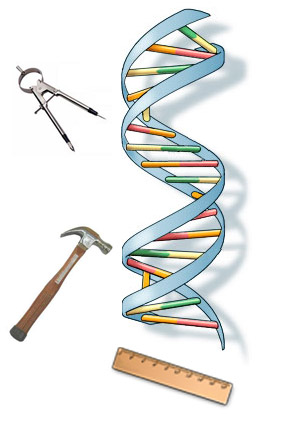
**Biology**

**A-level toolkit**



**Everything you need to succeed**

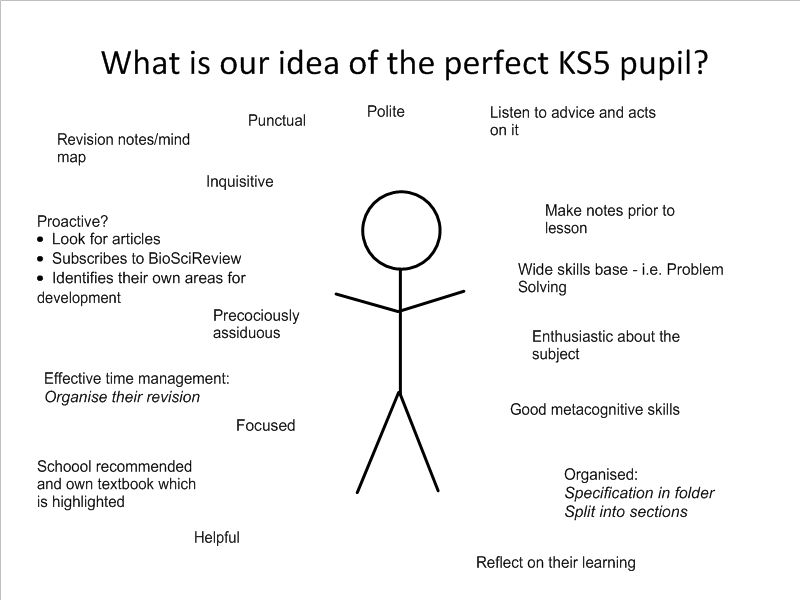
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**Mr J C Gale Head of Biology**

**Contents**

1. Where to start?
2. [Course details](#Coursedetails)
   * 1. AS Biology
     2. A2 Biology
     3. AS Human Biology
     4. A2 Human Biology
3. Examination details
   * 1. Exam dates
     2. Exam contents
     3. Coursework details
4. Your target and how you can exceed it
5. MEG
6. Grade criteria: how you can beat the exam
7. Your progress through the course
8. Questioning tips and skills
9. Reading list
10. How to get the best from the internet
11. Examination tips
12. Smash statistics

**Where to start?**



**Get organised:**

1. Get a folder for biology – you don’t need to bring this into school every day, leave it at home and bring in the most recent files in a separate holder.
2. Print out pages \_ of the specification and cut out the separate sections to stick onto your folder dividers.
3. Get the course textbook and, if possible, find another textbook and a revision guide from our recommended texts list.
4. Subscribe to Biological Sciences Review – ask Mr Gale about this.
5. Set up a rough homework/reading timetable – this might seem a bit keen, but having particular times when you do your reading and homework will mean that you have more time to play!

**Course details**

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| Subject: BIOLOGY AS Level 2/3 | |
| Study Units | Subject Commitments |
| AS Unit 1: BIOL1 Biology and disease  Paper style: The paper will consist of 5 – 10 short-answer questions, plus 2 longer questions (a short comprehension and a structured question requiring continuous prose)  THIS PAPER COUNTS FOR 33.3% of the total AS marks  and 16.7% of the total A Level marks    Timings: Time: 1 hour 15 minutes  Disease   * The digestive system and digestion * Transport across exchange surfaces * Plasma membranes * Lungs of a mammal * The functioning of the heart * Mammalian blood possesses a number of defensive functions.   AS Unit 2: BIOL2 The variety of living organisms  Paper style: 5 – 7 short answer questions plus 2 longer questions involving the handling of data and *How Science Works*  This paper counts for 46.7% of the total AS marks and 23.3% of the total A Level marks  Timings: Time: 1 hour 45 minutes  Variation and DNA   * Biochemical and cellular organisation. * Specialised exchange surfaces and mass transport systems. * Classification, Adaptation and selection Biodiversity may be measured within a habitat.   \*Unit 3: ISA Coursework  Paper style: 1h15 Written paper  Date/ Timings: Will be completed on Wed afternoons in March/April | Independent Study (HW)   * Students need to complete an hour of work for every hour in lesson, adding to their notes, completing Q’s and How Science Works Q’s from their text book   Coursework   * This is Unit 3 and is completed outside of lesson time in extra sessions.   Subject Leader’s Additional Advice from: Mr Gale   * Use Biology Resources Room on Fronter, all of the Boardworks powerpoints are on here, as are past papers and How Science Works presentations. * Using past papers is an excellent way of assessing knowledge and using the mark schemes to see exactly what the examiners are looking for is one of the best ways to revise. |

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| Subject: BIOLOGY A2 Level 2/3 | |
| Study Units | Subject Commitments |
| A2 Unit 4: BIOL4: Populations and Environment.  This paper consists of 6 – 9 short answer questions plus 2 longer questions involving continuous prose and *How Science Works.*  This counts for 16.7% of the total A Level marks. Some of the questions will have synoptic elements.  Timings: Time: 1 hour 30 minutes.  Dynamic equilibrium of populations   * ATP * Photosynthesis * Respiration * Energy is transferred through ecosystems. * Chemical elements are recycled in ecosystems. * Ecosystems are dynamic systems. * Genetic variation   A2 Unit 5: BIOL5 Control in cells and in organisms.  This paper consists of 8 – 10 short answer questions plus 2 longer questions (a data-handling question and a synoptic essay - choice of 1 out of 2). This paper counts for 23.3% of the total A Level marks  Timings: Time: 2 hours 15 minutes   * Stimuli and coordination * Skeletal muscle * Homeostasis * Negative feedback and positive feedback DNA, Gene expression and DNA technology.   Unit 6: ISA Coursework  Paper style: 1h15 Written paper  Date/ Timings: Will be completed on Wednesdays in March/April | Independent Study (HW)   * Students need to complete an hour of work for every hour in lesson, adding to their notes, completing Q’s and How Science Works Q’s from their text book   Coursework   * This is Unit 6 and is completed outside of lesson time in extra sessions.   Trips   * Field trip to be completed in Oct and covers critical topics in BIOL4 and BIOL5     Subject Leader’s Additional Advice from: Mr Gale   * Use Biology Resources Room on Fronter, all of the Boardworks powerpoints are on here, as are past papers and How Science Works presentations. * Using past papers is an excellent way of assessing knowledge and using the mark schemes to see exactly what the examiners are looking for is one of the best ways to revise. * Work on Synoptic aspects of the course by practising synoptic essays. |

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| HUMAN BIOLOGY | |
| Study Units | Subject Commitments |
| AS Unit 1:HBIO1 The body and its diseases.  The paper will consist of 7 – 10 short-answer questions plus 1 longer question, involving a short comprehension/case study  THIS PAPER COUNTS FOR 40% of the total AS marks  20% of the total A Level marks  Date/ Timings: Time: 1 hour 30 minutes  January   * Biochemical basis of life * Enzymes * Cystic fibrosis * Microorganisms use us for food, shelter and their reproduction * How the body fights infectious disease * Some diseases are closely linked to life-style   AS Unit 2: HBIO2 Humans – their origins and adaptations7 – 10 short answer questions plus 1 longer question, involving a short comprehension/case study. THIS PAPER COUNTS FOR 40% of the total AS marks  20% of the total A Level marks  Date/ Timings: Time: 1 hour 30 minutes  June   * The information of life * Cell division - growth, repair, reproduction and cancer * Human Evolution * Adaptations to a way of life * Human impact on the environment   \*Unit 3: ISA Coursework  Paper style: 1h15 Written paper  Date/ Timings: Will be completed on Wed afternoons in March/April | Independent Study (HW)   * Students need to complete an hour of work for every hour in lesson, adding to their notes, completing Q’s and How Science Works Q’s from their text book   Coursework   * This is Unit 3 and is completed outside of lesson time in extra sessions.   Subject Leader’s Additional Advice from: Mr Gale   * Use Biology Resources Room on Fronter, all of the Boardworks powerpoints are on here, as are past papers and How Science Works presentations. * Using past papers is an excellent way of assessing knowledge and using the mark schemes to see exactly what the examiners are looking for is one of the best ways to revise. |

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| HUMAN BIOLOGY | |
| Study Units | Subject Commitments |
| A2 Unit 4: HBIO4 Bodies and cells in and out of control. This paper consists of 9 – 11 short-answer questions plus 1 longer question, involving methodology and data interpretation. Some of the questions will have synoptic elements.  This unit counts for 20% of the total A Level marks  Date/ Timings: Taken in January. Time: 2 hours   * IVF * Growing up, growing old and passing on your genes * The management structure of cells * New genes for old * Drugs * Fight or flight – muscles, hormones and nerves working together * Hypothermia and diabetes   A2 Unit 5: HBIO5 The air we breathe, the water we drink, the food we eat. This paper will consist of 7-9 short-answer questions plus 1 longer question that will offer a choice of two essay topics. Some of the questions will have synoptic elements.  20% of the total A Level marks.  Date/ Timings: Time: 2 hours  June   * Human impacts on evolution * People change communities * Humans’ health * Human activities can damage ecosystems Plants and fossil fuels on climate change * People and their microorganisms   Unit 6: ISA Coursework  Paper style: 1h15 Written paper  Date/ Timings: Will be completed on Wednesdays in March/April | Independent Study (HW)   * Students need to complete an hour of work for every hour in lesson, adding to their notes, completing Q’s and How Science Works Q’s from their text book   Coursework   * This is Unit 6 and is completed outside of lesson time in extra sessions.   Trips   * Field trip to cover modules covered in HBIOL5     Subject Leader’s Additional Advice from: Mr Gale   * Use Biology Resources Room on Fronter, all of the Boardworks powerpoints are on here, as are past papers and How Science Works presentations. * Using past papers is an excellent way of assessing knowledge and using the mark schemes to see exactly what the examiners are looking for is one of the best ways to revise. * Work on Synoptic aspects of the course by practising synoptic essays. |

Your target and how to beat it!

**YOUR TARGET:**





**Use this guideline to set yourself targets for improving your exam responses.**

**Topic-Test Self Evaluation Form**

**Test:** ………………………………………………………………………………………………………………...

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| **What mistake caused mark(s) to be lost?** | | **Number of marks lost** | | |
| ***1. Silly mistakes*** | | | | |
| Left out an important word in answer | | |  | |
| Miscalculation | | |  | |
| Knew the answer but ***misread*** the question | | |  | |
| ***Missed*** the question | | |  | |
| Did not use figures to back up description of table / graph | | |  | |
| ***Misinterpreted*** the question (“described” instead of “explained”) | | |  | |
| ***Total marks lost for silly mistakes*** | | |  | |
| ***2. Lack of understanding of what the question was asking*** | | | | |
| Did not originally ***understand the question*** (but once explained knew the answer) | | | |  |
| Did not know how to do the calculation | | | |  |
| ***Total marks lost for lack of understanding of question*** | | | |  |
| ***3. Lack of detail in answer*** | | | | |
| Did not ***understand the theory*** to answer the question | | | |  |
| Did not ***revise the topic*** area which was asked in the question | | | |  |
| ***Total marks lost for lack of detail in answer*** | | | |  |
| ***4. Did not finish*** | | | | |
| Ran out of time | | | |  |
| ***Total marks lost for not finishing the paper*** | | | |  |
|  | ***TOTAL MARKS LOST*** | | |  |

The main reason(s) why I lost marks in this work was because:

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This can be improved by: ……………………………………………………………………………………….............................................

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| **Target** | **VA** | **4.1 Populations** | | **4.2 ATP** | | **4.3 Photosynthesis** | | **4.4 Respiration** | | **4.5 Energy and ecosystems** | | **4.6 Nutrient cycles** | | **4.7 Ecological succession** | | **4.8 Inheritance and selection** | |  | **5.9 Response to stimuli** | | **5.10 Coordination** | | **5.11 Muscle coordination** | | **5.12 Homeostasis** | | **5.13 Feedback mechanism** | | **5.14 Genetic control of protein structure and function** | | **5.15 Control of gene expression** | | **5.16 DNA technology** | |
| **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** |  | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** |
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| **Target** | **VA** | **1.1 Causes of disease** | | **1.2 Enzymes and the digestive system** | | **1.3 Cells and movement in and out of them** | | **1.4 Lungs and lung disease** | | **1.5 The heart and heart disease** | | **1.6 Immunity** | |  | **2.7 Variation** | | **2.8 DNA and meiosis** | | **2.9 Genetic diversity** | | **2.10 The variety of life** | | **2.11 The cell cycle** | | **2.12 Cellular organisation** | | **2.13 Exchange and transport** | | **2.14 Classification** | | **2.15 Evidence for relationship between organisms** | | **2.16 Adaptation for selection** | | **2.17 Biodiversity** | |
| **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** |  | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** |
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**Use these pages to track your progress through the individual topics – BIOLOGY**

**Use these pages to track your progress through the individual topics – HUMAN BIOLOGY**

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| **Target** | **VA** | **1.1 We are what we eat** | | **1.2 Enzymes** | | **1.3 Cystic fibrosis** | | **1.4 Microorganisms** | | **1.5 How the body fights infections** | | **1.6 Disease and lifestyle** | |  | | **2.1 Information of life** | | | **2.2 Cell division** | | | **2.3 Where we fit into the world** | | | **2.4 Adapatations to a way of life** | | | **2.5 Change in the way we live and our environment** | | |
| **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | |  | | **%** | **Grade** | | **%** | **Grade** | | **%** | **Grade** | | **%** | **Grade** | | **%** | **Grade** | |
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| **Target** | **VA** | **4.1 IVF** | | **4.2 Ageing** | | **4.3 Management of cells** | | **4.4 New genes for old** | | **4.5 Drugs and their affects** | | **4.6 Fight or flight** | | **4.7 Hypothermia and diabetes** | |  | **5.1 Human impact on evolution** | | **5.2 People change communities** | | **5.3 Changing our environment can affect our health** | | **5.4 Human activities can alter ecosystems** | | **5.5 Climate change** | | **5.5 People and their microorganisms** | |
| **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** |  | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** | **%** | **Grade** |
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**6. Creating (putting pieces together to form a coherent whole)**

What is your view of . . . ? How would you prove. . . ? Would it be better if . . . ? Why did they choose . . . ? How would you rate. . . ? What would you select . . . ?

What is your judgment about . . . ? Why was it better that . . . ?

**4. Analyzing (breaking concept/info into parts to explore understandings and relationships)**

Why do you think . . . ? What is the main theme . . . ? What conclusions. . . ?How would you group . . . ? What evidence can you find . . . ? What is the link between . . .?

What’s different between . . . ?

What is the purpose of . . . ?

**3. Applying (using a**

**procedure)**

How would you use . . . ?

How would you show your understanding of . . . ?

What method would you use to . . . ?

What other way would you plan to . . . ?

What facts would you choose to show . . . ?

**2. Understanding (constructing**

**meaning)**

What facts or ideas show . . . ?

What is the main idea of . . . ?

Which statements back up . . . ?

Can you explain. . . ? What is meant by . . .?

What can you say about . . . ?

Which is the best answer . . . ?

How would you sum up . . . ?

.

**5. Evaluating (making judgments based on criteria and standards)**

How would you improve . . . ? What would happen if . . . ? Can you give an alternative . . . ? Can you invent . . . ? What changes to the plan . . . ? How could you reduce/increase . . . ?

What way would you design . . . ? What solutions are there for…?

**1. Remembering (recalling**

**learned info)**

What is . . . ? How is . . . ? Where is . . . ?

When did … ? Why did . . . ? Who were the main . . . ? Can you list three . . . ? Who was . . . ?

**Questioning**

Knowledge isn’t just there in a book, waiting for someone to come along and ‘learn it’. Knowledge is produced in response to questions…once you have learned to ask questions…you have learned how to learn.

(Postman and Weitgartner 1969 cited in Aicken, 1984, p.122)

Some of you may feel that it is the job of the teacher to ask the questions. You may have a variety of views as to why we ask question, some not so positive. However, we feel that questions should be asked by everyone in our classrooms. We should **all** feel confident enough to answer questions, given the time to think about our response, or comfortably admit we are not sure of the answer.

Look at the previous sheet to find out a little more about the type of questions we can ask. They are structured according to bloom’s taxonomy, which suggests that questions that challenge us to evaluate or create are the most challenging.

When you are in lessons, carrying out research, or revising for exams you can use questions to structure your learning and organise your thoughts. Try it out: pick a topic and write down two questions from each category.

**Reading list**

These are the core texts that we recommend:

* AQA Biology AS Student Book
  + ISBN 978-0-7487-8275-8 School price £17.50
* AQA Biology A2 Student Book
  + ISBN: 978-0-7487-9813-1 School price £17.50
* AQA Human Biology AS Student Book
  + ISBN 978-0-7487-8277-2 School price £17.50
* AQA Human Biology A2 Student Book
  + ISBN: 978-0-7487-8278-9 School price £17.50

**Revision guides**

**Journals**

We highly recommend subscription to **Biological Sciences Review**. See Mr Gale to find out how to get a subscription at a discounted rate.

**Great science literature:**

James Lovelock – the revenge of gaia

Peter Forbes – the gecko’s foot

Richard Dawkins – the greatest show on earth

Nick Lane – Life ascending

**How to get the best from the internet**

The internet is a big place, yet most of you seem to go straight to Wikipedia when you want to know something. Be more adventurous, try different websites and you might stumble across a great resource.

I have recently set up a wikispace at the following location:

<https://gale-force-glyn.wikispaces.com/A-Level+Biology>

Check it out to find useful resources, hints and tips to help you revise. You can become a member of the page, which will allow you to edit files, add files and also join discussions.

Another, very modern, resource is twitter. Many of you will already use twitter but will not have tapped into the wonderful resources that it has to offer. You can find lots of ideas about education; tips to revise; insights to help you overcome the difficulties of studying A-levels; advice about university applications; and you can keep abreast of current general and science news.

My twitter account for school is:

<https://twitter.com/#!/galeforceglyn>

If you are not sure how to use twitter go onto my wikispace and read through the article ‘twitter for beginners’.

You tube is becoming ever more popular and has some fantastic resources available. I am in the process of setting up a youtube channel which will feature some advice on exams and will discuss particularly difficult exam questions.

**Resources for AQA GCE Biology AS and A2**

**WEBSITES**

**General sites**

ABPI The Association of the British Pharmaceutical Industry http://www.abpischools.org.uk/page/

http://www.accessexcellence.org/ http://www.bbc.co.uk/schools/websites/16/index.shtml http://www.biochem4schools.org/ http://www.biologyguide.net/ http://www.biozone.co.nz/index.html

BUBL LINK - Catalogue of Internet Resources http://bubl.ac.uk/link/b/biologyeducation.htm

http://www.cellsalive.com/ http://www.educypedia.be/ http://www.eduseek.com/topic.aspx?id=1997 http://www.fungi4schools.org/ http://www.healthline.com/ http://www.innerbody.com/htm/body.html

Institute of Biology http://www.societyofbiology.org/home

http://www.ketteringpumpkins.co.uk/ http://www.lungsonline.com/ http://multimedia.mcb.harvard.edu/media.html http://physics.syr.edu/courses/mirror/biomorph/ http://www.practicalbiology.org/ http://revision-notes.co.uk/A\_Level/Biology/index.html <http://www.revisiontime.com/aBio.ht>

S Cool http://www.s-cool.co.uk/topic\_index.asp?subject\_id=3&d=0

http://www.sciencedaily.com/news/plants\_animals/biology/ http://www.spolem.co.uk/alevel\_home.htm http://www-saps.plantsci.cam.ac.uk/index.htm http://www.who.int/en/

http://en.wikipedia.org/wiki/Biology http://www.yourdiseaserisk.wustl.edu/

**Asthma**

http://www.advisorybodies.doh.gov.uk/comeap/statementsreports/airpol2.htm

**Balanced diet**

http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/N/Nutrition.html http://www.hhs.gov/safety/index.shtml#diet http://www.glycaemicindex.com/ http://en.wikipedia.org/wiki/Glycemic\_load http://www.food.gov.uk/healthiereating/healthycatering/healthycatering02 http://www.eatwell.gov.uk/ http://www.nhs.uk/Conditions/Diet/Pages/Introduction.aspx

**Biodiversity**

http://www.ukbap.org.uk/

**Biofuels**

http://news.bbc.co.uk/2/hi/science/nature/6294133.stm

**Cancer**

http://www.aicr.org.uk/?source=Adwords http://cancer.about.com/od/newlydiagnosed/a/whatcancer.htm

**Carbon footprint**

http://www.carbonfootprint.com/ http://direct.gov.uk/en/Environmentandgreenerliving/actonco2/DG\_067197 http://footprint.wwf.org.uk/

**Cells**

http://www.bscb.org/?url=softcell/index

**CHD**

http://www.dh.gov.uk/en/Policyandguidance/Healthandsocialcaretopics/Coron aryheartdisease/index.htm

http://www.nih.gov/news/HealthWise/Jan98/story6.htm http://www.thincs.org/ http://www.guardian.co.uk/science/2007/nov/16/omega3

**Cholera**

http://www.who.int/topics/cholera/en/

**Classification**

http://catdir.loc.gov/catdir/samples/cam031/95216484.pdf

http://mmbr.asm.org/cgi/reprint/25/2/152.pdf

**Cystic fibrosis**

http://www.bbc.co.uk/health/conditions/cystic1.shtml

**Diabetes**

http://www.diabetes.org.uk/

http://themedicalbiochemistrypage.org/diabetes.html

http://www.scienceinschool.org/print/597

**DNA**

http://www.dnai.org/

http://www.dnaftb.org/dnaftb/

**Ethics in Biology**

http://www.beep.ac.uk/content/index.php

http://www.truthinscience.org.uk/

http://www.nap.edu/catalog.php?record\_id=11876

http://www.badscience.net/

http://www.windfalldigital.com/ethicalemporium/

http://www.nuffieldbioethics.org/

http://www.ciwf.org/

<http://www.medicalprogress.org>

**Evolution**

http://darwinpond.com/

http://darwin.eeb.uconn.edu/simulations/jdk1.0/drift.html)

http://physics.syr.edu/courses/mirror/biomorph/

**Gene sequencing**

http://www.scq.ubc.ca/genome-projects-uncovering-the-blueprints-of-biology/

**Genetic counselling – ethical issues**

Search engine http://scholar.google.com/scholar?q=genetic+counselling+%2B+ethical+issue s&hl=en&um=1&ie=UTF-8&oi=scholart

**Genetics**

http://www.biology.arizona.edu/human\_bio/human\_bio.html

http://science.howstuffworks.com/dna-evidence.htm

**GM foods**

http://www.ornl.gov/sci/techresources/Human\_Genome/elsi/gmfood.shtml

**Impact of human activities on biodiversity**

Search engine http://scholar.google.com/scholar?q=impact+of+human+activities+on+biodiver sity&hl=en&um=1&ie=UTF-8&oi=scholart

**MRSA**

http://www.nhs.uk/conditions/MRSA/Pages/Introduction.aspx

http://en.wikipedia.org/wiki/Methicillin-resistant\_Staphylococcus\_aureus

http://www.patient.co.uk/health/MRSA.htm

**Neuroscience**

http://www.tlrp.org/pub/documents/Neuroscience%20Commentary%20FINAL. pdf

**ORT**

http://en.wikipedia.org/wiki/Oral\_rehydration\_therapy

**Practical protocols**

http://www.ncbe.reading.ac.uk/ncbe/protocols/menu.html

**Virtual labs**

http://www.hhmi.org/biointeractive/vlabs/index.html

Association for the study of animal behaviour

http://asab.nottingham.ac.uk/

National Space Centre www.spacecentre.co.uk Education Officer - 0116 258 2113 Information on physiology in space