpose. But what about theatre? On the one hand, you probably think about a building in which drama takes place. On the other, theatre can mean all the activities associated with drama – audiences, ticket sales, star performers, performing arts schools, and so on.

But where did the idea of a theatre as an acting space come from? Like the word drama, theatre comes from Ancient Greek *θέατρον* (*théatron*), literally 'a place for viewing'. Look at this impression of one of the earliest viewing places in Ancient Greece:



1. What do you notice about some of the words used to describe parts of the theatrical space?
2. How has the use of these words changed today (or what similar words do we use)?

Sample page from Student's Book

Cambridge IGCSE Drama	ISBN
Student's Book	978-0-00-835369-8
Teacher's Guide	978-0-00-835368-1
eBooks	ISBN
Student's Book	978-0-00-839413-4
Teacher's Guide	978-0-00-839414-1

Cambridge International AS & A Level Drama (9482)

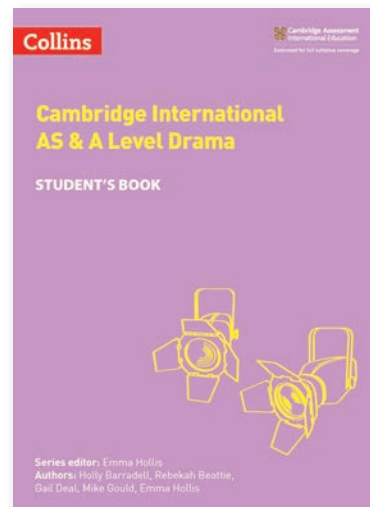


This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2021 (AS Level), 2022 (AS & A Level).

Series Editor: Emma Hollis

Authors: Holly Barradell, Rebekah Beattie, Gail Deal, Mike Gould and Emma Hollis

Deliver an exciting and enjoyable course with in-depth and up-to-date coverage of the syllabus topics and a stimulating range of international play script extracts. This is the ideal resource for Advanced Level Drama study.



Student's Book

- Foster a creative, experiential approach with practical activities in every unit and suggestions of how to experiment with imaginative approaches to individual tasks
- Enable students to draw on this knowledge in their own practice throughout the course and open avenues for further exploration with a chapter on World Theatre traditions and practitioners
- Acquire a range of performing arts terms with *Key Terms* boxes throughout and a *Glossary* at the end of the book
- Support successful writing with clear modelling of the planning, structuring and writing process, and sample writing at different levels
- Provide an exciting range of high-quality, international play script extracts, all of which are contextualised by introducing their social, historical and cultural contexts
- Guidance planning for the first years of teaching included

2.2 Staging a text: The role of the director

Big question

- How do directors create a concept for staging the text?

Starting point: The role of the director

Being a director involves different skills at different stages of the production process. A professional company usually works on a production for between four and six weeks. You will probably have longer than this for the scripted performance you create with your group.

The first step in the production process is for the director to meet with the design team and begin to describe his or her overarching vision for the text in performance. This central idea could be described as a 'concept' for the production. For example, you might describe a director's **production concept** for Shakespeare's play *Hamlet* as 'death'.

In the next stage, the director holds early read-throughs with the actors and the lead designers for each **production element**. During the read-through, the production team discuss their initial ideas for the look and feel of the production with the actors. The designers might refer to **mood boards**, **sketches**, **scale drawings** and **model boxes** to bring the world of the play to life for the actors.

During the rehearsal and development stage, the company of actors works closely with the design team. Rehearsals might include sessions with a movement director, voice coach, fight specialist or live musicians.

In the final stage of the process of moving 'from page to stage', the director oversees the technical and dress rehearsals. The cast makes final preparations to ensure that staging is refined for performance. The director's concept should now be visible on stage.



Activity 1

Read the description of the director's tasks on this page, then complete a table like the one below to organise these tasks into a timeline.

Week 1 / Date	Task	Purpose
1	Meet with design team – set, costume, lighting and sound; explain concept for staging the text	Communicate vision to design team
2		

Key terms

production concept: the overarching idea for a production
production element: a feature of the production, such as the set, lighting, sound and costumes
mood board: a design board that contains lots of visual ideas
scale drawing: a drawing that shows the design to scale, for example 1:50
model box: a small scale three-dimensional model of the stage space

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Sample page from Student's Book

AS & A Level Drama	ISBN
Student's Book	978-0-00-832614-2
eBooks	ISBN
Student's Book	978-0-00-839386-1

Cambridge IGCSE™ Geography (0460/0976/2217)

Third Edition

The Student's Book is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020. The Teacher's Guide has not been through the Cambridge International endorsement process.

Authors: John Belfield, Jack Gillett, Meg Gillett, John Rutter, Alison Rae and Alan Parkinson

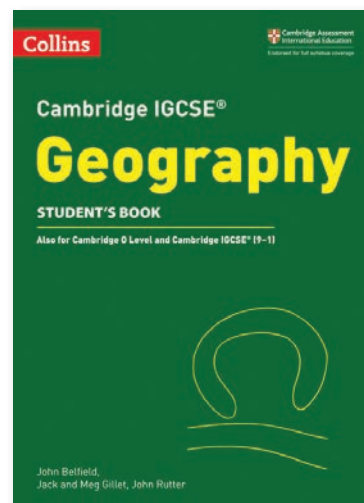
Encourage students to make links between global case studies and their local contexts, as well as explore the core themes such as Population and Settlement, The Natural Environment and Economic Development, and the Use of Resources.

Student's Book

- Develop students' geographical and fieldwork skills
- Provide assessment 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

- Deliver consistent lessons with lesson plans for every topic in the Student's Book
- Support the process of studying with worksheets for every topic
- 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

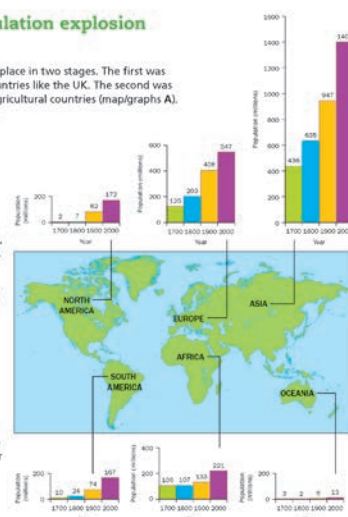


Why did the population explosion happen?

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 IGCSE Geography	ISBN
Student's Book	978-0-00-826015-6
Teacher's Guide	978-0-00-826016-3
eBooks	ISBN
Student's Book	978-0-00-838335-0
Teacher's Guide	978-0-00-838336-7

Cambridge International AS & A Level Geography (9696)

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2018.

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

Support students in obtaining 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 students develop an understanding of complex topics and the inter-relationships between processes
- Inspire learning with a wealth of maps, diagrams and infographics
- Engage students with up-to-date case studies from around the world
- Encourage exploration and interpretation with engaging infographics showing geographical patterns and data illustrated through maps and graphics
- Additional downloadable resources contain innovative ideas to deepen students' understanding and provide support in areas where some concepts are more challenging

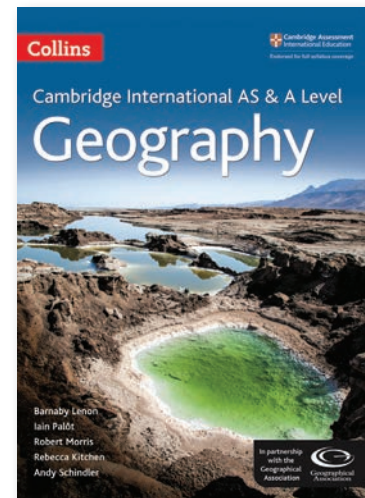


FIGURE 1.20 Horseshoe Falls, part of Niagara Falls on the USA/Canadian border.

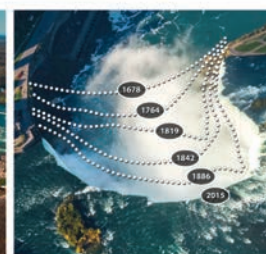


FIGURE 1.21 Retreat of Niagara Falls, 1608-2015.

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.



FIGURE 1.22 A sweeping meander.

Meander form

Meanders have an asymmetric cross section (Figure 1.23). 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 30 times the channel width ($\lambda = 30 - 34 W$).
- Riffles and pools are spaced 5-7 times the channel width (riffle spacing $= 5 - 7 W$ or $= 10 \lambda$).

Sample page from Student's Book

AS & A Level Geography	ISBN
Student's Book	978-0-00-812422-9
eBooks	ISBN
Student's Book	978-0-00-841872-4

Cambridge IGCSE™ Business Studies (0450/0986/7115)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Authors: Andrew Dean, Denry Machin, Mark Gardiner and James Beere

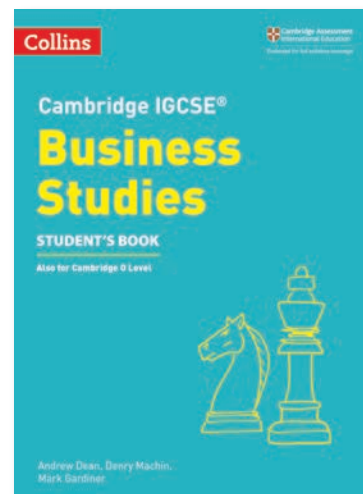
Deliver a course that reflects the modern business world with up-to-date examples and data. Build students' skills in application, analysis and evaluation with targeted skills activities and skills builders.

Student's Book

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

Teacher's Guide

- Teach Business Studies in context with real-life international case studies from a range of regions, allowing students to hone in on their local perspectives
- Adapt editable lesson plans and worksheets to suit class needs
- Provide additional support 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



Sample page from Student's Book

Cambridge IGCSE Business Studies ISBN	
Student's Book	978-0-00-825805-4
Teacher's Guide	978-0-00-825806-1
eBooks ISBN	
Student's Book	978-0-00-838343-5
Teacher's Guide	978-0-00-838344-2

Cambridge IGCSE™ Economics (0455/2281)



These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Authors: James Beere, Karen Borrington, Clive Riches, Neil Buchanan, Clive Riches and Ian Rowbury

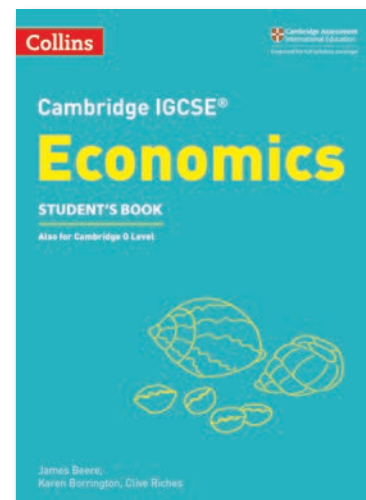
Support students in their learning and understanding of economic terminology, concepts and theories, and guide them in applying their knowledge to current economic issues.

Student's Book

- Provoke student discussion and understanding with global and region-specific case studies
- Demonstrate to learners how a problem or question can be addressed
- Reinforce students' understanding with practice and exam-style questions
- Key terms and key concepts highlighted on the page and included in a useful glossary at the end of the book

Teacher's Guide

- Deliver lessons with clear and consistent lesson plans with support given for non-subject specialists
- Ensure students' understanding with suggested review questions for remedial or revision work
- Provide notes on case studies and ideas for extension work, topics and research
- Encourage communication and presentation skills with additional collaborative activities
- Additional photocopiable activity sheets at the back of the book for extra practice included



Sample page from Student's Book

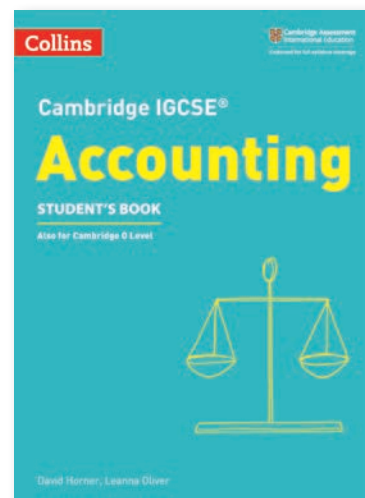
Cambridge IGCSE Economics	ISBN
Student's Book	978-0-00-825409-4
Teacher's Guide	978-0-00-825410-0
eBooks	ISBN
Student's Book	978-0-00-838345-9
Teacher's Guide	978-0-00-838346-6

Cambridge IGCSE™ Accounting (0452/0985/7707)

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Authors: David Horner and Leanna Oliver

Help 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
- Demonstrate how a problem or question can be addressed with worked examples
- Reinforce learners' understanding with practice and exam-style questions
- Key terms and key concepts are highlighted on the page and included in a useful glossary at the end of the book

Workbook

- Provide additional materials on how to prepare accounting documents
- Give support to those who are struggling as well as those who need to be stretched further
- Offer further practice and revision opportunities with unit and end-of-chapter reviews

Teacher's Guide

- Assess understanding with *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
- Ensure students are fully prepared with 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
		£	£			£	£
2018				2018			
1 April	Balances b/d	102	1190	8 April	Erma		20
10 April	Sales		89	15 April	Advertising	95	
12 April	Kash		315	19 April	Cash		4
19 April	Bank	45		22 April	Jayden		17
				28 April	NW Electricity Ltd		10
				30 April	Balances c/d	52	107
		147	1594			147	159
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 Accounting	ISBN
Student's Book	978-0-00-825411-7
Workbook	978-0-00-825412-4
Teacher's Guide	978-0-00-825413-1
eBooks	ISBN
Student's Book	978-0-00-838432-6
Teacher's Guide	978-0-00-838433-3

Cambridge IGCSE™ ICT

(0417/0983)

Third Edition

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2023.

Author: Paul Clowrey

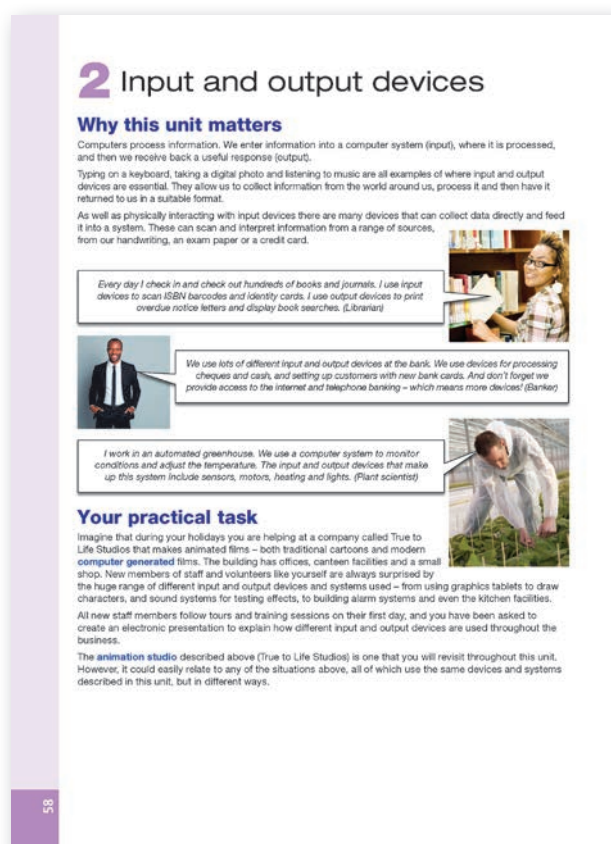
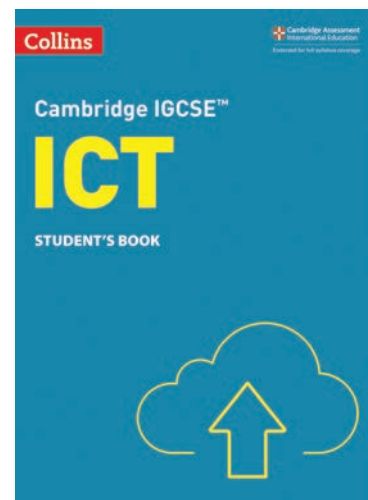
Combine theory and practical skills to help all students progress, with resources directly supporting the latest Cambridge IGCSE ICT syllabus for examination from 2023.

Student's Book

- Build skills using scenarios that link together the theory and practical parts of ICT
- Ensure up-to-date knowledge with the latest hardware and software information
- Consolidate learning with end-of-session *Review and Revise* sections and summary boxes

Teacher's Guide

- Offer comprehensive support with lesson plans to match every unit in the Student's Book
- Answer key included for every activity in the Student's Book
- Create exciting ICT lessons with PowerPoint presentations and source files available to download online



Sample page from Student's Book

Cambridge IGCSE ICT	ISBN
Student's Book	978-0-00-843092-4
Teacher's Guide	978-0-00-843093-1
eBooks	ISBN
Student's Book	978-0-00-844701-4
Teacher's Guide	978-0-00-844702-1

Cambridge IGCSE™ Design & Technology (0445/0979/6043)

Second Edition

The Student's Book 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.

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

Combine the theory and practical sections of the syllabus to effectively build students' key skills and knowledge, while providing support for teachers.

Student's Book

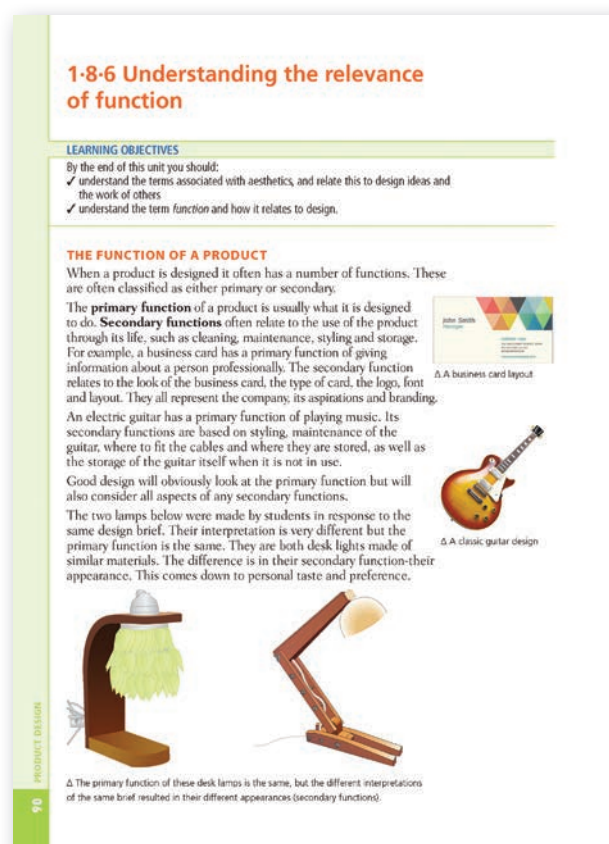
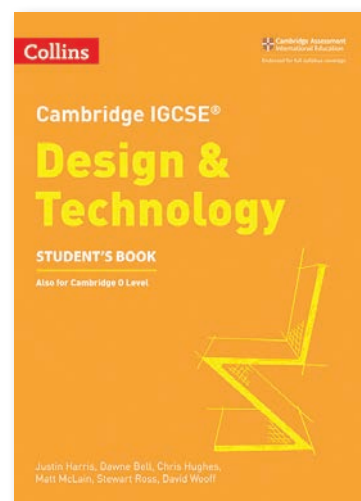
- Develop the skills students need to make the transition from theory to practical application
- Help students prepare for both the written and practical parts of the exam with guidance on the final project and exam-style questions
- Choose from the three optional papers (Resistant Materials, Graphic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

Teacher's Guide

- Deliver a comprehensive course with lesson plans and activities which are suitable for a range of international classroom environments
- Set up and run practical project work in the classroom with guidance throughout
- Fully support 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



Sample page from Student's Book

Cambridge IGCSE Design & Technology	
Student's Book	978-0-00-829327-7
Teacher's Guide	978-0-00-829328-4
Collins Connect 1 year licence	978-0-00-829742-8
eBooks	
Student's Book	978-0-00-838434-0
Teacher's Guide	978-0-00-838435-7

Cambridge IGCSE™ Art & Design (0400/0989/6090)

These resources are **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2020.

Author: Garry Whitehead

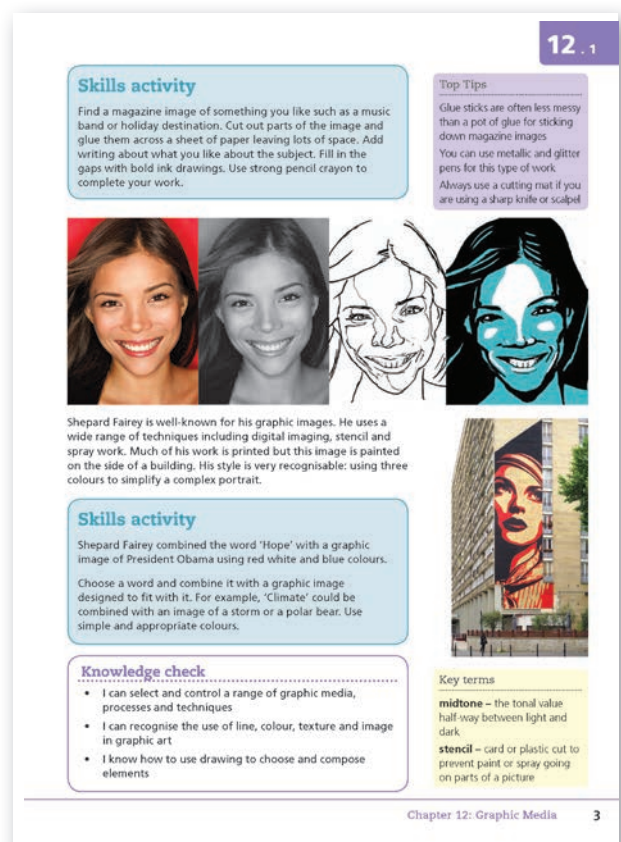
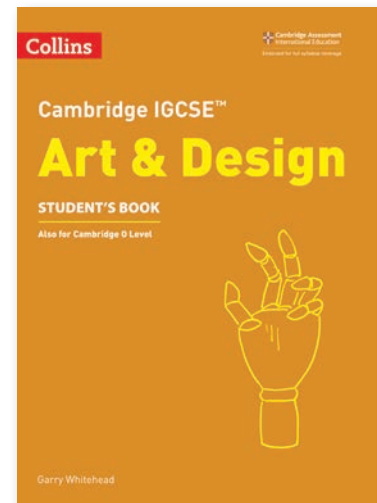
Spark creativity with detailed information on the key disciplines of Art and Design and build confidence in practical skills and creative expression using the only endorsed resource with full coverage of the Cambridge syllabus.

Student's Book

- Offer information on all the key disciplines and on key stages of the creative process, from development of a project from the beginning to the outcome
- Help students improve their work, highlighting useful skills and areas to consider or observe
- Provide opportunities for self-reflection to allow students to consider which objectives they have mastered and how they can take their learning further
- Show a wealth of case studies taken from different students' coursework around the globe so that students can learn from real-life examples

Teacher's Guide

- Ensure 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, the Elements of Art and the Creative Process, as well as suggestions for activities and research included
- Make the most of all resources with comprehensive lesson plans matched to the Student's Book and suggested further activities to provide flexibility in teaching the course
- Deliver engaging lessons with activities and suggested projects of different lengths, for immediate assessment or to span lessons or topics
- Assess with ease using real student projects



Sample page from Student's Book

Cambridge IGCSE Art & Design	ISBN
Student's Book	978-0-00-825096-6
Teacher's Guide	978-0-00-825097-3
eBooks	ISBN
Student's Book	978-0-00-838436-4
Teacher's Guide	978-0-00-838437-1

Cambridge International AS & A Level Art & Design (9479)

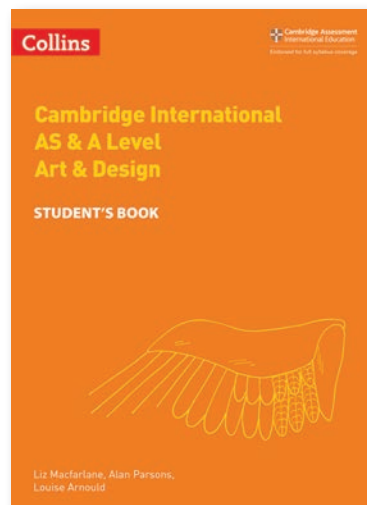
This resource is **endorsed** by Cambridge Assessment International Education to support the full syllabus for examination from 2019.

Authors: Alan Parsons, Elizabeth Macfarlane and Louise Arnould

Equip students to be creative and reflective artists with the only resource endorsed to support the Cambridge International AS & A Level Art and Design syllabus.

Student's Book

- Guide students through the key concepts, encourage critical practice, and build confidence in practical skills and independent expression
- Offer insight into the artistic process of observation and intention, context and concepts, development and refinement and audience and setting in all disciplines
- Improve students' practical skills with a wide range of techniques and activities throughout
- Provide language support with key terms highlighted and definitions provided
- Support students through researching, planning, writing and reviewing their personal investigation with a practical guidance section at the end of the book
- Promote reflective practice by using the critical thinking boxes
- Deepen awareness of contemporary and historical practitioners worldwide with artist and designer features



1.4 Textiles and fashion

Textiles

Learning objective:

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

Research is an essential part of a textile designer's creative process, as it helps them engage with their chosen topic or theme. It provides **key design elements** such as colour, fabric, texture and surface pattern. To broaden their research, they must also consider cultural, historical and current references, and market trends. Once a designer has collected and recorded this information, they can select and present their images. This 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 1.95 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 refer to her linear images.



1.96 Elzanne Statham, mood board

Tip:
Use your own materials and photographs to set the mood of your board to make it more personal.



1.95 Azra Iqbal, mood board, 2011

Activity A: Define the story in this mood board

For the mood board in Figure 1.96, designer Elzanne Statham has created a mood board using her own photographs of decorative façades of houses. She has formatted them into an abstract collage, playing with scale and colour.

1. Can you describe the mood of the images? Find some descriptive words that capture the essence of the **story**.
2. Next, create a colour palette. Can you identify the strongest colour? This colour is called the **accent colour** and tends to run through the whole collection of fabrics.

accent colour Small amounts of colour used to lift or to add impact to a colour scheme.

key design elements Parts that make up a textile outcome.

story The overall theme of a design.

99

Sample page from Student's Book

AS & A Level Art & Design	ISBN
Student's Book	978-0-00-825099-7
eBooks	ISBN
Student's Book	978-0-00-838438-8

Cambridge International AS & A Level Digital Media & Design (9481)

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

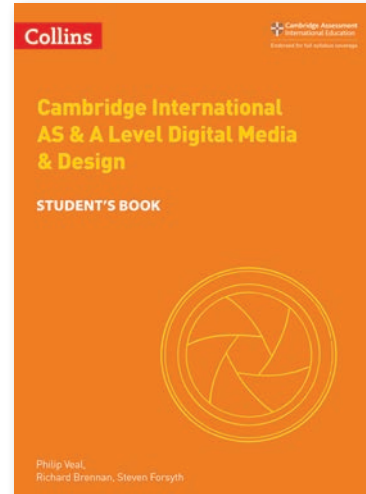
Authors: Philip Veal, Richard Brennan, Steven Forsyth, Mike Acosta, Lesley Ann Davis, Natalie Procter and Mike Wyeld

Introduce students to digital media and design with the history of digital media, changes in the digital landscape and the use of industry tools and technologies. This is the only endorsed resource to support the Cambridge International AS & A Level Digital Media & Design syllabus.

Student's Book

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

eBook



3: The digital landscape

IMMERSIVE EXPERIENCES AND FORMATS WITHOUT BORDERS

Immersion 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.

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

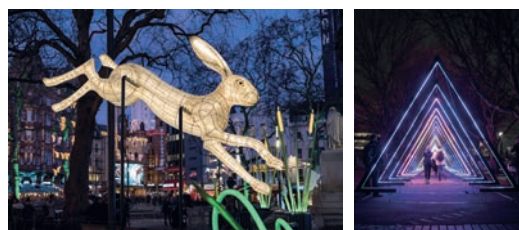


Fig 3.5 Examples of immersive art at the Lumiere London light festival, 2018

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'.

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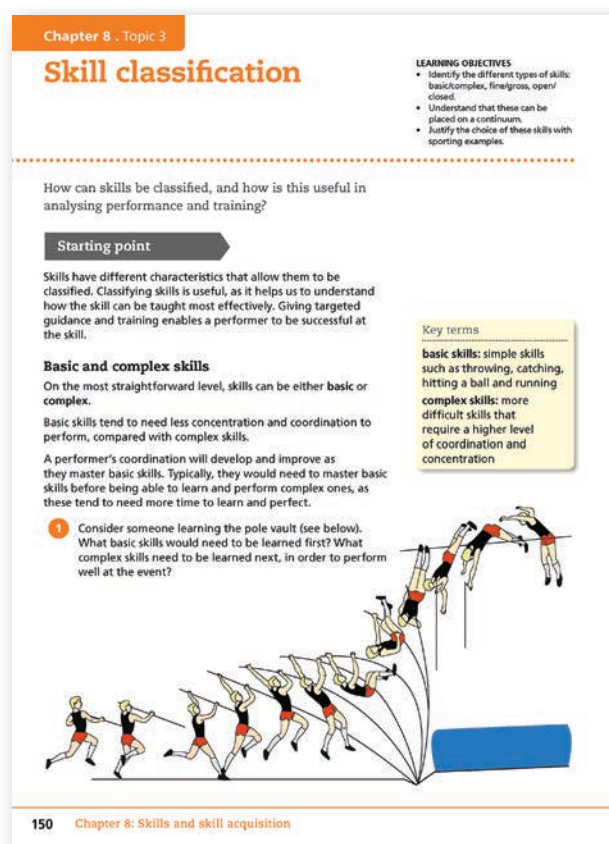
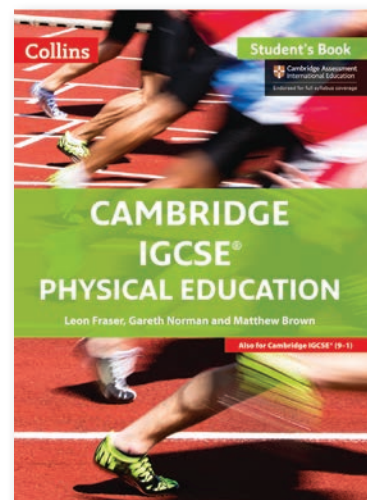
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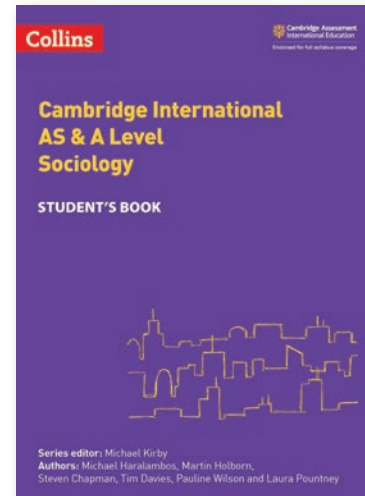
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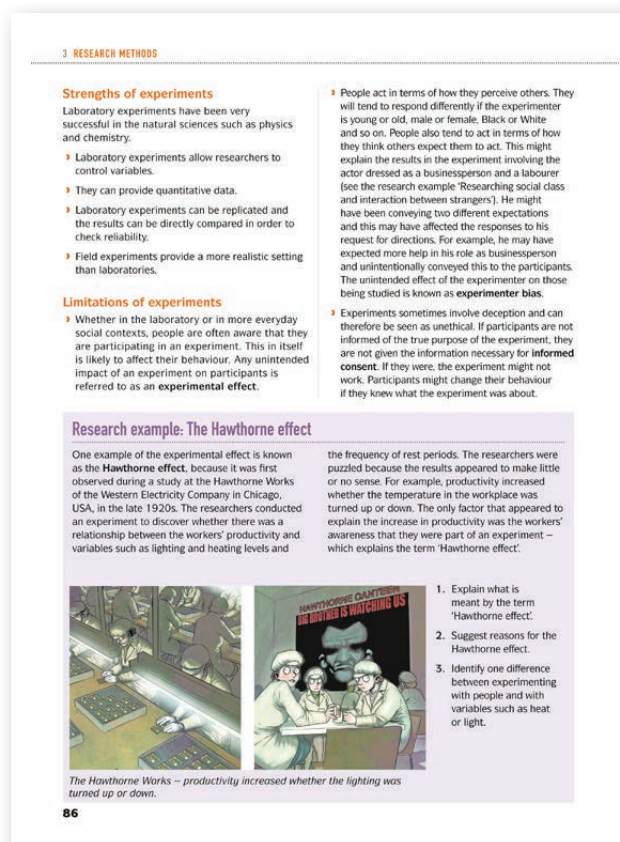
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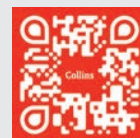
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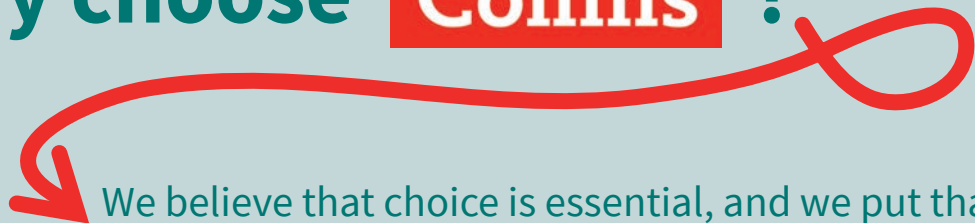
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