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Page 4 INTERNATIONAL GCSE ICT (4IT0/02) June 2017 Mark Scheme Task ANSWER Marks LO AO Task SS1 - must be formula view for marks except for (a)(i), (a)(ii) and (b)(i) Example response (a) (i) 21 A 2 w ard 2 m ks for =SUM(D6:H6) in I6 Award 1 mark for formula which gives value of 470 in I6 OR the value 470 in I6 OR =SUM(D6:H6) in a column other than I

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The IGCSE ICT practical examination is worth 60% of the total grade. The sets of workbooks and tutorials on this page are designed to help you prepare/revise/practice the practical elements of the course. Each workbook should be used in conjunction with the practice practical exam papers section of this website.

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Please note this title is still being made available for students sitting their examinations in 2015. Our second edition supports the updated syllabus for first examination 2016. Textbook and free CD-ROM, endorsed by Cambridge International Examinations for the IGCSE syllabus in Information and Communication Technology (0417) for final examination 2015. - Written by experienced examiners and teachers, who bring a wealth of theoretical knowledge and practical experience to both the book and the CD - Ensures that students are fully prepared for both the written theory paper as well as the two practical papers. - Each Section of the syllabus is fully covered in the text book, with clear explanations and plenty of tasks and activities. - The CD contains source files for the tasks and activities, as well as examination-style questions (with model answers) and a glossary.

Indexes the Times and its supplements.

Practice papers to help your students prepare for GCSE assessment

The routine jobs of yesterday are being replaced by technology and/or shipped off-shore. In their place, job categories that require knowledge management, abstract reasoning, and personal services seem to be growing. The modern workplace requires workers to have broad cognitive and affective skills. Often referred to as "21st century skills," these skills include being able to solve complex problems, to think critically about tasks, to effectively communicate with people from a variety of different cultures and using a variety of different techniques, to work in collaboration with others, to adapt to rapidly changing environments and conditions for performing tasks, to effectively manage one's work, and to acquire new skills and information on one's own. The National Research Council (NRC) has convened two prior workshops on the topic of 21st century skills. The first, held in 2007, was designed to examine research on the skills required for the 21st century workplace and the extent to which they are meaningfully different from earlier eras and require corresponding changes in educational experiences. The second workshop, held in 2009, was designed to explore demand for these types of skills, consider intersections between science education reform goals and 21st century skills, examine models of high-quality science instruction that may develop the skills, and consider science teacher readiness for 21st century skills. The third workshop was intended to delve more deeply into the topic of assessment. The goal for this workshop was to capitalize on the prior efforts and explore strategies for assessing the five skills identified earlier. The Committee on the Assessment of 21st Century Skills was asked to organize a workshop that reviewed the assessments and related research for each of the five skills identified at the previous workshops, with special attention to recent developments in technology-enabled assessment of critical thinking and problem-solving skills. In designing the workshop, the committee collapsed the five skills into three broad clusters as shown below: Cognitive skills: nonroutine problem solving, critical thinking, systems thinking Interpersonal skills: complex communication, social skills, team-work, cultural sensitivity, dealing with diversity Intrapersonal skills: self-management, time management, self-development, self-regulation, adaptability, executive functioning Assessing 21st Century Skills provides an integrated summary of the presentations and discussions from both parts of the third workshop.

How to Achieve 100% in a GCSE - Guide to GCSE Exam and Revision Technique Written by a teenager for teenagers, this simple guide guarantees success in your GCSE's. Having achieved 10 A* grades (4 with a score of 100%), the author shares practical tips on exam and revision technique, including specific subject advice. The book is written with the belief that everyone has the potential to achieve 100% in a GCSE. "What a fantastic book! A truly great idea. I wish the book had been around years ago when I was doing my O and A levels. Rob makes some excellent points and the book is full of good sense." - Lorna Read, Editor, Writing Ltd

This edition of our successful series to support the Cambridge IGCSE Biology syllabus (0610) is fully updated for the revised syllabus for first examination from 2016. Written by an experienced teacher who is passionate about practical skills, the Cambridge IGCSE® Biology Practical Workbook makes it easier to incorporate practical work into lessons. This Workbook provides interesting and varied practical investigations for students to carry out safely, with guided exercises designed to develop the essential skills of handling data, planning investigations, analysis and evaluation. Exam-style questions for each topic offer novel scenarios for students to apply their knowledge and understanding, and to help them to prepare for their IGCSE Biology paper 5 or paper 6 examinations.

Exam Board: Edexcel Level: IGCSE Subject: Science First Teaching: September 2017 First Exam: June 2019 Develop your students' scientific thinking and practical skills with this second edition, fully updated to match the new 2017 specifications. - Build students' confidence with in-depth yet accessible scientific content - Test understanding with study questions throughout the book - Prepare students for the exam with sample answers and expert comments plus exam-style questions for every section - Build practical skills with coverage of all required practicals plus further suggested experiments -

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Develop mathematical skills with maths explanations and questions throughout - Challenge higher ability students with extend and challenge activities - Answers to all activities freely available online

This highly respected and valued textbook has been the book of choice for Cambridge IGCSE students since its publication. This new edition, complete with CD-ROM, continues to provide comprehensive, up-to-date coverage of the core and extended curriculum topics specified in the IGCSE Chemistry syllabus. The book is supported by a CD-ROM containing extensive revision and exam practice questions, background information and reference material.

Edexcel International GCSE ICT Student Book provides complete coverage of the 2009 Edexcel International GCSE specification, so you can be sure you and your students have all the material you need. For first teaching from September 2009 and first examination in 2011.

This best-selling textbook combines theory and practice to present a broad introduction to the opportunities and challenges of teaching English in secondary school classrooms. Each chapter explains the background to current debates about teaching the subject and provides tasks, teaching ideas, and further reading to explore issues and ideas in relation to school experience. Already a major text for many university teaching courses, this new edition has been thoroughly updated in the light of new legislation and includes fresh chapters on the National Literacy Strategy, Media and ICT. Other chapters suggest a broad range of approaches to teaching such crucial areas as: reading and writing, speaking and listening drama, media studies and information technology grammar, poetry and language study Shakespeare post-16 English language and literature Written particularly with the new and student teacher in mind, this book offers principles and practical examples of teaching and learning in a twenty-first century context as new notions of literacy compete with demands of national assessment. Taking these changing ideologies as a starting point, the text also addresses questions about the nature of teacher education. It raises issues concerning competence-based courses, working with a mentor in school and monitoring the development of a student teacher.

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