Practice: cells, molecules and enzymes

Teacher / technician

YEAR 10 / LESSON 14 / BIOLOGY + SCIENCE (DOUBLE AWARD)

Staff preparation and answer guidance. Keep separate from student sheets. Original learning tasks; no supplied numerical example represents class measurements.

Coverage and delivery

Original practice covering 1.1–1.4 and 2.1–2.13; optional Biology extension.

Allow about 60 minutes. Follow the student sequence and use the answers to check reasoning.

Requisition • class of 30, working in 15 pairs

Item	Per pair / setup	Class total
Student booklets	1 per learner	30
Paper model sets / rulers	1 per pair	15 of each

Immediate safety

Paper, modelling and written reasoning only. No chemicals or biological samples are handled.

Preparation and delivery

Read alongside the student method

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1. Provide 30 booklets and 15 sets of paper or reusable modelling materials.

2. Keep answers separate until learners have attempted the tasks; discuss the reasons for corrections.

Close of lesson

• Return models and keep the corrected work.

Check before teaching

Check the cards, reference data and quantities against this requisition. Keep the staff answer guide separate until the checking stage. Supplied numerical practice datasets are labelled examples; they are not class measurements.

Answers and teaching notes

Expected explanations • do not give as experimental observations

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• Plant: cellulose cell wall and large permanent vacuole support that classification.

• Some plant cells, including many root cells, do not photosynthesise and lack chloroplasts; visibility also limits observations.

• Starch is detected; reducing sugar is not detected under these conditions. This does not prove zero sugar content.

• Mean = (80+100+120)/3 = 100 s; reciprocal of mean = 0.010 s^{-1}. The mean of individual reciprocal rates is a different calculation.

• Repeats reveal spread and reduce the influence of random variation; systematic temperature or timing bias can remain.

• Warming initially increases successful interactions; at sufficiently high temperatures denaturation changes the active site and lowers activity.

References and provenance

Pearson Biology specification

Prepared 22 November 2026. Original wording, tables and questions. Sources inform the concepts and technique; the lesson scope and classroom quantities are explicitly described here. No laboratory trial or final school risk approval is claimed.