



Fig 5.3. Energy Levels

- The first energy level (labelled 1) can hold up to only two electrons.
- The second energy level (labelled 2) can hold a maximum of eight electrons. This energy level is filled after the first energy level and before the third level.
- The third energy level (labelled 3) can hold a maximum of 18 electrons, however when 8 electrons are in the third level there is a degree of stability; and other electrons are added to the fourth energy level.
- Electrons must first fill the first energy level before they start occupying the second energy level.

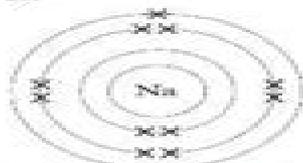


Fig 5.4 Shell model for sodium (Na)

Number of protons = 11, number of electrons = 11

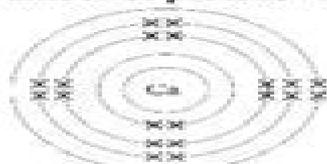


Fig 5.5 Shell model for calcium (Ca)

Number of protons = 20, number of electrons = 20

*Atomic number, mass numbers, sub-atomic particles and electronic configuration of the first 20 elements in the Periodic Table*

# Olevel Intergrated Science Notes

**Kwong Lee Dow**



## **Olevel Intergrated Science Notes:**

**New Trends in Integrated Science Teaching** Unesco,1990 This book is the sixth in a series of publications on the subject of integrated science teaching and is based on the proceedings of a consultation meeting held on the theme Recent Developments in Integrated Science Teaching Worldwide The meeting was organized by the Australian National Commission for Unesco in cooperation with the International Council of Associations in Science Education ICASE and with the Australian Science Teachers Association The intention of the book is to reflect how far integrated science teaching had spread around the world The chapters in the first part of this book describe key issues in integrated science and broad trends in the approaches to integrated science teaching worldwide They include the conclusions of five working groups set up during the meeting to discuss the key issues in the following areas 1 content developments in science and technology and their implications for science education 2 curriculum and resource materials 3 teaching learning and assessment 4 equipment and science teaching facilities and 5 teacher education The following articles are included in eight chapters of Part I What Is Integrated Science Teaching Its Beginnings and Its Place Today Dennis G Chisman Reflections on the Development of Integrated Science Teaching Projects for 4 16 Year Olds Kerst Th Boersma and others The Integration of Science Teaching through Science Technology Society Courses John Holman and Teacher Behaviours Which Facilitate Integrated Science Teaching Ronald J Bonnstetter The second part of the book describes national and regional developments in the teaching of integrated science in Africa the Arab States Asia and the South Pacific Europe and North America Latin America and the Caribbean and is based largely on the reports and discussions at the meeting The third part contains some examples of topics and modules of integrated science courses taken from recent courses in Botswana the Caribbean the Netherlands the Philippines Sierra Leone and the United Kingdom The fourth part is an annotated bibliography over 370 entries which attempts to sample literature relevant to integrated science KR [New Trends in Integrated Science Teaching](#) P. E. Richmond,1969 **Routledge Library Editions: Curriculum** Various,2021-07-09 Reissuing works originally published between 1971 and 1994 this collection includes books which offer a broad spectrum of views on curriculum both within individual schools and the wider issues around curriculum development reform and implementation Some cover the debate surrounding the establishment of the national curriculum in the UK while others are a more international in scope Many of these books go beyond theory to discuss practical issues of real curriculum changes at primary or secondary level The Set includes books on cross curricular topics such as citizenship and environment and also guidance careers life skills and pastoral care in schools A fantastic collection of education history with much still relevant today *The Navy List* Great Britain. Ministry of Defence,1977-06 **Sourcebook of Science Education Research in the Caribbean** Pamela Fraser-Abder,1988 [Journal of Education in Developing Areas](#) ,1985 **Daily Graphic** Yaw Boadu-Ayebofoh,2006-03-24 [New Trends in Physics Teaching](#) ,1984 **The State of Zimbabwe's Environment, 1998** Munyaradzi

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## **Olevel Intergrated Science Notes** Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the power of words has become more evident than ever. They have the capability to inspire, provoke, and ignite change. Such could be the essence of the book **Olevel Intergrated Science Notes**, a literary masterpiece that delves deep in to the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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