

Threats to Biodiversity

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

Cane toads were introduced in 1935 to control cane beetles, but the beetles were largely unaffected while the toads spread across northern Australia and harmed native predators. This lesson uses that case study to examine how biodiversity is threatened by invasive species, habitat fragmentation, overexploitation, pollution, climate change and the loss of genetic diversity itself.

- Key facts and definitions for Threats to Biodiversity
- The concepts and principles underlying Threats to Biodiversity

2. Success Criteria

By the end, you should be able to:

- Key facts and definitions for Threats to Biodiversity
- Relevant terminology and conventions
- The concepts and principles underlying Threats to Biodiversity

3. Key Terms

examine how biodiversity

threatened by invasive species, habitat fragmentation, overexploitation, pollution, climate change and the loss of genet

What genetic erosion

and why it matters

Bacteria

living cells; viruses are non-living particles that require host cells to reproduce

Understanding how systems interact

essential for HSC success

Cane toads

toxic, and many native predators such as quolls, goannas and freshwater crocodiles are vulnerable when they attempt to e

The result

not just the survival of the toad population itself, but disruption across food webs and population declines in native s

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 Threats to Biodiversity". 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 Threats to Biodiversity: "The concepts and principles underlying Threats to Biodiversity".

BAND 5 **4 MARKS**

6. Extend: Apply the Idea

BAND 5/6

5 MARKS

A student gives a memorised answer about Threats to Biodiversity 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 Threats to Biodiversity?

- 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 Threats to Biodiversity?

- 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 Threats to Biodiversity

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 Threats to Biodiversity

BAND 5 **4 MARKS**

One thing I still need help with:
