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# Welcome to our 2020–2021 Cambridge International catalogue

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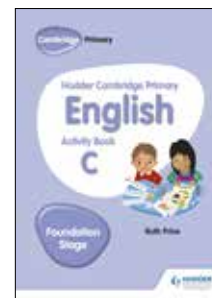
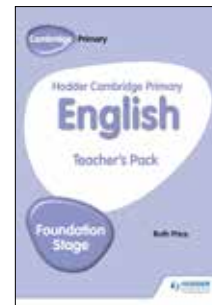
**PRINT**

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Link across all resources in the series with ease, using references to the relevant pages in the Activity and Reading books, with concise teaching notes and practical activity suggestions based on a mastery approach.

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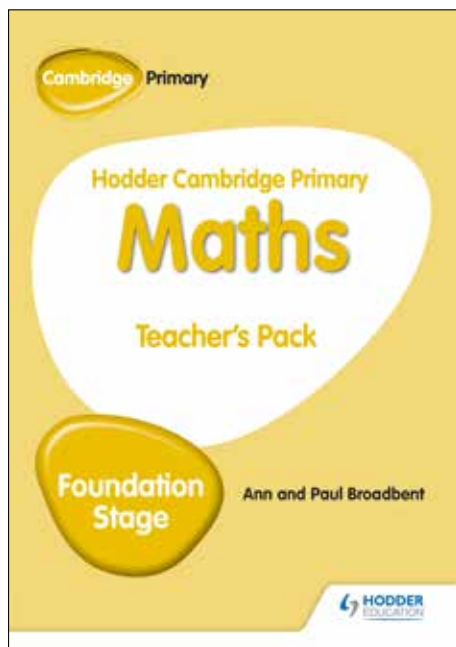
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**Paul Broadbent, Ann Broadbent**

Ensure coverage of topics with complete unit overviews and links to the Cambridge Primary curriculum framework and the Early Years Foundation Stage Early Learning Goals for mathematics. Introduce, practise and consolidate the objectives covered in the Activity Books and Storybooks with practical activities, including success criteria linked to the Early Learning Goals that they cover.

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## Story Books

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Story Book C 9781510431881

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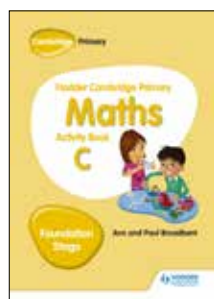
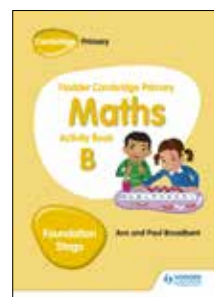
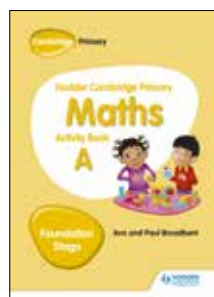
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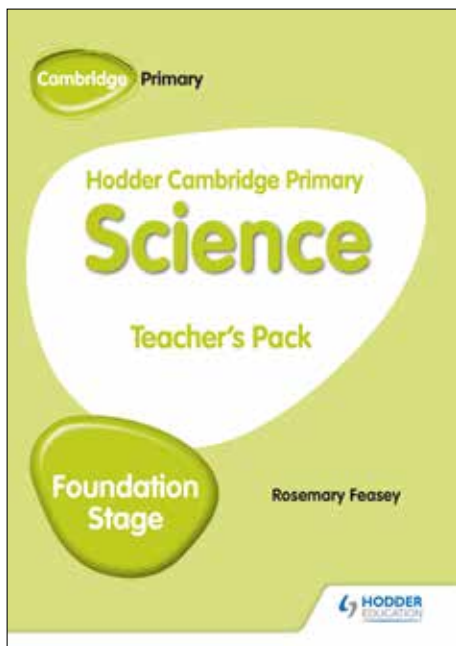
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Activity Book B 9781510431836

Activity Book C 9781510431843







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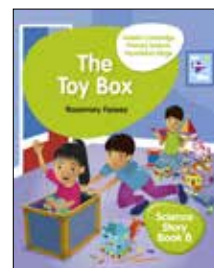
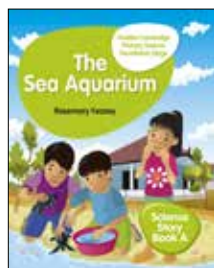
**PRINT**

**Rosemary Feasey**

Gain clarity on the mastery approach and how it works to embed understanding of popular science themes in the Early Years setting with clear background information. Link across all resources in the series with ease using references to the relevant pages in the Activity and Story Books.

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## Story Books

**PRINT**

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Story Book B 9781510448643

Story Book C 9781510448650

## Activity Books

**PRINT**

**Rosemary Feasey**

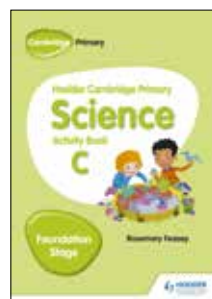
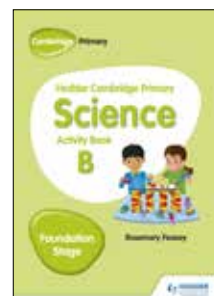
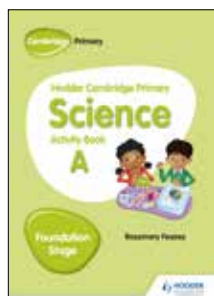
Provide extra support at home or in the Early Years setting, with activities to help students fully cover the EYFS Early Learning Goals in science (within the Knowledge and Understanding of the World strand) and encourage independent learning and celebrate progress with a self-assessment chart.

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Activity Book B 9781510448612

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Unit 11: Toys. Writing frame for my toys.

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Unit 1 Quiz At school

1. Here are some groups of letters from the alphabet. Fill in the missing letters in each group.

2. Fill in the missing numbers.

3. How many are there?

4. Colour each item the correct colour.

5. Tick the items you can find in a classroom.

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▲ Interactive activities (Science only)

### Front of class

The Emperor of Absurdia

▲ Visuals

Power Point slide with objects: notebook, snake, bird, bicycle, pig, girl.

▲ Power Points

Science video showing a green snake.

▲ Videos (Science only)

3D shapes poster: sphere, cube, cuboid, cylinder, cone.

▲ Posters (Maths only)

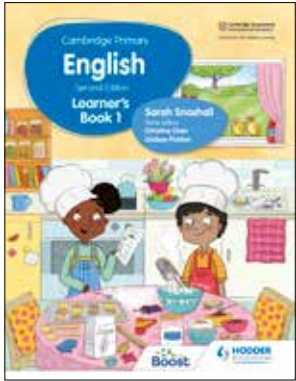
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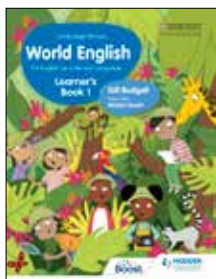
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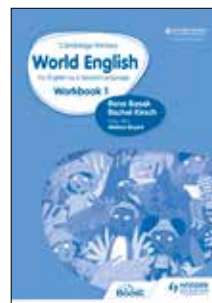
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Pages taken from Cambridge Primary World English Learner's Book 4

Unit 6: Poetry: simple rhyming poems

2 Write pairs of words from Question 1 that go together.  
Your pairs of words can be:

- words that rhyme
- words that start with the same sound
- words that are repeated.

Choose words that rhyme or words that have matching sounds.

2 Read this poem.

**Rain**  
One is one, and two is two –  
we sing in **huddles**,  
we hop in puddles.  
Plip, plop,  
we drip on rooftop,  
trip, **trop**,  
the rain will not stop.

Rain, rain, rain, rain,  
**bucketing** rain,  
**chucketing** rain,  
rain, rain, rain,  
rain,  
wonderfully raw,  
wet to the **core!**

By Sigbjørn Obstfelder  
Translated by Sarah Jane Hails

3 a Find these words in the poem. Read the lines.

- **huddles puddles**
- **bucketing chucketing**
- **rain rain**

b Which pairs of words rhyme? Which pair of words is the same? Which words are made up? Tell your partner.

**Glossary**  
**huddles**: small groups  
**trop**: a made-up word to make a rain sound  
**bucketing**: raining very hard  
**chucketing**: a made-up word that means raining very hard  
**core**: centre

Unit 6: Poetry: simple rhyming poems

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**bucketing**: raining very hard  
**chucketing**: a made-up word that means raining very hard  
**core**: centre

Pages taken from Cambridge Primary English Learner's Book 1

Unit 4 The sun and the moon

Listening and speaking

Listening and speaking  
Exploring the sun and the moon

**Learn**  
We live on Earth, which is one of many objects in space.  
solar system   star   planet   moon

**Practise**  
Listen to Banko and Jin talking about the sun and the moon. Look at the facts below. Which ones are about the sun? Which ones are about the moon?

closest star to Earth   a dry, dusty place  
a ball of rock   goes round the Earth   only star in the solar system  
never look directly at it because it hurts your eyes

**Practise**  
Listen to Banko and Jin again. Find out what they want to know about the sun and the moon.

- 1 What's inside the sun?
- 2 How hot is it in the middle?
- 3 How do we take photos of the sun from space?
- 4 Why does the moon look as if it changes shape?
- 5 Are there other moons in the solar system?
- 6 What do space explorers do on the moon?

**Let's talk**  
Work with a partner and talk about what you know about the sun and the moon.

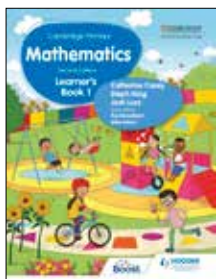
**Challenge yourself!**  
Look at the list of questions about the sun and the moon. Can you answer them? Find out the answers and write them in your notebook.

The moon is a ball of rock that goes round and round the Earth.

The sun is a flaming ball of gas. We are learning to use its energy!

Let's talk  
Talk about the sun and the moon. When in the day do you see each one? Which is bigger – the sun or the moon? Why are they important?

Please note that these pages are not final.



## Cambridge Primary Mathematics Learner's Books Stages 1-6

**PRINT**

**Series editors: Paul Broadbent, Mike Askew**  
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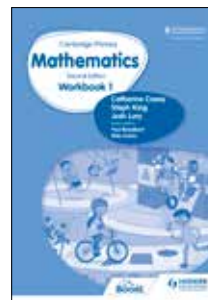
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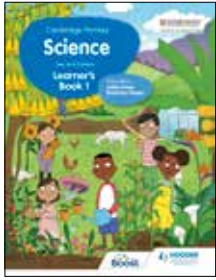
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## Cambridge Primary Science Learner's Books Stages 1-6

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**Series editors: Judith Amery and Rosemary Feasey**

**Authors: Deborah Herridge, Tara Lievesley, Hellen Ward, Andrea Mapplebeck**

Master the essential scientific concepts of each unit, with specifically signposted tasks, activities and investigations rooted in the mastery approach.

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## Workbooks

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2

## 2D and 3D shapes

## Measuring and drawing angles

## Explore

Use a protractor to draw angles. Follow the steps to draw an angle of 50 degrees.

Remember: We write degrees as °, so 90 degrees = 90°.



**Maths words**  
protractor angle  
degree acute  
obtuse isosceles

## Step 1

Draw a baseline (straight line). Place the protractor accurately on the baseline, with the centre at the angle.



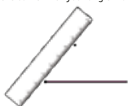
## Step 2

Mark the angle on the correct scale. The angle scale should start at 0 on your baseline.



## Step 3

Remove the protractor. Use a ruler to join the corner with your angle mark.



## Step 4

Check your angle. Is it correct? Is it acute or obtuse?



First, imagine what these angles will look like. Then draw them:

• 20 degrees • 90 degrees • 135 degrees  
Are your angles as you imagined?

Remember: Acute angles measure < 90°. Right angles measure 90°. Obtuse angles measure > 90°.



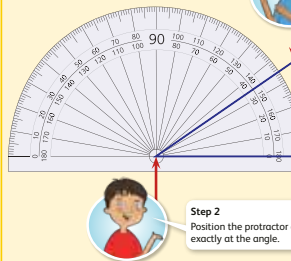
4

Unit 2 2D and 3D shapes

## Learn

Follow the steps to measure an angle accurately. The angle shown is between 30 and 40 degrees, or between 140 and 150 degrees. You must choose the correct scale.

**Step 3**  
Read the size of the angle.



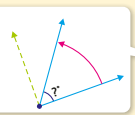
**Step 1**  
Choose a baseline from which to measure.



**Step 2**  
Position the protractor crosshairs (+) exactly at the angle.



I can see that this is an acute angle, so I know which scale is correct.



5

Pages taken from Cambridge Primary Mathematics Learner's Book 6

Pages taken from Cambridge Primary Science Learner's Book 1

9

## Earth in space

## Planet Earth

## What do you remember about the Earth, planets and space?

What do you know about the planets and space? Did you learn what you know from school, books, videos, TV or the internet?

## Think like a scientist!

We live on Earth.

The Earth is a planet in the **Solar System**.

This is what the Earth looks like from space.

The Earth is our home.



## Let's talk

- What do you notice about the picture of the Earth?
- What shape is the Earth?
- What is the blue?
- What is the green?
- What is the white?
- What is the brown?

**Science words**  
Solar System  
space

6

Unit 9 Earth in space

## Science in context

Is the Earth flat or a sphere?

**Science word**  
sphere

1

Look at these two pictures of the Earth.

Which one is the correct picture of the Earth? Why?



Is the Earth flat?

Do you think the Earth is flat?



Do you think the Earth is a sphere?

Is the Earth a sphere, like a ball?

## Did you know?

Hundreds of years ago, people did not know that the Earth is a sphere. They thought it was flat. They also thought they could fall off the edge of the Earth. How strange! What do you think?

7

Please note that these pages are not final.



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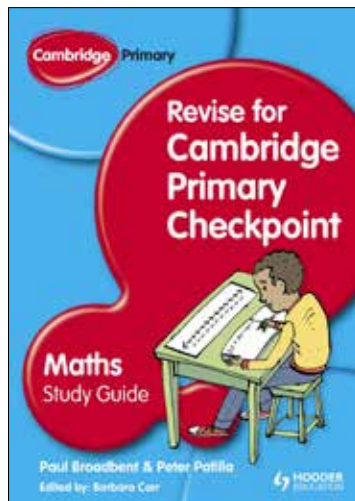
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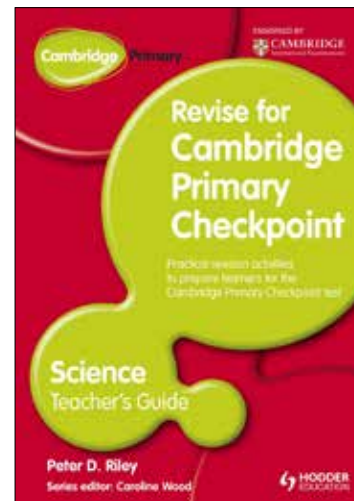
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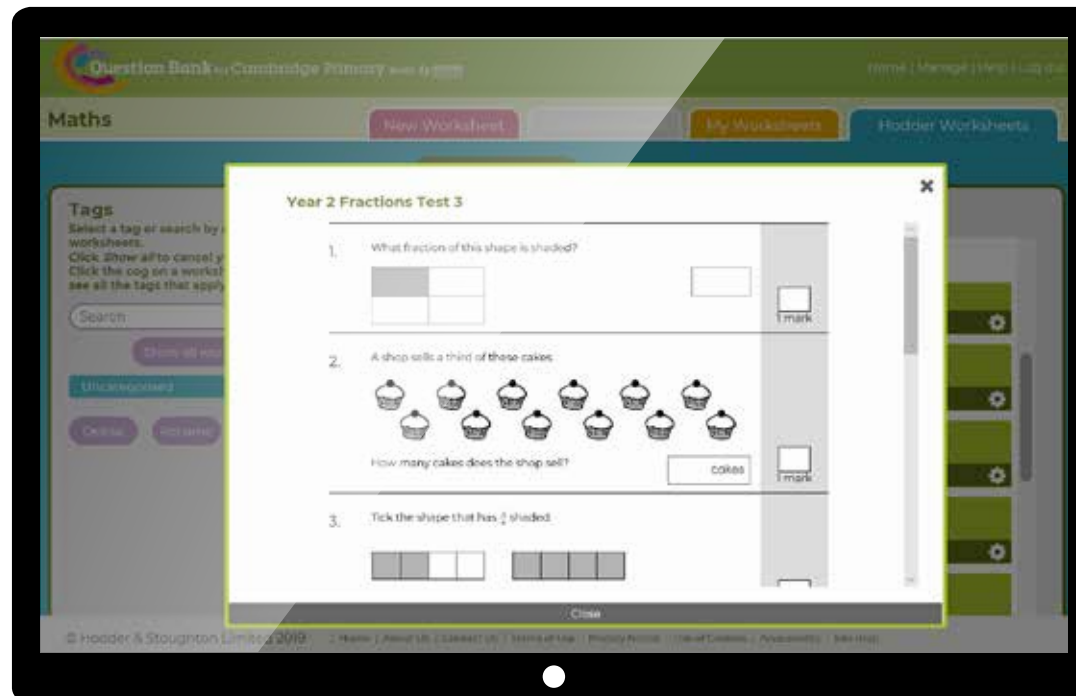
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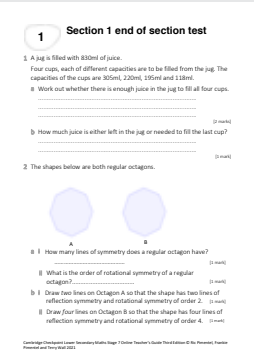
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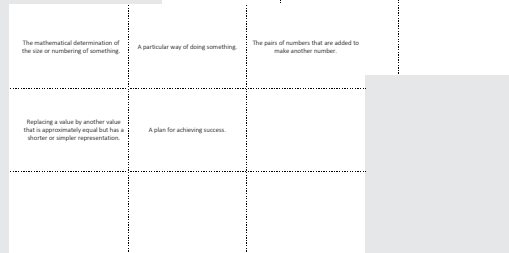
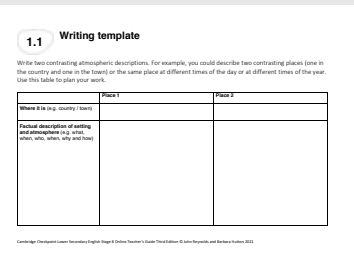
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Rounded	Strategy	

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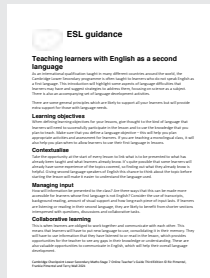
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- Visuals

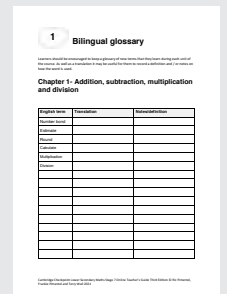
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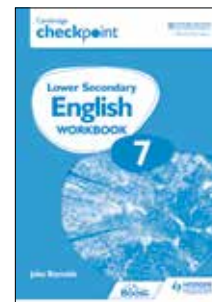
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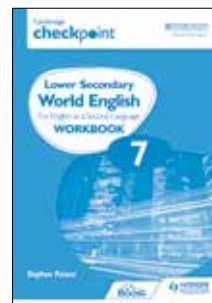
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7

## All around the world

**Reading**

- Excerpts from short stories and novels from the USA, Africa and Thailand
- Poems from Jamaica and Japan

**Speaking and listening**

- Discuss cultural context in texts
- Talk about your own traditions and culture

**Key skills**

- Word attack skills
- Spelling rules: i before e
- Punctuation: direct speech
- Parts of speech: prepositions
- Standard and non-standard English

**Writing**

- A friendly letter
- A haiku

# ALL AROUND THE WORLD

**LET'S TALK**

Culture is all around us – it's in the language we speak, the clothes we wear, the food we eat, the music and songs we listen to, the games we play, and the movies we watch.

- How does our culture influence the way we use language?
- Why do we read literature from different parts of the world?
- What texts or stories have you read that are from another culture?
- How do authors use cultural context to better tell their stories?

**Reading**

**Extract 1: A short story set in the USA**

Read the following story told by Memmi, a girl who was born in America. Her parents, however, emigrated to the United States from China.

**Author: Amy Tan**

Any Tan was born in America but her parents were Chinese immigrants. She has written many novels including *The Joy Luck Club*.

**WORD ATTACK SKILLS**

Use your word attack skills to work out the meaning of the highlighted words by using the surrounding words.

- benevolently
- diminishing
- well-kended

**EXTENSION ACTIVITY**

Find out more about the history and rules of the game of chess.

Explain the rules of the game to a classmate who does not know how to play it.

**Rules of the Game**

On a cold spring afternoon, while walking home from school, I detoured through the playground at the end of our alley. I saw a group of old men, two seated across a folding table playing a game of chess, others smoking pipes, eating peanuts and watching. I ran home and grabbed Vincent's chess set, which was bound in a cardboard box with rubber bands. I also carefully selected two prized rolls of sweets called *Lai Savers*. I came back to the park and approached a man who was observing the game.

'Want to play?' asked him. His face widened with surprise and he grimaced as he looked at the box under my arm.

'Little sister, been a long time since I play with dolls,' he said, smiling **benevolently**. I quickly put the box down next to him on the bench and displayed my talent.

Lai Po, as he allowed me to call him, turned out to be a much better player than my brothers. I lost many games and many *Lai Savers*. But over the weeks, with each **diminishing** roll of candies, I asked new secrets. Lai Po gave me the names: *The Double Attack*; from the East and West Shows Throwing Stones on the Drowning Guard; *The Humble Servant Who Kills the King*; *Sand in the Eyes of Advancing Forces*; *A King Slain Without Blood*.

There were also the five points of chess etiquette.

Keep captured men in neat rows; as **well-kended** prisoners. Never announce 'Check' with vanity, but announce with an unseen sword: *kill your flimsiest*. Never haul pieces into the sandbox after you have lost a game, because then you must find them again, by yourself, after apologising to all around you. By the end of summer, Lai Po had taught me all he knew, and I had become a better chess player.

Pages taken from Checkpoint Lower Secondary English Student's Book Stage 7

3 WELL-BEING
Vocabulary and spelling

## Reading

**Mindful or mind full?**

- Before you read the next article, you are going to do an activity which is designed to make you more mindful. As you listen and complete the activity, think about what it means to be mindful. Then have a quick discussion with your group about what you thought, what you heard and what you felt while you did the exercise.
- Read these tips about things you can do to be more mindful. As you read think about the things that you may already do to become more mindful.

**HINT**

Read the first paragraph again.

**Try this**

Work in groups. Discuss the text you have read. Answer these questions.

- What does "mindfulness" mean?
- How does the writer say you can develop mindfulness?
- Do you know any other ways of developing mindfulness?
- What does the writer think about mindfulness? What does the author say to support his or her opinion?

**LET'S TALK**

Our minds are always full of information – things to remember, things to do, deadlines, preparations for parties and exams and so on. We often worry about negative things. We are always busy! But being mindful can help. How? In your groups, have a quick discussion about the differences between having a **mind full** and being **mindful**. Answer the questions that follow to guide your discussion.

**Having a full mind**

- What do you think about when you wake up in the morning?
- What do you think about at school?
- What do you think about when you eat?
- What things worry you?

**Being mindful**

- What can you do to stop worrying about something?
- What can you do to have a quiet moment by yourself?
- Do you ever think about the way you breathe?
- Do you make time every day to think about the things in your life that make you happy, and things you are grateful for?

Share your ideas with the class. Your suggestions might be very helpful to someone else, even if they don't say so.

**Mindfulness**

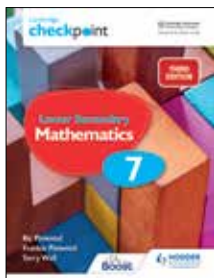
Most of us worry about all sorts of things all the time. Why did a friend say that? Why didn't I get good marks in the test? What is wrong with my parents? Why did I get sick? We tend to pay attention to what is wrong in our lives. Learning to be mindful can help us when we are down. It can also help us to calm down and relax and to pay attention to other things. This has many benefits, not the least of which is that it helps us to deal with the stress of everyday life. And less stress means better health!

Mindfulness is the state of being aware of the present moment. In this time we focus on ourselves, or on our bodies. We may think about how parts of our body feel or we may focus on the way we are breathing. The life gets tough, sometimes it is useful to stop and concentrate on being mindful. We can do simple exercises like the one you have already done to help create this state. But there are others things that we can do to become more mindful generally.

**Some tips for developing mindfulness:**

- Stop talking and listen to others. The Dalai Lama once said, "When you talk, you are repeating what you already know. When you listen, you may learn something new."
- Be kind to others and to yourself. Don't be cruel to others. Don't bully people or hurt them. And be kind to yourself too.
- Learn to meditate. Meditating can help you to relax and deal with stressful situations.
- Focus on one thing at a time. Declutter your time and your life. This will help you avoid feeling overwhelmed or fed up with things.
- Accept that some things change in life and that you cannot control everything. Focus on positive changes you can make in your own life to benefit yourself and others. Keep calm and carry on.

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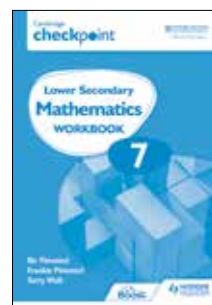
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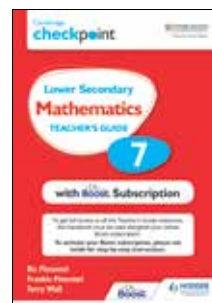
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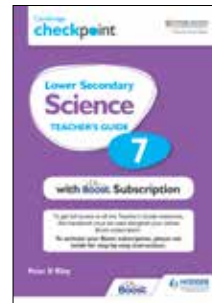
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# 8 Properties of three-dimensional shapes

- Understand and use Euler's formula to connect number of vertices, faces and edges of 3D shapes.
- Use knowledge of area and volume to derive the formula for the volume of a triangular prism. Use the formula to calculate the volume of triangular prisms.
- Use knowledge of area, and properties of cubes, cuboids, triangular prisms and pyramids to calculate their surface area.

## Euler's formula

Leonard Euler (1707-1783) was a famous Swiss mathematician. He is often considered one of the greatest mathematicians, along with Sir Isaac Newton.

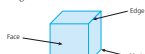
He studied many areas of mathematics, but also in Physics, Astronomy and Engineering.

This section looks at one of the beautiful formulae he discovered to do with the properties of polyhedra.

A **polyhedron** is a three-dimensional shape, characterised by the fact that all its **faces** are flat and a type of **polygon**. Different parts of a polyhedron have specific names as shown in the diagram of a cube below.

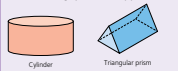
Remember, a polygon is a 2D shape made up of straight edges. Examples include quadrilaterals, pentagons, hexagons etc.

Remember, more than one vertex are known as vertices.



### Worked example

Of the two shapes below, decide whether both one or none are polyhedra. Justify your choice.



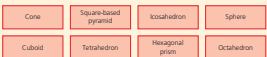
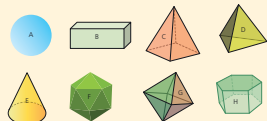
The cylinder is not a polyhedron whilst the triangular prism is. This is because all the faces of a polyhedron must be a 2D polygon. The cylinder has two circular faces (not polygons) and a curved face.

Polyhedra means more than one polyhedron.

## SECTION 1

### Exercise 8.1

- Complete the following sentences:
- The corners of a polyhedron are called .....
  - The flat side of a polyhedron is called a .....
  - Two corners are joined by an .....



- The diagrams above show several 3D shapes and names.
- Using the internet as a resource if necessary, match each of the shapes to their correct name.
  - Which of the shapes are polyhedra?
  - Draw a polyhedron not already drawn in Q1 and 2 above.
  - What is the name of your polyhedron?
- For each of the polyhedra in questions 1-3, count the number of faces, edges and vertices and enter the results in a table similar to the one below. One is completed for you.

Name	Number of faces	Number of vertices	Number of edges
Triangular prism	5	6	9

- Can you spot a rule linking the number of faces, vertices and edges for each of the polyhedra in your table? If so, describe it in words.

LET'S TALK Many of these shapes belong to other families of shapes. Discuss what these might be.

Pages taken from Checkpoint Lower Secondary Mathematics Student's Book Stage 8

Pages taken from Checkpoint Lower Secondary Science Student Book Stage 9

# 14 Electric circuits

- A simple circuit
- Series and parallel circuits
- Current
- Voltage
- Resistance
- Buzzers
- Batteries

### Do you remember?

- Name a good conductor of electricity.
- Name an electrical insulator.
- If you make a circuit and it does not conduct electricity, what do you need to check?



▲ Figure 14.1

- Draw circuit diagrams that would work based on the components each student has in front of them. How will they know if the circuit is complete?
- What is the name given to the tiny parts of an atom that make a current of electricity?
  - How could you use a bag of lemons to light an LED?

DID YOU KNOW? Electricity travels at the speed of light - about 300 000 kilometres per second.

## 14 Electric circuits



▲ Figure 14.2 Complicated wiring ▲ Figure 14.3 Microcircuits on a computer circuit board ▲ Figure 14.4 Circuits on a microchip

Electrical circuits can be very complicated as shown by Figures 14.2, 14.3 and 14.4 above.

### DID YOU KNOW?

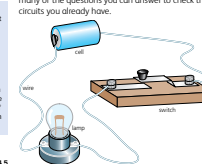
A bird can sit on a power line because it is not part of a circuit. If it touched a second power line with its beak and made a circuit, the bird would be electrocuted!

It does not matter how complicated the electrical circuit is, they all work due to the properties and processes of simple circuits that we use in school science laboratories. This means that a study of simple electrical circuits can lead some people to an interest in electrical engineering, and an involvement in developing the circuits shown in the figures above.

### A simple electrical circuit

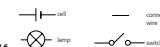
Figure 14.5 below shows the simple circuit you studied in Stage 7. See how many of the questions you can answer to check the knowledge of electrical circuits you already have.

- How do you
  - close this circuit?
  - open this circuit?
- What happens when the circuit is
  - closed?
  - opened?
- Use the symbols in Figure 14.6 to make a circuit diagram of the simple circuit in Figure 14.5.



▶ Figure 14.5

Figure 14.6 shows the symbols for components in the circuit:



▶ Figure 14.6

Please note that these pages are not final.



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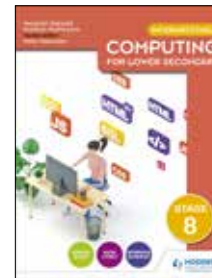
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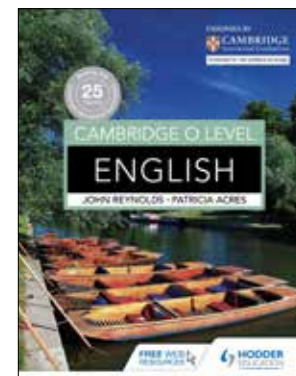
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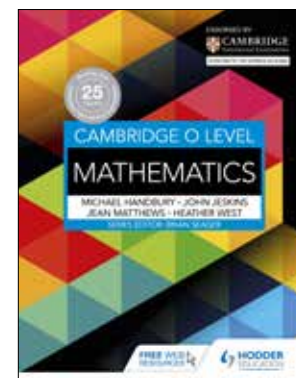
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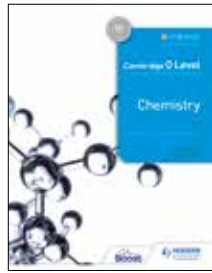
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## 2 Cells

**Cell structure and function**


**Cell structure**

**FOCUS POINTS**

- What are the structures and functions of plant, animal and bacterial cells?
- How do you identify cell structures in diagrams and images of animal, plant and bacterial cells?
- What are the differences between a plant and an animal cell?
- How are new cells produced?
- What are the specific functions of these specialised cells?
  - ciliated cells
  - root hair cells
  - palisade mesophyll cells
  - neurones
  - red blood cells
  - sperm and egg cells (gametes)
- What are the meanings of the terms cell, tissue, organ, organ system and organism?

**Cell structure and function**

**Figure 2.1** Longitudinal section through the tip of a plant shoot (left). The slice is only one cell thick, so light can pass through it and the cells can be seen clearly.



**Figure 2.2** Cutting sections of a plant stem.

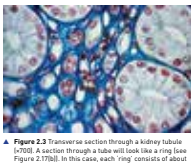
(a) Transverse section  
 (b) Longitudinal section

You can cut sections through plant structures quite easily using a razor blade. Cutting sections of animal structures is more difficult because they are mostly soft and flexible. Pieces of skin, muscle or liver, for example, must first be soaked in melted wax. When the wax goes solid it is possible to cut thin sections. The wax is dissolved away after the section has been cut.

When sections of animal structures are examined under the microscope, they too, are seen to be made up of cells but these cells are much smaller than plant cells and need to be magnified more. The photomicrograph of kidney tissue in Figure 2.3 has been magnified 700 times to show the cells clearly. The sections are often treated with dye, called stains, to make the structures inside the cells show up more clearly.

**Figure 2.3** Transverse section through a kidney tubule (right). A section through a tube will look like a ring (see Figure 2.17(a)). In this case, each 'ring' consists of about 15 cells.

**Figure 2.4** A group of liver cells. These cells have all the characteristics of animal cells.



Labels in Figure 2.4: cell membrane, nucleus, cytoplasm, mitochondria, granules.

Pages taken from Cambridge O Level Biology - please note these pages are not final.

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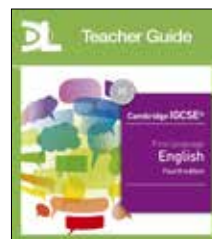
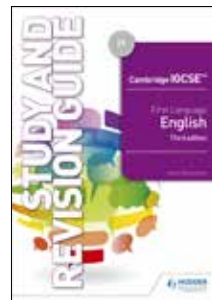
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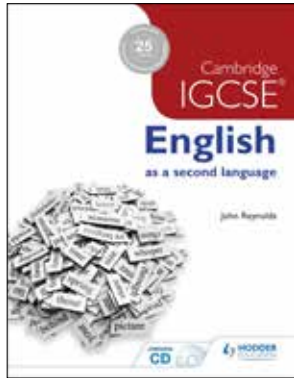
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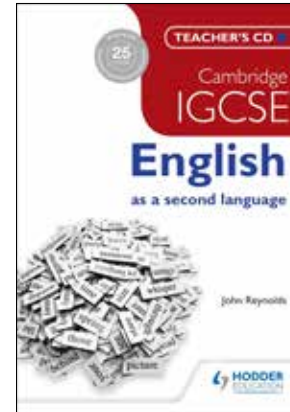
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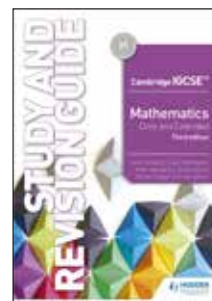
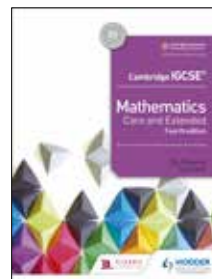
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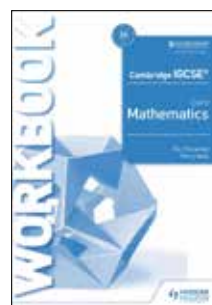
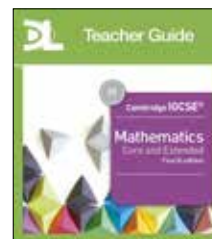
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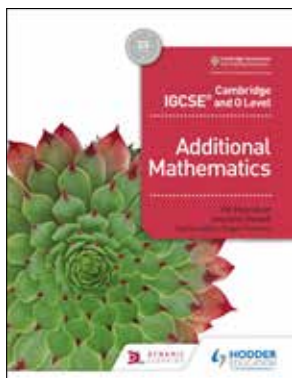
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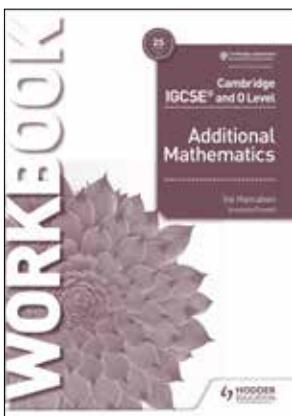
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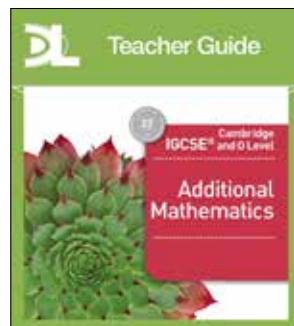
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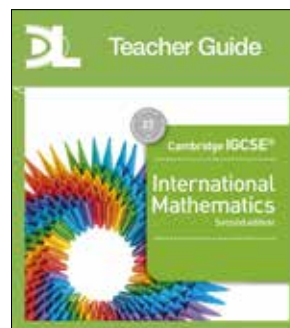
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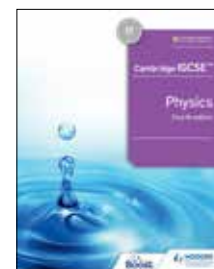
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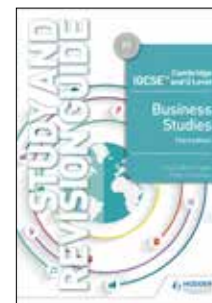
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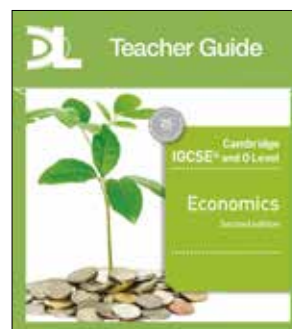
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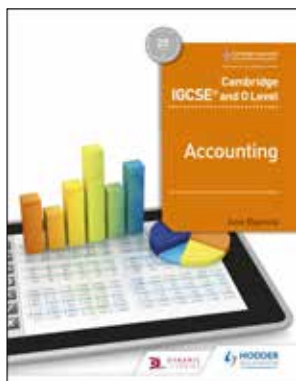
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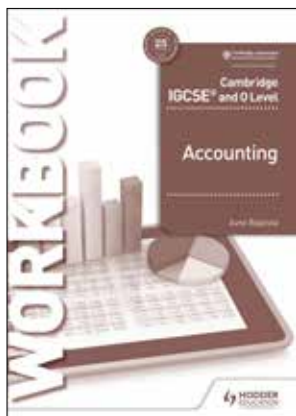
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## Workbook

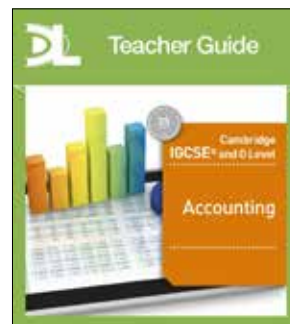
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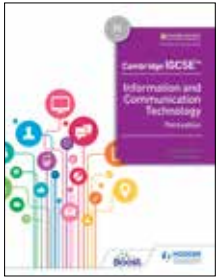
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**1 DATA REPRESENTATION**

**Media Access Control (MAC) addresses**

**Advice**  
You do not need to remember the manufacturer MAC ID numbers.

**Find out more**  
Try to find the MAC addresses of some of your own devices (e.g. mobile phone and tablet) and those found in the school.

**Link**  
Refer to Chapter 3 for more detail on MAC addresses.

**Link**  
Refer to Chapter 3 for more detail on IP addresses.

**Find out more**  
Try and find the IPv4 and IPv6 addresses of some of your own devices (e.g. mobile phone and tablet) and those found in the school.

**Activity 1.5**

- Using software on your computer, for example, text colour option in Word, find out what colours would be represented by the following RGB denary value combinations:
 

a	Red 53	b	Red 201	c	Red 112
	Green 55		Green 122		Green 111
	Blue 139		Blue 204		Blue 81
- Convert each of the above denary numbers into hexadecimal.

**1.1 Number systems**

**EXTENSION**

For those students considering A Level, the following section gives some insight into further study on encryption. This can be found in Topic 1 of the Cambridge International A Level syllabus (9A18).

The following two exercises are designed to help students thinking of furthering their study in Computer Science at A Level standard. The two topics here are not covered in the IGCSE exam, and merely show how some of the topics in this chapter can be extended to the next level. The two topics extend uses of the binary number system and using two's complement format to do binary addition.

**Topic 1: Binary Coded Decimal (BCD)**

The Binary Coded Decimal (BCD) system uses a 4-bit code to represent each denary digit, i.e.:

0 0 0 0 = 0	0 1 0 1 = 5
0 0 0 1 = 1	0 1 1 0 = 6
0 0 1 0 = 2	0 1 1 1 = 7
0 0 1 1 = 3	1 0 0 0 = 8
0 1 0 0 = 4	1 0 0 1 = 9

**Uses of BCD**

The most obvious use of BCD is in the representation of digits on a calculator or clock display. Each denary digit will have a BCD equivalent value which makes it easy to convert from computer output to denary display.

**Questions to try**

- Convert the following denary numbers into BCD format:
  - 271
  - 504
  - 799
- Convert the following BCD numbers into denary numbers:
  - 1001 0011 0111
  - 0111 0111 0110 0010

**At the end of this chapter, you will have learned how to:**

- use the binary and hexadecimal number systems
- convert numbers between the binary, denary and hexadecimal number systems
- add together two binary numbers
- carry out a logical shift
- store negative binary numbers using two's complement
- interpret ASCII and Unicode character tables
- understand the way a computer stores image and sound files
- represent the size of a computer memory using KB, GB and so on
- calculate the size of an image and sound file taking into account a number of factors
- understand the affect of sampling rates and resolution on the size of a sound file
- understand the effect of resolution and colour depth on the size of an image file
- understand the advantages and disadvantages of reducing the size of a file
- apply lossless and lossy file reduction techniques

**Key terms used throughout this chapter**

**Binary number system** - this is a number system based on 2 and can only use the values 0 and 1

**Hexadecimal number system** - a number system based on the value 16 (uses denary digits 0 to 9 and letters A to F)

**MAC address** - **Media Access Control** is an address that refers to a number which uniquely identifies a device on a network; it takes the form: NN-NN-NN-DD-DD-DD

**IP address** - **Internet Protocol** identified either as IPv4 or IPv6; it gives a unique address to each device connected to the internet identifying their location.

## Pages taken from Cambridge IGCSE Information and Communication Technology

## Pages taken from Cambridge IGCSE and O Level Computer Science

**12 IMAGES**

**Advice**  
Please note that you must ask for and be given permission to use an image in any publication. Copyright law in many countries will not allow you to use an image belonging to another person without their written consent. Many copyright holders are happy for students to use their images for educational purposes without charging them, but you must obtain their permission to do so.

**Task 12B**  
Open the file task12a. Resize the image snowball.jpg to 8 cm high and maintain its aspect ratio. Place this at the top right of the first paragraph. Resize the image of the snowman to 2.6 cm high and 2 cm wide. Save the document as task12b.

**12.2.1 Resize an image**  
**Resize an image in Microsoft Word**  
Find the image snowball.jpg in your document. Click the right mouse button on this image to get a drop-down menu. Select from this menu the **Size and Position...** option.

**Advice**  
If the **Size and Position...** option does not appear, select **Format Picture...** followed by the **Size** tab.

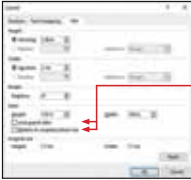
This opens the **Layout** window which should be in the **Size** tab. If not select it.

The task instructs you to resize the image maintaining its aspect ratio. This means to keep the height and width in the same proportions as the original image, usually to ensure that you do not distort it. To do this, ensure that the two tick boxes related to the aspect ratio are both selected. Change the **height** of the image to 8 cm and click on **OK**.

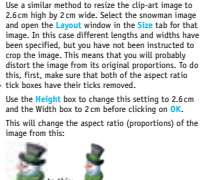
**12.1 Software tools**

Use a similar method to resize the clip-art image to 2.6 cm high by 2 cm wide. Select the snowman image and open the **Layout** window in the **Size** tab for that image. In this case different lengths and widths have been specified, but you have not been instructed to crop the image. This means that you will probably distort the image from its original proportions. To do this, first, make sure that both of the aspect ratio tick boxes have their ticks removed.

Use the **Height** box to change this setting to 2.6 cm and the **Width** box to 2 cm before clicking on **OK**. This will change the aspect ratio (proportions) of the image from this:



to this:



Notice how the second image is slightly thinner but the same height. Save the document as task12b. This task is continued in the next section.

**Advice**  
If evidence of an image size or the aspect ratio is required, you can use screenshot evidence of this window.

**Resize an image using a graphics package**  
This method is to physically resize the image in a graphics package and then save the new image (usually with a new filename). This method has the advantage of being able to reduce the file size of an image, which is very useful in helping a web page to be downloaded and displayed more quickly. It has the disadvantage of using lower resolution images, which can appear pixelated, particularly if you wish to enlarge them. The graphics package we will use is called GIMP.

**Task 12C**  
Open the file remora.jpg. Save a copy of this file in your 'Worked' folder. Resize this file to 80 pixels wide. Save this file as remora1.jpg. Reduce the resolution of the image further by downsampling and save the new image as remora2.jpg.

Open your 'Source Files' folder in the **File Explorer** window. Open the 'Worked' folder in a second copy of the **File Explorer** window. Click on the file in the 'Source Files' folder, hold down the left mouse button and drag the file from this folder into the 'Worked' folder.

Please note that these pages are not final.



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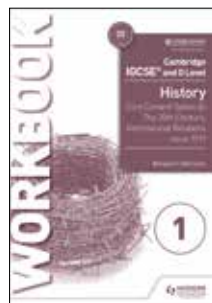
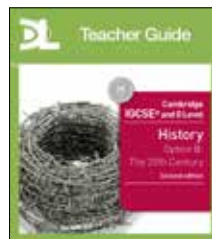
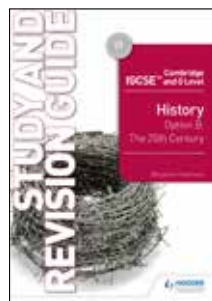
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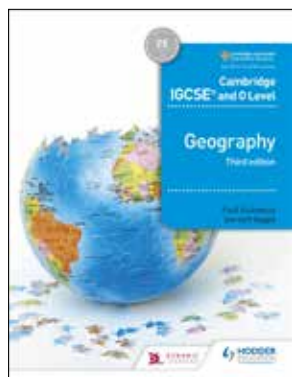
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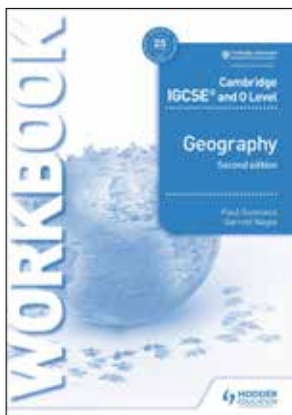
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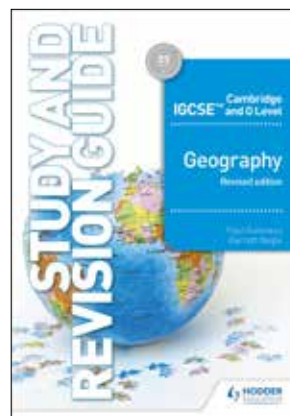
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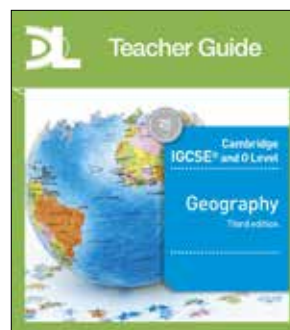
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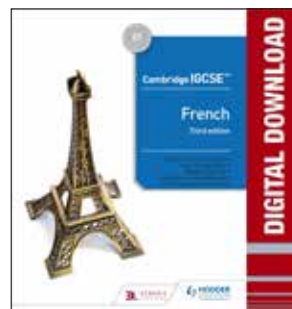
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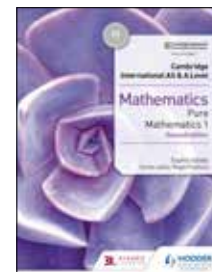
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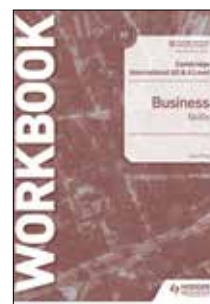
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## 5: Finance and accounting

## 5.1 Business finance

## Chapter overview

In this chapter we examine:

- the reasons why businesses need capital – for example, for survival or growth
- why businesses need short-term and long-term finance
- the distinction between cash and profits
- shortages of finance and business failure
- working capital, trade receivables and trade payables, capital and revenue expenditure.

## 5.1.1 The need for business finance

Businesses need finance for a variety of reasons; for example, to purchase assets such as supplies of raw materials and machinery. There are three major circumstances in which a business needs to raise finance.

**When it is first started**  
This is referred to as 'start-up finance or capital', for obvious reasons. The amount of finance raised by a business that is starting up is likely to be relatively small. An entrepreneur establishing a new business is unlikely to have access to large amounts of finance, and banks and investors may be unwilling to invest in an untried enterprise.

Start-up finance or capital may be used to purchase the assets that a business needs to begin trading. In the case of a manufacturing business, this may be to buy a lease, allowing the business to use a factory for an agreed period of time. Start-up finance may also be required to buy machinery and vehicles. Start-up businesses supplying services may purchase slightly different non-current assets such as leases on shops or offices. Any start-up business is likely to require finance to fund its market research and also

for promotion to establish its brand and identify among potential customers. It can prove difficult for some start-up businesses to raise sufficient finance and this is an important reason as to why some business ideas never become reality. Businesses also need cash to allow them to start trading. Cash is required to pay the bills that arrive regularly, such as for supplies of raw materials or for services such as telephone and water. A newly-established business may not receive any payment from its customers for a period of time and it is important that the new business has sufficient funds to settle its debts. We will cover cash in more detail in Chapter 17.

**KEY TERMS**  
An asset is any item owned by a business that can generate an income for the enterprise.  
Capital is the money invested into a business either by its owners or by organisations such as banks.  
Non-current assets are assets that a business expects to hold for one year or more. Examples include property and vehicles.

with a start-up capital of just \$15000. The company organises product launches, private parties, fashion shows and awards ceremonies to promote brands and business ideas. It is good at gaining press coverage for its events and uses its contacts in the media throughout Asia to gain extensive coverage of its Singaporean and regional fashion scene. The 24-year-old entrepreneur founded his company as its innovative events.

## CASE STUDY

## Creating a STORM of interest

The STORM Creative Events Agency was established by Keyis Ng. It is a fashion, lifestyle events and public relations firm. Keyis Ng has had a huge impact on the Singaporean and regional fashion scene. The 24-year-old entrepreneur founded his company

## Questions

- 1 Explain two reasons why an entrepreneur starting a new business would need to raise finance. [6]
- 2 Evaluate the reasons why Keyis Ng was able to start the STORM Creative Events Agency with so little start-up finance. [12]

## 2 When it grows

Many businesses seek to grow, and for some it is an important objective, as we saw in Chapter 4. When it is growing, a business will need finance for a number of reasons.

- To buy additional non-current assets. For example, in 2019, Amazon (an online retailer) announced that it was expanding its online grocery service, Amazon Fresh, in India and promised delivery within a few hours of an order being placed. This new service will be available to customers in some parts of Bengaluru and it will be extended to other cities later. In order to provide this service, the company would have needed to finance the purchase of a range of non-current assets, such as additional chilled cabinets to store perishable food and vehicles to deliver the groceries.

**To hire and pay for new staff.** In Amazon's case, this means hiring and training delivery drivers for its grocery service. As Amazon Fresh is to be extended throughout India, this could require a large amount of finance.

- To buy additional supplies of groceries. Amazon hopes to sell its groceries to a large number of customers and to provide rapid delivery. This will require it to hold at least some stocks (inventories) of groceries. Finance will be required to purchase these.

**3 To survive**  
Sometimes businesses need finance to survive. The ability of businesses to survive is often under threat in two situations:

- **When first established.** One-third of new businesses in the USA did not survive their first two years of trading. A new business may not survive for a variety of reasons, including a lack of customers or higher costs than forecast. If the new business can raise finance during this critical early period, it is much more likely to survive.

**When facing a crisis.** Crises can take many forms, but they normally involve a loss of income from sales or higher than expected costs, or both. If a business can raise finance during a crisis, it is more likely to be able to pay its debts on time and to survive. It was for this reason that governments across the world took steps to increase the finance available to businesses during the coronavirus crisis in 2020.

## Short- and long-term sources of finance

A business may need short-term finance to pay its bills and to keep its suppliers happy. This is an important part of the management of cash flow. Managing cash flow can be difficult if a firm's customers are late in making payments for goods and services they have purchased, or if sales are unexpectedly low. In either case the firm is likely to be short of funds needed to purchase raw materials, pay wages and salaries, and will need short-term finance to continue trading. Sudden increases in the costs of raw materials can also create a need for short-term finance. Short-term finance of this kind is usually repayable within a one-year period.

Sometimes businesses need to purchase major non-current assets, such as land and buildings, or they may decide to expand or to take over other businesses. To do this they will require long-term finance which will be repaid over a period of time longer than one year and, often, much longer.

Table 5.1 on the next page classifies a range of sources of finance according to whether they are short- or long-term.

**KEY TERMS**  
Short-term sources of finance are needed for a limited period of time, normally less than one year.  
Long-term sources of finance are those that are needed over a longer period of time, usually over a year to survive.

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## A LEVEL Economics

## 22

## Equity and redistribution of income and wealth

## What this chapter covers

- the distinction between equity and equality
- the difference between equity and efficiency
- absolute poverty and relative poverty
- policies that can be adopted towards equity and inequality
- the poverty trap

In all countries, there is inequality in the distribution of income and wealth. In this chapter, we explore ways in which a government can attempt to influence the way in which resources are allocated among different groups in society, particularly in response to the presence of poverty.

## 22.1 Equity and inequality

## Regulation, equality and equity

Some degree of inequality in the distribution of income within a society is inevitable. Individuals have different innate talents and abilities, and choose to undertake different types and levels of education and training. This means that they acquire different sets of skills, which open up different income-earning opportunities. Inequality also arises because of the pattern of ownership of assets. In other words, complete equality of income in a society (whereby everyone receives the same amount of income and wealth) can never be achieved.

## LEARNING LINK

Chapter 1 introduced some key concepts related to inequality in the distribution of income in a society, and ways in which the degree of inequality can be measured. It also explained the distinction between income and wealth.

A separate issue is whether there can be equity in the way that people are treated. One aspect of this is whether individuals face equal opportunities, and whether identical people receive identical treatment in economic terms. Many people would acknowledge that people in identical circumstances and with identical skills, abilities and experience should receive identical income. There are situations in which such equal treatment is not achieved. One example is that male and female workers receive unequal treatment in many societies.

In looking at a society, the notion of equity is about whether or not the distribution of income and wealth among the citizens of a country is fair. This idea of fairness underlies the question of whether the government needs to intervene to influence the way in which resources are distributed between individuals and groups.

**KEY TERMS**  
Inequality where different groups within society receive differing amounts of income and/or wealth  
equity: where people in the same situation receive equal treatment

**Test your self 22.1**  
Provide another example of how some groups receive unequal treatment compared with others in your country.

## SUMMARY: EQUITY AND EQUALITY

- Inequality in the distribution of income and wealth occurs in all societies.
- This results from differences in talents, abilities and experience, and from differences in the ownership of assets.
- Equity is where people in the same situation receive equal treatment.
- Equity is also present in societies to some degree.

## 22.2 Equity and efficiency

## Regulation, equality and equity

In discussing ways in which markets may fail to lead to an optimal allocation of resources, the focus has been primarily on questions of efficiency. In particular, it has been noted that allocative efficiency will not be reached when there is a divergence between private and social costs or benefits. However, even if a society achieves allocative efficiency, this does not guarantee that this is really the ideal outcome for society. It was noted in Chapter 15 that there is no unique overall equilibrium for a society, and that a different distribution of income between individuals will lead to a different Pareto optimum position.

What this suggests is that an economy may settle into an equilibrium in which allocative efficiency has been reached, but the distribution of resources is seen to be unfair. In other words, there may be times when there is a trade-off between efficiency and equity in policy design. A policy designed to promote allocative efficiency may not offer sufficient protection to the poor. A tax on tobacco intended to correct a market failure may fall disproportionately on low-income groups within society. Here again, balance is needed to ensure that policy offers sufficient protection for the poor without compromising the efficiency with which markets are able to work in allocating resources.

## 22.3 Poverty

## Regulation, equality and equity

All societies are characterised by some inequality – and some poverty. Although the two are related, they are not the same. Indeed, poverty might be regarded as one aspect of inequality.

If there is a wide gap between the richest and poorest households, it is important to evaluate just how poor those poorest households are, and whether they should be regarded as being 'officially in poverty' and in need of assistance. This requires a definition of poverty.

One approach is to define a basket of goods and services that is regarded as being the minimum required to support human life. Households that are seen to have income that falls short of allowing them to purchase that basic bundle of goods would be regarded as being in absolute poverty.

Poverty can also be defined in relative terms. If a household has insufficient income for the members of the household to participate in the normal social life of the country, then they are said to be in relative poverty. This is also defined in terms of a poverty line. The line is defined relative to the median adjusted household disposable income (the median is the income of the middle-ranked household). For example, in European countries, the line is set at 60% of median income.

**STUDY TIP**  
It is important to remember that efficiency and equity do not necessarily go together. A resource allocation may be efficient, but this does not mean that it will always be equitable.

**KEY TERMS**  
absolute poverty: situation of a household whose income is insufficient to purchase the minimum bundle of goods and services needed for survival  
relative poverty: situation in which household income falls below a specified percentage of median adjusted household income

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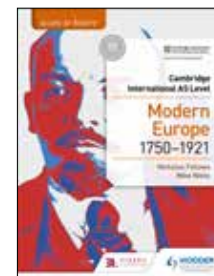
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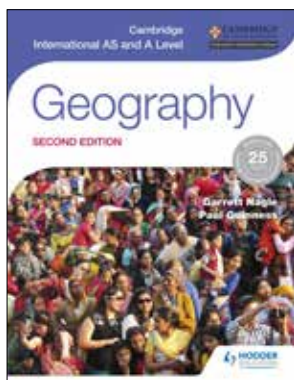
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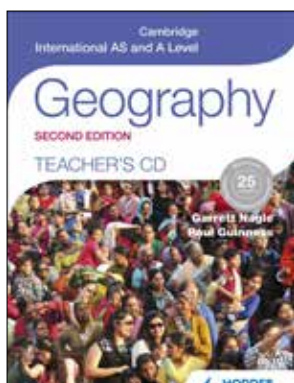
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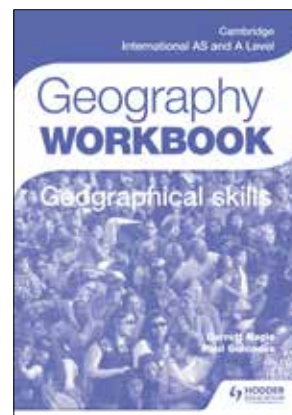
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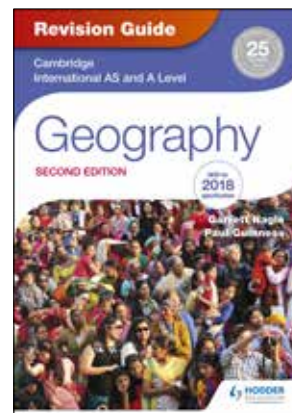
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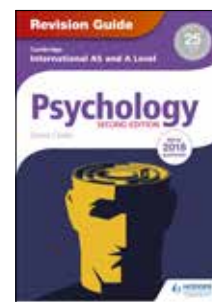
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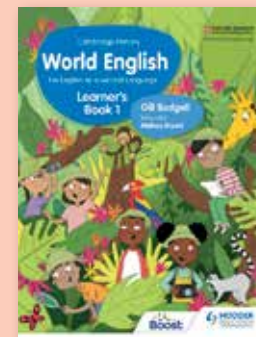
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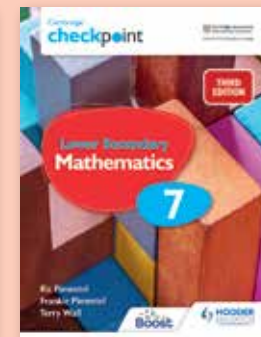
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