MINISTRY OF EDUCATION MALAYSIA

Integrated Curriculum for Secondary Schools

Curriculum Specifications

Physics
Form 5

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THE NATIONAL PHILOSOPHY

Our nation, Malaysia, is dedicated to achieving a greater unity of all her peoples; to maintaining a democratic way of life; to creating a just society in which the wealth of the nation shall be equitably shared; to ensuring a liberal approach to her rich and diverse cultural traditions; to building a progressive society which shall be oriented towards modern science and technology;

We, her peoples, pledge our united efforts to attain these ends guided by the following principles:

BELIEF IN GOD
LOYALTY TO KING AND COUNTRY
SUPREMACY OF THE CONSTITUTION
RULE OF LAW
GOOD BEHAVIOUR AND MORALITY

NATIONAL PHILOSOPHY OF EDUCATION

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the family, society and the nation at large.

NATIONAL SCIENCE EDUCATION PHILOSOPHY

In consonance with the National Education Philosophy, science education in Malaysia nurtures a Science and Technology Culture by focusing on the development of individuals who are competitive, dynamic, robust and resilient and able to master scientific knowledge and technological competency

PREFACE

The aspiration of the nation to become an industrialised society depends on science and technology. It is envisaged that success in providing quality science education to Malaysians from an early age will serve to spearhead the nation into becoming a knowledge society and a competitive player in the global arena. Towards this end, the Malaysian education system is giving greater emphasis to science and mathematics education.

The Physics curriculum has been designed not only to provide opportunities for students to acquire science knowledge and skills, develop thinking skills and thinking strategies, and to apply this knowledge and skills in everyday life, but also to inculcate in them noble values and the spirit of patriotism. It is hoped that the educational process en route to achieving these aims would produce well-balanced citizens capable of contributing to the harmony and prosperity of the nation and its people.

The Physics curriculum aims at producing active learners. To this end, students are given ample opportunities to engage in scientific investigations through hands-on activities and experimentations. The inquiry approach, incorporating thinking skills, thinking strategies and thoughtful learning, should be emphasised throughout the teaching-learning process. The content and contexts suggested are chosen based on their relevance and appeal to students so that their interest in the subject is enhanced.

In a recent development, the Government has made a decision to introduce English as the medium of instruction in the teaching and learning of science and mathematics. This measure will enable students to keep abreast of developments in science and technology in contemporary society by enhancing their capability and know-how to tap the diverse sources of information on science written in the English language. At the same time, this move would also provide opportunities for students to use the English language and hence, increase their proficiency in the language. Thus, in implementing the science curriculum, attention is given to developing students' ability to use English for study and communication, especially in the early years of learning.

The development of this curriculum and the preparation of the corresponding Curriculum Specifications have been the work of many individuals over a period of time. To all those who have contributed in one way or another to this effort, may I, on behalf of the Ministry of Education, express my sincere gratitude and thanks for the time and labour expended.

(MAHZAN BIN BAKAR SMP, AMP)
Director
Curriculum Development Centre
Ministry of Education Malaysia

INTRODUCTION

As articulated in the National Education Policy, education in Malaysia is an on-going effort towards developing the potential of individuals in a holistic and integrated manner to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonious. The primary and secondary school science curriculum is developed with the aim of producing such individuals.

As a nation that is progressing towards a developed nation status, Malaysia needs to create a society that is scientifically oriented, progressive, knowledgeable, having a high capacity for change, forward-looking, innovative and a contributor to scientif ic and technological developments in the future. In line with this, there is a need to produce citizens who are creative, critical, inquisitive, open-minded and competent in science and technology.

The Malaysian science curriculum comprises three core science subjects and four elective science subjects. The core subjects are Science at primary school level, Science at lower secondary level and Science at upper secondary level. Elective science subjects are offered at the upper secondary level and consist of Biology, Chemistry, Physics, and Additional Science.

The core science subjects for the primary and lower secondary levels are designed to provide students with basic science knowledge, prepare students to be literate in science, and enable students to continue their science education at the upper secondary level. Core Science at the upper secondary level is designed to produce students who are literate in science, innovative, and able to apply scientific knowledge in decision-making and problem solving in everyday life.

The elective science subjects prepare students who are more scientifically inclined to pursue the study of science at post-secondary level. This group of students would take up careers in the field of science and technology and play a leading role in this field for national development.

For every science subject, the curriculum for the year is articulated in two documents: the syllabus and the curriculum specifications. The syllabus presents the aims, objectives and the outline of the curriculum content for a period of 2 years for elective science subjects and 5 years for core science subjects. The curriculum specifications provide the details of the curriculum which includes the aims and objectives of the curriculum, brief descriptions on thinking skills and thinking strategies, scientific skills, scientific attitudes and noble values, teaching and learning strategies, and curriculum content. The curriculum content provides the learning objectives, suggested learning activities, the intended learning outcomes, and vocabulary.

AIMS

The aims of the physics curriculum for secondary school are to provide students with the knowledge and skills in science and technology and enable them to solve problems and make decisions in every day life based on scientific attitudes and noble values.

Students who have followed the physics curriculum will have a basic foundation in physics to enable them to pursue formal and informal further education in science and technology.

The curriculum also aims to develop a dynamic and progressive society with a science and technology culture that values nature and works towards the preservation and conservation of the environment.

OBJECTIVES

The physics curriculum for secondary school enables stud ents to:

1. Acquire knowledge in physics and technology in the context of natural phenomena and everyday life experiences.

2. Understand developments in the field of physics and technology.

3. Acquire scientific and thinking skills.

4. Apply knowledge and skills in a creative and critical manner to solve problems and make decisions.

5. Face challenges in the scientific and technological world and be willing to contribute towards the development of science and technology.

6. Evaluate science and technology related information wisely and effectively.

7. Practise and internalise scientific attitudes and good moral values.

8. Appreciate the contributions of science and technology towards national development and the well -being of mankind.

9. Realise that scientific discoveries are the result of human endeavour to the best of his or her intellectual and mental capabilities to understand natural phenomena for the betterment of mankind.

10. Be aware of the need to love and care for the environment and play an active role in its preservation and conservation.

SCIENTIFIC SKILLS

Science emphasises inquiry and problem solving. In inquiry and problem solving processes, scientific and thinking skills are utilised. Scientific skills are important in any scientific investigation such as conducting experiments and carrying out projects.

Scientific skills encompass science process skills and manipulative skills.

Science Process Skills

Science process skills enable students to formulate their questions and find out the answers systematically.

Descriptions of the science process skills are as follows:

Observing	Using the sense of hearing, touch, smell, taste and sight to collect information about an object or a phenomenon.
Classifying	Using observations to group objects or events according to similarities or differences.
Measuring and Using Numbers	Making quantitative observations using numbers and tools with standardised units. Measuring makes observation more accurate.
Inferring	Using past experiences or previously collected data to draw conclusions and explain events.
Predicting	Stating the outcome of a future event based on prior knowledge gained through experiences or collected data.
Communicating	Using words or graphic symbols such as tables, graphs, figures or models to describe an action, object or event.
Using Space-Time Relationship	Describing changes in parameter with time. Examples of parameters are location, direction, shape, size, volume, weight and mass.
Interpreting Data	Giving rational explanations about an object, event or pattern derived from collected data.

Defining Operationally	Defining concepts by describing what must be done and what should be observed.
Controlling Variables	Identifying the fixed variables, manipulated variable, and responding variable in an investigation. The manipulated variable is changed to observe its relationship with the responding variable. At the same time, the fixed variables are kept constant.
Hypothesising	Making a general statement about the relationship between a manipulated variable and a responding variable in order to explain an event or observation. This statement can be tested to determine its validity.
Experimenting	Planning and conducting activities to test a certain hypothesis. These activities include collecting, analysing and interpreting data and making conclusions.

Manipulative Skills

Manipulative skills in scientific investigation are psycho motor skills that enable students to:

- use and handle science apparatus and laboratory substances correctly.
- handle specimens correctly and carefully.
- draw specimens, apparatus and laboratory substances accurately.
- clean science apparatus correctly, and
- store science apparatus and laboratory substances correctly and safely.

THINKING SKILLS

Thinking is a mental process that requires an individual to integrate knowledge, skills and attitude in an effort to understand the environment.

One of the objectives of the national education system is to enhance the thinking ability of students. This objective can be achieved through a curriculum that emphasises thoughtful learning. Teaching and learning that emphasises thinking skills is a foundation for thoughtful learning.

Thoughtful learning is achieved if students are actively involved in the teaching and learning process. Activities should be organised to provide opportunities for students to apply thinking skills in conceptualisation, problem solving and decision-making.

Thinking skills can be categorised into critical thinking skills and creative thinking skills. A person who thinks critically always evaluates an idea in a systematic manner before accepting it. A person who thinks creatively has a high level of imagination, is able to generate original and innovative ideas, and modify ideas and products.

Thinking strategies are higher order thinking processes that involve various steps. Each step involves various critical and creative thinking skills. The ability to formulate thinking strategies is the ultimate aim of introducing thinking activities in the teaching and learning process.

Critical Thinking Skills

A brief description of each critical thinking skill is as follows:

Attributing	Identifying criteria such as characteristics, features, qualities and elements of a concept or an object.
Comparing and Contrasting	Finding similarities and differences based on criteria such as characteristics, features, qualities and elements of a concept or event.
Grouping and Classifying	Separating and grouping objects or phenomena into categories based on certain criteria such as common characteristics or features.
Sequencing	Arranging objects and information in order based on the quality or quantity of common characteristics or features such as size, time, shape or number.
Prioritising	Arranging objects and information in order based on their importance or priority.
Analysing	Examining information in detail by breaking it down into smaller parts to find implicit meaning and relationships.
Detecting Bias	Identifying views or opinions that have the tendency to support or oppose something in an unfair or misleading way.
Evaluating	Making judgements on the quality or value of something based on valid reasons or evidence.
Making Conclusions	Making a statement about the outcome of an investigation that is based on a hypothesis.

Creative Thinking Skills

A brief description of each creative thinking skill is as follows:

Generating Ideas	Producing or giving ideas in a discussion.
Relating	Making connections in a situation to determine a structure or pattern of relationship.
Making Inferences	Using past experiences or previously collected data to draw conclusions and make explanations of events.
Predicting	Stating the outcome of a future event based on prior knowledge gained through experiences or collected data.
Making Generalisations	Making a general conclusion about a group based on observations made on, or some information from, samples of the group.
Visualising	Recalling or forming mental images about a particular idea, concept, situation or vision.
Synthesising	Combining separate elements or parts to form a general picture in various forms such as writing, drawing or artefact.
Making Hypotheses	Making a general statement on the relationship between manipulated variables and responding variables in order to explain a certain thing or happening. This statement is thought to be true and can be tested to determine its validity.
Making Analogies	Understanding an abstract or a complex concept by relating it to a simpler or concrete concept with similar characteristics.
Inventing	Producing something new or adapting something already in existence to overcome problems in a systematic manner.

Thinking Strategy

Description of each thinking strategy is as follows:

Conceptualising	Making generalisations based on inter-related and common characteristics in order to construct meaning, concept or model.
Making Decisions	Selecting the best solution from various alternatives based on specific criteria to achieve a specific aim.
Problem Solving	Finding solutions to challenging or unfamiliar situations or unanticipated difficulties in a systematic manner.

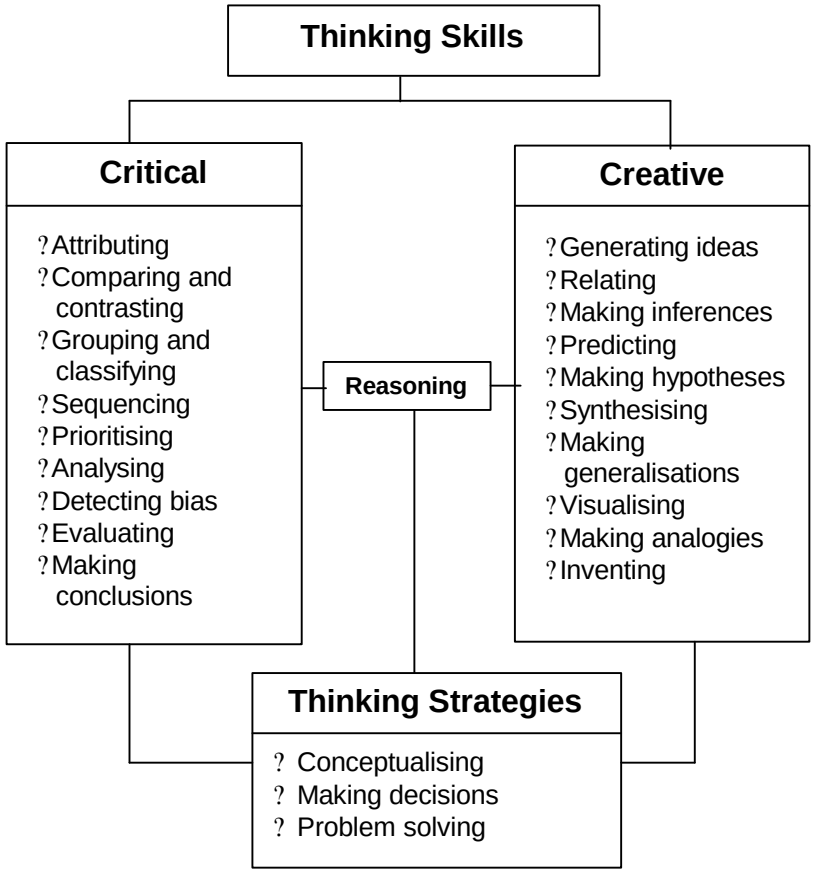
Besides the above thinking skills and thinking strategies, another skill emphasised is reasoning. Reasoning is a skill used in making logical, just and rational judgements. Mastering of critical and creative thinking skills and think ing strategies is made simpler if an individual is able to reason in an inductive and deductive manner. Figure 1 gives a general picture of thinking skills and thinking strategies.

Mastering of thinking skills and thinking strategies (TSTS) through the teaching and learning of science can be developed through the following phases:

1. Introducing TSTS.
2. Practising TSTS with teacher's guidance.
3. Practising TSTS without teacher's guidance.
4. Applying TSTS in new situations with teacher's guidance.
5. Applying TSTS together with other skills to accomplish thinking tasks.

Further information about phases of implementing TSTS can be found in the guidebook *"Buku Panduan Penerapan Kemahiran Berfikir dan Strategi Berfikir dalam Pengajaran dan Pembelajaran Sains"* (Curriculum Development Centre, 1999).

Figure 1 : TSTS Model in Science



Relationship between Thinking Skills and Science Process Skills

Science process skills are skills that are required in the process of finding solutions to a problem or making decisions in a systematic manner. It is a mental process that promotes critical, creative, analytical and systematic thinking. Mastering of science process skills and the possession of suitable attitudes and knowledge enable students to think effectively.

The mastering of science process skills involves the mastering of the relevant thinking skills. The thinking skills that are related to a particular science process skill are as follows:

Science Process Skills	Thinking Skills
Observing	Attributing Comparing and contrasting Relating
Classifying	Attributing Comparing and contrasting Grouping and classifying
Measuring and Using Numbers	Relating Comparing and contrasting
Making Inferences	Relating Comparing and contrasting Analysing Making inferences
Predicting	Relating Visualising
Using Space-Time Relationship	Sequencing Prioritising

Science Process Skills	Thinking Skills
Interpreting data	Comparing and contrasting Analysing Detecting bias Making conclusions Generalising Evaluating
Defining operationally	Relating Making analogy Visualising Analysing
Controlling variables	Attributing Comparing and contrasting Relating Analysing
Making hypothesis	Attributing Relating Comparing and contrasting Generating ideas Making hypothesis Predicting Synthesising
Experimenting	All thinking skills
Communicating	All thinking skills

Teaching and Learning based on Thinking Skills and Scientific Skills

This science curriculum emphasises thoughtful learning based on thinking skills and scientific skills. Mastery of thinking skills and scientific skills are integrated with the acquisition of knowledge in the intended learning outcomes. Thus, in teaching and learning, teachers need to emphasise the mastery of skills together with the acquisition of knowledge and the inculcation of noble values and scientific attitudes.

The following is an example and explanation of a learning outcome based on thinking skills and scientific skills.

Example:

Learning Outcome: Deduce from the shape of a velocity - time graph when a body is:
i. at rest
ii. moving with uniform velocity
iii. moving with uniform acceleration.

Thinking Skills: analysing, relating

Explanation:

To achieve the above learning outcome, students must first analyse graphs to relate the shape of the graph to the motion of an object.

SCIENTIFIC ATTITUDES AND NOBLE VALUES

Science learning experiences can be used as a means to inculcate scientific attitudes and noble values in students. These attitudes and values encompass the following:

- having an interest and curiosity towards the environment.
- being honest and accurate in recording and validating data.
- being diligent and persevering.
- being responsible about the safety of oneself, others, and the environment.
- realising that science is a means to understand nature.
- appreciating and practising clean and healthy living.
- appreciating the balance of nature.
- being respectful and well-mannered.
- appreciating the contribution of science and technology.
- being thankful to god.
- having critical and analytical thinking.
- being flexible and open-minded.
- being kind-hearted and caring.
- being objective.
- being systematic.
- being cooperative.
- being fair and just.
- daring to try.
- thinking rationally.
- being confident and independent.

The inculcation of scientific attitudes and noble values generally occurs through the following stages:

- being aware of the importance and the need for scientific attitudes and noble values.
- giving emphasis to these attitudes and values.
- practising and internalising these scientific attitudes and noble values.

When planning teaching and learning activities, teachers need to give due consideration to the above stages to ensure the continuous and effective inculcation of scientific attitudes and values. For example, during science practical work, the teacher should remind pupils and ensure that they carry out experiments in a careful, cooperative and honest manner.

Proper planning is required for effective inculcation of scientific attitudes and noble values during science lessons. Before the first lesson related to a learning objective, teachers should examine all related learning outcomes and suggested teaching-learning activities that provide opportunities for the inculcation of scientific attitudes and noble values.

The following is an example of a learning outcome pertaining to the inculcation of scientific attitudes and values.

Example:

Year:	Form Four
Learning Area:	2. Forces and Motion
Learning Objective:	2.7 Being aware of the need for safety features in vehicles

Learning Outcome:	describe the importance of safety features in vehicles.
Suggested Learning Activities	Research and report on the physics of vehicle collisions and safety features in vehicles in terms of physics concepts. Discuss the importance of safety features in vehicles.
Scientific attitudes and noble values	Appreciating the contribution of science and technology. Having critical and analytical thinking.

Inculcating Patriotism

The science curriculum provides an opportunity for the development and strengthening of patriotism among students. For example, in learning about the earth's resources, the richness and variety of living things and the development of science and technology in the country, students will appreciate the diversity of natural and human resources of the country and deepen their love for the country.

TEACHING AND LEARNING STRATEGIES

Teaching and learning strategies in the science curriculum emphasise thoughtful learning. Thoughtful learning is a process that helps students acquire knowledge and master skills that will help them develop their minds to the optimum level. Thoughtful learning can occur through various learning approaches such as inquiry, constructivism, contextual learning , and mastery learning. Learning activities should therefore be geared towards activating students' critical and creative thinking skills and not be confined to routine or rote learning. Students should be made aware of the thinking skills and thinking strategies that they use in their learning. They should be challenged with higher order questions and problems and be required to solve problems utilising their creativity and critical thinking. The teaching and learning process should enable students to acquire knowledge, master skills and develop scientific attitudes and noble values in an integrated manner.

Teaching and Learning Approaches in Science

Inquiry-Discovery

Inquiry-discovery emphasises learning through experiences. Inquiry generally means to find information, to question and to investigate a phenomenon that occurs in the environment. Discovery is the main characteristic of inquiry. Learning through discovery occurs when the main concepts and principles of science are investigated and discovered by students themselves. Through activities such as experiments, students investigate a phenomenon and draw conclusions by themselves. Teachers then lead students to understand the science concepts through the results of the inquiry. Thinking skills and scientific skills are thus developed further during the inquiry process. However, the inquiry approach may not be suitable for all teaching and learning situations. Sometimes, it may be more appropriate for teachers to present concepts and principles directly to students.

Constructivism

Constructivism suggests that students learn about something when they construct their own understanding. The important attributes of constructivism are as follows:

- taking into account students' prior knowledge.
- learning occurring as a result of students' own effort.
- learning occurring when students restructure their existing ideas by relating new ideas to old ones.
- providing opportunities to cooperate, sharing ideas and experiences, and reflecting on their learni ng.

Science, Technology and Society

Meaningful learning occurs if students can relate their learning with their daily experiences. Meaningful learning occurs in learning approaches such as contextual learning, and Science, Technology and Society (STS).

Learning themes and learning objectives that carry elements of STS are incorporated into the curriculum. STS approach suggests that science learning takes place through investigation and discussion based on science and technology issues in society. In the STS approach, knowledge in science and technology is to be learned with the application of the principles of science and technology and their impact on society.

Contextual Learning

Contextual learning is an approach that associates learning with daily experiences of students. In this way, students are able to appreciate the relevance of science learning to their lives. In contextual learning, students learn through investigations as in the inquiry-discovery approach.

Mastery Learning

Mastery lea rning is an approach that ensures all students are able to acquire and master the intended learning objectives. This approach is based on the principle that students are able to learn if they are given adequate opportunities. Students should be allowed to learn at their own pace, with the incorporation of remedial and enrichment activities as part of the teaching -learning process.

Teaching and Learning Methods

Teaching and learning approaches can be implemented through various methods such as experimen ts, discussions, simulations, projects, and visits. In this curriculum, the teaching -learning methods suggested are stated under the column "Suggested Learning Activities." However, teachers can modify the suggested activities when the need arises.

The use of a variety of teaching and learning methods can enhance students' interest in science. Science lessons that are not interesting will not motivate students to learn and subsequently will affect their performance. The choice of teaching methods should be based on the curriculum content, students' abilities, students' repertoire of intelligences, and the availability of resources and infrastructure. Besides playing the role of knowledge presenters and experts, teachers need to act as facilitators in th e process of teaching and learning. Teachers need to be aware of the multiple intelligences that exist among students. Different teaching and learning activities should be planned to cater for students with different learning styles and intelligences.

The following are brief descriptions of some teaching and learning methods.

Experiment

An experiment is a method commonly used in science lessons. In experiments, students test hypotheses through investigations to discover specific science concepts and principles. Conducting an experiment involves thinking skills, scientific skills, and manipulative skills.

Usually, an experiment involves the following steps:

- identifying a problem.
- making a hypothesis.
- planning the experiment
  - controlling variables.
  - determining the equipment and materials needed.
  - determining the procedure of the experiment and the method of data collection and analysis.
- conducting the experiment.
- collecting data.
- analysing data.
- interpreting data.
- making conclusions.
- writing a report.

In the implementation of this curriculum, besides guiding students to do an experiment, where appropriate, teachers should provide students with the opportunities to design their own experiments. This involves students drawing up plans as to how to conduct experiments, how to measure and analyse data, and how to present the outcomes of their experiment.

Discussion

A discussion is an activity in which students exchange questions and opinions based on valid reasons. Discussions can be conducted before, during or after an activity. Teachers should play the role of a facilitator and lead a discussion by asking questions that stimulate thinking and getting students to express themselves.

Simulation

In simulation, an activity that resembles the actual situation is carried out. Examples of simulation are role-play, games and the use of models. In role-play, students play out a particular role based on certain pre-determined conditions. Games require procedures that need to be followed. Students play games in order to learn a particular principle or to understand the process of decision-making. Models are used to represent objects or actual situations so that students can visualise the said objects or situations and thus understand the concepts and principles to be learned.

Project

A project is a learning activity that is generally undertaken by an individual or a group of students to achieve a certain learning objective. A project generally requires several lessons to complete. The outcome of the project either in the form of a report, an artefact or in other forms needs to be presented to the teacher and other students. Project work promotes the development of problem-solving skills, time management skills, and independent learning.

Visits and Use of External Resources

The learning of science is not limited to activities carried out in the school compound. Learning of science can be enhanced through the use of external resources such as zoos, museums, science centres, research institutes, mangrove swamps, and factories. Visits to these places make the learning of science more interesting, meaningful and effective. To optimise learning opportunities, visits need to be carefully planned. Students may be involved in the planning process and specific educational tasks should be assigned during the visit. No educational visit is complete without a post-visit discussion.

Use of Technology

Technology is a powerful tool that has great potential in enhancing the learning of science. Through the use of technology such as television, radio, video, computer, and Internet, the teaching and learning of science can be made more interesting and effective.
Computer simulation and animation are effective tools for the teaching and learning of abstract or difficult science concepts.
Computer simulation and animation can be presented through courseware or Web page. Application tools such, as word processors, graphic presentation software and electronic spreadsheets are valuable tools for the analysis and presentation of data.
The use of other tools such as data loggers and computer interfacing in experiments and projects also enhance the effectiveness of teaching and learning of science .

CONTENT ORGANISATION

The science curriculum is organised around themes. Each theme consists of various learning areas, each of which consists of a number of learning objectives. A learning objective has one or more learning outcomes.

Learning outcomes are written based on the hierarchy of the cognitive and affective domains. Levels in the cognitive domain are: knowledge, understanding, application, analysis, synthesis and evaluation. Levels in the affective domain are: to be aware of, to be in awe, to be appreciative, to be thankful, to love, to practise, and to internalise. Where possible, learning outcomes relating to the affective domain are explicitly stated. The inculcation of scientific attitudes and noble values should be integrated into every learning activity. This ensures a more spontaneous and natural inculcation of attitudes and values. Learning areas in the psychomotor domain are implicit in the learning activities.

Learning outcomes are written in the form of measurable behavioural terms. In general, the learning outcomes for a particular learning objective are organised in order of complexity. However, in the process of teaching and learning, learning activities should be planned in a holistic and integrated manner that enables the achievement of multiple learning outcomes according to needs and context. Teachers should avoid employing a teaching strategy that tries to achieve each learning outcome separately according to the order stated in the curriculum specifications.

The Suggested Learning Activities provide information on the scope and dimension of learning outcomes. The learning activities stated under the column Suggested Learning Activities are given with the intention of providing some guidance as to how learning outcomes can be achieved. A suggested activity may cover one or more learning outcomes. At the same time, more than one activity may be suggested for a particular learning outcome. Teachers may modify the suggested activity to suit the ability and style of learning of their students. Teachers are encouraged to design other innovative and effective learning activities to enhance the learning of science.

WAVES

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
1.1 Understanding Waves	Observe situations to gain an idea of waves as illustrated by vibrations in ropes, slinky springs, or a ripple tank. Carry out activities using a ripple tank and a slinky spring to demonstrate: a) that waves transfer energy without transferring matter, b) transverse and longitudinal waves, c) wavefronts, d) the direction of propagation of waves in relation to wavefronts. View computer simulations to gain an idea of: a) transverse and longitudinal waves, b) wavefronts, c) direction of propagation of waves in relation to wavefronts for transverse and longitudinal waves.	A student is able to: ? describe what is meant by wave motion. ? recognise that waves transfer energy without transferring matter. ? compare transverse and longitudinal waves and give examples of each. ? state what is meant by a wavefront. ? state the direction of propagation of waves in relation to wavefronts.		amplitude - *amplitud* frequency- *frekuensi* longitudinal wave – *gelombang membujur* period - *tempoh* propagation – *perambatan* resonance - *resonans* transverse wave – *gelombang melintang* vibration – *getaran* wavefront – *muka gelombang* wavelength – *panjang gelombang* wave – *gelombang*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Observe an oscillating system such as a simple pendulum or a loaded spring to define amplitude, period and frequency. View computer simulations to gain an understanding of: a) amplitude (*a*), b) period (*T*), c) frequency (*f*), d) wavelength(?), e) wave speed (*v*). Discuss amplitude and period with the aid of a displacement - time graph for a wave. Discuss amplitude and wavelength with the aid of a displacement-distance graph for a wave. Discuss the relationship between speed, wavelength and frequency. Discuss to solve problems involving speed, wavelength and frequency.	? define i. amplitude, ii. period, iii. frequency, iv. wavelength, v. wave speed. ? sketch and interpret a displacement - time graph for a wave. ? sketch and interpret a displacement - distance graph for a wave. ? clarify the relationship betwee n speed, wavelength and frequency. ? solve problems involving speed, wavelength and frequency.	$v ? f?$ can be derived from $v ? \frac{s}{t}$	

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Observe and discuss the effect of: a) damping in an oscillating system b) resonance in an oscillating system such as a Barton's pendulum.	? describe damping in a oscillating system. ? describe resonance in a oscillating system.		
1.2 Analysing reflection of waves	Carry out activities to observe reflection of: a) plane waves in a ripple tank, b) light , c) sound waves. Discuss the characteristics of the reflected wave in terms of the angle of reflection, wavelength, frequency, speed and direction of propagation in relation to the incident wave. View computer simulations of reflection of waves.	A student is able to: ? describe reflection of waves in terms of the angle of incidence, angle of reflection, wavelength, frequency, speed and direction of propagation. ? draw a diagram to show reflection of waves.	Reflection of circular water waves and the use of curved reflectors are not required.	angle of incidence – *sudut tuju* angle of reflection – *sudut pantulan* echo - *gema* *plane wave* – gelombang satah reflection – *pantulan* ripple tank – *tangki riak* sound wave – *gelombang bunyi*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
1.3 Analysing refraction of waves	Carry out activities to obs erve refraction of: a) plane water waves in a ripple tank, b) light waves, c) sound waves. Discuss the characteristics of the refracted wave in terms of the angle of refraction, wavelength, frequency, speed and direction of propagation in relation to the incident wave. View computer simulations of refraction of waves.	A student is able to: ? describe refraction of waves in terms of the angle of incidence, angle of refraction, wavelength, frequency, speed and direction of propagation. ? draw a diagram to show refraction of waves.	Include refraction of water waves over straight, concave and convex transparent blocks.	angle of refraction – *sudut pembiasan* refraction - *pembiasan*
1.4 Analysing diffraction of waves	Carry out activities to observe diffraction of: a) water waves in a ripple tank, b) light waves, c) sound waves. Discuss the characteristics of the diffracted waves in terms of wavelength, frequency, speed, direction of propagation and	A student is able to: ? describe diffraction of waves in terms of wavelength, frequency, speed, direction of propagation and shape of waves. ? draw a diagram to show diffraction of waves.	Discuss the effect of size of gap on the degree of diffraction.	diffraction - *pembelauan*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	shape of waves in relation to the incident wave. View computer simulations on diffraction of waves.			
1.5 Analysing interference of waves	Observe a mechanical model such as a slinky spring to gain an idea of superposition. Carry out activities to observe interference patterns of: a) water waves in a ripple tank, b) light waves, c) sound waves. Discuss constructive and destructive interference. Discuss ? ? $\frac{ax}{D}$.	A student is able to: ? state the principle of superposition. ? explain the interference of waves. ? draw interference patterns. ? interpret interference patterns. ? solve problems involving ? ? $\frac{ax}{D}$.	Young's double-slit experiment may be used to show interference of light. ? - *w* ave-length *x* - the distance between two consecutive nodes *a* - the distance between the two wave sources	interference – *interferens* interference patterns – *corak interferens* superposition - *superposisi*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
			D – the perpendicular distance from the source to the position where x is measured	
1.6 Analysing sound waves	Discuss a) the production of sound by vibrating sources b) sound waves as a longitudinal wave requiring a medium for propagation. View computer simulations or carry out activities to observe the effect of: a) amplitude on loudness, b) frequency on pitch. View computer simulations or video to gain an idea of applications of sound waves. Research and report on applications of the reflection of sound waves, e.g. sonar and ultrasound scanning.	A student is able to: ? describe sound waves. ? explain how the loudness relates to amplitude. ? explain how the pitch relates to frequency. ? describe applications of reflection of sound waves. ? calculate distances using the reflection of sound waves.		loudness – *kenyaringa*n pitch - *kelangsingan* vibration – *getaran*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
1.7 Analysing electromagnetic waves	Research and report on the components of the electromagnetic spectrum in terms of: a) decreasing wavelength and increasing frequency, b) sources. Discuss the properties of electromagnetic waves. Discuss applications of electromagnetic waves such as: a) radio waves in broadcasting and communications, b) microwaves in satellites and cellular telephones, c) infra-red rays in household appliances, remote controls and night-vision devices, d) visible light in optical fibres and photography, e) ultraviolet rays in fluorescent lamps and sterilisation, f) X-rays in hospital and engineering applications, g) gamma rays in medical treatment.	A student is able to: ? describe the electromagnetic spectrum. ? state that visible light is a part of the electromagnetic spectrum. ? list sources of electromagnetic waves. ? describe the properties of electromagnetic waves. ? describe applications of electromagnetic waves.	Emphasise that the electro-magnetic spectrum is continuous.	electromagnetic spectrum – *spektrum electromagnet* gamma rays – *sinar gama* infrared rays – *sinar inframerah* microwaves – gelombang mikro optical fibres – *gentian optik* radio waves – *gelombang radio* ultraviolet rays – *sinar ultralembayung/ultraungu* visible light – *cahaya tampak* X-rays – *sinar X*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Research and report on the detrimental effects of excessive exposure to certain components of the electromagnetic spectrum.	? describe the detrimental effects of excessive exposure to certain components of the electromagnetic spectrum.		

ELECTRICITY

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
2.1 Analysing electric fields and charge flow	Discuss electric current as the rate of charge flow, i.e. $I = \frac{Q}{t}$ Carry out activities/view computer simulations to study electric field lines for different arrangements of charges. Observe the effect of an electric field on: a) a ping-pong ball coated with conducting material, b) a candle flame. Discuss to solve problems involving problems involving electric charge and current.	A student is able to: ? state the relationship between electron flow and electric current. ? define electric current. ? describe an electric field. ? sketch electric field lines showing the direction of the field. ? describe the effect of an electric field on a charge. ? solve problems involving electric charge and current.	Recall the activity carried out using a Van de Graff generator to show the relationship between electric charge and current flow. *I* – current *Q* – charge *t* - time	electric charge – *cas elektrik* electric current – *arus elektrik* electric field – *medan elektrik* electron flow – *aliran elektron*
2.2 Analysing the relationship between electric current and potential difference	View computer simulations to gain an understanding of potential difference.	A student is able to: ? define potential difference.	Potential difference and voltage may be used inter-changeably here.	potential difference – *beza keupayaan* resistance – *rintangan* voltage – *voltan* work – *kerja*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Discuss potential difference(*V*) as work done (*W*) when moving 1C of charge(*Q*) between two points in an electric field, i.e. $V ? \frac{W}{Q}$.			
	Plan and conduct an experiment to find the relationship between current and potential difference for an ohmic conductor.	? plan and conduct an experiment to find the relationship between current and potential difference. ? describe the relationship between current and potential difference.		
	Discuss Ohm's law as the relationship between potential difference and current at constant temperature.	? state Ohm's law. ? define resistance.		
	Discuss resistance as the ratio of potential difference to current for an ohmic conductor.			
	Conduct experiments to study and discuss factors that affect resistance, i.e. the type of material, cross-sectional area, length and temperature.	? explain factors that affect resistance.		
	Discuss to solve problems involving potential difference, current and resistance.	? solve problems involving potential difference, current and resistance.		

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Research and report on superconductors.	? describe superconductors.		
2.3 Analysing series and parallel circuits	Carry out activities to identify series and parallel circuits. Carry out activities to study the current, *I*, and potential difference, *V*, in series and parallel circuits using ammeters and voltmeters to show the value of *I* and *V*. Calculate the effective resistance of resistors connected in: a) series, b) parallel. Discuss and apply principles of current, potential difference and resistance in series and parallel circuits to new situations and to solve problems.	A student is able to: ? identify series and parallel circuits. ? compare the current and potential difference of series circuits and parallel circuits. ? determine the effective resistance of resistors connected in series. ? determine the effective resistance of resistors connected in parallel. ? solve problems involving current, potential difference and resistance in series circuits, parallel circuits and their combinations.		effective resistance – *rintangan berkesan* parallel circuits – *litar selari* series circuit – *litar sesiri*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
2.4 Analysing electromotive force and internal resistance	Discuss e.m.f. as the work done by a source in driving a unit charge around a complete circuit. Carry out activities to distinguish between e.m.f. and potential difference. Carry out an activity to study internal resistance. Carry out an activity to determine e.m.f. and internal resistance of a battery by plotting a voltage against current graph. Discuss to solve problems involving e.m.f. and internal resistance.	A student is able to: ? define electromotive force (e.m.f.). ? compare e.m.f. and potential difference. ? explain internal resistance. ? determine e.m.f. and internal resistance. ? solve problems involving e.m.f. and internal resistance.	Clarify that e.m.f. is not a force but energy per unit charge.	electromotive force – *daya gerak elektrik* internal resistance – *rintangan dalam*
2.5 Analysing electrical energy and power	Discuss the relationship between: a) energy (*E*), voltage (*V*), current (*I*) and time (*t*), b) power (*P*), voltage (*V*) and current(*I*),	A student is able to: ? define electrical energy. ? define electric power.		energy efficiency – *kecekapan tenaga* power – *kuasa*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Discuss to solve problems involving electrical energy and power. Compare the power rating of various household appliances and calculate energy used for a fixed period of time. Carry out activities to compare household electrical appliances that perform the same function such as a tungsten-filament light bulb and an 'energy-saver' bulb in terms of efficient use of energy. Research and report on ways of increasing energy efficiency in the home or school. Discuss the importance of maintenance in ensuring efficiency of electrical appliances.	? solve problems involving electrical energy and power. ? compare power rating and energy consumption of various electrical appliances. ? compare various electrical appliances in terms of efficient use of energy. ? describe ways of increasing energy efficiency.		

ELECTROMAGNETISM

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
3.1 Analysing the magnetic effect of a current-carrying conductor	Recall what an electromagnet is. Carry out activities to study the pattern and direction of the magnetic field due to a current in a: a) straight wire, b) coil, c) solenoid. Plan and conduct experiments to study factors that affect the strength of a magnetic field of an electromagnet, i.e.: a) the number of turns on the coil, b) the size of current carried by the coil, c) the use of a soft iron core. Research and report on applications of electromagnets such as in electric bells, circuit breakers, electromagnetic relays and telephone ear-pieces.	A student is able to: ? state what an electromagnet is. ? draw the magnetic field pattern due to a current in a: i. straight wire, ii. coil, iii. solenoid. ? plan and conduct experiments to study factors that affect the strength of the magnetic field of an electromagnet. ? describe applications of electromagnets.	The right-hand grip rule may be introduced.	coil – *gegelung* solenoid – *solenoid*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
3.2 Understanding the force on a current-carrying conductor in a magnetic field	Carry out activities to show the force on a current-carrying conductor in a magnetic field including the effect of reversing the direction of the current and magnetic field. View computer simulations to gain an understanding of the resultant magnetic field obtained by combining the magnetic fields due to a current-carrying conductor and a magnet. Carry out experiments to study factors that affect the force on a current-carrying conductor in a magnetic field and discuss how they affect the force on a current-carrying conductor in a magnetic field. Carry out activities to observe the turning effect of a current-carrying coil in a magnetic field.	A student is able to: ? describe what happens to a current-carrying conductor in a magnetic field. ? draw the pattern of the combined magnetic field due to a current-carrying conductor in a magnetic field. ? describe how a current-carrying conductor in a magnetic field experiences a force. ? explain the factors that affect the magnitude of the force on a current-carrying conductor in a magnetic field. ? describe how a current-carrying coil in a magnetic field experiences a turning force.	Fleming's left-hand rule may be introduced. The working principle of a moving-coil ammeter may also be discussed.	current-carrying conductor – *konduktor membawa arus* direct current motor – *motor arus terus* magnetic field – *medan magnet* moving-coil ammeter – *ammeter gegelung bergerak*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Discuss how the turning effect of a current carrying -coil in a magnetic field is used in the action of a motor. Carry out activities or view computer simulations to study factors that affect the speed of rotation of an electric motor.	? describe how a direct current motor works. ? state factors that affect the speed of rotation of an electric motor.	Comparisons to an alternating current motor may also be discussed.	
3.3 Analysing electromagnetic induction	Carry out activities to observe electromagnetic induction in a: a) straight wire, b) solenoid. Discuss electromagnetic induction as the production of electromotive force in a conductor when there is relative motion of the conductor across a magnetic field. Discuss the direction of the induced current in a: a) straight wire, b) solenoid.	A student is able to: ? describe electromagnetic induction. ? indicate the direction of the induced current in a: i. straight wire, ii. solenoid.	Faraday's law and Lenz's law may be introduced. Fleming's right-hand rule may be introduced.	alternating current – *arus ulang-alik* direct current – *arus terus* electromagnetic induction – *aruhan elektromagnet*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Carry out activitie s to study factors that affect the magnitude of the induced current and discuss how they affect the magnitude of the induced current. Research and report on applications of electromagnetic induction such as in direct current (d.c.) and alternating current (a.c.) generators. Observe and discuss the output generated by a direct current and alternating current source on a display unit such as a cathode ray oscilloscope.	? explain factors that affect the magnitude of the induced current. ? describe applications of electromagnetic induction. ? compare direct current and alternating current		
3.4 Analysing transformers	Carry out activities to gain an understanding of the structure and the operating principle of a simple step-up transformer and a step-down transformer.	A student is able to: ? describe the structure and the operating principle of a simple transformer. ? compare and contrast a step-up transformer and a step-down transformer.		primary – *primer* secondary - *sekunder* step-down transformer – *transformer injak turun* step-up transformer – *transformer injak naik*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Carry out activities to study the relationship between number of turns of the primary coil (N_p), number of turns of the secondary coil (N_s) primary voltage (V_p) and secondary voltage (V_s).	? state that $\frac{V_p}{V_s} ? \frac{N_p}{N_s}$ for an ideal transformer.		
	Discuss the relationship between output and input power in an ideal transformer, i.e. $V_pI_p = V_sI_s$.	? state that $V_pI_p = V_sI_s$ for an ideal transformer.		
	Discuss a) energy losses in a transformer, b) ways to improve the efficiency of a transforme r.	? describe the energy losses in a transformer. ? describe ways to improve the efficiency of a transformer.		
	Discuss to solve problems involving transformers.	? solve problems involving transformers		
3.5 Understanding the generation and transmission of electricity	Research and report on various sources of energy used to generate electrici ty such as hydro, gas, nuclear, diesel, coal, biomass, sun and wind.	A student is able to: ? list sources of energy used to generate electricity.		biomass – *biojisim* hydro – hidro National Grid Network – *Rangkaian Grid Nasional* tranmission – *penghantaran*
	View computer simulations to gain an understanding on the use of various sources to	? describe the variou s ways of generating electricity.		renewable energy – *tenaga diperbaharui*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	generate electricity. Study a model of electricity transmission. Discuss the energy loss in cables and the advantage of high voltage transmission. View computer simulations to gain an understanding of the National Grid Network. Research and report on: a) the importance of the National Grid Network in terms of efficient energy distribution, b) the importance of energy efficiency and renewable energy sources in view of limited energy sources, c) the effects on the environment caused by the use of various sources to generate electricity.	? describe the transmission of electricity. ? describe the energy loss in electricity transmission cables and deduce the advantage of high voltage transmission. ? state the importance of the National Grid Network. ? solve problems involving electricity transmission. ? explain the importance of renewable energy. ? explain the effects on the environment caused by the use of various sources to generate electricity.		

ELECTRONICS

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
4.1 Understanding the uses of the Cathode Ray Oscilloscope (C.R.O.)	View computer simulations to gain an understanding of thermionic emission. Carry out activities to study the properties of cathode rays using apparatus such as the Maltese Cross tube. Discuss the cathode ray oscilloscope from the following aspects: a) electron gun, b) deflection system, c) fluorescent screen, d) energy changes. Carry out activities using a C.R.O. to: a) measure potential difference, b) measure short time intervals, c) display wave forms. Discuss to solve problems based on the C.R.O. display.	A student is able to: ? explain thermionic emission. ? describe the properties of cathode rays. ? describe the working principle of the cathode ray oscilloscope. ? measure potential difference using the C.R.O. ? measure short time intervals using the C.R.O. ? display wave forms using the C.R.O. ? solve problems based on the C.R.O. display.		thermionic emission – *pancaran termion* cathode rays – *sinar katod* cathode ray oscilloscope – *osiloskop sinar katod* fluorescent - pendafluor

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
4.2 Understanding semiconductor diodes	View computer simulations to gain an understanding of properties of semiconductors in terms of its resistance and free electrons. View computer simulations to gain an understanding of: a) n-type and p-type semiconductors, b) semiconductor diodes. Carry out activities to observe current flow through a semiconductor diode (p-n junction) in forward bias or reverse bias. Build a half-wave rectifier circuit and a full-wave rectifier circuit. Observe half-wave rectification and full-wave rectification using an instrument such as a C.R.O. Observe and discuss the effect of putting a capacitor in a: a) half-wave rectifier circuit, b) full-wave rectifier circuit.	A student is able to: ? describe semiconductors in terms of resistance and free electrons. ? describe n-type and p-type semiconductors. ? describe semiconductor diodes. ? describe the function of diodes. ? describe the use of diodes as rectifiers. ? describe the use of a capacitor to smooth out output current and output voltage in a rectifier circuit.	The term doping may be introduced.	doping – *pengedopan* diode - *diod* semiconductor – *semikonductor* rectification – *retifikasi* full wave – *gelombang penuh* half wave – *gelombang setengah* capacitor - *kapasitor*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
4.3 Understanding transistors	With the aid of diagrams, discuss a transistor in terms of its terminals, i.e. base, collector and emitter. Carry out activities to show a transistor as a current amplifier. Set up a transistor-based electronic circuit that functions as a light, heat or sound-controlled switch.	A student is able to: ? describe a transistor in terms of its terminals. ? describe how a transistor can be used as a current amplifier. ? describe how a transistor can be used as an automatic switch.		base - *tapak* emitter - *pengeluar* collector – *pengumpul* transistor - *transistor*
4.4 Analysing logic gates	Discuss logic gates as switching circuits in computers and other electronic systems. Research and report on symbols for the following logic gates: a) AND, b) OR, c) NOT, d) NAND, e) NOR	A student is able to: ? state that logic gates are switching circuits in computers and other electronic systems. ? list and draw symbols for the following logic gates: i. AND, ii. OR, iii. NOT, iv. NAND, v. NOR.		logic gate – *get logik*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Carry out activities to study the action of the following logic gates: a. AND, b. OR, c. NOT, d. NAND, e. NOR.	? state the action of the following logic gates in a truth table: i. AND, ii. OR, iii. NOT, iv. NAND, v. NOR.		
	Build truth tables for logic gates and their combinations.	? build truth tables for logic gates in combination for a maximum of 2 inputs.		
	Research and report on logic gate control systems such as in security systems, safety systems and street lights.	? describe applications of logic gate control systems.		

RADIOACTIVITY

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
5.1 Understanding the nucleus of an atom	View computer simulations or models to gain an understanding of: a) the composition of the nucleus, b) isotopes. Research and report on the terms nuclide and isotope.	A student is able to: ? describe the composition of the nucleus of an atom in terms of protons and neutrons. ? define proton number (*Z*) and nucleon number (*A*). ? explain the term nuclide ? use the nuclide notation ${}^{A}_{Z}X$. ? define the term isotope.		nuclide – *nuklid* isotope – *isotop* proton number – *nombor proton* mass number – *nombor jisim*
5.2 Analysing radioactive decay	View computer simulations to gain an understanding of radioactivity. Discuss: a) that radioactivity is the spontaneous disintegration of an unstable nucleus accompanied by the emission of energetic particles or photons, b) the detection of radioactive emission using detectors such as cloud chambers and Geiger-Muller tubes,	A student is able to: ? state what radioactivity is. ? name common detectors for radioactive emissions.	The structure of detectors are not required.	radioactivity – *keradioaktifan* decay – *reputan* unstable – *tidak stabil* half-life – *setengah-hayat*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Discuss the characteristics of radioactive emissions i.e. alpha particles, beta particles and gamma rays in terms of their: a) relative ionising effects, b) relative penetrating powers, c) deflection by electric and magnetic fields. Discuss radioactive decay with the aid of equations Carry out activities to gain an understanding of half-life. Discuss a typical decay curve. Discuss to solve problems involving half-life.	? compare the 3 kinds of radioactive emissions in terms of their nature. ? explain what radioactive decay is. ? use equations to represent changes in the composition of the nucleus when particles are emitted. ? explain half-life. ? determine half-life from a decay curve. ? solve problems involving half-life.		
5.3 Understanding the uses of radioisotopes	Discuss radioisotopes. Research and report on applications of radioisotopes in the fields of: a) medicine, b) agriculture, c) archaeology, d) industry.	A student is able to: ? define radioisotopes. ? name examples of radioisotopes. ? describe applications of radioisotopes.		

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	View computer simulations on applications of radioisotopes. Visit the Malaysian Institute for Nuclear Technology Research (MINT) or other suitable places to see various applications of radioisotopes.			
5.4 Understanding nuclear energy	View computer simulations to gain an understanding of: a) nuclear fission, b) chain reactions, c) nuclear fusion. Discuss: a) atomic mass unit (a.m.u.), b) nuclear fission, c) chain reactions, d) nuclear fusion. Discuss the relationship between mass defect and the nuclear energy produced in nuclear fission and nuclear fusion, i.e. $E=mc^2$. Research and report on the generation of electricity from nuclear energy.	A student is able to: ? define atomic mass unit (a.m.u.). ? describe nuclear fission. ? give examples of nuclear fission. ? describe chain reactions. ? describe nuclear fusion. ? give examples of nuclear fusion. ? relate the release of energy in a nuclear reaction with a change of mass according to the equation $E=mc^2$. ? describe the generation of electricity from nuclear fission.		chain reaction – *tindak balas berantai* nuclear fission – *pembelahan nukleus* nuclear fusion – *pelakuran nukleus*

Learning Objective	Suggested Learning Activities	Learning Outcomes	Notes	Vocabulary
	Discuss the pros and cons of using nuclear fission to generate electricity. Discuss to solve problems involving nuclear energy.	? justify the use of nuclear fissio n in the generation of electricity. ? solve problems involving nuclear energy.		
5.5 Realising the importance of proper management of radioactive substances	Research and report on: a) the negative effects of radioactive substances, b) safety precautions that should be taken when handling radioactive substances, c) management of radioactive waste.	A student is able to: ? describe the negative effects of radioactive substances. ? describe safety precautions needed in the handling of radioactive substances. ? describe the management of radioactive waste.		

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Advisors	Mahzan Bakar SMP, AMP	Director Curriculum Development Centre
	Maznah Abdul Hamid	Deputy Director Curriculum Development Centre
Editorial Advisors	Cheah Eng Joo	Principal Assistant Director (Head of Science and Mathematics Department) Curriculum Development Centre
	Ho Heng Ling	Assistant Director (Head of Core Science Unit) Curriculum Development Centre
	Zaidah Mohd Yusoff	Assistant Director (Head of Elective Science Unit) Curriculum Development Centre
Editor	Salina Hanum Osman Mohamed	Assistant Director Curriculum Development Centre

PANEL OF Writers

Cheah Eng Joo	Curriculum Development Centre	Lanita Md. Yusoff	Curriculum Development Centre
Yeap Chin Heng (Ph.D)	Curriculum Development Centre	Yusof Ismail	Curriculum Development Centre
Zaidi Yazid	Curriculum Development Centre	Zaidah Mohd Yusoff	Curriculum Development Centre
Salina Hanum Osman Mohamed	Curriculum Development Centre	Zainon Abdul Majid	Curriculum Development Centre
Ahmad Salihin Mat Saat	Curriculum Development Centre	Zainusham Yusuf	Curriculum Development Centre
Aizatul Adzwa Mohd. Basri	Curriculum Development Centre	Zulkifli Baharudin	Curriculum Development Centre
Fang Ken Din	MP Temenggong Ibrahim	Nurul Ain Tay Abdullah	SMK Jalan Tiga
Nafisah Mohamad	Kolej Tunku Kurshiah	Rema Ragavan	SMK Sultan Abd Samad
Koh Chee Kiat	PPB Samarahan	Suhaimi Jusoh	SMK Machang
Mohd. Khirrudin Ideris	SMS Pokok Sena		

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