Research Article

Analysis of the content of the science book fifth grade elementary according to the standards of the British Foundation (CFBT)

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Abstract: the current research aims to analyze the content of the fifth grade science book by British Foundation standards (CFBT), the research sample consisted of the fifth grade science book, and to achieve the goal of the research, the two researchers adopted a list of British standards that follow the Foundation (CFBT), available on the Qatar Higher Education Council website, where the standards were translated, is a tool consisting of five main areas, branching out of which (13) a key criterion and (42) an indicator, having ascertained its sincerity and consistency, the two researchers began analyzing the content of the fifth grade science book according to these criteria using the descriptive analytical approach through the method of content analysis, and adopted the explicit idea of a registration unit and iterations as a census unit, the authenticity of the analysis was done by presenting a random sample of the content of the fifth grade science book (20%) to experts, thus calculating the persistence of the analysis using the Holste equation in agreement with the researcher and herself and external analysts.- The research findings of the researchers showed:1- The content of book (30) out of (42) achieved an indicator of (71%), which is lower than the ratio (85%) adopted by the researchers on the basis of the opinions of the arbitrators.2-The content of the fifth grade science book includes British standards (1084) repetition.3-The content has focused largely on the field of scientific research by (686) repetition.

Keywords: Content analysis, textbook, British Foundation standards

1. Chapter one

Research Problem: The textbook is a necessary tool for teaching and learning, and recently an update has been made in all textbooks, including science books, and it has become obvious that the textbook should be reviewed every period, to find out its strengths and weaknesses, the two researchers directed a survey to a group of science teachers and found that 100% of teachers confirmed the existence of these criteria in the fifth grade science book, but in varying proportions, the researchers therefore decided to analyze the science book for the fifth grade of primary school according to British standards to see what was really contained in its content, and on the basis of which the problem of research could be identified as follows:

((To what extent the science book of fifth Grade Primary includes British Standards (CFBT))

Second: Research Importance:

One of the toughest and most accurate matters facing curriculum designers, is the process of selecting and organizing educational content in line with the rapid knowledge explosion, being the real field in which general goals are translated, through the themes and activities addressed by the content. (Abu Mandeel, 2013, p. 2) process of content analysis leads to the development and improvement of the book, which is therefore a therapeutic diagnostic process, one of the methods of descriptive research that describes and addresses the phenomenon (Tamimi, 2011. 274-275). Al-Qabalan (2018) reported that the textbook is one of the most prominent elements of the curriculum, the first ally of the teacher and the learner, and the most important educational outcomes of the learner's personality and mental maturity depend on it. (Al-Qabalan, 2018, p. 211)

Standards for science education serve as specifications, defining the knowledge and skills to be possessed by science learners, and can therefore be considered as a basis for judging what the learner knows and as a basis for judging the quality and quality of the system. (Al-Riahi, 2018, 221)

Third: Research aim: to analyze the content of the fifth primary grade science book according to the standards of the British Foundation (CFBT)

Forth: Limitations of research:

2-Knowledge limits: Content of the science book, fifth primary grade, Republic of Iraq, Ministry of Education, third edition, issued by the General Directorate of Curricula, 2019, Department of Printing Preparation.

2-Time limits: school year (2020/2021 AD).

Fifth: Defining terms:

1-Content Analysis: (Al-Zwaini et al., 2013) defined it as "a collection of technical methods and procedures designed to interpret and classify the subject, including written texts, drawings, images and ideas contained in the book" (Al-Zwaini et al., 2013. 106)

The two researchers knew it procedurally: an analytical process for the fifth grade science book to recognize the standards of the British Foundation (CFBT) the two researchers adopted these criteria, which cover five areas (scientific research, life sciences, materials, Earth and space, and physical processes).

2-Textbook: Defined by (Lodhi, et al., 2019): Printed and written scientific material that contributes to the objectives of the specific curriculum "(Lodhi, et al., 2019, p. 27)

3-British Foundation (CFBT): It includes the Centre For British Teacher, "a charity and education outside the UK Department of Education, with the aim of helping British teachers,and then developed (CFBT) to manage aid-supported reform programmes in developing countries and provide education services internationally over 40 years "(Abdel Moneim, 2016, p. 42)

4-The standards of the British Foundation are "the set of specifications that define what pupils should learn and the skills they acquire and master at the primary level and are able to employ efficiently at the end of each semester, from kindergarten to twelfth grade, as well as to define the way for authors of educational materials, books and tests" (Badr, 2015, p. 11)

2. Chapter two: Background to theory and previous studies

First. Theoretical background:

First Axis /Content analysis

1.1/Concept of content analysis: Content analysis as a tool and research method is one of the most widely used methods and tools for analyzing and guiding textbooks and school curricula in order to identify and diagnose trends in educational materials for the development, evaluation and improvement of curricula (Zeituon, 2010, p. 550). Content analysis is carried out through analytical tools called content analysis tools, which vary in terms of categories and units of analysis, with the aim of demonstrating the interrelationships and relationships between parts and themes of the texts, and knowing their organizational structure, thus helping to evaluate and judge the quality of curricula and textbooks (Noor, 2013, p. 21).

2.1/Standards for building content among primary school pupils: standards suitable for mental, psychological, linguistic and social development of primary school pupils appropriate to pupils' tendencies and attitudes, free of objectionable sentences, especially in the lower grades of primary school, development of their intellectual and linguistic abilities, non-content of typographical and spelling errors and clarification of meanings, the use of easy language suited to the level of primary school pupils, short sentences and paragraphs used in the content. (Khalifa& Al-Tamimi, 2021, p. 74)

Second Axis / the textbook

1-2/ The concept of the textbook: The book defines a language: “Everything written in it from the verb is written, he writes a book,” and from it is the Almighty’s saying (for every term is a book), and the book is defined idiomatically: as: “the applied form of educational content, which guides the teacher to the method Through which he can achieve the objectives of the general and specific curricula, and at the same time, it represents the most trusted means in the hands of the student. (Saleh and Turki, 2018, p. 157) The textbook is a basic source of knowledge and one of the inputs to the educational process, and a mainstay in formal education, because it has a role in simplifying information, in an interesting and clear manner that has an impact on the learner (Al-Zuhairi and Mohsen, 2017, p.341).

Third Axis / British Standards (CFBT):

1-3 The concept of British standards: The British Standards (CFBT) are standards used by the United Kingdom and many countries, and these standards were developed from the grade stage (kindergarten -12) to enable learners to achieve a distinguished academic level, and achieve progress and achievement. (Abdel Moneim, 2016 ,35) Since the establishment of the CFBT Foundation, it has worked in more than forty countries, and it has several offices around the world, including Abu Dhabi, Qatar. (Maasoubi, 2016, p. 27)

2-3/ Structure of CFBT Curriculum Standards: These standards provide schools with a quick view of how knowledge and skills are progressing from grade to grade, what students should learn, and achieve high performance levels in each of the four subjects: Arabic, English, and Mathematics. , Sciences. It ensures students' acquisition of knowledge and their mastery of skills, which are specified by the standards. The standards are prepared for all students from grade (kindergarten - 12), and in each grade class is divided as follows: the Arabic language includes (listening and speaking, word and grammar, reading and writing), and the English language, which includes (reading and writing - words, listening and speaking, grammar), Mathematics includes (arithmetic and algebra - thinking and problem solving - data processing - geometry and measurements),and sciences, including (scientific research - physical processes - life sciences - earth sciences - materials). As for the standards from grade 10-12, they follow one of the two tracks, namely the foundational and advanced levels, and students choose one of these tracks according to what suits them, according to their individual needs and personal ambitions. The foundational level standards provide a review and reinforcement of the standards of the previous classes, with the addition of some new standards to them, while the advanced level standards include all the foundational level standards, which adds to them depth and diversity in the approach and topics, and for this the advanced level student will be able to meet the foundation level standards before To study its topics in more depth.

https://www.academia.edu/16786555/ Qatar_Educational_Curriculum_Standards_of_the_State_of_Science_

Second / Previous Studies:

1- Toot Study (2018): This study was conducted in Iraq, and it aimed to analyze the content of physics books for the middle stage according to the standards of the British Foundation (CFBT), and prepared a list of British standards, and the sample of the research was represented by physics books for the middle stage in its biological and applied branches, the results showed that the content of the physics book for the fifth applied grade achieved the highest percentage of achieving standards by (37.7%), and the physics textbook for the sixth applied grade achieved the lowest rate of (25.4%).

2- Badr study (2015): This study was conducted in Palestine, and it aimed to determine the level of quality of engineering and measurement subjects in basic stage mathematics books in Palestine in light of British standards, and the study sample consisted of basic stage mathematics books and a list of British standards was prepared and the results showed: All subjects of geometry in mathematics textbooks for the basic stage did not reach the level of quality except in the first grade.

Chapter Three (Research Methodology and Procedures): In this chapter, the two researchers present a description of the research procedures, and determine the methodology they followed, by analyzing the content of the science book for the fifth grade of primary school according to British standards.

1- Research community: the research community was determined by the fifth grade science book, with a total of (228) pages.

2- Research sample: the research sample was represented by the research community from the science book of the fifth grade of primary school and by (189) pages, after excluding the main headings, the introduction of the book, the list of contents, the behavioral purposes in the introduction to each chapter, the pictures, and the review of the chapter from the analysis, table (1) shows the research community and its sample:

S	Classroom	Edition	Year	number of classes	Total number of pages	The number of parsed pages

2	**Fifth**	**2Ed**	**2019**	**12**	**228**	**189**
Total					**228**	**189**

Table 1/ Science book for the fifth grade of primary school

3- Research Tool: In this research, the two researchers relied on the list of British standards as a tool by which the science book was analyzed, it is a tool that consisted of five main fields and (13) standards and (42) indicators emerged from them, the researcher obtained it from the Science Standards Book for the State of Qatar, as the standards were translated into Arabic, then the researcher adopted it and was available on the site below:

https://www.academia.edu/16786555/Qatar_Curriculum_Standards

1-3/ Tool Validity: The two researchers relied on apparent validity, and the percentage of agreement (80%) between the arbitrators, and minor modifications were made according to the arbitrators' suggestions regarding its linguistic integrity and the formulation of its structure, and the tool remained as it is.

2-3/ Content Analysis Steps: In analyzing the content, the two researchers relied on the following steps:

1. Reading the British Standards (CFBT) which are the categories of analysis in this study for the fields of scientific research, life sciences, materials, earth and space, physical processes, for the fifth grade science book, carefully and carefully reading several times, as it was obtained translated from the council's website Higher Education in Qatar available on the Internet.
2. Obtaining the fifth grade science book for the curriculum of the Republic of Iraq for the academic year (2020-2021) and it was read well so that the picture becomes clear in the mind of the analyst.
3. Read the same science curriculum topics again carefully to identify ideas that include British standards.
4. Comparing the idea with the categories of analysis (British Institution standards) to determine the idea's affiliation with the main areas and indicators according to the congruence between the content of the idea with the content of the indicator in the tool.
5. After that, the type of idea is determined in the phrases in the light of the tool, and the indicator and its number are determined, which determines the type of phrase.
6. Emptying the results of the analysis into the analysis tables, by giving one repetition for each indicator, and the field number to which the idea resulting from the analysis refers, then converting it into percentages to be interpreted later.

3/3 Analysis Validity : To verify this, the two researchers presented a sample of the analyzed material to four arbitrators in the methods of teaching life sciences and curricula, and they agreed on the validity of the analysis process, which is what the researcher considered the validity of the analysis.

4-3/ Analysis Stability: To ensure the stability and objectivity of the analysis, the researcher used two types of stability:

Table 2/ Analysis stability coefficients

science book / **Analysts**	**Fifth grade primary**
researcher through time	**0,95**
Senior Researcher and Analyst	**0,93**
Researcher and Analyst II	**0,90**

The first and second analyst	**0,91**
average stability	**0,92**

1. Stability through time: It is the agreement between the results obtained by the researcher upon re-analysis thirty days after her first analysis.

2. Stability between different analysts: The two researchers used external* analysts with experience in the analysis process to analyze separately, and compare the results between the two analyzes, and also compare them with the results reached by the researcher (Al-Tamimi, 2011, p. 278), the stability of the analysis was calculated by selecting a random sample of (20%) of the total number of analyzed pages, which amounted to (189) pages, as the number of pages of the random sample analyzed was (38) pages, the researcher used Holstey's equation to find the value of the stability coefficients, and the average stability of the fifth grade science book was (0.92), and thus the stability coefficients obtained by the researcher are good, as the stability coefficient is good if it is (70%) or more (Al-Dulaimi, 2015, p. 120) and table (2) shows the value of the stability coefficients.

5.3/Determination of the touchstone ratio calculated to compare the results of the analysis: in order to determine the touchstone ratio calculated that the researcher could compare with the results of the analysis, and in the absence of any indication from previous studies and scientific and educational references, the researchers presented a questionnaire of the ratio spoken to the experts, the General Directorate of Curricula and, depending on the mathematical average of the ratios proposed by the arbitrators, the ratio calculated (85%) for each of the five fields (scientific research, life sciences, materials, Earth and space, physical processes) Combined in the science book Grade 5 elementary, meaning that the calculated ratio per field is going to be 17 of (85) and the equivalent of (20) of (100%) per field individually.

4-Statistical means: In handling the data, the researchers used the Holste equation to calculate the persistence of analysis, repetitions and percentages.

3. Chapter four: the results of the research and their interpretation:

Analysis of the science book for the fifth grade of primary school: The science book was analyzed according to the British standards included in the analysis tool, as the book contained (30) out of (42) indicators distributed in 189 pages, and the following tables illustrate this:

1- The first field (scientific research) and its criteria:

Table 3 / Repetitionand percentages of standards for the field of scientific research for sciences for the fifth grade

Field	Field standards	S	Indications	Repetition	percentage	Available Indicators	Percentage of indicators available
Scientific Research	**(a) Use of scientific investigation methods**	**1**	**Plans investigations, adjusts for variables, and collects a set of evidence, observations and data in a systematic manner**	**160**	**23,32%**	**9**	**100%**
		2	**Recognize patterns in observations and data,**	**100**	**14,58%**		

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			draw conclusions and test predictions.				
				260	**37,90%**		
	(B) Processing and communicating information	**3**	**Uses graphics and diagrams to show relationships and processes and to record observations and conclusions.**	**160**	**23,32%**		
		4	**Performs simple calculations using empirical data.**	**5**	**0,73%**		
		5	**Uses technology to communicate observations, data, and conclusions.**	**10**	**1,46%**		
		6	**Classify observations by common characteristics and draw general conclusions from them.**	**200**	**29,15%**		
				375	**54,66%**		
	(c) Use of tools and equipment and take measurements	**7**	**Using specialized tools and devices in a correct and safe way to carry out simple experiments.**	**35**	**5,10%**		
		8	**He tunes in to familiar everyday objects to help him conduct scientific investigations.**	**6**	**%0,88**		
		9	**Makes accurate measurements of distance, force and time.**	**10**	**1,46%**		
				51	**7,44%**		
The sum of the field iterations				**686**	**100%**		

It is noted from the results contained in the above table that the indicators of the three criteria for the field of scientific research have all been mentioned in the science book for the fifth grade at a rate of (100%) and in varying degrees with (686) recurrences for the book as a whole. 66%), while the criterion of using scientific investigation methods was ranked second with (260) recurrences and with a percentage of (37.90%).

As for the standard of using tools and devices, it obtained the lowest percentage, which is (7.44%) and with (51) recurrences. Figure (1):

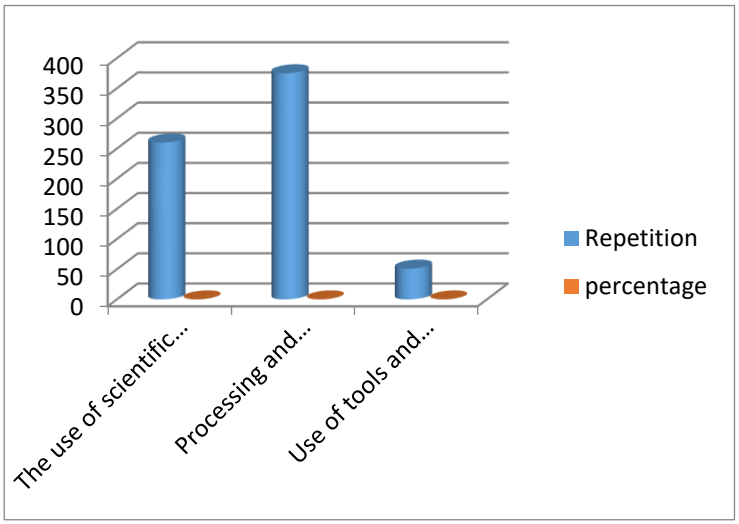

Figure 1 / Repetition and percentages of research field criteria in the fifth grade science book

2- The field of life sciences and its standards:

Table 4 / Repetition and percentages of life sciences field standards in the science book for the fifth grade

Field	Field standards	S	Indications	Repetition	percentage	Available Indicators	Percentage of indicators available
Scientific Research	**(A) Classification and diversity of living organisms**	**1**	It demonstrates the main characteristics that distinguish groups of vertebrates from invertebrates.	**100**	**84,04%**		
		2	Describe the differences between individuals of the same species.	-	-		
				100	**84,04%**		
	(B) Living organisms and their environments	**3**	**The nutritional relationships between organisms in a given environment are defined.**	-	-	**6**	**50%**
	(c) Life processes	**4**	It explains the biological processes that all living things share.	-	-		
		5	Attributes the biological processes of some organisms to the environment in which they live.	-	-		

		6	Explains that sexual reproduction requires mating between an adult male and female.	-	-		
				-	-		
	(D) Man as a living being	**7**	The definition of food is the source of energy for the body of an organism.	**1**	**0,84%**		
		8	He explains that a balanced diet should contain protein, carbohydrates and fats.	**1**	**0,84%**		
		9	Defining the role of vitamins and fiber in food.	**5**	**4,20%**		
		10	Describes the main stages in the human life cycle.	-	-		
				7	**5,88%**		
	(E) Health and hygiene	**11**	**Balanced food for human health.**	**10**	**8,40%**		
				10	**8,40%**		
	(F) green plants	**12**	**Explain that green plants make their own food**	**2**	**1,68%**		
				2	**1,68%**		
The sum of the field iterations				**119**	**100%**		

It is noted from Table (4) that the indicators of standards for the field of life sciences were available in the science book for the fifth grade, at a rate of (6) out of (12) indicators and a percentage (50%) and (119) recurrence of the book as a whole, including (100) recurrences of the classification and diversity criterion In living organisms occupying the first place with a percentage of (84.04%) through one indicator obtaining these repetitions, while the content did not address the second indicator included under this criterion, followed by the criterion of health and cleanliness with a frequency of (10) and a percentage (8.40%), then the standard of the human being as a living organism at a rate of (7) recurrences and a rate of (5.88%) in the third order distributed on three indicators out of four, then the plants criterion make their own food by a small percentage, with two repetitions, and a percentage of 1.68% in the fourth order, while each of my criteria (living organisms and their environments and biological processes) came in the last place and did not get any repetition because these criteria were mentioned in their indicators in the science book for the class, Figure (2):

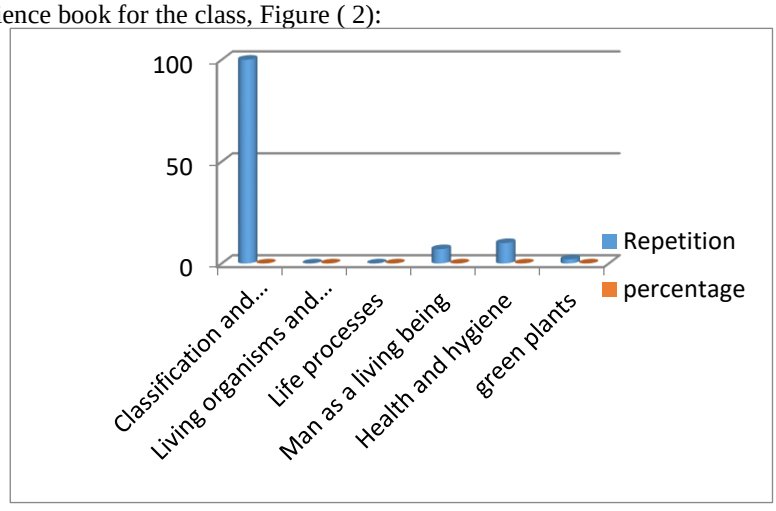

Figure 2 / Repetition and percentages of life sciences field standards in the fifth science book

3- The field of materials and its standards:-

Table 5 / Repetition and percentages of subject field criteria in the fifth grade science textbook

Field	Field standards	S	Indications	Repetition	Percentage	Available Indicators	Percentage of indicators available
Subject	Subject properties	1	Defining that water is essential to life and should be conserved.	8	28,57%		
		2	Describes the cycle of water, rain, evaporation, and condensation	5	17,86%		
		3	Explains that water is a good solvent and that not all substances dissolve in it, and the boiling point of pure water is 100 degrees Celsius.	15	53,57%		
		4	Classifies general changes in materials according to whether they are temporary or permanent.	-	-		
		5	Gives examples of the different methods that are used to	-	-	3	50%

			change materials.				
		6	**It is known that sea water contains dissolved substances, the most important of which are salts.**	-	-		
				28	**100%**		
	The sum of the field iterations			**28**	**100%**		

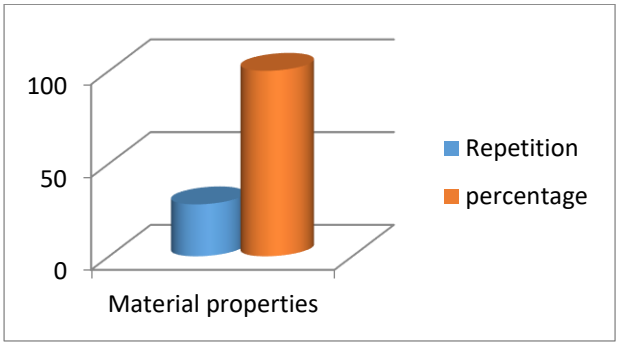

Figure (3) Repetition and percentages of the subject area for Fifth Sciences

4- Fourth field (Earth and Space) and its criteria:

Table 6 / Repetition and Percentages of Earth and Space Field Standards in the Fifth Grade Science Book

Field	**Field standards**	**S**	**Sub Criteria**	**Repetition**	**percentage**	**Available Indicators**	**Percentage of indicators available**
Earth and space	**Geology**	**1**	Compare different rocks and classify them according to the characteristics that can be observed.	-	-	**2**	**50%**
		2	It is known that the ways we use rocks depends on their properties.	-	-		

		3	It is known that there are rocks present under the surface of the earth and that the soil is formed of rocks due to erosion and weathering.	**51**	**87,93%**		
		4	It is known that soils composed of different rocks have different physical properties.	**7**	**12,07%**		
				58	**100%**		
		The sum of the field iterations		**58**	**100%**		

It is noted from Table (6) that (two indicators) out of (4) indicators for the standards of the field of Earth and space have been mentioned in the science book for the fifth grade, at a rate of (50%), and by repeating (58), while the content did not refer to the other two indicators whose topics were mentioned in the science book for the third grade of primary school, and this topic is not suitable for third grade students based on their age characteristics and mental abilities, Figure (4):

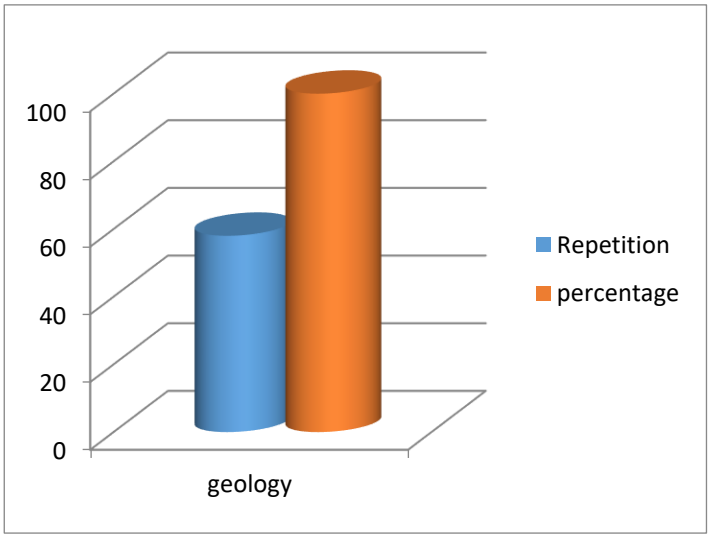

Figure 4 / Repetition and Percentages Earth and Space Field Science Fifth Grade

5- The fifth field (physical processes) and its criteria:

Table (7): Repetition and Percentages of Standards for the Field of Physical Processes in the Fifth Grade Science Book

Field	Field standards	S	Indications	Repetition	Percentage	Available Indicators	Percentage of indicators available
Physicalprocesses	(A) forces and motion	1	Definition that forces are pulling and pushing forces and that force is measured in Newtons.	1	0,52%		
		2	Definition of friction and its applications.	45	23,32%		
		3	Distinguish kinetic friction from static friction.	5	2,59%		
		4	He explains that the resistance of water and air slows the movement of objects in water and air, and that the shape of the body affects the amount of this resistance.	17	8,81%		
		5	It shows how the speed is calculated.	0	0		
				68	35,24%		
	(B) Electricity and magnetism	6	Explain the properties of static electric charge and how to produce it.	34	17,62%		
		7	Describes the production and properties of magnets.	55	28,50%		
		8	Creates electrical circuits using batteries, lamps and switches, battery electrodes and their connection methods.	27	13,99%		

		9	Definition that electric current flows around an electric circuit from the negative electrode to the positive electrode.	4	2,07%		
		10	Represents electrical circuits with electrical circuit diagrams.	2	1,03%	10	90%
		11	Distinguishes conductive materials from insulating materials.	3	1,55%		
				125	64,76%		
		The sum of the field iterations		193	100%		

It is noted from Table (7): that there are (10) out of (11) indicators with a percentage of (90%), and a recurrence of (193) for the book as a whole, and they were distributed among all indicators under the electricity and magnet criterion, with a frequency of 125 and a percentage of (64.76%), occupying the first place, while the criterion of forces and movement came in the second order with (68) recurrences and a percentage of (35.24%), it is noted that the repetition decreased with regard to the standard (knows that the forces are pulling and pushing forces and that the forcesare measured in Newtons), while the standard (which explains how to calculate the speed) did not record any repetition, Figure (5)

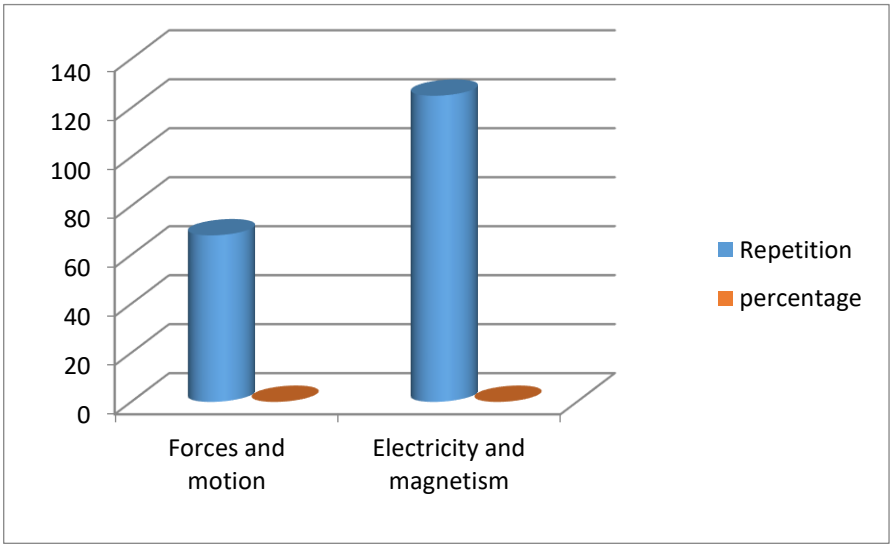

Figure 5 / Repetition and percentages of criteria for the field of physical processes

Table 8/ Repetition and percentages for (CFBT) in the fifth science book

S	Fields	Repetition	percentage	Touchstonepercentage	Ranking
1	Scientific Research	686	63,28%	20%	First
2	Life science	119	10,98%	20%	Third
3	Materials	28	2,58%	20%	Fifth
4	earth and space	58	5,35%	20%	Forth
5	physical processes	193	17,81%	20%	Second
Total		108	100%		
		4			

4. The results in the above table showed that

• That all the standards of the CFBT fields are met in the book, and in varying proportions.

• The book achieved (30) out of (42) indicators and a percentage (71%), which is less than the touchstonepercentage (85%) adopted by the two researchers and approved by the experts, and the book received (1084) iterations.

• The field of scientific research came first with 686 recurrences and a percentage (63.28%), which is higher than the touchstonepercentage.

• Whereas, the field of physical processes ranked second with (193) recurring and with a percentage of (17.81%), which is slightly more than the stated percentage.

• As for the field of life sciences, the field of life sciences ranked third with (119) recurrences and a percentage of (10.98%), which is less than the touchstonepercentage.

• The field of Earth and Space ranked fourth with (58) recurrences and with a percentage of (5.35%), which is less than the touchstonepercentage.

• Whereas, the subject area came in the fifth order, with (28) recurrences, with a percentage of (2.58%), which is less than the touchstonepercentages.

• It is noticed that although the book obtained (1084) recurrences and all the criteria for the fieldswere met, but at the same time not all indicators were achieved, as the fieldsdiffered in their recurrences and percentages.

5. Discuss the results

1-The science book for the fifth grade of primary school included the British Standards (CFBT) with a rate of (1084) recurrences, and the book achieved 30 out of 42 indicators and a rate of (71%), which is less than the spoken percentage (85%), which was adopted by the researcher based on the opinions of the arbitrators, and the researcher explained this the result is that many of the topics dealt with in the list of standards have been mentioned in science books for the lower and upper grades, as well as a number of topics have been mentioned in the science book for the fifth grade primary school and British standards indicators have not been mentioned in the list of analysis, and this result is consistent with Badr's study. (2015).

2- It is noted that the science book for the fifth grade focused a higher degree on the standards of the field of scientific research with low percentages of other fields, and this is due to the absence of the principle of integration and coordination within the topics of one book, and there are indicators mentioned in the list of British standards that did not record any recurrence, due to their presence in the lower and upper classes For the elementary stage.

3-The field of scientific research is the most available of the remaining areas of British standards in the fifth grade science book (686), the researcher explains that Iraq's newly composed science book series is based on the pupil's centrality and active role mentally and practically in teaching and learning processes, as well as its focus on the importance of acquiring and developing the skills of science processes, stimulating their motivation through investigative questions, and thus helping them develop their understanding of the nature of science and their appreciation of what they have learned about science.

• In the light of the findings, the researchers made a number of recommendations, including:

To strive for a balance in standard ratios so that a high standard is not included at the expense of other standards in the science books of the primary stage, within the subjects of the same book and among the subjects of the books together, taking into account the principle of continuity and sequence when building and developing science curricula for the primary stage.

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