

YEAR 10 A-F – BIOLOGY

WEEK 9 (17th May to 21st May)

Work sent to students through Class Bio Whats App Group/G mail/Google Classroom

SB 5k- Core Pratical- Antibiotics

L.O- Investigate the effects of antiseptics, antibiotic or plant extracts on microbial cultures.

<p>Sunday- zero and 3rd Period (Girls)</p> <p>Sunday- 1st and 2nd Period (Boys)</p>	<p>ZOOM SESSION-Effectiveness of Antibiotics Predict the effect of antiseptics & antibiotics on growth of bacteria.</p> <p>Students watch video on core practical https://www.youtube.com/watch?v=BkbLI2mAMP8</p> <p>Text book Page-118-119</p> <p>1 period GOOGLE CLASSROOM</p> <p>Students to complete exam style questions in textbook page 119 related to core practicals, analyzing & interpreting the experimental data given .</p> <p>Students complete the task and turn in the document in the Google Classroom.</p> <p>Resources: PowerPoint /Board work &Video link</p> <p>Students able to: Devise an experiment, collect data and present information, analyse and interpret the data, Justify reliability and validity of data collected on scientific principles..</p>
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SB5i- Physical and Chemical Barriers

L.O- To explain and describe how the physical barriers and chemical defences of the human body provide protection from pathogens.

<p>Sunday – 4th Period (Girls) Tuesday – 2nd Period (Boys)</p>	<p><u>ZOOM SESSION-</u></p> <p>Students watch the video link given below on</p> <p>https://www.youtube.com/watch?v=aq-F4rNuj3Y</p> <p>https://www.youtube.com/watch?v=5X9MkILVhlw</p> <p>Read Text book Page-112-113</p> <p>Qn1,2,3 & exam style question.</p> <p>Worksheet file- Page 60 and 61</p> <p>Resources: PowerPoint/Boardworks & Video link</p> <p>Students able to:</p> <p>Identify Physical and Chemical barriers in human body.</p> <p>Describe the role of physical & chemical barriers in human body to resist infections.</p> <p>Explain how the spread of the STIs Chlamydia and HIV can be reduced or prevented.</p>
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SB5i- Physical and Chemical Barriers

L.O- To explain and describe how the physical barriers and chemical defences of the human body provide protection from pathogens.

<p>Thursday -7th Period (Girls) Wednesday – 4th Period (Boys)</p>	<p><u>ZOOM SESSION- Physical and Chemical barriers</u></p> <p>Discussion of Text book Page- 112-113</p> <p>Worksheet file- Page 60 and 61</p> <p>Students able to :</p> <p>Differentiate the role of physical & chemical barriers in human body to resist infections.</p> <p>Describe how physical and chemical barriers protect the body.</p> <p>Explain how the spread of the STIs Chlamydia and HIV can be reduced or prevented.</p>
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YEAR 10 D - BIOLOGY

WEEK 9 (17th May to 21st May)

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Topic 5E –Spreading pathogens

L.O – Explain how sexually transmitted infections (STIs) are spread and how this spread can be reduced or prevented, including: **a** .*Chlamydia* (bacteria) **b**. HIV (virus)

Sunday- 0, 3rd and 4 th period	<p>GC: Task assigned: Students watch a video on viral infection and make notes of key points.</p> <p>Zoom session: Describe the mode of transmission and pathogenesis of Chlamydia and HIV.</p> <p><u>Textbook pages 102-107</u> https://www.youtube.com/watch?v=ng22Ucr33aw https://www.youtube.com/watch?v=zWkoq8bZ0co&t=94s</p> <p>Resources: Textbook, Power point and video links</p> <p>Students able to:</p> <p>Identify the mode of transmission of STIs.</p> <p>Describe the means of reducing STIs (HIV or Chlamydia)</p> <p>Explain how the spread of the STIs <i>Chlamydia</i> and HIV can be prevented</p>
Thursday- 7 th period	<p>Zoom Session: Discussion of answers: Textbook questions pages 106-107</p> <p><u>Textbook page 107</u></p> <p>Resources: Textbook & Power point</p> <p>Students able to:</p> <p>Describe the method to study the effect of virus on bacterial culture.</p> <p>Calculate the cross-sectional area of clear zones of bacterial cultures infected by bacteriophage.</p>

YEAR 10 H – BIOLOGY (IGCSE)

WEEK 9 (17th May to 21st May)

Work sent to students through Class Bio Whats App Group/G mail/Google Classroom

Topic 8: Homeostasis and Excretion

- L.O.: Describe the treatments for kidney failure, including kidney dialysis and organ donation.

Sunday- 1 st and 2 nd (Boys)	<p>Zoom Session: Describe the working of the dialysis machine.</p> <p>https://www.youtube.com/watch?v=IQKQ4eoKfTg&t=196s</p> <p>Resources: video links & Power point</p> <p>Students able to: List remedial measures of kidney problems.</p> <p>Explain the working of the dialysis machine.</p>
Tuesday- 2 nd period (Boys)	<p>Zoom Session: Discussion on the use of kidney transplant with that of dialysis.</p> <p>https://www.youtube.com/watch?v=yXWISve_7Uw</p> <p>https://www.youtube.com/watch?v=d1_U2jcgBNE</p> <p>Resources: video links & Power point</p> <p>Students able to: Compare the use of kidney transplant with that of dialysis.</p> <p>Critically evaluate the use of each method over the other</p>
Wednesday- 4 th period (Boys)	<p>GC: Task assigned Students write answers to assignment/worksheet posted on GC</p> <p>https://www.youtube.com/watch?v=yXWISve_7Uw</p> <p>https://www.youtube.com/watch?v=d1_U2jcgBNE</p> <p>Resources: video links & Power point</p> <p>Students able to: Identify advantages & disadvantages of kidney transplant</p> <p>List advantages & disadvantages of dialysis.</p>

YEAR 10 G – BIOLOGY (IGCSE)

WEEK 9 (17th May to 21st May)

Work sent to the students through Google classroom.

Topic 8: Homeostasis and Excretion

L.O: Explain the negative feedback mechanism in the human body. Describe the role of ADH in regulating the water content of the blood.

Sunday – zero Period/ Z	<p>Zoom Session: Describe the negative feedback mechanism in the human body.</p> <p>Resources: PowerPoint Video link https://youtu.be/l6tu2mq1aic</p> <p>Students able to: Define the terms negative feedback, positive feedback and homeostasis Explain the principles of homeostasis in terms of receptors, effectors and negative feedback. Compare and contrast thermoregulation and osmoregulation.</p>
Sunday – 3rd period/ GC	<p>Task: Read the textbook page 109 and write answers to Textbook question 4 on page 131.</p> <p>Students able to Explain the importance of negative feedback mechanism in the human body.</p>
Sunday – 4th period / Z	<p>Zoom Session: Discussion on the role of ADH in regulating the water content of the blood.</p> <p>Resources: Links & PowerPoint https://youtu.be/yXWlSve_7Uw</p> <p>Students able to: Recall the negative feedback mechanism in human body. Understand how the brain and kidneys control the amount of water in the body. Explain the role of ADH in water control</p>
Thursday – 7th period/Z	<p>Zoom session: Review of content covered during the week to check understanding through an AFL/MCQ quiz.</p> <p>Students able to: Explain the negative feedback mechanism and the role of ADH in regulating the water content of the blood.</p>

