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First published 2012 by Pearson Australia
2015 2014 2013 2012
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Publisher: Alicia Brown
Project Editor: Michelle Hessel
Development Editor: Vicky Claringbull
Editor: Kay Waters
Series Cover Designers: Miranda Costa, Kim Ferguson, Jo Groud and Glen McClay
Text designer: Kim Ferguson
Typesetting: Ben Galpin
Copyright & Pictures Editor: Michelle Jellett
Desktop Operator: Sally Bond
Production Controller: Julie McArthur
Cover art: Connah Brecon
Illustrators: Guy Holt, Fiona Lee, Wendy Gorton and Bruce Rankin
Printed in China

National Library of Australia Cataloguing-in-Publication entry

Linstead, Greg
Pearson science year 9 student book/Greg Linstead... et al.

ISBN 978 1 4425 2357 9 (pbk.)

Science—study and teaching (Secondary)

Includes index.

National Library of Australia—Science textbooks.

Linstead, Greg... et al.

500

Pearson Australia Group Pty Ltd ABN 40 004 245 943

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Acknowledgements

We thank the following for their contributions to our text book:

AAP: p. 156; Julian Smith, p. 232bl; Ross Swanborough, p. 264c; CSIRO, p. 175; Bill Bachman, p. 216t; Annaliese Frank, p. 296l; Joe Castro, p. 232t.

Alamy Ltd: pp. 98, 111, 153l, 282b, 295, 305t, 333t; Frans Lemmens, p. 248l; C.N. Boon, p. 247t; Sebastian Kaulitzki, pp. 129b, 249; Scott Camazine, p. 268r, 284t; Carol & Mike Werner, p. 126r; Tracy Hebden, p. 131; Ilene MacDonald, p. 193t; Nick Lylak, p. 202b; Chris Barry, p. 56b; Spencer Grant, p. 60; David Bagnell, p. 82; Oleksiy Maksymenko, p. 100; Chris Warren, p. 123t; David Wall, p. 115t; Gerry Pearce, p. 285bl; David Foster, p. 294l.

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Black Diamond Images: p. 301b.

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Crystal Ja, "Wifi helps CSIRO scientist win top gong", AAP, 28 October 2010, p. 275

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Greg Linstead: p. 223.

Greg Rickard: pp. 51(x-rays), 129t.

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Paul Nylander: p. 209l.

Pearson Australia: Alice McBroom, pp. 31, 116t, 192, 198.

Photolibrary Pty Ltd: pp. 1, 2c, 25t, 26t, 28t, 28b, 35, 37, 42tl, 43br, 51(stent), 51(heart), 53, 66(stent), 70, 71b, 77t, 79t, 89b, 86, 115b, 137, 164, 147, 153tr, 155br, 174, 194br, 227, 228, 232br, 234, 245bl, 248r, 250b, 263tl, 269r, 272tr, 272cr, 273b, 273t, 274l, 285br, 304(cat), 321, 327; Ed Reschke, pp. 245br, 261bl; Roger Harris, p. 237b; Robert Llewellyn, p. 250t; Masamichi, p. 258; Juergen Berger, pp. 261br, 264b, 279(macrophage); A. B. Dowsett, p. 263br; Dr P. Marazzi, pp. 260l, 261tr, 270c, 270l, 272br, 279(infectious); Dr David M. Martin, p. 264t; Dr P. Menzel, p. 271b; Jesse A. Wanskasmith, p. 118; Matthias Kulka, p. 162b; Steve Gschmeissner, p. 119(t&c); Dr Ray Clark & Mervyn Goff, p. 153b;

Mark A Schneider, p. 154; Philippe Psaila, pp. 88t, 172; Cosmo Condina, p. 170; Hank Morgan, p. 156b; Trevor Clifford, pp. 185, 190br, 191; Mark Garlick, p. 183b; Martin Harvey, p. 183t; Kul Bhatia, p. 182; Gerard Lacz, p. 190bl; Chris Cheadle, p. 202t; Andrew Lambert, pp. 56t, 58b, 202c; Kristopher Grunert, p. 208t; Martyn F. Chillmaid, pp. 15, 77b, 208bl; Paul Avis, p. 23; Dr Jeremy Burgess, p. 36(mutation), 79b, 87l; Neil M. Borden, p. 27l; Ria Novosti, p. 26b; Richard Kail, p. 29l; Andrew McClenaghan, p. 57t; Andrew Lambert, p. 56t; Volker Steger, p. 43tr; John Bavosi, p. 58(stomach), 78b; Richard Treptow, p. 42bl; Victor de Schwanberg, p. 42br; Charles D. Winters, pp. 42tr, 50, 69(neutralisation), 78t; Jim Wark, p. 71tl; Shari L. Morris, p. 68t; Sylvain Grandadam, p. 72tl; Cordelia Molloy, p. 81bl; Simon Fraser, p. 80; Anthony Mercieca, p. 89t; Andrew Syred, p. 47(pollen); Ted Kinsman, p. 48t; Harris Roger, pp. 52tr, 257(hypothalamus); Raymond Mendez, p. 107; Paul Rapson, p. 99; Gabriela Medina, p. 105; Chris Martin-Bahr, p. 103bl; James King-Holmes, p. 134t; Peter Aprahamian, p. 166tr; Massimo Brega, p. 274r; John Cancalosi, pp. 293, 304bl; Russell Bruden, p. 284b, 314(competition); Scott Camazine, p. 285tr; Pascal Goetgheluck, p. 139; Frank Deschandol & Philippe Sabine, p. 287tr; Peter Menzel, p. 196; Julian Meehan, p. 304tl; Jim Wark, p. 69(smoke).

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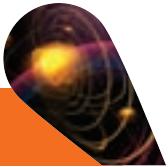
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PEARSON science



Student Book

Written specifically to meet the requirements of the Australian Curriculum, the student book acts as a guide for both student and teacher.

- Written specifically for the Australian Curriculum Science course
- Utilises an inquiry approach throughout
- Offers content and activities that enhance the development of Achievement Standards. The content is presented in a range of contexts within the three interrelated strands of Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

Activity Book

The activity book is a write-in resource designed to enrich students' skills by providing a variety of activities and questions to reinforce learning outcomes.

- Supports and extends the student book
- Caters for a range of learning styles.

Teacher Companion

The teacher companion makes lesson preparation easy by combining full-colour textbook pages with teaching strategies, ideas for class activities and fully worked solutions.

- Ties the entire Pearson science package together
- Includes all answers to the student and activity book.



ALWAYS LEARNING

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How to use this book

PEARSON science 9 Student Book

PEARSON science 9 has been designed for the Australian Curriculum: Science course. It includes content and activities that enhance the development of the Year 9 Achievement Standards within the three interrelated strands of Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding. The content is presented through a range of contexts to engage students and assist them to make connections between science and their lives.

The Cross-curriculum priorities and General Capabilities are addressed throughout the series.

PEARSON science 9 is designed for an inquiry approach to science learning. Its engaging design, unambiguous features and clear easy-to-understand language make this a valuable resource for students of all interests and abilities.



Chapter opening page

The chapter opener engages students through questions that get them thinking about the content and concepts to come.

The key ideas reflect the elaborations and standards relevant to the chapter.



science 4 fun

Inquiry-based activities using everyday materials assist students to understand key concepts under development.

These can be used as a focus or context for the unit.

Icons indicate whether an activity is suitable to be done at home or requires teacher supervision.



Look who is using science

Careers pages spread throughout the book look at careers that involve and use science.



Skill builder

Key skills are outlined in clear steps to support science learning.



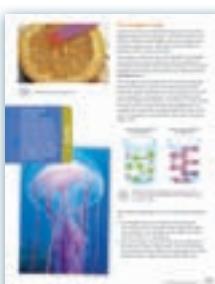
Unit opening

Each chapter is divided into self-contained units. The unit opener includes an introduction that places the material to come in a meaningful context.



Worked example

Worked examples of problems and techniques assist students to master and apply key skills.



Photos and illustrations

Stunning and relevant photos and illustrations are clearly referenced from within the text to assist students to understand the idea being developed.



SciFile

SciFiles include quirky information to engage students.



Chapter review

Each chapter finishes with a set of questions and activities organised under the headings of Bloom's Taxonomy of Cognitive Processes.



Unit review

Each unit finishes with a set of questions and activities organised under the headings of Bloom's Taxonomy of Cognitive Processes. To further students' understanding of the intent of a question and level of explanation

expected, bolded verbs are used throughout. A list of all verbs and their meanings can be found on page xii.

The final heading is 'Inquiring'. These questions challenge students to use their inquiry skills to go further with the unit content.



Thinking scientifically

Following the Chapter review are Thinking scientifically style questions relevant to that chapter. These test students' science and interpretive skills.



Glossary

Every chapter concludes with an illustrated glossary that engages students and provides a ready reference for the key terms of the chapter.



Activity Book icon

This icon indicates a related Activity Book worksheet that enhances or extends this area.



Practical activities

Practical activities are placed at the end of each unit. Practical activity icons appear throughout the units to indicate suggested times for practical work.

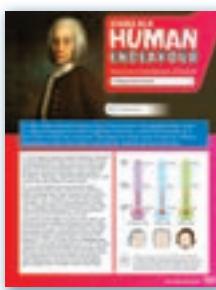


A student-design inquiry icon indicates that an activity

includes student input and/or design.

Safety boxes highlight significant hazards.

A safety glasses icon reminds students when appropriate to wear safety glasses.



Science as a human endeavour

The Science as a Human Endeavour strand is addressed throughout the units and in Science as a Human Endeavour spreads. Many of these are developed and extended in the Activity Book.

The PEARSON science 9 package

Don't forget the other PEARSON science 9 package components that will help engage and excite students in science:

- PEARSON science 9 Activity Book
- PEARSON science 9 Teacher Companion
- PEARSON science 9 Pearson Reader

Verbs

The verbs below, based on Bloom's Taxonomy, appear in **bold** text throughout this book. The verbs help students know the level of response required for a question and provide a common language and consistent meaning in the Australian Curriculum documents.

Remembering

enter	Place data into a computer program by key strokes or copying from a digital source, e.g. CD, DVD, USB storage device
label	Add annotations to a diagram or drawing
list	Write down phrases or items only without further explanation
name	Present remembered ideas, facts or experiences
present	Provide information for consideration
recall	Present remembered ideas, facts or experiences
record	Store information and observations for later
specify	State in detail
state	Provide information without further explanation

Understanding

account	Account for—state reasons for, report on. Give an account of—narrate a series of events or transactions
calculate	Ascertain/determine from given facts, figures or information (simply repeating calculations that are set out in the text)
clarify	Make clear or plain
define	State meaning and identify essential qualities
describe	Provide characteristics and features
determine	Find out the size or extent, either by using an equation, counting, estimating, or similar method
discuss	Identify issues and provide points for and/or against
draw	Use a pencil to produce a likeness onto a page, or sketch to provide a representation or view
explain	Provide a sequence to make the relationships between things evident; provide why and/or how
extract	Choose relevant and/or appropriate details
gather	Collect items from different sources
modify	Change in form or amount in some way
outline	Sketch in general terms; indicate the main features
predict	Suggest what may happen based on available information
produce	Provide
propose	Put forward for consideration or action
rank	Place in order of size, age, or as instructed
recount	Retell a series of events
summarise	Express, concisely, the relevant details
write	Compose or construct a sentence that explains a feature

Applying

apply	Use, utilise, employ in a particular situation
calculate	Ascertain/determine from given facts, figures or information
demonstrate	Show by example
examine	Inquire into
identify	Recognise and name
use	Employ for some purpose

Analysing	
analyse	Identify components and the relationship between them; draw out and relate implications
calculate	Ascertain/determine from given facts, figures or information (requiring more manipulation than simply applying the maths)
classify	Arrange or include in classes/categories
compare	Show how things are similar or different
contrast	Show how things are different or opposite
critically (analyse/ evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
discuss	Identify issues and provide points for and/or against
distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
infer	Recognise and explain patterns and meaning and relationships
interpret	Draw meaning from
research	Investigate through literature or practical investigation
Evaluating	
appreciate	Make a judgement about the value of
assess	Make a judgement of value, quality, outcomes, results or size
conclude	Come to a judgement or result based on the reasoning or arguments that you present
critically (analyse/ evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
deduce	Draw conclusions
evaluate	Make a judgement based on criteria; determine the value of
extrapolate	Infer from what is known
justify	Support using an argument or conclusion
propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
recommend	Provide reasons in favour
select	Choose one or more items, features, objects
Creating	
construct	Make; build; put together items or arguments
design	Provide step for an experiment or procedure
investigate	Plan, inquire into and draw conclusions about
synthesise	Put together various elements to make a whole

SCIENCE TAKES YOU PLACES

Look who is using science

NANOSCIENTIST

My name is Jill Miwa. I work in the new and exciting field of nanoscience. I use a special microscope that can 'see' and 'touch' individual atoms and molecules in materials such as silicon that are used in everyday electronic devices such as laptops, televisions and mobile phones.

I use the microscope to study how atoms and molecules interact with each other. By understanding what happens at such a small scale, scientists like me can design and build faster, smaller electronics.

At the University of New South Wales, we are using our microscope to position atoms into the world's smallest silicon computer chip! I really enjoy working in a research laboratory. It's a fantastic place to work because all the newest technology is at my fingertips, and each day I get to go to work and try to solve the mysteries of how the world around us works.



ORTHOPAEDIC TECHNICIAN

My name is Terry James and I am an orthopaedic technician employed by Queensland Health and working at a general hospital. To get to this position I completed a Certificate IV in Orthopaedic Technology. I studied the anatomy of the skeleton and muscles, all aspects of applying casts to broken arms and legs, and the application of traction as a way of getting the bones and muscles of the skeleton back into their correct position.

In my position as an orthopaedic technician it is very important to have a professional attitude when working with the medical staff to make sure that the best possible outcome is achieved for all patients.

A career within the health sector can be extremely rewarding. It is an achievable goal for anyone interested in the health industry. Once you have employment, funded courses are available and these may lead to opportunities for advancement in the field of orthopaedic technology.



BEAUTY THERAPIST

I am Bianca Chamberlin and I run my own business as a beauty therapist.

The main goal for clients who come to see me is to improve the texture and general health of their skin.



As a beauty therapist I need to understand the structure of cells in order to diagnose and treat the different skin types and conditions I see on a daily basis. I also need to understand the products I use and how they interact with skin cells.

While many of my peers thought it strange for me to study science at school, it gave me a great grounding and understanding for when I started study for my Diploma of Applied Science for my career in beauty therapy.