Review: ecology and human impacts

Teacher / technician

YEAR 11 / LESSON 113 / BIOLOGY + SCIENCE (DOUBLE AWARD)

Staff preparation and answer guidance. Keep separate from student sheets. Original learning tasks; no supplied numerical example represents class measurements.

Coverage and delivery

Shared ecology and human impacts; Biology-only biodiversity, nitrogen-cycle and fish-farming extensions marked.

Allow about 60 minutes. Follow the student sequence and use the answers to check reasoning.

Requisition • class of 30, working in 15 pairs

Item	Per pair / setup	Class total
Student booklets	1 per learner	30
Earlier field records and ecological process diagrams	1 set per pair	15 sets
Rulers	1 per pair	15

Immediate safety

Paper, modelling and written reasoning only. No chemicals or biological samples are handled.

Preparation and delivery

Read alongside the student method

YEAR 11 / LESSON 113 / BIOLOGY + SCIENCE (DOUBLE AWARD)

1. Provide 30 booklets, 15 rulers and 15 sets of earlier field records and ecological process diagrams.

2. Keep answers separate until learners have attempted the tasks; discuss the reasons for corrections.

3. Bring learners' quadrat records from Lesson 104 and, for separate Biology, transect records from Lesson 105. Provide anonymised spare records labelled with their origin if needed; do not substitute invented counts as class measurements. Use earlier food-web/carbon-cycle diagrams for correction.

Close of lesson

- Return models and keep the corrected work.

Check before teaching

Check the cards, reference data and quantities against this requisition. Keep the staff answer guide separate until the checking stage. Supplied numerical practice datasets are labelled examples; they are not class measurements.

Answers and teaching notes

Expected explanations • do not give as experimental observations

YEAR 11 / LESSON 113 / BIOLOGY + SCIENCE (DOUBLE AWARD)

- To reduce placement bias.
- Change in occurrence or abundance along a gradient.
- No.
- Respiration and decomposition can increase oxygen demand.
- Nitrogen gas to the atmosphere.
- Effects depend on conditions, organisms and trade-offs.

References and provenance

Pearson Biology specification

Prepared 22 November 2026. Original wording, tables and questions. Sources inform the concepts and technique; the lesson scope and classroom quantities are explicitly described here. No laboratory trial or final school risk approval is claimed.