

Conservation — Strategies, Ethics and Australian Case Studies

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

In 1989, the eastern barred bandicoot was declared Extinct in the Wild in Victoria. Foxes had killed the last wild individuals. But a small captive population survived. Through three decades of captive breeding, predator-proof fencing, and careful reintroduction, the bandicoot clawed back. In 2021, its status was upgraded to Endangered — the first Australian mammal to recover from Extinct in the Wild. Conservation is not nostalgia. It is applied ecology, hard choices, and the refusal to accept that what is lost must stay lost.

- Key facts and terms for Conservation — Strategies, Ethics and Australian Case Studies
- How the main ideas in Conservation — Strategies, Ethics and Australian Case Studies connect

2. Success Criteria

By the end, you should be able to:

- Key facts and terms for Conservation — Strategies, Ethics and Australian Case Studies
- Where this lesson fits in Module 4
- How the main ideas in Conservation — Strategies, Ethics and Australian Case Studies connect

3. Key Terms

Key idea

The central concept from Conservation — Strategies, Ethics and Australian Case Studies.

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. A small marsupial is down to 20 individuals in the wild. Should conservation funds be spent on captive breeding or on protecting its remaining habitat? Predict which strategy would be more effective and explain the trade-offs.

BAND 3

3 MARKS

2. Q2. The Australian government must choose between creating one large national park or ten small reserves of equal total area. Predict which would protect more species in the long term, and justify your answer using concepts from Lessons 15–17.

BAND 4

3 MARKS

3. Q1. A small marsupial is down to 20 individuals in the wild. Should conservation funds be spent on captive breeding or on protecting its remaining habitat? Predict which strategy would be more effective and explain the trade-offs.

BAND 5

3 MARKS

6. Extend: Apply the Idea

BAND 5/6

5 MARKS

A student gives a memorised answer about Conservation — Strategies, Ethics and Australian Case Studies 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 Conservation — Strategies, Ethics and Australian Case Studies?

- 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 Conservation — Strategies, Ethics and Australian Case Studies?

- 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 Conservation — Strategies, Ethics and Australian Case Studies

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 Conservation — Strategies, Ethics and Australian Case Studies connect

BAND 5 **4 MARKS**

One thing I still need help with:
