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## Cambridge checkpoint science teacher's resource book 1 answers

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Labelling students according to their perceived abilities can place obstructions in their learning. Students are more engaged and successful learners if resources and activities are provided that take their level, and learning style into consideration. When more options are available that can meet the diverse needs of individual students, they can take ownership of their learning and become more involved and successful learners. These Skills Builder and Challenge workbooks have been written to provide this flexibility in teaching and learning, offering content that can support or stretch where and when each student needs it. They can be used to offer teachers and parents different strategies that can be applied to help children progress at times where they find subject matter more difficult or where they are ready to be challenged further in their thinking. 3 Overview of the Skills Builder and Challenge Workbooks are write-in workbooks designed to support learners who are studying the Cambridge Checkpoint Science Curriculum Framework. They are intended for use alongside the core material in the Cambridge Checkpoint Science Coursebooks and the Cambridge Checkpoint Science Coursebooks and the Cambridge Checkpoint Science Coursebooks. There are three Skills Builder Workbooks, one each for stages 7, 8 and 9 There are also three Challenge Workbooks, again one for each stage. Within each workbook, the topics are dealt with in the same sequence as in the relevant Coursebook are referenced at the top of each exercise, so that you can select suitable exercises to use alongside the core materials. 4 Who these workbooks are for The Skills Builder Workbooks have been written to help learners who are finding difficulty with some aspects of their work. The exercises provide simple, highly structured tasks, with clear guidance, that will increase the learner's confidence and understanding. Language is kept simple, bearing in mind that these learners may still be developing their fluency in reading and writing English. The Challenge Workbooks are designed to motivate and stretch learners who are finding some of their work. The exercises are not limited to the type of task that might be found on the Progression Tests or Checkpoint Tests. This is because their intention is not to test what learners can do, but to develop skills that will help them to become more confident. Many of the tasks are relatively unstructured or open-ended. Some require implementation of highlevel skills such as evaluation or analysis. The tasks do not take the content to a higher level, but rather ask learners to do more difficult things with this content. Suggestions for how you might use the Skills Builder and Challenge Workbooks, like the core Cambridge Checkpoint Science Workbooks, contain exercises that concentrate on the development of skills. Knowledge and understanding of the curriculum Framework, are not the main focus of the exercises. However, every exercise is firmly placed within the context of one or more of these content-based topics, and so learners will almost inevitably increase their depth and breadth of understanding of this content as they work through any exercise. The skills covered include many of those described in the learning objectives of the Scientific Enquiry strand of the Curriculum Framework. These have been targeted because learners perform less well in questions testing these skills than in questions focusing on the learning objectives are dealt with, because some of them can only be addressed successfully with hands-on practical activities, or with direct interaction between teacher and learner. For example, the Stage 7 Scientific Enquiry learning outcome 7Ep1, Be able to talk about the importance of questions, evidence and explanations, is best approached through class or group discussion. Ideas for addressing such learning objectives will be found in the many different Activities included in the Coursebook and on the Teacher Resource CD-ROM. The exercises also include other skills that learners need to develop as they study this course, and as they move on to IGCSE, O level or other Secondary 2 courses. For example, some exercises involve converting information from one form to another – such as using a written passage to construct a flow diagram. Mathematical skills, which learners will be developing in their Cambridge Primary and Secondary 1 Mathematics courses, are frequently addressed, always with support and guidance. Learners often struggle to transfer skills learnt in one subject into another, and these exercises should help them to do this more successfully. How to use the Skills Builder Workbooks in the classroom will help those students who have difficulty with some topics and skills to make progress and to gain confidence. The key to making the best use of the workbooks is good planning and integrating their use into your teaching. as well as knowing your students well. In your overall course planning, it will be helpful to use the 'Teaching ideas' section of the Teacher's Resource CD-ROM. Here the possible lessons are set out along with the resources in the core Workbook and the Worksheets (also on the CD-ROM). The Overviews of units will also be helpful. By using your students' previous work, or carefully planning a question or activity that is designed to assess students' understanding you can identify the areas that your student is not doing the same task at the same time. They may not complete every task. The main point is that you, and they, see that they have achieved. For example, in Unit 7.6 Investigation as a class or in small groups. It is often difficult for some students to grasp all the ideas here and they may need more help. You may carry out a demonstration or a class investigation of "Which powder is best at neutralising acid?" and then work through the results in the Coursebook. Some of the class may tackle the core 6 Workbook exercise 7.5 which covers some of the ideas of fair testing. They could then move on to the core Workbook exercise, or part of it. This approach means you need to be flexible, in order to respond to students' different needs, assisting them to learn as well as possible. A starting point may be to use the different resources to set different homework tasks. The students will soon get used to the idea that not everyone is doing the same thing but you will need to make it clear that it is progress you are looking for. The Skills Builder Workbooks can also be used as a quick intervention to target particular topics or skills that particular students find difficult. You may, for example, identify that a student has difficulty in drawing a graph; perhaps in devising the scale or in plotting the points. Using one of the Skills Builder exercises that gives a graph already set up with scales and the first point plotted can help to give the student confidence. The Remember boxes and clear instructions will guide them through the practice they need. How to use the Challenge Workbooks effectively The Challenge Workbooks can be used to achieve different levels of homework tasks. But if you can integrate the Challenge Workbook tasks into your lessons, the students who work quickly will avoid becoming bored and will begin to develop the skills they will need for the next stage of their education. The planning for lessons using the Challenge Workbooks may need careful thought, as many of the tasks are longer. For example, in Stage 7, Unit 7.4 Neutralisation: there is an exercise on reading measuring cylinders in the core Workbook, a similar exercise but with more support in the Skills Builder Workbook, and in the Challenge Workbook, and in th exercises will take longer than the other tasks, so you could spend more time on the basic skills with the rest of the class. Like anything new, planning and executing good lessons where students are doing different tasks takes practice. By sharing your experiences and techniques with other teachers you will become more skilled at it. Explaining your approach to your students and why you are using it, asking for their feedback will also help you to continue to develop your methods. The benefits to the students and their progress certainly makes it worth the effort. 7 Look inside... Skills Builder The Skills Builder Workbooks are written to make them accessible to those students who are struggling with some of the skills and topics in the core Checkpoint Science course. The aim is to make the students successful in each exercise, giving them confidence and building up their skills gradually. The pages are designed to be clear and uncluttered so that the students do not have to search hard for information and are not overwhelmed by too much information. The questions are direct and only require short answers. Each exercise has clear introductory text which sets the scene and details the topics and or skills they will be working on in the task. All of the text is presented in the present, active tense. The sentence structures have been kept short and simple so that students can access the information easily. Illustrations are used to avoid lengthy descriptions, to make unfamiliar vocabulary clear or to clarify a practical set-up or procedure. Unit 7 Material changes 7.2 Finding mistakes in a table 7.1 Acid or alkali? This exercise relates to 7.3 The pH scale from the Coursebook. This exercise relates to 7.1 Acids and alkalis, 7.2 Is it an acid or an alkali? and 7.3 The pH scale from the Coursebook. In this exercise, you use a table to sort facts about acids and alkalis. 1 Draw a circle around each mistake he makes in his results table. The pH scale measures how strong an acid or alkali is. The scale goes from 0 to 14.0 is a very strong alkali. Foods that contain acids taste sharp. 1 Draw a table with two columns below. Put the headings Acid in the first column and Alkali in the second column. Write the correct answer in the space below each circled mistake. Remember Liquid Colour with Universal Indicator solution pH lemon juice yellow 4 weakly alkaline water green 5 neutral hydrochloric acid blue/purple 11 strongly alkaline use a pencil and a ruler. 2 Write these pieces of information about acids and alkalis in the correct column of the table. ce has a Lemon jui taste. pH 9 gy sharp tan Sodium hydroxide 44 colour A purple rsal with Universal Indicator solution 7 Material changes 7 Material changes Skills Builder 7, pp 44-45 9781316637180 8 45 We have used a group of six fictitious students throughout, to help illustrate the tasks throughout the series of workbooks; these six students are introduced in the stage 7 workbooks. They are often presented discussing the topic of the exercise, with the aim of helping your learners relate to the tasks given. The questions are structured so that the student is not afraid to attempt an answer. Some questions only require students to tick boxes so that they can concentrate on the science in question, rather than composing an answer. These questions will however require reading and thinking to establish the correct answer. Where an explanation of an answer is required we have given the learners some framework so that they can structure their answers rather than being faced with a large number of writing lines. Many of the tasks relate to skills that are needed in presenting or analysing data. Tasks are included cover this same broad skill area in all the three sciences to give plenty of practice. Some of these skills are basic: such as labelling a diagram, drawing up a results table or completing a tally chart. Unit 4 Variation and classification 3 Use Amal's and Sam's results table to draw a bar chart. Put flower colour on the x-axis. 4.1 Recording variation in a species from the Coursebook. Remember the bottom of the graph. The x-axis is the one along side. The y-axis is the one up the your bar chart. Use a pencil and ruler to draw bars. Leave spaces between the bars. Do not shade the In this exercise, you practise completing a results table to draw a bar chart. Amal's class has a garden outside the classroom. Amal's teacher gives him some canna lily tubers to plant in the garden. Amal and Sam plant the tubers. Each tuber grows into a plant and produces flowers. The boys count the number of canna plants with different-coloured flowers. Here is the table that they make. Flower colour Yellow White Red Orange tally number of plants 1 Complete the last row of Amal's and Sam's results table. 2 classification Skills Builder 7 pp 24-25 9781316637180 9 25 We have built up the skills, for example in the early stages we have increased the difficulty and removed some of the help given in the earlier stages. For example in the early stages we have provided the scales for graphs, shown partly completed graphs and/or given very specific instructions for when they are stuck. This should reduce the number of times they need to ask for help. The whole purpose of the Skills Builder workbooks is to build the confidence and the skills needed in this course and the books are written so that small steps can be made to guide the students towards success. 10 Look inside... Challenge Workbooks are written as an extension to the core Checkpoint Science Workbooks and questions in the Coursebooks. The aim, as their name suggests, is to give more demanding questions and hence to further students' progress in higher-order thinking and skills. The progression is in skills rather than content, so each Challenge Workbook stretches the learner within the relevant stage of the Curriculum Framework without requiring coverage of content in the next higher stage. While the language level has been carefully controlled, the Challenge tasks require a higher level of reading and literacy skills than the Skills Builder exercises. The page layouts cue less visual learning and involve more reading and literacy skills than the Skills Builder exercises. The page layouts cue less visual learning and involve more reading and literacy skills than the Skills Builder exercises. question about bones to investigate d Describe clearly how you will carry out your experiment. This challenge task relates to 1.3 The human skeleton from the Coursebook. In this challenge task, you will choose a suitable question that can be answered by experiment, and then plan the experiment.

The diagram shows apparatus that can be used to answer this question: pull pull Do long bones break more easily than short bones?

that could be investigated using the method shown in the diagram.

e Draw a results chart that you could use. Include headings and units. forcemeter forcemeter Are thick bones stronger than thin bones? Do people who eat plenty of calcium have stronger bones than people who do not? Do old bones break more easily than young bones? Do hollow bones break more easily than solid bones? straw 2 Choose one of the question that you have ticked in question 1. Write the question here:

Your experiment must use the method shown in the diagram. a What will you change in your experiment.

By What will you try to keep the same?

teacher may allow you to carry out your experiment. If so, you will probably find that you want to make some changes to your plan once you are actually doing it. That is a good thing - scientists always try to improve their plans for experiments. ...... .. 8 1 Plants and humans as organisms 1 Plants and humans as organisms Challenge 7, pp 8-9 9781316637197 11 9 The six learner characters are introduced again in Challenge Stage 7. These characters are used to make the questions more accessible to readers and to give more context to questions. Introduction Welcome to the Cambridge Checkpoint Science course covers the Cambridge Checkpoint Science course is divided into three stages: 7, 8 and 9. You should use this Challenge Workbook with Coursebook 7 and Workbook with Coursebook 7. The tasks in this Challenge Workbook will help you to develop and extend your skills and understanding in science. This workbook will help you to develop and extend your skills and understanding in science. This workbook will help you to develop and extend your skills and understanding in science. This workbook is offered as an extension to the main curriculum and therefore it does not cover all the curriculum framework content for this stage. The tasks will challenge you with scientific enquiry skills, such as planning investigations, interpreting and analysing results, forming conclusions that you have not seen before, rather than just recall that knowledge. If you get stuck with a task: Read the question again and look carefully at any diagrams to find any clues. Think carefully about what you already know and how you can use it in the answer. Look up any words you do not understand in the glossary at the back of the Checkpoint Science Coursebook, or in your dictionary. Read through the matching section in the Coursebook. Look carefully at the diagrams there too. Check the reference section at the back of the Coursebook. There is a lot of useful information there. Introducing the learners Nor Anna Amal Elsa Sam Jon Introducing the learning objectives in the Scientific Enquiry strand of the Curriculum Framework. The skills required to answer these questions are of a higher level than those required to carry out extended writing, such as investigation plans, carry out calculations, make their own decisions about presentation of data, analyse and compare data, draw conclusions and make evaluations. There is progression through the trends in some of the graphs become more complex between Stages 7 and 8. The purpose of the Challenge series of workbooks is to provide a valuable teaching tool in your classroom that will extend differentiated learning through challenging, interesting and relevant questions. Unit 8 Mixtures 2 Plot the results on the graph grid. 8.1 A frozen mixture of salt and water This challenge task relates to 8.2 More about mixtures from the Coursebook. Most of the temperatures are lower than zero. Think about how you will arrange the temperature scale. In this challenge task, you will identify variables and plot a graph with negative numbers. The melting point of ice changes if the salinity (saltiness) of the ice is changed. Some scientists areof investigating this effect. [screenshot page with graph question, including Challenge 7 intro They dissolve a measured mass of salt in water. They freeze the mixture at a temperature is measured; this is the melting point. The scientists repeat the procedure using ice of different salinities. 1 When preparing the frozen samples, the mass of salt added is changed. What must be kept the same? The table shows the scientists' results does not fit the pattern. Ring this plotted point on your graph. 4 Draw a line of best fit. 42 8 Mixtures 8 Mixtures 8 Mixtures 8 Mixtures 8 Mixtures Challenge 8, pp 42-43 9781316637234 13 43 Author biographies Mary Jones Mary obtained an MSc in Zoology from the University of Oxford. She has worked as a teacher and a lecturer in different types of educational institution, teaching students of all ages. Mary's greatest interest is in sharing her love of science with young learners. She has written many textbooks, in which she aims to encourage learners to 'think like a scientist'. Her long involvement in examining and in training has given her insight into the difficulties that learners all over the world have in understanding some topics in science, and this has informed her writing approach. She is passionate about the need to develop skills rather than just accumulating knowledge - skills that are vital for students to be successful as they move into higher education or the world of work. Diane Fellowes-Freeman Diane is a graduate of the University of London and of the Centre of Science Education, King's College, London. She has almost 40 passionate about the need to develop skills rather than just accumulating knowledge - skills that are vital for students to be successful as they move into higher education or the world of work. Diane Fellowes-Freeman Diane is a graduate of the University of London and of the Centre of Science Education, King's College, London. 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She has a record of improving both the quality of teaching and students' achievements in her departments. Over many years Diane was involved with training teachers, as a school-based mentor and an assessor which she regards as a privilege. She has enjoyed speaking at training sessions in the UK and internationally. She hopes these resources will help your students to make progress save you time, help your planning and provide you with some inspiration. 14 Michael Smyth Michael graduated with a PhD in Biophysics and began his career in research at the University of Oxford. His enthusiasm for both science and education then led him into full-time teaching. Michael spent most of his teaching career as a Head of Science in a leading UK private school, which taught across the age ranges from kindergarten to A-level. He significantly raised attainment in the sciences at this school. Michael remains passionate about the sciences and science education, realising that teachers of today are preparing the sciencists of tomorrow. 15 Jones, Fellowes-Freeman and Sang s Resource 7: With University ss their quality, nations visit our full range supporting Other components of Cambridge Checkpoint Science 7: Coursebook 7 Teacher's Resource 7. ISBN 978-1-107-61333-1 ISBN 978-1-107-69458-3 Completely Cambridge University of Cambridge University Press works closely with Cambridge exams by providing comprehensive, high-quality, endorsed resources. 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