

ENGLISH &
HUMANITIES

ISSUE 1

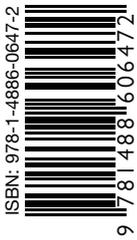
SECONDARY

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Always Learning

AUSTRALIAN SCHOOLS EDUCATION MAGAZINE

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KEEPING FOCUS IN THE CLASSROOM

The neuroscience of learning

GETTING PASSIONATE ABOUT PD

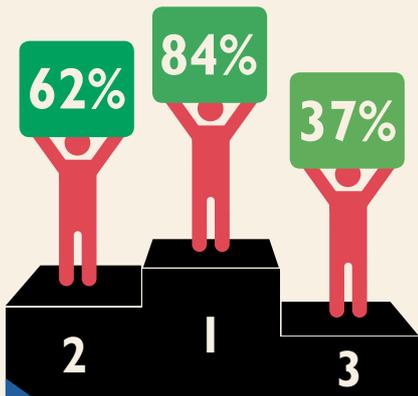
How to ignite the spark

ONLINE ASSESSMENT

The pros and cons

What our readers are saying

Here are some of the standout figures from the 2014 Always Learning Feedback survey. See all the results from this and other surveys at www.pearson.com.au/secondary/surveyresults



The education stories you want to read

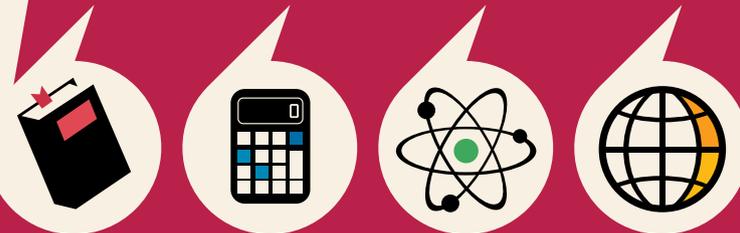
1. Innovations in teaching practice **84%**
2. Stories of success or case studies **62%**
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Our favourite response

To the question: please share any other comments or feedback

“**Thank you for Always Learning**”

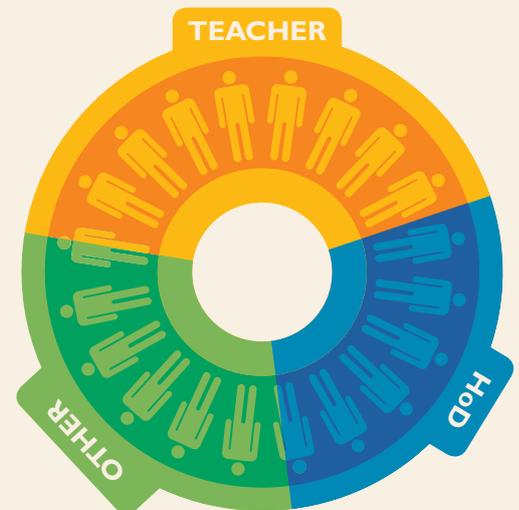
Half of our readers teach **English, Mathematics, Science or Humanities.**



39.6% teach more than one subject area

Australian educators top five topics of interest

- ★ Using technology to enhance learning
- ★ Improving teaching practices
- ★ Wellbeing and resilience
- ★ Assessment
- ★ Creative Thinking Strategies



78% of respondents agree that **Always Learning** magazine keeps them up-to-date on the latest Pearson resources.

Tell us what you think! The 2015 survey is now open:

www.pearson.com.au/secondary/AlwaysLearningSurvey

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Getting inside students' heads

Why know the neuroscience of learning?

Author: Dr Judy Willis

Neuroscience research about how we learn is advancing at increasing speed. Neuroimaging research is opening windows allowing us to watch the brain process, recognise, remember, and transfer information at the level of synapses and neural circuits.

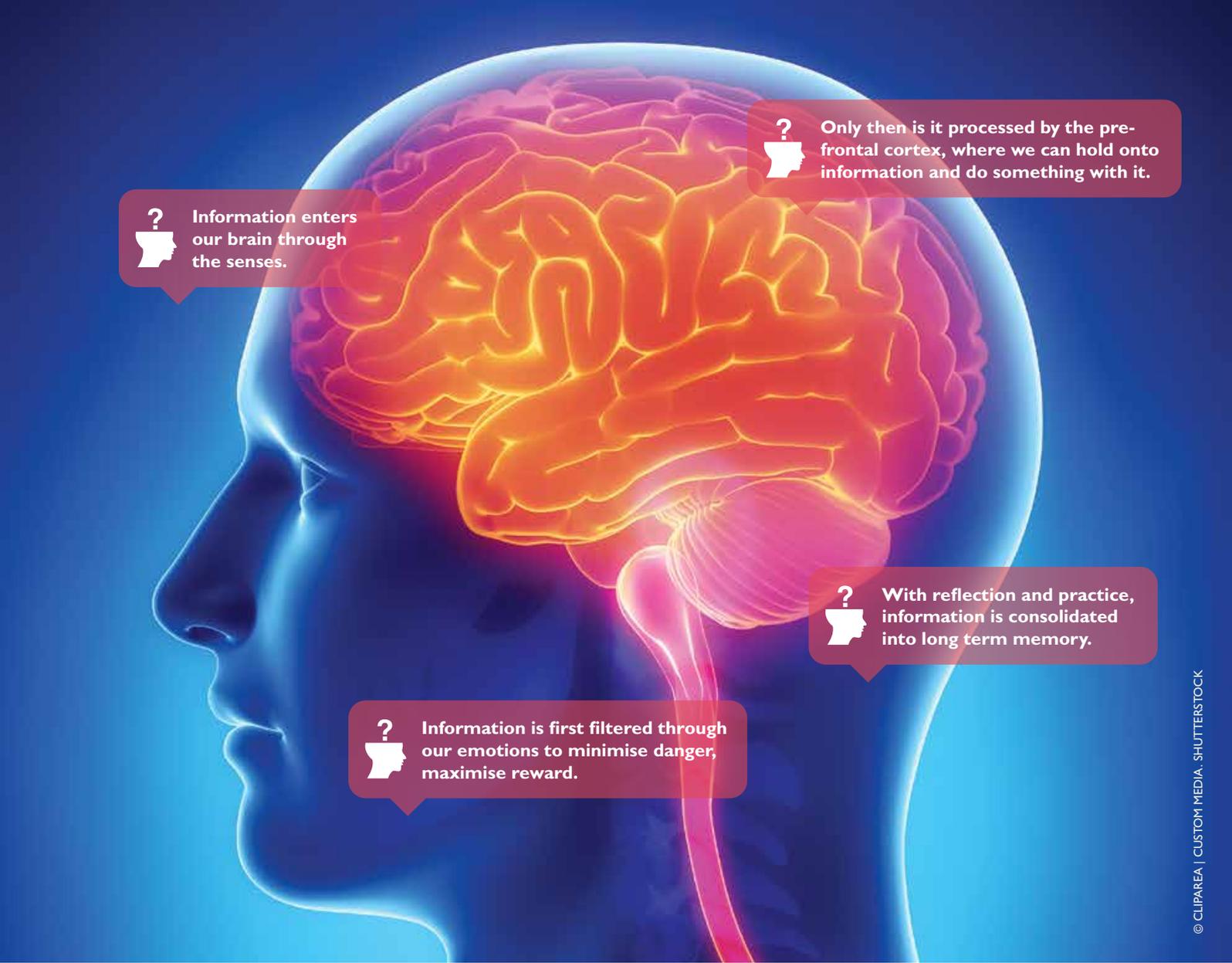
The most valuable assets for improving education won't be developed in a neuroimaging lab. Neuroscientists will not become classroom teachers and they are unable to translate lab analysis into classroom strategies. It will be educators with the foundational knowledge of the science of learning, who will evaluate the validity and potential educational correlations from neuroscience research and bring its benefits to their students.

Teachers with foundational knowledge of the neuroscience of learning will be able to use the research to:

- Bust the neuromyths that arise when research is misinterpreted, making sure precious educational funds are spent on evidence-based practices shown to be effective in improving learner outcomes
- Create increasingly supportive and engaging learning environments, curriculum, and instructional strategies to ignite student motivation, promote growth mindsets, engagement, perseverance, and educational success for all learners
- Become teachers-scientists, with increased skills of observation using the scientific method and data-analysis tools to develop and evaluate the outcomes of learning interventions. It is these educators who will be the innovators.

WHAT SORT OF KNOWLEDGE IS USEFUL FOR TEACHERS?

An understanding of how information is routed in the brain and how new neural connections are made and strengthened are important to understanding how we learn. Some key examples of neuroscience research with direct implication for teaching strategies include an understanding of the attention filter (the Reticular Activation System), the emotional filter (the Amygdala deep in the limbic system), and the limitless potential of neuroplasticity (the processes involved in creating new connections, connecting new information to old) – or as we like to call it: learning.



Information enters our brain through the senses.



Only then is it processed by the pre-frontal cortex, where we can hold onto information and do something with it.



With reflection and practice, information is consolidated into long term memory.



Information is first filtered through our emotions to minimise danger, maximise reward.



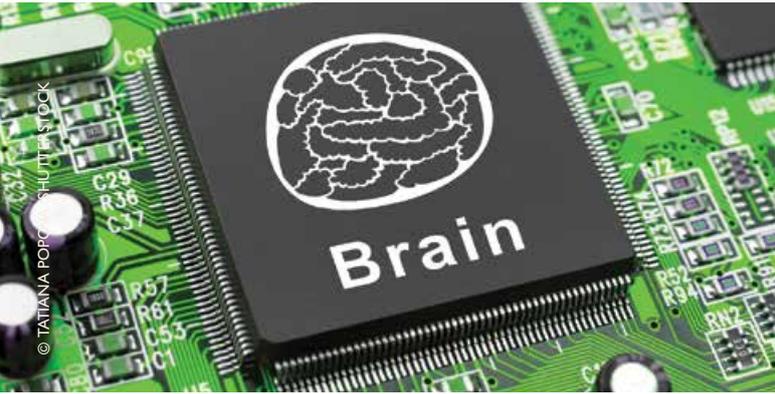
“NEUROPLASTICITY: THE PROCESSES INVOLVED IN CREATING NEW CONNECTIONS, CONNECTING NEW INFORMATION TO OLD – OR AS WE LIKE TO CALL IT: LEARNING.”



We know for instance, that when information enters the brain it is routed to one of two areas: (1) the pre-frontal cortex, what we might call the thinking brain, which can consciously process and reflect on information and (2) the lower, automatic brain, which we might call the reactive brain, which reacts to information instinctively rather than through thinking. When a student is anxious, sad, frustrated or bored, their brain filters conduct sensory information from the world into his reactive brain where the response is to either ignore it, fight against it as a negative experience, or avoid it

(e.g. switch off and daydream). It is unlikely that information will be processed thoughtfully or remembered.

When one's stress levels are down and interest is high, the most valuable information tends to pass into the thinking brain. When students are focussed and in positive or controlled emotional states, their executive functions can more successfully organise newly coded memories into long term knowledge. Every time they review or use that knowledge, activity along the connections between nerve cells increases. Repeated stimulations makes the network stronger – practice makes permanent.



So how can teachers create environments where anxiety is low while providing enough challenge and novelty for suitable brain stimulation?

1. MAKE IT RELEVANT

When stress in the classroom is getting high, it is often because a lesson is overly abstract or seems irrelevant to students. Teachers can reduce this type of stress by making the lesson more personally interesting and motivating. Ideally, students should be able to answer the question, "Why are we learning about this?" at any point in a lesson.

2. GIVE THEM A BREAK

Teachers can give students a three-minute vacation to reduce stress. Any pleasurable activity used as a brief break can give the amygdala a chance to cool down and the neurotransmitters time to rebuild.

3. CREATE POSITIVE ASSOCIATIONS

Eliminating all stress from students' lives is impossible. However, by avoiding stressful practices like calling on students who have not raised their hands, and giving students opportunities to set personal goals and recognise and savour their successes, teachers can dampen the stress association.

4. PRIORITISE INFORMATION

What facts are worthy of writing down and reviewing when studying? Helping students learn how to reduce the amount of information they need to deal with is a valuable stress-buster.

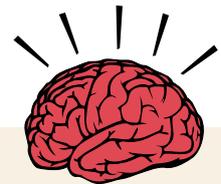
5. ALLOW INDEPENDENT DISCOVERY LEARNING

Thanks to dopamine release and the consolidation of relational memories, students are more likely to remember and understand what they learn if they find it compelling or have a part in figuring it out for themselves. In addition, when students have some choices in the way they will study or report on something, their motivation will increase and stress will diminish. They will be more accepting of their errors, motivated to try again, and less self-conscious about asking questions.

6. A SAFE HAVEN

Classrooms can be the safe haven where academic practices and classroom strategies provide students with emotional comfort and pleasure as well as knowledge. Brain-imaging studies show that when teachers use strategies to reduce stress and build a positive emotional environment, students gain emotional resilience, learn more efficiently and at higher levels of cognition.

Future neuroscience outcomes with the most extensive and useful classroom applications will likely arise from input that educators provide to scientists. When experience reveals particular strategies as repeatedly successful, classroom to research lab channels will be open for teachers to suggest investigations to see what is happening in the brain in response to those conditions. Through this collaboration, the observations of neuroscience-savvy classroom teachers, about what works for their students, will become neuroscience research investigations. As the data is analyzed, replicated, applied, adapted, and strategies become even more effective, what started as a teacher's observations will be disseminated to benefit students worldwide. After all, isn't sharing what we teachers do so well?



A ABOUT THE AUTHOR:
DR. JUDY WILLIS

Board-certified neurologist

Dr. Judy Willis, a board-certified neurologist in Santa Barbara, California, has combined her 15 years as a practicing adult and child neurologist with her subsequent teacher education training and experience. After ten years teaching elementary and middle school, and writing six books for educators, Dr. Willis left the classroom and dedicated herself full-time to teaching educators. Dr. Willis travels nationally and internationally giving presentations, workshops, and consulting while continuing to write books and staff blogs for NBC News Education Nation, Edutopia, and Psychology Today.

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DR JUDY WILLIS is a Board-Certified Neurologist and Educator, Inspiring author of "Research-based Strategies to Ignite Student Learning" and authority in the field of learning-centred brain research and classroom strategies derived from this research. Santa Barbara, California

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PROFESSOR SUSAN GATHERCOLE is a Cognitive Psychologist with particular interests in memory and learning. Professor Gathercole is the author of over 100 published articles on memory and learning, and the recipient of two awards from the British Psychological Society - the Spearman Medal for outstanding early career research in 1989, and the President's Award in 2007 for a distinguished contribution to psychological knowledge. Unit Director at the MRC Cognition and Brain Science Unit, Cambridge, England.

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Developing a love of learning in teachers

Author: Bev Novak

Bev Novak has had extensive experience as a classroom teacher, specialist and Head of Library in a variety of school settings where she constantly aims to inspire a love of reading and ignite a joy of learning among students and teachers. Bev authors two blogs, NovaNews and BevsBookBlog, in which she shares tips, tools and experiences. In between exploring, discovering and experimenting, Bev actively encourages others to expand, embrace and enjoy their own journey of lifelong learning.

As I rattled on to a colleague about the joy of learning and all that I have learned by talking, reading, writing, listening and sharing (along with the immense pleasure I constantly gain by acquiring new knowledge and knowing that I am part of an amazing, never-ending chain of knowledge). I saw their response given as an irksome, fixated and glazed stare.

Why doesn't everyone understand that all educators – young and old, experienced and less experienced – need to continuously learn?

It is important to constantly reach out for new thoughts, ideas, pedagogy and technology. It's something you constantly do. It's something that feeds your joy of being. It's something that helps you grow and become a better teacher. Unfortunately, not everyone feels the need for ongoing professional learning.

How can we change this mentality? How can we excite colleagues who haven't yet discovered not just the need to continuously learn, but the inherent joy derived from learning? What processes are we putting in place to bring others on board, to make them recognise how important it is to stay fresh and to maintain their relevancy in the eyes of their students and their colleagues?

A shift toward centralised teacher registration in Australia is attempting to formalise this. VIT registration renewal now requires each of us to complete 20 hours of professional learning each year. But it can be argued that forcing people to learn doesn't necessarily translate to learning and growth actually occurring.

It's the learning culture we need to change!

Just as we aim to instil a love of learning in our students, so too we need to instil a love of learning in educators. Just as we grow weary of the many students in our classes who complete the bare minimum to prove competency has been gained, I grow weary when I see professional colleagues just go through the motions to earn that 'Certificate of Completion'.



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IT'S THE LEARNING CULTURE WE NEED TO CHANGE!

I recently 'attended' an awesome online program. In between sharing details of the course with my son, I mentioned that while I enjoyed the weekly readings and took the opportunity to play a little with some of the tools, the weekly assignments were not to my liking. In saying this out loud, I realised that this is the first time I haven't completed all the 'required tasks', which I knew would disqualify me from receiving my 'Certificate of Completion'. I didn't feel an ounce of guilt! The many hours I spent poring over readings and exchanging comments and thoughts with other participants was sufficient for me. It dawned on me that gaining the certificate was not the reason I had even enrolled in the course. I was blown away by my son's response: **"WE LEARN WHAT WE WANT TO LEARN, NOT WHAT WE HAVE TO LEARN."**

A senior member of our teaching staff recently confessed that he had never been interested in learning details shared in one of the mandatory sessions conducted by our eLearning teachers. Until now, that is, because now he needs to know how to apply that learning! A brief exchange between us elicited a similar comment: **"SUCCESSFUL LEARNING MOST OFTEN OCCURS ON A NEED-TO-KNOW BASIS."**

Could this be the key to igniting a love of learning among teachers? Could we create instances in which needs are manufactured, needs which would compel teachers to step into that glorious world of learning and experience firsthand the joy of learning?

My learning is constantly propelled by:

- **talking:** predominantly on Twitter and face-to-face with work colleagues
- **reading:** thoughts, comments and links found on social media and the blog posts of others
- **writing:** reflecting as I write posts for my two blogs
- **listening:** when attending conferences, workshops or meet-ups with other professionals
- **sharing:** by presenting at conferences which encompasses much thinking and planning.

So, is it possible to bottle some of the experiences and dividends inherent in my style of learning? Imagine a learning scenario where:

- teachers create a Twitter account so they could regularly receive shared information from the Principal;
- teachers follow ten thought leaders and share those they follow with their followers;
- teachers tweet their response to at least ten links found and read on Twitter;
- teachers retweet good tweets;
- teachers send an agreed minimum number of tweets a week;
- teachers read at least six recommended blogs a week;
- teachers view at least six videos (TED, YouTube) a week;
- teachers start a blog where they share reflections of their own learning journey;
- teachers write at least one blog post a week;
- teachers leave comments on the blogs of at least three other colleagues a week;
- teachers attend a school based TeachMeet where they had to present for 7 minutes;
- teachers attend one online learning program a year;
- the above cycle is a professional learning requirement for a set number of weeks each year;
- each teacher's participation in this program is monitored by an experienced mentor;
- learning time – at least three hours a week – is scheduled into each teacher's weekly timetable;
- schools underwent some rethinking and redesigning to overcome the kinds of situations illustrated here which sap the time and energy of the time poor teachers in our schools!

By implementing these practices into our staff professional learning programs we could, at last, instil a love of learning into the hearts and minds of all our teachers!



Connect with Bev | Blog: novanews19.wordpress.com | Twitter: [@novanews19](https://twitter.com/novanews19)

Read the original post on Bev Novak's blog NovaNews

<http://novanews19.wordpress.com/2014/11/29/fine-tuning-the-professional-learning-of-our-teachers/>



Education and Skills for Life

The Learning Curve combines a number of different international rankings, including PISA and TIMMS to provide insights into the state of education globally, for both children and adults. Some key insights from the second edition of The Learning Curve report are reproduced here. You can browse the full report and download a PDF at thelearningcurve.pearson.com

LESSON 1

The OECD estimates that half of the economic growth in developed countries in the last decade came from improved skills.

LESSON 2

In recent years it has become increasingly clear that basic reading, writing and arithmetic are not enough.

The importance of 21st century non-cognitive skills - broadly defined as abilities important for social interaction - is pronounced.

“The world economy no longer pays for what people know but for what they can do with what they know.”

Andreas Schleicher, OECD deputy director for education

LESSON 3

Making sure people are taught the right skills early in their childhood is much more effective than trying to improve skills in adulthood for people who were let down by their school system. But even when primary education is of a high quality, skills decline in adulthood if they are not used regularly.





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LESSON 4

Lifelong learning, even simple reading at home and number crunching at work, helps to slow the rate of age-related skill decline; but mainly for those who are highly skilled already. Teaching adults does very little to make up for a poor school system.

“One of the most pervasive and endemic problems in education in just about every country is the lack of attention paid to skills provision. Even in the richest countries employers often find themselves re-skilling school leavers.

Just as importantly, in an era where a “job for life” is ancient history, older workers want and need continuous development too.”

John Fallon, chief executive, Pearson

LESSON 5

Technology can provide new pathways into adult education, particularly in the developing world, but is no panacea. There is little evidence that technology alone helps individuals actually develop new skills.

LESSON 6

Developing countries must teach basic skills more effectively before they start to consider the wider skills agenda. There is little point in investing in pedagogies and technologies to foster 21st century skills, when the basics of numeracy and literacy aren't in place.

“EVEN THE HIGHEST-PERFORMING COUNTRIES IN THE LEARNING CURVE INDEX ARE FAR FROM PROVIDING EDUCATION THAT WOULD ENSURE EVERY SINGLE STUDENT IS PREPARED FOR INFORMED CITIZENSHIP AND 21ST CENTURY EMPLOYABILITY.”

Sir Michael Barber,
Chief education advisor, Pearson



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BEYOND THE BASICS – THE NEW SKILLS THE WORLD IS LOOKING FOR



Leadership



Digital literacy



Communication



Emotional intelligence



Entrepreneurship



Global citizenship



Problem solving



Team-working



What does online testing mean for your school?

Standardised testing is not universally popular, with critics pointing out that a focus on test results can lead to “teaching to the test” rather than on the best learning approach. The decision to fund the move of NAPLAN from paper-based to online testing indicates that standardised testing will be part of the K-12 education landscape for the foreseeable future. This article takes a look at some of the pros and cons of online assessment and asks if BYOD classrooms will face additional challenges.

In late 2014 The Department of Education announced \$24.7 million to move the National Assessment Program – Literacy and Numeracy (NAPLAN) testing online ¹. Online testing will be trialled in some schools as early as 2016, with participation available to all schools on an opt-in basis over the following 2-3 years. ²

Federal Education Minister Christopher Pyne said that the move to online testing will reduce stress and produce more accurate results. “NAPLAN online will deliver even greater insight into the individual capacity of a student to inform teachers, schools and parents as well as continue to provide the data giving us a national snapshot,” Mr Pyne said. ¹

Digital skills are becoming increasingly important. More and more education is happening online, with students accessing resources in a digital environment using devices that have become as common in the classroom as pencil and paper. Taking standardised testing online seems like the logical next step. If the learning is done digitally, it makes sense that students should express their knowledge in the same environment.

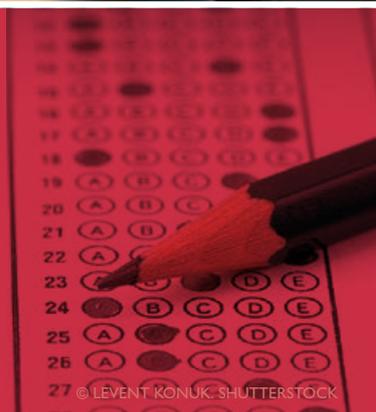
There are other advantages. Marking thousands of NAPLAN assessments takes time, and then that information has to be collated and entered into a database before it can be reported on. Having the student responses entered online means that marking can be done more quickly and with greater accuracy – no more ambiguity about whether the pencil mark was in circle B or circle C! Schools will receive useful information about student performance sooner.

But the move to online testing also throws up a host of new challenges. A digital environment offers more opportunities for the unscrupulous. The testing environment will have to be set up in such a way that students will be online, without having access to internet browsers which would allow them to look up answers.



“FOR STANDARDISED TESTS TO BE FAIR AND VALID, THE CONDITIONS UNDER WHICH THEY ARE TAKEN HAVE TO BE THE SAME FOR EVERY TEST TAKER.”

Laurie Davis, Pearson Research & Innovation Network education advisor, Pearson



Will an online system be vulnerable to hackers looking for the test questions in advance, or manipulating the results afterwards? The confidentiality of test results will have to be secured in a whole new way.

And then, of course, there's the equipment required. Not every school uses standardised computing devices. Schools that employ the BYOD (Bring Your Own Device) model may find they have classes where students are taking the same test on a small touch screen or operating a mouse while using a huge monitor. Does the student with the latest laptop have an advantage over the student using a three-year-old tablet?

Laurie Davis, writing for the Pearson Research & Innovation Network said that “For standardised tests to be fair and valid, the conditions under which they are taken have to be the same for every test taker.”³ Young minds are amazingly adaptable and, for children who have grown up using digital devices, it would seem that transition from paper to screen is seamless. From the same article: “What we learned was that the size of the screen and the characteristics of the keyboard did not matter much to the students.”³

Standardised testing as a whole, and NAPLAN in particular, is criticised on a number of points. Assuming that the security challenges can be met, it seems that online testing will be able to at least partially address some of the most egregious problems. With adaptive assessment to make the test more responsive to students' ability level and faster results turnaround, online assessment will be more effective at monitoring and reporting on the progress of individual students. Which is, of course, its core purpose.



References

- [1] \$24.7 million to transform NAPLAN to online testing <http://pear.sn/Ggc9w>
- [2] NAPLAN online <http://pear.sn/Ggcae>
- [3] Writing with Tablets and Laptops all the Same for Students <http://pear.sn/GgcaW>



Further reading

Device Comparability: Apples to Apples?
<http://pear.sn/GgccX>

Score Comparability of Online and Paper Administrations of the Texas Assessment of Knowledge and Skills <http://pear.sn/GgcdO>

Does the Use of Different Devices Affect the Outcomes of Standardized Testing?
<http://pear.sn/Ggcej>



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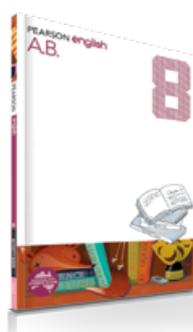
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NATIONAL PUB DATE 2010–2012

Built from the ground up for the Australian Curriculum, **Pearson History** has been developed, reviewed and tested by 40 educators from all over Australia. By ensuring that all the Depth Studies have been covered, we've given you the flexibility to teach the content that will engage students best in your school. The two curriculum strands Historical Skills and Historical Knowledge and Understanding are seamlessly interwoven into the text and underpinned with a strong inquiry-based approach. We collaborated with the National Museum of Australia to develop Aboriginal and Torres Strait Islander content to address the Australian Curriculum cross-curriculum perspective Aboriginal and Torres Strait Islander history. We also worked with an expert reviewer and author on developing content on the Polynesian triangle.

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The **Student Book** chapters are clearly organised into the Overview and Depth Study areas of the Australian Curriculum: History. The content in the series is underpinned by the inquiry process. Questions throughout the books use Bloom's revised taxonomy to scaffold students' learning and develop historical and thinking skills. The carefully selected source material and content are designed to appeal to a range of learning styles supporting students in accessing historical knowledge. 'Did you know' features engage students with history through interesting facts.

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SERIES COMPONENTS



ACTIVITY BOOKS



Consolidate students' knowledge and extend their skills with the **Activity Books**. These write-in resources are suitable for both homework programs and in class activities. The range of activities include timelines and maps to help students identify continuity and change, text based activities to extend students' historical knowledge and evidence based activities to extend skill and content development.

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TEACHER COMPANIONS



The **Teacher Companion** makes lesson preparation easy by combining full-colour textbook pages, teaching strategies and ideas for class activities. Clear curriculum links ensure you have the Australian Curriculum requirements covered. Each chapter also includes an overview of the chapter contents, teaching strategies, ideas and suggestions for class, answers to **Student Book** and **Activity Book** questions and suggested extension activities.

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PRODUCT SPOTLIGHT



Pearson History New South Wales

Written and reviewed by over 20 history educators for the NSW syllabus

NSW PUB DATE 2013–2014

Pearson History New South Wales is written from the ground up for the NSW syllabus for the Australian Curriculum and developed specifically for New South Wales. We've given you flexibility to teach the way you want to by ensuring all of the Options with the Depth Studies of the curriculum have been covered. To ensure you're aligned with the NSW syllabus we've used the curriculum dot points throughout the **Teacher Companions** so you know which area of the curriculum students are learning at any given time. Also, each chapter of the Student Books is carefully matched to the syllabus dot points as well.

We have carefully selected teachers to develop and write the most comprehensive and relevant history series available to New South Wales educators, for both new and experienced teachers.

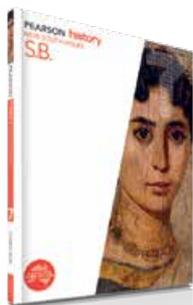
The author team, led by well-respected New South Wales teacher David Van Tol, have ensured this brand new series engages students, allows educators to teach the way they want, and covers every requirement of the Board of Studies New South Wales syllabus for the Australian Curriculum: History.



PRICELIST

SB • Student Book **AB** • Activity Book **EB** • Pearson eBook 3.0

TITLE	YEAR 7	YEAR 8	YEAR 9	YEAR 10	PRICE
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STUDENT BOOKS



Feel confident teaching your students using this clear and comprehensive **Student Book**. Chapters are divided into units, with content accompanied by relevant source images, extracts, tables and timelines. Information is presented to students in clearly defined sections of text, interspersed with engaging images and maps. Each chapter includes a Chapter Opener, which sets the context for each Depth Study, and ends with an Investigating History section, which includes a glossary and tasks for deeper learning and student extension.

PEARSON EBOOK 3.0



Pearson eBook 3.0 takes your student book online or offline for any device, while retaining the integrity of the printed page. With access to linked interactive activities when you're online, your students will be engaged at school and at home. For students, there are links to activities, such as quizzes, worksheets, interactive case studies and more. For teachers, there are links to teacher resources for every chapter, including chapter tests and solutions.

SERIES COMPONENTS



ACTIVITY BOOKS



The **Activity Books** consolidate students' knowledge and understanding of historical concepts and historical skills. These write-in books can be assigned for homework or for extension activities during class time. Activities include maps, timelines, word games, evidence-based activities and questions examining various sources. All activities are built around Bloom's Taxonomy with a carefully selected blend of text and source material questions, ensuring ultimate accessibility for all types of learners.

PRODUCT-LINKED PROFESSIONAL LEARNING



This project based professional learning program focusses on best practice and pedagogical approaches to history learning and teaching using Pearson History New South Wales as a resource.



TEACHER COMPANIONS



Lesson preparation is easier than ever with the **Teacher Companions**, a relevant resource for both new and experienced teachers. Full-colour student book page spreads are combined with teaching support 'wrapped around' the sides, which includes direct links to the Board of Studies Syllabus and Outcomes, teaching strategies, class activity ideas and answers to all questions. To ensure you're aligned with the NSW syllabus we've used the curriculum dot points throughout, so you know which area of the curriculum students are learning at any given time.

PRODUCTLINK



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PRODUCT SPOTLIGHT



Pearson Geography

Written and reviewed by over 20 geography educators

NATIONAL PUB DATE 2013–2014

Pearson Geography for Years 7–10 has been built from the ground up by over 20 writers and reviewers from around Australia for the Australian Curriculum: Geography. Lead author Grant Kleeman is a consultant for the F–10 Australian Curriculum: Geography, and a main writer for Australian Curriculum: Geography Senior, ensuring that **Pearson Geography** helps you meet the requirements of the Australian Curriculum.

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PEARSON GEOGRAPHY AND PEARSON HISTORY COMBINED



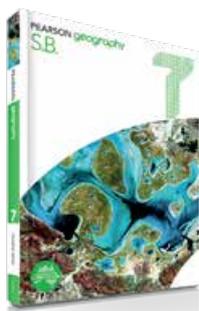
For classes that are studying both Geography and History, Pearson now offer the convenience of a combined Pearson eBook 3.0 Access Card giving you access to both the History and Geography eBook at the year level you purchase.



PRICELIST

SB • Student Book **AB** • Activity Book **EB** • Pearson eBook 3.0 **PR** • Pearson Reader 2.0

TITLE	YEAR 7	YEAR 8	YEAR 9	YEAR 10	PRICE
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STUDENT BOOKS



The **Student Books** are designed with accessibility in mind to assist students to learn the content. Each page spread is highly visual with the best images, maps and illustrative material while the text is broken into digestible chunks for students to grasp each concept as they move through the pages. We've also included stand-alone units called Geoskills to teach geographical skills in the curriculum. Bloom's questioning is used for reflect questions, end of unit activities and the end of section review to help students at different levels of learning build on their knowledge and extend their thinking in class.

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SERIES COMPONENTS



ACTIVITY BOOKS

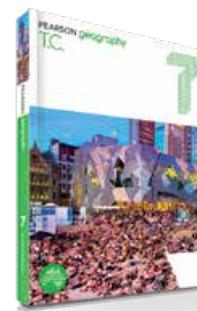


Write-in **Activity Books** cater for a variety of learning styles, reinforcing learning and skills initiated in the Student Book. Designed to be adaptable, the **Activity Book** can be independently used by students, in-class, or as a complete homework program.

PEARSON READER 2.0



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