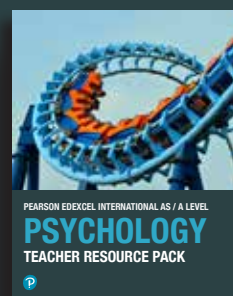
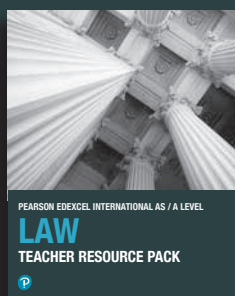
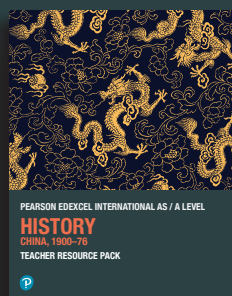
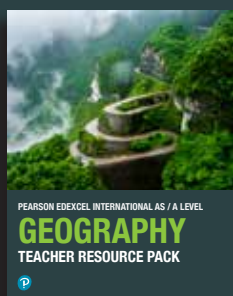


Pearson Edexcel International Advanced Level (IAL)



Resources for International Schools

Endorsed published resources for the Pearson Edexcel International A Level (IAL)

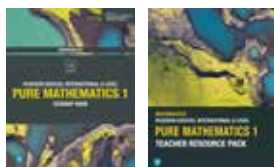
The print and digital resources for the Pearson Edexcel IALs are written for the latest specifications, so you can be confident that you are covering all aspects of the specification, providing your students with the best chance of succeeding.

With appropriate international content, all resources include a strong focus on progression, recognition and transferable skills, allowing learning in a local context to a global standard.

Subjects with Student Books & Online Teacher Resource Packs

Mathematics

See pages 4–5



Science: Biology, Chemistry & Physics

See pages 6–7



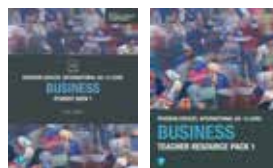
Accounting

See pages 8–9



Business

See pages 8–9



Economics

See pages 8–9



Subjects with online Teacher Resource Packs only

Our stand-alone online Teacher Resource Packs* (TRPs) are curriculum-matched, up-to-date teacher resources, designed to save you time, enabling you to deliver a high-quality experience to your students, ensuring the best possible learner outcomes.

For the below IAL subjects, our resources are for teachers only. Student Books are not available.

- English Literature
- Psychology
- History
- Geography
- Information Technology
- Law
- Arabic
- French
- German
- Spanish



*TRPs are available as one or two-year subscriptions depending on the subject. See page 14 for a more detailed overview of what's available for each TRP.

What makes Pearson's IAL resources special?



Matched to the latest specifications

These new resources are written specifically to offer a complete match to the content, structure and modular approach of the latest specifications[^]. Offering support to a qualification that is fully comparable to the reformed UK A levels, as confirmed by NARIC*, and recognised by leading universities worldwide.



Internationally appropriate content

Appropriate international content puts learning in a real-world context, to a global standard, and includes a range of relevant contexts, photos, examples and currencies – making it engaging and relevant for all learners. Language is reviewed by a specialist to ensure materials are written in a clear and accessible style.



Lots of exam practice

Exam practice provides opportunities to assess understanding and progress, so students can make the best progress they can.



Signposted transferable skills

Transferable skills, needed for progression into higher education and employment, are embedded throughout the Student Books. Skills are explicitly signposted, so students understand what skills they are developing and therefore go on to use these skills more effectively in the future.



Supporting learning beyond the classroom

Each Student Book provides access to an ActiveBook, which is a digital version of the Student Book, and can be accessed online, anytime, anywhere.



Better support for you

The Online Teacher Resource Packs provide a range of planning, teaching and assessment resources, saving you valuable time.

[^]Latest specifications as at January 2020. For more information about which specifications our resources match, please see individual product info in this guide.

*UK's National Agency responsible for providing information and opinion on academic, vocational and professional qualifications from across the world.



International AS/A Level Mathematics

These resources support the updated Pearson Edexcel International Advanced Level (IAL) in Mathematics, Further Mathematics and Pure Mathematics, for first teaching from September 2018.

Student Books

- 14 books: one for each unit of the Pearson Edexcel International A Level 2018 specification.
- Each Student Book includes 3-year access to an online ActiveBook.
- Packed with hints and worked examples to help preparation for examinations.
- Lots of practice of exam-style questions and each book contains a complete practice exam paper.

Online Teacher Resource Packs

- 14 online Teacher Resource Packs available – to accompany each Student Book.
- Available as an annual subscription.
- Range of planning, teaching and assessment resources, helping to save you time.



CHAPTER 9 CONSTANT ACCELERATION 37

9.3 Constant acceleration formulae 1

A standard set of letters is used for the motion of an object moving in a straight line with constant acceleration.

- s is the displacement.
- u is the initial velocity.
- v is the final velocity.
- a is the acceleration.
- t is the time.

You can use these letters to label a velocity–time graph representing the motion of a particle moving in a straight line accelerating from velocity u at time 0 to velocity v at time t .

Gradient of line = $\frac{v-u}{t}$
 $a = \frac{v-u}{t}$
 Rearranging $v = u + at$ ①
 $s = \left(\frac{u+v}{2}\right)t$ ②

Hint Formula ① does not involve s and formula ② does not involve a .

Links These formulae can also be derived using calculus. → Chapter 11

Example 4

A cyclist is travelling along a straight road. She accelerates at a constant rate from a velocity of 4 m s^{-1} to a velocity of 7.5 m s^{-1} in 40 seconds. Find:

- the distance she travels in these 40 seconds
- her acceleration in these 40 seconds.

Start by drawing a diagram.

Model the cyclist as a particle.

Write down the values you know and the values you need to find.

$u = 4, v = 7.5, t = 40, s = ?, a = ?$

Sample page from Edexcel International A Level Mechanics 1 Student Book

Exam hints draw learners' attention to potential pitfalls in the exam and give practical hints about preparing for the exams, answering questions in the correct format, and checking work.

Worked examples show how to work through questions, and how to lay out calculations.

Download samples online www.pearsonglobalschools.com/IAL
For ordering information see page 15.

PURE

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Answers to activity questions and exam practice in the Student Books will be available online. Visit www.pearsonglobalschools.com

International AS/A Level Science: Biology, Chemistry and Physics

These resources support the updated Pearson Edexcel International Advanced Levels (IALs) in Biology, Chemistry and Physics, for first teaching from September 2018.

Student Books

- Provides comprehensive coverage of the specification content.
- Each Student Book includes 3-year access to an online ActiveBook.
- Student Books feature Checkpoint questions, *Thinking Bigger* spreads and Practical Skills boxes to support understanding and key concepts.
- Exam practice provided at the end of each chapter, and sample exam answers in the back of the book.
- Subject vocabulary is collated in a glossary at the back of the books for easy reference.

Online Teacher Resource Packs

- Comprehensive teaching plans for every section of the book.
- Practice assessments and accompanying mark schemes for every chapter follow exam format.
- Student book answers to the Checkpoint and Exam Practice questions.
- Practicals support for core practicals includes student worksheets, exam style questions and teacher and technician notes.
- Guide to Thinking Bigger.

An introduction to the chapter to help students think about the concepts they will be introduced to.

TOPIC 18 ORGANIC CHEMISTRY: ARENES

A ARENES: BENZENE

Your study of organic chemistry so far has been limited to aliphatic compounds. These are compounds containing just unbranched or branched chains of carbon atoms.

In this topic you will extend your knowledge of organic chemistry by looking at aromatic compounds. These are compounds that contain one or more benzene rings. These compounds are also called arenes or aromatic compounds.

Aromatic compounds play a very important role in helping to keep us healthy. For some people, pharmaceuticals mean a better quality of life. For others, they mean the difference between life and death. In both cases, aromatic compounds play an essential part. Phenol, for example, is used as a starting material to make 2,4,6-trichlorophenol (TCC) and also paracetamol. Salicylic acid is used to make aspirin.

Modern transport depends on the products manufactured from aromatic compounds. If all of the components of a car, lorry or aircraft made from aromatic-based products were removed, all of those might cease to exist! Car body parts, bumpers, dashboards, seats and upholstery are generally all made from products derived from aromatic compounds. Synthetic rubbers, also derived from aromatics, give tyres better road-hugging ability, especially on wet roads, and also increase tyre mileage.

Today we want our clothes to be warm, but not thick and itchy. Or we want them to keep us cool, especially when we are exercising. We want them to be colourful, but we do not want the colour to fade after a few washes. We do not want them to crease after a few hours' wear, but we do want them to be supple and soft on the skin. We want them to be wear-resistant, too.

All this has been made possible by the new fibres that have been created thanks to the input of the aromatics industry. Have a look at the labels on your clothes: acrylic fibres, polyester, nylon. These substances are very often added to luxurious fibres such as linen, silk and cashmere wool to give them more resistance to wear.

Aromatic compounds are used today in most of our sports equipment, from polyurethane footballs to nylon parachutes, from light running shoes to polyester swimwear.

The world as we know it today would be very different if there were no aromatics industry.

What prior knowledge do I need?

Topic 15 (10.14, 10.15)

How to use different kinds of formulae to represent organic compounds

Using IUPAC rules to name organic compounds

Recognising different types of isomerism, including geometrical isomerism

How to convert one organic compound into another

How to write reaction mechanisms

What will I study in this topic?

- How aromatic compounds are different from aliphatic compounds
- Why benzene undergoes substitution reactions rather than addition reactions
- The mechanism of electrophilic substitution reactions onto a benzene ring

What will I study later?

Topic 17

- Aromatic amines
- Aromatic acid-anhydrides and acid dyes

Sample page from Edexcel International AS/A Level Chemistry Student Book 1



Student Books are all accompanied by a Lab Book, which include instructions and writing frames for the Core Practicals, as well as practical skills practice questions and answers.



Learning objectives at the beginning of each section/chapter highlight what students need to know and understand, and refer to the specification requirements.

Learning tips help learners to focus their learning and avoid common errors. **Exam hints** draw learners' attention to potential pitfalls in the exam and give practical hints about preparing for the exams.

Did You Know boxes in the science books feature interesting facts to help students remember the key concepts.

1.A 1 VELOCITY AND ACCELERATION

SPECIFICATION REFERENCE
1.3.1

LEARNING OBJECTIVES

- Explain the distinction between scalar and vector quantities.
- Distinguish between speed and velocity and define acceleration.
- Calculate values using equations for velocity and acceleration.

Movement is fundamental to the functioning of our universe. Whether you are running to catch a bus or want to calculate the speed required for a rocket to travel to Mars or the kinetic energy of an electron in an X-ray machine, you need to be able to work out how fast things are moving.

RATE OF MOVEMENT

One of the simplest things we can measure is how fast an object is moving. You can calculate an object's **speed** if you know the amount of time taken to move a certain distance:

$$\text{speed (m s}^{-1}\text{)} = \frac{\text{distance (m)}}{\text{time (s)}}$$

$$v = \frac{d}{t}$$

However, the calculation for speed will only tell you how fast an object is moving. Often it is also vitally important to know in what direction this movement is taking the object. When you include the direction in the information about the rate of movement of an object, this is then known as the **velocity**. So, the velocity is the rate of change of **displacement**, where the distance in a particular direction is called the 'displacement'.

velocity (m s⁻¹) = $\frac{\text{displacement (m)}}{\text{time (s)}}$

OR $v = \frac{\Delta s}{\Delta t}$

fig A These runners are accelerating to a high speed.

fig B The displacement due north is only 75 m, whilst the actual distance this athlete has run is 300 m. So the velocity due north is much less than the actual speed.

LEARNING TIP

The upper case symbol for the Greek letter delta, Δ, is used mathematically to mean a change in a quantity. For example, Δs means the change in the displacement of an object, to be used here to calculate its velocity.

DID YOU KNOW?

The froghopper, a 6 mm long insect, can accelerate at 4 000 m s⁻¹.

SCALARS AND VECTORS

A quantity for which the direction must be stated is known as a **vector**. If direction is not important, the measurement is referred to as a scalar quantity. Therefore, velocity is a vector and speed is a scalar; distance is a scalar and displacement is a vector.

Scalar and vector quantities are not limited to measurements related to movement. Every measured quantity can be classified to include the direction (vector, e.g. force) or as sufficiently stated by its magnitude only (scalar, e.g. mass).

Sample page from Edexcel International AS/A Level Physics Student Book 1

The **specification reference** is given at the start of each section as well as references to any core practicals. The course provides full coverage of specification requirements.

Answers to activity questions and exam practice in the Student Books will be available online. Visit www.pearsonglobalschools.com

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Download samples online
www.pearsonglobalschools.com/IAL
 For ordering information see page 15.

International AS/A Level Business, Economics and Accounting

These resources support the updated Pearson Edexcel International Advanced Levels (IALs) in Business, Economics (first teaching 2018) and Accounting (first teaching 2015).

Student Books

- Topics, examples, photos and currencies use a range of international contexts, making content more relevant and engaging for all learners.
- Each Student Book includes 3-year access to an online ActiveBook.
- Exam-style questions align with the wording and mark allocations in the specifications, offering the best possible exam preparation.

Online Teacher Resource Packs

- Practice exam papers and source booklets.
- Mark schemes for the mock papers.
- Exam Practice PowerPoints for Business and Economics.
- Model exam answers with commentary and activities for further practice.
- Framework for essay-style questions.



Key assessment objectives are listed at the start of each chapter.

Introductory activity to stimulate discussion and prior knowledge.

The Specification is fully matched by the content of each Unit or Topic in the Student Books.

178 22 GROWING ECONOMIES SPECIFICATION 4.3.1

22 GROWING ECONOMIES

UNIT 4
4.3.1


LEARNING OBJECTIVES

By the end of this chapter you should be able to understand:

- the characteristics of developed, developing and emerging economies
- the growing economic power of countries within Asia, Africa and other parts of the world
- implications of economic growth for individuals and businesses: trade opportunities for businesses and employment patterns
- indicators of growth: gross domestic product (GDP) per capita and the human development index (HDI).

GETTING STARTED

True Indulgence is a holiday company based in the Maldives. It offers high-quality luxury accommodation on an island in the Maldives. A two-week holiday would cost two people up to \$20 000. Two popular features of the holiday are scuba diving and fine dining.



The company is planning some advertising campaigns. It is in the process of deciding which countries to target. It can afford campaigns in three different countries. Table 1 shows the GDP (income) per capita and the population size in a selection of countries.

Country	GDP per capita (US\$)	Population
Argentina	12 440.30	43 847 430
Australia	49 755.30	24 210 810
Bangladesh	1 358.80	162 951 560
Brazil	8649.90	207 652 860
Canada	42 348.90	36 264 600
Costa Rica	11 824.60	4 857 270
Iceland	60 529.90	335 440
India	1 709.60	1 324 171 350
Luxembourg	100 738.70	582 010
Switzerland	79 887.50	8 372 410
USA	57 638.20	323 127 510
Spain	26 616.50	46 484 530

▲ Table 1 GDP (income) per capita and total population in a selection of countries (2016)

Which three countries might True Indulgence target with their advertising campaigns? Explain your answer. What other information might be useful for True Indulgence to know before finalising the decision? Suggest three types of business that might be interested in selling goods or services to India. Explain your answers.

CHARACTERISTICS OF ECONOMIES AT DIFFERENT STAGES OF DEVELOPMENT

There is a vast difference between the welfare and prosperity (i.e. success in making money) of people around the world. People experience a comfortable existence in only a minority of countries. They have access to good healthcare, education, housing and high-quality food. They may also have spare income to spend on non-essential items such as holidays, entertainment and leisure activities.

In contrast, large numbers of people struggle to gain enough food, safe accommodation and clean water. They may have little or no education and very limited access to healthcare. They would never take a holiday and often have low life expectancy. Other large groups of people fall in between these two extremes. Economies where these different groups of people live are defined as follows.

Sample page from Edexcel International AS/A Level Business Student Book 2

6 1 ECONOMICS AS A SOCIAL SCIENCE SPECIFICATION 1.3.1

THINKING LIKE AN ECONOMIST

INCOME INEQUALITY Whether income inequality, the relative gap between the rich and poor in an economy is important or not, is dependent on one's personal opinion. Some economic journalists have said that income inequality is not a problem while others assert that it is. The question of what level of income inequality is acceptable is a difficult one to answer, because it can be seen from a normative or positive perspective.

In economics, a normative statement is one that is subjective and value based, while a positive statement is one that is objective and based on facts. From a normative perspective, the numbers are arbitrary (random). Looking at the economic data from a positive perspective, the conclusions are clearer.

From a positive perspective, there are some answers as to what is not an acceptable level of inequality, and there are non partisan, economic implications of today's level of income inequality. Recent studies by the International Monetary Fund (IMF) suggest that income inequality can affect economic growth as measured by percentage change in gross domestic product (GDP).

If the share of income earned by the top 20 per cent increases, then GDP growth actually declines. In contrast, when the share of income of the bottom 20 per cent increases, there is higher GDP growth. The analysis from the IMF reveals that significant levels of income inequality cause GDP growth to decline.

The normative statement that rising income inequality is bad for the economy becomes a positive statement when reinforced by analysis of data. Thus government actions such as cutting taxes would be counterintuitive to economic growth if it does nothing to address income inequality.

CHECKOUT

1. What is the scientific method?
2. Why do economists use models?
3. Why do some people argue that economics is not a science?
4. What does ceteris paribus mean?
5. Why do economists use ceteris paribus?
6. What is the difference between a normative and a positive economic statement?

SUBJECT VOCABULARY

ceteris paribus – all things being equal; the assumption that, while the effects of a change in one variable are being investigated, all other variables are kept constant.
law – a theory or model which has been verified by empirical evidence.
normative economics – the study and presentation of policy prescriptions involving value judgements about the way in which scarce resources are allocated.
normative statement – a statement which cannot be supported or refuted because it is a value judgement.
positive economics – the scientific or objective study of the allocation of resources.
positive statement – a statement which can be supported or refuted by evidence.
scientific method – a method which subjects theories or hypotheses to being disproved by empirical evidence.
social science – the study of societies and human behaviour using a variety of methods, including the scientific method.
theory or model – a hypothesis which is capable of refutation by empirical evidence.
disposable income – the amount of money you have left to spend after you have paid your taxes, bills etc.
empirical – based on scientific testing or practical experience, not on ideas.
good – a thing that is produced in order to be sold.
hypothesis (plural: hypotheses) – an idea that is suggested as an explanation for something, but that has not yet been proved to be true.
inequality – an unfair situation, in which some groups in society have more money, opportunities, or power than others.
production possibility Frontier – shows how much an economy can produce given existing resources

Thinking like an economist explores aspects of economics in more detail to deepen understanding.

Subject vocabulary is highlighted on first mention in the text and at the end of each section. Definitions have been reviewed by an EAL specialist.

Sample page from Edexcel International AS/A Level Economics Student Book 1

Answers to activity questions and exam practice in the Student Books will be available online. Visit www.pearsonglobalschools.com

ACCOUNTING

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Edexcel International AS/A Level Business Online Teacher Resource Pack 2	978 1 292239 21 7	£100.00

*Publishing end of April 2020. One third of the IAL Accounting Student Book 2 will be made available online for confirmed customers to assist planning.

[^]Publishing February 2020.

ECONOMICS

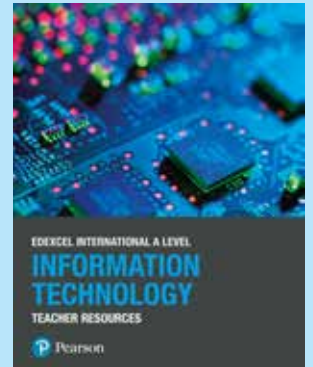
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This **online Teacher Resource Pack** supports the latest Pearson Edexcel International Advanced Level (IAL) in Information Technology, for first teaching from September 2018.

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- Lesson plans.
- Worksheets.
- Two end-of-unit summative tests.
- A slide deck of model answers with 'dos and don'ts' and common errors.
- Exam-style practice and mark scheme.



IT

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ENGLISH LITERATURE

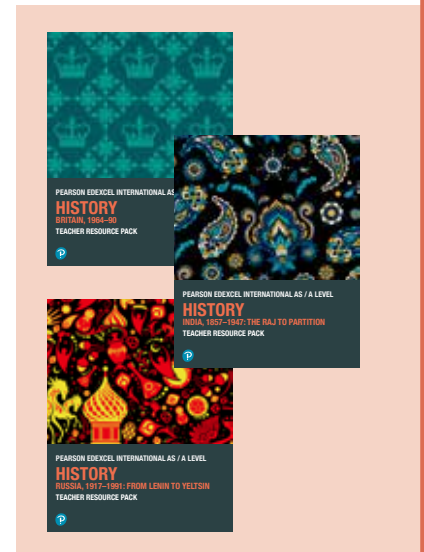
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- TRP available for 9 modules of learning. See below.
- Practice exam papers.
- Mark schemes for the mock papers.
- Summative (practice) assessments.
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- Mapping document.
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