BIOLOGY YEAR 11 - MODULE 3 - LESSON 2

Classification and Taxonomy

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

When the platypus specimen first reached England in 1799, some scientists thought it was a hoax stitched together from different animals. That confusion is exactly why classification systems exist: they give biology a shared language for describing, comparing and revising our understanding of life.

- Key facts and definitions for Classification and Taxonomy
- The concepts and principles underlying Classification and Taxonomy

2. Success Criteria

By the end, you should be able to:

- Key facts and definitions for Classification and Taxonomy
- Relevant terminology and conventions
- The concepts and principles underlying Classification and Taxonomy

3. Key Terms

That confusion
exactly why classification systems exist: they give biology a shared language for describing, comparing and revising our

Why
common names such as "red kangaroo", "bluebottle" or "jellyfish" not enough for scientific communication?

evidence shows two organisms
more closely related than scientists first thought, should the classification system change?

Why common names
unreliable for scientific communication

Why classification systems
revised when new evidence appears

why one classification system
more useful than another

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: "Key facts and definitions for Classification and Taxonomy". Use one specific example from the lesson.

BAND 3 2 MARKS

2. Apply this idea to a new example: "Relevant terminology and conventions". Show your reasoning clearly.

BAND 4 3 MARKS

3. Analyse why this idea matters for understanding Classification and Taxonomy: "The concepts and principles underlying Classification and Taxonomy".

BAND 5 4 MARKS

6. Extend: Apply the Idea

BAND 5/6 5 MARKS

A student gives a memorised answer about Classification and Taxonomy 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 Classification and Taxonomy?

☐ 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 Classification and Taxonomy?

☐ 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: Key facts and definitions for Classification and Taxonomy

BAND 3 2 MARKS

SUCCESS CRITERION 2

Prove that you can: Relevant terminology and conventions

BAND 4 3 MARKS

SUCCESS CRITERION 3

Prove that you can: The concepts and principles underlying Classification and Taxonomy

BAND 5 4 MARKS

One thing I still need help with: