

# AQA Biology Required Practical

## 1 Microscopy

### Safety considerations

- Onion allergies
- Cuts from glassware (slides)
- Iodine is an irritant that can cause rashes, so wear goggles & gloves
- Sharp knife might cut you, so cut away from the body

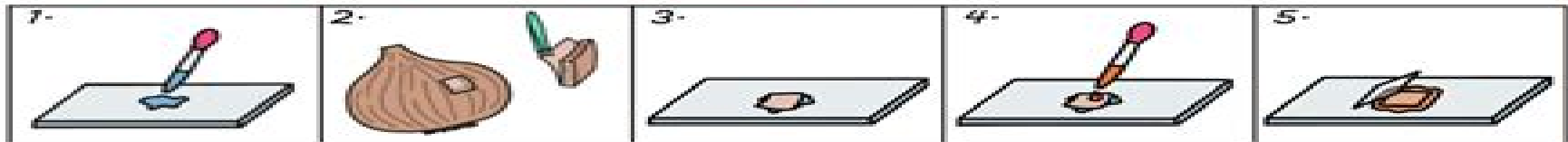
A thin layer is needed so that the light from the microscope can pass through it. It also helps you to see individual cells.

### Slide preparation

1. Add a drop of water to a slide
2. Use tweezers to peel a thin layer of onion skin from the inner surface
3. Place onion onto the water droplet and flatten
4. Add a drop of iodine onto the onion
5. Lower a coverslip onto the slide at an angle

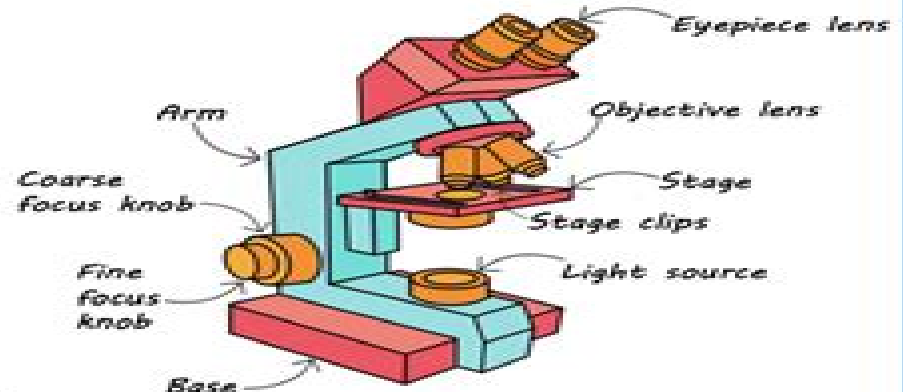
Iodine is a stain which is used to see parts of the cell by staining them e.g. the nucleus

The coverslip is lowered at an angle to prevent air bubbles from forming which prevent you from seeing cells



### Using a Microscope

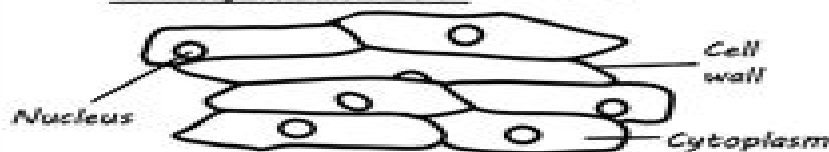
1. Turn the objective lens to the lowest magnification and put the stage to the bottom
2. Place the slide on the stage and secure with the stage clips
3. Look down the eyepiece and turn the coarse focus knob until you see cells
4. Turn the fine focus knob to focus on the cells to make them clear
5. Increase the objective lens to a higher magnification
6. Use only the fine focus knob to make cells clear
7. Draw a clear labelled drawing of some of the cells you see



### Drawing your cells

- Draw the cell accurately (correct shape & nuclei in the correct place)
- Draw using smooth lines (no sketching)
- Draw using continuous lines with no gaps
- Make sure cells are not overlapping
- Do not colour-in or shade anything
- Include total magnification & a scale bar
- Include a title of your drawing
- Label cell parts with ruled lines

Drawing of onion cells x400



# Biology Practical Assessment For Gcse

**James F Donnelly, Edgar W Jenkins**



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**GCSE Biology Practical Assessment - Workpack and Teacher's Guide** N. Newsham, David Newsham, 1988

*Biology* David Sparks, Roland Soper, 1988      **Biology** James Lewis, 1988-01-01      GCSE Biology Practical Assessment Additional Teacher's Guide David Newsham, 1988-01      **GCSE Biology Practical Assessments** David Newsham, 1988

**GCSE Biology Practical Assessment - Evaluation Pack** N. Newsham, 1989-01-01      Practical Assessment for GCSE Biology Sample Pack D. Sparks, R. Soper, 1988-11      **GCSE Practical Assessment** Donald Gordon Mackean, Malcolm M Oakes, 1987      Journal of Biological Education, 1993      *Practical Assessment Pack* Sallie Powell, R. K. Read, M.

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Standards      Science Learning, Science Teaching Jerry Wellington, Gren Ireson, 2017-09-01 Now fully updated in its fourth edition Science Learning Science Teaching offers an accessible practical guide to creative classroom teaching and a comprehensive introduction to contemporary issues in science education Aiming to encourage and assist professionals with the process of reflection in the science classroom the new edition re examines the latest advances in the field and changes to the curriculum and explores the use of mobile technology and coding and its impact on ICT in science education With extra tasks integrated throughout the book and a brand new chapter Working scientifically to help develop learners investigative skills key topics include The art and craft of science teaching The science curriculum and science in the curriculum Planning

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Science Education James F Donnelly, Edgar W Jenkins, 2001-01-26 Who wants to change school science education and why What mechanisms exist to effect change What implications do they have for teachers professionalism These are the principal questions explored in this book The authors focus on strategies for effecting change including decentralized and statutory mechanisms and the use of systems of assessment The authors question the effectiveness of centralized programmes in improving the quality of students science education They suggest that this arises from a failure to acknowledge the contribution that the science teaching profession must make to reform They argue that sustained and effective change embodying improvements in standards depends upon promoting the initiative *British Education Index*, 1993 Current Perspectives on the Value, Teaching, Learning, and Assessment of Design in STEM Education Jeffrey Buckley, Eva Hartell, Nicolaas Blom, 2023-08-25 Design is a central activity within Science Technology Engineering and Mathematics STEM education Within enacted practice design can feature within intended learning outcomes for example in learning to design and it can feature within pedagogical methodologies for example by learning through design Often holding differing disciplinary interpretations such as design as cyclical problem solving iterative design conceptual design or design with or without make understanding the educational merits of the ill defined and open nature of authentic designerly activity is paramount This Research Topic sets out to gain a more nuanced understanding of the value and roles of design within STEM educational contexts This Research Topic focuses on design within STEM educational contexts particularly in terms of teaching learning and assessment The aim is to contribute to the evidential basis which can be used to guide the incorporation of design into educational practice The topic has two central research objectives The first is to generate evidence regarding what design is in STEM education For example is the ability to design a singular or manifold construct Is the capacity to design or are factors of this ability both learnable and teachable How transferable is designerly knowledge between contexts How do different disciplinary contexts influence the interpretation of design The second is to further our understanding of how best to incorporate design within STEM education contexts For example how much emphasis should be placed on learning to or through design in school How should design be assessed within formal education Where and when is design best incorporated into education In posing these questions the goal of this research topic is to provide scholarly discourse which supports critical reflection and the challenging of assumptions regarding design in education The British

National Bibliography Arthur James Wells,2007

Current Index to Journals in Education ,1999-04

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