

W6L1 | Carrier and energy model

Monday | 09:30–10:10 | Introduce | Supported route

Name: _____ Date: _____

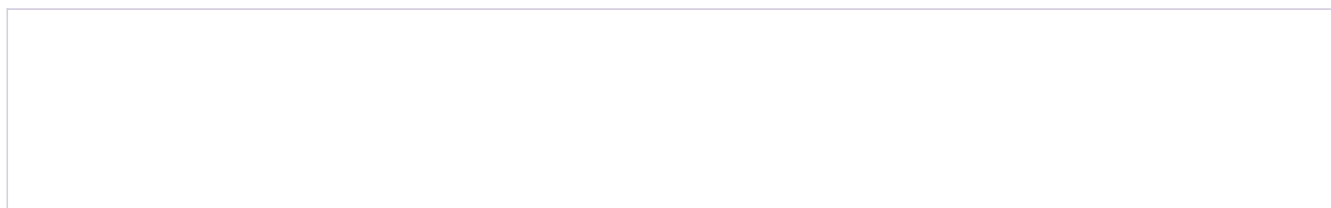
Core first. Your teacher will select the questions that fit this lesson. Write, speak, point or dictate your own words. Keep your first attempt so you can improve it.

Your scaffold: Compare the concentration outside and inside. Add an inward arrow. Start: “The ions move from ____ to _____. This needs...”

Work together

Draw two equal-volume regions: 2 nitrate-ion counters outside and 8 inside, separated by a membrane.

Your labelled sketch / model



1. Which way is nitrate moving relative to its concentration gradient?

2. Name the mechanism and its energy source.

W6L1 | Continue and improve

Supported route | Use after the core questions when directed

3. If respiration is greatly reduced, predict the effect on nitrate uptake and explain.

Optional transfer

Does a large surface area alone prove active transport?

Build your response: Point to the evidence. Name the science idea. Link them using “because”. Ask for a visual cue before asking for a worked answer.

Improve the same work

One correction I made, and why:

My request for next time: _____