Pearson

IN COOPERATION WITH ib

International Baccalaureate Catalogue 2023

Resources for schools following an International Baccalaureate curriculum

www.pearson.com/international-schools

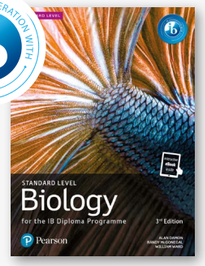
Welcome!

Pearson for International Schools

In this catalogue you will find details of our resources to provide your IB learners with everything they need for their IB journey, from PYP to MYP to Diploma and beyond.

HIGHLIGHTS

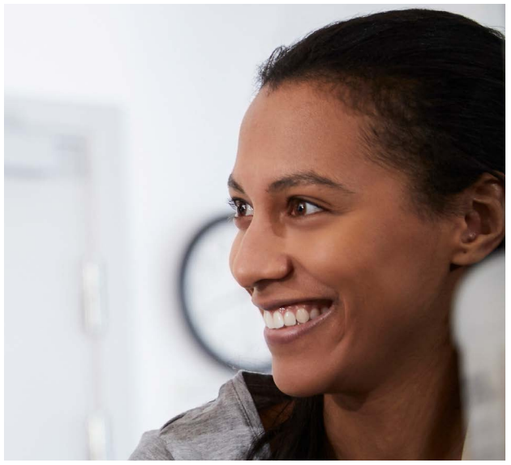
NEW
Sciences for the IB Diploma Programme – Developed in cooperation with the IB, new editions of our popular Biology, Chemistry and Physics student books, fully revised in line with the new 2023 Subject Guides.



NEW Business Management for the IB Diploma – A brand new student book for the 2022 Subject Guide and first assessments in 2024, using our tried-and-tested approach to the Diploma Programme in this subject for the first time.

Theory of Knowledge for the IB Diploma – Full coverage of the 2020 Subject Guide with integrated support for exhibition and essay preparation.

Pearson Mathematics for the Middle Years Programme – Student books and teacher guides developed by Ibrahim Wazir for an inquiry-led approach that gives learners the opportunity to explore concepts for themselves.



Follow our social channels

Keep up to date with the issues that matter to international schools.

Read the latest news on our international schools blog:
blog.pearsoninternationalschools.com

Follow us on Facebook for the latest updates
facebook.com/PearsonInternationalSchools

Follow our LinkedIn page for news:
linkedin.com/showcase/pearson-international-schools/

Contents

GOOD TO KNOW

This catalogue contains a selection of our IB resources. To view the full range, please visit **pearson.com/international-schools**

All products are suitable for English Language Learners

* Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP) are trademarks of the International Baccalaureate Organisation (IB), which was not involved in the production of these products - excluding Pearson Sciences for the IB Diploma Programme, developed in cooperation with the IB.

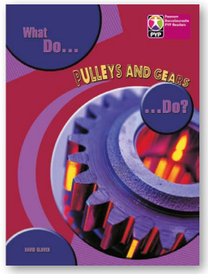
All prices displayed in this catalogue are correct at time of printing and are subject to change.

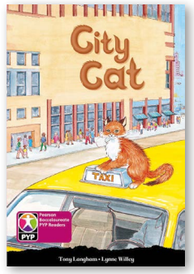
Primary Years Programme Readers and Companions

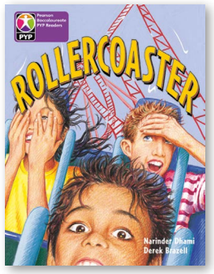
Specially designed to motivate younger learners and help them develop vital inquiry-based reading strategies.

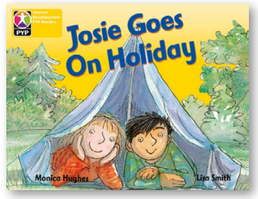
This collection of 120 inquiry-based Readers provides plenty to explore, in line with the IB PYP core principles.

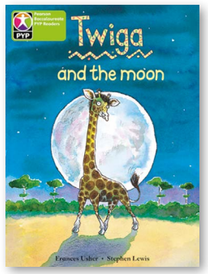
The ready-made library is clearly categorised by age and organised into themes. These Readers span the six units of inquiry and come with nine Companions to support your PYP pupils with their learning.

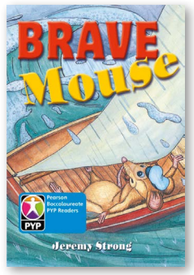


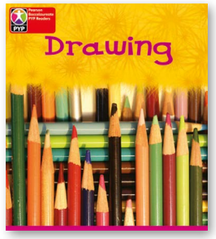




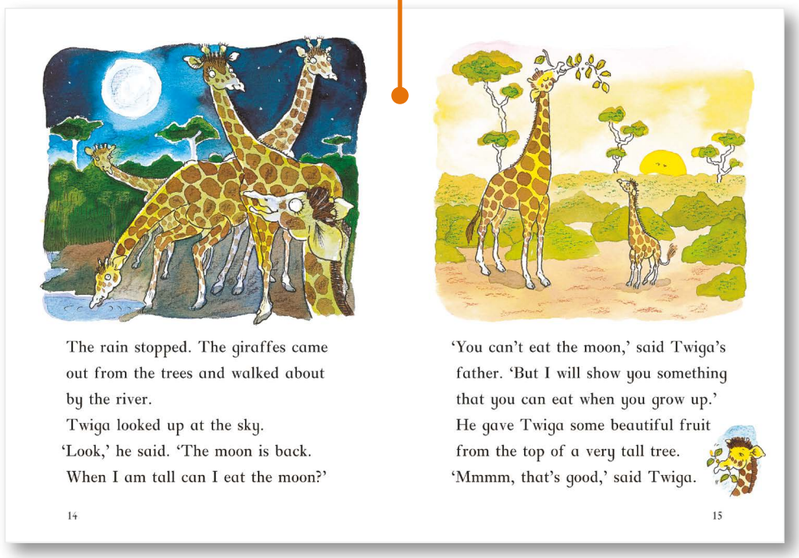








A variety of fiction and non-fiction will motivate all learners.



The rain stopped. The giraffes came out from the trees and walked about by the river.
Twiga looked up at the sky.
'Look,' he said. 'The moon is back. When I am tall can I eat the moon?'

14

'You can't eat the moon,' said Twiga's father. 'But I will show you something that you can eat when you grow up.' He gave Twiga some beautiful fruit from the top of a very tall tree.
'Mmmm, that's good,' said Twiga.

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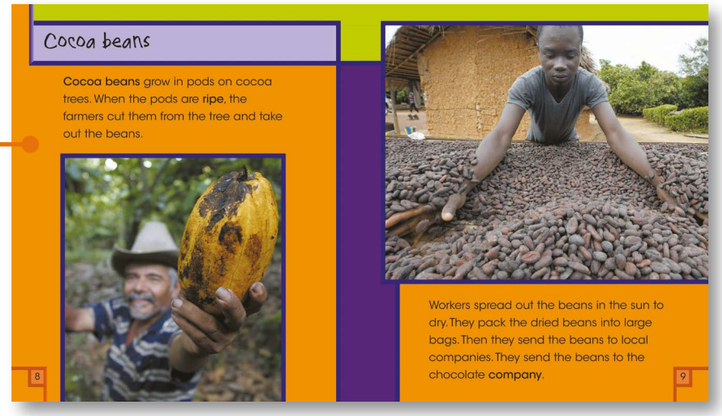
Summary of components:

- 120 high-quality, inquiry-based Readers.
- Nine supporting Companions with activities to build up individual portfolios.
- Money-saving packs available, organised by grade/year and theme.
- To evaluate this series, visit **pearsoninternational-schools.com/pyp**

ELL

These books teach the higher-order skills and strategies that thinking readers need, and support comprehension and oral language.

Readers have a strong international approach and are all linked to the IB Learner Profile.



Cocoa beans

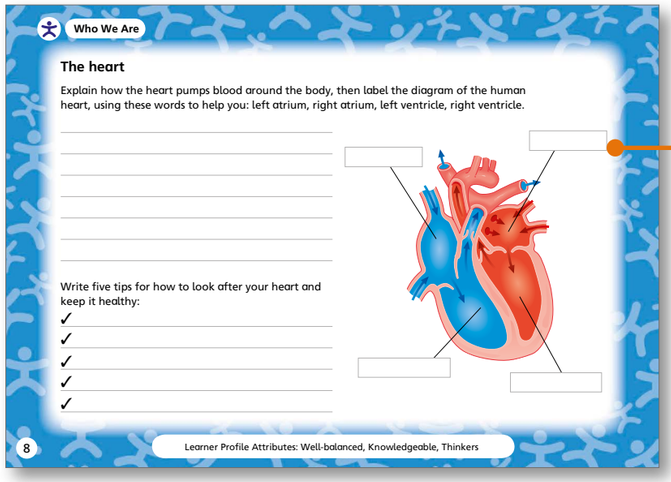
Cocoa beans grow in pods on cocoa trees. When the pods are **ripe**, the farmers cut them from the tree and take out the beans.

Workers spread out the beans in the sun to dry. They pack the dried beans into large bags. Then they send the beans to local companies. They send the beans to the chocolate **company**.

8

9

Companions include tear-out sheets for inclusion in portfolios



Who We Are

The heart

Explain how the heart pumps blood around the body, then label the diagram of the human heart, using these words to help you: left atrium, right atrium, left ventricle, right ventricle.

Write five tips for how to look after your heart and keep it healthy:

✓
✓
✓
✓
✓

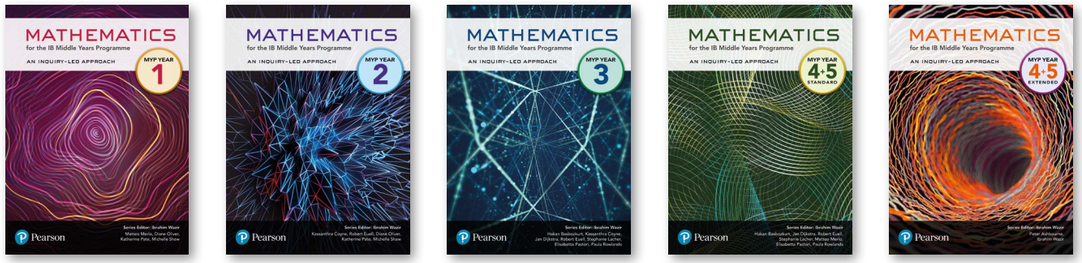
8

Learner Profile Attributes: Well-balanced, Knowledgeable, Thinkers

Download the PYP Readers and Companions Structure Chart **pearsoninternational-schools.com/pyp**

Mathematics for the Middle Years Programme

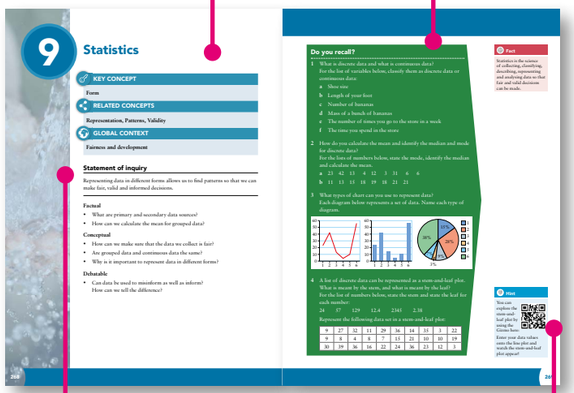
Put learners in charge with an exploratory inquiry-led approach to MYP Mathematics in our latest series, written for the 2020 curriculum.



- Each full-colour book and accompanying eBook contains detailed worked examples, ideas for investigations, reflections, differentiated exercises, and check your knowledge questions to put learning into practice.
- Clear links to key concepts, related concepts and global contexts in addition to statements of inquiry and inquiry questions for each chapter.
- ATLs identified throughout.
- Written by an international team of highly experienced authors and teachers, and led by Series Editor, Ibrahim Wazir, this series fully matches the 2020 Guide.

Key concept, related concepts and global context identified for each chapter.

Reminders of prior learning.

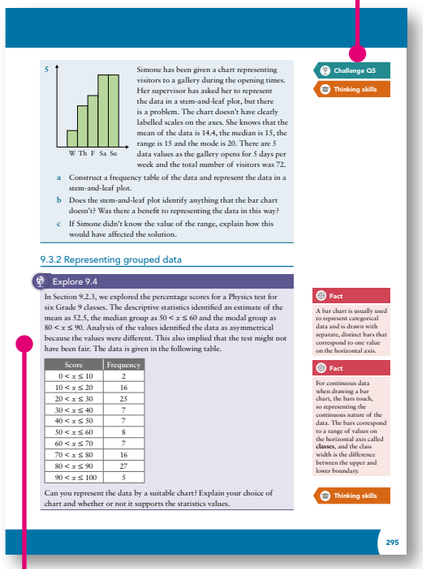


Statement of inquiry and inquiry questions for each chapter.

QR codes linking to additional digital resources.

2020 SYLLABUS		
Mathematics for the IB Middle Years Programme		
Year 1		
Print and eBook	978 1292367 40 8	£32.39
eBook only	978 1292408 91 0	£27.00
Year 2		
Print and eBook	978 1 292367 41 5	£37.89
eBook only	978 1292408 92 7	£32.00
Year 3		
Print and eBook	978 1 292367 42 2	£43.29
eBook only	978 1292408 93 4	£38.00
Years 4+5 Standard		
Print and eBook	978 1 292367 43 9	£48.69
eBook only	978 1 292408 94 1	£43.00
Years 4+5 Extended		
Print and eBook	978 1 292367 44 6	£52.00
eBook only	978 1 292408 95 8	£48.00

Differentiated practice questions.

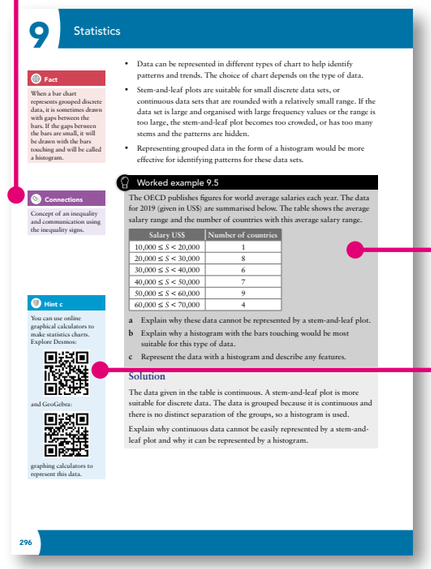


Learners are encouraged to explore concepts and problems.

Meet the Series Editor: Ibrahim Wazir is a leading expert in IB mathematics. Watch him discuss using an exploratory approach in the classroom in an on-demand webinar.

Scan me

Connections to other areas highlighted.



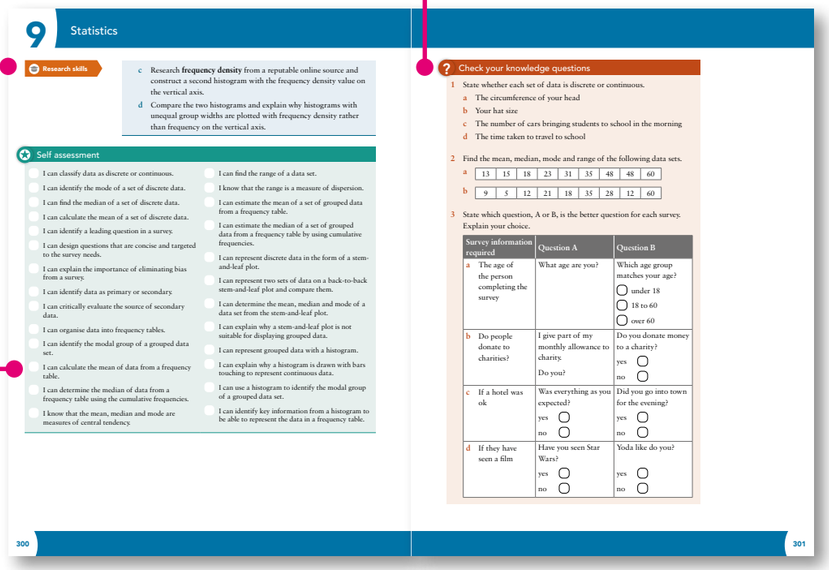
Clear and structured worked examples throughout.

Hint boxes help learners tackle problems.

Check your knowledge questions at the end of each chapter to check understanding and put learning into practice.

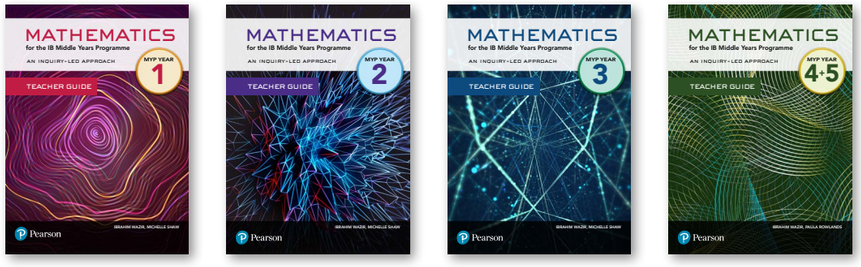
ATLs identified.

End of chapter checklists to help learners track their progress.



Mathematics for the Middle Years Programme Teacher Guides

Accompanying Teacher Guides include detailed unit plans, prerequisites, extra questions, ideas for group work and much more.



- Each book in our MYP Mathematics series is supported by a comprehensive Teacher Guide.
- Editable unit plans allow every school to adapt the series to their individual needs, with support for planning the content component of the course.

Take a look at a free Unit Plan for Year 1 at **pearsoninternational-schools.com/myp**

Unit summary including recommended teaching hours.

Editable format allows flexibility.

Interdisciplinary links highlighted where relevant.

Summative assessment tasks from the book outlined.

Key concept, related concepts, global context, statement of inquiry and inquiry questions listed for each unit.

Opportunities for students to exhibit ATL skills identified.

IB MYP Mathematics
Year 1
Lesson Plan: Chapter 1

SUMMARY

Teacher(s)		**Subject group**	Mathematics	**Level**	Standard level
Unit title	Number review	**MYP year**	1	**Unit duration (hours)**	6
Description					
In this chapter students will review the basics of the natural numbers, integers and real numbers. Within this, they will explore place value for whole and decimal numbers and use this to systematically compare numbers. Additionally, essential skills including the four number operations and the order of operations (excluding exponents) are reviewed.					

INQUIRY: ESTABLISHING THE PURPOSE OF THE UNIT

Key concept	**Related concepts**
Relationships	Patterns, Quantity, Representation, Systems
Conceptual understanding	**Global context**
Number sense and operations are essential skills in mathematics. Students will need to have an understanding of the basic number concepts in order to model, interpret and analyse problems and situations.	Globalisation and sustainability
Statement of inquiry	
Using number systems allows us to understand relationships that describe our climate, so we are able to acknowledge human impact on global climate change.	
Inquiry questions	

Factual	**Conceptual**	**Debatable**
What are negative numbers?	How do you add and subtract integers?	Why do we have directed numbers?
What is the order of operations?		Why is it important to have order of operations?

Aims

- To appreciate the international dimension of mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.

2020 SYLLABUS		
Mathematics for the IB Middle Years Programme		
Year 1 Teacher Guide	978 1 292400 92 1	£103.00
Year 2 Teacher Guide	978 1 292400 93 8	£103.00
Year 3 Teacher Guide	978 1 292400 94 5	£103.00
Years 4+5 Teacher Guide	978 1 29240 095 2	£206.00

GOOD TO KNOW

- **Both our IB MYP Maths and IB Diploma Maths resources follow the same inquiry-led approach.**
- **Find Ibrahim Wazir's mapping document matching our MYP and DP mathematics resources to the US Common Core Standards on our website.**

For the IB Diploma

Everything you need to teach and study the IB Diploma curricula, including textbooks, eBooks and online support materials.

- A suite of textbooks, eBooks and online resources to support teachers and learners in the classroom, during independent study and for revision.
- Packed full of exam-style assessment opportunities using questions from past papers, as well as guidance from subject experts and examiners.
- Written by experienced IB teachers, workshop leaders and examiners, meaning you can rest assured that the need-to-know content will be covered clearly and completely.
- Each book covers the Subject Guide fully, for the most up-to-date syllabus.
- Clear links to TOK throughout, as well assessment advice.

Sign up for 60-day free trials

Access free trials of our enhanced eBooks and see for yourself how they bring learning to life – with animations, videos, worksheets, quizzes and much more!

https://www.pearson.com/international-schools/forms/free-two-month-trial.html

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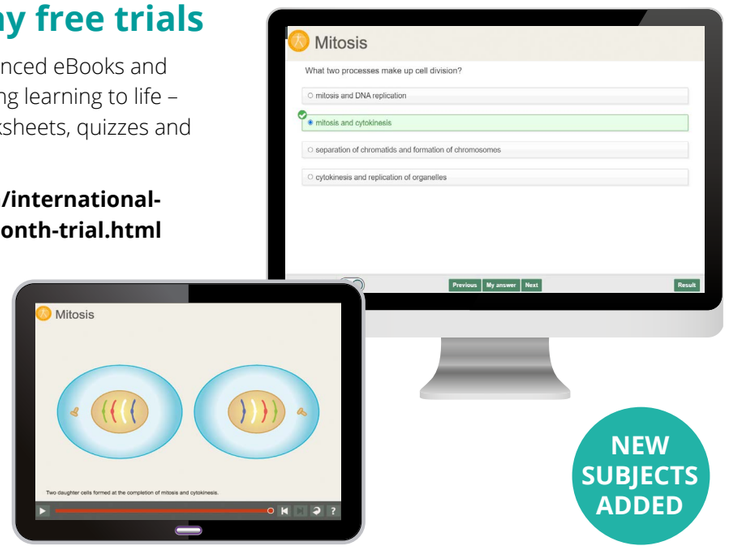


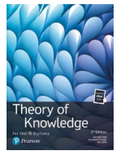
NEW SUBJECTS ADDED

International Baccalaureate Diploma Programme Titles

Power Starters INTERNATIONAL BACCALAUREATE

Help your students develop the transferable and subject-specific skills they need to get off to a flying start with their IB Diploma courses with Power Starters. See page 26.

Core Curriculum Theory of Knowledge



Studies in Language and Literature

Language Acquisition

Individuals and Societies

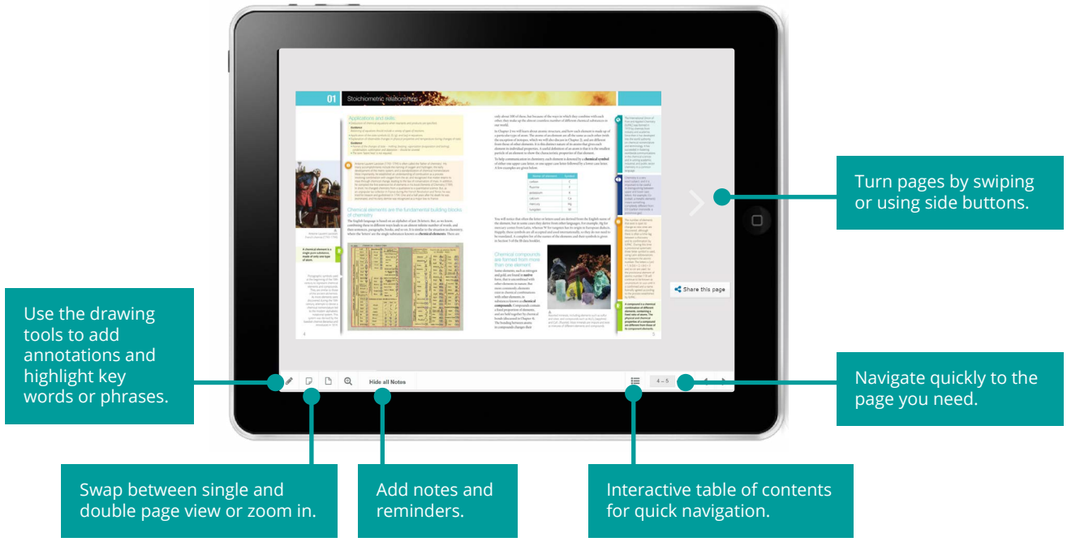
Sciences NEW

Mathematics

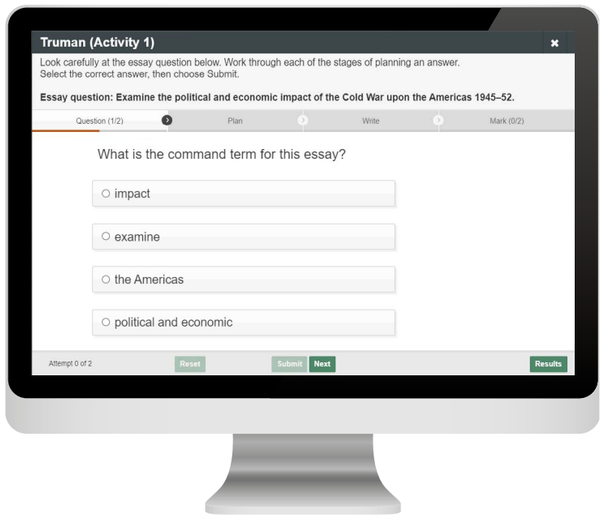
All titles are available as a printed textbook with a free eBook, or as a standalone eBook. French and Spanish workbooks are print only.

Our enhanced eBooks

- Student material is available as a printed book with four year free access to an online eBook or as a standalone eBook subscription.
- Access content anywhere and anytime – perfect for learning at home and on the move.
- Digital note-taking, sharing, highlighting and bookmarking make study and revision more effective.
- Search for key terms to speed up learning.
- Downloadable files for offline use.
- Auto-marked quizzes, worksheets, animations and more.



Scan this code to access free trials

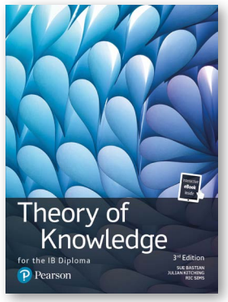


Core

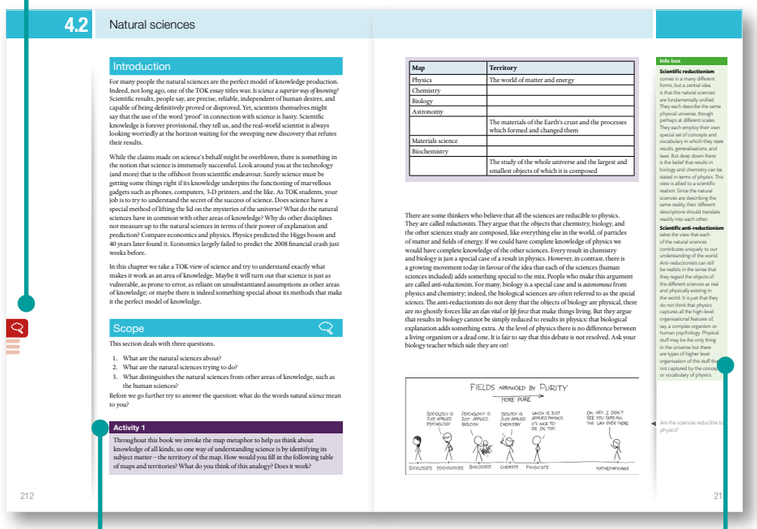
Theory of Knowledge

Support your learners as they explore the latest Theory of Knowledge Subject Guide with our newest edition, written by experts.

- Authoring team consisting of Julian Kitching and Ric Sims, highly regarded members of the curriculum review panel, and Sue Bastian, the architect of the original TOK curriculum.
- Provides full coverage of the 2020 Guide covering the Core, Optional Themes, and Areas of Knowledge.
- Structured to match the new knowledge framework.
- Examples of knowledge questions to help students recognise and decipher them.
- Support for the essay and the new exhibition assessment.
- Illustrations by TOK teacher Gary Goodwin, to add interest and humour.



Each chapter is structured to match the knowledge framework.



A wealth of ideas for individual and class activities.

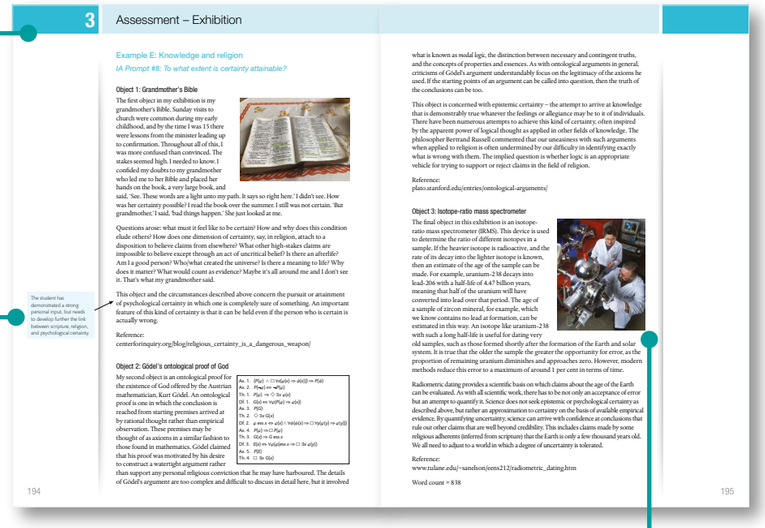
Extra information for interest and further reading.

Scan this code to access free trials

2020 SYLLABUS	
Theory of Knowledge 3rd edition	
Print and eBook 978 1 292326 00 9	£43.29
eBook only 978 1 292326 01 6	£37.89

Chapters dedicated to support for the essay and new exhibition assessments.

Examiners' comments to give further guidance.



Virtual exhibition objects to give students ideas for their own exhibition.

Free toolkit

Support your students with their essay and exhibition preparation with a FREE toolkit, which includes practical tips, planning ideas and guidance from our expert authors. Download it at **pearsoninternational-schools.com/tok**

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Meet the expert authors

Sue Bastian – *Series Editor*

Sue Bastian has served the IB as a teacher, workshop leader, examiner, textbook author and Chief Assessor of TOK in the Philippines and at the UN School in New York City. She has recently completed a review and revision of the TOK Lessons From Around the World and is now concentrating on teaching others how to design lessons for their classroom.

Julian Kitching – *Author*

With over 30 years of involvement with the IB, Julian Kitching has taught TOK, contributed to four successive reviews of the course, and served as a workshop leader and examiner, including an 8-year period as Chief Assessor until 2018. He is the Divisional Head of Secondary at the Aves International Academy in Ghana.

Ric Sims – *Author*

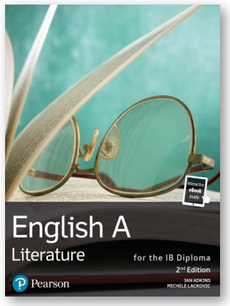
Ric Sims has taught TOK for nearly three decades as well as Economics, Philosophy, Maths and Music for the Diploma. He has served on the senior examining team since the late 1990s, including more than a decade as Deputy Chief Assessor. He has participated in four curriculum reviews, led workshops for TOK teachers, and is a regular keynote speaker.

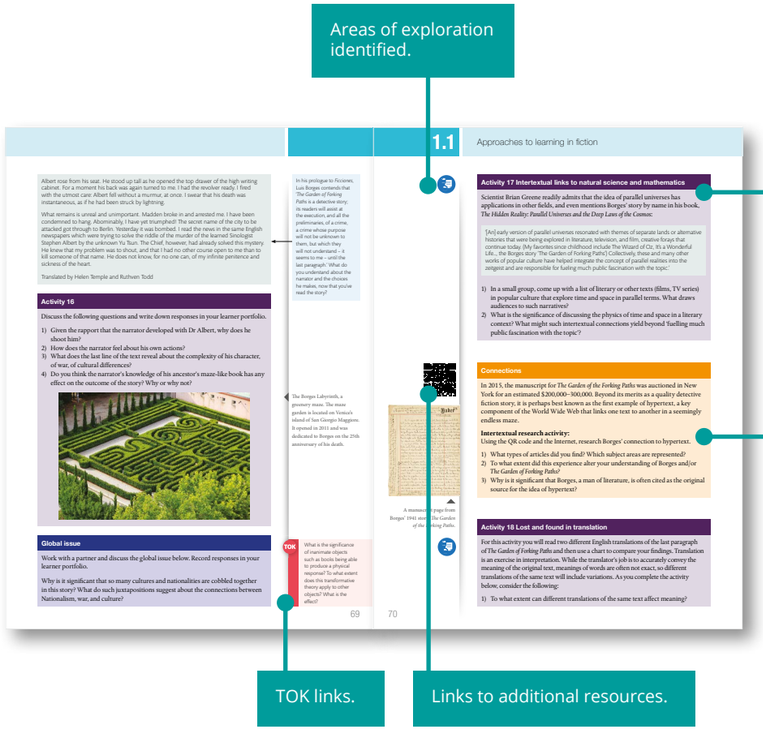
Studies in Languages and Literature

English A Literature

Written by IB expert authors to provide you and your students with comprehensive coverage of the requirements of the latest Subject Guide.

- Key terms from the Guide are explained and highlighted including concepts, areas of exploration and global issues.
- Inclusion of carefully selected, up-to-date, diverse texts to inspire learners.
- Activities to help strengthen appreciation and understanding of different works.
- Chapter insight summaries of the main points.
- Clear learning objectives and links to TOK throughout.
- Detailed support for the assessments including the Higher Level essay and Extended Essay guidance.
- Intertextual connections and global issues highlighted.

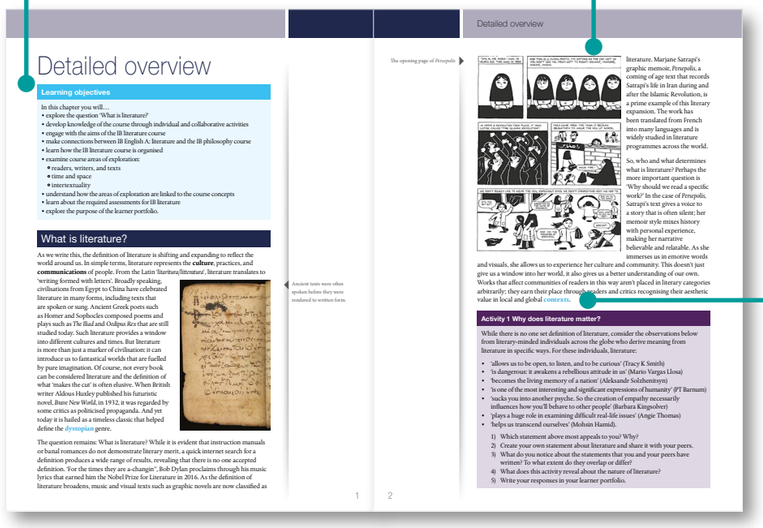




2019 SYLLABUS

English A (2nd Edition)

Print and eBook 978 1 292320 52 6	£43.29
eBook only 978 1 292320 51 9	£39.00



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Free independent study pack

Help your students develop the IB Learner Profile traits with a FREE independent study pack, written by our expert authors. Download it at **pearsoninternational-schools.com/diploma**

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About the authors

Jan Adkins

Jan Adkins is now retired after teaching English for 40 years, including 24 years teaching IB English. Jan was an Assistant Examiner for 15 years and has led training workshops for 25 years. She is the recipient of the Robert O Lawton Award for Teaching Excellence at Florida State University, and the Teaching Excellence Award at Eckerd College.

Michele Lackovic

Michele Lackovic currently teaches IB Diploma Programme courses, coordinates the CAS programme, and chairs the English Department at Suncoast Community High School in Florida. She also leads teacher training workshops and marks IB English A Literature exams as well as Extended Essays.

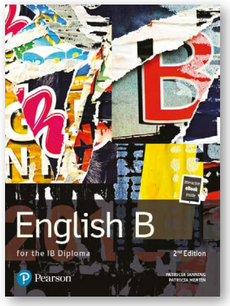
Language Acquisition

English, French and Spanish B

English B

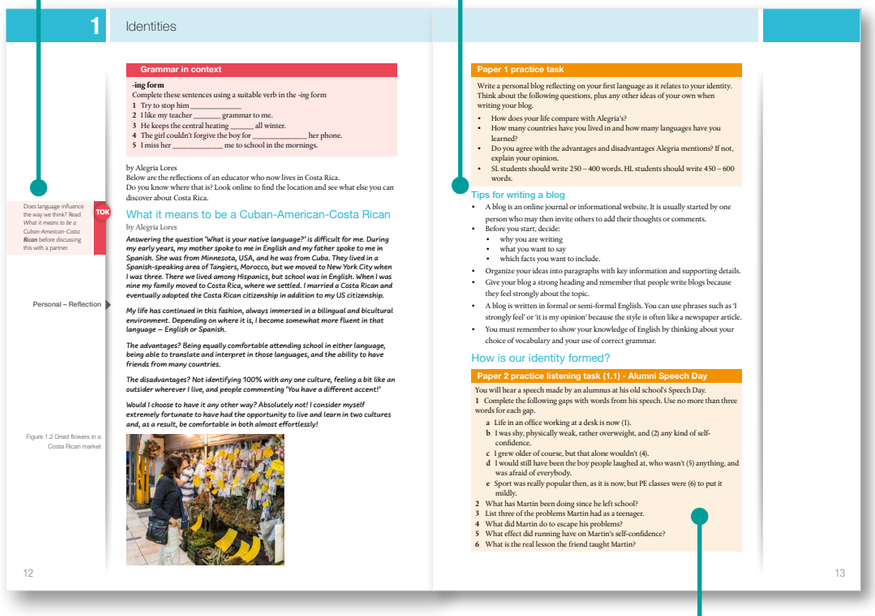
Our resources are fully tailored to the 2018 Subject Guide, to teach and practise the key skills required for the oral and written assessments.

- Contains authentic text extracts, accompanied by a broad range of exercises which will help students of all abilities prepare for their end of course assessment.
- Suitable for Standard Level and Higher Level students with clearly distinguished content.
- The eBook includes audio files for listening assessment practice.
- Support for the Internal Assessment.



TOK links throughout.

Tips for writing different text types.



1 Identities

Grammar in context

-ing form
Complete these sentences using a suitable verb in the -ing form
1 Try to stop him _____
2 I like my teacher _____ grammar to me.
3 He keeps the central heating _____ all winter.
4 The girl couldn't forgive the boy for _____ her phone.
5 I miss her _____ me to school in the mornings.

by Alegria Lores
Below are the reflections of an educator who now lives in Costa Rica.
Do you know where that is? Look online to find the location and see what else you can discover about Costa Rica.

Does language influence the way we think? Read *What it means to be a Cuban-American-Costa Rican* before discussing this with a partner. TOK

What it means to be a Cuban-American-Costa Rican

by Alegria Lores

Answering the question 'What is your native language?' is difficult for me. During my early years, my mother spoke to me in English and my father spoke to me in Spanish. She was from Minnesota, USA, and he was from Cuba. They lived in a Spanish-speaking area of Tangiers, Morocco, but we moved to New York City when I was three. There we lived among Hispanics, but school was in English. When I was nine my family moved to Costa Rica, where we settled. I married a Costa Rican and eventually adopted the Costa Rican citizenship in addition to my US citizenship.

Personal – Reflection

My life has continued in this fashion, always immersed in a bilingual and bicultural environment. Depending on where it is, I become somewhat more fluent in that language – English or Spanish.

The advantages? Being equally comfortable attending school in either language, being able to translate and interpret in those languages, and the ability to have friends from many countries.

The disadvantages? Not identifying 100% with any one culture, feeling a bit like an outsider wherever I live, and people commenting "You have a different accent!"

Would I choose to have it any other way? Absolutely not! I consider myself extremely fortunate to have had the opportunity to live and learn in two cultures and, as a result, be comfortable in both almost effortlessly!

Figure 1.2 Dried flowers in a Costa Rican market

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Paper 1 practice task

Write a personal blog reflecting on your first language as it relates to your identity. Think about the following questions, plus any other ideas of your own when writing your blog.
- How does your life compare with Alegria's?
- How many countries have you lived in and how many languages have you learned?
- Do you agree with the advantages and disadvantages Alegria mentions? If not, explain your opinion.
- SL students should write 250 – 400 words. HL students should write 450 – 600 words.

Tips for writing a blog
- A blog is an online journal or informational website. It is usually started by one person who may then invite others to add their thoughts or comments.
- Before you start, decide:
  - why you are writing
  - what you want to say
  - which facts you want to include.
- Organize your ideas into paragraphs with key information and supporting details.
- Give your blog a strong heading and remember that people write blogs because they feel strongly about the topic.
- A blog is written in formal or semi-formal English. You can use phrases such as 'I strongly feel' or 'it is my opinion' because the style is often like a newspaper article.
- You must remember to show your knowledge of English by thinking about your choice of vocabulary and your use of correct grammar.

How is our identity formed?

Paper 2 practice listening task (1.1) - Alumni Speech Day

You will hear a speech made by an alumnus at his old school's Speech Day.
1 Complete the following gaps with words from his speech. Use no more than three words for each gap.
  a Life in an office working at a desk is now (1).
  b I was shy, physically weak, rather overweight, and (2) any kind of self-confidence.
  c I grew older of course, but that alone wouldn't (4).
  d I would still have been the boy people laughed at, who wasn't (5) anything, and was afraid of everybody.
  e Sport was really popular then, as it is now, but PE classes were (6) to put it mildly.
2 What has Martin been doing since he left school?
3 List three of the problems Martin had as a teenager.
4 What did Martin do to escape his problems?
5 What effect did running have on Martin's self-confidence?
6 What is the real lesson the friend taught Martin?

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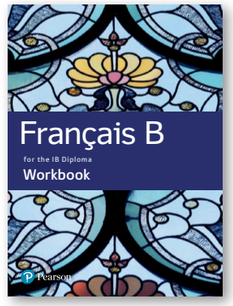
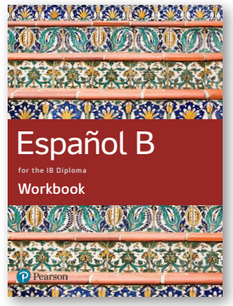
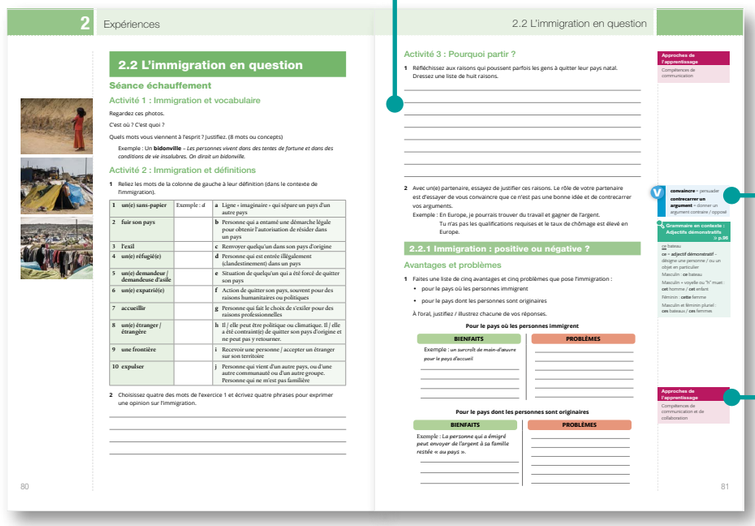




Engaging, write-in format.



2 Expériences

2.2 L'immigration en question

Séance échauffement

Activité 1 : Immigration et vocabulaire

Regardez ces photos.
C'est où ? C'est quoi ?
Quels mots vous viennent à l'esprit ? Justifiez. (8 mots ou concepts)
Exemple : Un **bidonville** – *Les personnes vivent dans des tentes de fortune et dans des conditions de vie insalubres. On dirait un bidonville.*

Activité 2 : Immigration et définitions

1 Reliez les mots de la colonne de gauche à leur définition (dans le contexte de l'immigration).

1	un(e) sans-papier	Exemple : d	a Lieu : imaginaire - qui sépare un pays d'un autre pays
2	fuir son pays		b Personne qui a entamé une démarche légale pour obtenir l'autorisation de résider dans un pays
3	l'exil		c Renvoyer quelqu'un dans son pays d'origine
4	un(e) réfugié(e)		d Personne qui est entrée illégalement (clandestinement) dans un pays
5	un(e) demandeur / demandeuse d'asile		e Situation de quelqu'un qui a été forcé de quitter son pays
6	un(e) expatrié(e)		f Action de quitter son pays, souvent pour des raisons humanitaires ou politiques
7	accueillir		g Personne qui fait le choix de s'exiler pour des raisons professionnelles
8	un(e) étranger / étrangère		h Il / elle peut être politique ou climatique. Il / elle a été contraint(e) de quitter son pays d'origine et ne peut pas y retourner.
9	une frontière		i Recevoir une personne / accepter un étranger sur son territoire
10	expulser		j Personne qui vient d'un autre pays, ou d'une autre communauté ou d'un autre groupe. Personne qui ne m'est pas familière

2 Choisissez quatre des mots de l'exercice 1 et écrivez quatre phrases pour exprimer une opinion sur l'immigration.

80

2.2 L'immigration en question

Activité 3 : Pourquoi partir ?

1 Réfléchissez aux raisons qui poussent parfois les gens à quitter leur pays natal. Dressez une liste de huit raisons.

2 Avec un(e) partenaire, essayez de justifier ces raisons. Le rôle de votre partenaire est d'essayer de vous convaincre que ce n'est pas une bonne idée et de contrecarrer vos arguments.
Exemple : En Europe, je pourrais trouver du travail et gagner de l'argent.
Tu n'as pas les qualifications requises et le taux de chômage est élevé en Europe.

2.2.1 Immigration : positive ou négative ?

Avantages et problèmes

1 Faites une liste de cinq avantages et cinq problèmes que pose l'immigration :
- pour le pays où les personnes immigrent
- pour le pays dont les personnes sont originaires

À l'oral, justifiez / illustrez chacune de vos réponses.

Pour le pays où les personnes immigrent

BIENFAITS	PROBLÈMES
Exemple : *un surcroît de main-d'œuvre pour le pays d'accueil*	

Pour le pays dont les personnes sont originaires

BIENFAITS	PROBLÈMES
Exemple : *La personne qui a émigré peut envoyer de l'argent à sa famille restée « au pays ».*	

Approches de l'apprentissage
Compétences de communication

convaincre – persuader
contrecarrer un argument – donner un argument contraire / opposé

Grammaire en contexte : Adjectifs démonstratifs ▷ p.86

Le Tableau :
ce – **cet/cette démonstratif** – désigne une personne / ou un objet en particulier
Masculin : **ce** (hommes)
Masculin + voyelle ou 'h' muet : **cet** homme / **cet** enfant
Féminin : **cette** femme
Masculin et féminin pluriel : **ces** bateaux / **ces** femmes

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New vocabulary explained.

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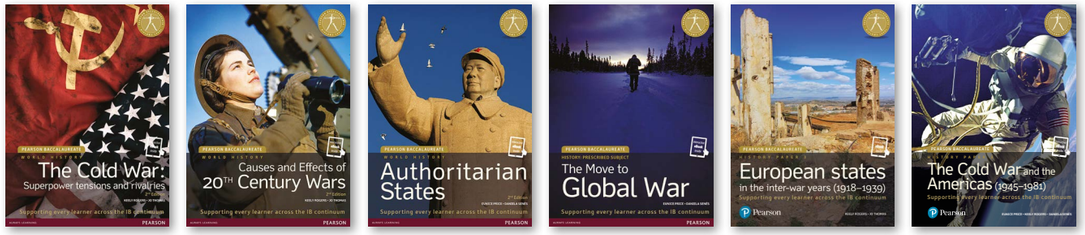

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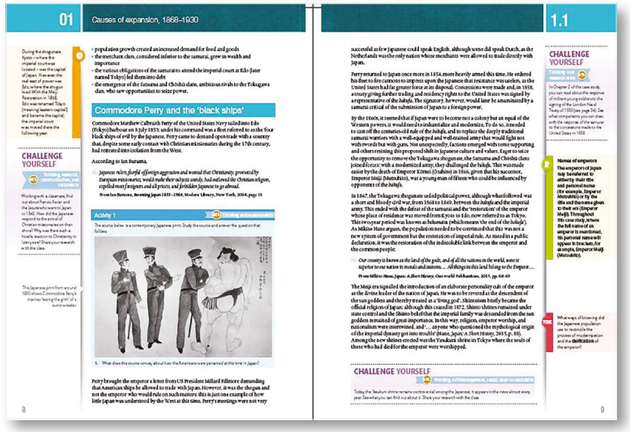

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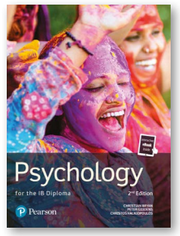

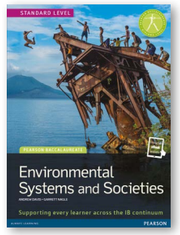

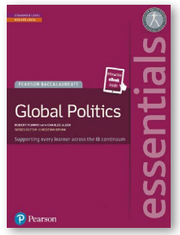

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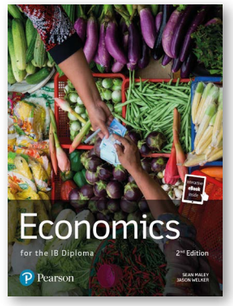

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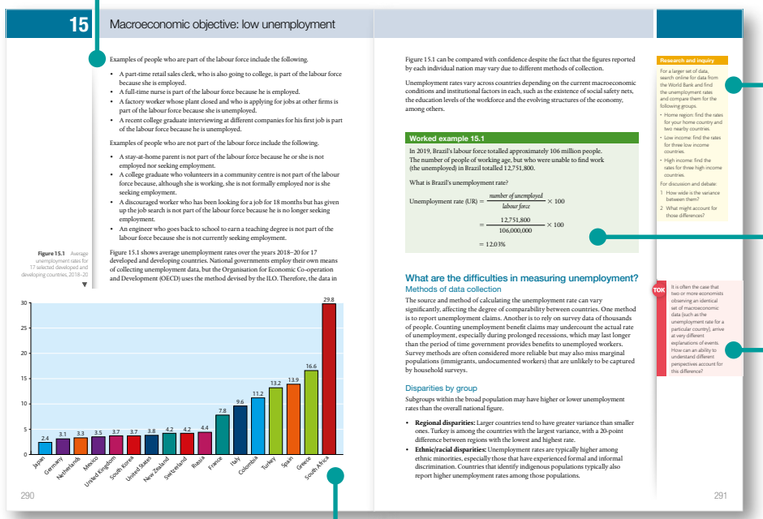

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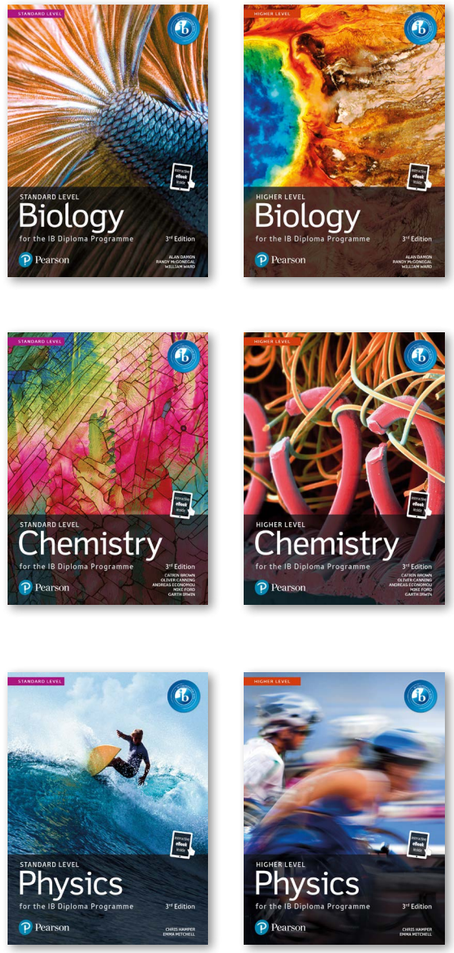

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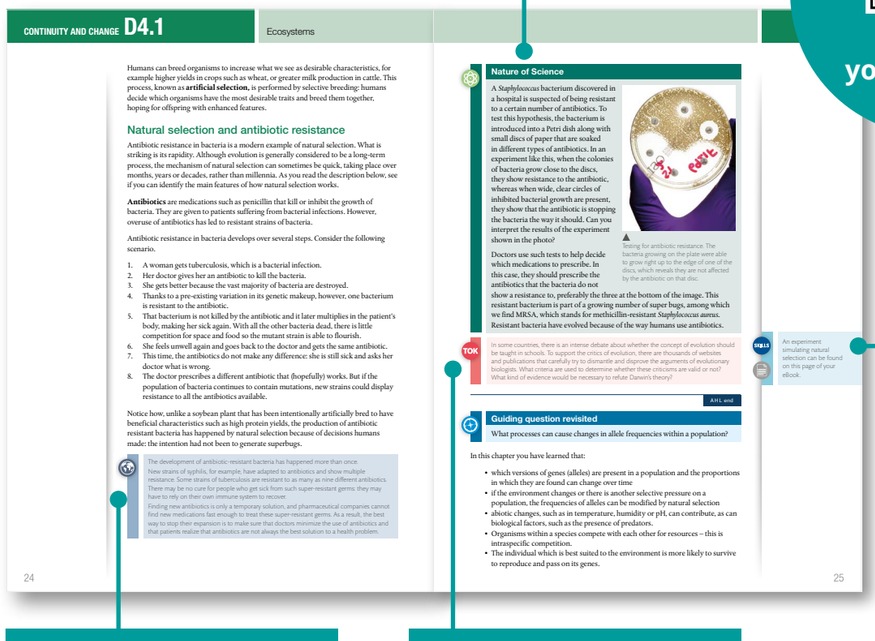

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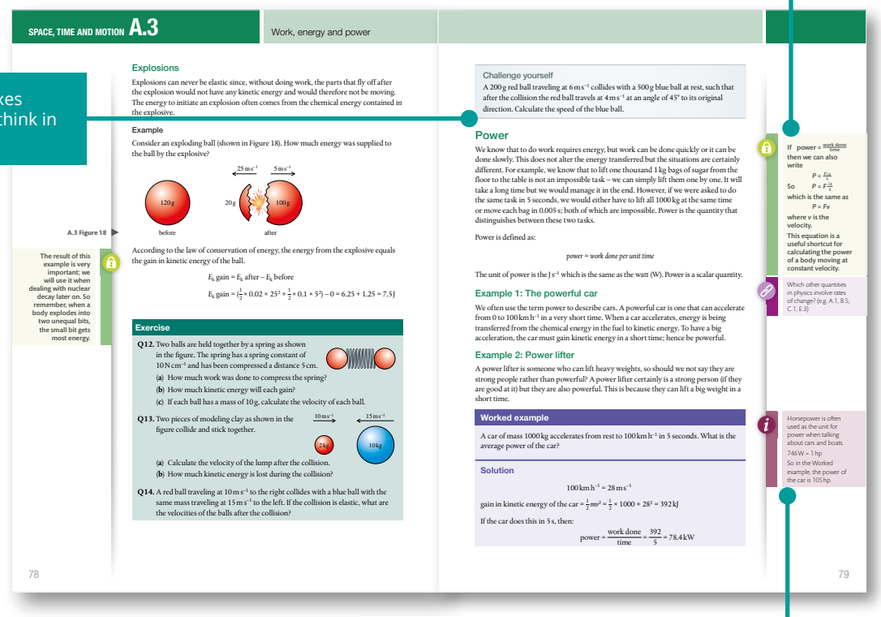

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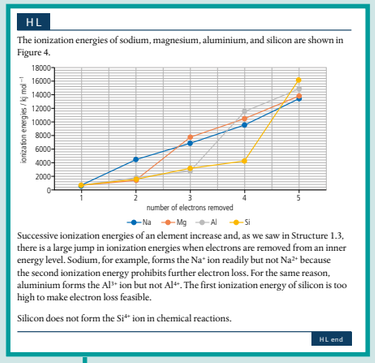

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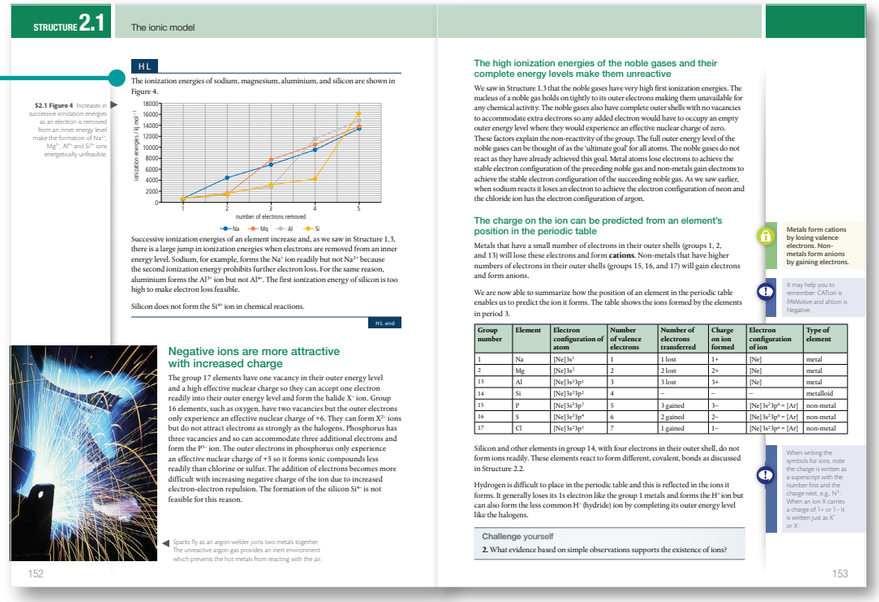

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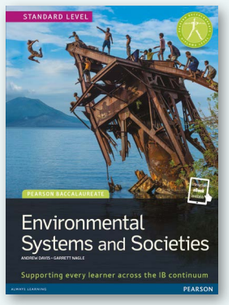

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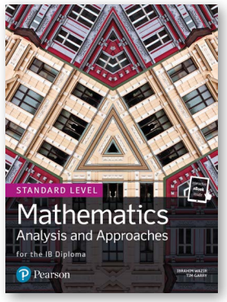

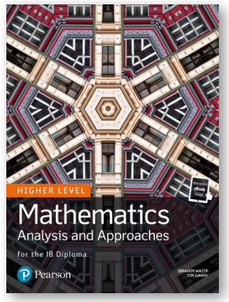

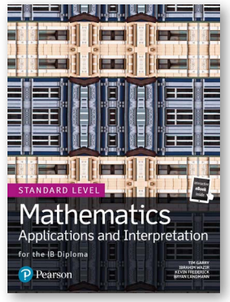

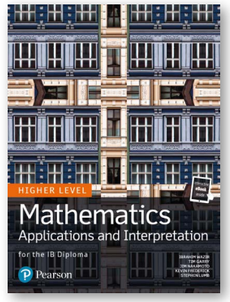

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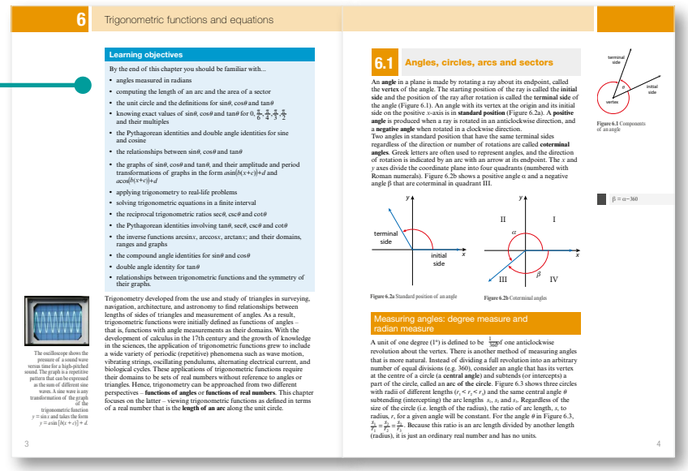

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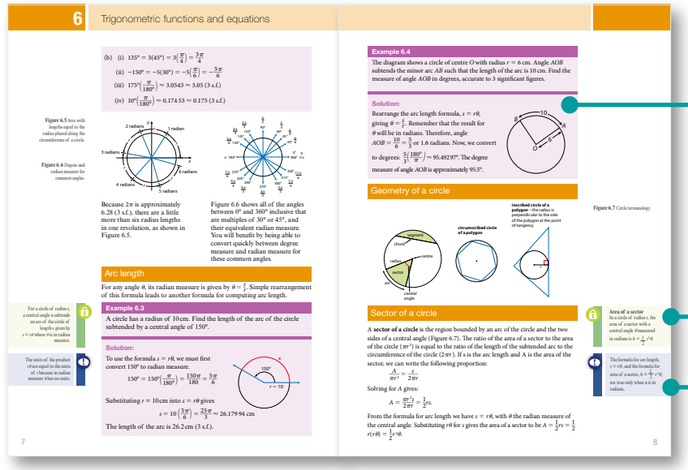

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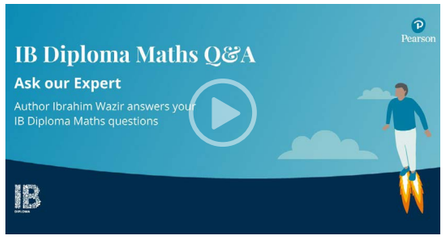

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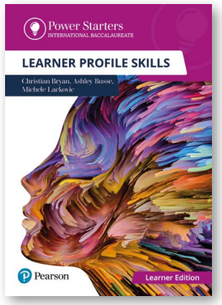
DID YOU KNOW

- **Our MYP Mathematics resources have also been developed by Ibrahim Wazir and follow the same inquiry-led approach, offering your students consistent and effective maths learning. Find out more on page 4.**

Power Starters

Prepare your students for the next stage of their learning, with this unique programme which boosts students' subject skills and their Learner Profiles so they can begin their IB Diploma with confidence.

Power Starters enables you to quickly identify gaps in learning and then in just a matter of weeks ensure your learners have all the skills and knowledge they need for a smooth transition. Available for select IB Subjects and IB Learner Profile skills.

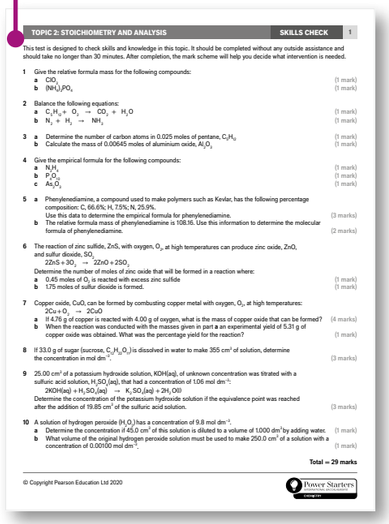


Is it for me?

- Power Starters is for students who are about to start their IB Diploma.
- Fast, focused and flexible programmes which provide the prerequisite skills and knowledge required for students to access their IB Diploma studies.
- The perfect booster to overcome disruptions so all students start the new academic year on track.
- Courses available for IB Diploma Maths and Science, as well as Learner Profile skills to prepare students for the IB Diploma's approach to learning.

Diagnostic tests identify any gaps in the skills and knowledge learners need to start their new course successfully.

Intervention lesson plans and content written by IB subject experts.


TOPIC 2: STOICHIOMETRY AND ANALYSIS — SKILLS CHECK 1

This test is designed to check skills and knowledge in this topic. It should be completed without any outside assistance and should take no longer than 30 minutes. After completion, the mark scheme will help you decide what intervention is needed.

1 Give the relative formula mass for the following compounds:
a ClO_2 (1 mark)
b $(NH_4)_3PO_4$ (1 mark)

2 Balance the following equations:
a $C_3H_8 + O_2 \rightarrow CO_2 + H_2O$ (1 mark)
b $N_2 + H_2 \rightarrow NH_3$ (1 mark)

3 a Determine the number of carbon atoms in 0.025 moles of pentane, C_5H_{12}. (1 mark)
b Calculate the mass of 0.00645 moles of aluminium oxide, Al_2O_3. (1 mark)

4 Give the empirical formula for the following compounds:
a N_2H_4 (1 mark)
b P_4O_{10} (1 mark)
c Al_2O_6 (1 mark)

5 a Phenylenediamine, a compound used to make polymers such as Kevlar, has the following percentage composition: C, 66.6%; H, 7.5%; N, 25.9%.
Use this data to determine the empirical formula for phenylenediamine. (3 marks)
b The relative formula mass of phenylenediamine is 108.16. Use this information to determine the molecular formula of phenylenediamine. (2 marks)

6 The reaction of zinc sulfide, ZnS, with oxygen, O_2, at high temperatures can produce zinc oxide, ZnO, and sulfur dioxide, SO_2.
$2ZnS + 3O_2 \rightarrow 2ZnO + 2SO_2$
Determine the number of moles of zinc oxide that will be formed in a reaction where:
a 0.45 moles of O_2 is reacted with excess zinc sulfide (1 mark)
b 1.75 moles of sulfur dioxide is formed. (1 mark)

7 Copper oxide, CuO, can be formed by combusting copper metal with oxygen, O_2, at high temperatures:
$2Cu + O_2 \rightarrow 2CuO$
a If 4.76 g of copper is reacted with 4.00 g of oxygen, what is the mass of copper oxide that can be formed? (4 marks)
b When the reaction was conducted with the masses given in part a an experimental yield of 5.31 g of copper oxide was obtained. What was the percentage yield for the reaction? (1 mark)

8 If 33.0 g of sugar (sucrose, $C_{12}H_{22}O_{11}$) is dissolved in water to make 355 cm^3 of solution, determine the concentration in mol dm^{-3}. (3 marks)

9 25.00 cm^3 of a potassium hydroxide solution, KOH(aq), of unknown concentration was titrated with a sulfuric acid solution, H_2SO_4(aq), that had a concentration of 1.06 mol dm^{-3}:
$2KOH(aq) + H_2SO_4(aq) \rightarrow K_2SO_4(aq) + 2H_2O(l)$
Determine the concentration of the potassium hydroxide solution if the equivalence point was reached after the addition of 19.85 cm^3 of the sulfuric acid solution. (3 marks)

10 A solution of hydrogen peroxide (H_2O_2) has a concentration of 9.8 mol dm^{-3}.
a Determine the concentration if 45.0 cm^3 of this solution is diluted to a volume of 1.000 dm^3 by adding water. (1 mark)
b What volume of the original hydrogen peroxide solution must be used to make 250.0 cm^3 of a solution with a concentration of 0.00100 mol dm^{-3}. (1 mark)

Total = 29 marks

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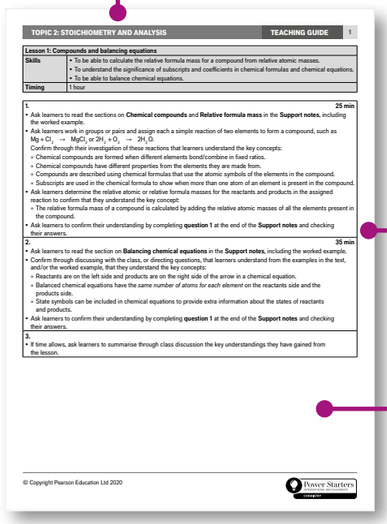
TOPIC 2: STOICHIOMETRY AND ANALYSIS — TEACHING GUIDE 1

Lesson 1: Compounds and balancing equations	
Skills	• To be able to calculate the relative formula mass for a compound from relative atomic masses. • To understand the significance of subscripts and coefficients in chemical formulas and chemical equations. • To be able to balance chemical equations.
Timing	1 hour

1. 25 min
- Ask learners to read the sections on **Chemical compounds** and **Relative formula mass** in the **Support notes**, including the worked example.
- Ask learners work in groups or pairs and assign each a simple reaction of two elements to form a compound, such as $Mg + Cl_2 \rightarrow MgCl_2$ or $2H_2 + O_2 \rightarrow 2H_2O$.
  Confirm through their investigation of these reactions that learners understand the key concepts:
  - Chemical compounds are formed when different elements bond/combine in fixed ratios.
  - Chemical compounds have different properties from the elements they are made from.
  - Compounds are described using chemical formulas that use the atomic symbols of the elements in the compound.
  - Subscripts are used in the chemical formula to show when more than one atom of an element is present in the compound.
- Ask learners determine the relative atomic or relative formula masses for the reactants and products in the assigned reaction to confirm that they understand the key concept:
  - The relative formula mass of a compound is calculated by adding the relative atomic masses of all the elements present in the compound.
- Ask learners to confirm their understanding by completing **question 1** at the end of the **Support notes** and checking their answers.

2. 35 min
- Ask learners to read the section on **Balancing chemical equations** in the **Support notes**, including the worked example.
- Confirm through discussing with the class, or directing questions, that learners understand from the examples in the text, and/or the worked example, that they understand the key concepts:
  - Reactants are on the left side and products are on the right side of the arrow in a chemical equation.
  - Balanced chemical equations have the *same number of atoms for each element* on the reactants side and the products side.
  - State symbols can be included in chemical equations to provide extra information about the states of reactants and products.
- Ask learners to confirm their understanding by completing **question 1** at the end of the **Support notes** and checking their answers.

3.
- If time allows, ask learners to summarise through class discussion the key understandings they have gained from the lesson.

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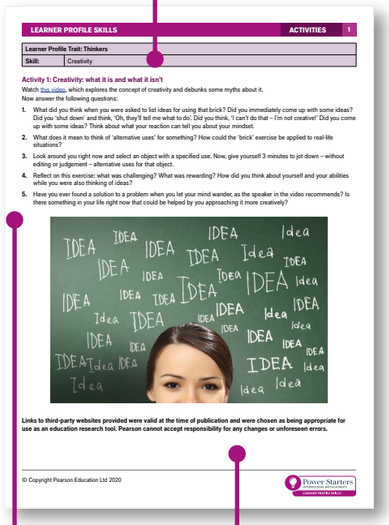
Identify and tailor lesson plans to learner needs.

Check that the skills and knowledge from the lessons have been embedded with end of topic tests.

Individual and group activities to improve transferable skills.


LEARNER PROFILE SKILLS — ACTIVITIES 1

Learner Profile Trait: Thinkers	
Skill:	Creativity

Activity 1: Creativity: what it is and what it isn't

Watch this video, which explores the concept of creativity and debunks some myths about it.
Now answer the following questions:

1. What did you think when you were asked to list ideas for using that brick? Did you immediately come up with some ideas? Did you 'shut down' and think, 'Oh, they'll tell me what to do.' Did you think, 'I can't do that – I'm not creative!' Did you come up with some ideas? Think about what your reaction can tell you about your mindset.
2. What does it mean to think of 'alternative uses' for something? How could the 'brick' exercise be applied to real-life situations?
3. Look around you right now and select an object with a specified use. Now, give yourself 3 minutes to jot down – without editing or judgement – alternative uses for that object.
4. Reflect on this exercise: what was challenging? What was rewarding? How did you think about yourself and your abilities while you were also thinking of ideas?
5. Have you ever found a solution to a problem when you let your mind wander, as the speaker in the video recommends? Is there something in your life right now that could be helped by you approaching it more creatively?

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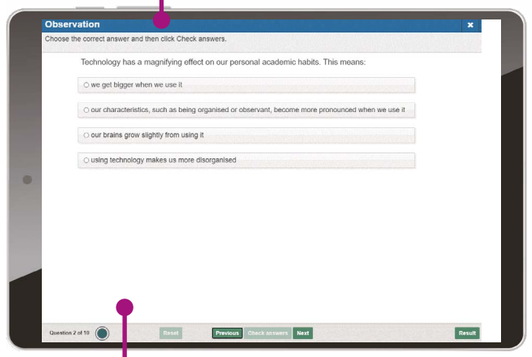
Huge variety of activities.

Designed for learning either in class or at home.

Individual skills mapped to the Learner Profile traits.



Auto-marked quizzes identify strengths and weaknesses within a particular skill.

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Available for the following IB Diploma subjects:

- Mathematics Analysis and Approaches (Standard and Higher Level)
- Mathematics Applications and Interpretation (Standard Level)
- Mathematics Applications and Interpretation (Higher Level)
- Biology
- Chemistry
- Physics
- Learner Profile skills

Available as teacher-led or learner-led packages. See our online price list for a full breakdown at pearsoninternational-schools.com/catalogues

- Teacher-led: where the content is delivered face-to-face or remotely in class.
- Learner-led: developed for individual students for independent learning.

Pearson for the IBCP

The International Baccalaureate Career-related Programme (IBCP) framework is built around three interconnected elements:

- **At least two Diploma Programme courses** – using our high-quality textbooks and eBooks for the IB Diploma.
- **The CP core** – includes Personal and Professional Skills, Service Learning, Language Development and a Reflective Project.
- **An approved career-related study** – We have worked in collaboration with IB to ensure Pearson BTEC programs offer IBCP students everything they need to succeed and to be work ready.

Pearson Resources for the IB Diploma courses

- Students choose two IB Diploma Subjects from a list of options as part of their IBCP studies.

DID YOU KNOW

- **Power Starters for the IB Learner Profile skills offers a fast and focused way for students to develop the transferable skills that are so important for the IBCP. Read more on page 26.**

BTEC

Pearson BTEC – for approved career-related study

- Pearson BTECs are high-quality, career-focused qualifications grounded in the real world of work. BTEC courses focus on skills-based learning and are designed around themed units.
- A practical approach allows BTEC learners to develop and apply the knowledge and skills that employers, colleges and universities are looking for.
- Tested throughout the course using assessments based on real-life scenarios.
- Perfect for the career-related study unit of the IBCP.
- Available in a wide range of subjects from Art and Design to Business to Construction.

To find out more about using Pearson BTECs for your IBCP students visit: pearsoninternational-schools.com/ibcp

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15–16	Year 11		Grade 10	
16–17	Year 12	Key Stage 5 AS/ A Level / International A Level	Grade 11	Diploma
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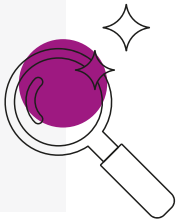

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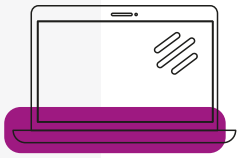

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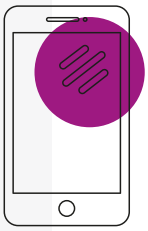

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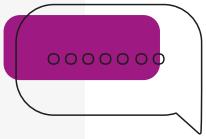

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