

# **Practical Resources to Support the Teaching of Practical Skills in the New AS and A level Biology**

The document contains details to support the teaching of A level Biology in England. Resources are contributed by the Society of Biology, Nuffield Foundation, Science and Plants for Schools, British Ecological Society, Biochemical Society, Field Studies Council, Society for General Microbiology and the Wellcome Trust.

## Contents

**Pages 2–4:** Practical resources related to the subject criteria for the new AS Biology

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Practical resources to support the teaching of A level Biology in England

Core Content	Additional Options for Practical Work
<b>Biodiversity</b>	
<ul style="list-style-type: none"> <li>the variety of life, both past and present, is extensive, but the biochemical basis of life is similar for all living things</li> <li>biodiversity refers to the variety and complexity of life and may be considered at different levels</li> <li>biodiversity can be measured, for example within a habitat or at the genetic level</li> <li>classification is a means of organising the variety of life based on relationships between organisms and is built around the concept of species</li> <li>originally classification systems were based on observable features but more recent approaches draw on a wider range of evidence to clarify relationships between organisms</li> <li>adaptations of organisms to their environments can be behavioural, physiological and anatomical</li> <li>adaptation and selection are major factors in evolution and make a significant contribution to the diversity of living organisms</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/observing-patterns-distribution-simple-plant">http://www.nuffieldfoundation.org/practical-biology/observing-patterns-distribution-simple-plant</a> patterns in plant distribution</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-response-worms-soil-improvers">http://www.nuffieldfoundation.org/practical-biology/investigating-response-worms-soil-improvers</a> investigating the behaviour of animals to different soil conditions</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/biodiversity-your-backyard">http://www.nuffieldfoundation.org/practical-biology/biodiversity-your-backyard</a> using quadrats to measure biodiversity</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/model-natural-selection-%E2%80%93-spaghetti-worms">http://www.nuffieldfoundation.org/practical-biology/model-natural-selection-%E2%80%93-spaghetti-worms</a> modelling natural selection</p> <p><a href="http://www.biology-fieldwork.org/woodland/woodland-plants/investigation-comparing-two-areas-of-woodland.aspx">http://www.biology-fieldwork.org/woodland/woodland-plants/investigation-comparing-two-areas-of-woodland.aspx</a> Investigation into ground vegetation in two contrasting areas of woodland, including a spreadsheet for calculating Simpson's Diversity Index</p> <p><a href="http://bigpictureeducation.com/video-whats-buttercup">http://bigpictureeducation.com/video-whats-buttercup</a> Wellcome Trust video and accompanying data for field work</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/258">http://www.saps.org.uk/secondary/teaching-resources/258</a>  <a href="http://www.saps.org.uk/secondary/teaching-resources/127">http://www.saps.org.uk/secondary/teaching-resources/127</a>  <a href="http://www.saps.org.uk/secondary/teaching-resources/768">http://www.saps.org.uk/secondary/teaching-resources/768</a> online activities to practice sampling techniques before you get into the field, looking at measuring abundance, random sampling and distribution of species across a footpath</p>
<b>Exchange and Transport</b>	
<ul style="list-style-type: none"> <li>organisms need to exchange substances selectively with their environment and this takes place at exchange surfaces</li> <li>factors such as size or metabolic rate affect the requirements of organisms and this gives rise to adaptations such as specialised exchange surfaces and</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/effect-size-uptake-diffusion">http://www.nuffieldfoundation.org/practical-biology/effect-size-uptake-diffusion</a> - experiment on rate of diffusion using agar cubes.</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/estimating-rate-transpiration-">http://www.nuffieldfoundation.org/practical-biology/estimating-rate-transpiration-</a></p>

<p>mass transport systems</p> <ul style="list-style-type: none"> <li>• substances are exchanged by passive or active transport across exchange surfaces</li> <li>• the structure of the plasma membrane enables control of the passage of substances into and out of cells</li> </ul>	<p><a href="http://www.saps.org.uk/secondary/themes/1274">plant-cutting</a> rate of transpiration and an animation that supports the ideas of water transport <a href="http://www.saps.org.uk/secondary/themes/1274">http://www.saps.org.uk/secondary/themes/1274</a></p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/tracking-active-uptake-minerals-plant-roots">http://www.nuffieldfoundation.org/practical-biology/tracking-active-uptake-minerals-plant-roots</a> active uptake of minerals in plant roots</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-plant-cell-membranes">http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-plant-cell-membranes</a> effect of temperature on plant cell membranes (can use colorimeter)</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/looking-heart">http://www.nuffieldfoundation.org/practical-biology/looking-heart</a> heart dissection, looking at structure of organs – link to mass transport system.</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/modelling-human-ventilation-system">http://www.nuffieldfoundation.org/practical-biology/modelling-human-ventilation-system</a> modelling human ventilation system</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/using-spirometer-investigate-human-lung-function">http://www.nuffieldfoundation.org/practical-biology/using-spirometer-investigate-human-lung-function</a> using a spirometer to measure lung function</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/measuring-rate-metabolism">http://www.nuffieldfoundation.org/practical-biology/measuring-rate-metabolism</a> measuring metabolic rate</p>
<b>Cells</b>	
<ul style="list-style-type: none"> <li>• the cell theory is a unifying concept in biology</li> <li>• prokaryotic and eukaryotic cells can be distinguished on the basis of their structure and ultrastructure</li> <li>• in complex multicellular organisms cells are organised into tissues, tissues into organs and organs into systems</li> <li>• during the cell cycle genetic information is copied and passed to daughter cells</li> <li>• daughter cells formed during mitosis have identical copies of genes while cells formed during meiosis are not genetically identical</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/looking-heart">http://www.nuffieldfoundation.org/practical-biology/looking-heart</a> heart dissection, looking at structure of organs</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/dissecting-lungs">http://www.nuffieldfoundation.org/practical-biology/dissecting-lungs</a> lung dissection tissue and organ structure</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/comparing-flower-structure-different-angiosperms">http://www.nuffieldfoundation.org/practical-biology/comparing-flower-structure-different-angiosperms</a> dissection and comparison of different flower structures</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/aseptic-techniques">http://www.nuffieldfoundation.org/practical-biology/aseptic-techniques</a> aseptic techniques for the culturing of bacteria on agar plates</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-">http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-</a></p>

	<p><a href="#">root-tip-squash</a> mitosis in a root tip squash, there is an animation to support this practical <a href="http://saps.org.uk/secondary/themes/1290">http://saps.org.uk/secondary/themes/1290</a></p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash">http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash</a> meiosis in an anther squash</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/making-reebops-model-meiosis">http://www.nuffieldfoundation.org/practical-biology/making-reebops-model-meiosis</a> model of meiosis</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells">http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells</a> xylem cells</p>
<b>Biological Molecules</b>	
<ul style="list-style-type: none"> <li>• biological molecules are often polymers and are based on a small number of chemical elements</li> <li>• in living organisms nucleic acids (DNA and RNA), carbohydrates, proteins, lipids, inorganic ions and water all have important roles and functions related to their properties</li> <li>• the sequence of bases in the DNA molecule determines the structure of proteins, including enzymes</li> <li>• enzymes catalyse the reactions that determine structures and functions from cellular to whole-organism level</li> <li>• enzymes are proteins with a mechanism of action and other properties determined by their tertiary structure</li> <li>• enzymes catalyse a wide range of intracellular reactions as well as extracellular ones</li> <li>• ATP provides the immediate source of energy for biological processes</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/extracting-dna-living-things">http://www.nuffieldfoundation.org/practical-biology/extracting-dna-living-things</a> extraction of DNA practical work</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk">http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk</a> establishing the quantity of protein in powdered milk</p> <p><a href="http://www.britishecologicalsociety.org/wp-content/uploads/Education-Water-lesson.pdf">http://www.britishecologicalsociety.org/wp-content/uploads/Education-Water-lesson.pdf</a> range of practical activities relating to the properties of water</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/microscale-investigations-catalase-activity-plant-extracts">http://www.nuffieldfoundation.org/practical-biology/microscale-investigations-catalase-activity-plant-extracts</a> catalase activity in plants</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-activity-lipase">http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-activity-lipase</a> temperature impact on lipase</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-effect-ph-amylase-activity">http://www.nuffieldfoundation.org/practical-biology/investigating-effect-ph-amylase-activity</a> amylase and the impact of pH</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/modelling-sliding-filament-hypothesis">http://www.nuffieldfoundation.org/practical-biology/modelling-sliding-filament-hypothesis</a> proteins and muscle movement</p>

<b>Ecosystems</b>	
<ul style="list-style-type: none"> <li>• ecosystems range in size from the very large to the very small</li> <li>• biomass transfers through ecosystems and the efficiency of transfer through different trophic levels can be measured</li> <li>• microorganisms play a key role in recycling chemical elements</li> <li>• ecosystems are dynamic systems, usually moving from colonisation to climax communities in a process known as succession</li> <li>• the dynamic equilibrium of populations is affected by a range of factors</li> <li>• humans are part of the ecological balance and their activities affect it both directly and indirectly</li> <li>• effective management of the conflict between human needs and conservation help to maintain sustainability of resources</li> <li>•</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/nitrogen-fixing-bacteria-free-living-soil">http://www.nuffieldfoundation.org/practical-biology/nitrogen-fixing-bacteria-free-living-soil</a> - links to nitrogen cycle, recycling chemical elements and impact that humans can have on ecosystems.</p> <p><a href="http://www.biology-fieldwork.org/freshwater/freshwater-animals/investigation-freshwater-energy-flow.aspx">http://www.biology-fieldwork.org/freshwater/freshwater-animals/investigation-freshwater-energy-flow.aspx</a> An investigation into energy flow using freshwater invertebrates, to construct pyramids of numbers, biomass and energy and calculate efficiency</p> <p><a href="http://www.biology-fieldwork.org/seashore/sand-dunes/investigation-primary-succession-in-sand-dunes.aspx">http://www.biology-fieldwork.org/seashore/sand-dunes/investigation-primary-succession-in-sand-dunes.aspx</a> An investigation into primary succession in sand dunes</p> <p><a href="http://www.biology-fieldwork.org/grassland/grassland-plants/fieldwork.aspx">http://www.biology-fieldwork.org/grassland/grassland-plants/fieldwork.aspx</a> Fieldwork techniques for investigating the effects of mowing and trampling in grasslands (human impact on ecosystems)</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/127">http://www.saps.org.uk/secondary/teaching-resources/127</a> online activity to explore the how to look at distribution of species across a footpath before you go out into the field</p>
<b>Control Systems</b>	
<ul style="list-style-type: none"> <li>• homeostasis is the maintenance of a constant internal environment</li> <li>• negative feedback helps maintain an optimal internal state in the context of a dynamic equilibrium. Positive feedback also occurs</li> <li>• stimuli, both internal and external, are detected leading to responses</li> <li>• the genome is regulated by a number of factors</li> <li>• coordination may be chemical or electrical in nature</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-breathing-rate-locust">http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-breathing-rate-locust</a> investigating the factors that affect breathing rate</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-heart-rate-daphnia">http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-heart-rate-daphnia</a> investigating factors that affect heart rate</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/observing-effects-exercise-human-body">http://www.nuffieldfoundation.org/practical-biology/observing-effects-exercise-human-body</a> effects of exercise on humans</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/using-choice-chamber-investigate-animal-responses-stimuli">http://www.nuffieldfoundation.org/practical-biology/using-choice-chamber-investigate-animal-responses-stimuli</a> animals response to stimuli</p>

	<p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-response-calliphora-larvae-light">http://www.nuffieldfoundation.org/practical-biology/investigating-response-calliphora-larvae-light</a> larvae response to light</p>
<p><b>Genetics and Evolution</b></p>	
<ul style="list-style-type: none"> <li>• transfer of genetic information from one generation to the next can ensure continuity of species or lead to variation within a species and possible formation of new species</li> <li>• reproductive isolation can lead to accumulation of different genetic information in populations potentially leading to formation of new species</li> <li>• sequencing projects have read the genomes of organisms ranging from microbes and plants to humans. This allows the sequences of the proteins that derive from the genetic code to be predicted</li> <li>• gene technologies allow study and alteration of gene function in order to better understand organism function and to design new industrial and medical processes</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash">http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash</a> meiosis in an anther squash</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/making-reebops-model-meiosis">http://www.nuffieldfoundation.org/practical-biology/making-reebops-model-meiosis</a> model of meiosis</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/706">http://www.saps.org.uk/secondary/teaching-resources/706</a> new effective technique for cloning cauliflowers</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/cloning-living-organism">http://www.nuffieldfoundation.org/practical-biology/cloning-living-organism</a> taking cuttings from plants</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/gene-induction-%C3%9F-galactosidase-e-coli">http://www.nuffieldfoundation.org/practical-biology/gene-induction-%C3%9F-galactosidase-e-coli</a> induction of genes (genetic control)</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/following-gene-transfer-conjugation-bacteria">http://www.nuffieldfoundation.org/practical-biology/following-gene-transfer-conjugation-bacteria</a> horizontal gene transfer in bacteria</p> <p><a href="http://www.yourgenome.org/">http://www.yourgenome.org/</a> range of activities and animations from Sanger Institute</p>
<p><b>Energy for biological processes</b></p>	
<ul style="list-style-type: none"> <li>• in cellular respiration, glycolysis takes place in the cytoplasm and the remaining steps in the mitochondria</li> <li>• ATP synthesis is associated with the electron transfer chain in the membranes of mitochondria and chloroplasts</li> <li>• in photosynthesis energy is transferred to ATP in the light- dependent stage and the ATP is utilised during synthesis in the light-independent stage</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/how-do-plants-and-animals-change-environment-around-them#node-2978">http://www.nuffieldfoundation.org/practical-biology/how-do-plants-and-animals-change-environment-around-them#node-2978</a> investigating levels carbon dioxide produced by animals and plants in light and dark conditions</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-light-dependent-reaction-photosynthesis">http://www.nuffieldfoundation.org/practical-biology/investigating-light-dependent-reaction-photosynthesis</a> using DCPIP as an electron acceptor – investigating light dependent reaction</p>

<http://www.saps.org.uk/secondary/teaching-resources/235> investigating photosynthesis using algal balls and an animation that outlines respiration and photosynthesis <http://www.saps.org.uk/secondary/themes/1281>

<http://www.nuffieldfoundation.org/practical-biology/measuring-rate-metabolism>  
measuring metabolic rate

<http://www.nuffieldfoundation.org/practical-biology/measuring-respiratory-quotient> measuring the respiratory quotient

<http://www.saps.org.uk/secondary/teaching-resources/181> thin layer chromatography for photosynthetic pigments

Practical resources to support the teaching of practical skills in Biology A levels in England

Practical techniques	Additional options for practical work
use appropriate apparatus to record a range of quantitative measurements (to include mass, time, volume, temperature, length and pH)	<a href="http://www.saps.org.uk/secondary/teaching-resources/235">http://www.saps.org.uk/secondary/teaching-resources/235</a> investigating photosynthesis using algal balls (pH and colour)
use appropriate instrumentation to record quantitative measurements, such as a colorimeter or potometer	<p><a href="http://www.nuffieldfoundation.org/practical-biology/measuring-rate-water-uptake-plant-shoot-using-potometer">http://www.nuffieldfoundation.org/practical-biology/measuring-rate-water-uptake-plant-shoot-using-potometer</a> using a potometer</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/1263">http://www.saps.org.uk/secondary/teaching-resources/1263</a> a simpler set of potometer apparatus</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk">http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk</a> establishing the quantity of protein in powdered milk – can use a colorimeter in this practical</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-plant-cell-membranes">http://www.nuffieldfoundation.org/practical-biology/investigating-effect-temperature-plant-cell-membranes</a> effect of temperature on plant cell membranes (can use colorimeter)</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/235">http://www.saps.org.uk/secondary/teaching-resources/235</a> and <a href="http://www.saps.org.uk/secondary/teaching-resources/1224">http://www.saps.org.uk/secondary/teaching-resources/1224</a> investigating photosynthesis using algal balls (can use a colorimeter)</p>
use laboratory glassware apparatus for a variety of experimental techniques to include serial dilutions	
use of light microscope at high power and low power, including use of a graticule	<p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-root-tip-squash">http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-root-tip-squash</a> mitosis in a root tip squash</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash">http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash</a> meiosis in an anther squash</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells">http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells</a> xylem cells, trichomes</p>



	<p><a href="http://www.saps.org.uk/secondary/teaching-resources/1325">http://www.saps.org.uk/secondary/teaching-resources/1325</a> preparing a temporary slide to show and measure phloem and xylem</p>
produce scientific drawing from observation with annotations	<p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-root-tip-squash">http://www.nuffieldfoundation.org/practical-biology/investigating-mitosis-allium-root-tip-squash</a> mitosis in a root tip squash</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash">http://www.nuffieldfoundation.org/practical-biology/preparing-anther-squash</a> meiosis in an anther squash</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/comparing-flower-structure-different-angiosperms">http://www.nuffieldfoundation.org/practical-biology/comparing-flower-structure-different-angiosperms</a> dissection and comparison of different flower structures</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells">http://www.saps.org.uk/secondary/teaching-resources/770-microscopy-looking-at-xylem-and-specialised-cells</a> xylem cells, trichomes</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/1325">http://www.saps.org.uk/secondary/teaching-resources/1325</a> phloem and xylem</p>
use qualitative reagents to identify biological molecules	<p><a href="http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk">http://www.nuffieldfoundation.org/practical-biology/quantitative-food-test-protein-content-powdered-milk</a> establishing the quantity of protein in powdered milk – can use a colorimeter in this practical</p>
separate biological compounds using thin layer/paper chromatography or electrophoresis	<p><a href="http://www.saps.org.uk/secondary/teaching-resources/181thin-layer-chromatography-for-photosynthetic-pigments">http://www.saps.org.uk/secondary/teaching-resources/181thin-layer-chromatography-for-photosynthetic-pigments</a></p>
safely and ethically use organisms to measure: <ul style="list-style-type: none"> <li>- plant or animal responses</li> </ul>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/microscale-investigations-catalase-activity-plant-extracts">http://www.nuffieldfoundation.org/practical-biology/microscale-investigations-catalase-activity-plant-extracts</a> catalase activity in plants</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/how-do-plants-and-animals-change-environment-around-them#node-2978">http://www.nuffieldfoundation.org/practical-biology/how-do-plants-and-animals-change-environment-around-them#node-2978</a> investigating levels carbon dioxide produced by animals and plants in light and dark conditions</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-response-worms-soil-improvers">http://www.nuffieldfoundation.org/practical-biology/investigating-response-worms-soil-improvers</a> investigating the behaviour of animals to different soil conditions</p>

<p>- physiological functions</p>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/using-choice-chamber-investigate-animal-responses-stimuli">http://www.nuffieldfoundation.org/practical-biology/using-choice-chamber-investigate-animal-responses-stimuli</a> animals response to stimuli</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-response-calliphora-larvae-light">http://www.nuffieldfoundation.org/practical-biology/investigating-response-calliphora-larvae-light</a> larvae response to light</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/using-spirometer-investigate-human-lung-function">http://www.nuffieldfoundation.org/practical-biology/using-spirometer-investigate-human-lung-function</a> using a spirometer to measure lung function</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-breathing-rate-locust">http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-breathing-rate-locust</a> investigating the factors that affect breathing rate</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-heart-rate-daphnia">http://www.nuffieldfoundation.org/practical-biology/investigating-factors-affecting-heart-rate-daphnia</a> investigating factors that affect heart rate</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/observing-effects-exercise-human-body">http://www.nuffieldfoundation.org/practical-biology/observing-effects-exercise-human-body</a> effects of exercise on humans</p> <p><a href="http://www.getinthezone.org.uk/">http://www.getinthezone.org.uk/</a> Practical activities (kits were delivered to free to all schools in 2012) with link to online database for analysis</p>
<p>use microbiological aseptic techniques, including the use of agar plates and broth</p>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/aseptic-techniques">http://www.nuffieldfoundation.org/practical-biology/aseptic-techniques</a> standard practice for aseptic techniques</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/incubating-and-viewing-plates">http://www.nuffieldfoundation.org/practical-biology/incubating-and-viewing-plates</a> standard practice for viewing and incubating agar plates</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/making-nutrient-agars">http://www.nuffieldfoundation.org/practical-biology/making-nutrient-agars</a> making up nutrient agars</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/pouring-agar-plate">http://www.nuffieldfoundation.org/practical-biology/pouring-agar-plate</a> how to pour agar plates</p>

<p>safely use instruments for dissection of an animal organ, or plant organ</p>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/looking-heart">http://www.nuffieldfoundation.org/practical-biology/looking-heart</a> heart dissection, looking at structure of organs</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/dissecting-lungs">http://www.nuffieldfoundation.org/practical-biology/dissecting-lungs</a> lung dissection tissue and organ structure</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/comparing-flower-structure-different-angiosperms">http://www.nuffieldfoundation.org/practical-biology/comparing-flower-structure-different-angiosperms</a> dissection and comparison of different flower structures</p> <p><a href="http://www.saps.org.uk/secondary/teaching-resources/1325-a-level-set-practicals-dissection-and-microscopy-of-a-plant-stem">http://www.saps.org.uk/secondary/teaching-resources/1325-a-level-set-practicals-dissection-and-microscopy-of-a-plant-stem</a> dissection of plants</p>
<p>use sampling techniques in fieldwork</p>	<p><a href="http://www.nuffieldfoundation.org/practical-biology/observing-patterns-distribution-simple-plant">http://www.nuffieldfoundation.org/practical-biology/observing-patterns-distribution-simple-plant</a> patterns in plant distribution</p> <p><a href="http://www.nuffieldfoundation.org/practical-biology/biodiversity-your-backyard">http://www.nuffieldfoundation.org/practical-biology/biodiversity-your-backyard</a> using quadrats to measure biodiversity</p> <p><a href="http://www.biology-fieldwork.org/woodland/woodland-plants/fieldwork-collecting-vegetation-data.aspx">http://www.biology-fieldwork.org/woodland/woodland-plants/fieldwork-collecting-vegetation-data.aspx</a> Sampling strategies and use of quadrats for sampling ground vegetation in woodlands</p> <p><a href="http://www.biology-fieldwork.org/woodland/woodland-invertebrates/fieldwork-sampling-woodland-invertebrates.aspx">http://www.biology-fieldwork.org/woodland/woodland-invertebrates/fieldwork-sampling-woodland-invertebrates.aspx</a> Sampling strategies and capture techniques for sampling woodland invertebrates.</p> <p><a href="http://www.biology-fieldwork.org/woodland/woodland-invertebrates/investigation-sampling-snail-populations.aspx">http://www.biology-fieldwork.org/woodland/woodland-invertebrates/investigation-sampling-snail-populations.aspx</a> Use of mark-release-recapture and Lincoln Index for estimating the size of populations</p> <p><a href="http://bigpictureeducation.com/video-whats-buttercup">http://bigpictureeducation.com/video-whats-buttercup</a> Wellcome Trust video and accompanying data for field work</p> <p><a href="http://bigpictureeducation.com/animation-surveying-populations">http://bigpictureeducation.com/animation-surveying-populations</a> Animation shows sampling methods in different environments</p>

	<p><a href="http://www.saps.org.uk/secondary/teaching-resources/258">http://www.saps.org.uk/secondary/teaching-resources/258</a> <a href="http://www.saps.org.uk/secondary/teaching-resources/127">http://www.saps.org.uk/secondary/teaching-resources/127</a> <a href="http://www.saps.org.uk/secondary/teaching-resources/768">http://www.saps.org.uk/secondary/teaching-resources/768</a> online activities to practice sampling techniques before you get into the field, looking at measuring abundance, random sampling and distribution of a species across a footpath</p>
use ICT such as computer modelling, or data logger to collect data, or use software to process data	<p><a href="http://www.dnadarwin.org/">http://www.dnadarwin.org/</a> explore the molecular evidence for evolution through practical bioinformatics activities that use data analysis tools and molecular data.</p>

### Additional links to teaching resources

Society of Biology [www.societyofbiology.org](http://www.societyofbiology.org)

Society of Biology and Nuffield Resource <http://www.nuffieldfoundation.org/practical-biology>

Field Studies Council <http://www.biology-fieldwork.org/>

British Ecological Society <http://www.britishecologicalsociety.org/education/>

Biochemical Society <http://www.biochemistry.org/Education/Teachers.aspx> and [www.sciberbrain.org](http://www.sciberbrain.org) and [http://www.biochemistry.org/Portals/0/Education/Docs/Biochem\\_Booklet\\_web.pdf](http://www.biochemistry.org/Portals/0/Education/Docs/Biochem_Booklet_web.pdf)

Science and Plants for Schools <http://www.saps.org.uk> and

<http://www.saps.org.uk/secondary/teaching-resources/1304-a-level-set-practicals> (a collection of new practical resources to support the practical endorsement)

Society for General Microbiology <http://www.sgm.ac.uk> and <http://www.microbiologyonline.org.uk>

Wellcome Trust [www.wellcome.ac.uk/education](http://www.wellcome.ac.uk/education)

Resources contributed by:

