

Biology - Year Term 1

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| Expectations | Classwork, homework and assessments shows student has knowledge of | |
| | Eukaryotic & Prokaryotic – animal, plant and bacterial cell structure; specialised cells | Cell Biology - calculating image size; advantages and disadvantages stem cells |
| | Cell Division – cell cycle; mitosis; binary fission | Cell Transport – osmosis; diffusion; active transport |
| Developing | Students should be able to demonstrate knowledge and understanding of the above by recalling and stating. They are able to name or state key facts but are yet to show evidence of consistently applying this to a new situation. <i>For example, students can label generalised animal, plant and bacterial cells but cannot label unfamiliar specialised eukaryotic cells with a similar structure.</i> | |
| Secure | Students should be able to apply their knowledge and understanding to familiar or novel contexts by describing and explaining. They are able to recall facts from the topics listed above and use them for new situations but are yet to show evidence of linking different parts of the Biology syllabus together. <i>For example, students can describe the two categories of stem cells, explaining the disadvantages and advantages of each. Students cannot make the link between mitosis and cell specialisation.</i> | |
| Complex | Students should apply their knowledge synoptically, linking two or more concepts. Students should be able to evaluate, conclude and improve procedures. They are able to consistently show evidence of this in both their class discussions and written work. For example, students can make the link a link between the processes of diffusion, osmosis and active transport and their role in fundamental life processes with organisms, i.e, oxygen diffuses from the alveoli in the lungs into the blood then into cells as it is needed for respiration to occur. ☒ | |