Scheme of work

AS Biology 7401

v1.1

## 

Introduction

This draft Scheme of work has been prepared by teachers for teachers. We hope you will find it a useful starting point for producing your own schemes; it is available in Word for ease of editing.

The Scheme of Work designed to be a flexible medium term plan for the teaching of content and development of the skills that will be assessed. It covers the needs of the specification for AS Biology 7401.

The teaching of investigative and practical skills is embedded within the specification. We have produced a Practical Handbook that provides further guidance on this. There are also opportunities in this Scheme of work, such as the inclusion of rich questions.

We have provided links to some resources. These are illustrative and in no way an exhaustive list. We would encourage teachers to make use of any existing resources, as well as resources provided by [AQA](http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/supporting-resources/teaching-resources) and new textbooks written to support the specification.

GCSE prior knowledge comprises knowledge from the 2011 Core and Additional Science AQA GCSE specifications. Students who studied the separate science GCSE courses will have this knowledge but may also have been introduced to other topics which are relevant to the A-level content. Topics only found in separate sciences are not included in the prior knowledge section.

We know that teaching times vary from school to school. In this scheme of work we have made the assumption that it will be taught over about 30 weeks with 4½ to 5 hours of contact time per week. Teachers will need to fine tune the timings to suite their own students and the time available. It could also be taught by one teacher or by more than teacher with topics being taught concurrently.

**Assessment opportunities** detail past questions that can be used with students as teacher or pupil self-assessments of your students’ knowledge and understanding. You may also use [Exampro](http://exampro.co.uk/scienceafl/) and the specimen assessment materials that are available via our [website](http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402/supporting-resources/specimen-papers-and-mark-schemes).

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Scheme of work

## 3.1 Biological molecules

Could be taught concurrently with 3.2 Cells if two teachers are delivering the course.

**Unit description**

All life on Earth shares a common chemistry. This provides indirect evidence for evolution.

Despite their great variety, the cells of all living organisms contain only a few groups of carbon based compounds that interact in similar ways.

Carbohydrates are commonly used by cells as respiratory substrates. They also form structural components in plasma membranes and cell walls.

Lipids have many uses, including the bilayer of plasma membranes, certain hormones and as respiratory substrates.

Proteins form many cell structures. They are also important as enzymes, chemical messengers and components of the blood.

Nucleic acids carry the genetic code for the production of proteins. The genetic code is common to viruses and to all living organisms, providing evidence for evolution.

The most common component of cells is water; hence our search for life elsewhere in the universe involves a search for liquid water.

### 3.1.1 Monomers and polymers

Prior knowledge:

**GCSE Science A**

- Many small molecules (monomers) join together to form very large molecules (polymers).

- Representing the formation of a polymer from a given monomer.

**GCSE Additional Science**

**-** Protein molecules are made up of long chains of amino acids.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Monomers are the smaller units from which larger molecules are made.  Polymers are molecules made from a large number of monomers joined together.  Monosaccharides, amino acids and nucleotides are examples of monomers.  A condensation reaction joins two molecules together with the formation of a chemical bond and involves the elimination of a molecule of water.  A hydrolysis reaction breaks a chemical bond between two molecules and involves the use of a water molecule. | 0.2 weeks | • explain what a monomer and polymer are  • identify some biological polymers, and the monomer from which they are made  • explain the concept of condensation and hydrolysis reactions in forming/breaking down polymers. | **Learning activities:**  - GCSE baseline assessment.  - Present pictures of biological molecules and ask for identification of monomer repeating units.  - Introduce biological polymers and their monomers, including hydrolysis and condensation.  - Word equations to summarise.  **Skills developed by learning activities:**  AO1 – Demonstration of knowledge of scientific ideas. |  | **Rich questions:**  - During which process/group of processes are polymers hydrolysed in the body into monomers?  - What catalyses hydrolysis in the body? |

### 3.1.2 Carbohydrates

Prior knowledge:

**GCSE Additional Science**

– Starch can be broken down into sugars.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Monosaccharides, including glucose, galactose and fructose, are monomers from which larger carbohydrates are made.  Condensation reactions produce disaccharides through the formation of glycosidic bonds. These include maltose, sucrose and lactose.  • Glycogen and starch are polysaccharides formed by condensation of α-glucose. | 0.2 weeks | • identify common monosaccharides  • describe the monosaccharides from which lactose, maltose and sucrose are made  • explain what is meant by a glycosidic bond and how they form through condensation  • describe how polymerisation of α-glucose can form starch or glycogen. | **Learning activities:**  - Introduce monosaccharides, with examples.  - Molymod modelling from structural formulas.  - Link models to model condensation.  - Introduce disaccharides and polysaccharides.  **Skills developed by learning activities:**  **AO1 –** Demonstration of knowledge of scientific ideas. | **Past exam paper materials:**  BIOL1 Jan 2013 Q3a.  **Exampro:**  BYB1 Jan 2007 Q1;  BYA1 Jan 2004 Q1;  BYB1 Jan 2005 Q2;  BYA1 Jun 2008 Q1. | **Rich questions:**  - If a glucose and a fructose (both with the formula C6H12O6) joined together in a condensation reaction, what would be the disaccharide which formed and what would its molecular formula be?  - Provide the structures of two monosaccharides and ask students to draw the structure of the disaccharide which would result from condensation. |

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| **Learning objective** | | **Time taken** | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** | |
| Identify the biochemical tests for reducing sugars, non-reducing sugars and starch. | | 0.2 weeks | • describe the tests for starch, a reducing and non-reducing sugar in detail  • explain what is meant by qualitative testing. | | **Learning activities:**  **-** Introduce biochemical test procedures and the concept of reducing and non-reducing sugars.  - Hazcard risk assessment.  - Exam question.  **Skills developed by learning activities:**  **AT f -** Interpret the results of  qualitative tests.  **8.4.2.1 and 8.4.2.2 (practical competency) -** Interpret experimental techniques for biochemical tests independently.  **8.4.2.3** - Risk assessment of dangers and appropriate control measures, using hazcards.  **AO1 –** Demonstration of knowledge of techniques.  **AO3 –** Interpret evidence to make judgements and reach conclusions from Benedict’s test. | | **Past exam paper materials:**  BIOL1 – June 2011 Q1a and 1b.  **Exampro:**  BYB1 Jan 2004 Q4. | | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.mrothery.co.uk/module1/Mod%201%20techniques.htm**](http://www.mrothery.co.uk/module1/Mod%201%20techniques.htm) | |
| Extension | |  |  | | - Provide 3 unknown samples for students to test and identify eg soluble starch, glucose, sucrose. | |  | |  | |
| **Learning objective** | **Time taken** | | **Learning Outcome** | **Learning activity with opportunity to develop skills** | | | | **Assessment opportunities** | | **Resources** |
| Calibration curves can be used to provide quantitative data on the concentration of unknown glucose solutions. | 0.4 weeks | | • explain what is meant by quantitative data  • describe how the Benedict’s test can be adapted to provide quantitative data  • explain the usefulness of calibration curves or standards. | **Learning activities:**  **-** Ask students to modify Benedict’s method to provide a quantitative value for an unknown concentration  - Introduce calibration curves and colorimetry.  - Practical: Produce dilution series and produce calibration curves from known concentrations to work out unknown concentration. This could be done via colorimetry, mass of precipitate or colour matching.  **Skills developed by learning activities:**  **AT b and c / 8.4.2.3 –** Production of a dilution series from a stock glucose concentration. Use colorimetric techniques to produce a calibration curve.  **MS 0.2 -** Convert concentrations between standard and ordinary form.  **PS 4.1 -** Use calibration curves.  **PS 3.1 and MS 1.3/3.2 –** Plot a calibration curve and read off an unknown concentration from the graph.  **8.4.2.1, 8.4.2.2, 8.4.2.3 and 8.4.2.4**  **AO2 –** Application of knowledge in a practical context. | | | | **BIO3T ISA Q – 2014** | | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk) |
| **Learning objective** | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | | | **Resources** | |
| Glucose has two isomers, α -glucose and β –glucose.  Polysaccharides are formed by the condensation of many glucose  units.  • Glycogen and starch are formed by the condensation of α-  glucose.  • Cellulose is formed by the condensation of β-glucose. | 0.4 weeks | | • represent the structure of α -glucose and β –glucose diagrammatically  • explain why glycosidic bonds between α –glucose form starch or glycogen and how this relates to their function and properties  • explain why glycosidic bonds between β –glucose form cellulose and how this relates to its function and properties. | | **Learning activities:**  - Molymods: Challenge students to produce structural isomers of glucose.  - Introduce α -glucose and β -glucose and how they are formed.  - Jigsaw learning: One student from each group of three researches glycogen, starch and cellulose (structure and properties).  - Feedback.  - Exam questions/quiz.  **Skills developed by learning activities:**  **AO1 –** Demonstration of knowledge of scientific ideas. | **Specimen assessment material**:  A-level Paper 1 (set 1) – Q4.  **Past exam paper material:** BIOL2 Jan 2013 – Q1;  BIOL2 Jun 2012 – Q3;  BIOL2 Jan 2011 - Q1b–1c; BIOL2 June 2010 – Q1. | | | **Rich question:**  Why does the structure of starch, cellulose and glycogen mean that starch and glycogen are good molecules for storage, whilst cellulose is a good structural molecule in cell walls? | |

### 3.1.3 Lipids

Prior knowledge:

**GCSE Science A**

- Oils do not dissolve in water but can form emulsions with water if an emulsifier is present.

- Saturated and unsaturated molecules and the representation of a double bond as =.

- Vegetable oils are unsaturated as they contain a double bond. These may be hardened by hydrogenation to add to the double bond.

**GCSE Additional Science**

- Lipids (fats and oils) consist of/are broken down into fatty acids and glycerol.

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| **Learning objective** | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** | |
| The emulsion test for lipids. | 0.2 weeks | | • describe the stages of the emulsion test  • interpret the results of the emulsion test. | | **Learning activities:**  - Introduce what a lipid is and the emulsion test for lipids.  - Practical: Use of the emulsion test to test samples for the presence of lipids.  **Skills developed by learning activities:**  **AT f -** Interpret the results of the emulsion test for lipids.  **8.4.2.1/8.4.2.2 -** Independently follow instructions for the emulsion test to test samples for lipids  **AO1 –** Demonstration of knowledge of scientific technique.  **AO3 –** Make judgements as to the presence of lipids. | | **Past exam paper material:**  BIOL1 Jan 2012 – Q1a. | | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://brilliantbiologystudent.weebly.com/ethanol-emulsion-test-for-lipids.html**](http://brilliantbiologystudent.weebly.com/ethanol-emulsion-test-for-lipids.html)  **Rich questions:**  - Describe how you would conduct an emulsion test for lipids.  - Is the emulsion test quantitative or qualitative? Explain your answer. | |
| **Learning objective** | | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** |
| Triglycerides and phospholipids are two groups of lipid.  Triglycerides are formed by the condensation of one molecule of glycerol and three molecules of fatty acid (RCOOH) through the formation of an ester bond.  The R-group of a fatty acid may be saturated or unsaturated. | | 0.2 weeks | | • describe the structure of triglycerides  • explain how triglycerides form  • recognise, from diagrams, saturated and unsaturated fatty acids. | | **Learning activities:**  - Teacher explanation of two lipid groups.  - Teacher explanation of triglyceride structure and saturation/ unsaturation of fatty acid R groups.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Demonstration of knowledge of scientific idea. | | **Past exam paper material:** BIOL1 Jan 2011 – Q4.  **Exampro:**  BYB1 June 2004 Q2. | | **Rich questions:**  Are triglycerides (and phospholipids) polymers? Explain your answer.  Why is the degree of saturation of the fatty acid chains important? |
| **Learning objective** | | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** |
| The structure of phospholipids, and how this structure relates to their properties. | | 0.2 weeks | | • describe the structure of phospholipids  • explain the properties of phospholipids related to their structure  • contrast the different properties of triglycerides and phospholipids. | | **Learning activities:**  **-** Highlighting exercise, highlighting the differences between triglycerides and phospholipids.  - Teacher explanation of phospholipids and the concepts of hydrophilic and hydrophobic head/tail.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Demonstration of knowledge of scientific idea. | | **Specimen assessment material:**  AS Paper 1 (set 1) – Q7.  **Past exam paper material:** BIOL1 Jan 2012 – Q1b. | | **Rich question:**  Where might the hydrophobic nature of lipids be useful within a cell and why? |

### 3.1.4 Proteins

#### 3.1.4.1 General properties of proteins

Prior knowledge:

**GCSE Additional Science**

– Protein molecules are made of chains of amino acids, which fold to produce a specific shape.

– The roles of proteins in the body include: enzymes; structural components of tissue eg muscle; antibodies; hormones.

– Chromatography can be used to separate mixtures and identify molecules within a mixture (in the context of food colourings).

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The general structure of amino acids and how the only difference between amino acids in their side group.  The roles played by proteins.  The biuret test for proteins. | 0.4 weeks | • describe the general structure of an amino acid  • describe the Biuret test and how it can be interpreted  • explain the variety of functions that proteins have and why they are so important to the body. | **Learning activities:**  - Teacher explanation of the Biuret test.  - Students do Biuret test to test labelled samples (can be mock samples) of things within the body eg amylase, bile. Arrive at a list of roles played by proteins.  - Provide diagrams of 20 amino acids and ask students to generate “Golden Rules” about structure.  - Exam Q.  **Skills developed by learning activities:**  **AT f -** Use and interpret the results of a biuret test for proteins.  **8.4.2.1/8.4.2.2 -** Independently follow instructions for the biuret test.  **AO1-** Demonstration of knowledge of scientific idea/technique.  **AO3 -** Interpret evidence to make judgements and reach conclusions from Biuret test. | **Past exam paper material:**  BIOL1 Jan 2010 – Q1b–Q1c.  **Exampro:**  BYA1 June 2004 Q1. | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)    **Rich questions:**  - Describe the biuret test.  - A student took a sample of 100% pure starch and added the enzyme amylase to it. After 1 hour, they tested the solution using the Benedict’s, Iodine, Emulsion and Biuret tests. Which tests would be positive and why? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Separate biological  compounds using thin layer/paper chromatography. | 0.4 weeks | • explain the principle of chromatography  • identify amino acids in a mixture  • interpret chromatograms and calculate Rf values from chromatograms. | **Learning activities:**  - Teacher explanation of chromatography and Rf values.  - Students conduct chromatography on a mixture of amino acids or on leaf pigments  - Calculation of Rf values and comparison against published values.  **Skills developed by learning activities:**  **AT g -** Use chromatography with known standard solutions, to separate a mixture of amino acids and identify their components.  **MS 2.3/MS 2.4 –** Calculation of Rf values and comparison against published data.  **8.4.2.1, 8.4.2.2 and 8.4.2.3 and 8.4.2.4**  **AO1 –** Demonstration of knowledge of scientific idea/technique. | **Past exam paper questions:**  HBIO1 – Jan 2009 Q3. | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.biotopics.co.uk/as/amino\_acid\_chromatography.html**](http://www.biotopics.co.uk/as/amino_acid_chromatography.html)  **Rich question:**  - Explain the basis by which chromatography is able to separate different amino acids. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The formation of dipeptides and polypeptides through condensation of amino acids.  The relationship between primary, secondary, tertiary and quaternary structure, and protein function.  The role of hydrogen bonds, ionic bonds and disulfide bridges in the structure of proteins. | 0.4–0.6  weeks | • explain how dipeptides polypeptides form  • explain the hierarchical organisation of protein structure  • describe the types of bond involved in protein structure and the relative properties of each  • relate the structure of proteins to properties of proteins (this is required for proteins named throughout the specification). | **Learning activities:**  - Use molymods to make glycine molecules, and then join them together to model condensation.  - Teacher explanation of properties of globular and fibrous proteins, and of primary, secondary, tertiary and quaternary structure (using videos and animations).  - Modelling of protein structure using Tangle toys. Ask students to apply knowledge of protein structure to the model and present to class.  - Exam questions.  **Skills developed by learning activities:**  **AT l -** Use RASMOL (ICT) to computer model protein structure.  **AO1 and AO2 –** Demonstration and application of knowledge of scientific idea.  - Extended exam/essay answers. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q11.2. | [**http://www.bcconline.com/biol10rs/Pearson-Animations/protein\_structure.swf**](http://www.bcconline.com/biol10rs/Pearson-Animations/protein_structure.swf)  [**http://www.rasmol.org/**](http://www.rasmol.org/)  [**http://www.amazon.co.uk/Tangle-Original-Jr-Toy/dp/B0012GQU2I**](http://www.amazon.co.uk/Tangle-Original-Jr-Toy/dp/B0012GQU2I)  **Rich question:**  - Show some bonds between functional groups covered so far and ask students to identify them as ester, peptide or glycosidic.  - Provide the structures of two amino acids and ask students to draw the structure of the dipeptide which would result from condensation. |
| Extension |  |  | - Student research into proteins eg haemoglobin, collagen, relating structure to function. RASMOL could be used to research structure and apply knowledge. |  |  |

#### 3.1.4.2 Many proteins are enzymes

Prior knowledge:

**GCSE Science A**

– The kinetic theory of states of matter.

– Temperature is a measure of the average kinetic energy that particles within a system are moving/vibrating with.

**GCSE Additional Science**

– The shape of an enzyme is vital to its function in speeding up chemical reactions. Enzymes are affected by temperature and pH.

– The use of enzymes in the body during digestion, protein synthesis and respiration.

– The use of enzymes industrially and within the home, including the advantages and disadvantages of using enzymes.

– The calculation of rate and the factors which affect the rate of chemical reactions.

– Evaluation of the use of catalysts in industrial processes.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Enzyme catalysis and activation energy.  The induced-fit model of enzyme action.  Enzyme specificity linked to active site structure. | 0.2 weeks | • interpret energy level diagrams and identify the activation energy  • explain the induced fit model of enzyme action  • evaluate the strengths of the induced fit model against the lock and key theory  • apply knowledge of tertiary structure to explain enzyme specificity and the formation of enzyme-substrate complexes. | **Learning activities:**  - Practical demonstration of how long it takes to decompose hydrogen peroxide using manganese(IV) oxide in one tube, liver or potato in another and no catalyst in a third.  - Teacher explanation of activation energy, and lock and key and induced fit models, using animations or videos.  - Exam questions.  **Skills developed by learning activities:**  **MS 1.3 -** Interpret graphs of energy changes during reactions, to identify activation energy.  **AO1 and AO2 –** Demonstration and application of knowledge of scientific idea.  **AO3 –** Interpret scientific information and ideas to make judgements in the context of activation energy and the strength of enzyme catalysis models. | **Past exam paper material:** BIOL1 June 2009 – Q3a and 3b;  BIOL1 Jan 2011 – Q2b;  BIOL1 June 2010 – Q5. | **Rich question:**  What aspects of enzyme catalysis cannot be explained using lock and key?  Why is induced fit a more refined model of enzyme catalysis than lock and key?  Students could also extend their learning by researching why the specificity of enzymes in catalysing reactions makes them useful in industrial processes and biosensors. |
| Extension |  |  | - Student modelling of each model using plasticine.  - Student evaluation of which model is stronger and why. |  |  |

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| **Learning objective** | | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** |
| The properties of an enzyme relate to the tertiary structure of its  active site in the formation of an enzyme-substrate complex.  The effects of the following factors on the rate of enzyme controlled reactions – enzyme concentration, substrate concentration, concentration of competitive and of non-competitive inhibitors, pH and temperature.  Calculate rate.  (NB Whilst covering the theory of all variables which affect enzyme catalysed reactions, conduct one of the suggested practicals or ISAs as a full investigation in the next section). | | 1 week | | • explain how temperature, pH, substrate concentration, enzyme concentration, and the presence of inhibitors affect enzyme catalysis  • describe and explain trends within graphs, relating this back to the tertiary structure of active sites and the effect of these variables  • calculate rate of reaction from graphs and raw data, and explain the advantage of using initial rate  • interpret graphs of enzyme catalysed reactions and apply knowledge to explain them. | | **Learning activities:**  - Conduct group investigations relating to each variable (leave one to be conducted as full investigation in next section).  - Get students to calculate rate and produce graphs for each practical.  - Teacher explanation of trends within graphs for each factor.  - Exam questions.  **Skills developed by learning activities:**  **AT a/AT l -** Use apparatus, including data loggers, to record measurements eg pH, temperature.  **MS 0.1 -** Work out and use appropriate units for rate.  **MS 0.5 -** Calculate pH from data about hydrogen ion concentration, using the formula: *pH* = −*log*10 [H+]  **AO2/AO3 and PS1.2 -** Apply knowledge to practical contexts.  **MS 3.2/3.3 -** Plot two variables on graphs.Sketch the shape of a graph with a linear relationship using the formula y = mx +c eg the effect of substrate concentration in the presence of excess enzyme.  **8.4.2.1, 8.4.2.2 and 8.4.2.2** | | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q11.3;  AS Paper 1 (Set 1) – Q2.  **Past exam paper material:**  BIOL1 Jan 2012 – Q7a–7c;  BIOL1 Jan 2011 – Q2b;  BIOL1 June 2011 – Q3;  BIOL1 Jan 2010 – Q3;  BIO3X 2011 EMPA. | | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-enzyme-controlled-reaction-catalase-and-hydrogen-peroxide-concentrat**](http://www.nuffieldfoundation.org/practical-biology/investigating-enzyme-controlled-reaction-catalase-and-hydrogen-peroxide-concentrat)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-effect-ph-amylase-activity**](http://www.nuffieldfoundation.org/practical-biology/investigating-effect-ph-amylase-activity)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-effect-concentration-activity-trypsin**](http://www.nuffieldfoundation.org/practical-biology/investigating-effect-concentration-activity-trypsin)  [**http://www.saps.org.uk/attachments/article/95/SAPS%20-%20Inhibitors%20on%20enzyme%20beta-galactosidase%20-%20Scottish%20Highers.pdf**](http://www.saps.org.uk/attachments/article/95/SAPS%20-%20Inhibitors%20on%20enzyme%20beta-galactosidase%20-%20Scottish%20Highers.pdf) |
| **Learning objective** | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** | |
| **Required practical 1 - Investigation into the effect of a named variable on the rate of an**  **enzyme-controlled** **reaction**  Design a valid experiment, using the work of others as a starting point, to investigate and solve a problem in a scientific context.  Identify variables including those that must be controlled.  Calculate initial rate.  Plot and interpret graphs.  Evaluate findings to draw meaningful conclusions. | 1 week | | • explain the features of good experimental design  • process data to calculate rates  • represent raw and processed data clearly using tables and graphs  • apply knowledge to draw and explain conclusions  • evaluate the quality of results and reliability of conclusions. | | **Learning activities:**  Students design an experiment to investigate the effect of a named variable on the rate of an enzyme-controlled reaction. This should include:  - Risk assessment (Hazcards).  - Carrying out (subject to teacher approval).  - Processing and presentation of data.  - Evaluation and explanation findings.  **Skills developed by learning activities:**  **AT a/AT l -** Use appropriate apparatus, including data loggers, to record quantitative measurements such as temperature and pH.  **PS 1.1 -** Design an experiment, based on research, to test a hypothesis.  **PS 2.4 -** Identify key variables which influence enzyme controlled reactions.  **PS 2.2/MS 1.3/MS 3.1/MS 3.2 -** Present experimental data using tables and graphs.  **PS 3.2/MS 2.4/MS 3.6 -** Calculate/work out initial rates of reaction from data and from slopes of a tangent.  **PS 2.3 and PS3.3 -** Evaluate results for errors.  **MS 0.1/MS 0.2 -** Use and convert units for concentration.  **8.4.2.1, 8.4.2.2 and 8.4.2.4 and 8.4.2.5**  **AO1/AO2** – Application of knowledge to explain trends.  **AO3 –** Develop and refine practical design. | | Students could undertake investigations/questions from the following Biology and Human Biology ISAs:  BIO3T P10;  BIO3T P11;  BIO3T P13;  BIO3T Q12;  HBI3T P11;  HBI3T Q09. | | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-enzyme-controlled-reaction-catalase-and-hydrogen-peroxide-concentrat**](http://www.nuffieldfoundation.org/practical-biology/investigating-enzyme-controlled-reaction-catalase-and-hydrogen-peroxide-concentrat)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-effect-ph-amylase-activity**](http://www.nuffieldfoundation.org/practical-biology/investigating-effect-ph-amylase-activity)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-effect-concentration-activity-trypsin**](http://www.nuffieldfoundation.org/practical-biology/investigating-effect-concentration-activity-trypsin)  [**http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk**](http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk)  **Rich question:**  Evaluate the statements:  “temperature denatures enzymes”, “acidic and alkaline pHs denature enzymes”. | |

### 3.1.5 Nucleic acids are important information-carrying molecules

#### 3.1.5.1 Structure of DNA and RNA

Prior knowledge:

**GCSE Additional Science**

– DNA holds the genetic information for our features and characteristics.

– Chromosomes are made of DNA which has a double helix structure.

– DNA is contained within the nucleus of cells.

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| **Learning objective** | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | **Resources** |
| Deoxyribonucleic acid is important in all living cells, as it holds genetic information.  DNA is a polymer of nucleotides formed by condensation, with phosphodiester bonds between nucleotides.  Each nucleotide is formed from a deoxyribose, a nitrogen-containing organic base and a phosphate group.  DNA is a double helix, held together by hydrogen bonds between complementary bases. | 0.4 weeks | | • explain the significance of DNA to organisms  • explain the structure of DNA, and identify structural components from diagrams  • apply knowledge of complementary base pairing rules to work out the frequency of certain bases, when provided with information about the frequency the other bases  • explain why many scientists initially doubted that DNA was the genetic code. | | **Learning activities:**  - Extract DNA from frozen peas as a stimulus.  - Show data from Chargaff’s experiments. Students generate “Golden rules” and questions it raises.  - Teacher explanation of nucleotide structure and how this assembles to a double helix structure (using animations, videos and diagrams).  - Questioning about how structure relates to function, and ask students to suggest why many scientists did not believe DNA to be the genetic code.  - Exam questions.  **Skills developed by learning activities:**  **MS 0.3 -** Use incomplete information about the frequency of bases on DNA strands to find the frequency of other bases.  **AO1 –** Knowledge and understanding of scientific ideas.  **AO2/AO3 –** Analysing data on base frequency, and applying knowledge of base pairing, to work out frequency of other bases. | | **Past exam paper material:**  BIOL2 June 2012 – Q5a;  BIOL2 June 2009 – Q2. | [**http://www.yourgenome.org/teachers/yummy.shtml**](http://www.yourgenome.org/teachers/yummy.shtml)  [**http://www.yourgenome.org/teachers/origami.shtml**](http://www.yourgenome.org/teachers/origami.shtml)  [**http://www.yourgenome.org/teachers/zoom.shtml**](http://www.yourgenome.org/teachers/zoom.shtml)  [**http://cell-cell-cell.com/wp-content/uploads/CCC\_Activity\_ModellingTheHelix\_v01.doc**](http://cell-cell-cell.com/wp-content/uploads/CCC_Activity_ModellingTheHelix_v01.doc)  [**http://genetics.thetech.org/online-exhibits/zooming-dna**](http://genetics.thetech.org/online-exhibits/zooming-dna) |
| Extension |  | |  | | - Modelling DNA structure using molymod DNA kit, jelly babies or paper model. | |  |  |
| **Learning objective** | | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Ribonucleic acid is important in all living cells, as it transfers genetic information from DNA to ribosomes.  RNA is a polymer of nucleotides formed by condensation, with phosphodiester bonds between nucleotides.  Each nucleotide is formed from a ribose, a nitrogen-containing organic base and a phosphate group.  An RNA molecule is a relatively short polynucleotide chain.  Ribosomes are formed from RNA and proteins. | | 0.2 weeks | | • explain the role of RNA in transferring genetic information and as a component of ribosomes  • explain the structure of RNA, and identify structural components of an RNA nucleotide from diagrams  • compare and contrast the similarities and differences between DNA and RNA. | | **Learning activities:**  - Teacher explanation of types of RNA and their roles, with focus on ribosomal and messenger RNA.  - Comprehension on RNA structure. Students highlight differences to DNA.  - Teacher explanation of single stranded RNA structure related to function.  - Provide DNA sequence (sense strand) and ask students to produce the complementary mRNA sequence.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding.  **AO2/AO3 –** Interpreting DNA sequence and applying knowledge to work out complementary mRNA code. | **Exampro:**  BYA3 – Jan 2003 Q1a;  BYB2 – June 2009 Q3a–3c. | **Rich questions**:  Why can we not work out the frequency of bases in RNA when provided with data about the frequency of some of the other bases?  How does the short, single stranded structure of RNA suit its role in transferring genetic information to the ribosomes? |

#### 3.1.5.2 DNA replication

Prior knowledge:

**GCSE Additional Science**

– When a cell divides by mitosis or meiosis, copies of the genetic information are made.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The semi-conservative replication of DNA ensures genetic  continuity between generations of cells.  The process of semi-conservative replication of DNA, including the role of DNA polymerase. | 0.4 weeks | • describe the process of DNA replication  • explain the significance of DNA replication  • evaluate the work of scientists in validating the Watson-Crick model of DNA replication  • apply your knowledge to explain experimental results from the work of these scientists. | **Learning activities:**  - DARTS task – Students convert comprehension on DNA replication into a diagrammatic representation and then present to group.  - Evaluation of presentations.  - Teacher explanation, focussed on remaining weaknesses, using videos and animations.  - Exam questions.  - Teacher explanation of Meselson–Stahl experiment.  - Application of knowledge to predict band patterns for subsequent generations.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge.  **PS 1.2/AO2 -** Apply knowledge of semi-conservative DNA replication to the results of Meselson and Stahl, to explain how this experiment proved semi-conservative replication over other theories eg conservative or dispersive replication.  **AO3 –** Interpret and explain the results of the Meselson–Stahl experiment.  - Extended exam answers. | **Past exam paper material:**  BIOL2 Jan 2013 – Q8a;  BIOL2 June 2013 – 4a–4b. | [**http://www.sumanasinc.com/webcontent/animations/content/meselson.html**](http://www.sumanasinc.com/webcontent/animations/content/meselson.html)  **Rich questions:**  **-** Describe the process of semi-conservative DNA replication, including the role of key enzymes.  **-** Why did the Meselson–Stahl experiment prove DNA replication?  **-** What would the Meselson–Stahl experiment results have looked like if conservative replication was the mechanism for DNA replication? |

### 3.1.6 ATP

Prior knowledge:

**GCSE Additional Science**

– Respiration releases energy.

– Energy from respiration is used for movement, protein synthesis, synthesis of amino acids in plants, and maintenance of constant body temperature.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| A single molecule of ATP is a nucleotide derivative, formed from a molecule of ribose, a molecule of adenine and three phosphate groups.  Hydrolysis of ATP to ADP and Pi is catalysed by the enzyme ATP hydrolase, and can be used to phosphorylate compounds or provide energy to energy requiring cellular reactions.  ATP is resynthesised from ADP and Pi by the enzyme ATP synthase, during photosynthesis or respiration. | 0.2 weeks | • describe the structure of ATP  • explain the role of enzymes in hydrolysing and synthesising ATP  • explain the significance of ATP in numerous processes within organisms, as a supplier of energy or phosphate. | **Learning activities:**  - Teacher explanation of the structure and significance of ATP, and the enzymes required to hydrolyse/synthesis ATP.  - Exam questions.  **Skills developed by learning activities:**  **AO1** – Development of knowledge and understanding of scientific ideas and processes.  - Extended exam answers. | **Past exam paper material:**  BIOL4 Jan 2012 – Q8a;  BIOL4 June 2011 – Q1b–1c. | **Rich questions:**  **-** Explain why ATP is such an important molecule.  **-** Evaluate the statement “when ATP is hydrolysed, it makes energy for cellular processes to occur”. |
| Extension |  |  | - Students circulate round information posters containing simplified descriptions of ATP driven processes within Biology (that they will come across later in the course) eg active transport, muscle contraction. Provide question sheets for students to find the answers to.  - Collate findings.  - Produce a concept map grouped around whether the ATP is providing energy and/or phosphorylating compounds to increase reactivity. |  |  |

### 3.1.7 Water

Prior knowledge:

**GCSE Science A**

– Heat can be transferred by evaporation.

– Water has a high specific heat capacity.

**GCSE Additional Science**

– Water reacts with many elements and compounds, and is a solvent in which many chemicals can dissolve.

– Water is a covalent compound.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Water is a major component of cells. It has several properties that are important in biology. In particular, water:   * is a metabolite. * is a solvent. * has a high heat capacity. * has a large latent heat of vaporisation. * has strong cohesion between molecules. | 0.2 weeks | • describe the properties that are important in water  • explain the properties of water linked to the polar nature of the molecule  • explain the significance of these properties to living organisms and processes. | **Learning activities:**  - Teacher explanation of the polar nature of water molecules.  - Practical investigation activity circus to include:   * Surface tension - Count how many drops of water that can balance on a penny. Repeat with soapy water and oil. * Cohesion - Capillary tubing with dyed water. * Solvent - Add salt to water and oil and compare the relative amounts of how much can dissolve. * Specific heat capacity - Compare the temperature rise of water and vegetable oil put on hot plates for the same time. * Latent heat of vaporisation - Model the effect of sweating on heat loss from boiling tubes (using boiling tubes wrapped in wet and dry paper towels).   - Teacher explanation of the significance of water to all life on Earth in each of the categories stated in the learning objectives/ specification.  **Skills developed by learning activities:**  **MS 2.4 -** Calculation of specific heat capacity of water from data.  **AO1 and AO2 –** Development and application of knowledge and understanding about properties of water related to their significance to life.  **AO3 –** Interpreting activity circus and drawing conclusions. | **Past exam paper material:**  BYB1 – June 2008 Q4. | [**http://nanosense.sri.com/activities/finefilters/scienceofwater/FF\_Lesson2Teacher.pdf**](http://nanosense.sri.com/activities/finefilters/scienceofwater/FF_Lesson2Teacher.pdf)  [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-WATER.PPTX**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-WATER.PPTX)  and  [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-WATER.PDF**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-WATER.PDF) |

### 3.1.8 Inorganic ions

Prior knowledge:

**GCSE Science A**

– Metals lose electrons to form positive ions, whereas non-metals gain electrons to form negative ions.

– Mineral ions and vitamins are needed in small amounts for healthy functioning of the body.

– Internal conditions that are controlled include the ion content of the body – ions are lost via the skin when we sweat and excess ions are lost via the kidneys in the urine.

**GCSE Additional Science**

– When atoms form chemical bonds by transferring electrons, they form ions. Atoms that lose electrons become positively charged ions. Atoms that gain electrons become negatively charged ions. Ions have the electronic structure of a noble gas (Group 0).

– Hydrogen ions, H+(aq),make solutions acidic.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Inorganic ions occur in solution in the cytoplasm and body fluids of organisms, some in high concentrations and others in very low concentrations.  Each type of ion has a specific role, depending on its properties.  Students should be able to recognise the role of ions in the following topics: hydrogen ions and pH; iron ions as a component of  haemoglobin; sodium ions in the co-transport of glucose and amino  acids; and phosphate ions as components of DNA and of ATP. | 0.2 weeks | • explain what is meant by the term inorganic ions and where they occur in the body  • explain the specific role of hydrogen ions, iron ions, sodium ions and phosphate ions  • relate the role of each of these ions to their properties. | **Learning activities:**  - Provide information stations about each type of ion in the specification topics (hydrogen, sodium, iron and phosphate), in different four areas of the room. This could include comprehension material, internet pages, videos etc.  - Get students to work in groups of four and to send one person to each station to become an expert on that type of ion.  - Get group members to feedback to each other to complete a summary table.  - Assess knowledge and understanding using AfL techniques.  - Reinforce through teacher explanation, if required.  **Skills developed by learning activities:**  **AO1 and AO2 –** Development and application of knowledge and understanding about inorganic ions, their properties and their roles. |  | **Rich questions:**  **-** Explain the role of:  - hydrogen ions  - iron ions  - sodium ions  - phosphate ions    **-** Using GCSE knowledge, explain how we gain and lose inorganic ions, and why homeostatic control of inorganic ions in the body is so important.  [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-INORGANIC-IONS.PPTX**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-INORGANIC-IONS.PPTX)  and  [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-INORGANIC-IONS.PDF**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-INORGANIC-IONS.PDF) |

## 3.2 Cells

Could be taught concurrently with 3.1 Biological molecules, if two teachers are delivering the course. However, 3.1.5 knowledge is required for Section 3.2.2.

**Unit description**

All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution.

All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells.

All cells have a cell-surface membrane and, in addition, eukaryotic cells have internal membranes. The basic structure of these plasma membranes is the same and enables control of the passage of substances across exchange surfaces by passive or active transport.

Cell-surface membranes contain embedded proteins. Some of these are involved in cell signalling – communication between cells. Others act as antigens, allowing recognition of ‘self’ and ‘foreign’ cells by the immune system. Interactions between different types of cell are involved in disease, recovery from disease and prevention of symptoms occurring at a later date if exposed to the same antigen, or antigen-bearing pathogen.

### 3.2.1 Cell structure

#### 3.2.1.1 Structure of eukaryotic cells

Prior knowledge:

**GCSE Additional Science**

– Animal cells have a nucleus, cytoplasm, ribosomes, mitochondria and cell membrane. In addition to these, plants also have chloroplasts, a cell wall and a permanent vacuole.

– Yeast cells have a nucleus, cytoplasm and cell membrane surrounded by a cell wall.

– Cells may be specialised to a particular function.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The structure of eukaryotic cells. | 0.6  weeks | • explain what is meant by a eukaryotic cell and the defining characteristics of a eukaryotic cell  • explain the roles of different components and organelles within eukaryotic cells  • interpret pictures, diagrams and electron micrographs to identify cell organelles. | **Learning activities:**  - Student exploration of parts of the cell using animations/virtual cell tour.  - Teacher explanation of eukaryotic cells.  - Students circulate round information posters containing information about the components and organelles within eukaryotic cells. Link to an activity/question sheet.  - Collate findings.  - Teacher explanation of areas of weakness or misconception (using videos, diagrams and animations).  - Get students to develop analogies of the cell and its organelles eg analogy to a country.  - Identification of cell components on light and electron micrographs.  - Teacher explanation of standard an ordinary form, and how to convert different units.  - Set students the task of arranging organelles in order, with dimensions being given in different units. Ask them to represent the final, converted dimensions in standard form.  - Exam questions.  **Skills developed by learning activities:**  **MS 0.1 -** Convert between units eg mm and µm.  **MS 0.2 -** Understand standard form when applied to the size of organelles.  **AO1 –** Development of knowledge of cell structure.  **AO2 –** Application of knowledge to micrographs. | **Past exam paper material:**  BIOL1 Jan 2013 – Q2.  **Exampro:**  BYB1 June 2006 Q1a. | [**http://cell-cell-cell.com/resources/activities/**](http://cell-cell-cell.com/resources/activities/)  [**http://learn.genetics.utah.edu/content/cells/insideacell/**](http://learn.genetics.utah.edu/content/cells/insideacell/)  [**http://vcell.ndsu.nodak.edu/animations/flythrough/movie-flash.htm**](http://vcell.ndsu.nodak.edu/animations/flythrough/movie-flash.htm)  [**http://bigpictureeducation.com/cell**](http://bigpictureeducation.com/cell)  **Rich question:**  Evaluate the statement “Mitochondria produce energy during respiration”. |
| Extension |  |  | Students could also produce models of cell components. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Eukaryotic cells have adaptations to their function. | 0.4 weeks | • identify examples of specialised eukaryotic cells  • explain common adaptations that cells have to particular functions  • apply knowledge of eukaryotic cells  features in suggesting the role of cells based on their adaptations. | **Learning activities:**  - Introduce how to set up and use a microscope.  -Microscopy and drawing of pre-prepared microscope slides showing eukaryotic cells eg palisade mesophyll cells.  - Ask students to link knowledge from GCSE/last lesson to explain adaptations.  - Jigsaw task: Students work in teams of 6, with each investigating one specialised cell from information or the internet. They then feedback to each other.  - Students come up with “Golden Rules” for looking at common adaptations and the role they play within the cell eg large surface area for exchange.  - Provide diagrams of unknown cells and ask them to suggest adaptations and potential roles.  - Exam questions.  **Skills developed by learning activities:**  **AT d/AT e -** Use optical microscopes to observe and draw pre-prepared microscope slides of specialised eukaryotic cells. | **Past exam paper material:**  BIOL1 Jan 2012 – Q3;  BIOL2 June 2011 – Q1;  BIOL2 Jan 2010 – Q1. | [**http://bigpictureeducation.com/annotated-cells-images**](http://bigpictureeducation.com/annotated-cells-images)  [**http://www.cellsalive.com/gallery.htm**](http://www.cellsalive.com/gallery.htm)  [**http://www.biologymad.com/**](http://www.biologymad.com/)  **Rich question:**  Provide students with new cells that they have not encountered eg B lymphocytes, and ask them to identify their adaptations and suggest a role eg large numbers of mitochondria and rough E.R. indicative of large amounts of protein synthesis to produce antibodies. |

#### 3.2.1.2 Structure of prokaryotic cells and of viruses

Prior knowledge:

**GCSE Additional Science**

– A bacterial cell consists of cytoplasm and a membrane surrounded by a cell wall; the genes are not in a distinct nucleus.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | | | **Assessment opportunities** | **Resources** |
| The structure of prokaryotic, including the differences between prokaryotic and eukaryotic cells and the additional features of the cell which may be present. | 0.2 weeks | • describe the structural differences between prokaryotic and eukaryotic cells  • explain the purpose of plasmids, capsules and flagella  • compare and contrast eukaryotic and prokaryotic cells. | **Learning activities:**  - Teacher introduction to prokaryotic cells and explanation about the differences in size and structure for eukaryotic and prokaryotic cells (using videos and animations).  - Students could convert information about the size of prokaryotic cells and organelles into standard form or different units.  - Students work in groups to produce a guide to the prokaryotic cells, and how they differ from eukaryotic ones.  - Identification of cell components on light and electron micrographs.  - Exam questions.  **Skills developed by learning activities:**  Extended exam answers.  **MS 0.1 -** Convert between units eg mm and µm.  **MS 0.2 -** Understand standard form when applied to the size of bacteria.  **AO1 –** Development of knowledge of prokaryotes.  **AO2 –** Application of knowledge to micrographs. | | | **Past exam paper material:** BIOL1 Jan 2009 Q7a.  **Exampro:**  BYB1 June 2006 Q1b. | [**http://www.cellsalive.com/cells/bactcell.htm**](http://www.cellsalive.com/cells/bactcell.htm)  **Rich question:**  - Compare and contrast prokaryotic and eukaryotic cells. |
| **Learning objective** | **Time taken** | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | | **Resources** |
| The structure of virus particles to include genetic material, capsid and attachment protein. | 0.2 weeks | • describe the structure of virus particles  • explain the role of the capsid and attachment protein  • relate the structure of a virus to its replication within cells. | | **Learning activities:**  - Teacher introduction to virus particles and their structure.  - Get students to relate the cell components found in prokaryotic and eukaryotic cells that viruses do not have, to the roles that viruses would be unable to do. Relate this to a brief description of virus life cycles.  - Students could convert information about the size of viruses eg from nm to µm. Ask them to work out how many viruses could fit in the same length as one bacterial cell.  - Exam questions from Exampro.  **Skills developed by learning activities:**  **MS 0.1 -** Convert between units eg µm and nm.  **MS 0.2 -** Understand standard form when applied to the size of viruses.  **AO1 –** Development of knowledge of virus structure. |  | | **Rich question:**  - Why are viruses described as particles rather than cells? |

#### 3.2.1.3 Methods of studying cells

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The principles and limitations of optical microscopes, transmission electron microscopes and scanning electron microscopes.  The difference between magnification and resolution. | 0.2 weeks | • describe how a light microscope and an electron microscope work  • explain the concepts of magnification and resolution and how they differ  • compare and contrast light and electron microscopes  • explain why, for a considerable period of time, the scientific community distinguished between artefacts and cell organelles. | **Learning activities:**  -Teacher explanation of difference between resolution and magnification. This could be illustrated by showing pictures magnified by the same amount but taken with a 2 mega pixel vs a 10 mega pixel camera.  - Introduce light and electron microscopy.  - Students circulate around research stations containing videos, comprehensions, internet sites, teacher explanation etc. to investigate light and electron microscopes.  - Accept feedback, assess understanding and then tackle areas of weakness through teacher explanation.  - Students could write an essay comparing and contrasting light and electron microscopes or do exam questions.  **Skills developed by learning activities:**  Extended exam answers.  **MS 0.2 -** Understand and convert numbers from standard to ordinary form when applied to magnification.  **MS 0.5 -** Use calculators to find and use the power functions when looking at magnification.  **AO1 –** Development of knowledge and understanding of microscopy techniques. | **Past exam paper material:** BIOL1 June 2012 – Q1; BIOL 1 Jan 2009 – Q7b. | [**http://bigpictureeducation.com/video-electron-microscopy**](http://bigpictureeducation.com/video-electron-microscopy)  [**http://bigpictureeducation.com/video-light-microscopy**](http://bigpictureeducation.com/video-light-microscopy)  [**http://learn.genetics.utah.edu/content/cells/scale/**](http://learn.genetics.utah.edu/content/cells/scale/)  [**http://www.biologymad.com/**](http://www.biologymad.com/)  **Rich question:**  Light microscopes were invented hundreds of years ago, whilst electron microscopes were invented in the 1930s. Suggest why some parts of the cell like rough endoplasmic reticulum were not discovered until the 1940s and 1950s, whilst others like mitochondria were discovered much earlier. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Measuring the size of an object viewed with an optical microscope and calculation of magnification. | 0.2 weeks | • prepare a slide to view under a microscope  • explain the use of a graticule  • calculate the actual size of cells based on measured size and magnification. | **Learning activities:**  - Introduce students to the concept of magnification in greater detail, and the concept of how to use a graticule alongside a stage micrometer.  - Students could use an optical microscope to identify stained starch grains in plant cells and measure them.  - Teacher explanation of how to use and manipulate the magnification formula, including conversion of units if required.  - In groups, provide electron micrographs of organelles with data about the size of the organelles. Ask students to identify the organelle and work out the magnification.  - Exam questions.  **Skills developed by learning activities:**  **MS 0.1 -** Convert between units eg mm and µm.  **MS 1.8/MS 2.2 -** Use and manipulate the magnification formula.  **AT d, e and f -** Use iodine in potassium iodide solution to identify starch grains in plant cells under a microscope.  **AO1 –** Knowledge of the procedure of using a micrometer and graticule.  **AO2 –** Application of knowledge to data given to calculate magnification, object size or image size. | **Specimen assessment material:**  A-level Paper 3 (set 1) – Q2.  **Past exam paper material:**  BIOL1 Jan 2011 Q1;  BIOL2 Jan 2012 – Q1. | [**http://www.snabonline.com/Content/SkillsSupport/PracticalSupport/P0\_09S.pdf**](http://www.snabonline.com/Content/SkillsSupport/PracticalSupport/P0_09S.pdf) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Principles of cell fractionation and ultracentrifugation as used to separate cell components. | 0.2 weeks | • describe the processes of cell fractionation and ultracentrifugation  • explain why the separation of cell components is important in studying cells and their components  • explain the use of low temperatures and buffers during cell fractionation  • explain the principles of separation by ultracentrifugation. | **Learning activities:**  - Think, Pair, Share: What are the difficulties that need to be overcome in investigating the function cell components and organelles?  - A simple demonstration can be carried out by centrifuging ‘bitty’ orange juice to produce a pellet and supernatant.  - Teacher explanation of cell fractionation and ultracentrifugation in obtaining fractions for investigation. Use animations and videos to support explanation.  - Provide students with information on organelles and ask them to suggest what order they would sediment at.  - Exam questions.  **Skills developed by learning activities:**  **PS 1.2. -** Apply knowledge of organelles and their size to interpret results of what organelles would be in the pellet and supernatant after centrifugation.  **AO1 –** Development of knowledge and understanding of cell fractionation procedures and the reasoning behind stages.  **AO2 –** Application of cell structure to suggest or explain the sedimentation at different centrifuge speeds. | **Specimen assessment material:**  AS Paper 1 (set 1) – Q1.  **Past exam paper material:**  BIOL1 June 2009 – Q1; BIOL1 June 2010 – Q3; BIOL1 Jan 2013 – Q2.  Exampro – BYB1 June 06 Q1c;  BYB1 – June 2005 Q3. | [**http://www.sumanasinc.com/webcontent/animations/content/cellfractionation.html**](http://www.sumanasinc.com/webcontent/animations/content/cellfractionation.html)  [**http://www.accessexcellence.org/RC/VL/GG/cellBreak1.php**](http://www.accessexcellence.org/RC/VL/GG/cellBreak1.php)  [**http://homepages.gac.edu/~cellab/chpts/chpt8/ex8-1.html**](http://homepages.gac.edu/~cellab/chpts/chpt8/ex8-1.html)  **Rich question:**  - Put the cell organelles in order of sedimentation as the speed of the centrifuge is increased.  - Why are fractionated cells kept in a solution that is ice cold, buffered and isotonic? |
| Extension |  |  | - The extraction of chloroplasts from spinach leaves could be undertaken if the centre has the appropriate equipment and time. |  |  |

### 3.2.2 All cells arise from other cells

Prior knowledge:

**GCSE Additional Science**

-In body cells the chromosomes are normally foundin pairs. Body cells divide by mitosis.

-When a body cell divides by mitosis copies of the genetic material are made then the cell divides once to form two genetically identical body cells.

- Mitosis occurs during growth or to produce replacement cells.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Not all cells in multicellular organisms retain the ability to divide.  The cell cycle involves DNA replication followed by mitosis. | 0.2 weeks | • explain what the cell cycle is and why it does not occur in some cells from multicellular organisms  • describe the stages of the cell cycle. | **Learning activities:**  - Provide card sort statements for students and ask them to arrange in a logical order eg DNA replication, DNA polymerase made, ATP stores increase.  - Teacher explanation of the cell cycle and the events at each stage of interphase. Be clear on the difference between the cell cycle and mitosis.  - Students could calculate the number or percentage of cells in each stage of the cell cycle, based on the number of hours each stage takes and the number of cells.  - Exam questions.  **Skills developed by learning activities:**  **MS 0.3 -** Students could use data about the number of hours spent in each stage, to predict the ratio /% of cells in each stage of mitosis.  **AO1 –** Development of knowledge and understanding of the cell cycle.  **AO3 –** Analysis of data relating to the length of time at each stage. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q8;  AS Paper 1 (set 1) – Q4.  **Past exam paper material:**  BIOL2 Jan 2011 – Q7. | [**http://www.cellsalive.com/cell\_cycle.htm**](http://www.cellsalive.com/cell_cycle.htm)  [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter2/animation\_\_how\_the\_cell\_cycle\_works.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter2/animation__how_the_cell_cycle_works.html)  **Rich questions:**  - Explain what happens during G1, S and G2 phases of interphase.  - Why would scientists investigating mitosis choose to study bone marrow cells over neurones? |
| Extension |  | • explain the events which occur during G1, S and G2 phase of interphase, and the outcomes of mitosis. | - Teacher explanation of the events at each stage of interphase. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The behaviour of chromosomes during interphase and the stages of mitosis.  The role of spindle fibres. | 0.4 weeks | • recognise the stages of the cell cycle: interphase, prophase, metaphase, anaphase and telophase (including cytokinesis)  • explain the appearance of cells in each stage of mitosis. | **Learning activities:**  - Teacher explanation of the purpose of mitosis.  - Teacher explanation of the stages of mitosis, reinforced with videos and/or animations of the process.  - Card sort using actual pictures of cells at different stages. Ask students to put them in order, name the stage and then explain why it is that stage.  - Get students to interpret the amount of DNA in a cell and link these to different stages of the cell cycle.  - Exam questions.  **Skills developed by learning activities:**  **AO1** – Knowledge and understanding ofstages of mitosis.  **AO2/AO3** – Interpretation of images of cells in mitosis and identification of stages.  **A03** – Application of knowledge to explain scientific data about the amount of DNA within a cell. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q10.1 and 10.2.  **Past exam paper material:**  BIOL2 June 12 Q4;  BIOL2 Jan 2012 – Q2;  BIOL2 June 2011 – Q4.  **Exampro:**  BYA2 Jan 06 Q2 | [**http://bigpictureeducation.com/cell-division-images**](http://bigpictureeducation.com/cell-division-images)  [**http://www.cellsalive.com/mitosis.htm**](http://www.cellsalive.com/mitosis.htm)  **Rich question:**  - Evaluate the statement “Mitosis consists of Interphase, Prophase, Metaphase, Anaphase and Telophase”.  - Provide students with pictures of each stage of mitosis and ask them to describe what the chromosomes are doing and which stage of mitosis the cell is at. |
| Extension |  |  | - Students could produce a video podcast summarising mitosis and its role within the larger cell cycle. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| **Required practical 2:**  Preparation of stained squashes of cells from plant root tips; set-up and use of an optical microscope to identify the stages of mitosis in these stained squashes and calculation of a mitotic index.  Measurement of cells and calculation of their actual size. | 0.6  weeks | • apply knowledge of mitosis and the cell cycle, to identify cells in different stages of mitosis  • use measured values to calculate the actual size of cells  • explain what the mitotic index is and calculate the mitotic index from observed values. | **Learning activities:**  - Preparation and observation squashes of root tip cells eg from allium, garlic or hyacinth.  - Observation and drawing of cells in various stages of mitosis, under a microscope.  - Calculation of actual size of cells and the mitotic index.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Knowledge and understanding the techniques and procedures for staining chromosomes and using microscopes.  **AO2 –** Application of knowledge to use these techniques and identify stages of mitosis in tissue being observed.  **AT d and e -** Students prepare, observe and draw squashes of root tip cells eg from allium, garlic or hyacinth.  **MS 0.3 -** Calculation of mitotic index  **MS 1.8 -** Calculation of the actual size of cells.  **PS 1.2 –** Apply scientific knowledge to practical contexts.  **8.4.2.1, 8.4.2.2 and 8.4.2.3** | **Past exam paper material:**  Students could undertake the HBI3T ISA P from 2013.  **Specimen assessment material:** AS Paper 2 (set 1) – Q1.  **Exampro:**  BYA2 Jan 05 Q1;  BYA2 Jun 05 Q4. | [**http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-root-tip-squash**](http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-root-tip-squash)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Uncontrolled cell division can lead to the formation of tumours and of cancers.  Many cancer treatments are directed at controlling the rate of cell division. | 0.2 weeks | • explain the events involved in the formation of tumours and cancers, and why this is damaging to the body  • explain the processes within the cell cycle which are disrupted and which lead to cancer  • explain how cancer treatments often work to inhibit stages of the cell cycle  • interpret data relating to cancer treatments and their effects on the rate of cell division. | **Learning activities:**  NB this section should be approached sensitively  - Teacher explanation what cancer is and how tumours can form. Link in to the brief role of proto-oncogenes and tumour suppressor genes, and how the cell cycle is affected when they mutate. Use animations to help.  - Discuss cancer treatments and link to data on the reduction in cancer cells after each treatment. Link drugs back to their effects eg in inhibiting spindle formation.  - Exam questions.  **Skills developed by learning activities:**  **MS 1.3 -** Interpret graphical data showing the effect of cancer treatments on the number of cancerous cells.  **AO1** – Knowledge and understanding ofcancer and its treatment.  **AO2/AO3 –** Interpretation of exam question data and application of knowledge of the impact of some treatments on mitosis and the cell cycle. | **Past exam paper material:**  BIOL1 Jan 2013 – Q5;  BIOL2 Jan 2013 – Q8b;  BIOL2 June 2013 – Q4c**;**  BIOL2 June 2013 – Q4. | [**http://www.yourgenome.org/teachers/roguecells.shtml**](http://www.yourgenome.org/teachers/roguecells.shtml)  [**http://www.insidecancer.org/**](http://www.insidecancer.org/) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Binary fission in prokaryotic cells. | 0.2 weeks | • explain what binary fission is and the organisms which carry out binary fission  • describe the process of binary fission. | **Learning activities:**  - Show an agar plate with bacterial colonies. Ask students to suggest why these are visible given that bacteria are microscopic.  - Teacher led explanation of the process of binary fission in prokaryotes.  - Ask students to evaluate how it differs to the process in eukaryotic cells.  - Students could calculate the exponential growth of bacteria from one cell, each hour for 8 hours, under ideal conditions.  - Exam questions from Exampro (especially relating to data).  **Skills developed by learning activities:**  **MS 0.5 -** Estimate the exponential growth of bacteria after 8 hours with the assumption of binary fission occurring once every 20 minutes.  **AO1** – Knowledge and understanding ofbinary fission. |  | [**http://www.classzone.com/books/hs/ca/sc/bio\_07/animated\_biology/bio\_ch05\_0149\_ab\_fission.html**](http://www.classzone.com/books/hs/ca/sc/bio_07/animated_biology/bio_ch05_0149_ab_fission.html)  **Rich question:**  - Binary fission can happen every 20 minutes for some species, under ideal conditions. Suggest one example where this trait would be useful to humans. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Viruses do not undergo cell division but replicate by injection of their nucleic acid into host cells. | 0.2 weeks | • explain why viruses are not classified as being living organisms  • describe the sequence of events by which viruses replicate  • explain why viruses are so difficult to treat and develop medicines against. | **Learning activities:**  **-** Questioning to recall the structure of a virus.  **-** Teacher led explanation of the lifecycle of viruses. Link virus structure to their mode of replication, and to the work done in Unit 1 on nucleic acids.  - Exam questions from specimen material and from Exampro.  **Skills developed by learning activities:**  **AO1** – Knowledge and understanding ofviral replication. | **Specimen assessment material:**  AS Paper 1 (set 1) – Q9. | [**http://sites.fas.harvard.edu/~biotext/animations/lyticcycle.html**](http://sites.fas.harvard.edu/~biotext/animations/lyticcycle.html)  **Rich question:**  - Why do scientists disagree about whether viruses should be classified as living?  - Why do viruses make you ill? |

### 3.2.3 Transport across cell membranes

Prior knowledge:

**GCSE Additional Science**

– Cell membranes control the passage of substances into and out of the cells.

– Dissolved substances can move into and out of cells by diffusion. The greater the difference in concentration, the greater the rate of diffusion.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The fluid mosaic model of cell membranes, including the arrangement of phospholipids, proteins, glycoproteins and glycolipids.  The role of cholesterol. | 0.4 weeks | • describe the arrangement of proteins, glycoproteins, glycolipids, phospholipids and cholesterol in the fluid mosaic model of membranes  • explain the roles/importance of the constituent parts of the membrane  • relate the structure of the membrane to its role around/inside cells. | **Learning activities:**  **-** Questioning to recap the structure and properties of phospholipids (from section 3.1.3).  - Brainstorm the roles played by the plasma membrane eg partially permeable, cell signalling etc.  - Teacher led explanation of the role of the plasma membrane, including cholesterol and the role of extrinsic and intrinsic proteins. A 3D model or animation can be used here.  - Reinforce concept by modelling the fluid and 3-D nature of membranes by half filling a tray with water, adding in marshmallows (representing phosphate heads of phospholipids) and coloured polystyrene chunks (representing the other components, eg proteins and glycoproteins, which float).  - Exam questions.  **Skills developed by learning activities:**  **PS 1.2 -** Apply knowledge about the role of cholesterol to practical data about membrane fluidity.  **AO1/AO2** – Application of knowledge and understanding from Section 3.1.3 to understand the structure and function of plasma membranes. | **Specimen assessment material:**  AS Paper 1 (set 1) – Q7.5–7.7.  **Exampro:**  BYB1 – June 2006 Q2;  BYB1 – Jan 2006 Q7a;  BYB1 – Jan 2005 Q4a–b;  BYB1 – June 2004 Q3a;  BYB9 – Jan 2004 Q2a. | [**http://glencoe.mheducation.com/olcweb/cgi/pluginpop.cgi?it=swf::550::400::/sites/dl/free/0078802849/383931/Plasma\_Membrane\_The\_Fluid\_Mosaic\_Model.swf::The%20Fluid%20Mosaic%20Model**](http://glencoe.mheducation.com/olcweb/cgi/pluginpop.cgi?it=swf::550::400::/sites/dl/free/0078802849/383931/Plasma_Membrane_The_Fluid_Mosaic_Model.swf::The%20Fluid%20Mosaic%20Model)  [**http://teach.genetics.utah.edu/content/begin/cells/print/BuildAMembrane.pdf**](http://teach.genetics.utah.edu/content/begin/cells/print/BuildAMembrane.pdf)  **Rich questions:**  - Describe the structure of the cell membrane.  - Explain how the structure of the membrane relates to its role as being partially permeable. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| **Required practical 4:**  Investigation into the effect of a named variable on the permeability of cell-surface membranes. | 0.8 weeks | • identify key variables which affect membrane permeability  • represent raw and processed data clearly using tables and graphs  • apply knowledge of the fluid mosaic model to suggest how temperature/alcohol affects membrane permeability  - evaluate the quality of results and reliability of conclusions. | **Learning activities:**  Students design an experiment to investigate the effect of a named variable eg temperature or alcohol concentration on membrane permeability. This could include:  - Working through key aspects of experimental design eg key variables.  - Carrying out (subject to teacher approval).  - Processing and presentation of data.  - BIO3T Q10 paper.  **Skills developed by learning activities:**  **AT b -** Use a colorimeter to record quantitative measurements.  **PS 1.2 –** Apply scientific knowledge to practical contexts.  **PS 2.4 -** Identify key variables which affect membrane permeability.  **PS 2.2/PS 3.1/MS 3.2/MS 1.3 -** Plot the experimental data in an appropriate format.  **PS 2.3 -** Evaluate data for errors and uncertainties.  **PS 4.1 -** Understand how a colorimeter works, and how to interpret results from colorimetry.  **MS 0.1/MS 0.2 -** Use and convert units for concentration.  **8.4.2.1, 8.4.2.2, 8.4.2.3 and 8.4.2.4**  **AO1/AO2** – Application of knowledge to explain trends and to understand the technique of colorimetry.  **AO3 –** Develop and refine practical design. | Students could undertake the BIO3T ISA Q from 2010. | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-plant-cell-membranes**](http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-plant-cell-membranes) |

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| **Learning objective** | | | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** | | |
| The movement of water across partially permeable membranes by osmosis.  The concepts of water potential and hypotonic, hypertonic and isotonic solutions. | | | 0.4 weeks | | • define osmosis in terms of water potential  • explain the terms hypotonic, hypertonic and isotonic  • explain the movement of water due to osmosis in or out of cells  • explain the effect of osmosis on plant and animal cells. | | **Learning activities:**  **-** Teacher explanation of osmosis and water potential to arrive at an A-level definition.  - Jigsaw learning: Working in teams of three, one student goes to each information station to discover about the effect of placing plant and animal cells in hypotonic, isotonic and hypertonic solutions.  - Students feedback to one another.  - Teacher assessment and explanation to address areas of weakness.  - Exam questions.  **Skills developed by learning activities:**  **AT d/AT e -** Use an optical microscope to examine and draw onion cells which are plasmolysed/turgid.  **AO1 –** Development of knowledge of osmosis and water potential.  **AO2 –** Application of knowledge and understanding of osmosis to explain concepts such as plasmolysis, haemolysis and turgor.  **8.4.2.2 and 8.4.2.4** | | **Past exam paper material:**  HBI3T 2014 EMPA  Students could undertake the BIO3T ISA P from 2012. | | [**http://www.nuffieldfoundation.org/practical-biology/observing-osmosis-plasmolysis-and-turgor-plant-cells**](http://www.nuffieldfoundation.org/practical-biology/observing-osmosis-plasmolysis-and-turgor-plant-cells)  [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter2/animation\_\_how\_osmosis\_works.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter2/animation__how_osmosis_works.html)  **Rich question:**  Present diagrammatic representation of cells with numerical water potentials, and ask students to represent the net movement of water with arrows between cells. | | |
| Extension | | |  | |  | | Microscopy to observe and draw plasmolysis and turgor in onion cells. Red onion or rhubarb petiole give clear results. Ask students to explain using GCSE knowledge. | |  | |  | | |
| **Learning objective** | | **Time taken** | | **Learning Outcome** | | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | | **Resources** | |
| **Required practical 3** Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of plant tissue. | | 1 week | | • explain what a dilution series is, and produce one from stock solutions  • apply your knowledge to explain how the water potential of a plant tissue can be experimentally determined  - represent raw and processed data clearly using tables and graphs  • process data to calculate percentage gain/loss  • apply your knowledge to explain trends in graphs in relation to osmosis, water potential and mass change  - evaluate the quality of results and reliability of conclusions. | | | **Learning activities:**  Students conduct an experiment to identify the water potential of plant tissue. This should include:  - Research into methods.  - Carrying out.  - Processing and presentation of data.  - Evaluation and explanation findings.  - A past ISA paper (relevant to practical).  **Skills developed by learning activities:**  **AT c -** Use glassware to produce serial dilutions.  **MS 0.1/0.2 –** Use andconvert concentrations between standard and ordinary form.  **MS 0.3 –** Calculate % change in mass.  **PS 2.2/MS 3.1/MS 3.2/MS 1.3 -** Plot the experimental data in an appropriate format (tables and graphs).  **MS 3.4 -** Determine the water potential of plant tissues using the intercept of a graph of water potential of solution against gain/loss of mass.  **8.4.2.1, 8.4.2.2. 8.4.2.3 and 8.4.2.4**  **AO1/AO2** – Application of knowledge to explain trends and to understand serial dilutions.  **AO3 –** Develop and refine practical design and analyse data to draw conclusions. | | Students could undertake the investigations / questions from the following ISAs:  BIO3T P14;  BIO3T Q09;  HBI3T P10;  HBI3T P12.  **Specimen assessment material:**  AS Paper 1 (set 1) – Q8.  **Past exam paper material:**  BIOL1 Jan 2009 - Q3;  BIOL1 Jan 2011 - Q5;  BIOL1 Jan 2010 – Q5. | | | [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.nuffieldfoundation.org/practical-biology/investigating-effect-concentration-blackcurrant-squash-osmosis-chipped-potatoes**](http://www.nuffieldfoundation.org/practical-biology/investigating-effect-concentration-blackcurrant-squash-osmosis-chipped-potatoes) | |
| **Learning objective** | | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | | | **Assessment opportunities** | | **Resources** | |
| Movement of molecules and ions against concentration gradients by simple diffusion or facilitated diffusion. | | 0.2-0.4 weeks | | • define what is meant by diffusion and facilitated diffusion  • explain the process of facilitated diffusion  • identify which substances rely on facilitated diffusion and why they cannot enter/leave cells by diffusion  • interpret data to identify when a substance is moving by facilitated diffusion or diffusion. | | **Learning activities:**  **-** Students observe diffusion using agar cubes containing phenolphthalein. Place in dilute sodium hydroxide solution for 5–10 minutes and cut the cubes open to show where NaOH has diffused to. This could be conducted with different concentrations to highlight diffusion gradients.  - Teacher explanation of factors which affect the rate of diffusion.  -Teacher explanation of why water soluble molecules cannot pass across the bilayer by diffusion. Introduce facilitated diffusion and the role of channel and carrier proteins. Use animations and video clips to support.  - Discuss some data showing data on facilitated diffusion and ask students to explain trends. Model an answer.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of facilitated diffusion.  **MS 1.3/AO3 –** Interpret data from a variety of tables and graphs.  **AO2/AO3/PS 1.2. –** Apply knowledge of diffusion to explain trends in experimentally derived data on the movement of molecules and ions. | | | | **Exampro:**  BYA1 – Jan 2005 Q5;  BYA1 – June 2004 Q6. | | [**http://highered.mheducation.com/sites/9834092339/student\_view0/chapter5/how\_facilitated\_diffusion\_works.html**](http://highered.mheducation.com/sites/9834092339/student_view0/chapter5/how_facilitated_diffusion_works.html)  [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk)  **Rich question:**  Show students a list of substances and ask them to categorise them as those which can diffuse by simple diffusion and those that cannot. | |
| Extension | |  | | • describe Fick’s law. | | - Teacher explanation of Fick’s law and the factors which affect the rate of diffusion. | | | |  | |  | |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Movement of molecules and ions against concentration gradients by active transport. | 0.2 weeks | • define what is meant by active transport  • explain the process of active transport  • compare and contrast active transport and facilitated diffusion  • interpret data to identify when a substance is being actively transported. | **Learning activities:**  -Teacher explanation of active transport, using animations and video clips to support.  - Discuss some data showing data on active transport and ask students to explain trends. Model an answer.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of facilitated diffusion.  **AO3/MS 1.3 –** Interpret data about active transport from a variety of tables and graphs.  **AO2/PS 1.2 –** Apply knowledge of active transport to explain trends in experimentally derived data on the movement of molecules and ions. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q5;  AS Paper 2 (set 1) – Q2.  **Past exam paper material:**  BIOL1 June 2013 – Q5;  BIOL1 June 2012 – Q4;  BIOL1 June 2011 – Q5.  **Exampro:**  BYB1 – Jan 2006 Q7b. | [**http://www.nuffieldfoundation.org/practical-biology/tracking-active-uptake-minerals-plant-roots**](http://www.nuffieldfoundation.org/practical-biology/tracking-active-uptake-minerals-plant-roots)  [**http://highered.mheducation.com/sites/9834092339/student\_view0/chapter5/primary\_active\_transport.html**](http://highered.mheducation.com/sites/9834092339/student_view0/chapter5/primary_active_transport.html)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  **Rich questions:**  Why do poisons which inhibit respiration, result in active transport stopping?  Suggest why overwatering of plants can kill the plant. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The adaptations of cells for rapid transport across internal and external membranes. | 0.2 weeks | • explain the adaptations of specialised cells maximising the rate of transport across their internal and external membranes (could be linked to Fick’s law)  • explain how surface area, number of channel or carrier proteins and differences in gradients of concentration or water potential affect the rate of movement across cell membrane. | **Learning activities:**  - Questioning to assess understanding of adaptations to increase rate of diffusion.  - Calculate surface area:volume ratio of cells with folds, when supplied with appropriate data. (Could address with section 3.3.1).  - Exam questions.  **Skills developed by learning activities:**  **AT d -** Use optical microscopes to observe cells which are adapted to rapid exchange eg root hair cells, epithelial cells of the small intestine.  **MS 0.3/MS 4.1 -** Calculate surface area:volume ratios of cells.   * Extended exam answers. | **Past exam paper material:**  BIOL1 June 2011 Q8b. | **Rich questions:**  - What does Fick’s law state?  - What common adaptations do cells of exchange surfaces have? |
| Extension |  |  | Microscopy of cells that have adaptations for exchange. Ask pupils to identify and explain these adaptations.  - Teacher led explanation based on feedback. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Movement of molecules and ions against concentration gradients by co-transport. | 0.2 weeks | • describe the adaptations of small intestine epithelial cells to absorption  • define what is meant by co-transport  • explain the process of co-transport in the context of absorption of glucose (and amino acids). | **Learning activities:**  - DARTS task – Students convert comprehension on co-transport into a diagrammatic representation of the process and then present to group.  - Peer evaluation of presentation.  - Teacher explanation to address weak areas of presentations.  - Provide data showing a range of different transport processes and ask pupils to identify the transport process from the data to summarise this section of the specification.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of co-transport.  **AO2/PS 1.2 -** Apply knowledge of transport processes to explain data and identify the transport process being used.  - Extended exam answers. | Questions from Section B of the 2014 BIO3T Q14 ISA.  **Past exam paper material:**  BIOL1 Jan 2013 – Q9a;  BIOL1 June 2010 – Q7a;  BIOL1 Jan 2010 – Q4. | **Rich questions:**  - Describe the process of co-transport in detail.  - How does co-transport differ from direct active transport? |

### 3.2.4 Cell recognition and the immune system

Prior knowledge:

**GCSE Science A**

– White blood cells help to defend against pathogens by: ingesting pathogens; producing antibodies; and producing antitoxins.

– The immune system of the body produces specific antibodies to kill a particular pathogen. This leads to immunity from that pathogen.

– People can be vaccinated by introducing small quantities of dead of inactive forms of pathogen into the body stimulating white blood cells to produce antibodies and forming immunity against future infections.

– MMR is used to vaccinate against measles, mumps and rubella.

– If a large proportion of the population is immune to a pathogen, the spread of the pathogen is very much reduced.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The definition of antigens.  These molecules allow the immune system to identify pathogens, cells from other individuals, abnormal body cells and toxins. | 0.2 weeks | • explain what is meant by an antigen, and the types of molecules which can act as antigens  • explain why antigen recognition is important for the immune system  • identify cells which the immune system would launch an immune response against. | **Learning activities:**  **-** Assess GCSE recall and understanding.  - Define an antigen and explain which molecules can constitute antigens. Explain importance of antigens in identification by the immune system.  - Discuss with students that abnormal cells of the body can produce antigens which would initiate an immune response eg cancer cells.  - Exam question.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of antigens and their importance. | **Specimen assessment material:**  A-level Paper 3 (set 1) – Q4.  **Exampro:**  BYA3 – June 2006 Q1a. | **Rich questions:**  - Define what an antigen is.  - Why do cells have antigens? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Phagocytosis of pathogens. The subsequent destruction of  ingested pathogens by lysozymes. | 0.2 weeks | • describe the process of phagocytosis  • explain the role of lysozymes in the destruction of pathogens  • explain the purpose of antigen presentation following destruction. | **Learning activities:**  **-** Teacher introduction to the concept of non-specific and specific immune responses, and phagocytosis.  - Exam questions.    **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of phagocytosis.  - Extended exam answers. | **Past exam paper material:**  BIOL1 June 2011 Q8a;  BIOL1 June 2012 Q5a and 5b; BIOL1 Jan 2009 Q5a. | [**http://www.dnatube.com/video/116/Neutrophil-attacts-on-bacteria**](http://www.dnatube.com/video/116/Neutrophil-attacts-on-bacteria)  [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter2/animation\_\_phagocytosis.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter2/animation__phagocytosis.html)  **Rich questions:**  - Describe the process of phagocytosis from start to finish.  - Evaluate the statement “Phagocytes eat the pathogen”. |
| Extension |  |  | - Get students to visit information stations showing videos, animations, textbook pages and comprehensions on phagocytosis.  - Students then combine collective learning to produce a narrated video of the process using flip cameras (or equivalent) and plasticine.  - Peer assess quality of explanations. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The response of T lymphocytes to a foreign antigen (the cellular  response).  The role of antigen-presenting cells in the cellular response.  The role of helper T cells (TH cells) in stimulating cytotoxic T  cells (TC cells), B cells and phagocytes. | 0.2 weeks | • explain what is meant by the specific immune response  • explain the cell-mediated (cellular) immune response  • explain the roles played by helper T cells. | **Learning activities:**  - Define the circumstances under which the cell mediated immune response is used.  - Teacher explanation of the cell mediated immune response in detail (linked to antigen presentation and the role of TH and TC cells), use videos and animations to support.  - Get students to write an essay on the cell mediated response.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of the cell mediated response. |  | [**http://highered.mheducation.com/sites/0072507470/student\_view0/chapter22/animation\_\_the\_immune\_response.html**](http://highered.mheducation.com/sites/0072507470/student_view0/chapter22/animation__the_immune_response.html)  [**http://www.sbs.utexas.edu/psaxena/MicrobiologyAnimations/Animations/Cell-MediatedImmunity/micro\_cell-mediated.swf**](http://www.sbs.utexas.edu/psaxena/MicrobiologyAnimations/Animations/Cell-MediatedImmunity/micro_cell-mediated.swf)  [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter24/animation\_\_the\_immune\_response.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter24/animation__the_immune_response.html)  **Rich questions:**  Why is the cell mediated response able to destroy body cells which have turned cancerous? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The definition of an antibody.  The structure of an antibody.  The formation of antigen-antibody complexes and the subsequent destruction of pathogens. | 0.2 weeks | • relating previous knowledge of protein structure, describe the structure of antibodies  • explain the specificity of an antibody to a particular antigen  • explain how antibodies lead to the destruction of pathogens. | **Learning activities:**  **-** Questioning about protein structure and the roles of proteins.  - Teacher definition of an antibody.  - Highlighting exercise about how antibodies bind to and lead to the destruction of pathogens that have complementary antigens (specification only requires agglutination and destruction by phagocytosis). Students can also generate their own questions that they would like answered.  - Show students antibody structure and explain variable and constant regions, and how the antigen binding site means specificity for one antigen.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of the antibody structure and how antibodies lead to the destruction of pathogens. | **Past exam paper material:**  BIOL1 Jan 2012 – Q6;  HBIO1 – June 12 Q4a.  **Exampro:**  Specimen paper Unit 1 Q2 | **Rich questions:**  - Define what an antibody is.  - Explain the importance of the variable region of antibodies.  - Explain the structure of antibodies in terms of the hierarchy of protein structure. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The response of B lymphocytes to a foreign antigen, clonal selection and the release of monoclonal antibodies (the humoral response).  The roles of plasma cells and of memory cells in producing  primary and secondary immune responses. | 0.2 weeks | • explain the humoral (antibody-mediated) immune response  • explain what is meant by a monoclonal antibody  • explain the roles of plasma cells in producing a primary response and memory cells in producing a secondary response. | **Learning activities:**  - Teacher explanation of the humoral immune response in detail (linked to antigen presentation and the roles of B-lymphocytes and of TH cells), Use videos and animations to support.  - Card sort – provide statements which students categorise as humoral, cell mediated or both.  - Provide data on the antibody concentrations in the blood after a primary and secondary response. Ask students to explain and ask for improvements to statements such as “the body knows how to fight it off in the secondary response”.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of the humoral response.  **AO2 –** Application of knowledge on the humoral response to explain data on antibody concentrations during the primary and secondary immune responses. | **Past exam paper material:**  HBIO1 – June 2012 Q4b. | [**http://highered.mheducation.com/sites/0072507470/student\_view0/chapter22/animation\_\_the\_immune\_response.html**](http://highered.mheducation.com/sites/0072507470/student_view0/chapter22/animation__the_immune_response.html)  [**http://www.sbs.utexas.edu/psaxena/MicrobiologyAnimations/Animations/HumoralImmunity/micro\_humoral.swf**](http://www.sbs.utexas.edu/psaxena/MicrobiologyAnimations/Animations/HumoralImmunity/micro_humoral.swf)  **Rich questions:**  - Would the humoral response be used during a viral infection? Explain your answer.  - Why does the secondary immune response mean that pathogens are destroyed before they are able to make you ill? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The effect of antigen variability on disease and disease prevention. | 0.2 weeks | • explain why some diseases can be caught more than once  • explain how mutations can cause antigen variability, and how this can cause new strains of pathogen  • explain the consequences of antigen variability on the incidence of disease and the development of therapies against that disease. | **Learning activities:**  - Teacher led introduction to antigenic variability through mutation of the genetic code.  - Students examine information about past epidemics/pandemics eg Influenza outbreaks over the last century and why periodically some are so serious.  - Students could research the modern focus on disease prevention using internet materials and why recent outbreaks eg avian and swine flu, have attracted such media focus.  - Teacher summary could bring together their findings and discuss the consequences of antigen variability of disease prevention and treatments.  **Skills developed by learning activities:**  **MS 0.3 -** Calculate, and understand the use of, percentages or values per 100 000 when looking at data within populations.  **AO1 –** Development of knowledge and understanding of antigen variability and its consequences.  **AO2 –** Application of knowledge of antigen variability to the context of recent outbreaks of influenza (and other diseases). | **Exampro:**  BYB7 June 2004 Q6;  HBIO1 – June 2012 Q2. | [**http://www.newscientist.com/topic/bird-flu**](http://www.newscientist.com/topic/bird-flu)  [**http://bigpictureeducation.com/epidemics**](http://bigpictureeducation.com/epidemics)  [**http://bigpictureeducation.com/influenza-special-issue**](http://bigpictureeducation.com/influenza-special-issue)  **Rich questions:**  - Suggest why we can suffer from some diseases multiple times, but we get others only once and are then immune.  - Why is it so difficult to develop a vaccine against the common cold or HIV?  - Why have many animal flu viruses eg bird flu, made the news so often in recent years?  - During recent flu outbreaks, the government invested in Tamiflu drugs to protect the population in the event of a pandemic. Was this a wise decision? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The differences between active and passive immunity.  The use of vaccines to provide protection for individuals and  populations against disease.    The concept of herd immunity.  Ethical issues associated with the use of vaccines. | 0.4 weeks | • compare and contrast active and passive immunity, and apply your knowledge to given examples  • describe how antigens can be obtained for use within a vaccine  • explain why vaccination is able to protect against diseases caused by particular pathogens  • explain what is meant by herd immunity, and why it is able to protect unvaccinated individuals in a population  • discuss ethical issues associated with the use of vaccines  • evaluate methodology, evidence and data relating to the use of vaccines | **Learning activities:**  - Teacher introduction to active and passive immunity. Get students to categorise rich question statements.  - Teacher explanation of concept of vaccination and the types of vaccines which are used/in development.  - Debate the ethical issues of the use of vaccines with students given different viewpoints to discuss.  - Provide structured questions for students to analyse the data against.  **Skills developed by learning activities:**  **MS 0.3 -** Understand the use of, percentages or values per 100 000 when looking at disease data.  **AO1 –** Development of knowledge of vaccines.  **AO3 –** Evaluate scientific evidence. | **Specimen assessment material:**  AS Paper 2 (set 1) – Q10.1 and 10.2.  **Past exam paper material:**  BIOL1 June 2013 – Q7; BIOL1 Jan 2012 – Q8a;  BIOL1 Jan 2011 – Q6;  BIOL1 June 2009 – Q4;  BIOL1 June 2010 – Q4. | [**http://bigpictureeducation.com/herd-mentality**](http://bigpictureeducation.com/herd-mentality)  **Rich questions:**  Provide statements and ask students to identify them as relating to active immunity, passive immunity or both. eg  - Antibodies rapidly produced on re-infection by same pathogen.  - An antibody reacts with an antigen.  - Antibodies received in breast milk.  - Attenuated microorganisms in a vaccine. |
| Extension |  | • evaluate methodology, evidence and data relating to the use of vaccines. | - Get students to research or provide data from the MMR and autism research of Andrew Wakefield and Hideo Honda (and data on the impact on vaccination rates in the UK).  **PS 2.1 -** Evaluate the scientific methods and experimental design of Andrew Wakefield.  **8.4.2.5 -** Carry out research into the MMR link to autism. |  | [**http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(05)75696-8/fulltext**](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(05)75696-8/fulltext)  [**http://www.nature.com/ni/journal/v9/n12/full/ni1208-1317.html**](http://www.nature.com/ni/journal/v9/n12/full/ni1208-1317.html)  [**http://www.newscientist.com/article/dn7076-autism-rises-despite-mmr-ban-in-japan.html#.U7kjL5hOWUk**](http://www.newscientist.com/article/dn7076-autism-rises-despite-mmr-ban-in-japan.html#.U7kjL5hOWUk)  **Rich questions:**  Evaluate the relative data and methodology of Wakefield and Honda in their studies of MMR and autism. Which is the most convincing study and why? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Structure of the human immunodeficiency virus (HIV) and its replication in helper T cells.  How HIV causes the symptoms of AIDS.  Why antibiotics are ineffective against viruses. | 0.2 weeks | • explain the structure of HIV in infecting and replicating inside helper T cells  • explain the distinction between being HIV positive and developing AIDS  • explain how HIV causes the symptoms of AIDS  • explain why antibiotics are ineffective against viruses (link to cell structure). | **Learning activities:**  - Show data about HIV infection rates and AIDS sufferers in different countries and ask students to explain the trends and the difference between HIV and AIDS based on the knowledge they have.  - Show HIV virus structure.  - Video on HIV lifecycle.  - Teacher explanation to reinforce lifecycle and explain that antibiotics are ineffective against viruses. This could be extended to look at the low number of antiviral drugs compared to those that work against bacteria.  - Revisit earlier graphs and refine ideas.  - Exam questions.  **Skills developed by learning activities:**  **MS 0.3 -** Calculate, and understand the use of, percentages or values per 100 000 when looking at data within populations.  **AO1 –** Development of knowledge of HIV and AIDS, and the replication of HIV.  **AO2/AO3 –** Interpret scientific data (graphs) and apply knowledge to explain them. | **Past exam paper material:**  BIOL1 Jan 2013 – Q8;  HBIO1 – June 2014 Q6;  HBIO1 – Jun 2009 Q8. | [**http://www.wellcome.ac.uk/Education-resources/Education-and-learning/Resources/Animation/WTDV026676.htm**](http://www.wellcome.ac.uk/Education-resources/Education-and-learning/Resources/Animation/WTDV026676.htm)  [**http://www.hhmi.org/biointeractive/hiv-life-cycle**](http://www.hhmi.org/biointeractive/hiv-life-cycle)  [**http://www.dnadarwin.org/casestudies/7/**](http://www.dnadarwin.org/casestudies/7/)  [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter24/animation\_\_hiv\_replication.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter24/animation__hiv_replication.html)  **Rich questions:**  Why are so few anti-viral drugs licensed for human use compared to the numbers against other types of pathogen?  What is the difference between being HIV positive and having AIDS? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The use of monoclonal antibodies in: targeting medication at particular cell types, medical diagnosis, and ELISA.  Ethical issues associated with the use of monoclonal antibodies. | 0.4 weeks | • explain how the specificity of monoclonal antibodies can be used in medical diagnosis and targeting of medication at particular cell types  • explain the use of monoclonal antibodies in the direct and indirect ELISA technique  • interpret information to explain the accuracy and results of tests which use the ELISA technique  • discuss ethical issues associated with the use of monoclonal antibodies  • evaluate methodology, evidence and data relating to the use of monoclonal antibodies. | **Learning activities:**  - Introduce what is meant by monoclonal antibodies and the usefulness of their specificity for a particular antigen.  - Teacher explanation of ELISA using animations.  - Exam questions showing monoclonal antibody uses in different contexts.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge of monoclonal antibodies and their uses.  **AO2 –** Application of knowledge of monoclonal antibodies to the contexts given in exam questions. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q7;  AS Paper 2 (set 1) – Q8.  **Past exam paper material:**  BIOL1 June 2009 – Q5;  BIOL1 Jan 2010 – Q6. | [**http://www.sumanasinc.com/webcontent/animations/content/ELISA.html**](http://www.sumanasinc.com/webcontent/animations/content/ELISA.html)  **Rich questions:**  What property of monoclonal antibodies makes them so useful in diagnostic testing? |
| Extension |  |  | - Students undertake internet research into applications of monoclonal antibodies eg ADEPT, ELISA, magic bullets.  **8.4.2.5 -** Research and reference some applications of monoclonal antibodies using the internet eg ADEPT technique and magic bullets in cancer treatment. |  |  |

## 3.3 Organisms exchange substances with their environment.

Teach after: 3.1. Biological molecules and 3.2.3 Transport across cell membranes

**Unit description**

The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. To truly enter or leave an organism, most substances must cross cell plasma membranes.

In large multicellular organisms, the immediate environment of cells is some form of tissue fluid. Most cells are too far away from exchange surfaces, and from each other, for simple diffusion alone to maintain the composition of tissue fluid within a suitable metabolic range. In large organisms, exchange surfaces are associated with mass transport systems that carry substances between the exchange surfaces and the rest of the body and between parts of the body. Mass transport maintains the final diffusion gradients that bring substances to and from the cell membranes of individual cells. It also helps to maintain the relatively stable environment that is tissue fluid.

### 3.3.1 Surface area to volume ratio

Prior knowledge:

Nothing explicitly relevant from Core/Additional Science specifications.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The relationship between the size or structure of an organism and its surface area to volume ratio.  Changes to body shape and the development of systems as adaptations that facilitate exchange as this ratio reduces. | 0.4 weeks  (allow longer if doing the full ISA in class) | • explain how the size of an organism affects its surface area to volume ratio, and why this is important  • apply your knowledge of surface area to volume ratio, to explain adaptations to body shape or the development of exchange systems  • describe and explain the relationship between surface area to volume ratio and metabolic rate  • calculate surface area to volume ratios when supplied with cell/organism dimensions. | **Learning activities:**  - Get students to make multilink block cubes, increasing in size, and investigate the effect on SA:rol ratio.  - Get students to calculate the surface area and volume of the cubes, and work out the ratios. Ask them to draw conclusions linking SA:vol ratio to diffusion.  - Question about the consequences to larger organisms.  - Teacher led explanation as to how this has necessitated the development of exchange surfaces and mass transport systems, or a change to body shape for larger organisms.  Think – Pair – Share: Do animals with a larger SA:vol ratio require a higher or lower rate of metabolism? Question and discuss to arrive at the correct answer.  - Exam questions.  **Skills developed by learning activities:**  **PS 1.1 -** Use agar blocks containing indicator todetermine the effect of surface area to volume ratio and concentration gradient on the diffusion of an acid or alkali.  **MS 0.3/MS 4.1 -** Calculate the surface area to volume ratios of different shaped object/cells/organisms when supplied with their dimensions.  **8.4.2.1, 8.4.2.2 and 8.4.2.4**  **AO1 –** Development of knowledge of why larger organisms have specialised surfaces and mass transport systems, or particular body shapes. | Students could undertake the HBI3T ISA Q from 2012.  **Past exam paper material:**  BIOL2 June 2012 Q1a;  BIO3X 2013 EMPA. | [**www.aqa.org.uk**](http://www.aqa.org.uk) |
| Extension |  |  | - Model 1 cm3 ‘animals’ in plasticine in various shapes eg sphere, cube, cylinder. Calculate SA:vol ratio. Squash into a different shape eg flatten, and re-calculate.  - Students use multilink blocks to produce shapes with larger SA:vol ratios to model the changes to body shape.  - Practical investigation of whether size affects the rate of diffusion using agar cubes. |  | [**http://www.nuffieldfoundation.org/practical-biology/effect-size-uptake-diffusion**](http://www.nuffieldfoundation.org/practical-biology/effect-size-uptake-diffusion)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk) |

### 3.3.2 Gas exchange

Prior knowledge:

**GCSE Additional Science**

- Exercise increases the rate and depth of breathing.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Adaptations of gas exchange surfaces in leaves of dicotyledonous plants (mesophyll and stomata).  Structural and functional compromises between gas exchange and the limitation of water loss shown by xerophytic plants. | 0.4 weeks | • describe the internal structure of a leaf  • explain how the structure is adapted to allow efficient gas exchange  • explain what a xerophytic plant is  • explain the adaptations that xerophytic plants have and how these balance the needs for gas exchange whilst minimising water loss. | **Learning activities:**  - Microscopy of vertical sections through dicotyledonous plant leaf.  - Microscopy of nail varnish painted on underside of the leaf to see stomata.  - Teacher explanation of how the structure of a leaf is adapted for gas exchange.  - Highlighting exercise on xerophytic plants, in which students highlight any adaptations they have to water conservation.  - Exam questions.  **Skills developed by learning activities:**  **AT d/ AT e -** Use an optical microscope to examine and draw vertical sections through a dicotyledonous plant.  **AO1 –** Development of knowledge of leaf structure, and the adaptations present in xerophytes.  **AO2 –** Application of earlier learning on features which increase the rate of exchange, to explain features to reduce water loss in xerophytic plants. | **Past exam paper material:**  BIOL2 June 2012 Q1b;  BIOL2 Jan 2010 Q5.  **Exampro:**  BYB3 June 2006 Q1;  BYB3 Jan 2006 Q2. | **Rich questions:**  - Explain the ways in which the structure of a leaf is adapted to gas exchange.  - Explain the adaptations present in xerophytic plants in reducing water loss. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Adaptations of gas exchange surfaces, shown by gas exchange in single celled organisms, insect tracheal systems and fish gills.  Structural and functional compromises between gas exchange and the limitation of water loss shown by terrestrial insects. | 0.4 weeks | • explain the adaptations that single celled organisms have for efficient gas exchange  • describe the structure of insect tracheal systems  • explain how the tracheal system is adapted to ensure efficient gas exchange  • explain how tracheal systems balance the needs for gas exchange whilst minimising water loss  • describe the structure of fish gills  • explain how fish gills are adapted to maximising gas exchange, including countercurrent flow. | **Learning activities:**  - Teacher led explanation about the gas exchange systems within fish and insects and how they are adapted.  - Exam questions.  **Skills developed by learning activities:**  **AT j -** Dissect the gas exchange system of a bony fish and/or an insect.  **AT d/AT e -** Use an optical microscope to examine and draw prepared mounts of the gas exchange surface of fish or insects, or temporary mounts of gills.  **8.4.2.1 and 8.4.2.3.** | **Past exam paper material:**  BIOL2 June 2013 – Q8b–8g**;**  BIOL2 June 2009 – Q8a;  BIOL2 Jan 2012 – Q9b-9f;  BIOL2 Jan 2010 – Q8. | [**http://www.nuffieldfoundation.org/practical-biology/dissection-ventilation-system-locust**](http://www.nuffieldfoundation.org/practical-biology/dissection-ventilation-system-locust)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.pskf.ca/sd/**](http://www.pskf.ca/sd/)  [**http://www.s-cool.co.uk/a-level/biology/gas-exchange/revise-it/gas-exchange-in-fish**](http://www.s-cool.co.uk/a-level/biology/gas-exchange/revise-it/gas-exchange-in-fish)  [**http://www.kscience.co.uk/animations/anim\_3.htm**](http://www.kscience.co.uk/animations/anim_3.htm)  **Rich questions:**  - Explain the adaptations present in fish gills and insect tracheal systems. |
| Extension |  |  | - Dissection of fish gills and locust to investigate filament and tracheal systems.  - View locust mounts and prepared gill mounts under microscope.  - Observe breathing movements of a stick insect held in a boiling tube. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| **Required practical 5:** Dissection of animal or plant respiratory system or mass  transport system or of an organ within such a system (could also be met by heart dissection, 3.3.4.1).  The gross structure of the human gas exchange system. | 0.2 weeks | • describe the structure of the human gas exchange system  • explain the roles of cartilage in the trachea and bronchi, and why it is C-shaped. | **Learning activities:**  **-** GCSE baseline activities.  - Dissection of lungs with emphasis on identification of key parts.  - Teacher explanation of key aspects of lungs eg C-shaped rings of cartilage.  **Skills developed by learning activities:**  **AT j** -Dissect mammalian lungs. | **Past exam paper material:**  BIOL1 – Jan 2013 Q1a. | [**http://www.nuffieldfoundation.org/practical-biology/dissecting-lungs**](http://www.nuffieldfoundation.org/practical-biology/dissecting-lungs)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  **Rich questions:**  Compare and contrast the human gas exchange system with that of an insect or a fish.  Why do the trachea and bronchi have C-shaped rings of cartilage, but the bronchioles do not? |

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| **Learning objective** | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | | **Assessment opportunities** | **Resources** | |
| Ventilation and the exchange of gases in the lungs.  The mechanism of breathing. | 0.4 weeks | | • explain the purpose of ventilation in terms of maximising gas exchange  • explain inspiration and expiration in terms of the movements of the ribs and diaphragm and the pressure changes which these cause in the thoracic cavity  • interpret spirometer traces to identify tidal volumes  • perform calculations based around pulmonary ventilation rate. | | **Learning activities:**  **-** Use balloon lungs in a jar, or get students to construct a lung model, to show breathing is due to changes in pressure due to changes in thoracic volume.  - Teacher explanation of the process of inspiration and expiration.  - Exam questions on the mechanism of breathing.  - Students given data relating to pulmonary ventilation rate and one other measure.  - Exam questions.  **Skills developed by learning activities:**  **MS 2.2 -** Students could be given values of pulmonaryventilation rate and one other measure,requiring them to change the subject of the equation:  *PVR* = *tidal volume* × *breathing rate*  **AT b/ AT h -** Students could use three-way taps, manometers and simple respirometers to measure volumes of air involved in gas exchange.  **AO1 –** Development of knowledge of mechanism of breathing and associated measurements, and the techniques associated with spirometers and respirometers.  **PS 3.1/AO3/AO2 -** Interpret graphs showing spirometer traces. | | | Students could undertake the HBI3T ISA Q from 2010.  **Specimen assessment material:**  AS Paper 2 (set 1) – Q4.1–4.2.  **Past exam paper material:** BIOL1 Jan 2013 – Q1;  BIOL1 Jan 2012 – Q2;  BIOL1 June 2010 – Q2;  BIOL4 June 2012 – Q6;  BIOL 4 Jan 2011 – Q6a and 6b. | [**http://www.nuffieldfoundation.org/practical-biology/modelling-human-ventilation-system**](http://www.nuffieldfoundation.org/practical-biology/modelling-human-ventilation-system)  [**http://www.nuffieldfoundation.org/practical-biology/using-spirometer-investigate-human-lung-function**](http://www.nuffieldfoundation.org/practical-biology/using-spirometer-investigate-human-lung-function)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.nuffieldfoundation.org/practical-biology/measuring-rate-metabolism**](http://www.nuffieldfoundation.org/practical-biology/measuring-rate-metabolism) | |
| Extension |  | |  | | - Students conduct a practical to measure volume of air being breathed in eg spirometers **or** respirometers with manometer tube, scale and 3 way tap.  - They could plot this and then discuss how to interpret the results. | | |  |  | |
| **Learning objective** | | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | | | **Resources** |
| The essential features of the alveolar epithelium as a gas exchange surface. | | 0.2 weeks | | • explain the process of gas exchange, related to blood circulation and ventilation  • describe the features of the squamous epithelium  • explain how the squamous epithelium is adapted to maximising gas exchange (related to Fick’s law). | | **Learning activities:**  **-** Teacher led explanation of the process of gas exchange linked to ventilation and circulation.  - Relate the maintenance of a diffusion gradient to circulation and ventilation.  - Exam questions.    **Skills developed by learning activities:**  **AT d -** Use an optical microscope to examine prepared mounts of the gas exchange surface of a mammal.  Extended exam answers. | **Past exam paper material:**  BIOL1 June 2013– Q3;  BIOL1 June 2012 – Q3;  BIOL1 June 2009 – Q6;  BIOL1 June 2010 – Q7b;  BIOL1 Jan 2010 – Q2. | | | [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter25/animation\_\_gas\_exchange\_during\_respiration.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter25/animation__gas_exchange_during_respiration.html) |
| Extension | |  | |  | | - Microscopy of squamous epithelial cells to look for further adaptations related to Fick’s law.  - Collate feedback and emphasise key points about the features of the alveolar epithelium. |  | | |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Lung diseases and the risk factors associated with them. | 0.6 weeks | • explain the causes and symptoms of common lung diseases  • interpret information relating to the effects of lung disease on gas exchange and/or ventilation  • interpret data relating to the effects of pollution and smoking on the incidence of lung disease  • analyse and interpret data associated with specific risk factors and the incidence of lung disease  • recognise correlations and causal relationships. | **Learning activities:**  - Teacher explanation of how to critically analyse and evaluate data showing correlations. Emphasise the concept of risk and that correlation does not mean causation.  - Use a past exam question to model the analysis and evaluation process.  - Teacher explanation of how to critically analyse and evaluate data showing correlations.  - Exam questions on evaluating data about lung disease and risk factors.  **Skills developed by learning activities:**  **PS 3.1/ MS 1.3/MS 1.7-** Interpret graphs showing correlations between lung diseases and associated risk factors.  **MS 0.3 -** Calculate, and understand the use of, percentages or values per 100 000 when looking at data within populations.  **AO1 –** Development of knowledge of lung diseases.  **AO3 –** Analyse, interpret and evaluate scientific information and evidence to assess the validity of conclusions and the strength of correlations. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q2;  AS Paper 2 (set 1) – Q4.1 – 4.2.  **Past exam paper material:**  BIOL1 June 2011 – Q4;  BIOL1 Jan 2012 – Q4;  BIOL1 Jan 2009 – Q4;  BIOL1 – Jan 2011 – Q7;  BIOL2 Jan 2013 – Q9. | **Rich questions:**  -What is risk?  - What are the causes and symptoms of each lung disease?  - What are the risk factors in developing different lung diseases?  - Why does correlation not prove causation? |
| Extension |  |  | - Information treasure hunt on lung diseases eg TB, cancer, emphysema, asthma, fibrosis (symptoms, causes/risk factors, long term consequences, treatments). Students circulate around information posters and find answers to a question sheet. |  |  |

### 3.3.3 Digestion and absorption

NB. This could be taught after section 3.1.4.2

Prior knowledge:

**GCSE Additional Science** –

- The hierarchical organisation of cells into tissues, organs and organ systems, exemplified by the stomach and the digestive system.

- The role of amylase, protease and lipase enzymes in the digestion of large, insoluble food molecules, and their sites of production.

- The role of bile in emulsifying fats and neutralising acid from the stomach, and the site of its production/storage.

- Diffusion is the movement of molecules from a region of high to low concentration.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The purpose of digestion.  Digestion in mammals of:  • carbohydrates by amylases and disaccharidases  • lipids by lipase  • proteins by endopeptidases, exopeptidases and  dipeptidases.  The role of bile salts. | 0.4 weeks | • explain the general roles of organs within the digestive system and where key events in digestion happen  • explain the purpose of digestion  • explain the role of different enzymes in the digestive process, and relate the specificity of enzymes back to protein structure  • explain the role of bile. | **Learning activities:**  - Baseline questioning students about the purpose of digestion and where key events happen in the digestive system.  - Teacher led explanation about the distinction between mechanical and chemical digestion (linked back to hydrolysis).  - Jigsaw task: In groups of three, each person goes to a different information station (text, videos etc.), to learn about the digestion of starch, protein **or** lipids. They then feedback to other group members to gain a complete picture of other two.  - Exam questions.  **Skills developed by learning activities:**  **PS 1.1 -** Use Visking tubulemodels to investigate the absorption of theproducts of digestion.  **AO1 –** Development of knowledge and understanding of digestion.  **AO2/AO3** – Application of knowledge to explain exam questions/data showing the reduction in pH when lipase and bile are added to milk.  - Extended exam answers. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q11.3; A-level Paper 3 (set 1) – Q3;  AS Paper 2 (set 1) – Q5.  **Past exam paper material:**  A-level BIOL1 June 2009 – Q7;  BIOL1 June 2012 – Q7;  BIOL1 Jan 2013 – Q3;  BIOL1 June 2012 Q6;  BIO3X 2010 EMPA;  HBI3X 2011 EMPA;  HBI3X 2012 EMPA. | [**http://www.nuffieldfoundation.org/practical-biology/evaluating-visking-tubing-model-gut**](http://www.nuffieldfoundation.org/practical-biology/evaluating-visking-tubing-model-gut)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://bigpictureeducation.com/anatomy-digestive-system-images**](http://bigpictureeducation.com/anatomy-digestive-system-images)  [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-PROTEIN-DIGEST.PPTX**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-PROTEIN-DIGEST.PPTX)  and  [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-PROTEIN-DIGEST.PDF**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-PROTEIN-DIGEST.PDF)  **Rich question:**  Why do vitamins and minerals not require digestion? |
| Extension |  |  | - Model gut activity (eg using starch and amylase, or triglycerides, bile and lipase). Ask them to relate this to digestion. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Design a valid experiment, using the work of others as a starting point, to investigate whether the concentration of bile affects triglyceride digestion.  Identify variables, including those that must be controlled.  Plot and interpret graphs.  Explain trends in results by applying knowledge. | 1 week | • explain the features of good experimental design  • evaluate risk  • research and adapt methodology as the basis for designing an experiment  • process data to calculate rates  • represent raw and processed data clearly using tables and graphs  • apply knowledge to draw and explain conclusions  • evaluate the quality of results and reliability of conclusions. | **Learning activities:**  Students should design an experiment to investigate the whether the concentration of bile affects the rate of triglyceride digestion. This should include the stages of:  - Questioning about what features a well-designed investigation has.  - Research to develop method.  - Risk assessment (Hazcards).  - Processing and presenting data.  - Drawing conclusions and evaluating findings.  - Past ISA paper (if appropriate).  **Skills developed by learning activities:**  **AT a/At l -** Use apparatus, including dataloggers, to measure time and pH.  **PS 1.1/PS 2.4 -** Design an experiment, based on research, to solve a hypothesis.  **PS 2.2/3.1/MS 1.3 -** Present and interpret data using tables and graphs.  **PS 2.3 -** Evaluate results for errors.  **PS 3.2 -** Process data to calculate rates.  **8.4.2.1, 8.4.2.2. 8.4.2.3, 8.4.2.4 and 8.4.2.5**  **AO2** – Apply knowledge in a practical context.  **AO3** – Analyse, interpret and evaluate scientific information and evidence to make judgements, reach conclusions, and develop/refine practical design and procedures. | Students could undertake the BIO3T ISA P 2010. | [**http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-activity-lipase**](http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-activity-lipase)  [**https://shsbiology.pbworks.com/f/Breaking+Down+Fat+Digestion+CH+29+Lab.pdf**](https://shsbiology.pbworks.com/f/Breaking+Down+Fat+Digestion+CH+29+Lab.pdf)  [**http://www.cleapss.org.uk**](http://www.cleapss.org.uk) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Co-transport mechanisms and the role of micelles in the absorption of the products of digestion by cells  lining the ileum. | 0.2 weeks | - recall the adaptations of intestinal epithelial cells to exchange  - explain the absorption of amino acids and glucose against a concentration gradient by co-transport  - explain the role of micelles in the absorption of lipids. | **Learning activities:**  - Card sort recapping the adaptations that cells have to increase exchange (section 3.2.3).  - Ask students to label a small intestine epithelial cell for adaptations.  - DARTS tasks. Students use a comprehension about how glucose, amino acids and lipids are absorbed and recreate this in diagrammatic form.  - Presentation of diagrams to the group and peer evaluation.  - Teacher explanation to address remaining weaknesses using videos and animations.  - Exam questions.  **Skills developed by learning activities:**  - Extended exam answers.  **AO1 –** Development of knowledge and understanding of absorption.  **AO2 –** Application of earlier learning from section 3.2.3. **AO3 –** Evaluation of scientific information in other people’s presentations. | **Past exam paper material:**  BIOL1 June 2009 – Q7b;  BIOL1 June 2011 – Q8b;  BIOL1 June 2009 – Q7b. | **Rich questions:**  - Explain the mechanisms by which each of the products of digestion is absorbed. |

### 3.3.4 Mass transport

#### 3.3.4.1 Mass transport in animals

Prior knowledge:

**GCSE Additional Science -**

- Exercise increases the heart rate.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The general pattern of blood circulation in a mammal. | 0.2 weeks | • explain what is meant by a double circulatory system  • describe the structure of the circulatory system, with particular reference to the blood vessels entering/leaving the heart, lungs and kidneys  • link the structure of the circulatory system to its role in exchanging and transporting materials. | **Learning activities:**  **-** Teacher explanation of why mass transport systems are needed in large organisms.  - Teacher explanation of the double circulatory system, using animations and videos.  - Students complete labelled diagram of organs and blood vessels, based on their learning.  - Exam questions from Exampro.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding or circulation and the key blood vessels entering and leaving the kidneys, lungs and heart. | **Past exam paper material:**  BIOL2 – June 2009 Q1a–1b. | [**http://www.kscience.co.uk/animations/blood\_system.swf**](http://www.kscience.co.uk/animations/blood_system.swf)  **Rich questions:**  - Why do humans need a double circulatory system?  - Describe the journey of a red blood cell around one circuit of the body, naming the main blood vessels and the chambers of the heart. |
| Extension |  |  | - Student modelling of the double circulatory system – mark out the classroom to have a double circulation with the heart in the centre and desks for other organs. Students have to pick up oxygen, carbon dioxide, glucose and urea cards at key points and drop them at the correct points where they leave the blood. |  |  |

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| **Learning objective** | | **Time taken** | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** | |
| The quaternary structure of haemoglobins.  The role of haemoglobin in the loading, transport and unloading of oxygen.  The cooperative nature of oxygen binding, with the binding of the first oxygen molecule making the binding of subsequent oxygen molecules easier.  The effects of carbon dioxide concentration on oxygen dissociation (Bohr effect). | | 0.4 weeks | • relate knowledge of protein structure to the structure of haemoglobin  • explain what is meant by the term “partial pressure”  • explain how the binding of one oxygen molecule changes the shape of haemoglobin, and how this affects the binding of further oxygen molecules  • relate knowledge to explain the shape of an oxygen dissociation curve  • explain the effect of carbon dioxide concentration on oxygen dissociation  • relate this knowledge to explain oxygen loading and unloading in different tissues. | | **Learning activities:**  - Use RASMOL/information sheets to investigate the structure of haemoglobin. Ask students to relate this back to protein structure from 3.1.4.  - Teacher introduction to the dual role of loading in the lungs and unloading in the respiring tissues (using animations).  - Teacher explanation of the oxygen dissociation curve, the concept of partial pressure and the Bohr effect (using animations).  - Get students to generate “Golden Rules” about what a shift to the left or right on the oxygen dissociation curve means.  - Exam questions.  **Skills developed by learning activities:**  **AT l -** Use ICT to model the structure of haemoglobin (using RASMOL).  **AO1 –** Development of knowledge on oxygen loading, transport and unloading.  **AO2 –** Application of knowledge to explain the Bohr effect on an oxygen dissociation curve.  **MS 1.3/AO3 -** Interpret data from graphs showing oxygen dissociation curves.  **MS 3.1 -** Translate data between a number of different formats eg graphical and tabular forms. | **Past exam paper material:**  BIOL2 June 2013 – Q6;  BIOL2 Jan 2012 – Q9a;  BIOL2 June 2010 – Q7a;  BIOL2 June 2010 – Q9 (except 9c). | [**http://www.rasmol.org/**](http://www.rasmol.org/)    [**http://www.johnwiley.net.au/highered/interactions/media/Respiration/content/Respiration/resp3a/screen0.swf**](http://www.johnwiley.net.au/highered/interactions/media/Respiration/content/Respiration/resp3a/screen0.swf)  **Rich questions:**  - Why does haemoglobin have a quaternary structure?  - What effect does the first oxygen binding have on the structure of haemoglobin?  - What are haemoglobin’s two seemingly conflicting roles (in the lungs and respiring tissues)?  - How are both roles achieved? | |
| **Learning objective** | **Time taken** | | **Learning Outcome** | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** |
| Many animals are adapted to their environment by possessing different types of haemoglobin with different oxygen transport properties. | 0.4 weeks | | • explain differences between the dissociation curves of different species  • relate these differences to the environment in which the organisms with to explain how these adaptations allow organisms to survive. | **Learning activities:**  - Questioning used to recap and assess understanding of the Bohr effect and oxygen dissociation.  - Think – Pair – Share – Show dissociation curves comparing human and bird haemoglobin and ask students to suggest why birds have a curve to the right.  - Provide environmental information on other organisms eg lugworms and ask students to suggest what challenges they face and what their oxygen dissociation curve would be like in comparison to human haemoglobin. They can present with explanation.  - Accept feedback and use as a prompt for discussion.  - Exam questions.  **Skills developed by learning activities:**  **PS 1.2 -** Apply knowledge of oxygen dissociation and adaptations of organisms, to experimental data showing oxygen dissociation at different partial pressures.  **AO3/MS 1.3 -** Interpret data from graphs showing oxygen dissociation curves.  **MS 3.1 -** Translate data between a number of different formats eg graphical and tabular forms.  **AO1 –** Development of knowledge on oxygen loading, transport and unloading.  **AO2–** Application of knowledge to suggest how organisms have haemoglobin with different transport properties. | | **Past exam paper material:**  BIOL2 Jan 2011 - Q2;  BIOL 2 June 2009 – Q8b–c;  BIOL 2 June 2011 – Q6a;  BIOL 2 June 2010 – Q7b;  BIOL 2 Jan 2010 – Q4. | | **Rich questions:**  Provide examples of organisms and the conditions in which they live eg birds. Then show oxygen dissociation curves and ask students to relate this to the environmental conditions. |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| **Required practical 5:**  Dissection of animal or plant respiratory system or mass transport system or of an organ within such a system (could also be met in section 3.3.2 by lung, gill or insect dissection).  The gross structure of the human heart. | 0.2 weeks | • describe and label the structure of the heart  • explain differences in the thickness of cardiac muscle between the atria and ventricles, and between different sides of the heart  • explain the purpose of the atrio-ventricular and semilunar valves  • explain the role of the coronary artery. | **Learning activities:**  - Introduce students to the external structure of the heart and discuss the key features eg role of the coronary artery.  - Teacher explanation of the gross internal structure of the heart and reasons for that structure, building on GCSE knowledge. Link the structure back to the double circulatory system.  - Students to perform a dissection, using instruction sheet.  - Students identify key internal structures/chambers.  **Skills developed by learning activities:**  **AT j -** Dissect mammalian heart.  **8.4.2.1 and 8.4.2.3**  **AO1 –** Development of knowledge on the structure of the heart. | **Exampro:**  BYB3 – Jan 2006 Q1a;  BYA1 – June 2005 Q2. | [**http://www.nuffieldfoundation.org/practical-biology/looking-heart**](http://www.nuffieldfoundation.org/practical-biology/looking-heart)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Pressure and volume changes and associated valve movements during the cardiac cycle that maintain a unidirectional flow of blood. | 0.2–0.4 weeks | • explain the cardiac cycle in terms of atrial systole, ventricular systole and diastole  • explain the opening and closing of AV and semi-lunar valves in terms of differences in pressure at different stages of the cardiac cycle  • analyse and interpret data relating to pressure and volume changes during the cardiac cycle. | **Learning activities:**  **-** Introduce the concept of the heart beating at a certain rate, alongside how to calculate cardiac output.  - Students can calculate cardiac output from data supplied.  - Teacher explanation of the events within a heartbeat (diastole, atrial systole and ventricular systole) using animation. Emphasise the pressure and volume changes and how this causes the opening and closing of particular valves to maintain unidirectional flow.  - Show students data of the volume and pressure changes on a graph. Ask them to discuss in pairs and interpret the changes. Finally ask them to justify which valves will be opening and closing at which positions.  - Exam questions.  **Skills developed by learning activities:**  **MS 2.2/ MS 2.4 -** Students could be given  values of cardiac output (CO) and one other measure, requiring them to change the subject of the equation:  *CO* = *stroke volume* × *heart rate*  **AO1 –** Development of knowledge of the cardiac cycle, the pressure and volume changes within it and how this causes valves to open and close.  **AO2/AO3/MS 1.3 -** Interpret data from graphs/tables showing pressure/volume changes within the cardiac cycle, and apply knowledge to explain the data.  - Extended exam answers | **Past exam paper material:**  BIOL1 June 2013 – Q8b;  BIOL1 Jan 2011 – Q3 (except 3c); BIOL1 June 2011 – Q6;  BIOL1 Jan 2012 – Q5. | [**http://www.nhlbi.nih.gov/health/health-topics/topics/hhw/contraction.html**](http://www.nhlbi.nih.gov/health/health-topics/topics/hhw/contraction.html) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The structure of arteries, arterioles and veins in relation to their function.  The structure of capillaries and the importance of capillary beds as exchange surfaces.  The formation of tissue fluid and its return to the circulatory system. | 0.4–0.6 weeks | • describe the structure of arteries, arterioles, veins and capillaries  • relate the structure of arteries, arterioles, veins and capillaries to their functions  • compare and contrast the structure and function of different blood vessels  • explain what tissue fluid is and which substances it contains  • explain the formation of tissue fluid in terms of hydrostatic pressure  • explain the reabsorption of some tissue fluid back into the capillaries, in terms of hydrostatic pressure and water potential  • explain the role of the lymph system. | **Learning activities:**  - Introduce the relationships between the different types of blood vessels.  - Jigsaw task: Groups of 4. One from each group goes to an information station containing materials about the structure linked to the function of one of the blood vessels.  - Students feedback to each other and complete a summary table.  - Teacher assessment and explanation of weaker areas.  - Teacher explanation of the formation of tissue fluid and its return to the circulatory system.  - Exam questions.  **Skills developed by learning activities:**  **ATd /AT e -** Use an optical microscope to examine and draw prepared slides of sections through blood vessels.  **MS 1.8 -** Use and manipulate the magnification formula.  **AO1 –** Development of knowledge of the structure and function of different blood vessels.  **AO2 –** Application of knowledge of structure to the function of each blood vessels. | **Specimen assessment material:**  AS Paper 1 (set 1) – Q6.  **Past exam paper material:**  BIOL2 Jan 2013 – Q2;  BIOL2 June 2012 – Q8b-8c;  BIOL2 Jan 2011 – Q8c;  BIOL2 June 2009 – Q1;  BIOL2 June 2011 – Q6b;  BIOL2 June 2010 – Q2;  BIOL2 Jan 2010 – Q6. | [**http://www.nuffieldfoundation.org/practical-biology/elastic-recoil-arteries-and-veins**](http://www.nuffieldfoundation.org/practical-biology/elastic-recoil-arteries-and-veins)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk) |
| Extension |  |  | - Hang masses from an artery and vein and show that artery has more elasticity.  - Microscopy and drawing of prepared slide of sections through different blood vessels. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Design a valid experiment to investigate the effect of exercise on human pulse rate.  Identify variables, including those that must be controlled.  Plot and interpret graphs.  Explain trends in results by applying knowledge. | 0.8 weeks | • explain the features of good experimental design  • process data to calculate rates  • represent raw and processed data clearly using tables and graphs  • apply knowledge of circulation to draw and explain conclusions  • evaluate the quality of results and reliability of conclusions. | **Learning activities:**  Students should design an experiment to investigate the effect of exercise on human pulse. This should include the stages of:  - Research to develop method.  - Risk assessment.  - Carrying out (subject to teacher approval).  - Processing and presenting data.  - Drawing conclusions and evaluating findings.  - Past ISA paper (if appropriate).  **Skills developed by learning activities:**  **AT h -** Students could design and carry out an investigation into the effect of a named variable on human pulse rate.  **PS 3.1 -** Plot and interpret graphs showing the effect of a named variable on pulse rate.  **PS 3.2 -** Process data to calculate rates.  **MS 0.1 -** Make use of units appropriate in calculations.  **8.4.2.1, 8.4.2.2, 8.4.2.3 and 8.4.2.4**  **AO2** – Apply knowledge in a practical context.  **AO3** – Analyse, interpret and evaluate scientific information and evidence to make judgements and reach conclusions and design/refine practical design and procedures. | Students could undertake the HBI3T ISA P from 2009.  **Past exam paper material:**  BIOL1 Jan 2013 – Q7;  BIO3X 2012 EMPA | [**http://www.nuffieldfoundation.org/practical-biology/observing-effects-exercise-human-body**](http://www.nuffieldfoundation.org/practical-biology/observing-effects-exercise-human-body)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Cardiovascular disease (CVD) and associated risk factors. | 0.4 weeks | • explain the causes and consequences of cardiovascular disease  • analyse and interpret data associated with specific risk factors and the incidence of cardiovascular disease  • recognise correlations and causal relationships. | **Learning activities:**  - Jigsaw task: Students research one cardiovascular disease eg stroke, heart disease, and then feedback to others in their group to build up collective picture of cardiovascular disease and associated risk factors.  - Teacher explanation of how to critically analyse and evaluate data showing correlations.  - Use a past exam question to model the analysis and evaluation process.  - Exam questions.  **Skills developed by learning activities:**  **PS 3.1 -** Interpret graphs showing correlations between CVD and associated risk factors.  **MS 0.3 -** Calculate, and understand the use of, percentages or values per 100 000 when looking at data within populations.  **MS 1.3 -** Interpret data from graphs relating to factors which influence the risk of CVD.  **MS 1.7-** Interpret scatter graphs showing correlations.  **AO1 –** Development of knowledge of CVD.  **AO3** – Analyse, interpret and evaluate scientific information and evidence to assess the validity of conclusions and the strength of correlations. | **Past exam paper material:**  BIOL1 June 2013 – Q6; BIOL1 June 2010 – Q6; BIOL1 June 2012 – Q2; BIOL1 June 2012 – Q8b; BIOL1 Jan 2012 Q7c and 7d. | **Rich questions:**  **-** What are the risk factors associated with CVD?  - Explain why a strong correlation is not proof that a factor causes CVD. |

#### 3.3.4.2 Mass transport in plants

Prior knowledge:

**GCSE Additional Science** –

- Xylem and phloem tissue transports substances around a plant.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Xylem as the tissue that transports water in the stem and leaves of plants.  The cohesion-tension theory of water transport in the xylem. | 0.2 weeks | • explain the role of the xylem in plants  • explain how water transport in the xylem is linked to transpiration in the leaves  • explain the cohesion-tension theory of water transport  • explain the factors which affect transpiration  • explain how to interpret results from potometer experiments. | **Learning activities:**  - Questioning on leaf structure (3.3.2) and GCSE knowledge on xylem.  - Teacher led explanation of movement of water against gravity due to cohesion-tension theory (using animation).  - Exam questions.  **Skills developed by learning activities:**  **AO1** – Development of understanding of cohesion-tension theory and water movement.  **MS 1.3/AO3 -** Plot graphs and interpret data from graphs relating to water transport.  **8.4.2.1, 8.4.2.2, 8.4.2.3 and 8.4.2.4** | **Past exam paper material:** BIOL2 Jan 2013 – Q5;  BIOL2 June 2013 – Q8a; BIOL2 Jan 2011 – Q8b;  BIOL2 Jan 2012 – Q8b;  BIOL2 June 2010 – Q4. | [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-TOC.PPTX**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-TOC.PPTX) and [**http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-TOC.PDF**](http://filestore.aqa.org.uk/resources/biology/AQA-7401-7402-TN-TOC.PDF)  [**http://www.nuffieldfoundation.org/practical-biology/measuring-rate-water-uptake-plant-shoot-using-potometer**](http://www.nuffieldfoundation.org/practical-biology/measuring-rate-water-uptake-plant-shoot-using-potometer)  [**http://www.saps.org.uk/secondary/teaching-resources/1274**](http://www.saps.org.uk/secondary/teaching-resources/1274)  [**http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells**](http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells)  [**http://www.saps.org.uk/secondary/teaching-resources/115-potometer-measuring-transpiration-rates**](http://www.saps.org.uk/secondary/teaching-resources/115-potometer-measuring-transpiration-rates)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  **Rich questions:**  How are big trees, like giant redwood trees, able to move water against gravity to the leaves at the top? |
| Extension |  |  | - Practical investigation to use potometers to measure how uptake of water is affected by a named environmental variable eg wind speed or light intensity.  - Microscopy of xylem vessels within carnations/pre-prepared xylem/vascular bundle slides.  **AT b –** Record quantitative data eguse a potometer toinvestigate the effect of anamed environmentalvariable on the rate oftranspiration.  **PS 3.2/MS 3.5/MS 3.6 -** Process data to calculate rates, and calculate rates from the slope of a tangent.  **MS 1.1 -** Calculate data to an appropriate number of significant figures.  **AO1/PS 4.1 -** Understand the principles of using and reading values from a potometer. | BIOL2 – Jun 2010 Q4. |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Phloem as the tissue that transports organic substances in plants.  The mass flow hypothesis for the mechanism of translocation.  Investigating transport in plants using tracers and ringing experiments. | 0.2 weeks | • explain the role of the phloem in plants  • explain what is meant by translocation  • explain the mass flow hypothesis as a mechanism for translocation  • recognise correlations and causal relationships  • interpret evidence from tracer and ringing experiments and to evaluate the evidence for and against the mass flow hypothesis. | **Learning activities:**  - Provide information about the methodology and the results from ringing and tracer experiments. Ask students to formulate a hypothesis.  - Teacher led explanation of translocation of sugars by mass flow.  - Ask them to evaluate earlier explanations and reform their explanations of the experimental results, in light of their new learning.  - Exam questions.  **Skills developed by learning activities:**  **AO1** – Development of knowledge and understanding of translocation by mass flow.  **PS 1.2/AO2 -** Apply knowledge of translocation to traces and ringing experiments.  **MS 1.3/AO3 -** Interpret data from graphs relating to translocation.  **AO3 –** Evaluate scientific evidence in supporting scientific ideas. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q9;  AS Paper 2 (set 1) – Q9. | [**http://highered.mheducation.com/sites/9834092339/student\_view0/chapter38/animation\_-\_phloem\_loading.html**](http://highered.mheducation.com/sites/9834092339/student_view0/chapter38/animation_-_phloem_loading.html)  [**http://www.saps.org.uk/secondary/teaching-resources/1274**](http://www.saps.org.uk/secondary/teaching-resources/1274)  **Rich questions:**  Explain how ringing and tracer experiments prove the mass flow hypothesis through the phloem.  What causes translocation by mass flow? |

## 3.4 Genetic information, variation and relationships between organisms.

Teach after 3.1.4: Proteins, 3.1.5: Nucleic acids, 3.1.6 ATP, 3.2.1: Structure of eukaryotic/prokaryotic cells and 3.2.2: All cells arise from existing cells.

**Unit description**

Biological diversity – biodiversity - is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism.

Differences between species reflect genetic differences. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both.

A gene is a section of DNA located at a particular site on a DNA molecule, called its locus. The base sequence of each gene carries the coded genetic information that determines the sequence of amino acids during protein synthesis. The genetic code used is the same in all organisms, providing indirect evidence for evolution.

Genetic diversity within a species can be caused by gene mutation, chromosome mutation or random factors associated with meiosis and fertilisation. This genetic diversity is acted upon by natural selection, resulting in species becoming better adapted to their environment.

Variation within a species can be measured using differences in the base sequence of DNA or in the amino acid sequence of proteins.

Biodiversity within a community can be measured using species richness and an index of diversity.

### 3.4.1 DNA, genes and chromosomes.

Prior knowledge:

**GCSE Additional Science**

– Chromosomes are made of DNA which has a double helix structure.

– A gene is a small section of DNA with the code for a particular combination of amino acids which make a specific protein.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Eukaryotic cells have chromosomes of linear DNA associated with histones.  Prokaryotic cells contain short, circular DNA that is not associated with histones.  Mitochondria and chloroplasts contain DNA like that of prokaryotes.  Genes as regions of DNA, occupying a fixed locus, coding for the amino acid sequence of a polypeptide or a functional RNA. | 0.2 weeks | • explain what is meant by the terms chromosome and gene  • compare and contrast DNA in eukaryotes with that of prokaryotes, mitochondria and chloroplasts  • explain what a gene could code for. | **Learning activities:**  - Questioning from GCSE about the meaning of key terms like gene, chromosome and allele.  - Use animation to show scale of chromosomes in eukaryotic cells, and how chromosomes are made of DNA and histones. Introduce the concept of a gene.  - Teacher explanation about the difference between the arrangement of DNA in prokaryotic cells and eukaryotic cells.  - Students generate a summary table comparing and contrasting prokaryotic and eukaryotic DNA.  **Skills developed by learning activities:**  **MS 0.2 -** Students can be introduced to base pairs/kilobase pairs as a measuring of length when discussing the loci of a gene on a chromosome and convert this from standard to ordinary form.  **AO1 –** Development of knowledge and understanding of the arrangement of DNA in eukaryotes and prokaryotes, and the relationship between DNA, genes and chromosomes. |  | [**http://www.yourgenome.org/teachers/zoom.shtml**](http://www.yourgenome.org/teachers/zoom.shtml)  **Rich questions:**  A textbook stated that “The bacterial chromosome is found in the cytoplasm of the cell”. Evaluate this statement. |
| Extension |  |  | - Ask students to compare the structure of prokaryotic cells with mitochondria and chloroplasts, identify similarities and suggest a theory. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| DNA is a triplet code which is universal, non-overlapping and degenerate.  Much of eukaryotic DNA does not code for polypeptides. There are non-coding regions of multiple base repeats between genes. There are also introns within genes which separate coding sequences (exons). | 0.2 weeks | • explain how the DNA base sequence is able to code for the primary structure of a polypeptide  • explain the terms degenerate, universal and non-overlapping  • explain why much of eukaryotic DNA can be considered as non-coding  • explain what is meant by an intron and an exon. | **Learning activities:**  - Remind students that there are 20 amino acids and only 4 bases. Ask how many bases would have to code for an amino acid to give sufficient combinations.  - Teacher explanation of the triplet code and the fact that there is degeneracy (as well as the fact it is universal and non-overlapping).  - Ask the rich question: how many bases code for a polypeptide of 24 amino acids.  - Explain why the answer might in fact be more than 72 as there are introns in the gene. Introduce the idea of introns and also non-coding regions between genes.  - Exam questions.  **Skills developed by learning activities:**  **MS 0.3 -** Students could calculate the percentage of human DNA which does code for polypeptides, when supplied with data about the number of coding bases and the total number of bases.  **MS 0.5 -** Students could work out the possible number of combinations that a triplet code can have (ie 43) to highlight the idea of degeneracy.  **AO1 –** Development of knowledge and understanding of the triplet code and non-coding sections of it. | **Past exam paper material:**  BIOL2 June 12 Q5b;  BIOL2 June 2011 – Q3a; BIOL2 Jan 2010 – Q3. | [**http://www.yourgenome.org/teachers/dnaprotein.shtml**](http://www.yourgenome.org/teachers/dnaprotein.shtml)  **Rich questions:**  What is meant by the terms:   * degenerate? * non-overlapping? * universal?   A polypeptide is made of 24 amino acids. What is the minimum number of bases that the gene coding for it must have had? |

### 3.4.2 Protein synthesis.

Prior knowledge:

**GCSE Additional Science**

– Protein synthesis occurs in the ribosomes.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | | | **Assessment opportunities** | | **Resources** |
| The concept of the genome and the proteome.  The structure of molecules of mRNA  The process of transcription in prokaryotes to produce mRNA.  The process of transcription in eukaryotes to produce pre-mRNA which is subsequently spliced. | 0.4 weeks | • explain what the terms genome and proteome mean  • describe the structure of mRNA and how it is related to its function  • explain the process of transcription in prokaryotes  • explain the process of transcription and splicing in eukaryotes, linking this to knowledge of introns  • interpret data from experimental work investigating the role of nucleic acids. | **Learning activities:**  **-** Questioning to recap knowledge about the role of DNA and RNA from section 3.1.5.  - Provide students with data from experimental work investigating the role of nucleic acids eg the Hershey-Chase experiment, and ask them to interpret this.  - Introduce concept of genome and proteome.  - Teacher explanation of the process of transcription, and how the structure of mRNA relates to its function of transferring the code to the ribosomes. Use animation to support this.  - Mini-whiteboards. Provide a DNA code, identify the sense strand, and ask students to transcribe it (assuming there are no introns).  **Skills developed by learning activities:**  **PS 1.2 -** Apply knowledge of transcription and nucleic acids to explain experimental data from investigations into the role of nucleic acids.  **AO1 –** Development of knowledge around transcription, and the structure and role of mRNA.  **AO2 –** Application of knowledge to transcribe a DNA sequence into mRNA. | | | **Past exam paper material:**  BIOL5 June 2010 – Q2; BIOL5 June 2011 – Q1. | | [**http://www.yourgenome.org/teachers/dnaprotein.shtml**](http://www.yourgenome.org/teachers/dnaprotein.shtml)  **Rich questions:**  What are the advantages of mRNA being used to carry the genetic code to the ribosomes, rather than DNA?  Explain how mRNA is adapted to its function.  What is the difference between mRNA and pre-mRNA?  Provide students with a DNA sense strand code and ask them to transcribe it into pre-mRNA/mRNA. |
| **Learning objective** | **Time taken** | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | | **Resources** | |
| The process of translation.  The roles of ribosomes, tRNA and ATP.  The structure of molecules of tRNA.  The structure of molecules of tRNA. | 0.4 weeks | • explain the process of translation  • explain the specific roles of ribosomes, ATP and tRNA in translation  • describe the structure of tRNA and how it is related to its function  • relate the base sequence of nucleic acids to the amino acid sequence of polypeptides, when provided with suitable data about the genetic code. | | **Learning activities:**  **-** Questioning to recap knowledge about transcription, the role of ribosomes from section 3.2.1 and ATP from section 3.1.6.  - Teacher explanation of the process of translation, and how the structure of tRNA relates to its function in delivering the specific amino acid to the amino-acyl site. Use animation to support this.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge around translation, and the structure and role of tRNA.  **AO2 –** Application of knowledge to translate a mRNA sequence into a sequence of amino acids. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q11.1.  **Past exam paper material:**  BIOL5 June 2012 – Q1 (except Q1cii and 1d). | | [**http://www.yourgenome.org/teachers/dnaprotein.shtml**](http://www.yourgenome.org/teachers/dnaprotein.shtml)  **Rich questions:**  Evaluate the statement “DNA is a triplet code which instructs the ribosomes how to make amino acids”.  Explain how the structure of tRNA is adapted to its function.  Provide students with an mRNA code and ask them to translate it into an amino acid sequence (when provided with appropriate information). | |
| Extension |  |  | | - Students could be given velcro strips and could velcro mRNA nucleotide letters to produce a sequence which their partner has to interpret and translate into an amino acid sequence. This can be done with amino acid cards, which they join using treasury tags.  - Students could produce a video podcast summarising the whole process of protein synthesis (using plasticine models). |  | |  | |

### 3.4.3 Genetic diversity can arise as a result of mutation or during meiosis

Prior knowledge:

**GCSE Science A**

**-** Mutations produce new forms of genes.

**GCSE Additional Science**

- Cells in reproductive organs divide to form gametes by a process called meiosis.

- When a cell divides during meiosis, copies of the genetic information are made and then the cell divides twice to form four gametes, each with a single set of chromosomes.

- When gametes join at fertilisation, a single body cell with new pairs of chromosomes is formed.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Gene mutations arise spontaneously during DNA replication and include base deletion and base substitution.  The degeneracy of the genetic code means that not all base substitutions cause a change in the amino acid sequence.  Mutagenic agents can increase the risk of gene mutation. | 0.2 weeks | • explain what a gene mutation is and how they arise  • explain what is meant by a deletion and substitution mutation, and the potential consequences of each (linked to protein structure)  • interpret base sequences to identify gene mutations and their impact  • describe what a mutagenic agent is, and identify some possible mutagenic agents. | **Learning activities:**  - Teacher led explanation of how gene mutations arise and mutagenic agents which can increase the risk.  - Students work through the transcription and translation activity (linked in resources). Then ask them to repeat the activity twice more but this time putting in a substitution mutation for one and a deletion mutation for another. Compare effects of the two mutations to the original amino acid sequence. Ask students to relate these effects to their knowledge on protein structure.  - Teacher explanation of the effects of substitution and deletion mutations, and also the possible neutral effects of substitution due to degeneracy.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge around gene mutations and their possible consequences.  **AO2 –** Application of knowledge of mutation to a model of protein synthesis model to suggest possible effects of gene mutation on the structure of the protein produced. | **Specimen assessment material:**  AS Paper 2 (set 2) – Q3.  **Past exam paper material:**  BIOL2 Jan 2013 – Q6a–6;BIOL2 June 2013 – Q7b–7c;  BIOL2 Jan 2012 – Q4; BIOL2 June 2011 – Q3b; BIOL2 June 2010 – Q3. | [**http://cell-cell-cell.com/wp-content/uploads/CCC\_Activity\_CrackTheCodon\_v01.doc**](http://cell-cell-cell.com/wp-content/uploads/CCC_Activity_CrackTheCodon_v01.doc)  **Rich questions:**   * Evaluate this statement: “Sunbathing exposes your body to UV light which causes mutations to occur”. * Which type of gene mutation is likely to be the most damaging and why? * A student wrote that UV light increased the likelihood of mutations in the protein that the cell made. Why is this not correct? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Meiosis produces daughter cells produces genetically unique daughter cells.  The process of meiosis involves two nuclear divisions and forms four haploid daughter cells.  Independent segregation and crossing over result in genetically different daughter cells. | 0.6 weeks | • explain the different outcome of mitosis and meiosis  • explain how meiosis results in variation  • complete diagrams showing the chromosome content of cells after the first and second meiotic division, when given the chromosome content of the parent cell  • recognise where meiosis occurs when given information about an unfamiliar life cycle  • explain how random fertilisation of haploid gametes further  increases genetic variation within a species. | **Learning activities:**  - Introduce the convention of 2n and n. Students then calculate the number of possible chromosome combinations (without crossing over).  - Think, Pair, Share – There is more variation possible than our calculated number – where does the extra variation come from?  - Teacher explanation of the process of meiosis, supported by animations and videos.  - Students compare and contrast mitosis and meiosis.  - Students interpret information about unfamiliar life cycles to identify where meiosis and mitosis are occurring.    **Skills developed by learning activities:**  **AT d/AT e -** Examine and draw stages of meiosis in prepared slides of plant tissue.  **MS 0.5** - Use the expression 2*n* to calculate the possible number of differentcombinations of chromosomes.  **MS 0.5** Derive a formula from this to calculate the possible number of different combinations of chromosomes following random fertilisation.  **8.4.2.1 and 8.4.2.2**  **AO1 –** Development of knowledge of meiosis.  **AO2 –** Application of knowledge to unknown life cycles. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q10; AS Paper 1 (set 1) – Q3.  **Past exam paper material:**  BIOL2 June 2013 – Q1; BIOL2 June 2010 – Q5. | [**http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash**](http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter3/animation\_\_how\_meiosis\_works.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter3/animation__how_meiosis_works.html)  [**http://highered.mheducation.com/sites/0072495855/student\_view0/chapter2/animation\_\_comparison\_of\_meiosis\_and\_mitosis\_\_quiz\_1\_.html**](http://highered.mheducation.com/sites/0072495855/student_view0/chapter2/animation__comparison_of_meiosis_and_mitosis__quiz_1_.html)  [**http://www.sumanasinc.com/webcontent/animations/content/meiosis.html**](http://www.sumanasinc.com/webcontent/animations/content/meiosis.html)  **Rich question:**  Compare and contrast the similarities and differences between mitosis and meiosis. |
| Extension |  |  | - Practical to produce slides/use prepared slides to observe/draw cells in the stages of meiosis. |  |  |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Mutations in the number of chromosomes can arise spontaneously by chromosome non-disjunction during meiosis. | 0.2 weeks | • explain what a non-disjunction event is and how they occur  • compare and contrast gene and chromosomal mutations.  . | **Learning activities:**  **-** Questioning to recall the principles and events of meiosis.  - Teacher explanation of non-disjunction as a mechanism of chromosomal mutations (supported by animation) and how these differ from gene mutations.  - Provide data about how the likelihood of non-disjunction and how it increases with age. They could draw conclusions and work out the % of cells which do not undergo meiosis correctly.  - Exam questions.  **Skills developed by learning activities:**  **MS 0.3 -** Students could calculate the fraction or percentage of cells in which non-disjunction occurs for different ages, when supplied with appropriate data.  **AO1 –** Development of knowledge and understanding of non-disjunction events during meiosis leading to chromosomal mutations. |  | [**http://www.sumanasinc.com/webcontent/animations/content/mistakesmeiosis/mistakesmeiosis.swf**](http://www.sumanasinc.com/webcontent/animations/content/mistakesmeiosis/mistakesmeiosis.swf) |
| Extension |  | • explain the possible consequences of a non-disjunction event in animals and plants. | - Students could use the internet/ highlighting sheets to briefly research non-disjunction events in humans eg Down’s syndrome, Turner’s syndrome, (Not required knowledge but adds context to the specification content). |  |  |

### 3.4.4 Genetic diversity and adaptation

Prior knowledge:

**GCSE Science A**

- Darwin’s theory of evolution by natural selection states that all species of living things have evolved from simple life forms that first developed more than three billion years ago.

- Individual organisms within a particular species may show a wide range of variation because of differences in their genes.

- Individuals with characteristics most suited to the environment are more likely to survive to breed successfully.

- The genes that have enabled these individuals to survive are then passed on to the next generation.

- Where new forms of a gene result from mutation there may be relatively rapid change in a species if the environment changes.

**GCSE Additional Science**

- New species arise as a result of:

- isolation – two populations of a species become separated.

- genetic variation – each population has a wide range of alleles that control their characteristics

- natural selection – in each population, the alleles that control the characteristics which help the organism to survive are selected

- speciation – the populations become so different that successful interbreeding is no longer possible.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The concept of genetic diversity.  The principles of natural selection in the evolution of populations (including random mutation, reproductive success, inheritance of the beneficial allele and increasing allele frequency in the next generation).  Natural selection results in species that are better adapted to their environment. This included anatomical, physiological or behavioural adaptations. | 0.4 weeks | • explain what is meant by genetic diversity and allele frequency  • explain the concept of reproductive success  • explain the principles of natural selection, and how selection and adaptation are major factors in evolution and contributing to species diversity  • apply knowledge to unfamiliar information to explain how selection produces changes within a population of a species. | **Learning activities:**  - Stimulate discussion by showing Darwin’s observations.  - Teacher explanation of the concept of allele frequency and reproductive success.  - Students model natural selection using one of the activities/models (see resources) eg different paperclips to pick up seeds representing Darwin’s finches and natural selection on different islands.  - Ask students what each part of the model represented and relate to real life context eg Darwin’s finches.  - Extend teacher explanation to explore how adaptation and natural selection are factors in evolution and also ensure a diversity of species.  - Generate a model answer as a class.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge around natural selection and adaptation, the principles involved in selection and how this is linked to evolution.  **AO2 –** Application of knowledge to explain the evolution of a species in an unknown context (using the information provided). | **Past exam paper material:**  BIOL2 Jan 2011 – Q4;  BIOL2 Jan 2011 – Q9a – 9d;  BIOL2 June 2011 – Q2. | **Rich questions:**  - How would selective breeding of animals and plants by humans affect genetic diversity?  [**http://www.bbsrc.ac.uk/web/FILES/Resources/natural\_selection\_teachers.pdf**](http://www.bbsrc.ac.uk/web/FILES/Resources/natural_selection_teachers.pdf)  [**http://www.nuffieldfoundation.org/practical-biology/model-natural-selection-%E2%80%93-spaghetti-worms**](http://www.nuffieldfoundation.org/practical-biology/model-natural-selection-%E2%80%93-spaghetti-worms)  [**http://www.nuffieldfoundation.org/practical-biology/simple-model-natural-selection#node-3217**](http://www.nuffieldfoundation.org/practical-biology/simple-model-natural-selection#node-3217) |

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Directional selection, exemplified by antibiotic resistance in bacteria, and stabilising selection, exemplified by human birth  weights. | 0.2 weeks | • explain what is meant by directional and stabilising selection  • identify types of selection from distribution curves  • interpret data relating to the effect of selection in producing change within populations  • apply knowledge of types of selection to explain antibiotic resistance and human birth weights. | **Learning activities:**  - Ask rich question as a stimulus and gauge student responses.  - Introduce the concept of directional and stabilising selection with examples. Link this to the distribution curves for populations subjected each.  - Card sort – give further examples (eg Australian snakes with big heads being able to eat the poisonous Cane toad, resulting in death of those with large heads; fossilised ferns showing little difference to modern day ferns) and ask them whether each indicates stabilising or directional selection.  - Revisit rich question to reassess responses.  - Exam questions.  **Skills developed by learning activities:**  **AO3/MS 1.3 -** Interpret data from graphs showing selection.  **AO1 –** Development of knowledge around and understanding of directional and stabilising selection.  **AO2 –** Application of knowledge to explain changes /lack of changes in the distribution curves/features of a population. | **Past exam paper material:**  BIOL2 June 2012 Q2; BIOL2 Jan 2011 – Q6;BIOL2 June 2009 – Q3 (except 3b);  BIOL2 Jan 2012 – Q5 (except 5c). | **Rich question:**  Fossils indicate that crocodiles and sharks have remained relatively unchanged for millions of years. Does this indicate that they are no longer subject to natural selection? |

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| **Learning objective** | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | | **Resources** | |
| **Required practical 6:**  Use of aseptic techniques to investigate the effect of anti-microbial substances on microbial growth. | 1 week | | • explain the basis of working aseptically, and the standard techniques for doing so  • explain what is meant by directional and stabilising selection  • identify types of selection from distribution curves  • interpret data relating to the effect of selection in producing change within populations  • apply knowledge of types of selection to explain antibiotic resistance and human birth weights. | | **Learning activities:**  - Train students in aseptic techniques and standard procedures such as aseptic transfer, streaking out and producing a bacterial lawn.  - Carry out the method to investigate the effect of antimicrobial substances.  - Measure zones of clearing.  - Interpret data and draw conclusions.  **Skills developed by learning activities:**  **AT c -** Use laboratory glassware apparatus to perform serial dilutions of bacteria to perform a count.  **AT I -** Use microbiological aseptic techniques, including the use of agar plates and broth.  **MS 2.5 -** Students could use alogarithmic scale when dealing with data relating to large numbers of bacteria in a culture.  **MS 1.3 -** Represent data in tables and graphs.  **PS 4.1/AO1 -** Understand the principles of working aseptically.  **AO3 –** Make judgements and reach conclusions.  **8.4.2.1, 8.4.2.2, 8.4.2.3 and 8.4.2.4** | | Students could undertake the HBI6T ISA P from 2012.  **Past exam paper material:**  BIOL2 June 2013 – Q5 (except 5aii); BIOL2 June 2010 – Q8. | | [**http://www.nuffieldfoundation.org/practical-biology/investigating-anti-microbial-action**](http://www.nuffieldfoundation.org/practical-biology/investigating-anti-microbial-action)  [**http://www.nuffieldfoundation.org/practical-biology/aseptic-techniques**](http://www.nuffieldfoundation.org/practical-biology/aseptic-techniques)  [**http://www.nuffieldfoundation.org/practical-biology/making-spread-or-%E2%80%98lawn%E2%80%99-plate**](http://www.nuffieldfoundation.org/practical-biology/making-spread-or-%E2%80%98lawn%E2%80%99-plate)  [**http://www.nuffieldfoundation.org/practical-biology/making-pour-plate**](http://www.nuffieldfoundation.org/practical-biology/making-pour-plate)  [**http://www.nuffieldfoundation.org/sites/default/files/files/effects-of-antiseptics-on-microbes-87(1).pdf**](http://www.nuffieldfoundation.org/sites/default/files/files/effects-of-antiseptics-on-microbes-87(1).pdf)  [**http://www.survivalrivals.org/the-x-bacteria/about**](http://www.survivalrivals.org/the-x-bacteria/about)  [**www.cleapss.org.uk**](http://www.cleapss.org.uk) | |
| Extension | |  | |  | | - Carry out HBI6T ISA P12 exam paper (even if spices have not been used as the antimicrobial substance). | |  | |  |

### 3.4.5 Species and taxonomy.

Prior knowledge:

**GCSE Science A**

- Studying the similarities and differences between organisms allows us to classify organisms and understand evolutionary/ecological relationships.

**GCSE Additional Science**

- The concept of what a species is, and how fossil evidence shows how species have changed over time.

- New species arise as a result of:

- isolation – two populations of a species become separated.

- genetic variation – each population has a wide range of alleles that control their characteristics

- natural selection – in each population, the alleles that control the characteristics which help the organism to survive are selected

- speciation – the populations become so different that successful interbreeding is no longer possible.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The concept of a species.  Courtship behaviour as a necessary precursor to successful mating. The role of courtship in species recognition. | 0.2 weeks | • explain what a species is  • appreciate the difficulties in defining the term species  • explain the role of courtship and why it is necessary  • interpret information and data relating to courtship displays. | **Learning activities:**  - Teacher explanation defining what a species is.  - Show videos from the internet showing different animal courtship behaviour eg Wilson’s bird of paradise.  - Teacher explanation of the roles that courtship displays can play, with particular emphasis on species recognition.  - Ask students to come up with a list of potential courtship behaviours, in pairs.  - Discuss the principle of behaviour patterns and work through some examples eg the Mallard duck.  - Provide students with exam questions on courtship and ask them to work them, applying their knowledge and interpreting data.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of what a species is and the importance of courtship behaviours.  **AO2/AO3 –** Application of knowledge to interpret information and data about courtship behaviours. | **Past exam paper material:**  BIOL2 June 2009 – Q7;  BIOL2 June 2012 – Q6b;  BIOL2 June 2013 – Q9;  BIOL2 Jan 2010 – Q10 (except 10f);  BIOL2 Specimen paper Q8 | **Rich questions:**  - Define what a species is.  - What is the difficulty in applying this definition to species such as bacteria?  - If a mutation were to affect the ability of a group of individuals to perform elements of a courtship display correctly, suggest what would this mean for them and why might it be significant in terms of speciation? |

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| **Learning objective** | **Time taken** | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | | | **Assessment opportunities** | | **Resources** |
| Phylogenetic classification is based on evolutionary origins and relationships.  The hierarchical nature of classification into taxonomic ranks.  The binomial identification of species based on its genes and species. | 0.4 weeks | • explain the hierarchical taxonomic ranks used in the classification of species  • interpret phylogenetic trees  • apply knowledge to identify different taxonomic ranks from information provided  • appreciate the difficulties in constructing valid phylogenetic classifications. | | **Learning activities:**  - Provide students with some pictures eg, CD covers and ask them to group them into groups, becoming ever smaller until they reach CD level. Each group is likely to classify in a different way, underlining the difficulty of constructing a valid phylogenetic classification. This could also be done using a selection of nails, screws, paperclips, hair pins, drawing pins etc.  - Introduce hierarchical system used for classification of organisms. Relate to their CD classification.  - Students develop mnemonics to remember hierarchical taxonomic ranks.  - Provide pictures of organisms and ask them to repeat classification exercise.  - Discuss difficulties in constructing phylogenetic classifications based on external features eg fish and dolphins are very different, why anatomical and physiological features are better to use, and why modern day classification is still being refined.  - Exam questions.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of classification.  **AO2 –** Application of knowledge to the context of particular species, based on binomial name, to identify genus and species. | | | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q6;  AS Paper 1 (set 1) – Q5.  **Past exam paper material:**  BIOL2 June 2009 – Q6a–6c;  BIOL2 Jan 2012 – Q3;  BIOL2 Jan 2010 – Q2.  **Exampro**  BYA4 June 2005 – Q5. | | **Rich questions:**  Provide information about the classification of different organisms and ask students to fill in the gaps eg determining the genus from the binomial name. |
| Extension |  |  | | - Students could research and investigate comparative anatomy and embryology. | | |  | |  |
| **Learning objective** | **Time taken** | | **Learning Outcome** | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | | **Resources** | |
| Advances in immunology and genome sequencing help to clarify evolutionary relationships between organisms. | 0.2 weeks | | • explain how genetic sequencing and immunology can help us to update our understanding of evolutionary relationships  • interpret results from genetic and immunological analysis, to draw valid conclusions as to evolutionary relationships between organisms. | | **Learning activities:**  - Show students a phylogenetic tree and ask them questions requiring them to interpret relationships and discuss common ancestors.  - Explain how changes in evolutionary features must have been mirrored by changes in proteins and therefore in DNA.  - Explain how DNA sequencing and immunological analysis can be used to determine how closely related organisms are. Link to the idea that this is refining our idea on classification and leading to reclassification of some species.  - Provide data from these experiments and ask students to interpret them.  **Skills developed by learning activities:**  **AO1 –** Development of knowledge and understanding of how the results genomic sequencing and immunological techniques can be used to refine our understanding of evolutionary relationships.  **AO2/AO3 –** Application of knowledge to interpret data and draw conclusions on evolutionary relationships. | **Past exam paper material:**  BIOL2 Jan 2012 – Q6;  BIOL2 June 2011 – Q7. | | **Rich questions:**  - Explain why determining the similarity of DNA sequences for common genes is a valid way of determining evolutionary relationships.  - Explain why immunological comparisons are a valid way of determining evolutionary relationships.  - Explain why these techniques allow us to classify more accurately than comparing anatomical features. | |

### 3.4.6 Biodiversity within a community

Prior knowledge:

Nothing explicitly relevant in Core/Additional Science specifications.

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| **Learning objective** | **Time taken** | **Learning Outcome** | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| The concepts of biodiversity, species richness and index of diversity.  Calculation of the index of diversity (d).  Farming techniques reduce biodiversity. The balance between conservation and farming. | 0.4 weeks | • explain what is meant by the terms biodiversity, species richness and index of diversity  • calculate the index of diversity when supplied with relevant information  • interpret information and draw conclusions from the index of diversity for different habitats  • explain how farming techniques impact on biodiversity, and the reason why these techniques are used  • evaluate conservation techniques, and why these must be balanced with farming. | **Learning activities:**  **-** Teacher led explanation of the concepts of biodiversity, species richness and the index of diversity.  - Worked examples of how to calculate the index of diversity.  - Students could then research farming methods and suggest what the impact of these methods is.  - Teacher led discussion of examples of conservation where a balance has been struck.  - Exam questions.  **Skills developed by learning activities:**  **MS 1.5/MS 2.3 -** Students could be givendata from random sampling, from which to calculate an index of diversity and **i**nterpret the significance of the calculated value of the index.  **AO1 –** Development of knowledge and understanding of biodiversity and the impact of farming.  **AO2 –** Application of knowledge to the context of question to correctly calculate the index of diversity. | **Specimen assessment material:**  A-level Paper 1 (set 1) – Q3;  AS Paper 2 (set 1) – Q6;  AS Paper 2 (set 1) – Q7.  **Past exam paper material:** BIOL2 Jan 2013 – Q7;  BIOL2 June 2012 – Q7;  BIOL2 Jan 2011 – Q5;  BIOL2 June 2013 – Q2;  BIOL2 June 2011 – Q8;  BIOL2 Jan 2010 – Q7. | **Rich questions:**  - Define what we mean by the terms: biodiversity; species richness; and index of diversity.  - Why is the index of diversity a more useful measure than counting the number of species in an area?  - Explain some of the ways in which farming causes a reduction in biodiversity.  Biological Sciences review,  November 2007. Tropical  rainforests: conservation or  preservation. |

**3.4.7 Investigating diversity**

Prior knowledge:

**GCSE Science A**

- Studying the similarities and differences between organisms allows us to classify organisms and understand evolutionary/ecological relationships.

- Variation between organisms can be caused by the genes they inherit, the conditions in which they develop, or both.

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| **Learning objective** | **Time taken** | | **Learning Outcome** | | | **Learning activity with opportunity to develop skills** | **Assessment opportunities** | **Resources** |
| Genetic diversity within, or between species, can be made by comparing the frequency of characteristics, the base sequences of DNA or mRNA, or the amino acid sequences of proteins. | 0.6 weeks | | • explain how DNA hybridisation and biochemical analysis can be used to suggest relationships between different organisms within/between species  • interpret data relating to  DNA hybridisation or biochemical analysis  • explain how gene technology has changed the way in which relationships between organisms are worked out  • evaluate direct DNA/protein sequencing against methods of measuring the frequency of characteristics. | | | **Learning activities:**  - Teacher explanation about the methods for assessing genetic diversity and how this can be applied to allow revision of the classification system and how some organisms relate to each other.  - Work through some data analysis exercises together to assess genetic diversity and the relationships between organisms.  - Exam questions.  **Skills developed by learning activities:**  **MS 1.3 -** Interpret tabular data relating to amino acid sequences or DNA hybridisation of different organisms, and draw conclusions about the evolutionary relationships between the organisms | **Past exam paper material:** BIOL2 Jan 2013 – Q3;  BIOL2 June 2012 – Q6 (except 6c);  BIOL2 Jan 2011 – Q3;  BIOL2 June 2013 – Q1; BIOL2 June 2009 – Q8d; BIOL2 Jan 2012 – Q6;  BIOL2 June 2011 – Q7; BIOL2 June 2010 – Q6; BIOL2 Jan 2010 – Q10f. | [**http://www.hhmi.org/biointeractive/creating-phylogenetic-trees-dna-sequences**](http://www.hhmi.org/biointeractive/creating-phylogenetic-trees-dna-sequences) |
| **Learning objective** | | | **Time taken** | | **Learning Outcome** | **Learning activity with opportunity to develop skills** | | **Assessment opportunities** | **Resources** |
| Quantitative investigations of variation within a species involve:  • collecting data from random samples  • calculating a mean value of the collected data and the standard  deviation of that mean  • interpreting mean values and their standard deviations. | | | 1  week | | • explain how random samples can be obtained  • explain what standard deviation is and how it is calculated  • represent raw and processed data clearly using tables and graphs  • interpret data in terms of means and the overlap of standard deviation bars  • apply knowledge of, to draw and explain conclusions  • evaluate the quality of results and reliability of conclusions. | **Learning activities:**  Students conduct a quantitative investigation into variation eg the effect of light intensity on leaf size. This should include:  - Research into methods.  - Designing a practical.  - Carrying out (subject to teacher approval).  - Processing and presentation of data.  - Evaluation and explanation findings.  - 2011 ISA Paper BIO3T Q.  **Skills developed by learning activities:**  **AT k**  • Design methods to ensure random sampling  • Carry out random sampling within a single population  • Use random samples to investigate the effect of  aspect on leaf growth.  **PS 4.1 -** Understand how to use sampling techniques.  **PS3.2, MS 1.2, MS 1.6, M.S 1.10 -** Calculate and interpret mean values and the standard deviation around the mean.  **8.4.2.1, 8.4.2.2 and 8.4.2.4**  **AO2** – Apply knowledge in a practical context.  **AO3** – Analyse, interpret and evaluate scientific information and evidence to make judgements and reach conclusions and design/refine practical design and procedures. | | **BIO3T ISA Q11**  **Past exam paper material:** BIOL2 Jan 2013 – Q4;  BIOL2 Jan 2012 – Q7;  BIOL4 June 2010 – Q7a. | [**www.cleapss.org.uk**](http://www.cleapss.org.uk)  [**http://www.nuffieldfoundation.org/practical-biology/recording-variation-ivy-leaves**](http://www.nuffieldfoundation.org/practical-biology/recording-variation-ivy-leaves) |

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