

VCE BIOLOGY UNIT 3 OC 1

SAC

Analysis and evaluation of a bioethical issue: GM canola

The following **key knowledge** is the focus of this task:

The relationship between nucleic acids and proteins

- nucleic acids as information molecules that encode instructions for the synthesis of proteins: the structure of DNA, the three main forms of RNA (mRNA, rRNA and tRNA) and a comparison of their respective nucleotides
- the genetic code as a universal triplet code that is degenerate and the steps in gene expression, including transcription, RNA processing in eukaryotic cells and translation by ribosomes
- the structure of genes: exons, introns and promoter and operator regions
- amino acids as the monomers of a polypeptide chain and the resultant hierarchical levels of structure that give rise to a functional protein
- proteins as a diverse group of molecules that collectively make an organism's proteome, including enzymes as catalysts in biochemical pathways.
- the role of rough endoplasmic reticulum, Golgi apparatus and associated vesicles in the export of proteins from a cell via the protein secretory pathway.

DNA manipulation techniques and applications

- the use of enzymes to manipulate DNA, including polymerase to synthesise DNA, ligase to join DNA and endonucleases to cut DNA
- the function of CRISPR-Cas9 in bacteria and the application of this function in editing an organism's genome
- amplification of DNA using polymerase chain reaction and the use of gel electrophoresis in sorting DNA fragments, including the interpretation of gel runs for DNA profiling
- the use of recombinant plasmids as vectors to transform bacterial cells as demonstrated by the production of human insulin
- the use of genetically modified and transgenic organisms in agriculture to increase crop productivity and to provide resistance to disease.

The following **key skills** are the focus of this task:

- formulate hypotheses to focus investigation
- predict possible outcomes
- demonstrate ethical conduct when undertaking and reporting investigations
- systematically generate and record primary data, and collate secondary data, appropriate to the investigation, including use of databases and reputable online data sources
- record and summarise both qualitative and quantitative data, including use of a logbook as an authentication of generated or collated data
- distinguish between opinion, anecdote and evidence, and scientific and non-scientific ideas
- use reasoning to construct scientific arguments, and to draw and justify conclusions consistent with the evidence and relevant to the question under investigation
- use appropriate biological terminology, representations and conventions, including standard abbreviations, graphing conventions and units of measurement
- discuss relevant biological information, ideas, concepts, theories and models and the connections between them

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Moonie



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Search ,1996 Reading Images for Knowledge Building J.R. Martin,Len Unsworth,2023-08-07 This innovative volume provides a new analytic framework for understanding how meaning making resources are deployed in images designed for knowledge building in school science The framework enables analyses of science images from the perspectives of both their complexity and recognizability Complexity deals with the technical and abstract knowledge of school science technicality evaluative dispositions in relation to that knowledge iconization and the condensation of the technical and dispositional meanings as synoptic eye-fuls in discipline specific infographics aggregation Recognizability concerns the relationship between the appearance of phenomena in reality and the reconfiguration of this reality in images congruence the perceptibility or discernibility of the features and contexts of phenomena in images explicitness and how images engage their viewers affiliation The framework is illustrated by more than 100 images in colour in the e book and black and white in the paper version and will inform research into multimodal literacy pedagogy that incorporates an understanding of the role of images in the teaching and learning of school science This book will be of particular interest to scholars in multimodality semiotics literacy education and science education **Australian Books in Print 1999** K G Saur Books,1999-04 Excellent coverage essential to worldwide bibliographic coverage American Reference Books Annual This comprehensive reference provides current finding ordering information on more than 123 000 in print books published in Australia You ll also find brief profiles of more than 12 000 publishers distributors whose titles are represented as well as information on trade associations local agents of overseas publishers literary awards more From Thorpe Australian National Bibliography ,1995-05 *GCE AS Level Health and Social Care Double Award Book (For AQA)* Moonie,2005 Exactly what you need for the new AS Level GCEs in Health and Social Care These six student books are matched to every type of AS Level GCE course students can take whether it is a single award or double award with Edexcel OCR or AQA Pitched at just the right level for GCE candidates with accessible style and content Written by an experienced author team to give you absolute confidence in the quality of the content Fully covers all the units students need for either a single or a double award The Edexcel and OCR books are in full colour **GCE Health and Social Care for AQA, AS Level Single Award** Neil Moonie,2005 Exactly matched to the AQA specifications this Student Book gives candidates all of the mandatory units they need to complete the Single Award *Biology Basics* ,2015-01-01 This text is a workbook that contains images text and questions relating to the Unit 2 VCE Biology course study design for 2016 to 2020 **Heinemann Biology 2** Barbara K. Evans,Pauline Ladiges,John McKenzie,Philip Batterham,Yvonne Sanders,2012 This Enhanced edition is the complete package for VCE Biology that assists students with learning studying revising and preparing for tests and examinations **Biology Unit 2 for CAPE® Examinations** Myda Ramesar,Mary Jones,Geoff Jones,2011-09-22 Two new titles that provide comprehensive coverage of the syllabus Biology Unit 2 for CAPE Examinations has been developed to match the requirements of Unit 2 of the CAPE

Biology syllabus The course provides total coverage of Unit 2 of the CAPE Biology syllabus with worked examples to help students develop their problem solving skills Written by best selling authors Mary and Geoff Jones and CAPE Biology teacher and examiner Myda Ramesar this textbook is in full colour and is written in an accessible style *VCE Biology Unit 2 Surfing* Humphreys,2016 *Heinemann Biology 2 VCE Units 3 & 4* Barbara K. Evans,Pauline Ladiges,John McKenzie,Philip Batterham,Yvonne Sanders,2008 *Heinemann Biology 2 Skills and Assessment* Yvonne Sanders,2021-05-21 The skills and assessment book gives students the edge in applying key science skills and preparing for all forms of assessment

Heinemann Biology One : VCE Units 1 & 2 ,1999 **Heinemann Biology 1** Pearson Education Australia Staff,Yvonne Sanders,2005 This student workbook includes practice assessment tasks practical activities field work and student designed projects as outlined in the study design VCE Biology, Unit 2 , 2003 STAV Paper and solutions 2003 NEAP Paper and solutions *Heinemann Biology 2* Yvonne Sanders,2013 Features highly illustrative study notes covering the main points of each Area of Study multiple intelligence worksheets that cater for a range of learning styles practice assessment tasks practical activities that are relevant and useful *Unit 2 Biology Basics* Helen Ball,2021-08 Workbook relating to Unit 2 of the VCAA curriculum **Heinemann Biology 2 Student Workbook (2e)** Yvonne Sanders,2016-08-05 The Heinemann Biology 2 Second Edition Student Workbook provides support practical activities assessment practice and guidance for students studying Units 1 2 Biology The workbook uses the best content from the previous editions in conjunction with new content developed specifically for the VCE Biology Study Design 2016 2021 This includes opportunities to develop and apply key skills through a range of worksheets and practical activities in preparation for Area of Study 3 While it is the perfect companion to the student book it can also be used as a standalone resource for independent study and homework program

Ecological Principles Michael A. Tribe,1975 **Basic Biology Course Unit 2: Volume 4, Ecological Principles** Michael A. Tribe,Michael R. Erait,Roger K. Snook,Irwin Tallan,1975-09-25

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