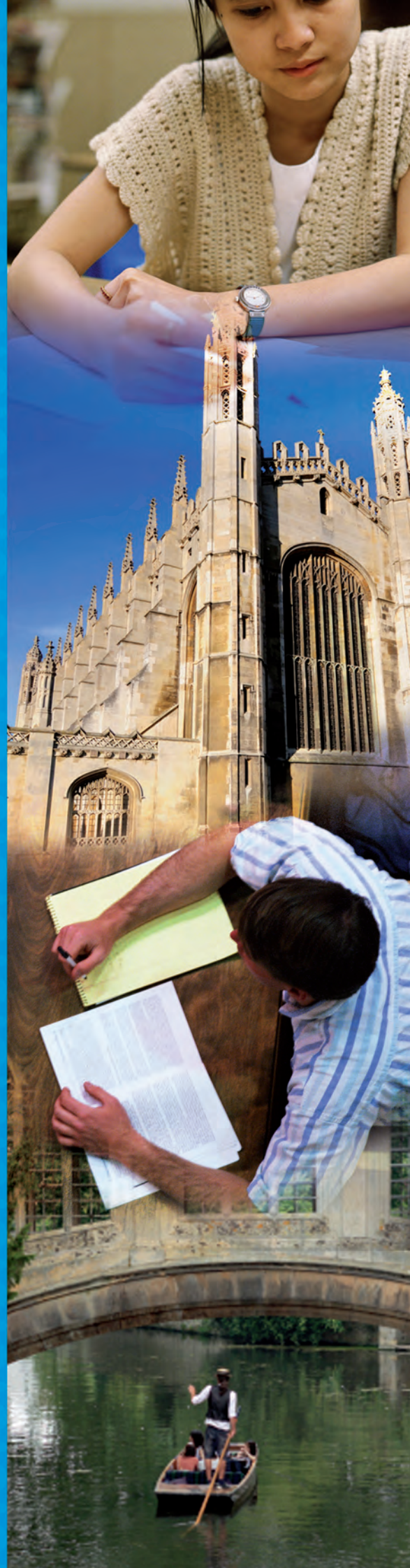


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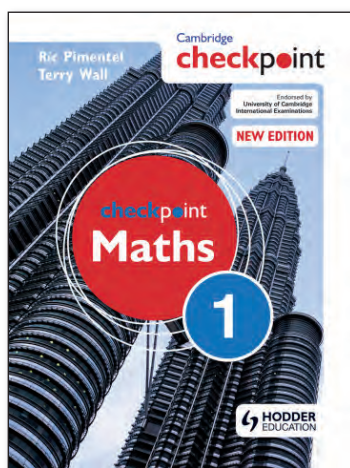
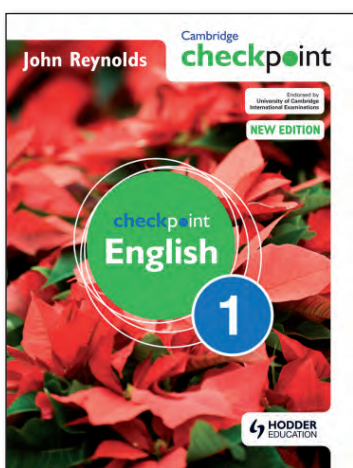
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## Cambridge Secondary 1

The Cambridge Checkpoint tests have been revised for 2012 – make sure you have the best resources to prepare for them!



University of Cambridge International Examinations has reviewed and revised the Cambridge Lower Secondary programme and Cambridge Checkpoint tests. The programme has a new name – **Cambridge Secondary 1** – and a number of new features. See the new curriculum frameworks and specimen papers for the 2012 tests at [www.cie.org.uk/cambridgesecondary1](http://www.cie.org.uk/cambridgesecondary1).

Our classic **Checkpoint** resources have helped thousands of teachers and students across the world to prepare for Cambridge Checkpoint tests. We have updated and reworked our resources to ensure they are a perfect match to revised Cambridge Checkpoint tests and Cambridge Secondary 1 curriculum frameworks. Over the next three pages you'll find details of our support for English, Maths and Science. You can also find out more and view sample pages at [www.hoddereducation.com/cambridgecheckpoint](http://www.hoddereducation.com/cambridgecheckpoint).

## Cambridge Checkpoint English

NEW EDITION

WITH AUDIO CD

Author: **John Reynolds**

This bestselling series has been reworked to ensure you can deliver the revised Cambridge Secondary 1 programme for English with confidence.

### Cambridge Checkpoint English:

- Provides ideal preparation for the Cambridge Checkpoint tests
- Is matched to the Cambridge Secondary 1 programme for English
- Is written by John Reynolds, a Principal Examiner and author of **IGCSE English**
- Offers full support for teachers, including audio material, in the accompanying Teacher's Resource Books

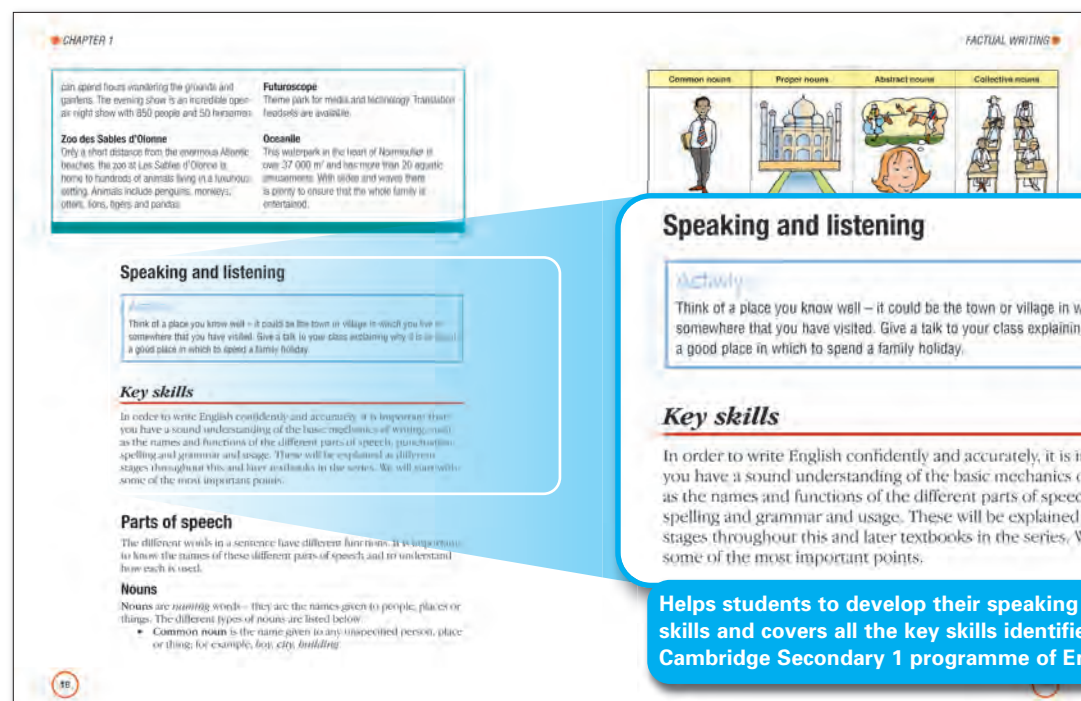
Written to appeal to students from around the world, the **Student's Books** feature extracts from a wide variety of prose and poetry texts including fiction, non-fiction and media from a range of cultures and historical periods, to give full coverage of the framework.

These new editions also include speaking and listening activities and a new 'Key skills' section in every chapter, providing essential support for students.

The brand-new **Teacher's Resource Books** for each stage outline opportunities for reading, writing, and speaking and listening, show the key skills highlighted in each chapter and provide guidance on suggested alternative texts. They include photocopiable student worksheets with additional activities and grammar exercises, as well as author and poet biographies.

The Practice Tests give your students the best possible exam preparation, and the free audio CD has extracts of readings of poetry and prose from the corresponding Student's Book.

View contents and sample pages at  
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### Speaking and listening

#### Activity

Think of a place you know well – it could be the town or village in which you live or somewhere that you have visited. Give a talk to your class explaining why it is or is not a good place in which to spend a family holiday.

#### Key skills

In order to write English confidently and accurately, it is important that you have a sound understanding of the basic mechanics of writing, such as the names and functions of the different parts of speech, punctuation, spelling and grammar and usage. These will be explained at different stages throughout this and later textbooks in the series. We will start with some of the most important points.

**Helps students to develop their speaking and listening skills and covers all the key skills identified in the revised Cambridge Secondary 1 programme of English**

## Cambridge Checkpoint Maths

NEW EDITION

Authors: **Ric Pimentel** and **Terry Wall**

Building on the success of the first editions, these new editions will guide you through the revised Cambridge Secondary 1 programme for Maths with all the additional support material you need.

### Cambridge Checkpoint Maths:

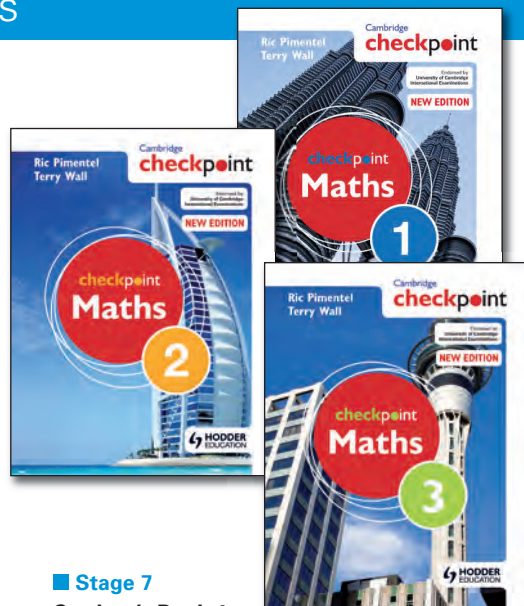
- Provides ideal preparation for the Cambridge Checkpoint tests
- Is matched to the Cambridge Secondary 1 programme for Maths
- Is written by the same trusted author team as the first editions
- Gives plenty of extra practice questions in the Workbooks
- Offers full support for teachers in the accompanying Teacher's Resource Books

Now in full colour, the new editions of the **Student's Books** include new sections on calculations and mental strategies. Throughout each book there are chapters focussing on ICT, investigations and problem-solving, helping your students to apply maths to real-life situations.

They are accompanied by brand-new **Workbooks** that provide extra practice questions. There is a parallel exercise for each exercise in the Student's Book, and students can write their answers in the Workbook, making them perfect for both classroom and homework use.

Also new are **Teacher's Resource Books** which include answers to all questions, teacher guidance and mental tests. There are also four end-of-section tests and Practice Tests for use at the end of the relevant stage, all with marking guidance, to give your students the best possible exam preparation.

View contents and sample pages at [www.hoddereducation.com/cambridgecheckpoint](http://www.hoddereducation.com/cambridgecheckpoint)



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### Using complements

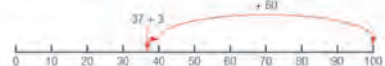
Addition and subtraction are **inverse** (opposite) operations. Suppose you are asked to work out the difference between 100 and 37. You can write this as a subtraction:

$$100 - 37 = \square$$

Another way, which is often easier, is to work out what needs to be **added** to 37 to make 100:

$$37 + \square = 100.$$

This can be done by adding numbers in easy steps:



$$37 + 3 = 40$$

$$40 + 60 = 100$$

Therefore  $37 + 63 = 100$ .

The difference is 63.

This method is called working out the **complement**. People often use this method for calculations with money, for example when handing out change in shops.

### Worked example

Subtract 26 from 100.

This can be written as:

$$100 - 26 = \square \quad \text{or} \quad 26 + \square = 100.$$

Using complements:

$$26 + 4 = 30$$

$$30 + 70 = 100$$

Therefore  $26 + 74 = 100$ .

### EXERCISE 8.1B

Use complements to 100 to calculate each of the following.

- $71 + \square = 100$
  - $524 + \square = 1000$
  - $\square + 17 = 100$
- $\$100 - \$39$
  - $\$24 + \square = \$100$
  - $\square + \$17 = \$100$
- $100 - 46$
  - $\square + 13 = 100$
- $\$100 - \$16$
  - $\square + \$52 = \$100$

Guides students through mental strategies and tests them with non-calculator exercises

### Written methods

To add or subtract larger numbers or numbers involving decimals, we usually use a written method rather than trying to do the calculation mentally.

### Worked examples

a) Add the following amounts of money.

\$6.83   \$27   \$0.04   \$142.30

First write the four numbers so that the decimal points line up.

$$\begin{array}{r} 6.83 \\ 27.00 \\ 0.04 \\ + 142.30 \\ \hline 176.17 \end{array}$$

If the total of any column is 10 or more, the tens are carried over to the next column (as shown in red).

The total of the amounts is \$176.17.

b) Subtract \$72.87 from \$200.30.

$$\begin{array}{r} 200.30 \\ - 72.87 \\ \hline 127.43 \end{array}$$

If the digit on top is smaller than the digit below, a ten is carried over from the next column.

The difference between the amounts is \$127.43.

The answer can be checked by addition:

$$\begin{array}{r} 127.43 \\ + 72.87 \\ \hline 200.30 \end{array}$$

### EXERCISE 8.2

- Work out these calculations.
    - $\$27.43 + \$89.29$
    - $\$4.62 + \$0.62 + \$105.62$
    - $\$26.43 + \$102.11 - \$37.28$
  - $\$100 - \$57.57$
  - $\$500 - \$46.30 - \$3.66$
- 2 A glass with capacity 230 ml is filled from a jug containing 725 ml of water. How much water is left in the jug after:
- one glass of water is poured
  - two glasses of water are poured
  - three glasses of water are poured?



## Cambridge Checkpoint Science

NEW EDITION

Author: **Peter D Riley**

This updated series covers Biology, Chemistry and Physics in one combined book for each level to provide a stage-by-stage approach. The material is in three distinct sections so you can still teach the course as three separate sciences if you prefer.

### Cambridge Checkpoint Science:

- Provides ideal preparation for the Cambridge Checkpoint tests
- Is matched to the Cambridge Secondary 1 programme for Science
- Is written by Peter D Riley, a successful author with lots of international experience, with additional advice from Ian Lodge, IGCSE Examiner
- Offers full support for teachers in the accompanying Teacher's Resource Books

The **Student's Books** are beautifully illustrated, in full colour, bringing science to life. They include new chapters on Earth, Earth and beyond, and Human reproduction, and demonstrate an investigative and experimental approach to science, with more emphasis on Scientific Enquiry than the previous editions.

The **Teacher's Resource Books** now offer more help with the practical aspects of the course, and include more homework activities and a photocopiable glossary, as well as answers, activities, worksheets, and two Practice Tests with marking guidance.

View contents and sample pages at [www.hoddereducation.com/cambridgecheckpoint](http://www.hoddereducation.com/cambridgecheckpoint)



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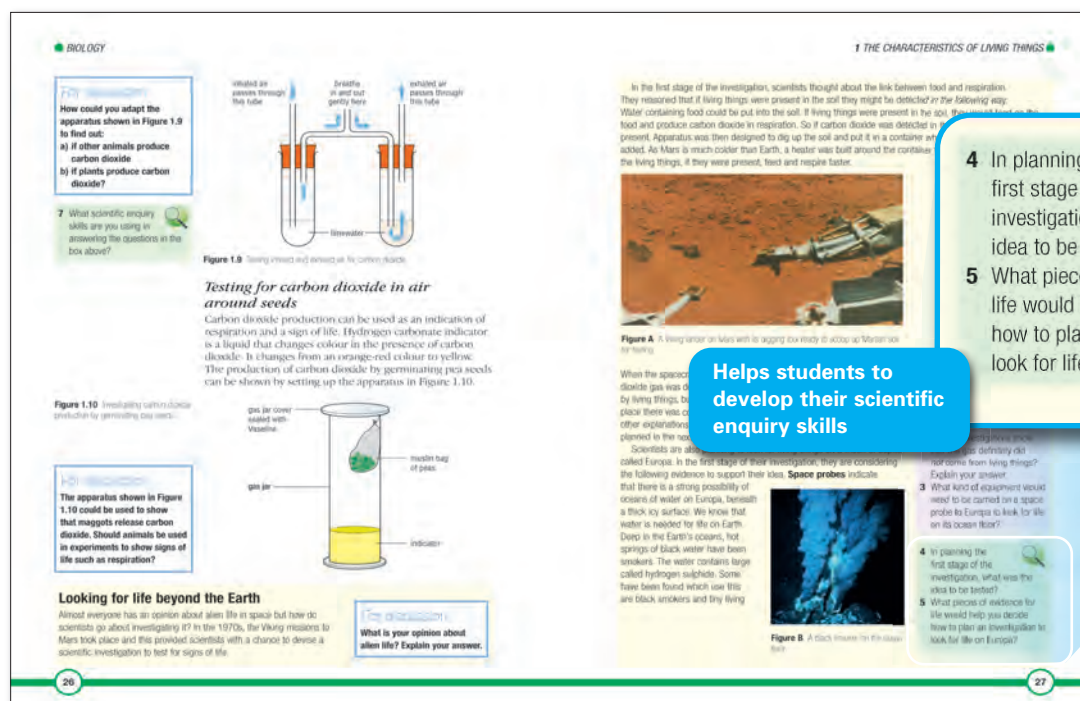
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Helps students to develop their scientific enquiry skills

- 4 In planning the first stage of the investigation, what was the idea to be tested?
- 5 What pieces of evidence for life would help you decide how to plan an investigation to look for life on Europa?

## IGCSE English

### Second Edition

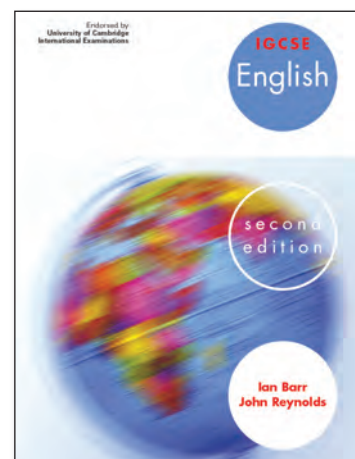
Authors: **Ian Barr** and **John Reynolds**

Written by an experienced author and a Principal Examiner for Cambridge IGCSE, this textbook follows the Cambridge IGCSE First Language English syllabus (0500). This edition includes revised questions as well as a new section, 'How writers achieve their effects'.

To promote success in examinations and enjoyment of English, this book:

- Contains two chapters on the skills necessary to become both a better reader and writer
- Provides five further detailed chapters on how these general skills are applied to particular tasks during examination preparation and in the papers themselves
- Pays particular attention to writing summaries
- Teaches skills for successful writing of essays and coursework assignments
- Provides simple examination guidelines, advice from experienced examiners and extensive use of examples taken from candidates' work

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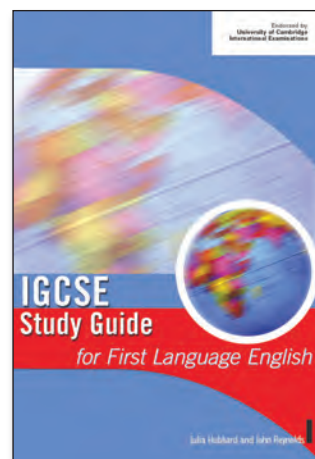
## IGCSE Study Guide for First Language English

Authors: **John Reynolds** and **Julia Hubbard**

Written by a Principal Examiner for Cambridge IGCSE and a University of Cambridge International Examinations trainer, this study guide provides a wealth of information, including:

- Key facts for each topic
- Explanations of common misconceptions and errors
- Sample questions and students' answers with examiners' comments on how to improve grades
- Further questions for practice

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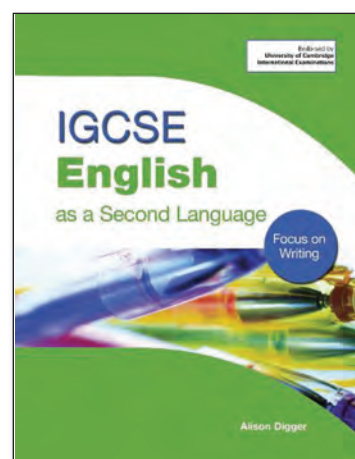
### Focus on Writing

Author: **Alison Digger**

Clear explanations and extensive use of examples make this extremely useful for students preparing for other advanced exams, such as First Certificate in English (FCE), Certificate in Advanced English (CAE) and Cambridge IGCSE First Language English.

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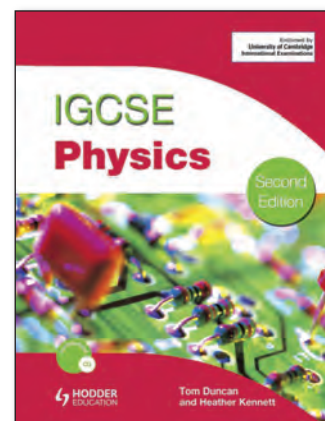
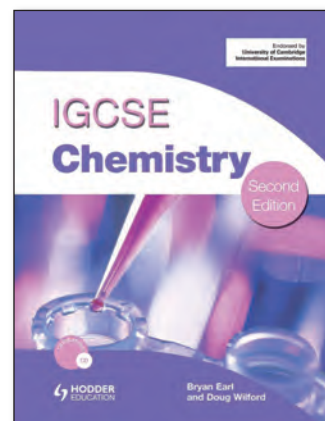
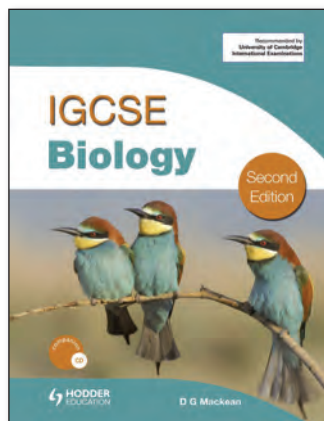
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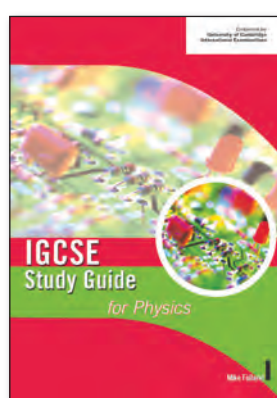
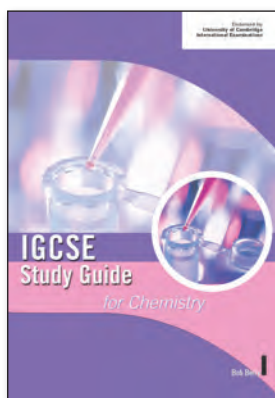
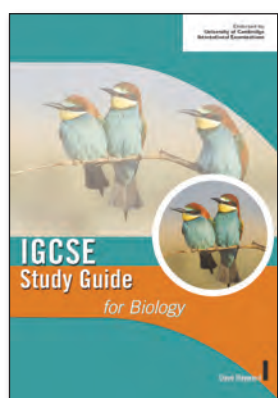
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# Cambridge IGCSE Mathematics

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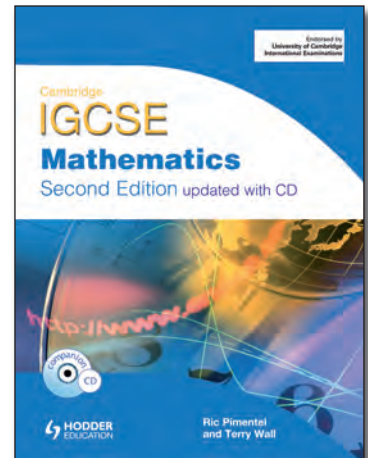
WITH CD-ROM

Authors: **Ric Pimentel** and **Terry Wall**

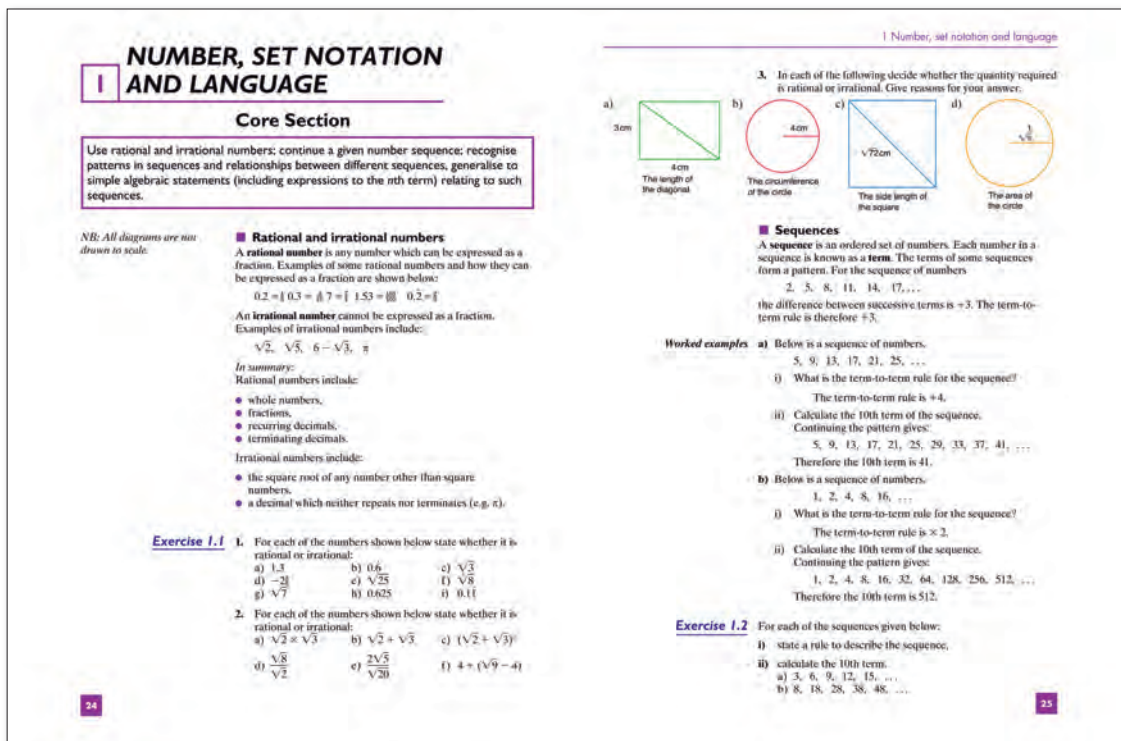
This updated second edition of the bestselling textbook is written especially to support University of Cambridge International Examinations IGCSE Mathematics (0580) syllabus.

It is now in full colour to make it even more accessible for students, and includes a free Personal Tutor CD-ROM, which features audio-visual worked examples of all the key concepts covered in the textbook. This text is ideal for students following the Extended Curriculum.

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- Offers worked examples and plenty of exercises and assessments throughout for rigorous drill and practice
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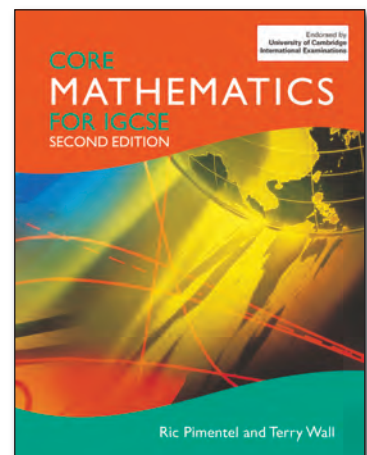
## Second Edition

Authors: **Ric Pimentel** and **Terry Wall**

This companion volume to **Cambridge IGCSE Mathematics** is written by the same highly-experienced author team specifically for candidates preparing for the Cambridge IGCSE Mathematics Core Curriculum (up to Grade C) examination.

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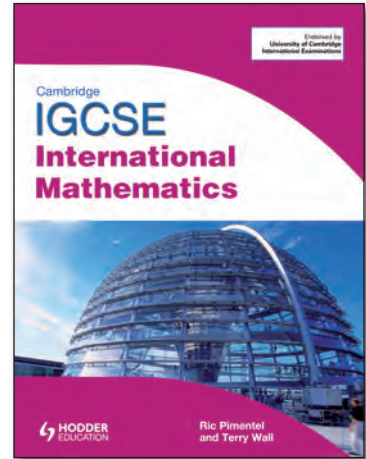
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3 Functions

3. Sketch the graph of  $y = f(x)$  shown below:

a) On the same axes, sketch the graph of  $y = f(x) - 2$ , stating clearly the coordinates of the images of the points P, Q, R, S and T.

b) Describe the transformation that maps  $y = f(x)$  onto  $y = f(x) - 2$ .

4. a) Given that  $f(x) = x^2$  sketch the graphs of each of the following functions on a separate pair of axes:  
 i)  $y = f(x) + 4$     ii)  $y = f(x + 2)$     iii)  $y = f(x)$   
 b) Write the equation of  $y$  in terms of  $x$  for each of the functions in Q.4(a).

5. a) Given that  $f(x) = \frac{1}{x}$  sketch the graphs of each of the following functions on a separate pair of axes:  
 i)  $y = 3f(x)$     ii)  $y = f(x - 4)$     iii)  $y = f(x) - 2$   
 b) Write the equation of  $y$  in terms of  $x$  for each of the functions in Q.5(a).  
 c) Write the equation of any asymptotes in the graphs of the functions.

**SECTION 5** Using a graphics calculator to sketch and analyse functions

The graphics calculator, introduced in the introductory topic, is a powerful tool to help understand graphs of functions and their properties. This section recaps some of the features that are particularly useful for checking your answers to some questions in the latter part of this topic.

3 Functions

**Worked example** Consider the function  $f(x) = -x^3 + 9x^2 - 24x + 16$ .

i) Plot the function on a graphics calculator.

**Casio**

MODE 5 to select the graphing mode.

Y= to enter the function.

2nd F1 to enter the function.

GRAPH to graph the function.

Note: It may be necessary to adjust the axes using the viewing window button so that the graph appears as above.

**Texas**

MODE to enter the function.

GRAPH to graph the function.

Note: It may be necessary to adjust the axes using the button so that the graph appears as above.

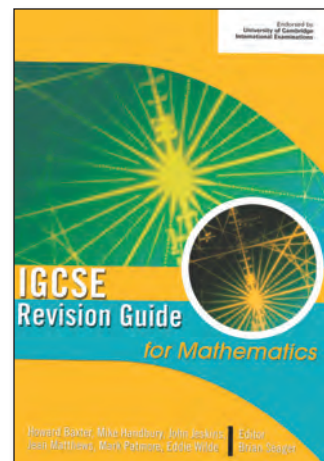
## IGCSE Revision Guide for Mathematics

Authors: **John Jeskins, Jean Matthews, Howard Baxter, Mike Handbury, Mark Patmore** and **Eddie Wilde**

Editor: **Brian Seager**

Written by experienced examiners, including Principal and Assistant Examiners for Cambridge IGCSE, this revision guide is written especially for students preparing for the Cambridge IGCSE Mathematics (0580) extended curriculum examination.

- Covers every syllabus topic, with a handy checklist to aid revision planning
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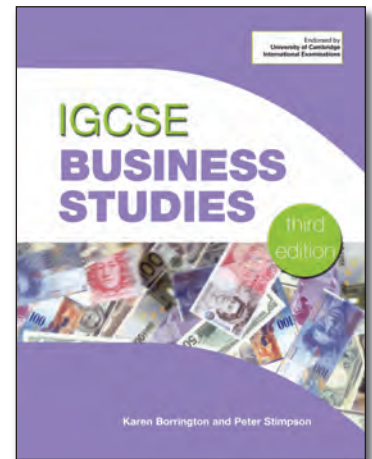
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- Diagrammatic revision summaries help students to plan their learning and exam preparation

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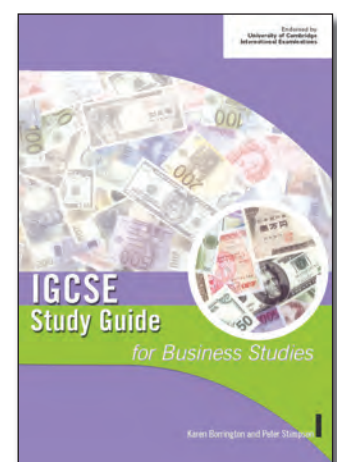
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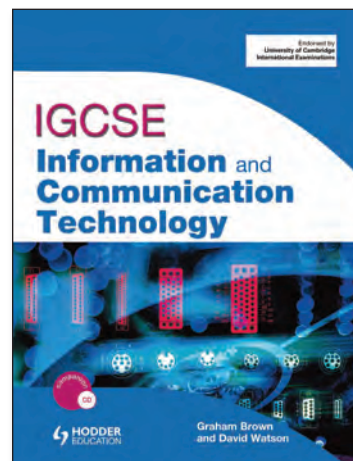
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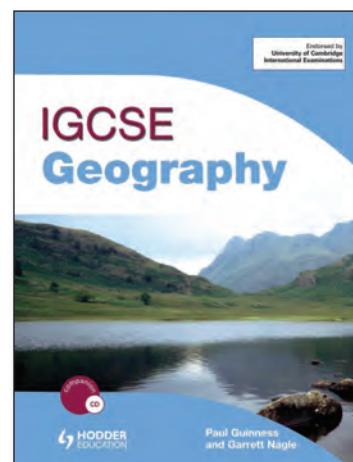
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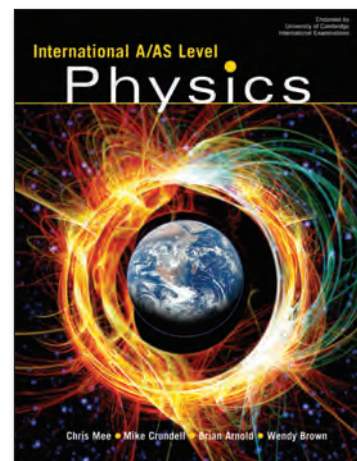
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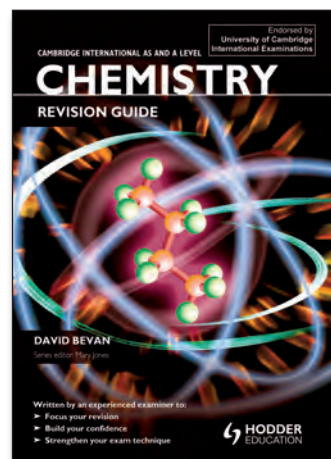
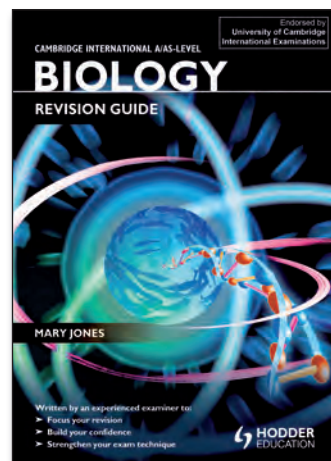
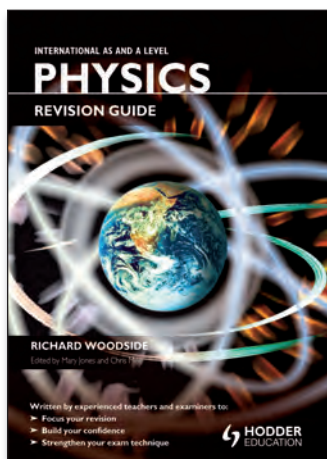
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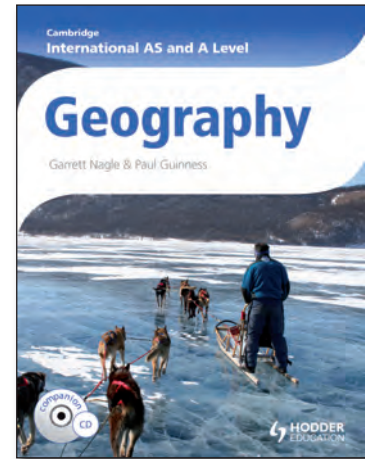
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**Paper 1: Core Geography**  
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## 2 Atmosphere and weather

### 2.1 Local energy budgets

An energy budget refers to the amount of energy entering a system, the amount leaving the system, and the transfer of energy within the system. Energy budgets are commonly considered at a global scale (macro-scale) and at a local scale (micro-scale). However, the term 'microclimate' is sometimes used to describe regional climates, such as those associated with large urban areas, coastal areas and mountainous regions.

Figure 2.1 shows a classification of climate and weather phenomena at a variety of spatial and temporal scales. Phenomena vary from small-scale turbulence and eddying (such as dust devils) which cover a small area and last for a very short time, to large-scale anticyclones (high pressure zones) and jet streams which affect a large area and may last for weeks. The jet stream that carried volcanic dust from underneath the Eyjafjalaskull glacier in Iceland to northern Europe in 2010 is a good example of jet stream activity (Figure 2.2).

**Daytime energy budget**

There are six components to the daytime energy budget:

- incoming solar radiation (insolation)
- reflected solar radiation
- surface absorption
- sensible heat transfer
- long-wave radiation (Figure 2.3)
- latent heat (evaporation)

**Figure 2.1** Classification of climate and weather phenomena at a variety of scales and temporal scales

### 2.1 Local energy budgets

**Figure 2.3** Local energy budget – daytime

These influence the gain or loss of energy for a point at the Earth's surface. The daytime energy budget assumes a horizontal surface with grass-covered soil. The daytime energy budget can be expressed by the formula:

$$\text{energy available at the surface} = \text{incoming solar radiation} - (\text{reflected solar radiation} + \text{surface absorption} + \text{sensible heat transfer} + \text{long-wave radiation} + \text{latent heat transfers})$$

**Incoming solar radiation**

Incoming solar radiation (insolation) is the main energy input and is affected by latitude, season and cloud cover (see pages 180–183). Figure 2.4 shows how the amount of insolation received varies with the angle of the Sun and with cloud type. For example, with stratocumulus clouds (like those in Figure 2.5) when the Sun is low in the sky, about 25 per cent of the total radiation transmitted is received at the Earth's surface – about 250 watts per m<sup>2</sup>. When the Sun is high in the sky, about 40 per cent is received, just over 450 watts per m<sup>2</sup>. The less cloud cover there is, and/or the higher the cloud, the more radiation reaches the Earth's surface.

**Figure 2.4** Energy, cloud coverage, and the angle of the Sun

**Reflected solar radiation**

The proportion of energy that is reflected back to the atmosphere is known as the albedo. The albedo varies with colour – light materials are more reflective than dark materials (Table 2.1). Grass has an average albedo of 20–30 per cent, meaning that it reflects back about 20–30 per cent of the radiation it receives.

**Table 2.1** Selected albedo values

Surface	Albedo (%)
Water (sun's angle over 40°)	2–8
Water (sun's angle less than 40°)	6–80
Fresh snow	75–90
Old snow	40–70
Dry sand	35–45
Dark, wet soil	5–15
Dry concrete	17–27
Black road surface	5–10
Grass	20–30
Deciduous forest	10–20
Coniferous forest	5–15
Crops	15–25
Tundra	15–20

**Section 2.1 Activities**

- 1 The model for the daytime energy budget assumes a flat surface with grass-covered soil. Suggest reasons for this assumption.
- 2 Study Table 2.1.
  - a What is meant by the term albedo?
  - b Why is albedo important?

**Figure 2.5** Cumulus clouds

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