

September-October

Hours -16

Topic 3: The chemistry of life

- 3.1 Chemical elements and water
- 3.2 Carbohydrates, lipids and proteins
- 3.3 DNA structure
- 3.4 DNA replication
- 3.5 Transcription and translation

Learner profile- openminded, knowledgeable. Reflective.

TASK

Title 4 : Transport across membrane.

Topic:2.4	Report :Full report
Duration :2hours	Assess. :DCP& CE

Title5: FOOD TEST

Topic:3.2	Report: Full report
Duration :2hours	Assess: MS

Title6: DNA EXTRACTION

Topic:3.3	Report:Ful l report
Duration:2hour s	Assess. MS

CRITERIA ASSESSED

DCP&CE

MS

MS

DEAD LINE

8.9.09

29.9.09

<p>November-December</p> <p>Hours-12</p> <p>Topic 4: Genetics</p> <p>4.1 Chromosomes, genes, alleles and mutations 4.2 Meiosis</p> <p>Revision before halfyearly exams.</p>		<p>TASK</p> <p>Topic-5.5 Report-Full report Assessment DCP To show even in a small microhabitat variety of organism can be found.</p>	<p>DCP&CE</p>	<p>3.11.10</p>
<p>January-February</p> <p>HOURS -14</p> <p>Topic3.6 –Enzymes (CORE)</p> <p>AHL TOPIC-7</p> <p>Topic 7: Nucleic acids and proteins</p> <p>7.1 DNA structure 7.2 DNA replication 7.3 Transcription 7.4 Translation 7.5 Proteins 7.6 Enzymes</p> <p>LEARNER PROFILE- Reflective, thinker, Risk taker.</p>		<p>TASK</p> <p>To investigate how substrate concentration may influence the rate of enzymes reactions.</p> <p>Topic-3.6&7.6 Report Full report Assessment- DCP&CE Topic 7.1,7.2,7.3 To construct DNA Structure using suitable material of your choice.</p>	<p>DCP&CE</p> <p>MS</p>	<p>20.10.10</p> <p>28.9.10</p>

<p>Learner profile –inquirer ,risktaker.</p> <p>March-April-May AHL HOURS-16 Topic 10: Genetics 10.1 Meiosis 10.2 Dihybrid crosses and gene linkage 10.3 Polygenic inheritance</p> <p>Topic 8: Cell respiration and photosynthesis 8.1 Cell respiration 8.2 Photosynthesis</p> <p>Gp.-4 project.</p> <p>Revision- practice past year papers.</p>		<p>TASK</p> <p>Topic –To investigate the rate of respiration in small terrestrial animals. Report- Full report. Assessment- CE& MS Time -2hours Topic-Respirometer and respiration rates Time 2 hours Assessment- Design.</p>	<p>CE & MS</p> <p>D</p>	<p>12.8.10</p> <p>28.8.10</p>
<p>Learner profile-knowledgeable,risktaker, Openminded.</p>				

MONTH/TOPIC		TASK	CRITERIA ASSESSED	DEADLINE
<p>AUG-SEP</p> <p>Hours-22</p> <p>Topic 5: Ecology and evolution</p> <p>5.1 Communities and ecosystems</p> <p>5.2 The greenhouse effect</p> <p>5.3 Populations</p> <p>5.4 Evolution</p> <p>5.5 Classification</p> <p>Option G: Ecology and conservation</p> <p>Core (SL and HL)</p> <p>G1 Community ecology</p> <p>G2 Ecosystems and biomes</p> <p>G3 Impacts of humans on ecosystems</p> <p>Extension (HL only)</p> <p>G4 Conservation of biodiversity</p> <p>G5 Population ecology</p> <p>Learner profile: Caring, Thinker and communicator.</p>		<p>TOK: Parallels could be drawn here between success in deterring crime by increasing the severity of the punishment or by increasing the chance of detection. If the possible consequences of rapid global warming are devastating enough, preventive measures are justified even if it is far from certain that rapid global warming will result from current human activities.</p> <p>Aim 8: Consider whether the economic harm of measures taken now to limit global warming could be balanced against the potentially much greater harm for future generations of taking no action now. There are also ethical questions about whether the health and wealth of future human generations should be jeopardized, and whether it is right to knowingly damage the habitat of, and possibly drive to extinction, species other than humans.</p> <p>The environmental angle here is that the issue of global warming is, by definition, a genuinely global one in terms of causes, consequences and remedies. Only through international cooperation will a solution be found. There is an inequality between those in the world who are contributing most to the problem and those who will be most harmed.</p> <p>Use of statistics in ecology and estimating population size.</p> <p>Topic-5.3 Report- Partial</p>	<p>DCP&CE</p> <p>MS</p>	

		Assessment DCP&CE Time-2hours		
--	--	----------------------------------	--	--

MONTH/TOPIC		TASK	CRITERIA ASSESSED	DEADLINE
<p data-bbox="31 443 233 474">SEP-OCT.-NOV</p> <p data-bbox="31 517 571 548">Topic 6: Human health and physiology 20</p> <p data-bbox="31 551 464 723">6.1 Digestion 3 6.2 The transport system 3 6.3 Defence against infectious disease 3 6.4 Gas exchange 2 6.5 Nerves, hormones and homeostasis 6 6.6 Reproduction 3</p> <p data-bbox="31 763 587 795">Topic 11: Human health and physiology 17</p> <p data-bbox="31 797 464 909">11.1 Defence against infectious disease 4 11.2 Muscles and movement 4 11.3 The kidney 4 11.4 Reproduction 5</p> <p data-bbox="31 949 550 981">Option H: Further human physiology 22</p> <p data-bbox="31 983 399 1155">H1 Hormonal control 3 H2 Digestion 4 H3 Absorption of digested foods 2 H4 Functions of the liver 3 H5 The transport system 5 H6 Gas exchange 5</p> <p data-bbox="31 1653 603 1720">Learner profile-Inquirer, communicator ,risk-taker, caring.</p>		<p data-bbox="759 315 1102 394">1.6.2 Effect of exercise on heart beat.</p> <p data-bbox="759 396 1102 474">2.Factors that effect pulse rate.</p> <p data-bbox="759 477 999 508">6.6 ,11.3, 11.4,H2</p> <p data-bbox="759 510 1102 589">3.PREPARED PERMANENT SLIDE STUDY.</p>	<p data-bbox="1184 936 1294 1037">Design. &DCP CE.</p>	

JAN- FEB

Topic 9: Plant science 11

- 9.1 Plant structure and growth 4
- 9.2 Transport in angiospermophytes 4
- 9.3 Reproduction in angiospermophytes

MARCH-APRIL

**PRACTICE OF PAST YEAR PAPER AND
REVISION FOR IB.**