

Key Stage 5 (12)	
Course title: Applied human biology	
Exam board: Pearson	
Specification code: 603/3040/5	
Autumn 1 (September – October) to Autumn 2 (October – December)	TEACHER 1 (unit 1) - biological molecules, cells, respiration, cell division, nerves, heart and circulatory system, lymphatic system.
	Students begin with the fundamentals of biology at a biomolecular scale, then work their way up in size to cover cells and cellular processes, before moving on to tissues and organs. Having looked at the cellular process of respiration, students begin to develop an understanding of how the substrates for and products of this reaction are transported. This topic reinforces prior learning from year 10. Overlap with A-level Biology in the first half of the term aids transition between courses if required.
	TEACHER 2 (unit 2) - Pathogens and their diseases
	Students begin their internally assessed unit by covering theory content which will assist them with completion of assignment AB. By the end of the term, students will have submitted their first draft of assignment AB.
Spring 1 (January – February) to Spring 2 (February – March)	TEACHER 1 (unit 1) - Digestive and excretory systems, control of blood glucose, dietary needs, cellular injury and repair, diagnostic techniques, immune system, immune disorders.
	Students continue to look at the role of organs in the body in obtaining and processing respiratory substrates and products, with links to both year 10 and year 11 content. Attention then turns to what happens when the body is in a state of ill health and how this can be monitored. Links are made to year 10 content.
	TEACHER 2 - Genetics (unit 1), practical microbiology (unit 2)
	Teacher 2 assists with the delivery of the examined content by teaching the genetics topic, which expands on year 11 knowledge as well as knowledge from biological molecules in the autumn term. Teacher 2's input is required in order to ensure that students receive 90 guided learner hours in advance of their exam in May. Students then return to their internally assessed unit, learning basic microbiological techniques and putting these into practice. Assignment C is a write up of this practical work and the first draft of assignment C will be submitted before the end of the term.
Summer 1 (April – June) Summer 2 (June – July)	TEACHER 1 - unit 1 exam, unit 3 content
	The exam for unit 1 takes place in May, with the exact date changing each year. Once this exam has taken place, the teacher then delivers taught content for unit 3, which will be examined in January.
	TEACHER 2 - Antimicrobials (unit 2) Having mastered basic microbiological techniques, students are now ready to plan their own investigation into the impact of antimicrobials using the techniques they have already learnt. The final draft will be submitted before the end of term. This means that students will have had two 15 working day submission periods for each of the three assignments.
<i>If a student chooses to leave school at the end of the academic year, they are able to claim the "Certificate" (rather than the "extended certificate") as a result of having completed units 1 and 2</i>	

Key Stage 5 (13)	
Course title: Applied human biology	
Exam board: Pearson	
Specification code: 603/3040/5	
Autumn 1 (September – October) to Autumn 2 (October – December)	TEACHER 1- Cells, tissues, and biological molecules, nervous system, cardiovascular and respiratory system.
	With an exam in May, students need to cover a large volume of content. They begin with the fundamentals of biology at a micro- scale, developing their understanding of the relationship between structure and function. Work on the structure of cells and cell transport extends knowledge from year 9 and 10. The content for the first half term overlaps with that of the A-level, enabling easier course changes. Knowing the structure of cells then allows students to study cell division. Students then discuss stem cells and specialisation before moving onto specialised systems of the body. The nervous system was last covered in year 11. Innervation of the heart follows, picking up on content last seen in year 10. Students conclude the term looking at the other organs of the circulatory and respiratory systems.
	TEACHER 2 - structure, function, and disorders of the muscular and skeletal systems (unit 4)
	The second internally assessed unit has been chosen as it links both to PE/Sports science, and content taught in y11. Of the units on offer, this unit (Functional physiology) best suits the aspirations of many of our students, who wish to progress into careers in physiotherapy, nursing, and paramedic science. The first assessment links back to content taught in year 11 and year 12, and requires students to think about human biology at a systems level. By the end of the term the final draft of assignment A will be submitted.
Spring 1 (January – February) to Spring 2 (February – March)	TEACHER 1 and 2- structure, function, and disorders of the endocrine and nervous system (unit 4).
	The unit 3 exam takes place in January, with results being issued in late March. In the interim, teacher 1 supports work on unit 4. The second assignment considers a different system of the body, again making links to content from both year 11 and 12. By the end of the term the final draft of assignment B will be submitted.
Summer 1 (April – June) Summer 2 (June – July)	TEACHER 1- targeted work towards re-sits.
	Following the release of unit 3 results, decisions will be made around which (if any) of the two units students should re-sit. Teacher 1's lessons will then be specifically tailored towards the re-sits that will take place in the summer.
	TEACHER 2 - role of homeostasis in co-ordination and control
	The final assignment builds on knowledge gained in assignment B, as well as in years 11 and 12, requiring students to look at the interplay between two organ systems rather than considering them as separate entities as in the previous assignment. By the May holiday the final draft of assignment C will be submitted.