Contributing WA Authors

Joanne Parker, Santa Maria College

We are delighted to welcome three contributing authors from Western Australia onto the ScienceWorld author team:

Hannah Fay, Santa Maria College

Hannah Fay has been teaching in Western Australia for nearly a decade, and is currently a Chemistry and Science Teacher at Santa Maria College. She has worked with the School Curriculum and Standards Authority for a number of years to assist in development of the K-10 Grade Descriptors, and the ATAR and General Chemistry courses. In her classes, Hannah focuses on the development of problem solving and numeracy skills, as well as encouraging a love of Science.

Joanne Parker is currently working as a Human Biology teacher at Santa Maria College, where she has been teaching for several years. Prior to this position, she worked at an Outstanding Ofsted (2009, 2014) academy in South East London, teaching Key Stage 5 Biology and Human Biology, as well as Key Stage 4 Physics, Chemistry and Biology. In her science lessons Joanne focuses on utilising inquiry approach, in order to develop the critical thinking skills of her students, and maximize student engagement.

Melanie Lee, Santa Maria College

Melanie Lee entered teaching after working as an Industrial Chemist. She went into teaching due to her passion about educating and developing the next generation of scientists. She has worked in a variety of schools and is currently teaching Science and Physics at Santa Maria College. Melanie integrates technology, differentiation and cross curricula connections into her lessons to ensure her lessons are accessible to all levels of students.

Publishing in 2017

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ScienceWorld Western Australia 7 Student Book (print + digital)	9781420238228	\$49.95	
ScienceWorld Western Australia 8 Student Book (print + digital)	9781420238280	\$49.95	
ScienceWorld Western Australia 9 Student Book (print + digital)	9781420238334	\$49.95	
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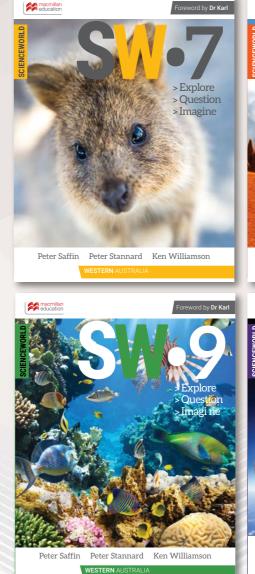
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SCIENCEWORLD **WESTERN AUSTRALIA**



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SCIENCEWORLD

New edition for Western Australia

ScienceWorld is a leading, tried and tested textbook series. This new edition has been designed specifically for Western Australia, with contributing authors from Santa Maria College ensuring the books provide comprehensive coverage of all content descriptors and an approach that works for WA. With its integrated literacy and numeracy support, accessible reading level, and regular formative guestions and activities, ScienceWorld offers a balanced approach to the curriculum.

Why does ScienceWorld work?

- · A wealth of activities, experiments and investigations is interspersed throughout the books, reinforcing students' learning as they need it.
- Specific skill-builder activities develop skills clearly and progressively.
- Inquiry-based activities and 'design your own' experiments allow students to explore and discover the wonderful world of science for themselves.

What's new in ScienceWorld?

With a new focus on Exploring, Questioning and Imagining, ScienceWorld encourages students to learn through active discovery and scientific exploration. This new edition has been:

- tailored for Western Australia
- resequenced to provide complete coverage and improved progressive development of concepts
- enhanced with up-to-date facts, figures and case studies
- updated, with more STEM-based examples and a stronger focus on the latest technologies
- · revised to improve readability, flow, accuracy and depth.

A new look and feel

• This series has been extensively redesigned, adding both visual appeal and user-friendly elements.

Streamlined feature boxes increase efficiency and accessibility. Increased visuals enhance the student experience, engaging their interest and demonstrating concepts in a compelling way. Science as a human A new digital platform focuses on interactive tools that help consolidate learning. avour features brir ence to life: putting ience in context torically, for today, and or the future SW•7.... SW-9. **SW**•8.. Check question understanding or students to of concepts for apply Science nguiry skills, each section Experiments vhile exploring

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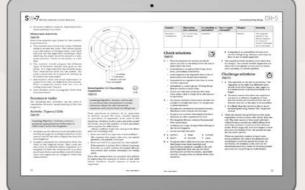
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Workbooks

The workbooks have also been updated, to ensure they work in perfect tandem with the student books. They are suitable for all students and have been written by a literacy expert to support literacy development. Throughout, students are provided with opportunities to speak and write in the various text types specific to science. The workbooks scaffold learning and make it easier for all students to develop basic science understanding and skills. They consolidate knowledge and understanding, and allow higher-order thinking to develop logically.







allow students to design

their own

experiments

and inventions

encouraging and discove

9 Western Australia Workbook	Body in balance CH+7
BE 8 Applying information	C⊋ Roundup
ou and two friends are bushwalking in the Snowy Mountains when you become lost. rature drops to 3 °C. Suggest fivewaysyoucouldpreventheatlossfromyourbody.	Exercise 10 Reviewing your prior knowledge
	Go back to Exercise 1 to see if you can now improve the meanings of the words.
That's enough negative Feedback Arrying about who tack the wrang turn is not going to cake	Exercise 11 Writing a cause and effect essay
the prister of how were yoing to keep ward	Task words
	Task: Analyze in efforts of the following substances on the nervous system of the human body slooped tobacco and herein White about 300 words. You should
	inclusion bibliography
AN STA AND	Content words
M N 490-28 U 0	1 Understanding the task Read the task several times, thinking about the task and content words. Then check with a partner that you understand executive what to do. (Make sure you know what makes up the human nervous system.)
	2. Presaring for research
ise 9 Writing in role	The best way to gather relevant information is to draw up a table using the content words of the task. (Your table will need to be much larger than the one below.)
of response to the following question in a magazine. (You are the doctor.)	Cause (What does this substance do to the body's nervous system?)
Doctor, : health magazines say that I should drink at least eight glosses of water	(mini dona sina addatance do to sin dody a nin roda ayamini)
lay. I hate water Why do I need to have so much?	
rlogged Wendy	Tobacco
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arra baret	3 Finding the relevant information
	Use the internet or your library to find information on the three substances. The processing of the pr
	As you research using different sources, list them as Tables 7: 10 and 104, 2001 Instance 7: 1000 Instance 7: 1000 Instance 7: 1000 Instance 7: 1000 Instance 7:
	When you have completed your assignment, add this lat of sources (in alphabetical order, according to author)
	to the assignment as a bibliography.
and 1 (100 1 (100 1))	57

Teacher resources

The teacher resources have been fully revised to offer substantial support. Adapted for Western Australia by practising local teachers, these unparalleled resources provide:

- comprehensive teaching notes for each chapter, with ideas, hints and tips, and lab notes
- activities for differentiation
- more 'pick up and go' teaching options to make it easy to get started in the classroom
- solutions to support your marking
- editable chapter tests with answers for assessment, giving you more freedom in the classroom
- assessment tasks with marking rubrics for each chapter.

The new format offers rich content designed to facilitate your delivery of the syllabus, save you time and help you both challenge and support your students.

