

YEAR 11 G & H – BIOLOGY (IGCSE)

WEEK 2 (6th September to 10th September)

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

Topic 6: Co-ordination

- L.O.: Describe the different parts of the nervous system and explain how nervous system communications control responses.

Sunday- 4th period	<p>Zoom Session: Describe the parts and function of the nervous system. Resources: Textbook, Video Links & Power point https://www.youtube.com/watch?v=Ih4pdaWYu7A <u>Textbook page : 84 – 97</u></p> <p>Students able to: List the different parts of the central and peripheral nervous system. Explain the function of the parts of the central nervous system</p>
Monday- 7th period	<p>Zoom: Describe stimulation of receptors in the sense organs sends electrical impulses along nerves into and out of the central nervous system as resulting in rapid responses. Resources: Textbook ,link & ppt <u>Textbook page 84-97</u> https://www.youtube.com/watch?v=Su6oi-wEWpc</p> <p>Students able to: Identify the stimulus, receptor effector, and response in organisms. Define the following terms – stimulus, receptor, coordination, effector and response. Explain a pathway of the co-ordinated response in response to a stimulus</p>
Tuesday – 3rd period	<p>Zoom: Describe the structure and state the function of different types of neurons. Resources: Textbook, Video Links & Power point. <u>Textbook page 84-97</u> https://www.youtube.com/watch?v=cUGuWh2UeMk</p> <p>Students able to: Label the major parts of a neuron. Differentiate between of sensory, motor and relay neuron Explain the function of the different types of neurons</p>

<p>Tuesday – 4th period</p>	<p>GC: Students draw a flow diagram of a co-ordinated response pathway and answer textbook qn.1,8& 9.</p> <p>Students able to: Draw a pathway of the co-ordinated response in response to a stimulus Explain the nature and role of the effector and receptor.</p>
<p>Wednesday – 5th period</p>	<p>Zoom: Describe the structure and functioning of a simple reflex arc illustrated by the withdrawal of a finger from a hot object.</p> <p>Resources: Textbook, Video Links & Power point Textbook page 84-97 https://www.youtube.com/watch?v=wLrhYzdbbpE</p> <p>Students able to: Define the simple reflex arc. Differentiate between the reflex action and controlled response. Explain the structure and functioning of a simple reflex arc.</p>

YEAR 11 A - F BIOLOGY (GCSE)

WEEK 2(6th Sept to 10th Sept)

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SB6a-Photosynthesis

L.O – Explain how the structure of a leaf is adapted for photosynthesis and .the interactions of temperature, light intensity and carbon dioxide concentration in limiting the rate of photosynthesis.

<p>Sunday-6th period(girls) Sunday-8th period(boys)</p>	<p>Zoom class Textbook page questions -125 &134 https://www.youtube.com/watch?v=cRsO_NXrfak Students able to ●Draw & label the different parts of a leaf (external & internal). Identify & describe the functions of the different tissues in a leaf.●Explain major adaptive features of the leaf to favour photosynthesis - presence of chlorophyll, large surface area& stomata.</p>
<p>Monday -3rd period(girls) Tuesday -5th period (boys)</p>	<p>Zoom class Text book page questions -124 https://www.youtube.com/watch?v=rAJGnS_ktk4&t=66s Students able to ●Recall the process of photosynthesis & write the word equation for photosynthesis. ●Explain why photosynthesis is an endothermic reaction & enlist some substances produced from glucose and their roles in the plant.</p>
<p>Tuesday-7th period(girls) Wednesday-6th period(boys)</p>	<p>Zoom class Text book page questions -126 https://www.youtube.com/watch?v=kx7AeCx_6xQ Students able to Identify & explain limiting factors ●Describe the effects of temperature, light intensity and carbon dioxide concentration on the rate of photosynthesis. ●Draw & label a graph showing the concepts of limiting factors.</p>
<p>Tuesday -8th period(girls) Thursday-5th period(boys)</p>	<p>Zoom class Text book page questions -127 https://www.youtube.com/watch?v=cBCKedXdFeE Students able to Plan experiment to investigate the effect of light intensity on the rate of photosynthesis. ●Identify controlled, independent & dependent variables for the experiment planned . ●Explain how the rate of photosynthesis is directly proportional to light intensity and inversely proportional to the distance from a light source, including the use of the inverse square law calculation (inverse square law)● Analyze & interpret the trends and patterns in the graphs related to light intensity and distance</p>
<p>Wednesday-7th period (girls) Thursday -6th period(boys)</p>	<p>GC Students to complete the work sheets (SB6a.3 & SB6b.3) put in Google classroom & turn in their work in GC.</p>

