BIOLOGY YEAR 11 - MODULE 4 - LESSON 14

Keystone Species, Introduced Species and Ecological Disruption

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

A single sea otter eats about 9 kg of sea urchins per day. Without otters, urchin populations explode, overgrazing kelp forests into barrens that support almost nothing. The otter is a keystone species — its impact is wildly out of proportion to its numbers. Australia has its own keystone predators, and it also carries some of the world’s most devastating introduced species. This lesson connects both stories.

- Key facts and terms for Keystone Species, Introduced Species and Ecological Disruption
- How the main ideas in Keystone Species, Introduced Species and Ecological Disruption connect

2. Success Criteria

By the end, you should be able to:

- Key facts and terms for Keystone Species, Introduced Species and Ecological Disruption
- Where this lesson fits in Module 4
- How the main ideas in Keystone Species, Introduced Species and Ecological Disruption connect

3. Key Terms

Key idea
The central concept from Keystone Species, Introduced Species and Ecological Disruption.

Evidence
Information, observations or calculations used to support an answer.

Explain
Give a reasoned answer that links cause and effect.

Apply
Use a learned idea in a new example, problem or scenario.

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. Q1. If dingoes were eradicated from the Simpson Desert, predict what would happen to the spinifex grassland and the animals that live in it within five years. Consider herbivores, vegetation, and soil in your prediction.

BAND 3 3 MARKS

2. Q2. The cane toad was introduced to Australia to control beetle pests in sugar cane. It failed to control the beetles but thrived in the wild. Predict why an introduced species might thrive even when it fails at its intended purpose.

BAND 4 3 MARKS

3. Q1. If dingoes were eradicated from the Simpson Desert, predict what would happen to the spinifex grassland and the animals that live in it within five years. Consider herbivores, vegetation, and soil in your prediction.

BAND 5 3 MARKS

6. Extend: Apply the Idea

BAND 5/6 5 MARKS

A student gives a memorised answer about Keystone Species, Introduced Species and Ecological Disruption 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 Keystone Species, Introduced Species and Ecological Disruption?

☐ 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 Keystone Species, Introduced Species and Ecological Disruption?

☐ 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 terms for Keystone Species, Introduced Species and Ecological Disruption

BAND 3 2 MARKS

SUCCESS CRITERION 2

Prove that you can: Where this lesson fits in Module 4

BAND 4 3 MARKS

SUCCESS CRITERION 3

Prove that you can: How the main ideas in Keystone Species, Introduced Species and Ecological Disruption connect

BAND 5 4 MARKS

One thing I still need help with: