Unit 6: Contemporary Issues in Science

Unit overview

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| Unit 6: Contemporary Issues in Science | |
| **Assessment type: Internal** | |
| **Learning Aim** | **Topics** |
| A Investigate contemporary scientific issues that impact the global population and environment. | A1 Scientific issues  A2 Implications of scientific issues |
| B Examine the effect different organisations have on contemporary science | B1 Government and global organisations  B2 Non-governmental organisations (NGOs)  B3 Businesses including multinationals |
| C Understand how to evaluate and report scientific information | C1 Reporting of scientific information  C2 Scientific information  C3 Presenting scientific information |
| Assessment overview  This unit is Internal assessed through a Pearson-Set Assignment Brief (PASB).  Pearson sets the assignment for the assessment of this unit. The PSAB will take approximately 60 hours to complete. The PSAB will be marked by centres and verified by Pearson. The PSAB will be valid for the lifetime of this qualification. | |

Common student misconceptions

There are no common misconceptions for this unit.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., **[IS-WC]**.

Please note that the activities provided below are suggestions and not mandatory.

| Learning Topic | Activities and guidance for unit content delivery | Resources |
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| A: Investigate contemporary scientific issues that impact the global population and environment | | |
| A1 – scientific issues to include climate change, food security, clean energy, health for all, medical treatments | Centres can use any scientific issue that is current, relevant and well documented as the basis of discussion and exploration by learners throughout this unit, but key areas within the unit content that must be covered are:   * Climate change * Food security * Clean energy * Health for all * Medical treatments   For each topic, one of the examples of a contemporary scientific issue can give the focus for any lesson throughout the delivery of this unit. Alternatively, you or learners may have a relevant area of interest to explore.   * Whole class teaching and learning – scientific advancements and achievements * Lead a discussion with learners on what they perceive to be the most important scientific and technological developments in the last 10 or 20 years. * Follow on from this with a presentation that provides an overview of a range of scientific issues that are well-documented and contemporary (within the last 30 years). The issues covered should include the five areas indicated in the unit content and listed above. * Suitable approaches could include: the historical and contemporary context to the issue, the science and studies involved in the issue, and problems and future developments involved with the issue. * Include examples of titles of the reported contemporary issue across several different types of media or case studies, so that students can undertake further reading and research around the topic after the presentation. * Peer teaching – presentation of a scientific advancement/achievement * Ask students to carry out their own literature search and review of sources of information with regard to a given contemporary scientific issue for the duration of one lesson e.g. each student or pair of students could be tasked with an aspect of food security (modern farming methods, genetic modification, animal welfare, land usage, land conservation). * Alternatively, students could research a scientific issue that is of their own choice and personal interest. * The students can then prepare their own presentation and accompanying notes to deliver to their class at a future lesson. * Paired activity – preparation of a document on a scientific issue * Give each pair of leas a different scientific issue that may have been studied previously. * Task them with producing a pamphlet or information guide summarising the science behind the issue and the problem it solves or causes. * For example, learners could prepare a pamphlet or information guide advising on a contemporary health and medical issue (e.g. the importance and science of vaccination, the safety and science of behind stem cell or proton beam therapy). * Visit – visit to a scientific organisation or institution   Arrange a visit to a local scientific workplace, university science or engineering department or science museum to inspire learners and provide ideas for issues and developments that they would like to research further. | Edinburgh University  [Literature review | Institute for Academic Development](https://institute-academic-development.ed.ac.uk/study-hub/learning-resources/literature-review#:~:text=When%20doing%20and%20writing%20a%20literature%20review%2C%20it,gaps%20that%20may%20exist%20in%20research%20to%20date.)  [Study\_Guide](https://www.docs.hss.ed.ac.uk/iad/Postgraduate/PhD_researchers/Study_Guide_How_to_Write_an_Effective_Literature_Review_v2.0_.pdf)  notes on how to carry out and analyse a literature search  [Writing a Scientific Literature Review / Academic Writing - YouTube](https://www.youtube.com/watch?v=Gex46cg9ZTU)  video case study  some sources of science reporting:  [Nature](https://www.nature.com/)  [New Scientist](https://www.newscientist.com/)  [Scientific American](https://www.scientificamerican.com/)  [Science News](https://www.sciencenews.org/)  [BBC News](https://www.bbc.co.uk/news/science_and_environment)  [ScienceBlog](https://scienceblog.com/)  potential scientific issue topics  [10 grand challenges we'll face by 2050 - BBC Future](https://www.bbc.com/future/article/20170713-what-will-the-challenges-of-2050-be)  United Nations World Food Programme  [The State of Food Security and Nutrition in the World (SOFI) Report - 2024 | World Food Programme](https://www.wfp.org/publications/state-food-security-and-nutrition-world-sofi-report)  Mayo Clinic – Stem cell and proton beam therapy  [Stem cells: What they are and what they do - Mayo Clinic](https://www.mayoclinic.org/tests-procedures/bone-marrow-transplant/in-depth/stem-cells/art-20048117)  [Proton Beam Therapy Program - Overview - Mayo Clinic](https://www.mayoclinic.org/departments-centers/proton-beam-therapy-program/sections/overview/ovc-20185491)  World Health Organisation  [Vaccines and immunization: What is vaccination?](https://www.who.int/news-room/questions-and-answers/item/vaccines-and-immunization-what-is-vaccination)  STEM Learning  [STEM Ambassadors](https://www.stem.org.uk/stem-ambassadors)  information on how to source a STEM ambassador |
| A2 – implications of scientific issues (social, economic, ethical and environmental) | * Whole class teaching and learning – implications of scientific issues and discovery * Give a presentation on the four main implication categories – social, economic, ethical and environmental. * Provide a definition of each and break down a category further into its aspects (such as the political, religious and cultural viewpoints as social implications). The interrelationship between categories should be covered (e.g. the economic impact of a scientific advance upon society as a social implication, or a scientific issue facing a society which has ethical implications). * One of the main scientific issues could be used to illustrate the points, such as climate change (i.e. impacts on the environment and the world population, the ethical considerations of energy production and the economics of finding solutions for climate change versus alternative energy sources) or the rise in artificial intelligence. * Paired activity – identifying implications of scientific issues and advancement * Provide students with a flipchart and pens to mind map implications arising from a contemporary scientific issue. * Give each pair of students a different scientific issue or aspect of a scientific issue, for example different forms of non-carbon energy sources (wind, solar, nuclear fission, nuclear fusion, hydroelectric). * Students could then present their mind map back to the rest of the class. * This could lead to a class discussion about any drawbacks, benefits, risks, misuses, solutions and conclusions about a contemporary issue and any common patterns and similarities. * Independent activity – analysing implications of a scientific case study * Give students a case study or article on a scientific issue to analyse. * Ask them to draw up a list of economic, social, ethical or environmental issues that are referred to within the article, ensuring that they can reference evidence to support their identification. * They could also identify issues which are implicit or could be inferred, giving a justification for their conclusions. A suitable topic that could be explored could be a country’s response to past pandemics and preparations for the future. * Guest speaker – roles and responsibilities within a scientific project or issue   Ask a guest speaker from a relevant organisation to talk about their work on a contemporary scientific issue or project. For example, this could be a professional who has a role within a medical organisation or who is involved in research and development of batteries or energy storage.   * Student would need to take notes and ask questions with regard to any ethical, social, economic and environmental impacts that would present itself within the professional’s work. | Science Pipes  [The Impact of Science on Society](https://sciencepipes.org/how-does-science-affect-society/#:~:text=Science%20has%20contributed%20to%20societal%20progress%20through%20technological,job%20opportunities%2C%20and%20enhanced%20communication%20and%20transportation%20systems.)  National Library of Medicine  [Science and Ethics](https://pmc.ncbi.nlm.nih.gov/articles/PMC1084045/)  BBC – Science and Environment news  [Science & Environment | Latest News & Updates | BBC News](https://www.bbc.co.uk/news/science_and_environment)  GreenMe  [Environment Archivi - greenMe](https://www.greenmemag.com/environment/)  Implications of different types of green energy sources  World Health Organisation  [Preparedness and Resilience for Emerging Threats (PRET)](https://www.who.int/initiatives/preparedness-and-resilience-for-emerging-threats)  STEM Learning  [STEM Ambassadors](https://www.stem.org.uk/stem-ambassadors)  information on how to source a STEM ambassador |
| B: Examine the effect different organisations have on contemporary science | | |
| B1, B2 and B3 – government and global organisations, non-governmental organisations (NGOs), multinational businesses and organisations | For each major type of organisation, give a broad range of examples so that students can become familiar with similarities and differences in purpose and objective. In particular, students will need to be able to recognise the extent of an organisation’s influence within a scientific issue.   * Whole class teaching and learning – role and purpose of organisations in science   Give a presentation on the different types of organisations that can influence scientific contemporary issues, to include the main categories of government and global organisations, non-governmental organisations (NGOs), and multinational businesses.   * Provide examples of each type which student are likely to encounter, for example the United Nations, Royal Societies, Greenpeace, etc, giving a profile of each organisation’s function and purpose. * Consider factors that would drive each organisation such as legal, financial, and humanitarian. * Whole class teaching and learning – influence of organisations on a scientific issue   Select one contemporary scientific issue to illustrate the involvement and influence of a range of different organisations within the presentation. For example, the Covid pandemic and the response to it involved the World Health Organisation, the National Health Service, Medicines and Healthcare Regulatory Agency, public-funded research groups and pharmaceutical companies. Include profiles, case studies or website links so that learners can undertake further reading around the topic after the presentation.   * Paired activity – influence of organisations on a scientific issue * Task students in pairs with carrying out a literature search and review of sources of information with regard to the work and influence of a governmental organisation, a non-governmental organisation, and a multinational business, on a specific contemporary scientific issue. * The students can then produce and present their research of their chosen organisations back to the rest of the class. Presentations should focus on how the organisations are connected to the scientific issue and their influence, to what extent, who they influence and how their influence may increase or decrease over time. * Guest speaker – roles and responsibilities within an organisation   Ask a guest speaker from a relevant organisation to talk about their work on a contemporary scientific issue or project, and the way that the organisation uses, directs or monitors science. This could be combined with the same talk suggested previously for implications of a scientific issue.   * Student should make notes and be encouraged to prepare, and ask, questions for the guest speaker. * Visit – visit to a scientific organisation or institution   Arrange a visit to a relevant organisation with a connection to a scientific issue – this could be combined with the same visit organised for the previous learning aim.   * Students should take notes, collect information leaflets, and ask questions to any representatives that they meet during the visit. * Whole class and individual activity - class debate on the influence of organisations on a scientific issue   Give the class a case study on a specific contemporary scientific issue to read for a group debate (for example, ‘Should the use of fossil fuels be banned?’).   * Cast students (or pairs of students) in relevant roles, to include a representative of a governmental department, a non-governmental organisation and a multinational company, but also a pressure group campaigner, a scientific research group, etc. * Each student or pair should also be given a short profile of their organisation and its objective regarding the issue. * You could chair and moderate the debate, posing questions from the remainder of the class. * The same questions could be posed to all roles, with similar and opposing arguments presented to influence the debate and a class vote on the issue taken at the end. | Some key organisations:  UK Government – departments, agencies and public bodies  [Departments, agencies and public bodies - GOV.UK](https://www.gov.uk/government/organisations)  United Nations  [United Nations | Peace, dignity and equality on a healthy planet](https://www.un.org/en/)  The Royal Society  [Welcome to the Royal Society | Royal Society](https://royalsociety.org/)  Greenpeace  [Greenpeace UK](https://www.greenpeace.org.uk/)  Friends of the Earth  [Friends of the Earth | Home](https://friendsoftheearth.uk/)  World Wildlife Fund  [World Wide Fund for Nature | WWF](https://www.wwf.org.uk/)  World Health Organisation  [World Health Organization (WHO)](https://www.who.int/)  National Health Service  [NHS website for England - NHS](https://www.nhs.uk/)  Medicines and Healthcare Regulatory Agency  [Medicines and Healthcare products Regulatory Agency - GOV.UK](https://www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency)  GSK – pharmaceutical company  [Home | GSK](https://www.gsk.com/en-gb/)  AstraZeneca – pharmaceutical company  [AstraZeneca - Research-Based BioPharmaceutical Company](https://www.astrazeneca.com/)  BP – British oil and gas company  [Home | BP](https://www.bp.com/)  Norkem – agrochemical company  [Norkem » Chemical Suppliers & Distributors | Norkem](https://norkem.com/)  STEM Learning  [STEM Ambassadors](https://www.stem.org.uk/stem-ambassadors)  information on how to source a STEM ambassador |
| C: Understand how to evaluate and report scientific information | | |
| C1 – methods of reporting of scientific information | * Whole class teaching and learning – understanding different ways to report scientific information * Give a presentation about where students will encounter the reporting of contemporary scientific issues, including a general review of the different ways that scientific issues may be communicated. * Students will already have examined articles from professional publications and journals, and the survey of reporting should be expanded to include other forms of media, such as television and radio, newspapers and magazines, social media and websites, campaign leaflets and pamphlets, etc. * The source and background of the authors should be considered, as well as who the target audience is; this could include the scientific or medical community, political representatives, pressure group campaigners and the general public. * The presentation should include examples for students to read or view to apply their learning. * Individual activity - comparing different ways to report scientific information * Task students with carrying out a literature search and review of sources of information about the reporting medium and its target audience – this research would ideally be on a different contemporary scientific issue to that used for previous learning aims, so that students get a broader understanding of this unit in a different context. * The research should include other forms of media, such as digital, social and television, besides print media. Learners should prepare a document that makes a comparison of how the different media sources report the scientific or technological issues and conclude their purpose and target audience. * This could be linked with the following lesson and extended to consider and compare the style, tone, accuracy, bias, etc. | The News Manual  [Chapter 31: Reporting science & technology](https://thenewsmanual.net/Manuals%20Volume%202/volume2_31.htm)  Open access (free) journals  [Elsevier](https://www.elsevier.com/open-access)  [ScienceDirect.com](https://www.sciencedirect.com/)  [eLifeSciences](https://elifesciences.org/)  Periodicals / magazines  [New Scientist](https://www.newscientist.com/)  [Scientific American](https://www.scientificamerican.com/)  [Nature](https://www.nature.com/)  [Science](https://www.science.org/journal/science)  Newspapers (online)  [The Telegraph](https://www.telegraph.co.uk/science/)  [The Times](https://www.thetimes.com/uk/science)  [The Guardian](https://www.theguardian.com/science)  Blogs  [ScienceBlog.com](https://scienceblog.com/)  [ScienceDaily](https://www.sciencedaily.com/)  [Science News](https://www.sciencenews.org/)  Other media  [BBC News](https://www.bbc.co.uk/news/science_and_environment)  [Science Channel - YouTube](https://www.youtube.com/user/sciencechannel)  [Science News - YouTube](https://www.youtube.com/user/ScienceNewsSSP)  [ScienceAlert - YouTube](https://www.youtube.com/@sciencealert)  [New Scientist (@newscientist) Official | TikTok](https://www.tiktok.com/@newscientist) |
| C2 – types of scientific information and its quality | * Whole class teaching and learning – understanding types and quality of scientific information   Give a presentation to students on how to evaluate scientific information and data.   * Consider both qualitative and quantitative information (such as citations, referencing, data driven evidence, calculations, numerical graphs, charts, tables and statistics) and how the type of presentation allows for interpretation. * This should inform students about the meanings of the term’s ‘reliability’, ‘validity’, ‘authenticity’ and ‘accuracy’, placing this in the context of information, data and their source. * Inform students about how to apply these principles and recognise indications of these when evaluating articles. * Some key factors that should be raised include sample size, references to other publications, use and misuse of data, bias, errors, inaccuracies, visual presentations and authenticity of data. * Individual activity – comparing types and quality of different articles * Task students with carrying out their own literature search for a specific contemporary scientific issue and review their sources of information about the validity, reliability and authenticity of data and claims. * Several different types of articles should be sourced and examined with regard to how evidence has been presented, so will need to contain qualitative and quantitative information. * Notes should be made on similarities and differences, strengths or weaknesses in presentation, if there could be any alternative interpretation or conclusion, and evaluate the merits and shortcomings of each. * Students should propose how each article’s validity, reliability and authenticity could be strengthened. * Peer teaching – evaluating types and quality of different articles * Students deliver a short presentation to the class that evaluates the presentation, type of information, validity and reliability in different articles that they have read. * As part of the presentation, students should reflect on what they have learned and how they will strengthen their evaluative skills as a result. * There should be opportunity for questions and suggestions of alternative views from the class to allow for collaboration and sharing of ideas. | The Logic of Science  [10 steps for evaluating scientific papers | The Logic of Science](https://thelogicofscience.com/2015/08/03/10-steps-for-evaluating-scientific-papers/#:~:text=10%20steps%20for%20evaluating%20scientific%20papers%201%201.,factor%20matches%20the%20paper%E2%80%99s%20claims%20...%20More%20items)  Harvard University  [Evaluating Sources | Harvard Guide to Using Sources](https://usingsources.fas.harvard.edu/evaluating-sources-0)  Newcastle University  [Evaluating Information | Academic Skills Kit | Newcastle University](https://www.ncl.ac.uk/academic-skills-kit/information-and-digital-skills/evaluating-information/)  Sage – case study  [Evaluating Information](https://us.sagepub.com/sites/default/files/upm-binaries/17810_5052_Pierce_Ch07.pdf)  National Academies  [What if scientific studies disagree? | National Academies](https://www.nationalacademies.org/en/based-on-science/what-if-scientific-studies-disagree#:~:text=There%20are%20many%20reasons%20why%20scientific%20studies%20may,which%20one%20grows%20best%20in%20a%20particular%20place.)  Journalism Research News  [ARTICLE: Different countries, same news reports? – Journalism research news](https://journalismresearchnews.org/article-different-countries-same-news-reports/) |
| C3 – presenting scientific information | * Whole class teaching and learning – understanding the presentation of scientific information * Give a presentation about how different media have reported contemporary issues. * This will take a more specific and detailed look at the content of the reporting rather than the method of reporting. It should specifically consider the detail and accuracy of the reporting, the level of language and terminology used, writing or presenting style and tone, visual representations, the quantity and quality of the scientific information, and biased viewpoints. * This should look at examples which are on the same scientific issue and reflect different viewpoints and presentation styles in the reporting. The presentation should include examples for students to read or view to apply their learning. * Visit – presenting scientific information for the public * Take learners on a pre-arranged visit to a television broadcaster, newspaper office or professional institute to find out how a report is assembled and edited for publishing or broadcast – a scientific report would be a desirable context but the principles of accuracy and presentation in reporting would be transferable to other sectors. * Alternatively, a virtual visit or guest speaker, using Skype or similar platform, could be arranged if an on-site visit is not possible. A further option would be to visit a museum which specialises in science presentation and displays; this would give learners a wider experience of how scientific information is communicated. * At any visit, learners should take notes and ask questions to guide or representatives. * Whole class and group activity – evaluating the presentation of scientific information * Give students three or more different media reports on the same contemporary scientific issue to read or watch, making notes and then participating in a tutor-led group discussion. * The discussion should initially centre around the advantages and disadvantages of the different reporting media and the likely target audience, but the focus should turn to the accuracy, level of language, tense, use of terminology, referencing, technical language, any bias, use of well-known people, use of visuals, and the quantity and quality of scientific reporting. * Small group activity – producing a scientific information programme * Give each group of students a different scientific issue which may have been studied previously to make a video on. * Task them with producing a television programme, radio broadcast or social media video to inform the general public (or another target group) about the science behind the issue and the problem it solves or causes. * They should consider the depth, tone and visuals that are to be used. * The programme/video could be recorded or storyboarded. | LibreTexts  [35.1: Evaluation of Analytical Data - Chemistry LibreTexts](https://chem.libretexts.org/Bookshelves/Analytical_Chemistry/Instrumental_Analysis_(LibreTexts)/35%3A_Appendicies/35.01%3A_Evaluation_of_Analytical_Data)  Notes and examples covering different ways to present data  University of Wisconsin-Madison  [Top ten worst graphs](https://www.biostat.wisc.edu/~kbroman/topten_worstgraphs/)  Open University  [An introduction to visualising development data | OpenLearn - Open University](https://www.open.edu/openlearn/science-maths-technology/mathematics-and-statistics/statistics/introduction-visualising-development-data)  STEM Learning  [STEM Ambassadors](https://www.stem.org.uk/stem-ambassadors)  information on how to source a STEM ambassador  BBC  [Shows and tours](https://www.bbc.co.uk/showsandtours/tours)  Science Museum  [Home | Science Museum](https://www.sciencemuseum.org.uk/)  The Francis Crick Institute  [What's on | Crick](https://www.crick.ac.uk/whats-on)  Wellcome Trust Collection  [Wellcome Collection](https://wellcomecollection.org/)  National Space Museum  [The National Space Centre: Exploring Space](https://www.spacecentre.co.uk/)  Video / sound recording equipment  Whiteboards / presentation boards |

Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

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| Transferable skills | Ideas for delivery |
| [EL-SRS] | * Individual activity – analysing sources of information * Encourage students to research their own area of interest to gather a selection of articles and sources (newspaper articles from different sources, social media reports, Wikipedia, scientific journals, news broadcasts), for a fictitious scientific investigative project proposal. * Allow students to consider the following points: * Are the articles accurate? * Are the articles reliable? * Are the methodologies appropriate? * Are the sources reputable? * Are the articles timely? |

Resources

This section has been created to provide a range of links and resources that are publicly   
available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

Pearson is not responsible for the content of any external internet sites. It is essential that you preview each website before using it to ensure the URL is still accurate, relevant, and appropriate. We’d also suggest that you bookmark useful websites and consider enabling students to access them through the school/college intranet.

### Websites

BBC News  
Broadcaster – public news channel  
<https://www.bbc.co.uk/news/>

Greenpeace  
Environmental pressure group – environmental concerns and work of the organisation  
<https://www.greenpeace.org.uk/>

Institute of Physics – IOP  
Professional body for physics education – resources and useful links for physics  
<https://www.iop.org/education>

International Institute of Physics – IIP  
Research institute – resources, publications, and other useful links for theoretical physics  
<https://www.iip.ufrn.br/index.php>

International Life Science Institute – ILSI  
Science organisation for improvement of health and environment – resources, publications, and other useful links for life sciences  
<https://ilsi.org/>

International Union of Pure and Applied Chemistry – IUPAC  
Organisation for standards in chemistry – resources, publications, and other useful links for global chemistry  
<https://iupac.org/>

National Aeronautics and Space Administration – NASA  
American civil space program – information on research in nanotechnology and space exploration  
<https://www.nasa.gov/>

Nature  
Magazine – scientific journals on all science-related topics  
<https://www.nature.com/>

Royal Society of Biology – RSB  
Professional body for biology education – resources, publications, and useful links for biology  
<https://www.rsb.org.uk/>

Royal Society of Chemistry – RSC  
Professional body for chemistry education – resources, journals, and useful links for chemistry  
<https://www.rsc.org/teaching-and-learning/>

Science Technology Engineering Mathematics Learning – STEM Learning  
Resources and activities in science, links with employers and industry  
<https://www.stem.org.uk/>

The Association for Science Education – ASE  
Organisation for science education – resources and journals  
<https://www.ase.org.uk/>

UK Government Departments and Agencies  
Useful links to various departments, agencies, and public bodies within the UK government  
<https://www.gov.uk/government/organisations>

United Nations – UN  
International organisation representing world nations – updated information on global concerns and processes  
<https://www.un.org/en/>

World Health Organization – WHO  
International organisation representing world nations – updated information on current health concerns and responses  
<https://www.who.int/>

World Wildlife Fund – WWF  
Environmental charity – environmental concerns and work of the organisation  
<https://www.wwf.org.uk/>

**Journals**

*ACS Nano*

American Chemical Society

*Biologist*

Royal Society of Biology

*Chemistry News and Chemistry World*

Royal Society of Chemistry

*Chemical Reviews*

American Chemical Society

*Energy & Environmental Science*

Royal Society of Chemistry

*International Journal of Pharmaceutics*

Elsevier

*Journal of Environmental Science*

International Scientific Journal

*Journal of Food Science*

Institute of Food Technologists

*Journal of Medical and Biological Sciences*

International Scientific Journal

*Nature*

An international journal covering research spanning all areas of science

*New Scientist*

Covering the latest news and articles about science and technology

*Public Library of Science (PLOS)*

An international journal covering research spanning all areas of science

*Physics World*

Institute of Physics

*Science*

An international journal covering research spanning all areas of science

*Scientific American*

Latest science stories, articles and news

### Pearson paid resources also available

* Pearson Student book
* ActiveBook (a digital version of the Student Book, via ActiveLearn Digital Service)
* Digital Teacher Pack (via ActiveLearn Digital Service)

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