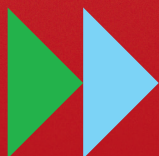




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International Baccalaureate teaching and learning resources **2023**



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Brighter Thinking

Better Learning



salve

zdravstvuyte

hello

konnichiwa

olá

bonjour

alaikum

asalaam

hola

anyoung
haseyo

guten
tag

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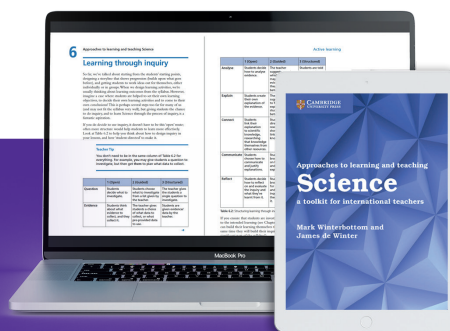
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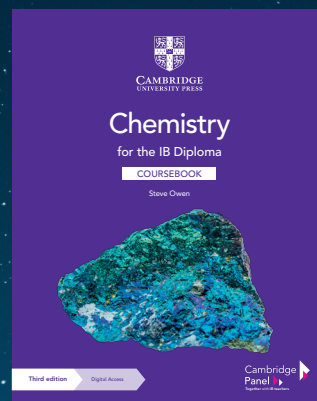
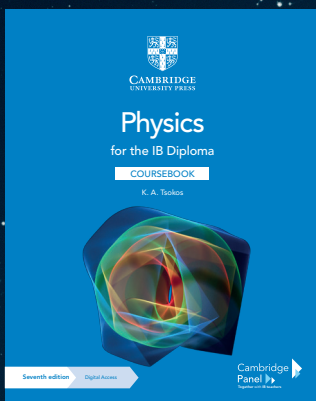
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See page 25 for our new series



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- Help students feel good and do better



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Are you ready to get started on your wellbeing journey?



Theory of Knowledge for the IB Diploma

Wendy Heydorn, Susan Jesudason
and Richard van de Lagemaat

This series takes your students on a journey to explore 'what is knowledge?' and 'why, and how do we learn?' It helps students flourish as knowers by leading them to make connections across areas of knowledge and themes, as well as helping them understand how Theory of Knowledge (TOK) manifests in day-to-day life.

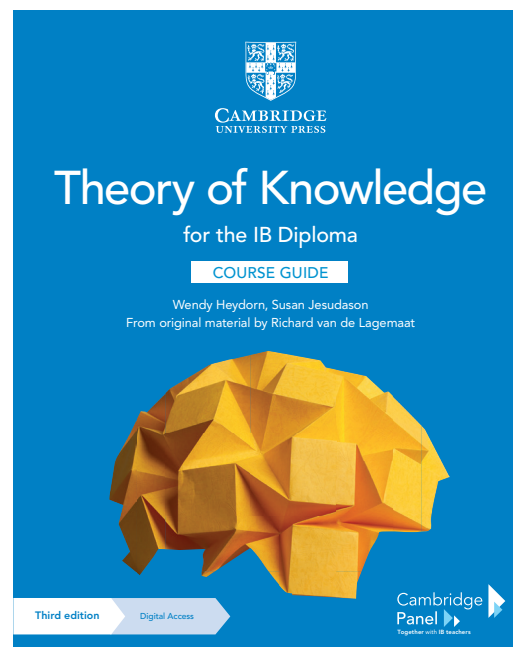
Written by our experienced authors and developed through global insight from TOK teachers around the world and on the Cambridge Panel.

Course guide

- 'Before you start' questions at the beginning of each chapter challenge students' thinking habits and spark discussion before the unit starts
- 'Explore' activities lead your students into the exploration of the TOK core, optional themes and areas of knowledge
- 'Real-life situations' help students see how TOK themes manifest in the world around them
- 'Linking questions' help students make connections across themes and areas of knowledge
- 'Discuss' questions promote debate in the classroom
- 'Reflection' features encourage students to analyse their development as knowers
- English as a second language (ESL) learners are supported with clear and concise language including key term pull-outs and explanations
- A dedicated assessment chapter provides students with a wealth of activities that refine the skills needed to excel in the essay and exhibition
- Ethics is integrated in the course as a running thread throughout the content

Also see

Introducing the
IB Diploma Programme
978-1-107-60628-9

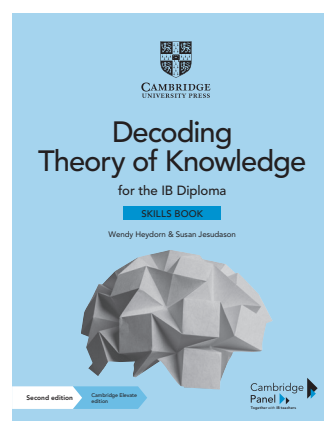


Decoding Theory of Knowledge skills book

This flexible resource supports your knowers in their exploration journey, helping develop critical thinking skills and the ability to make new connections between areas of knowledge. It gives practical advice and plenty of opportunities to unpack and practise the assessment tasks.

Teacher's resource

Written in collaboration with TOK teachers from the Cambridge Panel, this guide provides tried and tested activities that arm you with lesson-planning ideas, an English as an additional language (EAL) focus, essay-writing support, advice on tackling common misconceptions, activity worksheets and more.



Cambridge
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Theory of knowledge for the IB Diploma course guide with digital access	978-1-108-86598-2
Digital theory of knowledge for the IB Diploma course guide (2 years)	978-1-108-79137-3
Decoding theory of knowledge for the IB Diploma skills book with digital access (2 years)	978-1-108-93382-7
Digital decoding theory of knowledge for the IB Diploma skills book	978-1-108-92869-4
Digital teacher's resource access card	978-1-108-82657-0

These pages are from the Theory of Knowledge for the IB Diploma Course Guide

'Before you start' questions help kick-start the learning journey and encourage discussion from the very outset.

Brand-new full-colour design with visual stimuli engages students further.

THEORY OF KNOWLEDGE FOR THE IB DIPLOMA: COURSE GUIDE

BEFORE YOU START

Analyse each of the following quotations and discuss the questions that follow.

- 1 'It has been said that man is a rational animal. All my life I have been searching for evidence which could support this.' **Bertrand Russell** (1872–1970)
- 2 'It is quite possible – overwhelmingly probable, one might guess – that we will always learn more about human life and human personality from novels than from scientific psychology.' **Noam Chomsky** (1928–)
- 3 'Human behaviour makes most sense when it is explained in terms of beliefs and desires, not in terms of volts and grams.' **Steven Pinker** (1954–)
- 4 'You never change things by fighting against the existing reality. To change something, build a new model that makes the old model obsolete.' **Richard Buckminster Fuller** (1895–1983)
- 5 'I want to make sure that the future we're creating is one that is the best it can be for people around the world, and also one that includes the full range of our talent and our skills – and, you know, gender and ethnicity, geography – to solving the world's problems.' **Mae Jemison** (1956–)

For each quotation, consider:

- a Do you agree or disagree with the quotation?
- b What do you think the quotation suggests about the nature and purpose of the human sciences?
- c What is assumed or taken for granted about the human sciences in each quote?
- d Do any of the quotations suggest disagreements about the human sciences?
- e Do you think the quotation could apply to other areas of knowledge? If so, in what ways?

14.1 Introduction

REAL-LIFE SITUATION 14.1

- 1 Can you predict a person's behaviour at home and at school? If there is a difference between their behaviour in the two situations, can you explain why?
- 2 It may be easier to measure a person's height than it is to quantify their happiness, intelligence, personality and moral values. Why might you want to understand, measure and predict these human characteristics? In what ways might the pursuit of this knowledge be problematic?

Since human beings have been able to reflect about themselves and their place in the scheme of things, they have been struck by their own complex and mysterious nature. The human sciences are an attempt to reduce the mystery by studying human behaviour in a systematic way. The human sciences include a range of subjects including geography, economics, **sociology**, **anthropology** and **psychology**. Despite the obvious differences between these subjects, they are all based on observation and experimentation, and seek to understand humans.

KEY WORDS

sociology: the study of the structure and function of society

anthropology (cultural and social): the study of the development of culture and society

psychology: the scientific study of the human mind and behaviour

KEY WORD

political science: the scientific study of the state, governments, power and political activity

However, there is a significant question arising here regarding the scope and limits of the human sciences. For example, arguments could be put forward for human sciences to include religious knowledge systems, **political science** and history. For the purposes of organising this book and in order to deal with each in sufficient depth, these areas are covered in separate chapters.

Figure 14.1: Maslow's hierarchy of human needs

Maslow's hierarchy of needs sets out that we are aware of our human potential beyond simply survival – once we have basic material needs met such as food, water and shelter, we can aspire to be creative and have intellectual pursuits, implying that human aspiration is more than just having our material needs met. We have a conscience, we follow ethical norms, we laugh, we cry, we have the capacity for self-reflection and for language. Moreover, we record knowledge and pass it on, we are creative, we have openable thumbs, we are aware of the past and future and we develop technology. We might think that we are more than just a body and a mind – some people believe that they have a soul which cannot be explained in terms of material processes. Whatever your opinion about this, there are likely to be special challenges in studying human beings in a scientific way.

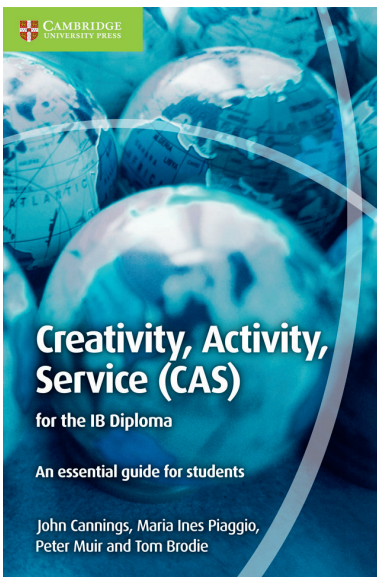
In Chapter 13, we investigated the scope of the natural sciences, which is to investigate the chemical, biological and physical properties of our natural world and discover the laws that govern them using a rigorous method. The natural sciences can describe the forces affecting a falling object or the structure of a cell, or calculate how reactive a metal is. By contrast, the human sciences set out to understand, explain and predict human behaviour. The fact that humans are the subject of the human sciences makes the human sciences different to the natural sciences. The human sciences are called sciences because, to some extent, they use a scientific method, including use of data in order to establish models, principles or laws. They identify general trends of human

The 'Real-life situation' feature helps students put theory into practice and understand how TOK manifests in life outside the classroom.

'Key terms' and words are highlighted and explained throughout, with a glossary at the end of the book to further build students' vocabulary.

Have you discovered our TOK-bite video series?

For tips and guidance on the current syllabus, visit <https://bit.ly/3h6U1L0>



Creativity, Activity, Service (CAS) for the IB Diploma

An essential guide for students

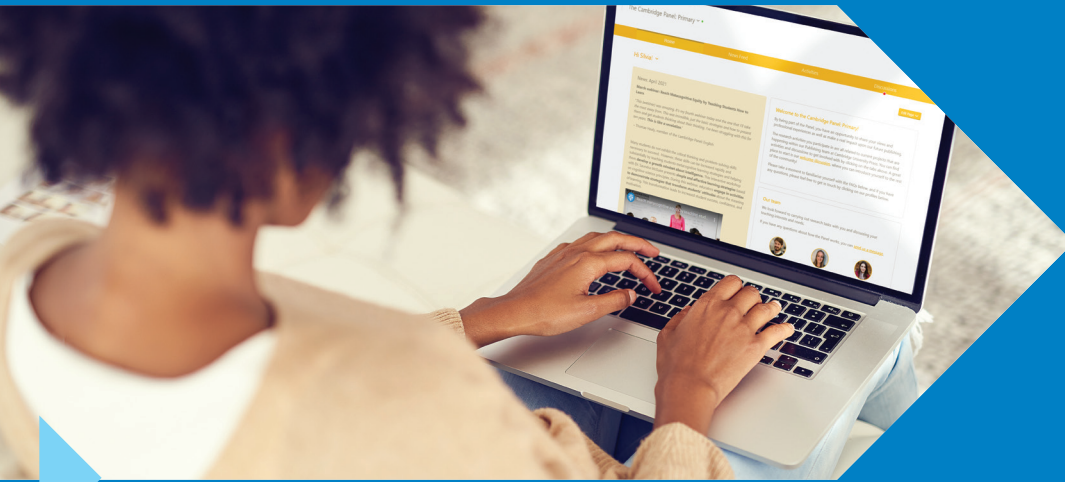
John Cannings, Maria Ines Piaggio, Peter Muir and Tom Brodie

Student guide

- With the digital edition, videos show CAS coordinators talking about how to plan a successful CAS project, as well as CAS students providing their insight into the course
- The course helps students with everything from planning to time management
- As well as students, the resource is also helpful for CAS coordinators and those involved in planning student CAS projects in their school

Coursebook	978-1-107-56034-5
Digital coursebook (2 years)	978-1-107-56038-3

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English A: Language and Literature for the IB Diploma

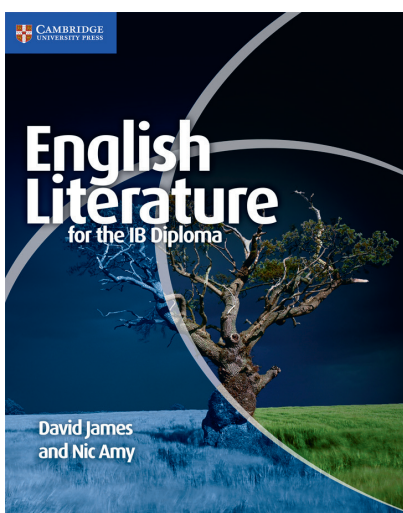
Second edition

Brad Philpot, David McIntyre and Tim Pruzinsky

Coursebook with digital access

- The course consists of activities for students that encourage engagement, from individual moments of reflection to group discussions
- There are three sections in the coursebook - text types, global issues and assessment - helping you to focus lessons on specific aspects of the course
- The first section defines and explores a range of literary and non-literary text types, such as street art, graphic novels and poetry
- The 'Global issues' section integrates all three areas of exploration (readers, writers and texts; time and space; intertextuality)
- Extension activities in each unit help prepare for higher level essay writing
- The final section of the coursebook includes specimens and samples of Paper 1, Paper 2, the individual oral and the essay to help students prepare for assessment
- Key concepts and guiding questions are integrated throughout, giving you a clear pathway through the syllabus
- Curated video links in both the coursebook and teacher's resource suggest suitable videos
- The coursebook is full of ideas to help students build a learner portfolio

Coursebook with digital access (2 years)	978-1-009-19088-6
Digital coursebook (2 years)	978-1-108-70494-6
Digital teacher's resource access card	978-1-108-72452-4
Exam preparation and practice	978-1-108-70496-0



English Literature for the IB Diploma

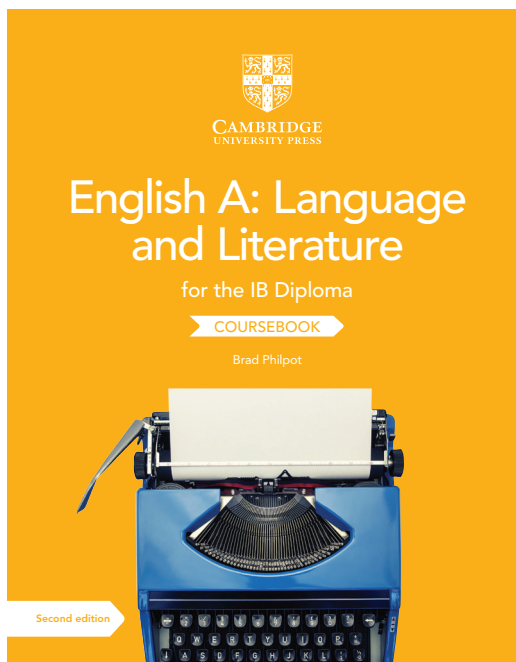
David James and Nic Amy

Explore English literature from around the world with modern genres like magical realism, to classics from Shakespeare and Dickens.

- Activities help students strengthen key skills, including academic writing and presenting ideas
- Annotated texts highlight key features and author techniques
- Timed essay boxes provide excellent preparation for writing under exam conditions
- Higher Level (HL) extension activities provide differentiated material for HL students

Coursebook	978-1-107-40223-2
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Download teacher support materials for free via Cambridge GO.



Digital teacher's resource

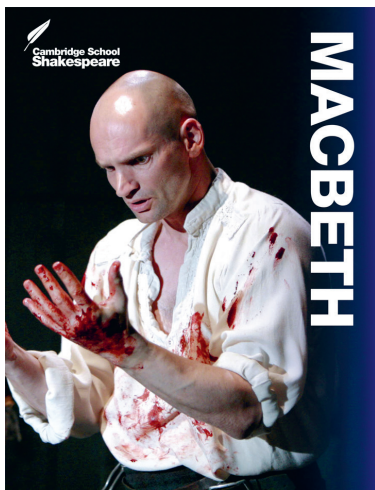
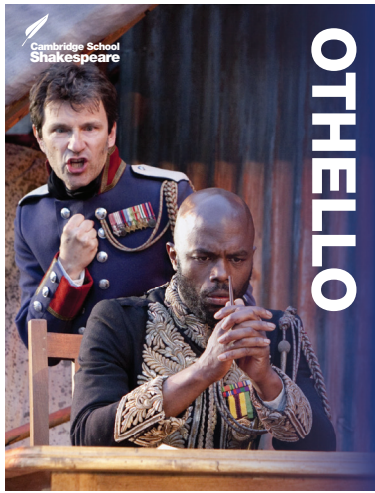
- The digital teacher's resource gives you plenty of support, including schemes of work to help with midterm planning
- Contains PowerPoint presentations and photocopyable worksheets for ready-made class materials
- Teacher development essays help you with differentiation and text selection

This digital teacher's resource is available on the Cambridge GO platform.



Exam preparation and practice

- Includes an introduction to assessment, graded sample responses with examiner comments (includes audio) and two full practice tests
- Assessment for learning approach



Cambridge School Shakespeare gives the tools most students need to decipher the text on their own. The combination of the page-by-page glossary and summary are invaluable in giving students confidence in reading and analyzing Shakespeare.

Eustacia Wilson,
Queens High School for
Language Studies, USA

Cambridge School Shakespeare

Founding Editor: Rex Gibson

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- An improved, larger-format edition of the *Cambridge School Shakespeare* plays, extensively rewritten, expanded and produced in an attractive new design
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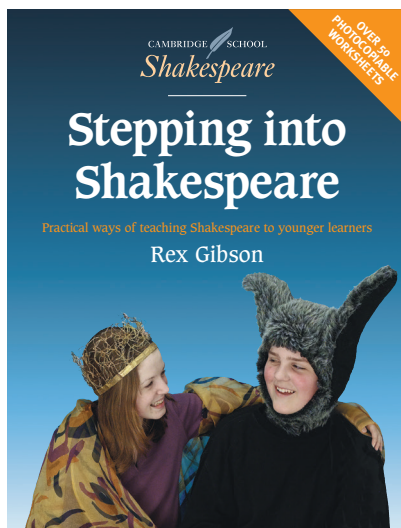


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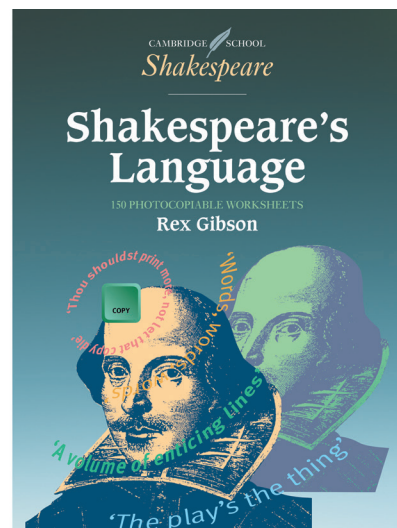


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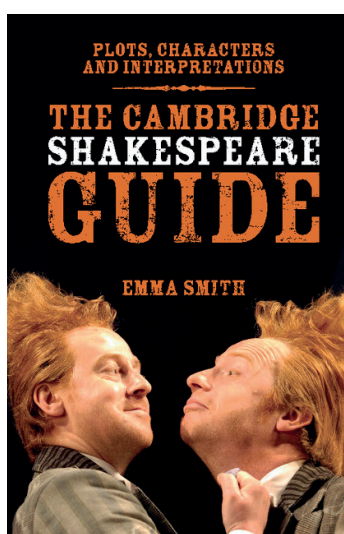


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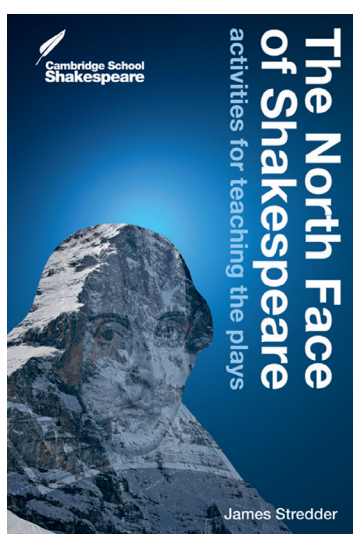


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Emma Smith

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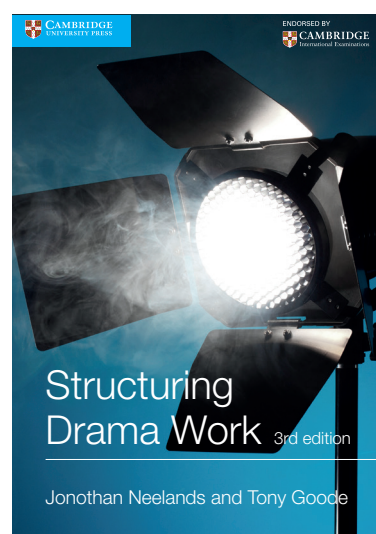


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James Stredder

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Jonathan Neelands and Tony Goode

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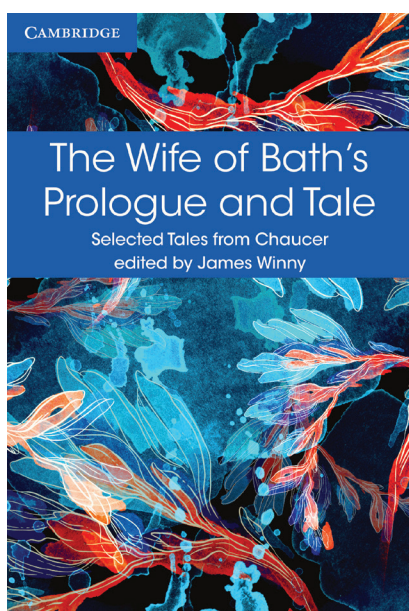
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The Wife of Bath's Prologue and Tale	978-1-316-61560-7
The Clerk's Prologue and Tale	978-1-316-61565-2

Chaucer audio CDs

Get your class to experience authentic Middle English! Read in the original language of Chaucer's time, these CDs help students understand the texts. Use them with *Cambridge School Chaucer* or the *Selected Tales from Chaucer*.

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The Miller's Prologue and Tale audio CD	978-0-521-63529-5
The Merchant's Prologue and Tale audio CD	978-0-521-63528-8

Member of the New Chaucer Society, Ruth Evans, shares her advice for introducing students to Chaucer's *Canterbury Tales*.

<https://bit.ly/3T0sng8>

Brighter Thinking
Blog ▶▶

English B for the IB Diploma

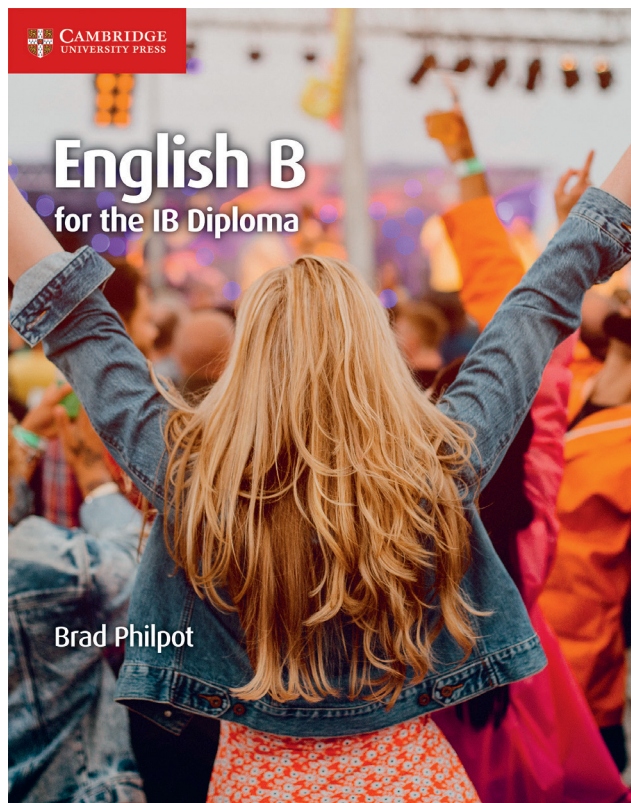
Second edition

Brad Philpot

Anne Farrell

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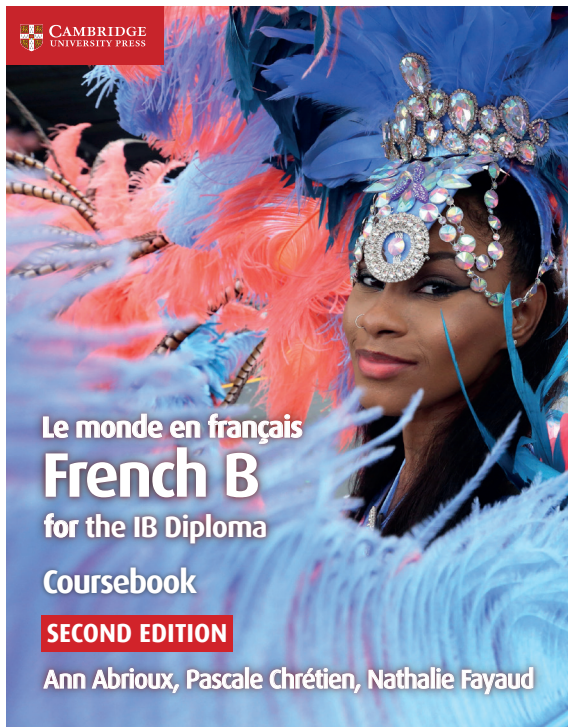
“
The essence of this coursebook is that it is rich, providing you with masses of materials to support your English B programme.
 David Ripley, InThinking website thinkib.net

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Find out more about how our resources can support you and your learners through the IB Diploma.

<https://bit.ly/3DwTwRV>



Le monde en français
French B course for the IB Diploma

Second edition
 Ann Abrioux, Pascale Chrétien and
 Nathalie Fayaud

Languages B for the IB Diploma

Second editions

As students explore thought-provoking materials within the themes and topics of the guide, they develop well-rounded language skills and solid critical thinking, helping them succeed in their examination and unlock opportunities in the real world.

- Big questions at the start of each unit introduce important world issues and ensure students' learning reflects the mission of the IB Diploma - 'to create a better world through education'
- Listening activities in each unit help students practise this essential skill and prepare them for assessment
- Sections on literature give Higher Level students the opportunity to practise for their individual oral exam
- Activities in the style of the exam give students the opportunity to develop their language skills while preparing for assessment
- Links to TOK, EE and CAS help students make connections with the IB Diploma Core
- Conceptual Understanding and Approaches to Learning are fully integrated into the coursebook, encouraging students to improve these skills
- A specific section on text types, updated to conform to the guide, helps students master different types of text



Mañana
Spanish B course for the IB Diploma

Second edition
 Rosa Parra Contreras, Marina Durañona
 and Carlos Valentini



Deutsch im Einsatz
German B course for the IB Diploma

Second edition
 Sophie Duncker, Alan Marshall, Conny Brock
 and Katrin Fox



These pages are from the *Deutsch im Einsatz – German B for the IB Diploma Coursebook*

Activities in the style of the exam help students practise throughout the course.

All language skills covered to provide well-rounded linguistic development.

2 Erfahrungen

2 Textverständnis

In diesem Artikel lesen Sie nun mehr darüber, was verschiedene Deutsche zum Thema Essen in ihrem Land denken und sagen.

WAS IST TYPISCH DEUTSCHES ESSEN?

Der deutschen Küche hängt schon seit langer Zeit der Ruf an, besonders schwer im Magen zu liegen. Was ist denn nun eigentlich heutzutage typisch deutsches Essen? Dreht sich alles nur um die Wurst? Oder etwa nicht? Wir haben verschiedene Personen aus Deutschland zu diesem Thema befragt.

Marianne und Oskar: Dazu gehören für uns als Brandenburger deftiger Eintopf und verschiedene Kartoffelgerichte. Fleisch, Würste und Sauerkraut sind hierzulande ungemein beliebt, aber auch der internationale Küche, zum Beispiel der Italienschen, sind die Deutschen nicht abgeneigt.

Johannes: Das Klischee von Kartoffeln und Würsten ist doch längst überholt. Deutschland ist ein Multikulti-Land und so sieht's auch beim Essen aus. Typisch deutsch ist deshalb für mich der Döner Kebab, den es an jeder Straßenecke gibt, denn die türkische Küche ist aus der deutschen gar nicht mehr wegzudenken.

Thomas: Das deutsche Essen ist auf keinen Fall einheitlich, sondern in jeder Region anders. Im Norden isst man wegen der geografischen Lage viele Fischgerichte, aber im Süden, vor allem in Bayern, wo ich lebe, kommt man an Weißbrot und Schwärzhäse nicht vorbei. Am besten schmeckt es heruntergeschpült mit Bier.

Angela: Ich liebe besonders die deutsche Tradition von Kaffee und Kuchen. Am Nachmittag essen wir lockere Kuchen wie Streuselkuchen, Bienenstich, Klabauken, die frisch vom Bäcker kommen, mit einer Tasse Kaffee oder Kakao. Manchmal gehe ich auch in schicke Konditoreien, wo es köstliche Sahnetorten und Feingebäck gibt und man nach Herzenslust schlammern kann.

Felix: Currywurst mit Pommes, definitiv. Gerade hier in Berlin hat die Wurst Kultstatus. Ich bin oft unterwegs, deswegen esse ich alles, was schnell geht: Burger, Pizza, belegte Brote, Frikadellen und Hähnchen.

Arbeitsbuch 4 Wortschatz – kulinarische Spezialitäten und ihre Regionen

90

Einheit 2.2 Eine kulinarische Reise

Wer sagt was? Ordnen Sie den befragten Personen die richtige Aussage zu.

- Marianne und Oskar
- Johannes
- Thomas
- Angela
- Felix

A Deutsches Essen ist sehr vielfältig.
 B Engewohheiten werden dem Lebensstil angepasst.
 C Ausländische Einflüsse haben die deutsche Küche bereichert.
 D Internationale Gerichte werden abgelehnt.
 E Herzhafte traditionelle Gerichte werden bevorzugt.
 F Es gibt mehrere deutsche kulinarische Bräute jenseits von Fleisch und Wurst.

3 Schriftliche Übung

An Ihrer Schule gibt es mehrere Schüler aus Deutschland. Verfassen Sie für die nächste Ausgabe ein Interview mit Ihren deutschen Freunden über typisch deutsches Essen. Sie könnten u. a. die folgenden Fragen stellen: Was essen die Deutschen wirklich? Warum? Woher kommen die Klischees von Wurst und Bier? Welche Gerichte sind in bestimmten Regionen Deutschlands beliebt? Benutzen Sie die Checkliste für ein Interview aus Kapitel 6. Sie sollen für SL 250–400 Wörter und für HL 450–600 Wörter schreiben.

TIPP FÜR DIE PRÜFUNG

Verwenden Sie umgangssprachliche Redewendungen, um authentischer zu klingen und eine bessere Note zu bekommen. Vergessen Sie nicht, dass Sie in der Prüfung mit Paper 2 zeigen müssen, wie gut Sie die deutsche Sprache beherrschen – dazu gehören ein umfangreiches Vokabular, komplexe Satzstrukturen und eben auch Umgangssprache.

Arbeitsbuch 2 Schriftliche Übungen

91

CAS, TOK and EE integrated into the activities to establish links with the IB Core.

Links to the workbook for easy reference and extra practice.

Authentic texts engage students with the target language cultures.

Exam tips to help students succeed in their examination.

“ The layout of the book is very good, it's straightforward and self explanatory. The students can work independently on the task and follow up what is needed. Gul Uyar, Language Teacher, AISR (American International School of Rotterdam)

Alan Marshall takes us through the Core components of the *Languages B* resources for the IB Diploma and how these are geared to set your language learners up for success. <https://bit.ly/3DXT40I>

MAÑANA - SPANISH B COURSE

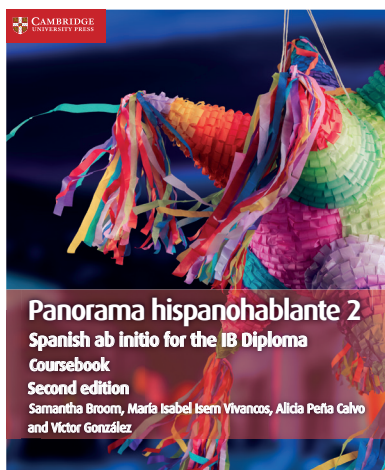
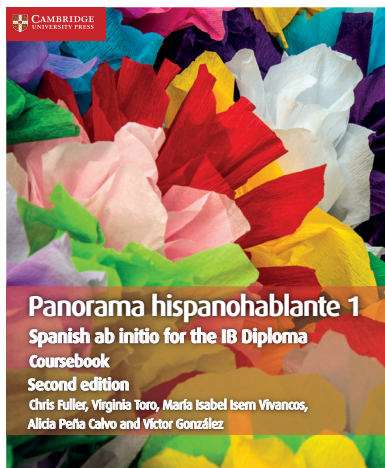
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Workbook	978-1-108-44046-2
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Spanish *ab initio* course

Panorama hispanohablante 1 & 2

Second edition

Chris Fuller, Virginia Toro, María Isabel Isern Vivancos, Alicia Peña Calvo, Samantha Broom and Víctor González

Designed to guide students through the courses for the IB Diploma programme.

- Contains material designed to engage older teenage learners, with topics from high school life, to society and technology
- Covers key IB texts, themes and all elements of the examination, with TOK and CAS integrated into the learning
- Created by a team of experienced authors of language resources in collaboration with IB *ab initio* examiners
- Encourages practising the language in context through activities that cover all aspects of language acquisition: listening, speaking, reading and writing
- Improved workbook with extra grammar and vocabulary practice

Panorama hispanohablante 1

Panorama hispanohablante 1: coursebook with digital access (2 years)	978-1-108-76032-4
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Panorama hispanohablante 1: workbook	978-1-108-70490-8
Panorama hispanohablante 1: teacher's resource with digital access	978-1-108-64980-3

Panorama hispanohablante 2

Panorama hispanohablante 2: coursebook with digital access (2 years)	978-1-108-76034-8
Panorama hispanohablante 2: digital coursebook	978-1-108-72033-5
Panorama hispanohablante 2: workbook	978-1-108-72035-9
Panorama hispanohablante 2: teacher's resource with digital access	978-1-108-76691-3

French *ab initio* course

Panorama francophone 1 & 2

Second edition

Danièle Bourdais, Sue Finnie, Geneviève Talon and Irène Hawkes

Panorama francophone 1

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Panorama francophone 1: workbook	978-1-108-46724-7
Panorama francophone 1: teacher's resource with digital access	978-1-108-61046-9

Panorama francophone 2

Panorama francophone 2: coursebook with digital edition (2 years)	978-1-108-76043-0
Panorama francophone 2: digital coursebook	978-1-108-70736-7
Panorama francophone 2: workbook	978-1-108-70737-4
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Centre for Evaluation & Monitoring

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Fraser Halliwell

Head of Secondary, Colegio Anglo Colombiano, Colombia

Learn about baseline assessments and raising aspirations with CEM. Go to <https://bit.ly/3fwZN8q> and watch the short video.

Adaptive, formative assessments from the Centre for Evaluation & Monitoring (CEM) are used by schools in over 109 countries to empower teaching and help students reach their potential.

- Easily evidence student progress to parents and governors
- A one-lesson investment at the start of the year provides insight that would normally take weeks in the classroom
- Helps you develop personalised teaching and learning interventions before the start of each course
- Understand how your students are likely to perform in their IB Diploma exams



History for the IB Diploma Papers 1 and 2

Second edition

Series Editor: Allan Todd

- The titles are source-led and encourage the development of investigative, interpretive and analytical skills, which help your learners become independent thinkers
- Relevant links to TOK and Key Concepts in the syllabus encourage reflective discussion and help students integrate these concepts into their wider learning
- Activities foster an exploratory and inquiring approach, and exam-style questions help prepare students for assessment
- The series covers topics from the Standard and Higher Level options

Paper 1: History for the IB Diploma, Paper 1 includes a choice from three coursebooks that each cover a 20th century topic from the syllabus: *The Move to Global War* (Japanese and German/Italian expansion), *Rights and Protest* (US Civil Rights and Apartheid) and *Conflict and Intervention* (Rwanda and Kosovo).

Paper 2: History for the IB Diploma, Paper 2 includes a choice from five coursebooks that each cover a 20th century topic from the syllabus: *Independence Movements (1800–2000)*, *Evolution and Development of Democratic States (1848–2000)*, *Authoritarian States (20th Century)*, *Causes and Effects of 20th Century Wars* and *The Cold War: Superpower Tensions and Rivalries*.

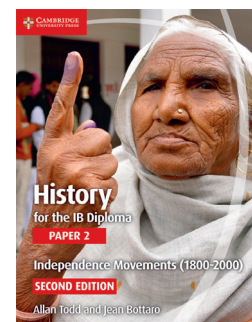
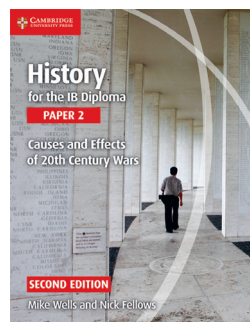
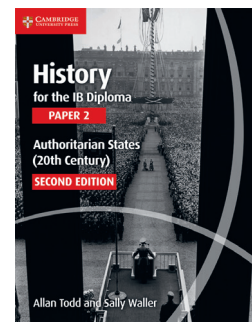
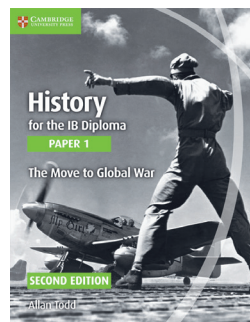
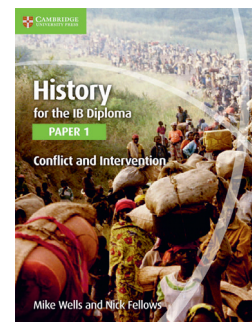
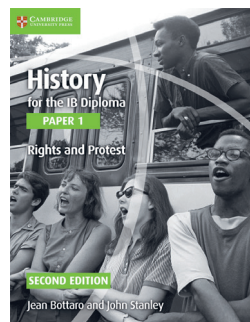


Paper 1 (Choose 1) print with digital access (2 years)

Rights and Protest	978-1-108-76049-2
Conflict and Intervention	978-1-108-76048-5
The Move to Global War	978-1-108-76051-5

Paper 2 (Choose 2) print with digital access (2 years)

Authoritarian States (20th Century)	978-1-108-76059-1
Evolution and Development of Democratic States (1848–2000)	978-1-108-76055-3
The Cold War: Superpower Tensions and Rivalries	978-1-108-76065-2
Causes and Effects of 20th Century Wars	978-1-108-76053-9
Independence Movements (1800–2000)	978-1-108-76063-8



Digital titles

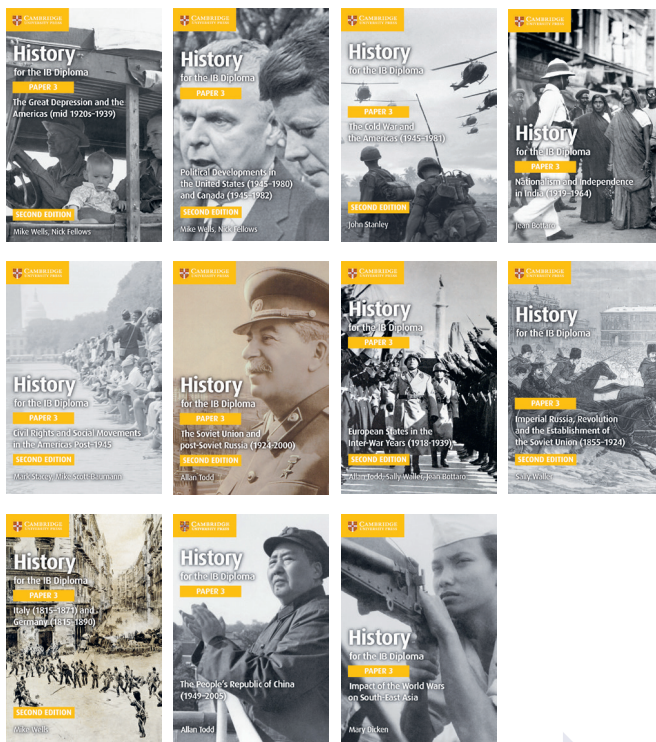
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Digital Conflict and Intervention (2 years)	978-1-108-40042-8
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Digital Evolution and Development of Democratic States (1848–2000) (2 years)	978-1-108-40050-3
Digital The Cold War: Superpower Tensions and Rivalries (2 years)	978-1-108-40056-5
Digital Causes and Effects of 20th Century Wars (2 years)	978-1-108-40047-3
Digital Independence Movements (1800–2000) (2 years)	978-1-108-40054-1

History for the IB Diploma Paper 3

Series Editor: Allan Todd

With resources for the history of the Americas, Europe, Asia and Oceania you have the widest topic choice for Paper 3.

- Provides historical accounts, along with detailed explanations and analysis
- Includes key questions that develop the necessary understanding and skills
- An emphasis on historical debates prepares students for the in-depth Extended Essay required in the Paper 3 examination
- TOK links stimulate thought and discussion
- Dedicated activities help integrate Key Concepts into your students' learning
- Clear essay-writing and exam guidance
- Covers selected topics from the Higher Level options in the updated IB History syllabus



Paper 3 (Choose 3 from one region) print with digital access (2 years)

History of the Americas	
The Great Depression and the Americas (mid 1920s-1939)	978-1-108-76067-6
Political Developments in the United States (1945-1980) and Canada (1945-1982)	978-1-108-76069-0
The Cold War and the Americas (1945-1981)	978-1-108-76071-3
Civil Rights and Social Movements in the Americas Post-1945	978-1-108-76073-7
History of Asia and Oceania	
Nationalism and Independence in India (1919-1964)	978-1-009-19012-1
The People's Republic of China (1949-2005)	978-1-009-19018-3
Impact of the World Wars on South-East Asia	978-1-009-19028-2
History of Europe	
The Soviet Union and Post-Soviet Russia (1924-2000)	978-1-009-19005-3
Imperial Russia, Revolution and the Establishment of the Soviet Union (1855-1924)	978-1-009-18973-6
European States in the Interwar Years (1918-1939)	978-1-009-18988-0
Italy (1815-1871) and Germany (1815-1890)	978-1-009-18960-6

Digital titles

Digital The Great Depression and the Americas (mid 1920s-1939) (2 years)	978-1-108-40061-9
Digital Political Developments in the United States (1945-1980) and Canada (1945-1982) (2 years)	978-1-108-40062-6
Digital The Cold War and the Americas (1945-1981) (2 years)	978-1-108-40041-1
Digital Civil Rights and Social Movements in the Americas Post-1945 (2 years)	978-1-108-40063-3
Digital Nationalism and Independence in India (1919-1964) (2 years)	978-1-108-40064-0
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Digital Impact of the World Wars on South-East Asia (2 years)	978-1-108-40694-9
Digital The Soviet Union and post-Soviet Russia (1924-2000) (2 years)	978-1-108-40060-2
Digital Imperial Russia, Revolution and the Establishment of the Soviet Union (1855-1924)	978-1-108-40058-9
Digital European States in the Interwar Years (1918-1939) (2 years)	978-1-108-40059-6
Digital Italy (1815-1871) and Germany (1815-1890) (2 years)	978-1-108-40057-2

Economics for the IB Diploma

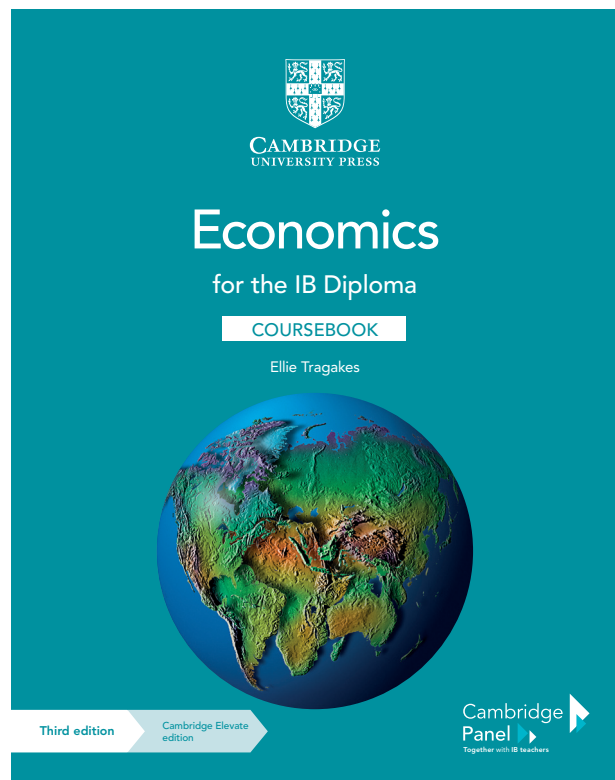
Ellie Tragakes

Your students will develop a solid understanding of economic theory and how it manifests in the real world. In addition to helping students obtain the best results, it encourages them to become internationally minded citizens and develops core problem-solving skills.

Written by an experienced author and examiner, and developed through global insight from IB Economics teachers around the world and on the Cambridge Panel.

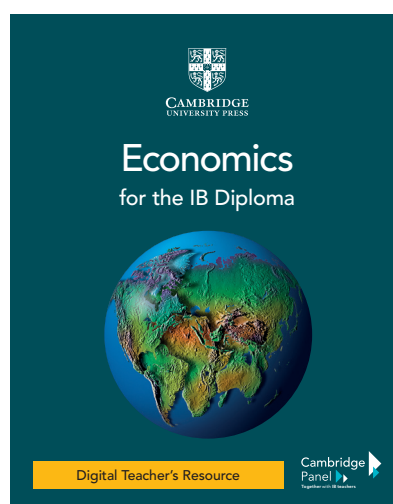
Coursebook with digital access

- 'Before you start' questions at the beginning of each chapter challenge students' opinions around key economic themes and spark discussion before the unit starts
- 'Learning objectives' link to the assessment objectives in the guide, helping students know exactly what they need to focus on in each section
- 'Real world focus' activities link economic theory to real-life international events and include 'Applying your skills' questions
- English as a second language (ESL) learners are supported through clear and concise language, with key points and vocabulary highlighted throughout and reviewed in the glossary
- Links to TOK encourage students to explore economics topics from different perspectives
- 'Inquiry' and 'Reflection' activities at the end of each chapter get students reviewing their own learning
- At the end of each chapter, links to exam-style papers on Cambridge GO give extensive practice for assessment tasks so your students can be fully prepared for exam success



Digital teacher's resource

This wide-ranging guide offers support for exam preparation and practice as well as answers to questions and activities from the coursebook. Detailed teaching notes for each chapter include guidance around learning and assessment objectives, suggested activities, support for EAL and details of subject-specific vocabulary. PowerPoint slides featuring diagrams from the book are also available to use within teaching.



Coursebook with digital access (2 years)	978-1-108-84706-3
Digital coursebook (2 years)	978-1-108-81065-4
Digital teacher's resource access card	978-1-108-95852-3

These pages are from the *Economics for the IB Diploma Coursebook*

Brand-new full-colour design, to help engage students with the content.

'Before you start' questions help kick-start the learning journey and encourage discussion from the very outset.



'Key terms' and words are highlighted and explained throughout, with a glossary at the end of the book to further build students' vocabulary.

15.1 Arguments for and against trade protection

- LEARNING OBJECTIVES**
- After studying this section you will be able to:
- define all the terms appearing in orange bold in the text (AO1)
 - explain and provide examples of arguments in favour of trade protection (AO2)
 - explain and provide examples of arguments against trade protection (AO2)
 - evaluate free trade versus trade protection, referring to the following (AO3):
 - the arguments in favour of and against trade protection discussed in this section
 - the benefits of trade discussed in Chapter 14, Section 14.1
 - the advantages and disadvantages of the various trade protection measures discussed in Chapter 14, Section 14.3

Arguments for trade protection

In Chapter 14 we examined a variety of measures that governments use to create barriers to international trade. These barriers create some winners and some losers, but in all cases result in inefficiency in production and global resource misallocation. Why, then, do governments around the world continue to use trade protectionist policies?

Arguments that economists justify under certain conditions

These arguments that may have validity under certain conditions. Their validity may depend on non-economic considerations, or on the expectation that longer-term economic benefits of trade protection are greater than short-term economic costs.

Infant industry argument

An **infant industry** is a new domestic industry that has not had time to establish itself and achieve efficiencies in production, and may therefore be unable to compete with more 'mature' competitor firms from abroad. Mature foreign firms, operating with lower costs of production, are able to sell at lower prices; domestic firms, being unable to compete, are unable to grow and may be forced to shut down. This argument rests on the principle of economies of scale, according to which a firm achieves lower average costs as it grows in size and produces more output. Therefore, a new firm with high costs of production that has not yet grown in size may need protection from imports until it grows to a size where protection is no longer needed.

This argument was first used in 1791 by Alexander Hamilton, the first US Secretary of the Treasury, to introduce tariffs to protect US industry and promote economic growth. Today it is used mainly for developing countries trying to expand their production into new areas and industries. Economists consider it to be one of the strongest arguments in favour of trade protection with a theoretical justification. It is justified on the grounds that a country may have a comparative advantage in the production of a particular *infant* good, but cannot specialise in it unless it first receives some protection. However, the protection offered to infant industries must be temporary. Over a longer period, once the industry matures, the protection must be eliminated and the industry must compete in global markets under conditions of free trade.

In spite of its strong theoretical justification, there are some dangers in the infant industry argument. One is that it may be difficult for governments to know which particular industries have the potential to become low cost producers. Another is that once the selection of an industry is made, industries protected from competition may not have a strong incentive to become efficient. A third is that governments may continue to protect an industry even long after it has matured and is no longer an infant.

National security

According to this argument, certain industries are essential for national defence (such as aircraft, weapons, chemicals, certain minerals), and should be protected so that a country can produce them itself. In times of war or a national emergency, a country should not have to depend on imports for its defence. Moreover, there may be dangers in having 'unfriendly' nations specialise in weapons production.

Clear learning objectives provide a direct link to the assessment objectives of the syllabus.

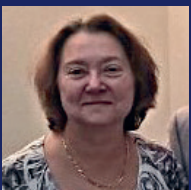


I trialed activities from the new Cambridge IB Economics resource with my class, and found them very interactive and easy for students to understand. They get students interested and excited to learn complex economic concepts with ease. The teacher can make the class discussion lively with these activities.

Pranab Kumar, IB Economics and IB Business Management Teacher, GD Goenka World School, India

Author spotlight

Coursebook and teacher's resource



Ellie Tragakes

Ellie has a BA from Columbia University, MSocSc from the University of Birmingham and PhD from the University of Maryland. She has worked in a variety of organisations including the World Bank and World Health Organization. She has written numerous professional publications and authored the previous edition of our popular *Economics for the IB Diploma* series. Ellie is a highly experienced teacher and IB examiner.

NEW Business Management for the IB Diploma

Peter Stimpson, Adamantia Malli-Charchalaki and Alexander Smith

Help your students become the business leaders of the future, with our *Business Management* series updated for the new syllabus (M2024) for examination from 2024.

This series offers in-depth syllabus coverage and is authored by experienced teachers, examiners and syllabus experts. Students are supported for exam success with numerous exam-style questions, exam papers and end-of-chapter tests. The series also develops learners' conceptual understanding and higher order thinking skills, following the IB Diploma Approaches to Learning (ATL) principles. English as a second language learners are supported by international settings to case studies and topics, and clear and manageable delivery of business theory and concepts.

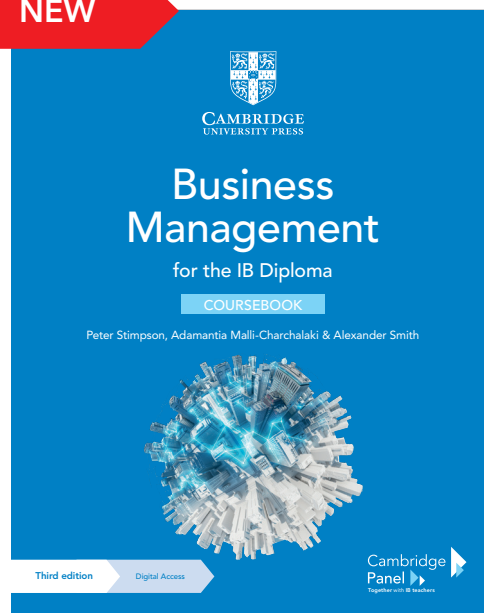
Coursebook with digital access

- An IB learner profile feature helps students apply their knowledge of the attributes with case studies and questions
- Includes scaffolded activities to develop students with support, stretch and challenge activities
- Each chapter begins with a 'Business in context' case study to engage learners and introduce them to the topic
- Includes self-evaluation checklists, exam-style questions and a project task to support Paper 3 and internal assessment
- The digital edition of the coursebook contains model exam papers for both Standard and Higher Levels
- International case studies encourage students to develop application, analysis and evaluation skills
- Case study questions provide opportunities for collaborative group work and encourage the development of critical thinking skills
- Presentation opportunities help develop learners' 21st century skills

NEW Coursebook with digital access (2 years)	978-1-009-05357-0
NEW Digital teacher's resource	978-1-009-05447-8
NEW Digital teacher's resource access card	978-1-009-05448-5
NEW Digital coursebook (2 years)	978-1-009-05446-1

Cambridge
Panel
Together with IB teachers

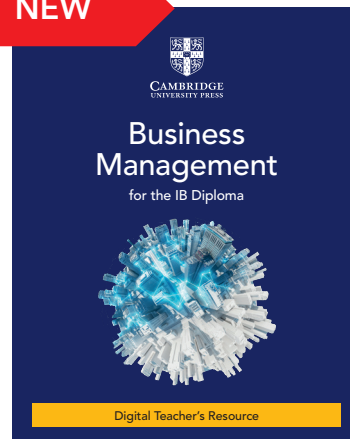
NEW



Digital teacher's resource

- Provides helpful teaching notes covering conceptual understanding, differentiation, and formative and summative assessment
- Includes lesson plans and subject-specific vocabulary support, as well as advice on using the case studies and how to teach project work
- Offers time-saving assistance with exam practice and worksheets
- Includes answers to all activities and exam-style questions in the coursebook
- PowerPoints are provided for every coursebook chapter, including key points, definitions, headings, diagrams and formulae
- Provides common student misconceptions to help gauge student understanding
- Includes assessment ideas with notes on questions and questioning techniques, as well as guidance on how to interpret and act on responses

NEW

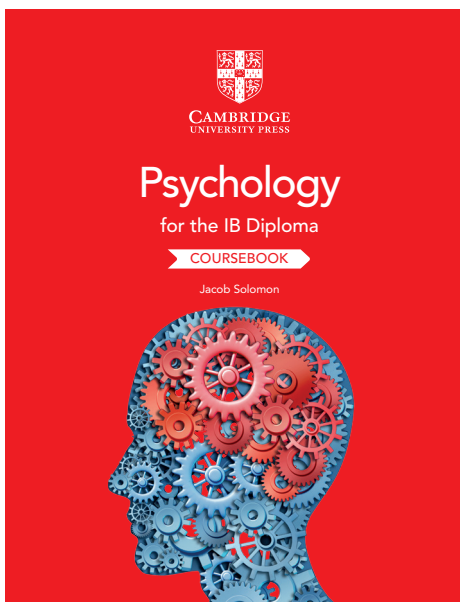


Psychology for the IB Diploma

Jacob Solomon

Delve into human behaviour by studying real cases. Through studies of famous psychologists, students learn about the diversity of human behaviour and the factors that influence our decisions.

- The 'Newsflash' feature gives real-life examples of psychology, so students see how the subject relates to the world around them
- International case studies and concise definitions of important concepts make this an ideal resource for learners whose first language is not English
- Exam-style questions at the end of every chapter help students prepare for assessment
- The coursebook covers both Standard and Higher Level content
- Suggested answers to the coursebook questions are at the back of the book so students can study in their own time



Coursebook with digital access (2 years)	978-1-009-19075-6
Digital coursebook (2 years)	978-1-316-64082-1

Download teacher support materials for free via Cambridge GO.

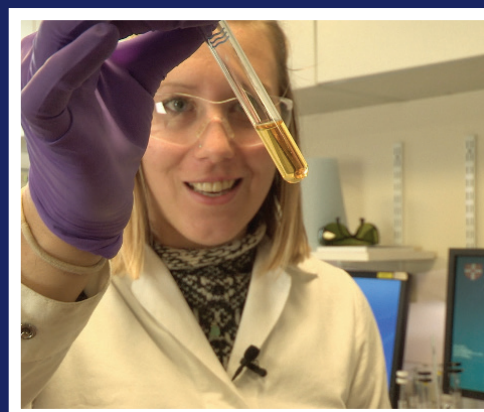


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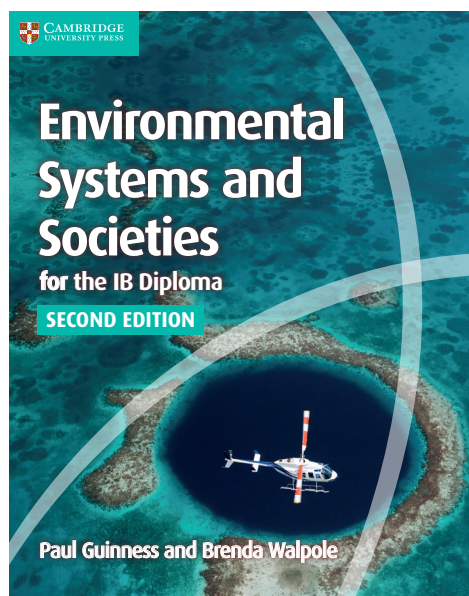


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Coursebook	978-1-107-55643-0
Digital coursebook (2 years)	978-1-107-55647-8

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Seventh edition

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Third edition

Brenda Walpole, Alice Tully, Matthew Broderick and H el ene Bonsall

Chemistry

Third edition

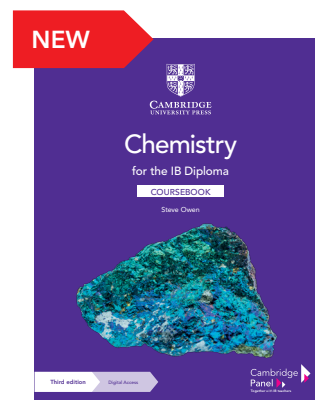
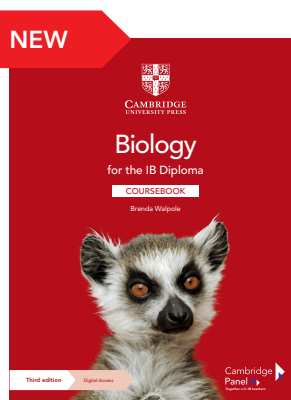
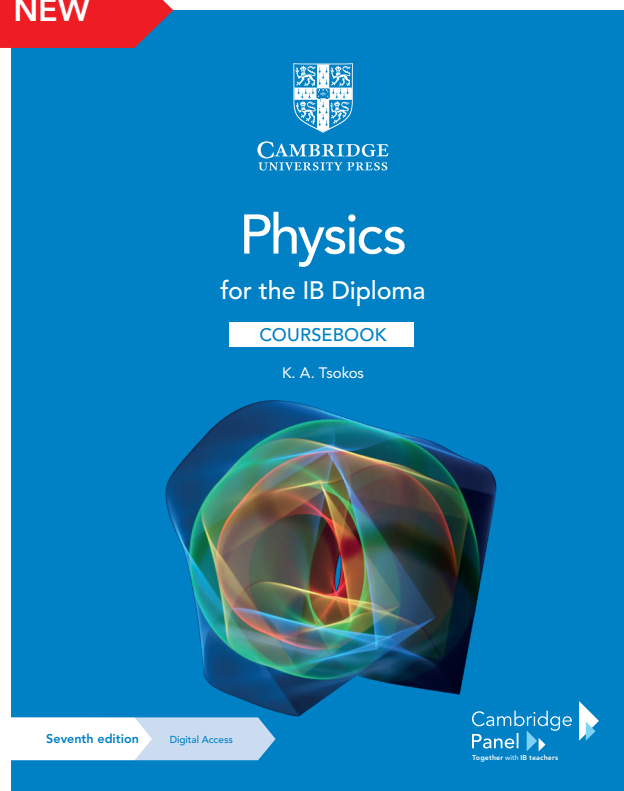
Steve Owen, Jacqueline Paris, Shuizi R. Yu and Ian Fletcher

Get set for exam success with comprehensive, accessible coverage of the science syllabuses to engage and support all your students in their learning. Take your students on a successful learning journey with formative assessment, exam-style questions, specimen papers, and practical support from the teachers' resource with assessment guidance and model answers.

This engaging series is developed in collaboration with IB teachers on the Cambridge Panel and accompanied by extensive teacher support, helping you get straight into the classroom. Our expert author team includes examiners, teachers and teacher trainers.

Coursebook with digital access

- Clear learning objectives, end-of-chapter checklists and reflection opportunities support students on a successful learning journey
- 'Science in context' real-world examples connect science to students' lives
- 'Nature of science' features explore scientific themes such as the objectivity of science and the 'human face' of science
- TOK questions and links stimulate critical thinking
- Discussion questions build life skills and encourage deep understanding
- 'Test your understanding' diagnostic questions identify gaps in understanding

NEW


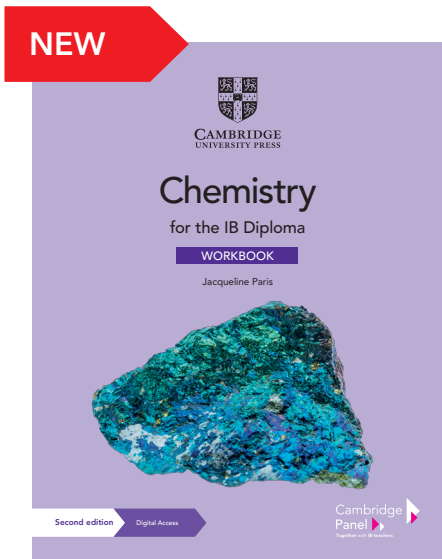
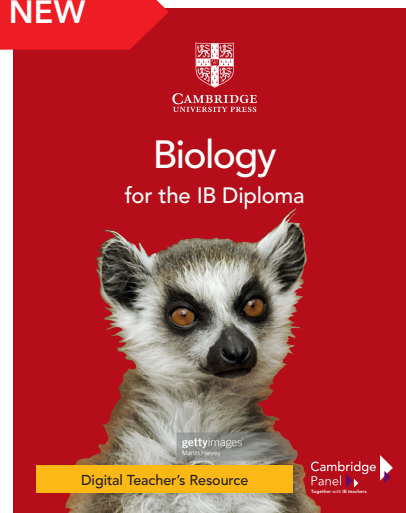
- Worked examples in the *Physics* and *Chemistry* series support students using formulae to carry out calculations
- 'Key terms' definitions compiled in the glossary and highlighted in the text support English as a second language learners, improving understanding and fluency
- Exam tips set students up for success throughout the resource
- Numerous exam-style questions thoroughly prepare students for examination

NEW Physics coursebook with digital access (2 years)	978-1-009-07188-8
NEW Physics digital coursebook (2 years)	978-1-009-07310-3
NEW Biology coursebook with digital access (2 years)	978-1-009-03968-0
NEW Biology digital coursebook (2 years)	978-1-009-01840-1
NEW Chemistry coursebook with digital access (2 years)	978-1-009-05265-8
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Digital teacher's resource

- The digital teacher's resource is designed to help you use the series in the most effective way
- Provides time-saving teaching plans, assessment ideas, lesson starters, activities with timings, plenary ideas, homework ideas and editable PowerPoints
- Syllabus overviews, guidance on learning intentions and success criteria, lists of common misconceptions, as well as specimen papers, end-of-chapter tests and answers all help you support a successful learner journey
- Differentiation examples with 'stretch and challenge' and 'support' activities, as well as 'Language focus' sections help you support all your learners

NEW



Workbook with digital access

- Questions and activities provide valuable practice opportunities for learners to apply their knowledge and consolidate their learning
- Regular self-assessment opportunities help students become better learners
- Exercises follow a progressive three-tier structure to support and develop learners, catering for a range of abilities
- Regular tips support students answering questions
- Exam-style questions thoroughly prepare learners for the types of question that they will face in the exams
- Answers enable students to check their own work

These pages are from the Chemistry for the IB Diploma Coursebook

TOK questions and links stimulate critical thinking

CHEMISTRY FOR THE IB DIPLOMA: COURSEBOOK

Increased frequency and severity of extreme weather events, such as heatwaves, droughts and floods. It is difficult to attribute extreme weather events that have occurred over the last few years unequivocally to climate change, but there is reasonable confidence amongst scientists that they are related.

INTERNATIONAL MINDEDNESS
Climate change
Climate change could be regarded as the biggest challenge facing humans in the foreseeable future. International agreements are essential to minimise the effect of this. One such treaty was the Paris Agreement, which came into force in 2016. The key tenet of the Paris agreement is that the countries of the world should come together to try to keep the increase in global temperatures at well below 2 °C and, if possible, the temperature increase should be less than 1.5 °C above pre-industrial levels. For this to be achieved, it was further set out that every effort should be made to achieve the peak in greenhouse gas emissions as soon as possible. The agreement recognises the needs of developing countries, and there is a commitment to support these countries in implementing the articles of the agreement and to fostering sustainable development with the minimum emissions of greenhouse gases. As of 2020, the agreement had been ratified by 189 countries.

Carbon dioxide production from burning fossil fuels
All fossil fuels contain carbon and when they are burned the carbon is converted into carbon dioxide (and carbon monoxide and soot). We can use the enthalpy change of combustion values given in Table 14.2 to compare these fossil fuels in terms of the amount of carbon dioxide per gram of fuel burned and per kJ of energy released.

Substance	Enthalpy change of combustion (kJ mol ⁻¹)
coal, C(s)	-394
natural gas, CH ₄ (g)	-891
petrol, C ₈ H ₁₈ (l)	-5470

Table 14.2: The enthalpy change of combustion of fossil fuels.

14 Energy from fuels

THEORY OF KNOWLEDGE
The evidence for climate change being caused by human activity seems clear, so why do some people not 'believe in' climate change? Is climate change something we can believe in or not believe in like fairies or dragons? How do the words we use affect how something is perceived? Why do some people think that we should be talking about 'climate crisis' rather than 'climate change'?

SCIENCE IN CONTEXT
Carbon footprint
A carbon footprint is a measure of the total amount of greenhouse gases (primarily carbon dioxide and methane) emitted as a result of human activities. It is usually expressed as equivalent tonnes of carbon dioxide (e.g. 10 tonnes CO₂e). Carbon footprints can be worked out at many different levels—for example, by country, region, organisation, household or individual. Your carbon footprint is influenced by many things—major contributions come from transport and electricity usage, but what food you eat, whether you buy a newspaper, etc. all make a difference. Contributions to an individual's carbon footprint can be divided into two broad categories—direct production and indirect production. Direct production of carbon dioxide from, say, a car journey is reasonably straightforward to calculate, but indirect production from something like eating a frozen pizza bought from a supermarket is much more difficult to quantify. Think about your favourite frozen pizza and try to work out all the processes that produce CO₂/CH₄. You will have to consider all the ingredients (you must also think about the workers on farms, etc.), transportation and processing of the ingredients, making the pizza and wrapping, transportation of the pizza, keeping it frozen, etc. Don't forget that growing some of the ingredients could also result in a net decrease in the amount of CO₂ in the atmosphere. You will probably realise that the calculation is incredibly difficult!

NATURE OF SCIENCE
All science must be funded—by governments, international organisations or companies. Science should, however, not be biased or be influenced by the vested interests of large international corporations, such as oil companies. An internet search for 'ExxonMobil climate change' will throw up some interesting stories. Nowadays, most reputable scientific journals require contributing scientists to declare the source of their funding and vested interests. Scientists can sometimes be put in difficult positions when their findings do not fit with the interests of the people funding their research.

'International mindedness' case studies engage students, encourage them to put theory into practice and improve their evaluative skills

'Nature of science' features explore scientific themes such as the objectivity of science and the 'human face' of science

'Science in context' real-world examples connect science to students' lives

BIOLOGY FOR THE IB DIPLOMA: COURSEBOOK

WORKED EXAMPLE 5.2.1

The image below represents a red blood cell. The scale bar shows 2 μm . From this, you can calculate both the size of the cell and the magnification of the image.

Size of the cell

Step 1 Use a ruler to measure the length of the cell (its diameter in this case). This is 30 mm.

Step 2 Use a ruler to measure the length of the scale bar. This is 9 mm.

Step 3 Use the ratio of these two values to work out the actual length of the cell.

$$\frac{2 \mu\text{m}}{9000 \mu\text{m}} = \frac{\text{actual length of cell}}{30000 \mu\text{m}}$$

(Remember to convert all the units to μm . 1 mm = 1000 μm .)

Answer

Rearranging the equation:

$$\text{actual length of cell} = 2 \mu\text{m} \times \frac{30000 \mu\text{m}}{9000 \mu\text{m}}$$

$$= 6.7 \mu\text{m}$$

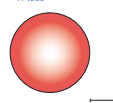
Magnification of the image

Use the formula:

$$\text{magnification} = \frac{\text{measured length of the cell}}{\text{actual length of the cell}}$$

So in this case:

$$\text{magnification} = \frac{30000 \mu\text{m}}{6.7 \mu\text{m}}$$

$$= \times 4500$$


If you are given a value for the magnification, you can measure the length of the object in the image and then rearrange the equation to work out the actual length of the object.

KEY POINTS

SI units – International System

- 1 metre (m) = 1 m
- 1 millimetre (mm) = 10^{-3} m
- 1 micrometre (μm) = 10^{-6} m
- 1 nanometre (nm) = 10^{-9} m
- 1 centimetre cubed = 1 cm^3
- 1 decimetre cubed = 1 dm^3
- 1 second = 1 s
- 1 minute = 1 min
- 1 hour = 1 h
- concentration is measured in mol dm^{-3}

New techniques in light microscopy

Fluorescent and phosphorescent stains are non-protein molecules that absorb light at a specific wavelength and re-emit it at a longer wavelength from the visible part of the spectrum. In this way they produce coloured images. The technique of fluorescence microscopy has become an essential tool in biology and the biomedical sciences. Biomolecules such as proteins, antibodies and peptides can have fluorescent molecules added to them and these labelled molecules can be seen in the microscope (Figure 5.2.10). Different stains are used so that different parts of the same cell can be distinguished easily. In Figure 5.2.10 DNA in the cell nuclei can be distinguished from other cell structures.

KEY POINTS

- fluorescent** – able to emit light immediately, usually visible under a light source such as UV light.
- phosphorescent** – a molecule that can store absorbed light for some time and release it later.

Phosphorescence is also used to monitor the delivery of medicine and drugs. Medications carrying fluorescent markers can be tracked as they move to specific tissues in the body.

Electron microscopy

Electron microscopes use a beam of electrons, instead of light, to produce an image. The **resolution (resolving power)** of an electron microscope is much better than

5 Cell structure

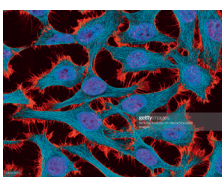


Figure 5.2.10: Fluorescence image of HeLa cells. Actin molecules are stained in red and the cell nuclei are stained blue. Microtubules in the cell are stained with cyan.

that of a light microscope because of the shorter wavelength of electrons compared to light. Resolving power is the ability of the microscope to separate objects that are close together so that more detail can be seen. Figure 5.2.11 and Figure 5.2.13 show the appearance of a cell from the pancreas and another from a plant cell. Different organelles and structures can be seen clearly and we can recognise the cell membranes and the plant cell wall (Section 6.1). The diagrams (Figures 5.2.12 and 5.2.14) made from the electron micrographs help us to identify the various parts of the cells.

Only non-living material can be observed in an electron microscope and specimens must be specially prepared with heavy metals or coated with carbon or gold. Viruses can only be seen with these microscopes, so the structure of viruses was unknown until the invention of these microscopes in the 20th century (Section 5.3).

EXAM TIP

You should be able to recognise the organelles and structures present in cells and label diagrams like these with their names.

There are two main types of electron microscope: the transmission electron microscope (TEM) and the scanning electron microscope (SEM). A TEM was the first electron microscope to be built. It produces clear images of very thin sections of material. A beam of electrons passes through a specimen and is scattered, producing an image that can be viewed on a screen.

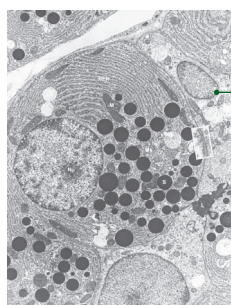


Figure 5.2.11: Electron micrograph of an exocrine cell from the pancreas ($\times 12\,000$).

A SEM directs a focused beam of electrons across a specimen and, as electrons are bounced off the surface, detailed images of the external shape and composition of the specimen appear. A SEM can create images of larger specimens and give a good idea of their real shape. Electron microscopes produce black and white images that are often artificially coloured so that certain features can be seen more clearly, and different techniques are used to study different aspects of the living world.

Freeze-fracture electron microscopy is a technique that was developed in the 1960s. It has helped us to understand the structure of membranes more clearly. The technique involves rapidly freezing a specimen and then cracking it along a line through the tissues. Specimens will fracture along their weakest parts, usually the membranes or the surfaces of cell organelles. If the broken surfaces are shadowed with a film of platinum, a replica of the surface can be made and viewed in a TEM (Figure 5.2.15).

'Worked examples' support students using formulae to carry out calculations.

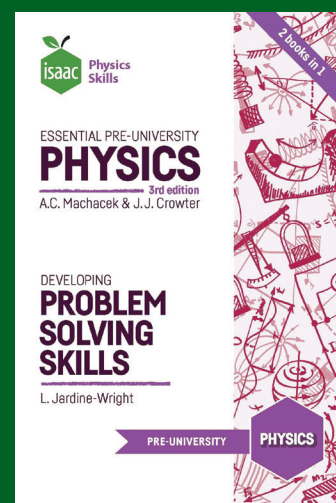
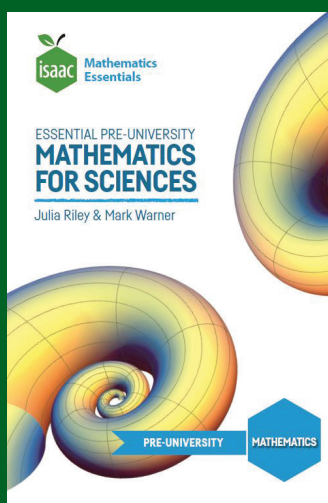
'Key points' feature contains important key learning points and/or equations to reinforce students' understanding and engagement.

'Exam tips' support students as they learn throughout the coursebook.

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NEW Physics digital teacher's resource access card	978-1-009-07312-7
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NEW Biology digital teacher's resource	978-1-009-01841-8
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Pre-university physical science study guides

Isaac is a Department for Education project at the University of Cambridge that combines print resources with the Isaac Open Platform for Active Learning (OPAL) online study tool, to develop understanding and confidence through problem solving.



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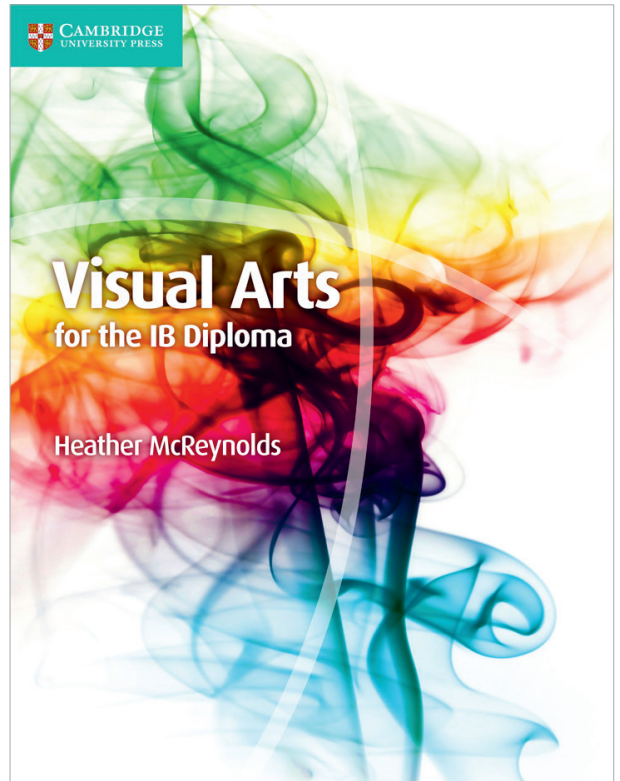
Visual Arts for the IB Diploma

Heather McReynolds

Capture your students' imagination and encourage their individual artistic style with visually striking images.

- Examples of students' work help learners understand the course
- International case studies link students' learning to real-life examples from around the world
- TOK questions throughout encourage students to make links between visual arts and TOK
- Definitions of key terms alongside the text support students where English is not their first language

Coursebook with digital access (2 years)	978-1-009-19070-1
Digital coursebook (2 years)	978-1-316-64110-1



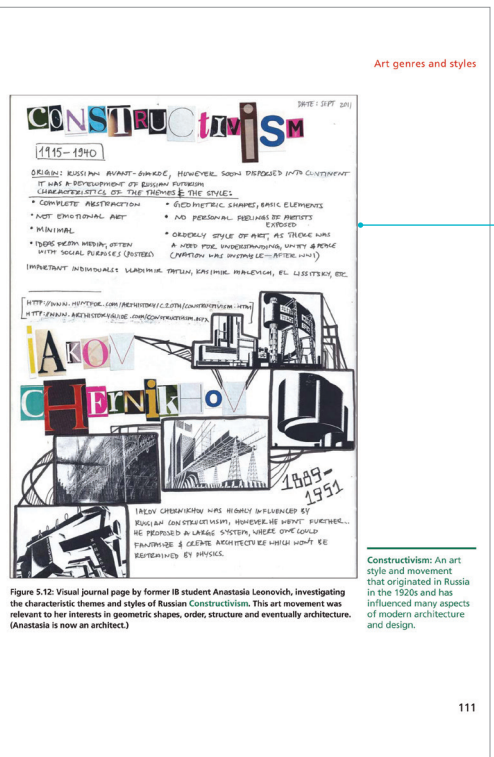
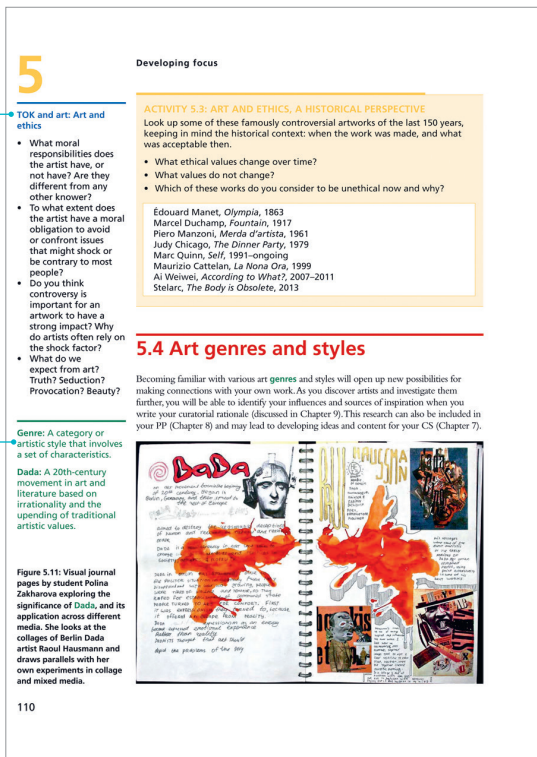
It is a rare thing for a textbook in art to be available, let alone one that could so readily reduce the countless hours spent selecting comparable materials to present; while additionally clarifying the understanding of the instructor's role as facilitator, student's role in inquiry learning, and the general 'IB-ness' of the course.

5 star Amazon review by IB Visual Arts teacher

These pages are from *Visual Arts for the IB Diploma*

TOK questions included throughout to encourage students to make links between visual arts and Theory of Knowledge.

Definitions of key terms included alongside the text to support students where English is not their first language.



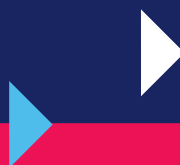
Examples of students' work help learners with the assessment requirements.

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Supporting every step



Faculty	Subject	Primary (PYP) 4 to 11 years	Lower Secondary (MYP) 11 to 14 years
English	English	<ul style="list-style-type: none"> • Cambridge Primary English • Penpals for Handwriting • Cambridge Reading Adventures • Cambridge Grammar and Writing Skills 	<ul style="list-style-type: none"> • Cambridge Lower Secondary English • Cambridge School Anthologies • Cambridge School Shakespeare • Recycling Your English • Cambridge Grammar and Writing Skills
	English as a Second Language	<ul style="list-style-type: none"> • Cambridge Global English Starters • Cambridge Global English 1-6 • Cambridge Reading Adventures • Cambridge Grammar and Writing Skills 	<ul style="list-style-type: none"> • Cambridge Global English 7-9 • Introduction to English as a Second Language • Cambridge IGCSE™ Core English as a Second Language • Originals • Recycling Intermediate English • Cambridge Grammar and Writing Skills
Maths	Maths	<ul style="list-style-type: none"> • Cambridge Primary Mathematics 	<ul style="list-style-type: none"> • Cambridge Lower Secondary Mathematics
Science	Science	<ul style="list-style-type: none"> • Cambridge Primary Science 	<ul style="list-style-type: none"> • Cambridge Lower Secondary Science
	Psychology		
ICT/ Computer Science	ICT	<ul style="list-style-type: none"> • ICT Starters • Click Start 	<ul style="list-style-type: none"> • ICT Starters • Click Start
	Computer Science	<ul style="list-style-type: none"> • Coding Club 	<ul style="list-style-type: none"> • Coding Club

We support students at every stage of their learning, helping to prepare them for the world of tomorrow. We publish resources specifically for the IB Diploma programme, but many of our resources are adaptable to suit your needs. Below is a comprehensive map of our education publishing, so you can plot materials appropriate for the age of your class.

Upper Secondary (MYP) 14 to 16 years

Advanced (DP) 16 to 19 years

- Cambridge IGCSE™ First Language English
- Cambridge O Level English Language
- Cambridge IGCSE™ and O Level Literature in English
- Songs of Ourselves
- Stories of Ourselves
- Cambridge Literature
- Cambridge School Chaucer
- Cambridge School Shakespeare
- Cambridge School Anthologies
- Developing Summary and Note-taking Skills
- Recycling Advanced English

- Songs of Ourselves
- Stories of Ourselves
- Steps to Academic Writing
- Cambridge International AS & A Level English Language
- Cambridge International AS & A Level Literature in English
- Cambridge International AS Level English General Paper
- Cambridge Topics in English Language
- English Language and Literature for the IB Diploma
- English Literature for the IB Diploma
- Cambridge Contexts in Literature
- Cambridge Literature
- Cambridge School Anthologies
- Cambridge School Chaucer
- Selected Tales from Chaucer
- Cambridge School Shakespeare

- Cambridge IGCSE™ English as a Second Language
- Success International English Skills for Cambridge IGCSE™
- Cambridge IGCSE™ English (as an Additional Language)
- Cambridge IGCSE™ Exam Preparation and Practice
- Cambridge IGCSE™ Practice Tests
- Developing Summary and Note-taking Skills
- Recycling Your English
- Selections

- English B for the IB Diploma
- Recycling Advanced English
- Steps to Academic Writing

- Cambridge IGCSE™ Mathematics Core and Extended
- Cambridge IGCSE™ International Mathematics
- Cambridge O Level Mathematics
- Cambridge O Level Statistics
- Cambridge IGCSE™ and O Level Additional Mathematics

- Cambridge International AS & A Level Mathematics
- Cambridge International AS & A Level Further Mathematics
- Mathematics Studies for the IB Diploma
- Mathematics Standard and Higher Level for the IB Diploma
- Mathematics Higher Level for the IB Diploma: Option Topics

- Cambridge IGCSE™ Biology
- Cambridge IGCSE™ Chemistry
- Cambridge IGCSE™ Physics
- Cambridge IGCSE™ Combined and Co-ordinated Sciences
- Cambridge IGCSE™ Physical Science
- Cambridge IGCSE™ Marine Science
- Cambridge IGCSE™ and O Level Environmental Management

- Cambridge International AS Level Environmental Management
- Cambridge International AS & A Level Chemistry
- Cambridge International AS & A Level Physics
- Cambridge International AS & A Level Biology
- Cambridge International AS & A Level Marine Science
- Environmental Systems and Societies for the IB Diploma
- Biology for the IB Diploma
- Physics for the IB Diploma
- Chemistry for the IB Diploma

- Cambridge International AS & A Level Psychology
- Psychology for the IB Diploma

- Cambridge IGCSE™ ICT

- Cambridge International AS & A Level IT

- Cambridge IGCSE™ and O Level Computer Science

- Cambridge International AS & A Level Computer Science

Faculty	Subject	Primary (PYP) 4 to 11 years	Lower Secondary (MYP) 11 to 14 years
Business and Economics	Accounting		
	Business Studies		
	Commerce		
	Economics		<ul style="list-style-type: none"> • 'Getting Started' with Cambridge IGCSE and O Level Economics
	Enterprise		
Humanities	Geography		
	Global Perspectives	<ul style="list-style-type: none"> • Cambridge Primary Global Perspectives (Stages 4-6) 	<ul style="list-style-type: none"> • Cambridge Lower Secondary Global Perspectives
	History		
	Media Studies		
	Sociology		
	Travel and Tourism		
	Theory of Knowledge		
	Thinking Skills		
	Creativity, Activity, Service		
Arts	Arts		
Languages	Latin	<ul style="list-style-type: none"> • Minimus 	
	Bahasa Indonesia		
	French		
	Mandarin		
	Spanish		
	German		
	Arabic		
	Urdu		
Other	Teaching support		

Upper Secondary (MYP) 14 to 16 years

Advanced (DP) 16 to 19 years

- Cambridge IGCSE™ and O Level Accounting

- Cambridge IGCSE™ and O Level Business Studies

- Cambridge O Level Commerce

- Cambridge IGCSE™ and O Level Economics

- Cambridge IGCSE™ Enterprise

- Cambridge IGCSE™ and O Level Geography

- Cambridge IGCSE™ and O Level Global Perspectives

- Cambridge IGCSE™ and O Level History

- Cambridge IGCSE™ and O Level Sociology

- Cambridge IGCSE™ and O Level Travel and Tourism

- University of Cambridge School Classics Project

- Cambridge IGCSE™ Bahasa Indonesia

- Cambridge IGCSE™ French as a Foreign Language

- Mandarin for Cambridge IGCSE™
- Cambridge IGCSE™ Chinese as a First Language
- Cambridge IGCSE™ Chinese as a Second Language

- Cambridge IGCSE™ Spanish as a Foreign Language
- Cambridge IGCSE™ Spanish as a First Language

- Cambridge IGCSE™ Arabic as a First Language

- Cambridge O Level Urdu as a Second Language

- Cambridge International AS & A Level Accounting

- Cambridge International AS & A Level Business
- Business Management for the IB Diploma

- Cambridge International AS & A Level Economics
- Economics for the IB Diploma

- Environmental Systems and Societies for the IB Diploma

- Cambridge International AS & A Level Global Perspectives & Research

- Cambridge International AS Level History
- History for the IB Diploma Papers 1, 2 and 3

- Cambridge International AS & A Level Media Studies

- Cambridge International AS & A Level Sociology

- Cambridge International AS & A Level Travel and Tourism

- IB Theory of Knowledge
- Decoding Theory of Knowledge

- Cambridge International AS & A Level Thinking Skills

- Creativity, Activity, Service (CAS) for the IB Diploma

- Structuring Drama Work
- Visual Arts for the IB Diploma

- Cambridge Latin Course

- Panorama francophone 1 & 2 for IB French Ab Initio
- Le monde en français for IB French B

- Cambridge International A Level Chinese Language and Literature

- Panorama hispanohablante 1 & 2 for IB Spanish Ab Initio
- Mañana for IB Spanish B
- Cambridge International AS Level Spanish Language

- Deutsch im Einsatz for IB German B

- Approaches to learning and teaching series
- The Cambridge Teacher series
- The Cambridge Education Research series
- Introducing the IB Diploma
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- Mathematical Thinking
- Teaching Shakespeare



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Mohd Al Khalifa Bin Mohd Affnan

Keningau Vocational College,
Malaysia



How did it feel when you found out you had won the global Cambridge Dedicated Teacher Award?

"I was surprised of course. I am not a popular figure or active on social media to gain such a high number of votes. From the results however, I know that family, friends, colleagues, and students have my back."

Are there any achievements during your teaching career you're particularly proud of?

"There are a lot of achievements from my career I am proud of. To name a few, in 2020 I was selected as a presenter in the SSAEM (Sharing Stories of Asia-Pacific Education Movements) online conference, which is organised by UNESCO-APCEIU. In 2021 I organised an online international student exchange programme with Daedong Middle School, and in 2022 I won the Cambridge Dedicated Teacher Awards!"

Did you have a favourite teacher that inspired you when you were at school? If so, why were they so inspiring? What did you learn from them?

"There are a lot, but in particular I love my language teachers from secondary school."

"What I learned the most from them is always support your students in whatever they do, even if they fail, or perform not as expected. Students are at the exploring stage, and some of them deserve extra attention if they want to venture into something great. If the students approach you for your opinion, that means they trust you the most. Support them."

What do you think makes a dedicated teacher?

"Passion in whatever they are teaching including any extra-curricular activity, having a work-life balance, willing to go the extra mile as a teacher and resilience."

Do you have any teacher tips to share with other teachers?

- 1. Never be afraid to make mistakes. Calculate your risk and proceed with guidance. If you make a mistake, learn from it.*
- 2. Be passionate. Make Monday your most exciting day so you can't wait for school.*
- 3. Be the changemaker or trendsetter that brings benefit to your colleagues and students."*



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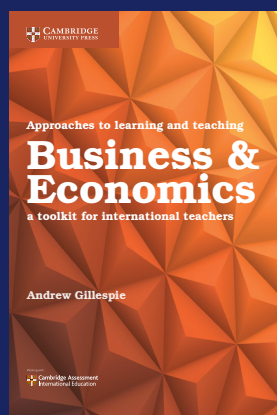
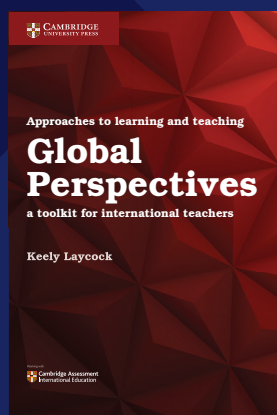
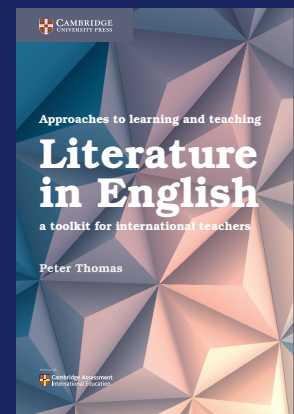
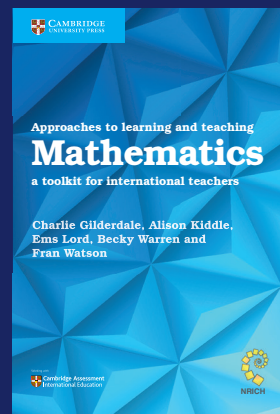
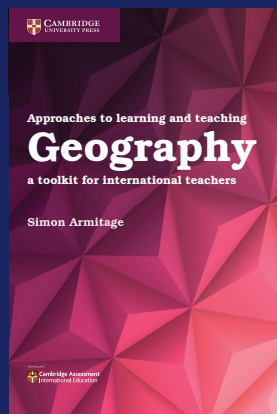
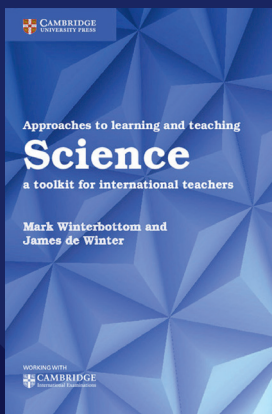
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