

# HEINEMANN BIOLOGY 1

SKILLS AND ASSESSMENT



VCE UNITS 1 AND 2 • 2022-2026

# Contents

## BIOLOGY TOOLKIT

viii

## Unit 1 How do organisms regulate their functions?

### AREA OF STUDY 1

#### How do cells function?

##### KEY KNOWLEDGE

1

##### WORKSHEETS

WORKSHEET 1	Knowledge review—cells and cell processes	10
WORKSHEET 2	Controlled scientific experiments	11
WORKSHEET 3	Cell basics	13
WORKSHEET 4	Cell structure and the function of organelles	14
WORKSHEET 5	Plasma membranes and selectivity	15
WORKSHEET 6	The cell cycle	17
WORKSHEET 7	Mitosis and nuclear division in somatic cells	19
WORKSHEET 8	Stem cells and cell potency	20
WORKSHEET 9	Reflection—How do cells function?	21

##### PRACTICAL ACTIVITIES

ACTIVITY 1	Cell observations using the light microscope	22
ACTIVITY 2	Surface area to volume ratio and diffusion	26
ACTIVITY 3	Investigating membrane permeability, diffusion and osmosis	29
ACTIVITY 4	Stem cells in medical therapies	32

EXAM-STYLE QUESTIONS	36
----------------------	----

### AREA OF STUDY 2

#### How do plant and animal systems function?

##### KEY KNOWLEDGE

44

##### WORKSHEETS

WORKSHEET 10	Knowledge review—structure and function in organisms	53
WORKSHEET 11	Cell specialisation	55

WORKSHEET 12	Levels of organisation in multicellular organisms	56
WORKSHEET 13	Digestion in mammals	57
WORKSHEET 14	The mammalian excretory system	58
WORKSHEET 15	Regulatory mechanisms in animals	59
WORKSHEET 16	Water and gas regulation in plants	60
WORKSHEET 17	Stimulus–response models	62
WORKSHEET 18	Homeostasis	64
WORKSHEET 19	Negative feedback loops and temperature regulation	65
WORKSHEET 20	Reflection—How do plant and animal systems function?	67

##### PRACTICAL ACTIVITIES

ACTIVITY 5	A mammalian dissection	68
ACTIVITY 6	Vascular tissue in plants	73
ACTIVITY 7	Regulation of blood glucose	78
ACTIVITY 8	Temperature regulation in Australian endotherms and ectotherms	84
ACTIVITY 9	An investigation into water balance in selected mammals	89

EXAM-STYLE QUESTIONS	93
----------------------	----

### AREA OF STUDY 3

#### How do scientific investigations develop understanding of how organisms regulate their functions?

SCIENTIFIC INVESTIGATION	Investigating the effect of the environment on the rate of transpiration in plants	101
--------------------------	--	-----

# Contents

## Unit 2 How does inheritance impact on diversity?

### AREA OF STUDY 1

#### How is inheritance explained?

##### KEY KNOWLEDGE 104

##### WORKSHEETS

WORKSHEET 21	Knowledge review—processes in cell replication	111
WORKSHEET 22	Building blocks of DNA	112
WORKSHEET 23	Genotype, phenotype and genetic crosses	113
WORKSHEET 24	Karyotypes and chromosomal diagnoses	115
WORKSHEET 25	Mendel's laws of inheritance	116
WORKSHEET 26	Phenotypic variation in a group	118
WORKSHEET 27	Patterns of inheritance	120
WORKSHEET 28	Analysing family pedigrees	121
WORKSHEET 29	Reflection—How is inheritance explained?	123

##### PRACTICAL ACTIVITIES

ACTIVITY 10	Meiosis and gamete variation	124
ACTIVITY 11	Modelling chromosomes	127
ACTIVITY 12	A monohybrid cross for barley	130
ACTIVITY 13	Investigating patterns of inheritance in families	133

##### EXAM-STYLE QUESTIONS 139

### AREA OF STUDY 2

#### How do inherited adaptations impact on diversity?

##### KEY KNOWLEDGE 146

##### WORKSHEETS

WORKSHEET 30	Knowledge review—keystone concepts	155
WORKSHEET 31	Asexual reproduction strategies	156
WORKSHEET 32	Sexual reproduction strategies	157
WORKSHEET 33	Survival strategies for environmental challenges	159

WORKSHEET 34	Animal and plant adaptations	160
WORKSHEET 35	An ecosystem community	162
WORKSHEET 36	Relationships in ecosystems	164
WORKSHEET 37	Keystone species and change in an Australian ecosystem	165
WORKSHEET 38	Population dynamics in a lake community	167
WORKSHEET 39	Reflection—How do inherited adaptations impact on diversity?	169

##### PRACTICAL ACTIVITIES

ACTIVITY 14	An examination of animal and plant cloning issues	170
ACTIVITY 15	Line transects in fieldwork	175
ACTIVITY 16	Using quadrats to estimate population of a flatweed species	180
ACTIVITY 17	An investigation of factors affecting population size	184
ACTIVITY 18	Keystone species—the glue in an ecosystem	190
ACTIVITY 19	An ecosystem field study	194

##### EXAM-STYLE QUESTIONS 204

### AREA OF STUDY 3

#### How do humans use science to explore and communicate contemporary bioethical issues?

RESEARCH INVESTIGATION	An examination of reproductive technologies	212
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## HOW TO USE THIS BOOK

The *Heinemann Biology 1 Skills and Assessment* book provides the opportunity to practise, apply and extend your learning through a range of supportive and challenging activities. These activities reinforce key concepts and skills, and enable a flexible approach to learning. There are also regular opportunities for reflection and self-evaluation in the final worksheet in each Area of Study.

This resource has been written to the VCE Biology Study Design 2022–2026 and is divided into six areas of study—three in Unit 1 and three in Unit 2. Areas of Study 1 and 2 in each unit consist of four main sections:

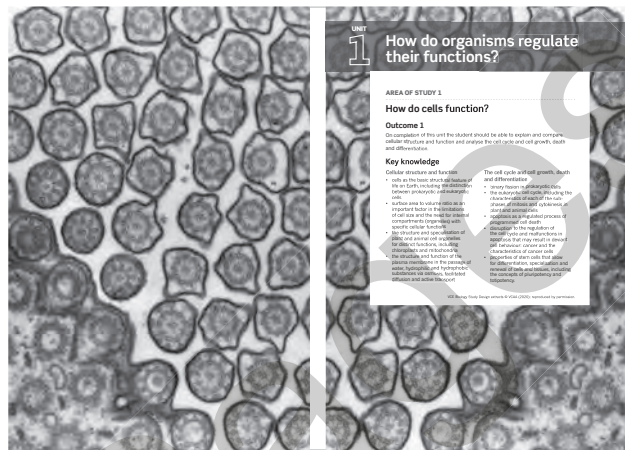
- key knowledge
- worksheets
- practical activities
- exam-style questions.

## BIOLOGY TOOLKIT

The Biology toolkit supports development of the skills and techniques needed to undertake primary and secondary-sourced investigations, and covers examination techniques and study skills. It also includes checklists, models, exemplars and scaffolded steps. The toolkit can serve as a reference tool and be consulted as needed.

## UNIT AND AREA OF STUDY OPENER

*Heinemann Biology 1 Skills and Assessment* is structured to follow the study design units and areas of study. The area of study opening page lists the study design key knowledge for easy reference to the following activities.



## KEY KNOWLEDGE

Each area of study begins with a key knowledge section. This consists of a set of summary notes that cover the key knowledge for that area of study. Key terms are in bold and are included in the glossary of the student book. The section also serves as a ready reference for completing the worksheets and practical activities.

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## TEACHER SUPPORT

Comprehensive answers and fully worked solutions for all worksheets, practical activities and exam questions are provided via the *Heinemann Biology 1 <TBC>*. In-depth support for Unit 1 Area of Study 3 and Unit 2 Area of Study 3 in the form of samples, templates and teacher notes is also included, along with an interactive SPARKlab for every practical activity.

# HOW TO USE THIS BOOK

## WORKSHEETS

The worksheets feature questions that allow you to practise and apply your knowledge and skills. Each area of study includes a 'Knowledge review' worksheet, to activate prior knowledge, and a 'Reflection' worksheet, which you can use for self-assessment. Other worksheets provide opportunities to revise, consolidate and further your understanding. All worksheets function as formative assessment and are clearly aligned with the study design. A range of questions building from foundation to challenging is included in each worksheet.

## PRACTICAL ACTIVITIES

Practical activities offer you the chance to complete practical work related to the various themes covered in the study design. You have the opportunity to design and conduct scientific investigations, generate, evaluate and analyse data, appropriately record results, and prepare evidence-based conclusions. Where relevant, you will also need to conduct risk assessments to identify any potential hazards.

Each practical activity includes a suggested duration. Together with the Area of Study 3 scientific investigations, the practical activities meet the 34 hours of practical work mandated for Units 1 and 2 in the study design.

Each worksheet and practical activity is mapped to one or more of the scientific investigation methodologies outlined in the study design. Completing these activities gives you experience in applying the methodologies in a wide variety of contexts and prepares you for designing and conducting your own scientific investigation in Unit 1 Area of Study 3.

## EXAM-STYLE QUESTIONS

Each area of study finishes with a selection of exam-style questions. This gives you the opportunity to gain valuable experience applying your knowledge and understanding to exam-style questions.

### WORKSHEET 1

Classification and identification

#### Knowledge review—cells and cell processes

Read the following text and answer the questions that follow. Use the key concepts in this text to help you answer the questions. Refer to the glossary and index for definitions of key concepts.

Question	Answer
1. The diagram shows a plant cell. Label the structures that are unique to plant cells.	 cell wall, nucleus, vacuole, chloroplasts
2. The diagram shows an animal cell. Label the structures that are unique to animal cells.	 nucleus, vacuole, mitochondria
3. The diagram shows a prokaryotic cell. Label the structures that are unique to prokaryotic cells.	 cell wall, nucleus, flagella

4. The cell theory is a scientifically accepted idea in biology. Recall the three parts of the cell theory.

a. All living organisms are made of cells.  
b. Cells are the basic units of structure and function.  
c. Cells arise from pre-existing cells.

### WORKSHEET 2

Controlled scientific experiments

A biology teacher wants to investigate the effect of light on the growth of green plants. The teacher has decided to use a controlled experiment to test a hypothesis. Read the student's experimental procedure and use a critical eye over the results obtained.

**Aim:** To investigate the effect of light on the growth of green plants.

**Hypothesis:** Green plants need sunlight to survive.

**Method:**

The student:

1. obtained two seedlings of the same species that were the same in other respects, including the height and weight;
2. placed one seedling in a pot of soil and the other in a pot of water;
3. placed the seedlings in a controlled setting, but not in a pot of sunlight, for 10 days;
4. placed the seedlings in a pot of sunlight for 10 days;
5. placed the seedlings in a pot of sunlight for 10 days.

The student measured the height of the seedlings at the start and end of the 10-day period. The student found that the seedling in the pot of sunlight was 10 cm taller than the seedling in the pot of water.

For plant 1, the student measured the height of the seedling at the start and end of the 10-day period. The student found that the seedling in the pot of sunlight was 10 cm taller than the seedling in the pot of water.

For plant 2, the student measured the height of the seedling at the start and end of the 10-day period. The student found that the seedling in the pot of sunlight was 10 cm taller than the seedling in the pot of water.

5. Which part of the experiment was the control? What should the results be?

a. The seedling in the pot of water.  
b. The seedling in the pot of sunlight.  
c. The seedling in the pot of water.

### PRACTICAL ACTIVITY 1

Cell observations using the light microscope

Suggested duration: 100 minutes

**Introduction:** This activity is designed to help you understand the structure and function of cells. You will use a light microscope to observe cells and to identify the structures that are unique to different types of cells.

**Materials:** Light microscope, slides, coverslips, onion skin, cheek cells, pond water, microorganism slides.

**Method:**

1. Prepare a slide of onion skin cells. Label the structures that are unique to plant cells.
2. Prepare a slide of cheek cells. Label the structures that are unique to animal cells.
3. Prepare a slide of pond water. Label the structures that are unique to prokaryotic cells.

4. Compare the structures of the three types of cells. What are the similarities and differences?

### PRACTICAL ACTIVITY 3

Investigating membrane permeability, diffusion and osmosis

Suggested duration: 10 minutes

**Introduction:** This activity is designed to help you understand the processes of diffusion and osmosis. You will use a dialysis bag to investigate the movement of substances across a partially permeable membrane.

**Materials:** Dialysis bag, beaker, water, glucose solution, iodine solution, starch solution.

**Method:**

1. Prepare a dialysis bag containing a glucose and starch solution. Place it in a beaker of water.
2. Observe the colour change in the beaker over time.

3. Explain the results. What is the evidence for diffusion and osmosis?

### WORKSHEET 14

Classification and identification

#### The mammalian excretory system

1. Read the definitions listed in the boxes on the right-hand side of the page. Choose the correct term from the list below to match each definition and write this term in the corresponding box.

**Definition 1:** A structure that filters blood and removes waste products from the body.

**Definition 2:** A structure that carries filtered blood away from the kidney.

**Definition 3:** A structure that carries blood to the kidney.

**Definition 4:** A structure that carries blood away from the kidney.

**Box 1:** A structure that filters blood and removes waste products from the body.

**Box 2:** A structure that carries filtered blood away from the kidney.

**Box 3:** A structure that carries blood to the kidney.

**Box 4:** A structure that carries blood away from the kidney.

### EXAM-STYLE QUESTIONS

**Multiple-choice questions**

**Question 1:** Read the definitions listed in the boxes on the right-hand side of the page. Choose the correct term from the list below to match each definition and write this term in the corresponding box.

**Definition 1:** A structure that filters blood and removes waste products from the body.

**Definition 2:** A structure that carries filtered blood away from the kidney.

**Definition 3:** A structure that carries blood to the kidney.

**Definition 4:** A structure that carries blood away from the kidney.

### EXAM-STYLE QUESTIONS

**Question 2:** The diagram shows a cross-section of a mammalian excretory system. Label the structures that are unique to the mammalian excretory system.

**Question 3:** The diagram shows a cross-section of a mammalian excretory system. Label the structures that are unique to the mammalian excretory system.

# Biology toolkit

This toolkit provides support for developing the skills required to undertake research and practical investigations. It also covers examination techniques and study skills. The toolkit can serve as a reference tool to be consulted as needed throughout the year.

## Scientific method

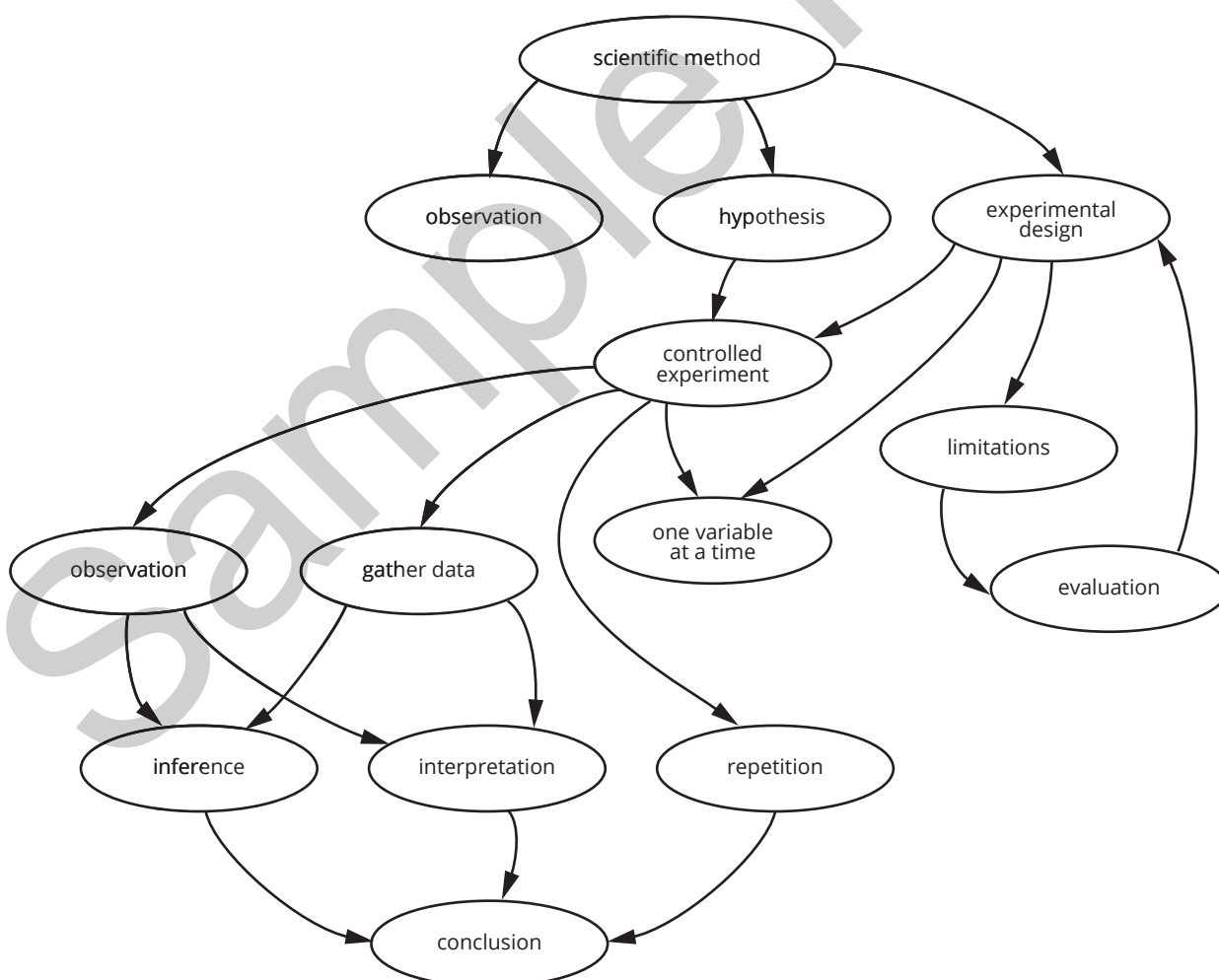
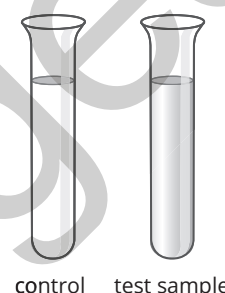
Biologists make observations and construct hypotheses to account for their observations. A **hypothesis** is a possible explanation, an educated guess, made to explain observations.

Hypotheses are tested following the principles of the **scientific method**. These include:

- asking relevant questions; that is, questions that can be tested
- making careful observations
- designing and conducting **controlled experiments**; in controlled experiments all **variables** are kept constant, except the one under investigation
- keeping an accurate record of experimental results
- logical interpretation of experimental data and observations
- drawing logical **conclusions** from the experimental results.

The results of a scientific investigation may negate or refute the hypothesis being tested. In this case the hypothesis must be re-evaluated and modified. Such results are useful in redirecting scientific investigation. When experimental results repetitively support a hypothesis, it may become a **theory or principle**; that is, the hypothesis is accepted as a scientific truth.

The scientific method recognises that there are limitations in investigations. For example, some factors cannot be measured, a sample size may be too small to be representative, or unknown factors may influence investigations.



The scientific method is the process scientists use to conduct experiments and test hypotheses.

## EXAMPLES OF SCIENTIFIC REPORTS

It can be difficult to gauge whether you have attained a high standard in your completed scientific report. Looking at sample scientific reports can help you identify what is required. Two sample scientific reports are provided here as a reference: one is prepared to a high standard, while the second has room for

improvement. The annotations draw your attention to key points to note on each scientific report. These points are also reflected in the checklist, so you are able to use this as a tool to evaluate whether all requirements of the scientific investigation have been met.

### High standard scientific report

Place the heading at the top of the text on page 1 of the report. Heading should be clear and short.

State the reason for doing the investigation.

The hypothesis is based on the aim of the investigation.

Identify the different variables.

List all materials, including numbers of specific items.

Warn of potential hazards and how these can be reduced or eliminated.

Describe the overall approach undertaken in the scientific investigation and the reasons for taking this approach.

Provide clear instructions about each step of the experiment. These should be written in recipe style, with easy-to-follow detailed instructions written in the third person.

### The effect of sunlight on seed germination

#### Aim

To investigate whether wheat seeds need sunlight to trigger germination.

#### Hypothesis

If wheat seeds need sunlight to germinate, then they will not germinate in the dark.

#### Variables

Independent variable: sunlight  
Dependent variable: seed germination  
Controlled variables:

- type of container used for seeds
- type of substrate used to support seeds
- temperature
- number and density of seeds

#### Materials

- 40 wheat seeds
- 2 × Petri dishes
- cotton wool
- 50 mL measuring cylinder
- spray bottle containing water

#### Risk assessment

If you are using glass Petri dishes, breakage is a potential risk. Wear disposable gloves to protect your hands. All breakages should be reported to the teacher immediately. The teacher or laboratory technician will dispose of broken glass.

#### Methodology

A controlled experiment was conducted to determine if sunlight is required for germination to occur.

#### Method

- 1 Place 1 cm thick bed of cotton wool in base of each Petri dish.
- 2 Measure 20 mL of water in the measuring cylinder. Pour over the cotton wool in the first Petri dish until uniformly wet. Repeat this for the second Petri dish.
- 3 Spread 20 wheat seeds evenly on the cotton wool bed of each Petri dish.
- 4 Place one Petri dish on the windowsill where it will receive sunlight. Place the second in a dark cupboard nearby.
- 5 Leave the Petri dishes for seven days. Use the water spray bottle to spray the two Petri dishes every second day to ensure they do not dry out.
- 6 Compare the seeds of the two set-ups after seven days.

## Results

Wheat seeds placed in light and dark conditions did not show a difference in the mean number of seeds germinated over a period of seven days (Table 1).

**TABLE 1** Number of wheat seeds germinated in light and dark conditions over seven days

Group	Number of seeds germinated	
	Light	Dark
1	18	17
2	17	19
3	18	16
4	17	17
5	12	14
Mean	16.4	16.6

## Discussion

The data from each set of experiments follows a similar pattern. The majority of wheat seeds germinated, regardless of exposure to light or dark.

The light and dark treatments for Group 5 both have a lower number of germinating seeds than the other groups. As the Group 5 seeds came from the same source as the other groups' seeds, variables other than the seeds need to be considered when accounting for the difference in germination rates between groups. There are several possibilities that might account for the lower rate of germination. For example, the seeds might not have received adequate water. Another reason could be the handling of the seeds by contaminated hands. Such variables should be controlled in future experiments by ensuring all seeds receive equal quantities of water and by wearing disposable gloves when handling the seeds.

## Conclusion

This investigation demonstrated that wheat seeds do not require sunlight to germinate. The hypothesis is not supported. The experimental evidence shows that in every instance, wheat seeds germinated when placed in the dark for seven days.

This is a record of all observations and measurements taken during the investigation.

Record your results in an appropriate format. Tables are useful for recording experimental data. Graphs, diagrams and photographs are also useful approaches for recording data.

If you take multiple measurements, calculating the mean (or average) gives a single representative value and can provide a clearer understanding of the data.

The discussion focuses on the interpretation of the experimental data. What do the results show? Are there any unexpected results? How can we account for this? Evaluation of the procedure is also included here.

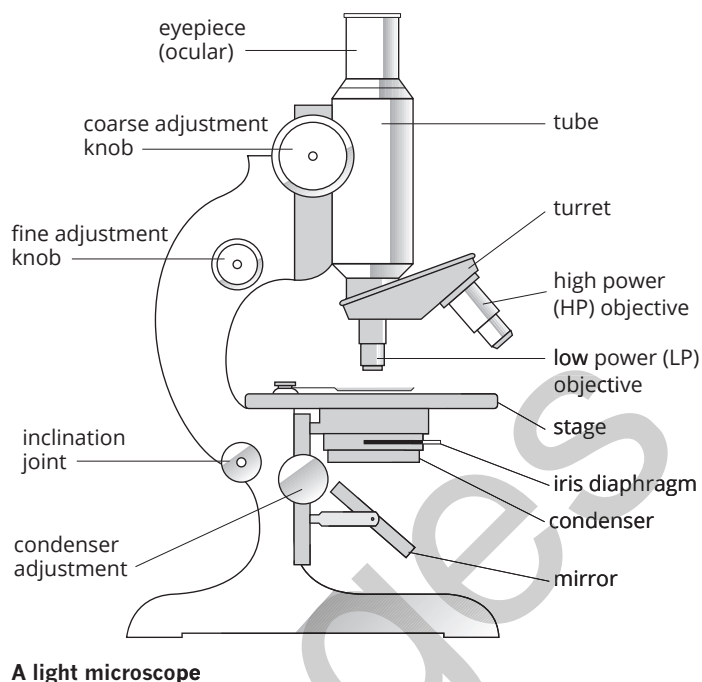
The conclusion relates back to the purpose and states whether the hypothesis was supported or not supported. It also outlines the experimental evidence to support this.

Avoid terms such as 'always' and 'never' in scientific writing. Refer to what the data shows—all claims must be supported by the evidence.



## User-friendly microscope hints

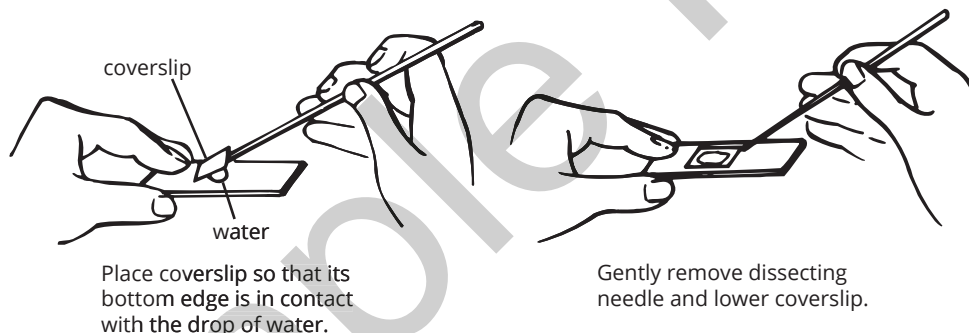
- Look down the eyepiece lens and adjust the light source (mirror, condenser lens and iris diaphragm) so the field of view is uniformly illuminated.
- Place your prepared slide on the microscope stage and centre the object to be viewed. Use the clips to secure the slide in position.
- When setting up the microscope always view the object under low power (LP) first.
- Checking from the side, wind the coarse adjustment until the LP objective lens is as close as it can go towards the slide. (It should be no closer than 2 mm.)
- Looking down through the eyepiece lens, use the coarse adjustment knob to slowly move the LP objective lens away from the slide. When the object is in focus, use the fine adjustment knob to bring the image into even sharper focus.
- Rotate the turret to set a high power (HP) objective lens in place. Only use the fine adjustment knob when using HP.



## Preparing a wet mount slide

The following figure illustrates the best technique for making a wet mount slide.

Slides and coverslips must be very clean.



### Making a wet mount slide

## BIOLOGICAL DRAWINGS

The following guidelines should help you to make simple and effective biological drawings.

- Drawings should be:
  - made in grey lead pencil
  - large
  - fully labelled with the name of the specimen, the type of preparation and the magnification
  - given a size perspective so that comparison between specimen sizes can be made—draw each specimen in relation to the size of the field of view observed.

- Lines to labels should be ruled—they should not have ‘arrowheads’ and should not cross over.
- Drawings of low power images do not show the detail of cells, just the ‘area of cell types’ (Figure 1).
- Drawings of images made under high power show detail of a few cells only of each type (Figure 2).

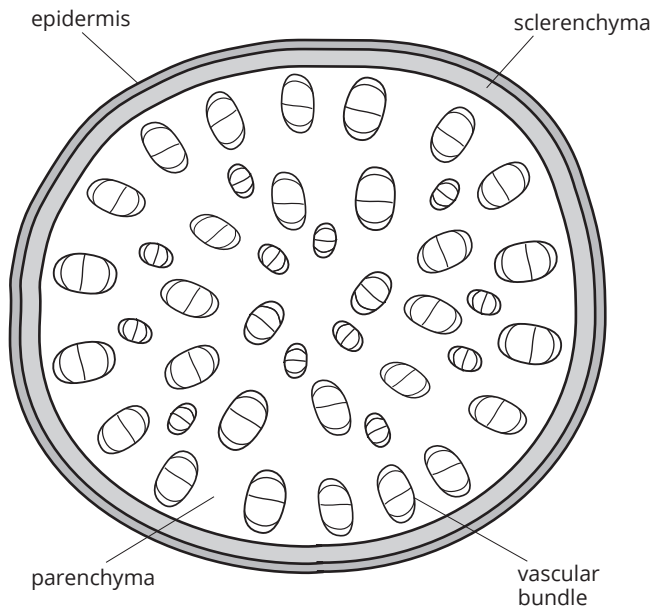


Figure 1 A low power view of zea maize cells (30×)

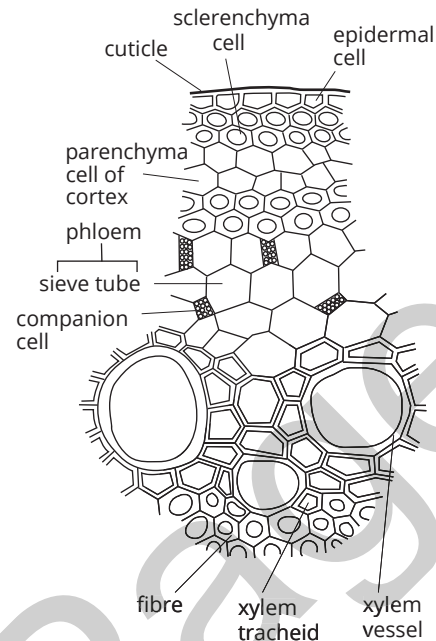


Figure 2 A high power drawing of zea maize cells (600×)

## Techniques of monitoring and maintaining ecosystems

When studying ecosystems, it may be necessary to determine the type and number of living organisms in an area. For example, your investigation may look at the population of a particular species in two different areas. There are many different ways to do this, including using quadrats and transects.

### QUADRATS AND TRANSECTS

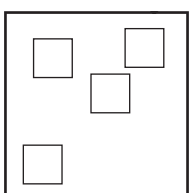
A **quadrat** is an area marked out with a frame for the purpose of gathering data related to populations of organisms in a given area.

- It is usually 1 m<sup>2</sup> but can be adapted to suit the specific ecosystem.
- A number of quadrats placed randomly around the habitat can provide a useful estimate of the presence, density and abundance of different species within the area.

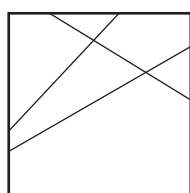
A **transect** is a line marked out randomly through a habitat.

- Every organism on the line at regular intervals or within the transect is recorded.
- Variations in community composition throughout the habitat can be assessed.
- Line transects are time-efficient and can minimise disturbance to the environment. However, species of low density can be missed.
- Belt transects extend out a specific distance to either side of the line. They are time-intensive but can provide more accurate estimates of community populations.

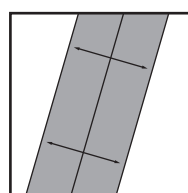
Permanent quadrats and transects can be used to measure, estimate and predict changes in the diversity and abundance of populations over time.



quadrat sampling



line transect sampling



belt transect sampling

**Sampling methods: quadrat sampling, line transect sampling and belt transect sampling**