BIOLOGY YEAR 11 - MODULE 2 - LESSON 1

Unicellular, Colonial and Multicellular Organisms

Use this worksheet after reading the lesson to practise the key ideas and prove you can meet the success criteria.

Name _____

Date _____

Class _____

1. Key Ideas

From the single-celled Amoeba to the trillions of cells in a human body — how life is organised at the cellular level, and why multicellularity changes everything.

- Define unicellular, colonial and multicellular organisms
- Compare unicellular, colonial and multicellular organisms

2. Success Criteria

By the end, you should be able to:

- Define unicellular, colonial and multicellular organisms
- Compare structural differences at the cell and organelle level
- Explain why multicellularity requires cell specialisation

3. Key Terms

Amoeba
a precise structure-function example

Volvox
the first sign of

how life
organised at the cellular level, and why multicellularity changes everything

How
this possible if all your cells contain the same DNA? What do you think causes cells to become different from each other

Colonial organisms
just a simple type of multicellular organism

Colonial and multicellular organisms
fundamentally different

4. Activity: Build the Lesson Map

Use the lesson to complete the table. Keep answers brief but specific.

Prompt	Your answer
Main concept	
Important example	
Common mistake to avoid	
How this links to the next lesson	

5. Short Answer Questions

1. Explain this lesson goal in your own words: "Define unicellular, colonial and multicellular organisms". Use one specific example from the lesson.

BAND 3 2 MARKS

2. Apply this idea to a new example: "Compare structural differences at the cell and organelle level". Show your reasoning clearly.

BAND 4 3 MARKS

3. Analyse why this idea matters for understanding Unicellular, Colonial and Multicellular Organisms: "Explain why multicellularity requires cell specialisation".

BAND 5 4 MARKS

6. Extend: Apply the Idea

BAND 5/6 5 MARKS

A student gives a memorised answer about Unicellular, Colonial and Multicellular Organisms but does not use evidence or reasoning.

Improve the answer by writing a stronger response that uses accurate terminology, a relevant example and a clear explanation.

7. Multiple Choice

1. What is the best first step when answering a question about Unicellular, Colonial and Multicellular Organisms?

☐ A. Identify the key concept being tested

☐ B. Write every fact from memory

☐ C. Ignore the command word

☐ D. Skip examples and evidence

2. Which answer would show stronger understanding of Unicellular, Colonial and Multicellular Organisms?

☐ A. An answer with accurate terms and reasoning

☐ B. A copied definition only

☐ C. A single-word response

☐ D. An answer with no example

3. What should you do if a question asks you to explain?

☐ A. Link the idea to a reason or cause

☐ B. List unrelated facts

☐ C. Only draw a diagram

☐ D. Write the shortest possible answer

8. Success Criteria Proof

Finish with evidence that you can do each success criterion.

SUCCESS CRITERION 1

Prove that you can: Define unicellular, colonial and multicellular organisms

BAND 3 2 MARKS

SUCCESS CRITERION 2

Prove that you can: Compare structural differences at the cell and organelle level

BAND 4 3 MARKS

SUCCESS CRITERION 3

Prove that you can: Explain why multicellularity requires cell specialisation

BAND 5 4 MARKS

One thing I still need help with: