  
  
**Personalised Learning Checklist**

|  |  |
| --- | --- |
| **Subject/Course:** | **GCSE BIOLOGY (Combined Science) H** |
| **Student Name:** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Self Assessment | | |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Cells | Use the terms 'eukaryotic' and 'prokaryotic' to describe types of cells |  |  |  |
|  | Describe the features of bacterial (prokaryotic) cells |  |  |  |
|  | Demonstrate an understanding of the scale and size of cells and be able to make order of magnitude calculations, inc standard form |  |  |  |
|  | Recall the structures found in animal and plant (eukaryotic) cells inc algal cells |  |  |  |
|  | Use estimations and explain when they should be used to judge the relative size or area of sub-cellular structures |  |  |  |
|  | Describe the functions of the structures in animal and plant (eukaryotic) cells |  |  |  |
|  | Describe what a specialised cell is, including examples for plants and animals |  |  |  |
|  | Describe what differentiation is, including differences between animals and plants |  |  |  |
|  | Describe how genetic information is stored in the nucleus of a cell (inc genes & chromosomes) |  |  |  |
|  | Describe the processes that happen during the cell cycle, including mitosis (inc recognise and describe where mitosis occurs) |  |  |  |
|  | Describe stem cells, including sources of stem cells in plants and animals and their roles |  |  |  |
|  | Describe the use of stem cells in the production of plant clones and therapeutic cloning |  |  |  |
|  | Discuss the potential risks, benefits and issues with using stem cells in medical research/treatments (inc diabetes and paralysis) |  |  |  |
|  | Define the terms magnification and resolution |  |  |  |
|  | Compare electron and light microscopes in terms of their magnification and resolution |  |  |  |
|  | Describe the process of diffusion, including examples |  |  |  |
|  | Explain how diffusion is affected by different factors |  |  |  |
|  | Define and explain "surface area to volume ratio", and how this relates to single-celled and multicellular organisms (inc calculations) |  |  |  |
|  | Explain how the effectiveness of an exchange surface can be increased, inc examples of adaptations for small intestines, lungs, gills roots & leaves |  |  |  |
|  | Describe the process of osmosis (inc calculation of water uptake & percentage gain and loss of mass of plant tissue) |  |  |  |
|  | Describe the process of active transport, including examples - gut and roots |  |  |  |
|  | Explain the differences between diffusion, osmosis and active transport |  |  |  |
| Organisation | Describe the levels of organisation within living organisms |  |  |  |
|  | Describe the digestive system and how it works as an organ system (from KS3) |  |  |  |
|  | Describe basic features of enzymes (inc rate calculations for chemical reactions) |  |  |  |
|  | Describe the lock and key theory as a model of enzyme action and explain how the shape a of the active sites makes the enzyme specific |  |  |  |
|  | Explain the effect of temperature and pH on enzymes |  |  |  |
|  | Describe the digestive enzymes, including their names, sites of production and actions |  |  |  |
|  | Describe how the products of digestion are used |  |  |  |
|  | Describe the features and functions of bile and state where it is produced and released from |  |  |  |
|  | *Required practical: use qualitative reagents to test for a range of carbohydrates, lipids and proteins* |  |  |  |
|  | *Required practical: investigate the effect of pH on the rate of reaction of amylase enzyme* |  |  |  |
|  | Describe the structure of the human heart and lungs (inc how lungs are adapted for gaseous exchange) |  |  |  |
|  | Explain how the heart moves blood around the body (inc role and position of the aorta, vena cava, pulmonary artery & vein and coronary arteries) |  |  |  |
|  | Explain how the natural resting heart rate is controlled and how irregularities can be corrected |  |  |  |
|  | Describe the structure and function of arteries, veins and capillaries |  |  |  |
|  | Use simple compound measures such as rate and carry out rate calculations for blood flow |  |  |  |
|  | Describe blood and identify its different components, inc identifying blood cells from photographs/diagrams |  |  |  |
|  | Describe the functions of blood components, including adaptations to function |  |  |  |
|  | Describe what happens in coronary heart disease and what statins are used for |  |  |  |
|  | Describe and evaluate treatments for coronary heart disease and heart failure (inc drugs, mechanical devices or transplant) |  |  |  |
|  | Recall that heart valves can become faulty and describe the consequences of this |  |  |  |
|  | Describe how patients can be treated in the case of heart failure |  |  |  |
|  | Describe health and the explain causes of ill-health and the relationship between health and disease |  |  |  |
|  | Describe how different types of diseases may interact and translate disease incidence information between graphical and numerical forms |  |  |  |
|  | Describe what risk factors are and give examples discussing human and financial costs of non-communicable diseases at local, national and global levels |  |  |  |
|  | Describe what cancer is and explain the difference between benign and malignant tumours |  |  |  |
|  | Describe the known risk factors for cancer, including genetic and lifestyle risk factors |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Self Assessment | | |
| Topic | Key knowledge/skills | Red | Amber | Green |
| Infection and response | Explain what a pathogen is and how pathogens are spread (inc how viruses, bacteria, protists and fungi are spread in animals and plants) |  |  |  |
|  | Explain how pathogenic bacteria and viruses cause damage in the body |  |  |  |
|  | Explain how the spread of diseases can be reduced or prevented |  |  |  |
|  | Describe measles, HIV and tobacco mosaic virus as examples of viral pathogens |  |  |  |
|  | Describe salmonella food poisoning and gonorrhoea as examples of bacterial pathogens |  |  |  |
|  | Describe the signs, transmission and treatment of rose black spot infection in plants as an example of fungal pathogens |  |  |  |
|  | Describe the symptoms, transmission and control of malaria, including knowledge of the mosquito vector as an example of a protists pathogen |  |  |  |
|  | Describe defences that stop pathogens entering the human body (inc skin, nose, trachea & windpipe, stomach) |  |  |  |
|  | Recall the role of the immune system |  |  |  |
|  | Describe how white blood cells destroy pathogens |  |  |  |
|  | Describe how vaccination works, including at the population level |  |  |  |
|  | Explain how antibiotics and painkillers are used to treat diseases, including their limitations |  |  |  |
|  | Describe how sources for drugs have changed over time and give some examples |  |  |  |
|  | Describe how new drugs are tested, including pre-clinical testing and clinical trials (inc double blind trials and placebos) |  |  |  |
| Bioenergetics | Describe plant tissues (epidermal, palisade mesophyll, spongy mesophyll, xylem, phloem and meristem) and describe their functions |  |  |  |
|  | Explain how the structure of plant tissues are related to their function within the leaf (plant organ) inc stomata and guard cells |  |  |  |
|  | Recall the plant parts that form a plant organ system that transports substances around the plant |  |  |  |
|  | Explain how root hair cells, xylem and phloem are adapted to their functions |  |  |  |
|  | Describe the process of transpiration and translocation including the role of the different plant tissues |  |  |  |
|  | Explain how the rate of transpiration can be affected by different factors (inc naming the factors) |  |  |  |
|  | Describe the role of stomata and guard cells in the control of gas exchange and water loss |  |  |  |
|  | Describe what happens in photosynthesis, including using a word equation and recognise the chemical formulas for carbon dioxide, water, oxygen & glucose |  |  |  |
|  | Explain why photosynthesis is an endothermic reaction |  |  |  |
|  | Recall the limiting factors of photosynthesis |  |  |  |
|  | Explain how limiting factors affect the rate of photosynthesis, including graphical interpretation (limited to one factor) |  |  |  |
|  | **HT ONLY: Explain how the limiting factors of photosynthesis interact, inc graphical interpretation (two/three factors)** |  |  |  |
|  | **HT ONLY: Explain how limiting factors are important to the economics of greenhouses, including data interpretation** |  |  |  |
|  | **HT ONLY: Explain and use inverse proportion in the context of photosynthesis** |  |  |  |
|  | *Required practical : investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed* |  |  |  |
|  | Describe how the glucose produced in photosynthesis is used by plants |  |  |  |
|  | Describe what happens in respiration including using a word equation and recognise the chemical formulas for carbon dioxide, water, oxygen & glucose |  |  |  |
|  | Describe aerobic and anaerobic respiration with regard to the need for oxygen, the differing products and the relative amounts of energy transferred |  |  |  |
|  | Recognise the equations for aerobic respiration, anaerobic respiration in muscles and anaerobic respiration in plants and yeast cells. |  |  |  |
|  | Recall what type of respiration fermentation is and its economic importance. |  |  |  |
|  | Describe what happens to heart rate, breathing rate and breath volume during exercise and why these changes occur |  |  |  |
|  | Explain what happens when muscles do not have enough oxygen and define the term oxygen debt |  |  |  |
|  | **HT ONLY: Explain what happens to accumulated lactic acid in the body** |  |  |  |
|  | Explain the importance of sugars, amino acids, fatty acids and glycerol in the synthesis and breakdown of carbohydrates, proteins and lipids |  |  |  |
|  | Explain what metabolism is, including examples |  |  |  |
| Cells required practicals | *Required practical: use a light microscope to observe, draw and label a selection of plant and animal cells* |  |  |  |
|  | Carry out calculations involving magnification using the formula: magnification = size of image/ size of real object -inc standard form |  |  |  |
|  | *Required practical : investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue* |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | | Self Assessment | | | | |
| Topic | Knowledge/ Skill | | | Red | | Amber | | Green |
| Ecology | Recall what an ecosystem is | | |  | |  | |  |
|  | Describe which resources animals and plants compete for, and why they do this | | |  | |  | |  |
|  | Explain the terms 'interdependence' and 'stable community' | | |  | |  | |  |
|  | Name some abiotic and biotic factors that affect communities | | |  | |  | |  |
|  | Explain how a change in an abiotic or biotic factor might affect a community | | |  | |  | |  |
|  | Describe structural, behavioural and functional adaptations of organisms | | |  | |  | |  |
|  | Describe what an extremophile is | | |  | |  | |  |
|  | Represent the feeding relationships within a community using a food chain and describe these relationships | | |  | |  | |  |
|  | Explain how and why ecologists use quadrats and transects | | |  | |  | |  |
|  | Describe and interpret predator-prey cycles | | |  | |  | |  |
|  | *Required practical : measure the population size of a common species in a habitat. Use sampling to investigate the effect of one factor on distribution* | | |  | |  | |  |
|  | Describe the processes involved in the carbon cycle | | |  | |  | |  |
|  | Describe the processes involved in the water cycle | | |  | |  | |  |
|  | Describe what biodiversity is, why it is important, and how human activities affect it | | |  | |  | |  |
|  | Describe the impact of human population growth and increased living standards on resource use and waste production | | |  | |  | |  |
|  | Explain how pollution can occur, and the impacts of pollution | | |  | |  | |  |
|  | Describe how humans reduce the amount of land available for other animals and plants | | |  | |  | |  |
|  | Explain the consequences of peat bog destruction | | |  | |  | |  |
|  | Describe what deforestation is and why it has occurred in tropical areas | | |  | |  | |  |
|  | Explain the consequences of deforestation | | |  | |  | |  |
|  | Describe how the composition of the atmosphere is changing, and the impact of this on global warming | | |  | |  | |  |
|  | Describe some biological consequences of global warming | | |  | |  | |  |
|  | Describe both positive and negative human interactions in an ecosystem and explain their impact on biodiversity | | |  | |  | |  |
|  | Describe programmes that aim to reduce the negative effects of humans on ecosystems and biodiversity | | |  | |  | |  |
|  | |  | Self Assessment | | | | | |
| Topic | | Key knowledge/skills | Red | | | Amber | | Green |
| Homeostasis and response | | Describe what homeostasis is and why it is important stating specific examples from the human body |  | | |  | |  |
|  | | Describe the common features of all control systems |  | | |  | |  |
|  | | State the function of the nervous system and name its important components |  | | |  | |  |
|  | | Describe how information passes through the nervous system |  | | |  | |  |
|  | | Describe what happens in a reflex action and why reflex actions are important |  | | |  | |  |
|  | | Explain how features of the nervous system are adapted to their function, including a reflex arc (inc all types of neurone and the synapse) |  | | |  | |  |
|  | | *Required practical : plan and carry out an investigation into the effect of a factor on human reaction time* |  | | |  | |  |
|  | | Describe the endocrine system, including the location of the pituitary, pancreas, thyroid, adrenal gland, ovary and testis and the role of hormones |  | | |  | |  |
|  | | State that blood glucose concentration is monitored and controlled by the pancreas |  | | |  | |  |
|  | | Describe the body's response when blood glucose concentration is too high |  | | |  | |  |
|  | | Explain what type 1 and type 2 diabetes are and how they are treated |  | | |  | |  |
|  | | **HT ONLY: Describe the body's response when blood glucose concentration is too low** |  | | |  | |  |
|  | | **HT ONLY: Explain how glucagon interacts with insulin to control blood glucose levels in the body** |  | | |  | |  |
|  | | Describe what happens at puberty in males and females, inc knowledge of reproductive hormones |  | | |  | |  |
|  | | Describe the roles of the hormones involved in the menstrual cycle (FSH, LH and oestrogen) |  | | |  | |  |
|  | | **HT ONLY: Explain how the different hormones interact to control the menstrual cycle and ovulation** |  | | |  | |  |
|  | | Describe how fertility can be controlled by hormonal and non-hormonal methods of contraception (giving specific examples from the spec) |  | | |  | |  |
|  | | **HT ONLY: Explain how hormones are used to treat infertility, inc the steps in IVF** |  | | |  | |  |
|  | | **HT ONLY: Evaluate the risks and benefits of fertility treatments** |  | | |  | |  |
|  | | **HT ONLY: Describe the functions of adrenaline and thyroxine in the body, and recall where they are produced** |  | | |  | |  |
|  | | **HT ONLY: Explain the roles of thyroxine and adrenaline in the body as negative feedback systems** |  | | |  | |  |
|  | |  | | | Self Assessment | | | |
| Topic | | Key knowledge/skills | | | Red | | Amber | Green |
| Inheritance, variation and evolution | | Describe features of sexual and asexual reproduction | | |  | |  |  |
|  | | Describe what happens during meiosis and compare to mitosis | | |  | |  |  |
|  | | Describe what happens at fertilisation | | |  | |  |  |
|  | | Describe the structure of DNA and its role in storing genetic information inside the cell | | |  | |  |  |
|  | | Explain the term 'genome' and the importance of the human genome (specific examples from spec only) | | |  | |  |  |
|  | | Describe how characteristics are controlled by one or more genes, including examples | | |  | |  |  |
|  | | Explain important genetic terms: gamete, chromosome, gene, allele, genotype, phenotype, dominant, recessive, homozygous and heterozygous | | |  | |  |  |
|  | | Explain and use Punnet square diagrams, genetic crosses and family trees | | |  | |  |  |
|  | | **HT ONLY: Construct Punnet square diagrams to predict the outcomes of a monohybrid cross** | | |  | |  |  |
|  | | Describe cystic fibrosis and polydactyly as examples of inherited disorders | | |  | |  |  |
|  | | Evaluate social, economic and ethical issues concerning embryo screening when given appropriate information | | |  | |  |  |
|  | | Describe how the chromosomes are arranged in human body cells, including the function of the sex chromosomes | | |  | |  |  |
|  | | Explain how sex is determined and carry out a genetic cross to show sex inheritance | | |  | |  |  |
|  | | Describe what variation is and how it can be caused within a population | | |  | |  |  |
|  | | Describe mutations and explain their influence on phenotype and changes in a species | | |  | |  |  |
|  | | Explain the theory of evolution by natural selection | | |  | |  |  |
|  | | Describe how new species can be formed | | |  | |  |  |
|  | | Describe what selective breeding is | | |  | |  |  |
|  | | Explain the process of selective breeding, including examples of desired characteristics and risks associated with selective breeding | | |  | |  |  |
|  | | Describe what genetic engineering is, including examples, and how it is carried out | | |  | |  |  |
|  | | Explain some benefits, risks and concerns related to genetic engineering | | |  | |  |  |
|  | | **HT ONLY: Explain the process of genetic engineering, to include knowledge of enzymes and vectors** | | |  | |  |  |
|  | | Describe some sources of evidence for evolution | | |  | |  |  |
|  | | Describe what fossils are, how they are formed and what we can learn from them | | |  | |  |  |
|  | | Explain why there are few traces of the early life forms, and the consequences of this in terms of our understanding of how life began | | |  | |  |  |
|  | | Describe some of the causes of extinction | | |  | |  |  |
|  | | Describe how antibiotic-resistant strains of bacteria can arise and spread (inc MRSA) | | |  | |  |  |
|  | | Describe how the emergence of antibiotic-resistant bacteria can be reduced and controlled, to include the limitations of antibiotic development | | |  | |  |  |
|  | | Describe how organisms are named and classified in the Linnaean system | | |  | |  |  |
|  | | Describe and interpret evolutionary trees | | |  | |  |  |
|  | | Explain how scientific advances have led to the proposal of new models of classification, inc three-domain system | | |  | |  |  |