

W6L2 | Two-clue uptake investigation

Wednesday | 09:30–10:10 | Explore | 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: Use two clues: direction compared with the gradient, and what happens when respiration is reduced. Start: “This suggests ____ because...”

Work together

Read the concentration evidence. The numbers are model values in the same units.

Illustrative model/sample data - these are not measurements made by this class.

Context	Outside	Inside	Normal uptake index	Inhibited index
Root nitrate	2	8	100	15
Gut glucose	3	9	100	20

1. For each context, identify the gradient direction of inward uptake.

2. Explain why the two clues support active transport.

W6L2 | Continue and improve

Supported route | Use after the core questions when directed

3. Link a root-hair adaptation and a gut-cell adaptation to their functions.

Optional transfer

What extra check would help show that the inhibitor did not simply kill the cells?

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: _____