Summer Bridging Unit

This work is to be completed over the summer and handed in to your subject teacher at the end of your third full week in Sixth Form.

Name: ..... **Date: .....**

Work to be completed	**How this will link to the start of course in September**	**Progress - *teacher use only*** 1: **Above** the expected standard of an A Level study 2: The **expected** standard of A Level study 3: **Below** the expected standard of A Level study
Task 1 Demonstrating understanding of the course content and how you will be assessed. Read the course specification : AS and A-level Biology Specification Specifications for first teaching in 2015 & answer the following questions on the form: A Level Biology Bridging Unit - Task 1 – Fill in form 1) Provide information about each of the A level Biology exams you will sit. 2) How long are they? 3) What units do they each cover? 4) What percentage of the total A level are they worth?	Understand of the course structure and examinations. It is important that you have a solid foundation from GCSE which you can build on during your A level. You should always review the related GCSE unit when you start the unit at A level.	Above: 100% on the forms quiz Below:<50% on the forms quiz and/or unable to describe the nature of the course verbally Meeting: >80% on the forms quiz and is able to describe the nature of the course

Task 2 Demonstrating the key skill of evaluating scientific information, ideas and evidence, which is required for this course. Please see the attached PPT on Evaluations. This PPT contains GCSE questions that asked you to evaluate and tips on how to answer these at A Level. You need to self-mark your answer to check that you are able to evaluate correctly. You will be assessed on this skill as part of your introduction assessment at the end of September.	Evaluating ideas and evidence is part of the AO3 skill requirements of the course. Some questions will only ask you to suggest how the data supports a conclusion. Others will ask for full evaluations.	Above: able to identify multiple pro and cons within a range of contexts. Below: able to identify ONLY 1 pro or con Meeting: able to identify at least 1 pro AND 1 con within a given context
Task 3 Research and write a detailed risk assessment and method for required practical 3: 'Production of a dilution series of a solute to produce a calibration curve with which to identify the water potential of a plant tissue. • identify hazards/risks and prevention methods • Specific apparatus to use • what and how will you measure • Identify the independent, dependent and control variables. • Produce a step-by-step method Refer back to the Osmosis practical at GCSE for guidance.	The practical endorsement requires you to complete 12 practical activities to cover various skills. This method will form part of your portfolio of evidence for this. Keep a copy of your method as it will be used as part of your practical endorsement.	Above: produce a finely tuned method and risk assessment with no improvements required Below: method and risk assessment do not lead to the collection of data required Meeting: produce a working method and risk assessment with minimum improvements needed