

# Cambridge IGCSE™

04 0



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# קוֹדֵקְס

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הקודקס הוא אוסף של כללי התנהגות, המפרטים את כללי התנהגות המיועדים לשימוש בכלי העבודה. הקודקס מפרט את כללי התנהגות המיועדים לשימוש בכלי העבודה, וכן את כללי התנהגות המיועדים לשימוש בכלי העבודה.





## QUESTION

1. The following data represents the number of students who passed in the examination in the year 2023 and 2024.

2. The following data represents the number of students who passed in the examination in the year 2023 and 2024.

3. The following data represents the number of students who passed in the examination in the year 2023 and 2024.





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1/1

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1/1







Handwritten notes in red ink at the top of the page.

**A1**

Handwritten text corresponding to section A1.

**A2**

Handwritten text corresponding to section A2.

**A3**

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- 1. 2024
- 2. 2025
- 3. 2026

- 1. 2024
- 2. 2025
- 3. 2026

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## Handwritten sub-header text.

Handwritten notes or definitions in the first section.

## Handwritten sub-header text.

Handwritten notes or definitions in the second section.

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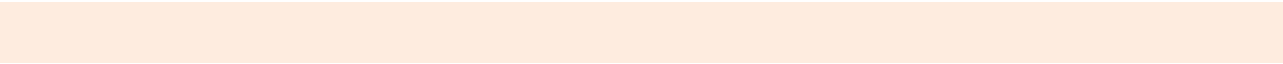
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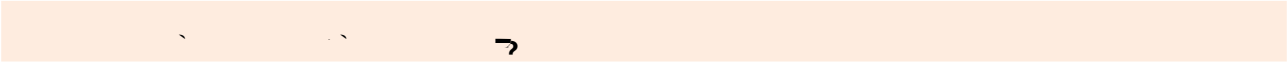
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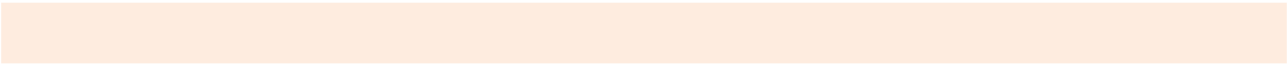
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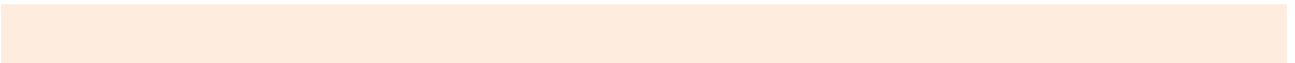
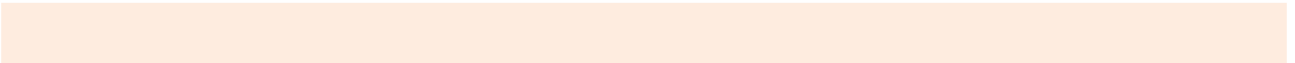
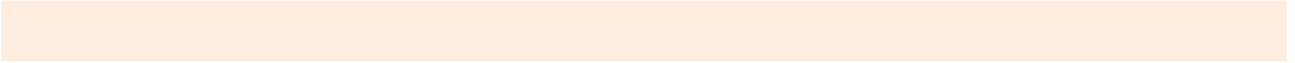




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101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200

- 1. 2024 2025 2026.
- 2. 2024 2025 2026.
- 3. 2024 2025 2026.

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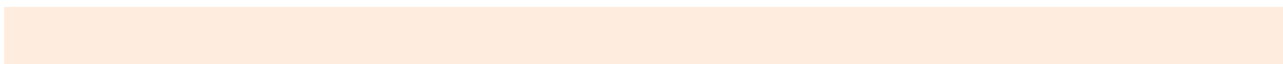
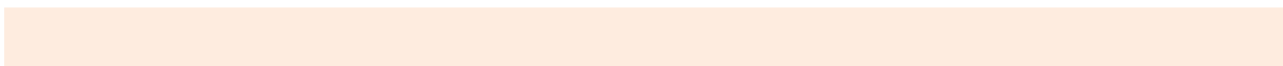
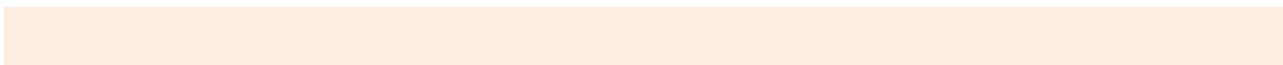
Main body of handwritten text, including several paragraphs and bullet points.





### Handwritten title or header

Handwritten notes in Chinese, consisting of approximately 25 lines of text. The text is written in a cursive style and includes various symbols such as arrows and vertical lines, possibly indicating a flow or structure. The content is dense and appears to be a detailed set of instructions or a technical description.









## Cambridge English Scale

The Cambridge English Scale is a measure of English language proficiency. It is based on the Cambridge English Scale (CES) and is used to assess the English language skills of candidates. The scale is divided into several levels, each representing a different level of proficiency. The levels are: A1, A2, B1, B2, C1, and C2. Each level is further divided into sub-levels. The scale is used to assess the English language skills of candidates in a variety of contexts, including academic, professional, and personal. The scale is also used to assess the English language skills of candidates in a variety of contexts, including academic, professional, and personal.

Cambridge English Scale: *G da ce f. ce e, c. et, C. et, Ha db.*

Cambridge English Scale: *C. et, Ha db.*  
[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

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### Cambridge International AS & A Level Mathematics

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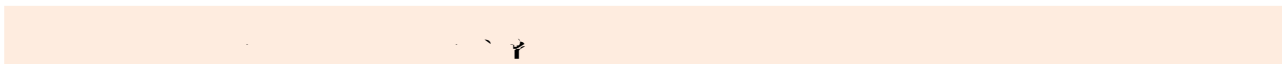


1. 2024年

2024年1月1日至2024年12月31日止，共发生... 2024年1月1日至2024年12月31日止，共发生... 2024年1月1日至2024年12月31日止，共发生...

2024年1月1日至2024年12月31日止，共发生... 2024年1月1日至2024年12月31日止，共发生... 2024年1月1日至2024年12月31日止，共发生...





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Cambridge International AS & A Level Mathematics: Pure Mathematics 1





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### Section 1

1. The first part of the text discusses the importance of understanding the context of the passage. It emphasizes that without a clear understanding of the background, it is difficult to interpret the author's intentions and the meaning of the text.

2. The second part of the text focuses on the role of the reader in constructing meaning. It suggests that readers should actively engage with the text, asking questions and making connections between different parts of the passage.

3. The third part of the text discusses the importance of identifying the main idea or thesis of the passage. It provides several strategies for doing so, such as looking for topic sentences and paying attention to the overall structure of the text.

4. The fourth part of the text discusses the importance of identifying the author's purpose and audience. It suggests that readers should consider why the author is writing and who they are writing for, as this can help to clarify the meaning of the text.

### Section 2

1. The first part of the text discusses the importance of identifying the main idea or thesis of the passage. It provides several strategies for doing so, such as looking for topic sentences and paying attention to the overall structure of the text.

2. The second part of the text discusses the importance of identifying the author's purpose and audience. It suggests that readers should consider why the author is writing and who they are writing for, as this can help to clarify the meaning of the text.

3. The third part of the text discusses the importance of identifying the main idea or thesis of the passage. It provides several strategies for doing so, such as looking for topic sentences and paying attention to the overall structure of the text.

4. The fourth part of the text discusses the importance of identifying the author's purpose and audience. It suggests that readers should consider why the author is writing and who they are writing for, as this can help to clarify the meaning of the text.

### Section 3

1. The first part of the text discusses the importance of identifying the main idea or thesis of the passage. It provides several strategies for doing so, such as looking for topic sentences and paying attention to the overall structure of the text.

2. The second part of the text discusses the importance of identifying the author's purpose and audience. It suggests that readers should consider why the author is writing and who they are writing for, as this can help to clarify the meaning of the text.

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