

Living Systems and Levels of Organisation

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 human body, a gum tree and even a small insect are not just random collections of parts. Science explains them as living systems made of organised components that work together. This lesson builds the foundation from cells to tissues, organs and organ systems.

- living things are organised into levels
- each level builds on the one before it

2. Success Criteria

By the end, you should be able to:

- living things are organised into levels
- cells are the basic unit of living things
- cells, tissues, organs and organ systems are not interchangeable words

3. Key Terms

Living system

An organised set of interacting parts in a living thing that work together.

Cell

The basic unit of living things.

Tissue

A group of similar cells working together to do a particular job.

Organ

A structure made of different tissues working together.

Organ system

A group of organs working together to carry out a major function.

Organisation

The arrangement of parts into levels that build on one 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: "living things are organised into levels". Use one specific example from the lesson.

CORE

2. Apply this idea to a new example: "cells are the basic unit of living things". Show your reasoning clearly.

CORE

3. Analyse why this idea matters for understanding Living Systems and Levels of Organisation: "cells, tissues, organs and organ systems are not interchangeable words".

REASONING

6. Extend: Apply the Idea

A student says, "I understand Living Systems and Levels of Organisation because I memorised the definition."

Explain why memorising a definition is not enough. Use an example from the lesson to show deeper understanding.

7. Multiple Choice

1. What is the best first step when answering a question about Living Systems and Levels of Organisation?

- 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 Living Systems and Levels of Organisation?

- 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: living things are organised into levels

SUCCESS CRITERION 2

Prove that you can: cells are the basic unit of living things

SUCCESS CRITERION 3

Prove that you can: cells, tissues, organs and organ systems are not interchangeable words

One thing I still need help with:
