

International Baccalaureate Catalogue 2024

Resources for schools following a British, International
or International Baccalaureate curriculum



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Pearson for International Schools

At Pearson, we have been publishing high-quality IB resources for almost two decades.


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NEW


Global Politics for the IB Diploma Programme – Written by experienced IB teachers, a brand-new student book developed for the new 2024 Subject Guide, in cooperation with the IB.




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The Exhibition Game: TOK in the World – A brand-new game developed to help students explore how TOK manifests in the world around us in a fun and engaging way.






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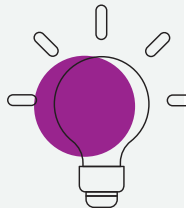
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GOOD TO KNOW

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 (ELL)



* 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, Pearson Global Politics for the IB Diploma Programme and Pearson Environmental Systems and Societies for the IB Diploma Programme, developed in cooperation with the IB.

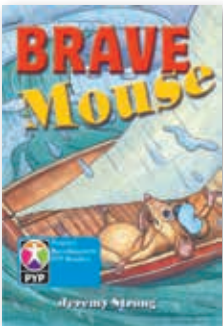
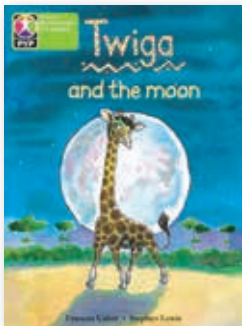
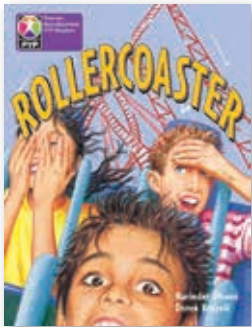
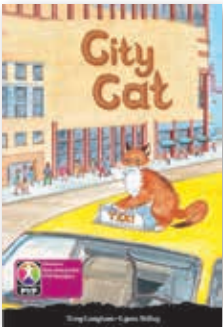
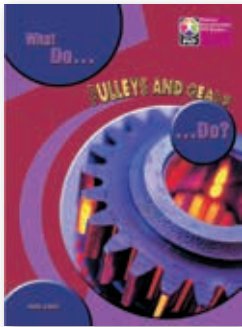
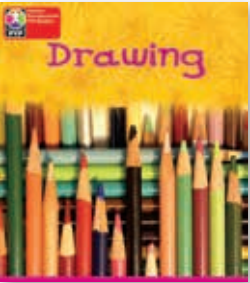


Primary Years Programme Readers and Companions

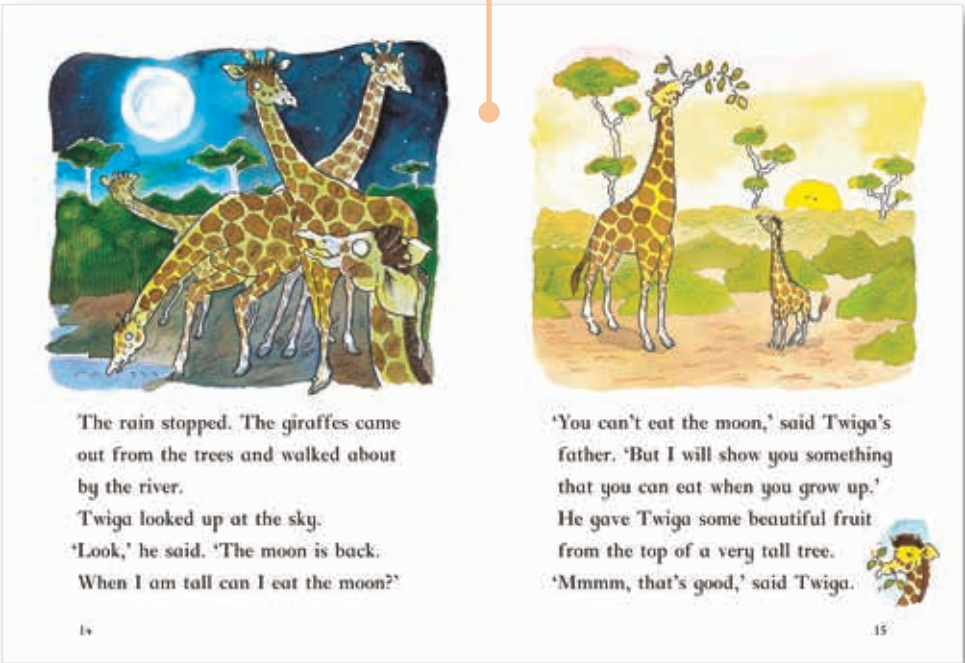
Specially designed to motivate younger learners and help them develop vital inquiry-based reading strategies.

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.



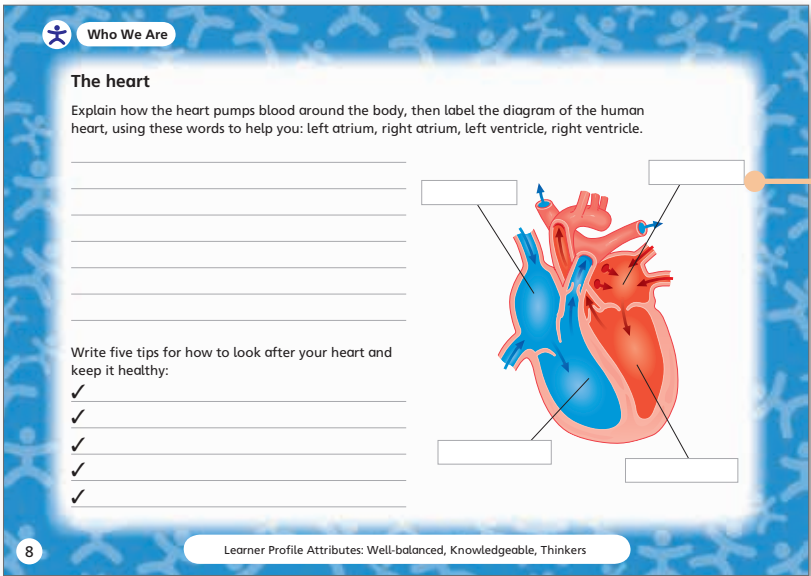
Summary of components:

- 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.



Companions include tear-out sheets for inclusion in portfolios

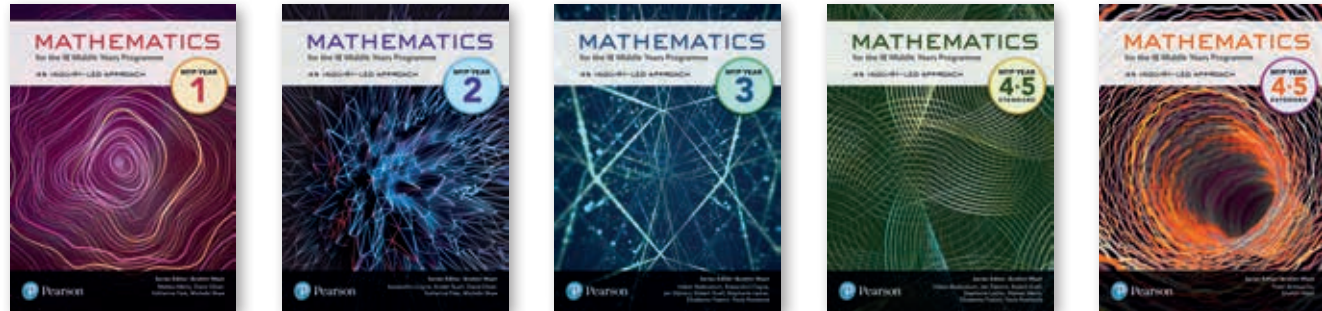
Download the PYP Readers and Companions Structure Chart at pearsoninternational-schools.com/pyp





Mathematics for the Middle Years Programme

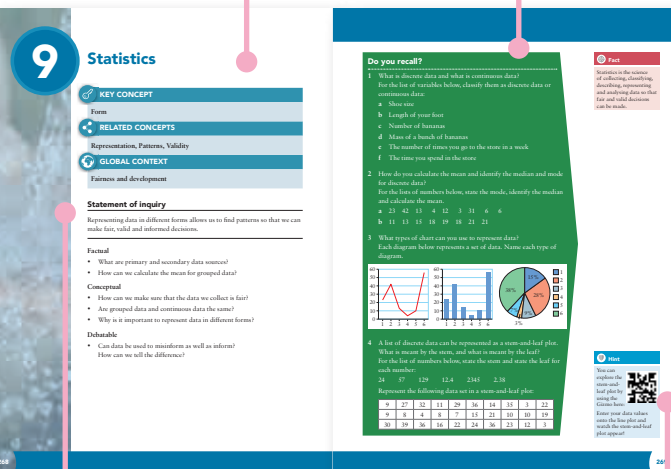
Put learners in charge with an exploratory inquiry-led approach to MYP Mathematics in our series, written for the 2020 curriculum.



- 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.

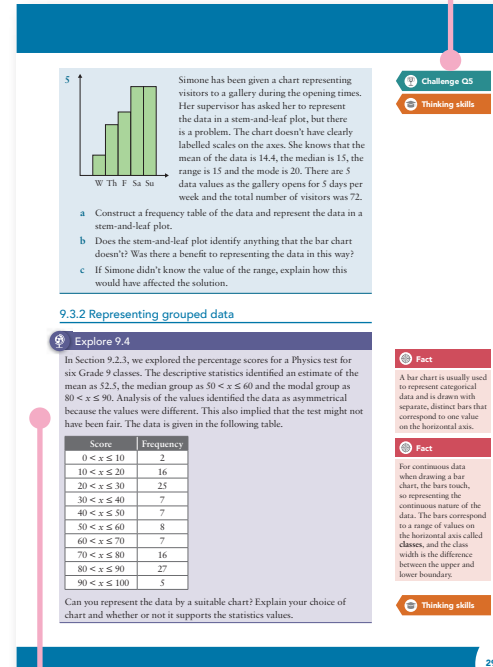
Reminders of prior learning.



Statement of inquiry and inquiry questions for each chapter.

QR codes linking to additional digital resources.

Differentiated practice questions.



Learners are encouraged to explore concepts and problems.

ATLs identified.

End of chapter checklists to help learners track their progress.

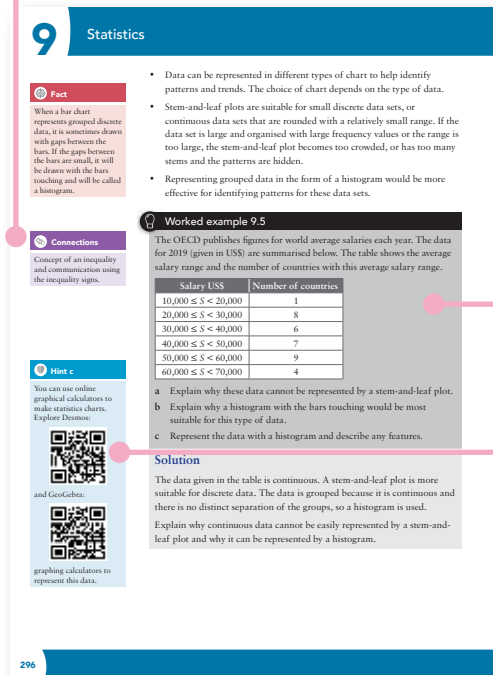


Meet the Series Editor:
Ibrahim Wazir is a leading expert in IB Mathematics. Watch him discuss using an exploratory approach in the classroom in an on-demand webinar.



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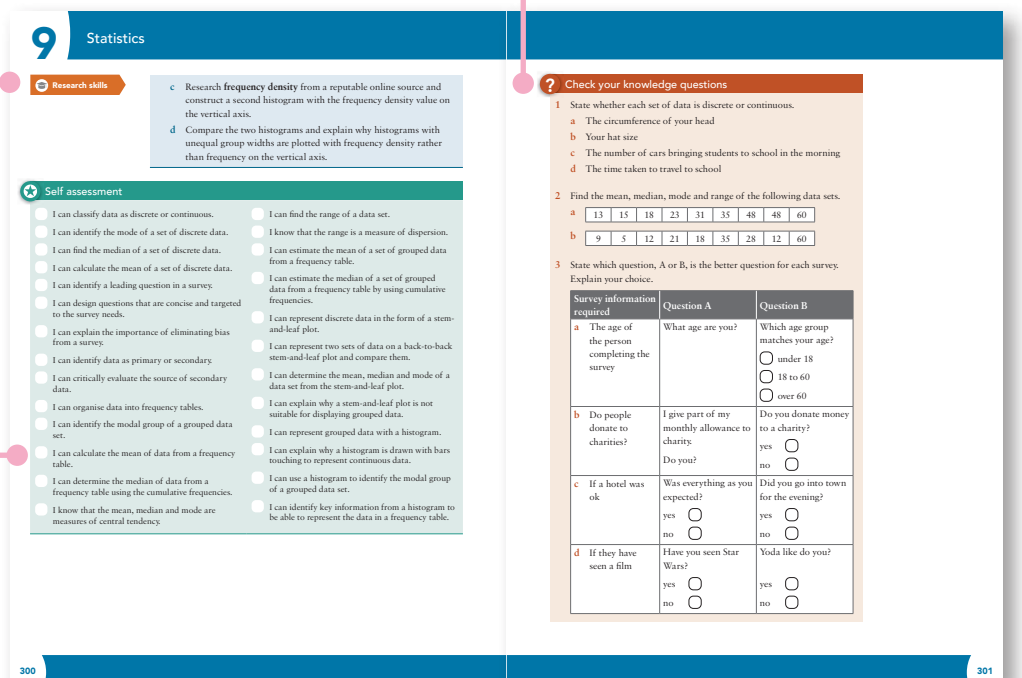
Connections to other areas highlighted.



Clear and structured worked examples throughout.

Hint boxes help learners tackle problems.

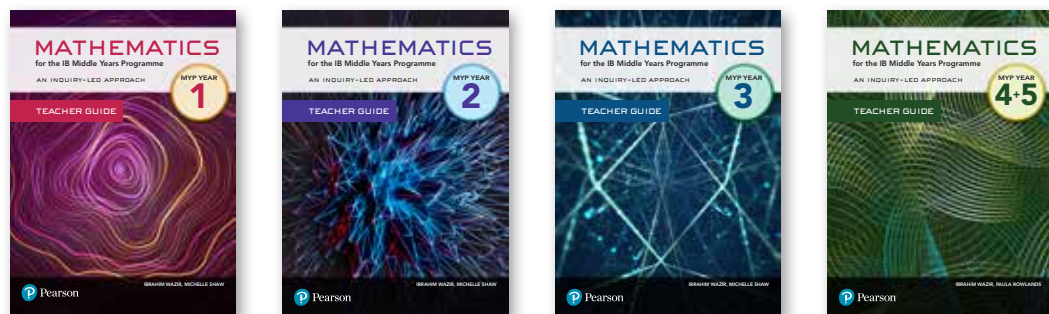
Check your knowledge questions at the end of each chapter to check understanding and put learning into practice.





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.

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)	Number review	Subject group	Mathematics	Level	Standard level
Unit title		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

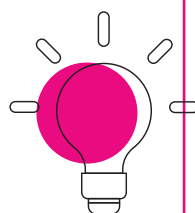
Key concept	Related concepts	
Relationships	Patterns, Quantity, Representation, Systems	
Conceptual understanding	Global context	
Number sense and operations are essential skills in mathematics. Students will need to have an understanding of the basic number concepts in order to model, interpret and 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		
<ul style="list-style-type: none"> To appreciate the international dimension of mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives. 		

Editible format allows flexibility.

Interdisciplinary links highlighted where relevant.

GOOD TO KNOW

- Both our IB MYP Mathematics and IB Diploma Mathematics 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 at pearsoninternational-schools.com/myp.



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At Pearson, we've been publishing in cooperation with the IB since 2022 and are proud to be an official co-publisher for the IB Diploma Programme Science resources for Biology, Chemistry and Physics.

This year, we're expanding our range of IB Diploma Programme titles developed in collaboration with the IB. Beyond Science, we're adding our brand-new Environmental Systems and Societies and Global Politics textbooks.

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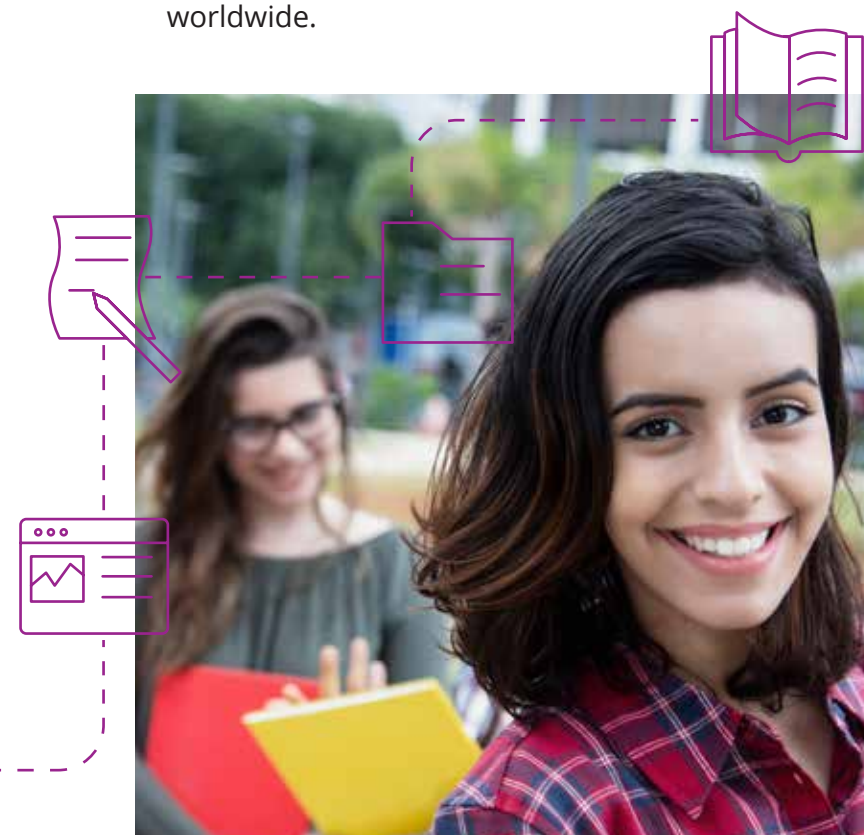
- in alignment with the current IB curriculum
- successfully passed IB's comprehensive quality-assurance evaluation
- reviewed and approved by IB subject matter experts
- appropriate for IB World Schools worldwide.

Current titles published in cooperation with the IB:

- DP Biology
- DP Chemistry
- DP Physics

New editions for first teaching in 2024 and first assessments in 2026:

- DP Global Politics
- DP Environmental Systems and Societies



We're working together with the IB to develop resources you can rely on.



For the IB Diploma Programme

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



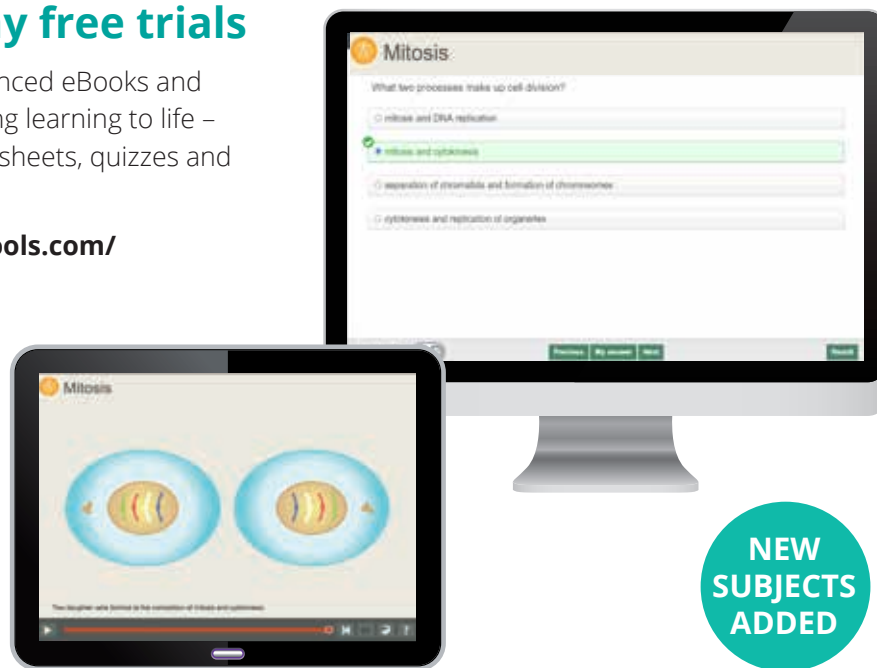
- A suite of textbooks, eBooks and online resources to support teachers and learners in the classroom, during independent study and for revision.
- Packed full of exam-style assessment opportunities using questions from past papers, as well as guidance from subject experts and examiners.
- Written by 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.

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IB Diploma Programme Titles



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.

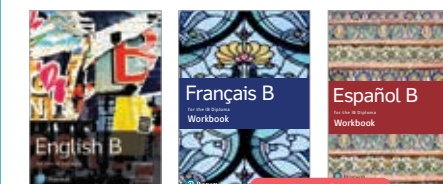
Core Curriculum Theory of Knowledge



Studies in Language and Literature

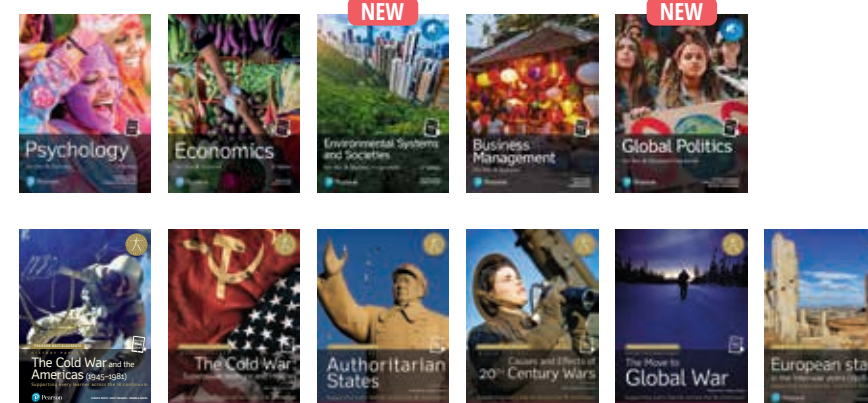


Language Acquisition

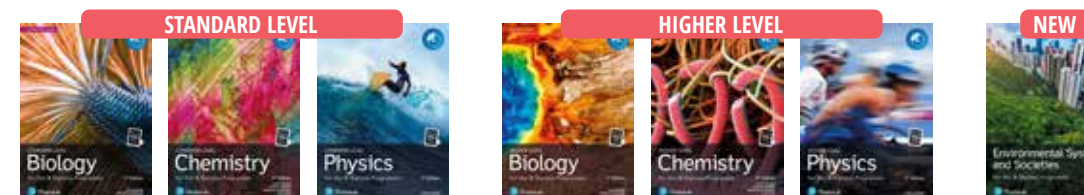


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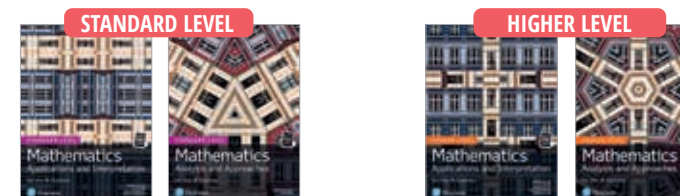
Individuals and Societies



Sciences **NEW**



Mathematics



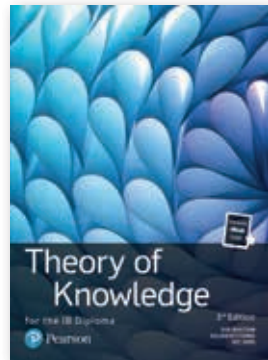
All titles are available as a printed textbook with a free eBook, or as a standalone eBook. French and Spanish workbooks are print only.



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 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.

4.2 Natural sciences

Introduction

For many people the natural sciences are the perfect model of knowledge production. Indeed, not long ago, one of the TOK essay titles was: Is science a superior way of knowing? Scientific results, people say, are precise, reliable, independent of human desires, and capable of being definitively proved or disproved. Yet, scientists themselves might say that the use of the word 'proof' in connection with science is hasty. Scientific knowledge is forever provisional, they tell us, and the real-world scientist is always looking worriedly at the horizon waiting for the sweeping new discovery that refutes their results.

While the claims made on science's behalf might be overblown, there is something in the notion that science is immensely successful. Look around you at the technology (and more) that is the offspring of scientific endeavour. Surely science must be getting some things right if its knowledge underpins the functioning of marvellous gadgets such as phones, computers, 3-D printers, and the like. As TOK students, your job is to try to understand the secret of the success of science. Does science have a special method of lifting the lid on the mysteries of the universe? What do the natural sciences have in common with other areas of knowledge? Why do other disciplines not measure up to the natural sciences in terms of their power of explanation and prediction? Compare economics and physics. Physics predicted the Higgs boson and 40 years later found it. Economics largely failed to predict the 2008 financial crash just weeks before.

In this chapter we take a TOK view of science and try to understand exactly what makes it work as an area of knowledge. Maybe it will turn out that science is just as vulnerable, as prone to error, as reliant on unsubstantiated assumptions as other areas of knowledge; or maybe there is indeed something special about its methods that make it the perfect model of knowledge.

Scope

This section deals with three questions.

1. What are the natural sciences about?
2. What are the natural sciences trying to do?
3. What distinguishes the natural sciences from other areas of knowledge, such as the human sciences?

Before we go further try to answer the question: what do the words *natural science* mean to you?

Activity 1

Throughout this book we invoke the map metaphor to help us think about knowledge of all kinds, as one way of understanding science is by identifying its subject matter – the territory of the map. How would you fill in the following table of maps and territories? What do you think of this analogy? Does it work?

Map	Territory
Physics	The world of matter and energy
Chemistry	
Biology	
Astronomy	The materials of the Earth's crust and the processes which formed and changed them
Materials science	
Biochemistry	The study of the whole universe and the largest and smallest objects of which it is composed

There are some thinkers who believe that all the sciences are reducible to physics. They are called *reductionists*. They argue that the objects that chemistry, biology, and the other sciences study are composed, like everything else in the world, of particles of matter and fields of energy. If we could have complete knowledge of physics we would have complete knowledge of the other sciences. Every result in chemistry and biology is just a special case of a result in physics. However, in contrast, there is a growing movement today in favour of the idea that each of the sciences (human sciences included) adds something special to the mix. People who make this argument are called *anti-reductionists*. For many biology is a special case and is autonomous from physics and chemistry; indeed, the biological sciences are often referred to as the *special sciences*. The anti-reductionists do not deny that the objects of biology are physical, there are no ghostly forces like an *élan vital* or *life force* that make things living, but they argue that results in biology cannot be simply reduced to results in physics: that biological explanation adds something extra. At the level of physics there is no difference between a living organism or a dead one. It is far to say that this debate is not resolved. Ask your biology teacher which side they are on!

Info box

Scientific reductionism

reductionism is a way of thinking that sees the world as being made up of a few basic parts, but a central idea is that the natural sciences are fundamentally unified. They teach that the same physical universe, though perceived in different ways, they teach simply that our special set of concepts and vocabulary in which they state results, generalisations, and laws. But deep down there is the belief that modern biology and chemistry can be stated in terms of physics. This view is called a *scientific realist*. Since the natural sciences are describing the same reality, their different descriptions should translate into one another.

Scientific anti-reductionism

takes the view that each of the natural sciences contributes uniquely to our understanding of the world. Anti-reductionists can still be realists in the sense that they regard the aspects of the different sciences as real and physically existing in the world. It is just that they do not think that physics explains all the high-level organisational features of life, a complex organism or human psychology. Physical stuff may be the very thing in the universe but there are layers of higher-level organisation of this stuff that are not captured by the concepts, or vocabulary of physics.

Are the sciences reducible to physics?

Activity 2

Read the cartoon below. What do you think of this analogy? Does it work?

Activity 3

Read the cartoon below. What do you think of this analogy? Does it work?



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A wealth of ideas for individual and class activities.

Extra information for interest and further reading.

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

Examiners' comments to give further guidance.

3 Assessment – Exhibition

Example E: Knowledge and religion

IA Prompt #8: To what extent is certainty attainable?

Object 1: Grandmother's Bible

The first object in my exhibition is my grandmother's Bible. Sunday visits to church were common during my early childhood, and by the time I was 15 there were lessons from the minister leading up to confirmation. Throughout all of this, I was more confused than convinced. The stakes seemed high. I needed to know: I confided my doubts to my grandmother who led me to her Bible and placed her hands on the book, a very large book, and said, 'See. These words are a light unto my path. It says so right here: 'I didn't see. How was her certainty possible?' I read the book over the summer. I still was not certain. But grandmother, I said, 'bad things happen.' She just looked at me.

Questions arise: what must it feel like to be certain? How and why does this condition elude others? How does one dimension of certainty, say, in religion, attach to a disposition to believe claims from elsewhere? What other high-stakes claims are impossible to believe except through an act of uncritical belief? Is there an afterlife? Am I a good person? Why? What created the universe? Is there a meaning to life? Why does it matter? What would count as evidence? Maybe it's all around me and I don't see it. That's what my grandmother said.

This object and the circumstances described above concern the pursuit or attainment of psychological certainty in which one is completely sure of something. An important feature of this kind of certainty is that it can be held even if the person who is certain is actually wrong.

Reference: centerforinquiry.org/blog/religious_certainty_is_a_dangerous_weapon/

Object 2: Gödel's ontological proof of God

My second object is an ontological proof for the existence of God offered by the Austrian mathematician, Kurt Gödel. An ontological proof is one in which the conclusion is reached from starting premises arrived at by rational thought rather than empirical observation. These premises may be thought of as axioms in a similar fashion to those found in mathematics. Gödel claimed that his proof was motivated by his desire to construct a watertight argument rather than support any personal religious conviction that he may have harboured. The details of Gödel's argument are too complex and difficult to discuss in detail here, but it involved

Object 3: Isotope-ratio mass spectrometer

The final object in this exhibition is an isotope-ratio mass spectrometer (IRMS). This device is used to determine the ratio of different isotopes in a sample. If the heavier isotope is radioactive, and the rate of its decay into the lighter isotope is known, then an estimate of the age of the sample can be made. For example, uranium-238 decays into lead-206 with a half-life of 4.47 billion years, meaning that half of the uranium will have converted into lead over that period. The age of a sample of zircon mineral, for example, which we know contains no lead at formation, can be estimated in this way. An isotope like uranium-238 with such a long half-life is useful for dating very old samples, such as those formed shortly after the formation of the Earth and solar system. It is true that the older the sample the greater the opportunity for error, as the proportion of remaining uranium diminishes and approaches zero. However, modern methods reduce this error to a maximum of around 1 per cent in terms of time.

Radiometric dating provides a scientific basis on which claims about the age of the Earth can be evaluated. As with all scientific work, there has to be not only an acceptance of error but an attempt to quantify it. Science does not seek epistemic or psychological certainty as described above, but rather an approximation to certainty on the basis of available empirical evidence. By quantifying uncertainty, science can arrive with confidence at conclusions that rule out other claims that are well beyond credibility. This includes claims made by some religious adherents (inferred from scripture) that the Earth is only a few thousand years old. We all need to adjust to a world in which a degree of uncertainty is tolerated.

Reference: www.rutland.edu/~samuelson/ems212/radiometric_dating.htm

Word count = 838

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



The Exhibition Game: TOK in the World

NEW

A brand-new game developed by Pearson Theory of Knowledge series editor Sue Bastian and author Robin Press to help your students explore how TOK manifests in the world around us in a fun and engaging way.



“The Exhibition Game is a rehearsal for the real thing – a learning by doing – to prepare students to tackle their IA with confidence!”

Sue Bastian and Robin Press, creators of The Exhibition Game

“It's a real game changer!”

Teacher

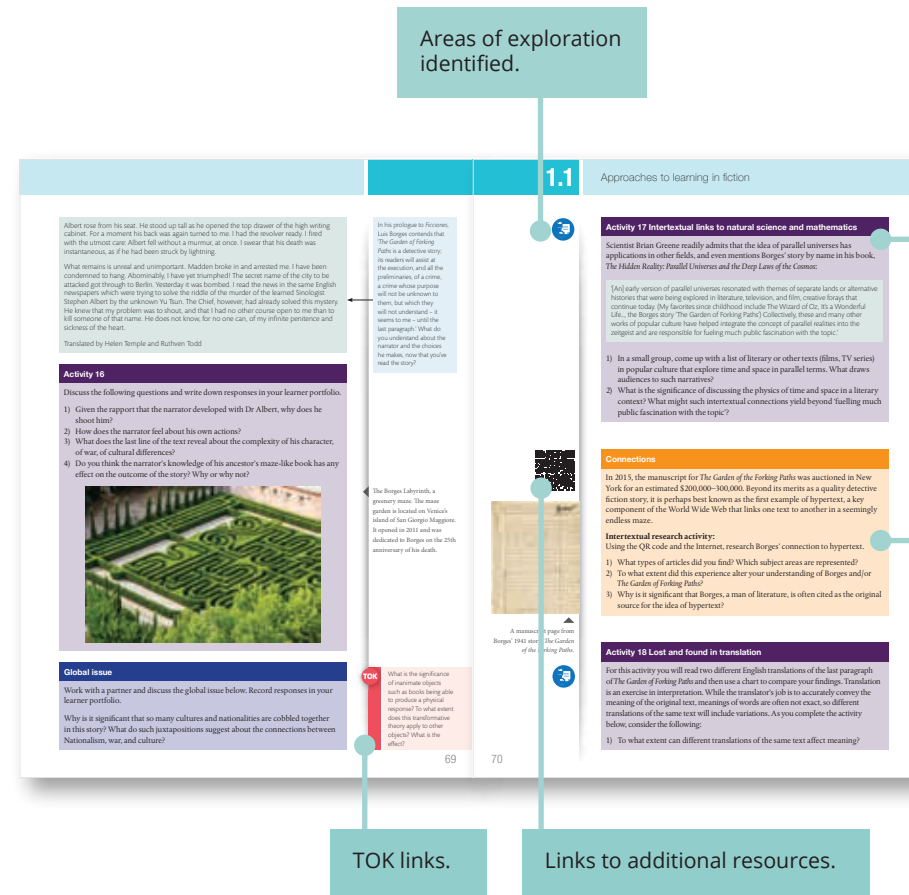


Studies in Languages and Literature

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.



Areas of exploration identified.

Ideas for individual and group activities throughout.

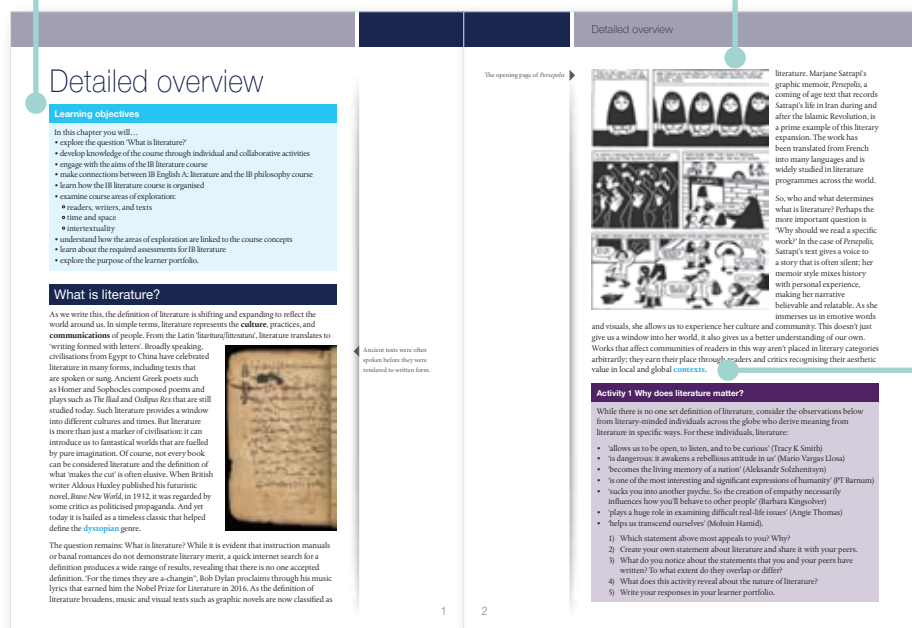
Connections boxes highlight aspects of the text that ask learners to make connections.

TOK links.

Links to additional resources.

Learning objectives at the start of every chapter.

Carefully selected, up-to-date, engaging and diverse texts from a huge range of works.



Key terms highlighted and defined.



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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 reading, writing and listening assessments.

- Contains authentic text extracts, accompanied by a broad range of exercises, plus audio files for listening assessment practice in the eBook, to help students of all abilities prepare for their end of course assessment.
- Suitable for Standard Level and Higher Level students with clearly distinguished content.
- 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 _____ grammar to me.
- 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.

Personal – Reflection

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.

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.

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

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.

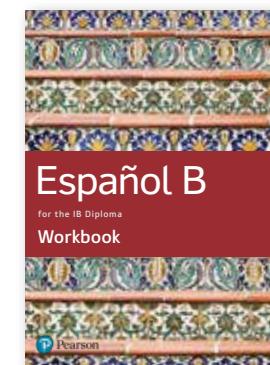
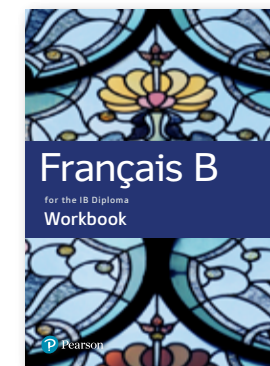
- 1 Complete the following gaps with words from his speech. Use no more than three words for each gap.
 - a Life in an office working at a desk is now (1).
 - b I was shy, physically weak, rather overweight, and (2) any kind of self-confidence.
 - c I grew older of course, but that alone wouldn't (4).
 - 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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- TOK links integrated throughout.



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 une) sans-papier	Exemple : d	a Ligne - 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 une) réfugié(e)		d Personne qui est entrée illégalement (sans autorisation) dans un pays
5 une) demandeur / demandeuse d'asile		e Situation de quelqu'un qui a été forcé de quitter son pays
6 une) 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'installer pour des raisons professionnelles
8 une) 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.

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 immigrèrent
• pour le pays dont les personnes sont originaires
À l'oral, justifiez / illustrez chacune de vos réponses.

Pour le pays où les personnes immigrèrent	
BIENFAITS	PROBLÈMES
Exemple : un savoir-faire 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 »	

New vocabulary explained.

ATLs identified.

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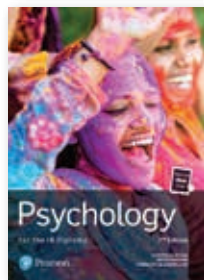
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See page 21

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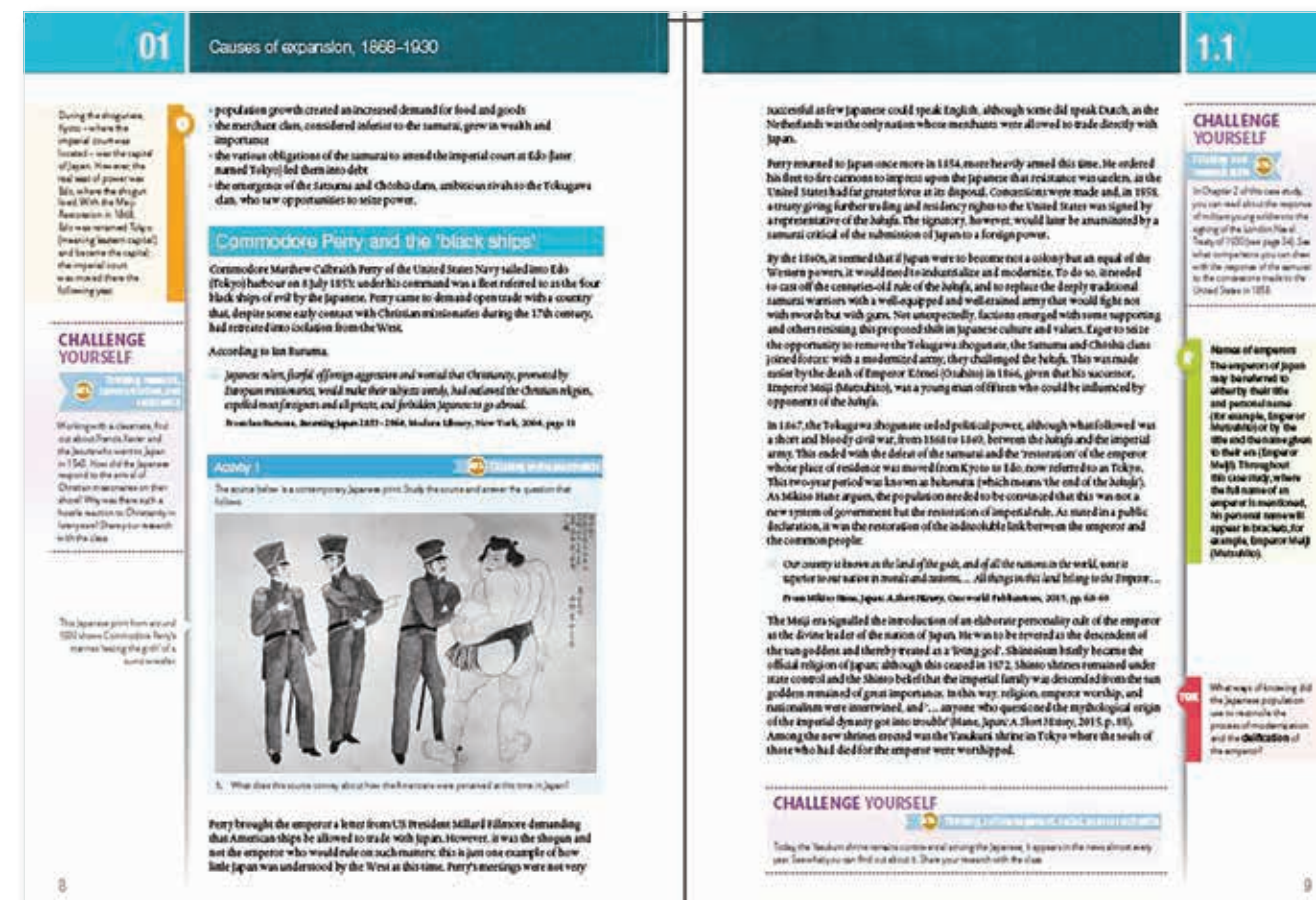
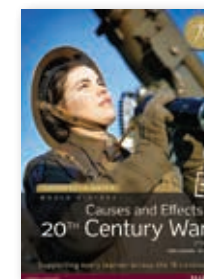
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- Exercises and practice questions, including past-paper questions, provide opportunities for formative and summative assessment. Answers available in the eBook.
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Key fact boxes emphasise the main learning points and provide definitions of key terms.

Hints for success boxes.

Global application boxes help learners make real-world links.



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- Feature boxes provide extra support, context, and interest, while Activity boxes encourage learners to put knowledge into practice and show their understanding of key issues.
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- eBook resources include additional teacher support and auto-marked quizzes.

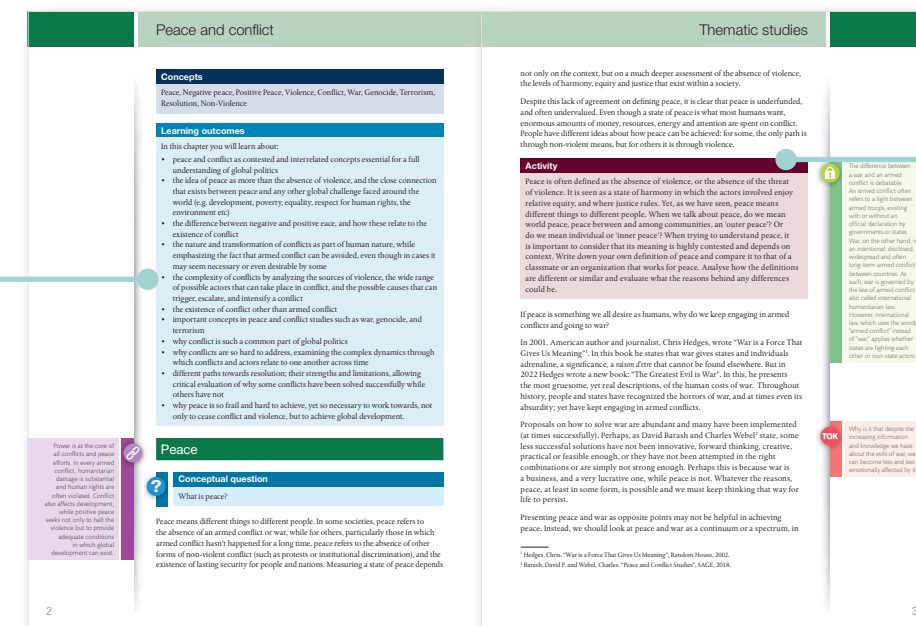


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Activities throughout.

Key fact boxes summarise the main learning points.

TOK boxes encourage consideration of knowledge issues in context.



Learning outcomes at the start of each chapter that link to the concepts.



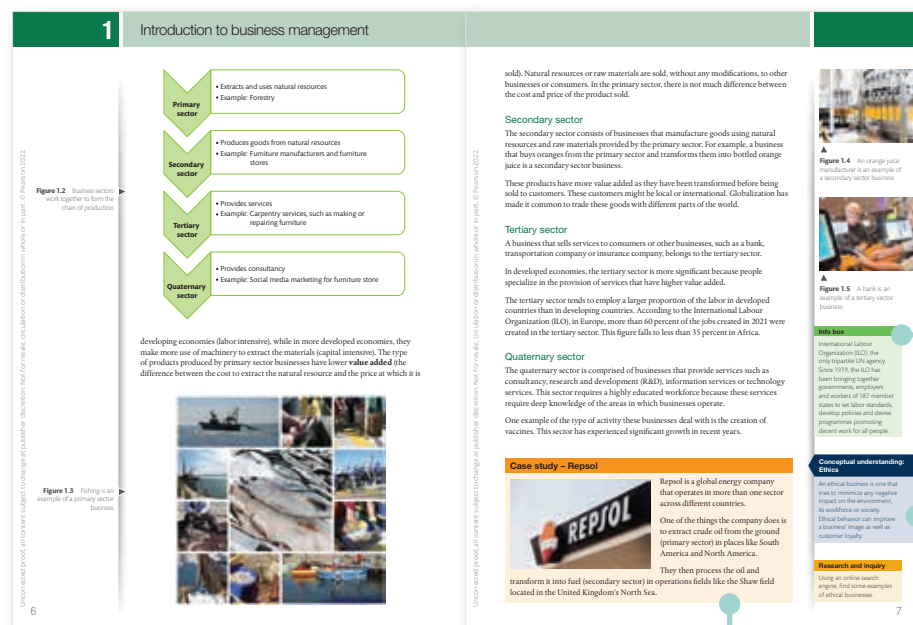
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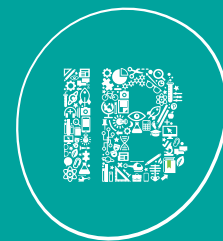
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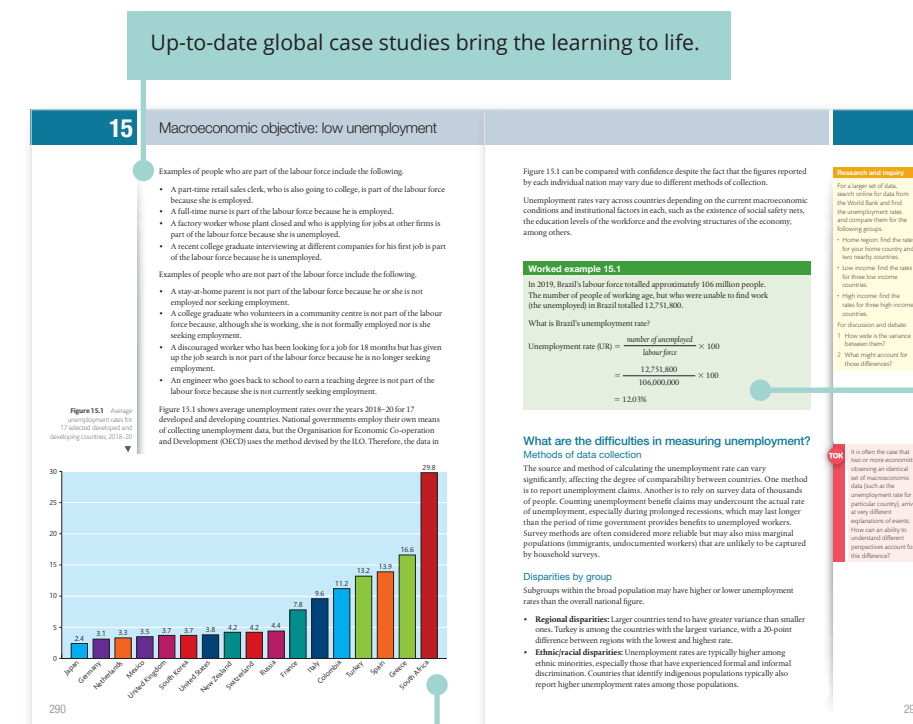
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Areas for further inquiry or research highlighted.

Worked examples show how to carry out calculations in detail.

TOK integrated throughout.

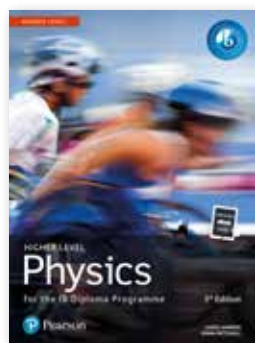
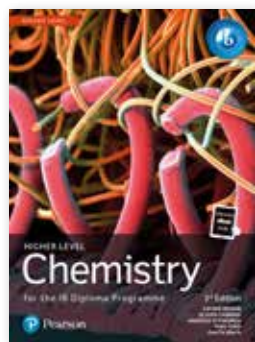
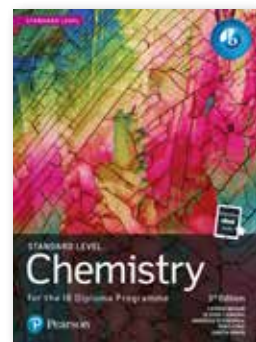
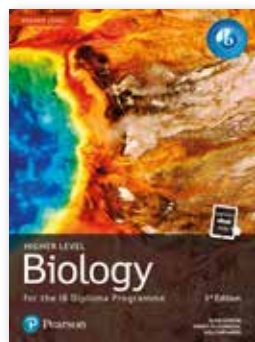
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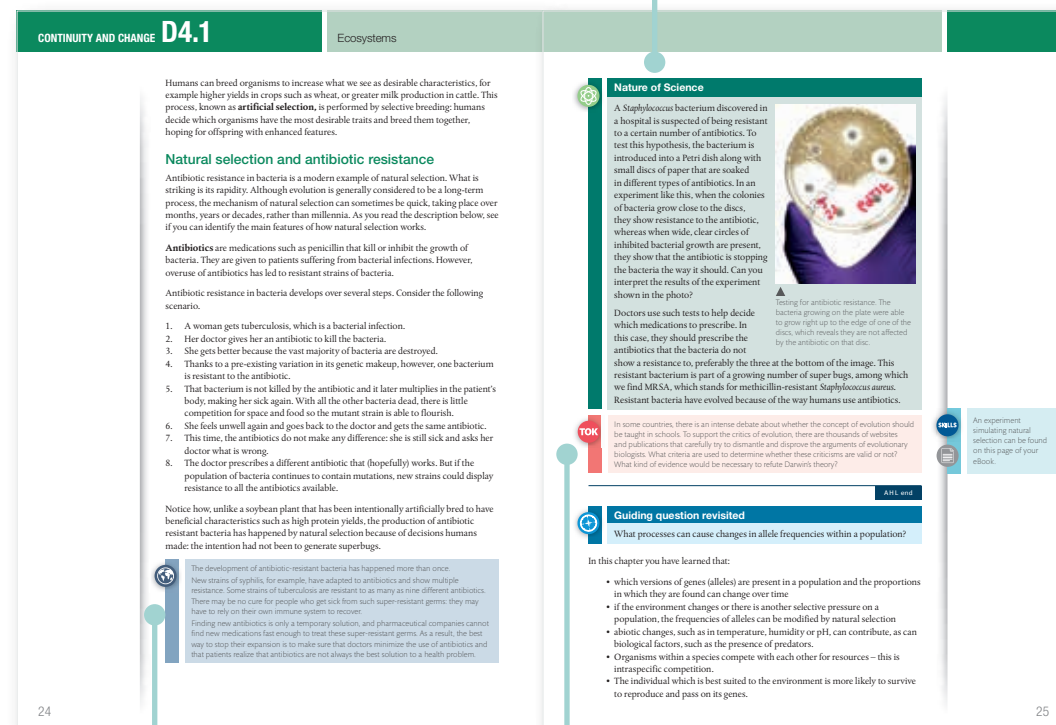
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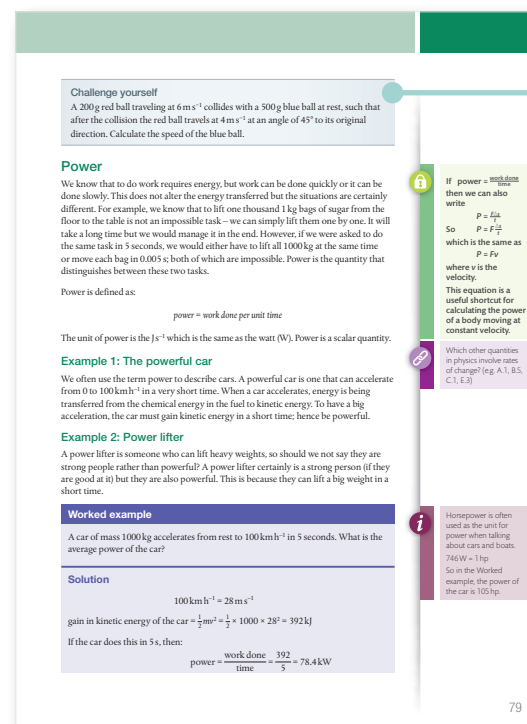
Nature of Science boxes included as related themes and questions arise.



Global application boxes emphasise the importance of science in an international context.

TOK boxes stimulate thought and consideration of knowledge issues as they arise in context.

Skills boxes link to ideas for lab work and activities to support learning and help prepare for the Internal Assessment.



Challenge yourself boxes encourage students to think in more depth.

Key fact boxes identify key learning points.

Hints for success boxes give advice on how to approach questions, identifying common pitfalls.

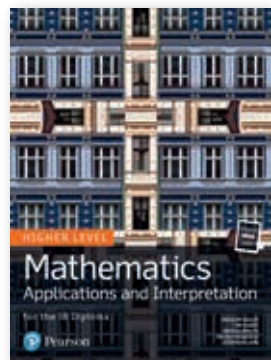
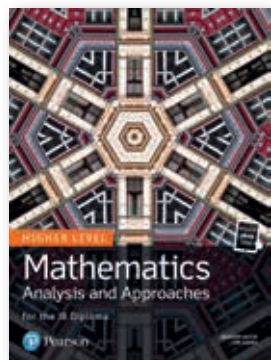
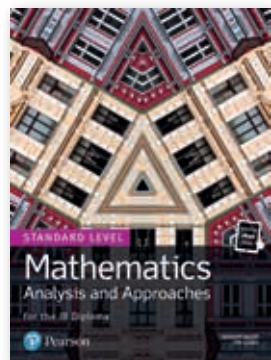


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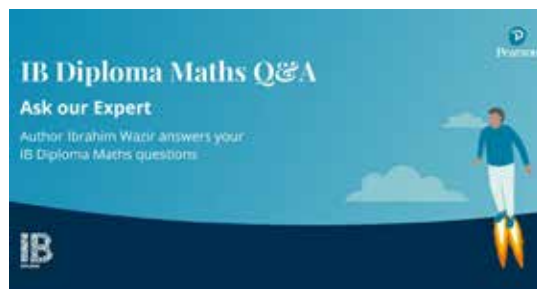
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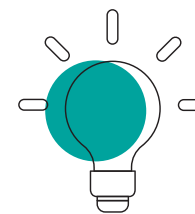
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6 Trigonometric functions and equations

(b) (i) $135^\circ = 3(45^\circ) = 3\left(\frac{\pi}{4}\right) = \frac{3\pi}{4}$
(ii) $-150^\circ = -5(30^\circ) = -5\left(\frac{\pi}{6}\right) = -\frac{5\pi}{6}$
(iii) $175^\circ \left(\frac{\pi}{180^\circ}\right) \approx 3.0543 \approx 3.05$ (3 s.f.)
(iv) $10^\circ \left(\frac{\pi}{180^\circ}\right) \approx 0.17453 \approx 0.175$ (3 s.f.)

Figure 6.5 Arcs with lengths equal to the radius placed along the circumference of a circle.

Figure 6.6 Degree and radian measure for common angles.

Because 2π is approximately 6.28 (3 s.f.), there are a little more than six radius lengths in one revolution, as shown in Figure 6.5.

Figure 6.6 shows all of the angles between 0° and 360° inclusive that are multiples of 30° or 45° , and their equivalent radian measure. You will benefit by being able to convert quickly between degree measure and radian measure for these common angles.

Arc length

For any angle θ , its radian measure is given by $\theta = \frac{s}{r}$. Simple rearrangement of this formula leads to another formula for computing arc length.

Example 6.3
A circle has a radius of 10 cm. Find the length of the arc of the circle subtended by a central angle of 150° .

Solution:
To use the formula $s = r\theta$, we must first convert 150° to radian measure.
 $150^\circ = 150^\circ \left(\frac{\pi}{180^\circ}\right) = 150^\circ \frac{\pi}{180} = \frac{5\pi}{3}$
Substituting $r = 10$ cm into $s = r\theta$ gives
 $s = 10 \left(\frac{5\pi}{3}\right) = \frac{25\pi}{3} \approx 26.17994$ cm
The length of the arc is 26.2 cm (3 s.f.).

Figure 6.7 Circle terminology

Example 6.4
The diagram shows a circle of centre O with radius $r = 6$ cm. Angle AOB subtends the minor arc AB such that the length of the arc is 10 cm. Find the measure of angle AOB in degrees, accurate to 3 significant figures.

Solution:
Rearrange the arc length formula, $s = r\theta$, giving $\theta = \frac{s}{r}$. Remember that the result for θ will be in radians. Therefore, angle $AOB = \frac{10}{6} = \frac{5}{3}$ or 1.6 radians. Now, we convert to degrees: $\frac{5}{3} \left(\frac{180^\circ}{\pi}\right) \approx 95.49297^\circ$. The degree measure of angle AOB is approximately 95.5° .

Geometry of a circle

Sector of a circle
A sector of a circle is the region bounded by an arc of the circle and the two sides of a central angle (Figure 6.7). The ratio of the area of a sector to the area of the circle (πr^2) is equal to the ratio of the length of the subtended arc to the circumference of the circle ($2\pi r$). If s is the arc length and A is the area of the sector, we can write the following proportion:
 $\frac{A}{\pi r^2} = \frac{s}{2\pi r}$
Solving for A gives:
 $A = \frac{\pi r^2}{2\pi r} \cdot \frac{s}{\pi} = \frac{1}{2}rs$
From the formula for arc length we have $s = r\theta$, with θ the radian measure of the central angle. Substituting $r\theta$ for s gives the area of a sector to be $A = \frac{1}{2}r^2\theta$.
 $r(\theta) = \frac{1}{2}r^2\theta$.

Area of a sector
Is a sector of radius r , the area of a sector with a central angle measured in radians is $A = \frac{1}{2}r^2\theta$.

The formulae for arc length, $s = r\theta$, and the formula for area of a sector, $A = \frac{1}{2}r^2\theta$, are true only when θ is in radians.

Worked examples to show how to tackle problems.

Key facts for emphasis of important points.

Hints and tips to help learners answer questions.

6 Trigonometric functions and equations

Learning objectives

By the end of this chapter you should be familiar with...

- angles measured in radians
- computing the length of an arc and the area of a sector
- the unit circle and the definitions for $\sin\theta$, $\cos\theta$ and $\tan\theta$
- knowing exact values of $\sin\theta$, $\cos\theta$ and $\tan\theta$ for $0, \frac{\pi}{6}, \frac{\pi}{4}, \frac{\pi}{3}, \frac{\pi}{2}$ and their multiples
- the Pythagorean identities and double angle identities for sine and cosine
- the relationships between $\sin\theta$, $\cos\theta$ and $\tan\theta$
- the graphs of $\sin\theta$, $\cos\theta$ and $\tan\theta$, and their amplitude and period
- transformations of graphs in the form $\sin(b(x+c))+d$ and $\cos(b(x+c))+d$
- applying trigonometry to real-life problems
- solving trigonometric equations in a finite interval
- the reciprocal trigonometric ratios $\sec\theta$, $\csc\theta$ and $\cot\theta$
- the Pythagorean identities involving $\tan\theta$, $\sec\theta$, $\csc\theta$ and $\cot\theta$
- the inverse functions $\arcsin x$, $\arccos x$, $\arctan x$; and their domains, ranges and graphs
- the compound angle identities for $\sin\theta$ and $\cos\theta$
- double angle identity for $\tan\theta$
- relationships between trigonometric functions and the symmetry of their graphs.

Trigonometry developed from the use and study of triangles in surveying, navigation, architecture, and astronomy to find relationships between lengths of sides of triangles and measurement of angles. As a result, trigonometric functions were initially defined as functions of angles – that is, functions with angle measurements as their domains. With the development of calculus in the 17th century and the growth of knowledge in the sciences, the application of trigonometric functions grew to include a wide variety of periodic (repetitive) phenomena such as wave motion, vibrating strings, oscillating pendulums, alternating electrical current, and biological cycles. These applications of trigonometric functions require their domains to be sets of real numbers without reference to angles or triangles. Hence, trigonometry can be approached from two different perspectives – functions of angles or functions of real numbers. This chapter focuses on the latter – viewing trigonometric functions as defined in terms of a real number that is the length of an arc along the unit circle.

6.1 Angles, circles, arcs and sectors

An angle in a plane is made by rotating a ray about its endpoint, called the vertex of the angle. The starting position of the ray is called the initial side and the position of the ray after rotation is called the terminal side of the angle (Figure 6.1). An angle with its vertex at the origin and its initial side on the positive x -axis is in standard position (Figure 6.2a). A positive angle is produced when a ray is rotated in an anticlockwise direction, and a negative angle when rotated in a clockwise direction. Two angles in standard position that have the same terminal sides regardless of the direction or number of rotations are called coterminal angles. Greek letters are often used to represent angles, and the direction of rotation is indicated by an arc with an arrow at its endpoint. The x and y axes divide the coordinate plane into four quadrants (numbered with Roman numerals). Figure 6.2b shows a positive angle α and a negative angle β that are coterminal in quadrant III.

Figure 6.1 Components of an angle

Figure 6.2a Standard position of an angle

Figure 6.2b Coterminal angles

Measuring angles: degree measure and radian measure

A unit of one degree (1°) is defined to be $\frac{1}{360}$ of one anticlockwise revolution about the vertex. There is another method of measuring angles that is more natural. Instead of dividing a full revolution into an arbitrary number of equal divisions (e.g. 360), consider an angle that has its vertex at the centre of a circle (a central angle) and subtends (or intercepts) a part of the circle, called an arc of the circle. Figure 6.3 shows three circles with radii of different lengths ($r_1 < r_2 < r_3$) and the same central angle θ subtending (intercepting) the arc lengths s_1 , s_2 and s_3 . Regardless of the size of the circle (i.e. length of the radius), the ratio of arc length, s , to radius, r , for a given angle will be constant. For the angle θ in Figure 6.3, $\frac{s_1}{r_1} = \frac{s_2}{r_2} = \frac{s_3}{r_3}$. Because this ratio is an arc length divided by another length (radius), it is just an ordinary real number and has no units.



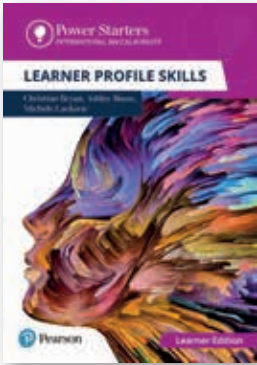
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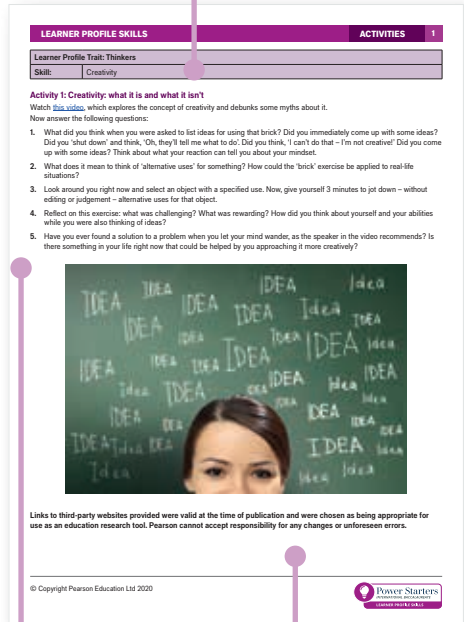
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- The perfect booster to overcome disruptions so all students start the new academic year on track.
- Courses available for IB Diploma Mathematics, as well as Learner Profile skills to prepare students for the IB Diploma's approach to learning.



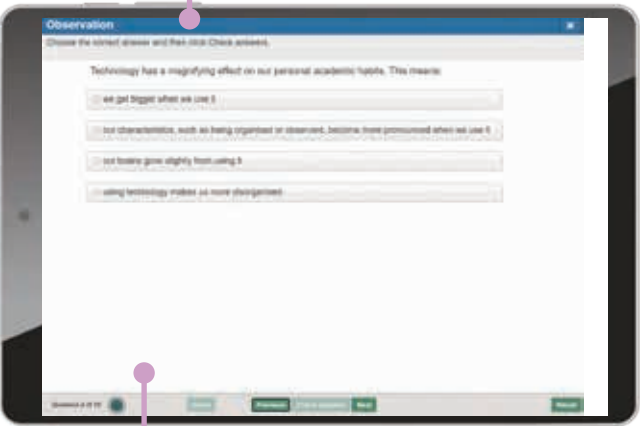
Individual and group activities to improve transferable skills.



Huge variety of activities.

Designed for learning either in class or at home.

Individual skills mapped to the Learner Profile traits.

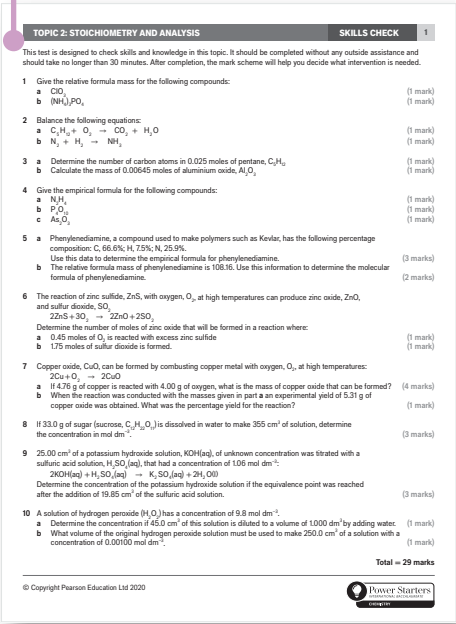


Auto-marked quizzes identify strengths and weaknesses within a particular skill.

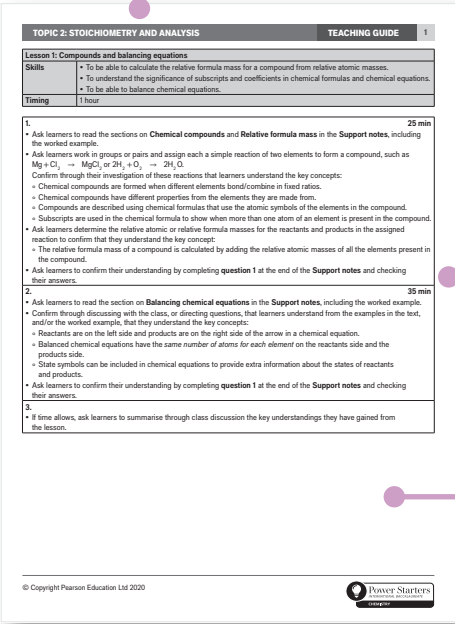


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Diagnostic tests identify any gaps in the skills and knowledge learners need to start their new course successfully.



Intervention lesson plans and content written by IB subject experts.



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.

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)
- 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](https://www.pearsoninternational-schools.com/catalogues)

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



The IB 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 the 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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Age		UK	US	IB
5–6	Year 1	Key Stage 1	Kindergarten	IB PYP*
6–7	Year 2		Grade 1	
7–8	Year 3	Key Stage 2	Grade 2	
8–9	Year 4		Grade 3	
9–10	Year 5		Grade 4	
10–11	Year 6		Grade 5	
11–12	Year 7	Key Stage 3	Grade 6	MYP
12–13	Year 8		Grade 7	
13–14	Year 9		Grade 8	
14–15	Year 10	Key Stage 4 GCSE / International GCSE	Grade 9	
15–16	Year 11		Grade 10	Diploma
16–17	Year 12	Key Stage 5 AS/ A Level / International A Level	Grade 11	
17–18	Year 13		Grade 12	

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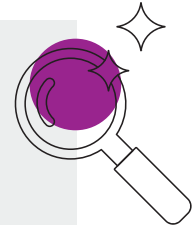
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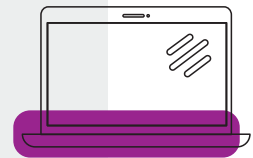
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Sample

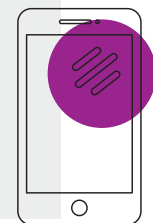
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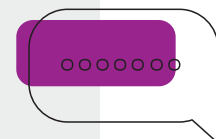
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