

East Renfrewshire Council: Education Department
Practitioner Moderation Template
Barrhead High School



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es' and Os'.

Experiences and Outcomes:

Selected from unit of work on Biodiversity and Interdependence:

I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. **SCN 3-01a**

I have collaborated on investigations into the process of photosynthesis and I can demonstrate my understanding of why plants are vital to sustaining life on Earth.
SCN 3-02a

Learning Intentions:

See attached sheet listing learning intentions.

LI number 2 – 8(c)

Success Criteria:

See attached sheet.

SC number 2-7 as listed on pupil record sheet.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Breadth:

Report writing skills (literacy), Calculations (numeracy), Critical Thinking (skill).

Challenge and Enjoyment:

Pupil learned new practical skills through investigation and was challenged when drawing conclusions based on their findings.

Application:

Use of newly developed skills to sample and identify living organism. Through sampling environmental factors make association between environmental conditions and distribution.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

SAY: Evidence of dialogue with learner is noted with a description of the learners' comments and responses.

WRITE: Written assessment evidence is shown in pupil responses to questions linked to area of focus. Written conclusions based on pupils practical investigations. Evidence is also present in the learner's written responses written assessment paper for the topic.

DO: Evidence of completion of practical activities and interpretation of findings can be seen in pupil jotters. Photographs from practical work can also be seen.

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

- Annotation of SC number allows learner to link feedback to LI and SC.
- Teacher discussion and oral feedback given to learners throughout unit of work.
- Appropriate comments written to support and encourage learner to be successful.
- Peer feedback given following pieces of work that were peer assessed.
- Teacher feedback on written test given to individual pupil as well as whole class feedback when going over test highlighting what was required to be successful.
- Completion of Pupil Reflection booklet allows pupils to reflect on what they have achieved in the unit and identify areas for further development.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Pupil:

- engaged in dialogue with teacher to make comments on work and discuss progress.
- completed topic record sheet throughout the unit to show where they have covered the SC across the unit of work.
- completed self and peer assessment on tasks throughout the unit.
- on completion of the unit of work the pupil completed a self-evaluation sheet in which they have recognised their strengths and areas for further development. There is also comment on how they intend to develop identified area.
- also completed their Pupil Reflection Book (evidence not included)

Did the learner successfully attain the outcomes? YES



Knowledge and understanding of scientific ideas, principles and concepts related to Planet Earth.

Level 3

- Identify living things using biological keys.
- Collects and analyses increasingly complex data and information, for example, temperature and light intensity, to suggest reasons for the distribution of organisms within different habitats.
- Describes the process of photosynthesis (using the word equation) in terms of reactants (raw materials) and products.
- Applies knowledge gained from practical investigations to explain how green plants make their own food in the form of sugars and store this as starch.
- Investigates and presents information on how plants help to sustain life, for example, by providing oxygen, food, habitat, raw materials and medicines.

Level 4

- Describes how plants and animals depend on each other for food, shelter and pollination, using scientific vocabulary such as 'population', 'community' and 'species'.
- Explains the possible effects of removal or addition of species on food webs and biodiversity.
- Summarises research findings to provide examples of structural, physiological and behavioural adaptations which lead to species survival.

These are the success criteria for the learning experiences above. Tick off each one when they have been completed.

No.	You should be able to	LIs	Jotter	Research Tasks	Practical
1	Explain and give examples of the following : Habitat, ecosystem, biodiversity, distribution, community, species, population and adaptation	1(a)-(e)			
2	Use and describe different methods of sampling organisms.	2-3			
3	Correctly use branched and paired statement keys to identify sampled organisms.	4			
4	Sample environmental factors and describe how these impact distribution of organisms	5(a)-(c)			
5	Describe photosynthesis and the products of this reaction.				
6	Use findings from practical investigation to identify requirements and products of photosynthesis.	7(a)-(c)			
7	I can describe the importance of plants in relation to food chains/webs.	8(a)-(d)			

Biodiversity -Learning Intentions

1	(a)	I can explain the meaning of an ecosystem and habitat and give examples of these.
	(b)	I can describe what biodiversity is.
	(c)	I can explain the meaning of a community and population.
	(d)	I can explain distribution and factors that affect this.
	(e)	I can explain and give examples of adaptations.
2		Describe how to estimate the populations of organisms in an environment using a quadrat.
3		Use methods of sampling such as a pitfall trap to sample living organisms in their natural environments.
4		Use biological keys to identify living organisms collected in pitfall traps.
5	(a)	Use different apparatus to measure environmental factors such as soil temperature, soil moisture and light intensity.
	(b)	Describe how sampling of the environment can give scientists information of organism distribution.
	(c)	Suggest how certain environmental factors can affect the distribution of living organisms.
6	(a)	I understand that plants make their own food through photosynthesis.
	(b)	I understand what is required and what is produced during photosynthesis.
7	(a)	I can plan an experiment.
	(b)	I can carry out experiments safely and accurately.
	(c)	I can collect results and form conclusions.
8	(a)	I can explain why plants are vital to life on Earth.
	(b)	I know that a food chain starts with a plant (producer).
	(c)	I can describe the flow of energy in a food chain.
	(d)	I know that food webs can be drawn to represent the feeding relationships in a habitat.



Knowledge and understanding of scientific ideas, principles and concepts related to Planet Earth.

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- Applies knowledge gained from practical investigations to explain how green plants make their own food in the form of sugars and store this as starch.
- Investigates and presents information on how plants help to sustain life, for example, by providing oxygen, food, habitat, raw materials and medicines.

Level 4

- Describes how plants and animals depend on each other for food, shelter and pollination, using scientific vocabulary such as 'population', 'community' and 'species'.
- Explains the possible effects of removal or addition of species on food webs and biodiversity.
- Summarises research findings to provide examples of structural, physiological and behavioural adaptations which lead to species survival.

These are the success criteria for the learning experiences above. Tick off each one when they have been completed.

No.	You should be able to	Lis	Jotter	Research Tasks	Practical
1	Explain and give examples of the following : Habitat, ecosystem, biodiversity, distribution, community, species, population and adaptation	1(a)-(e)	✓	✓	
2	Use and describe different methods of sampling organisms.	2-3	✓		✓
3	Correctly use branched and paired statement keys to identify sampled organisms.	4	✓		✓
4	Sample environmental factors and describe how these impact distribution of organisms	5(a)-(c)	✓		✓
5	Describe photosynthesis and the products of this reaction.		✓		
6	Use findings from practical investigation to identify requirements and products of photosynthesis.	7(a)-(c)			✓
7	I can describe the importance of plants in relation to food chains/webs.	8(a)-(d)	✓		

Biodiversity - Learning Intentions

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	(d)	I know that food webs can be drawn to represent the feeding relationships in a habitat.

Measuring Environmental Factors

- Environmental factors are factors which can affect where plants or animals live.
- Examples of these are moisture content of the soil, light intensity and soil temperature.
- These can be measured by using a moisture meter, a light meter and a soil thermometer.

These are the factors which affect where living things might live:

- light
- temperature
- moisture
- pH (acidic, neutral, alkaline)



Sampling Ecosystems

A variety of different sampling methods can be used to sample organisms in an ecosystem.
e.g.: pooters, sweep nets, pitfall traps and tree beating.

Sampling is carried out to:

- Monitor the population of a particular living organism.
 - Study a living organism.
- 

Quadrats

SC2



Quadrats are used to estimate the number of a particular stationary living thing in an ecosystem

Aim to estimate the number of plantain behind our classroom

	Number of Plantains	
1	15	$L = 6.5$ pavement $\div 72$
2	8	$b = 11$ pavement
3	27	$L = 12.5$ garden $= 100$
4	24	$b = 8$ garden
5	13	$= 172$
average	17	

Area of quadrat $= 0.25m^2$

length of section, $L = 101m$

breadth of section, $b = 16m$

Area $= 1444m^2$

area of section $= L \times b = 1616m^2$

Number of quadrats in section $= \frac{\text{area of section}}{\text{area of quadrat}}$

$$= 1444 \div 0.25 = 5776$$

$$= 5776$$

Number of plantain $= \text{average of quadrat} \times \text{number of quadrat}$

$$= 17 \times 5776 = 98192$$

Good!

Class Results

Number of plantain calculated by all groups:

- 1 98,192
- 2 130,537
- 3 115,520
- 4 69,312
- 5 144,440
- 6 40,432
- 7 69,312

$$= 667,705 \div 7 =$$

class average 95,386

Therefore as a class we have determined that there are 95,386 plantain in the grass area outside our class.



Name _____ Class _____ Date _____

The number and type of plants in an area depend on physical environmental factors. You are going to try to find out if the numbers of one type of plant (e.g. daisy) depend on the amount of moisture in the ground, amount of light and the soil temperature

Method

- A** Throw the quadrat randomly
B Count the number of plants you are investigating. Write the number into the table.

- C** Push the moisture meter probe into the ground in the centre of the quadrat and write down the reading in the table.

- D** Repeat the above procedure with the soil thermometer.

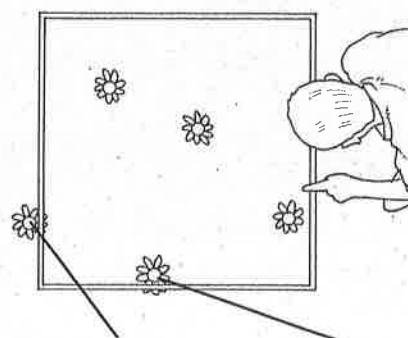
- E** Use the light meter to measure the light intensity at the soil surface in the centre of the quadrat and write down the reading in the table

- F** Repeat steps A-E in four different areas.

Wash your hands after touching plants.
 Take care when throwing quadrats.



Apparatus: Quadrat Soil moisture meter
 Soil thermometer Light meter



Do not count this plant. It is less than half-way into the quadrat.

Count this plant. It is more than half-way into the quadrat.

Recording your resultsType of plant plantain

SC 4

Quadrat No.	Number Of Plants	Soil Moisture Reading	Soil Temperature (°C)	Light Intensity	Other Observations (e.g. steepness of slope etc.)
1	15	3	14	C	Flat grass
2	8	3	14	C	Flat grass
3	27	4	13	B	Slight shade
4	24	4	14	B	Slight shade
5	13	3	14	C	Slight shade

Biological Keys

In order to identify the organisms collected in a pitfall trap, a biological key must be used.

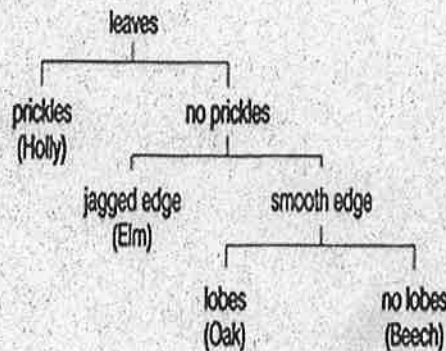
There are two types of keys that can be used:

- Branched key
- Paired statement key

Biological Keys

To identify organisms in a sample a key must be used.

A branching key



A paired statement key for leaves

1. with pricklesHolly
with no prickles2
2. jagged edgeElm
smooth edge3
3. lobesOak
no lobesBeech

20/4/17

Branched Keys

SC 3

- 1 woodlouse  ✓
- 2 spider  ✓
- 3 moth  ✓
- 4 butterfly  ✓
- 5 worm  ✓
- 6 snail  ✓

PA

AR

OM
AH

- 1 worm  ✓
- 2 slug  ✓
- 3 snail  ✓
- 4 millipede  ✓
- 5 woodlouse  ✓
- 6 spider  ✓
- 7 ant  ✓
- 8 wasp  ✓

We can use keys to find out which insect we have caught in our pitfall traps.

26/4/17

Paired Statement Keys

HH $\frac{8}{8}$ ✓

NR

SA

1 Mr Forgetful ✓

2 Mr Impossible ✓

3 Mr Clumsy ✓

4 Mr Happy ✓

5 Mr Strong ✓

6 Mr Grumpy ✓

7 Mr Fussy ✓ //

8 Mr Noisy ✓ //

Reptile

P-lizard ✓

C-adder ✓

M-slow worm ✓

Fish

G-basking shark ✓

L-flounder ✓

D-brout ✓

O-stickleback ✓

Amphibians

E-newt ✓

H-frog ✓

N-toad ✓

SC3

27/4/17

Paired Statement keys

STARS

SC3



- 1a Are they male? - go to 2
- b Are they female? - go to 3
- 2a Are they dressed up as a character - go to 4
- b They're not dressed up - go to 5
- 3a Is she a singer - Beyonce
- b They're not a singer - go to 7
- 4 Are they green - Shrek
- b Not green - go to 6
- 5a Does he have blond hair - Chris Hemsworth
- b Does he have brown hair - go to step 8
- 6a Is the mask covering the whole face - Darth Vader
- b The mask is covering half their face - Batman
- 7a Does she have blond hair - Scarlett Johansson
- b Does she have brown hair - Emma Watson
- 8a He is wearing a hat - Bruno Mars
- b He isn't wearing a hat - Eric Downie Junior

Well done!

Pitfall Trap Investigation

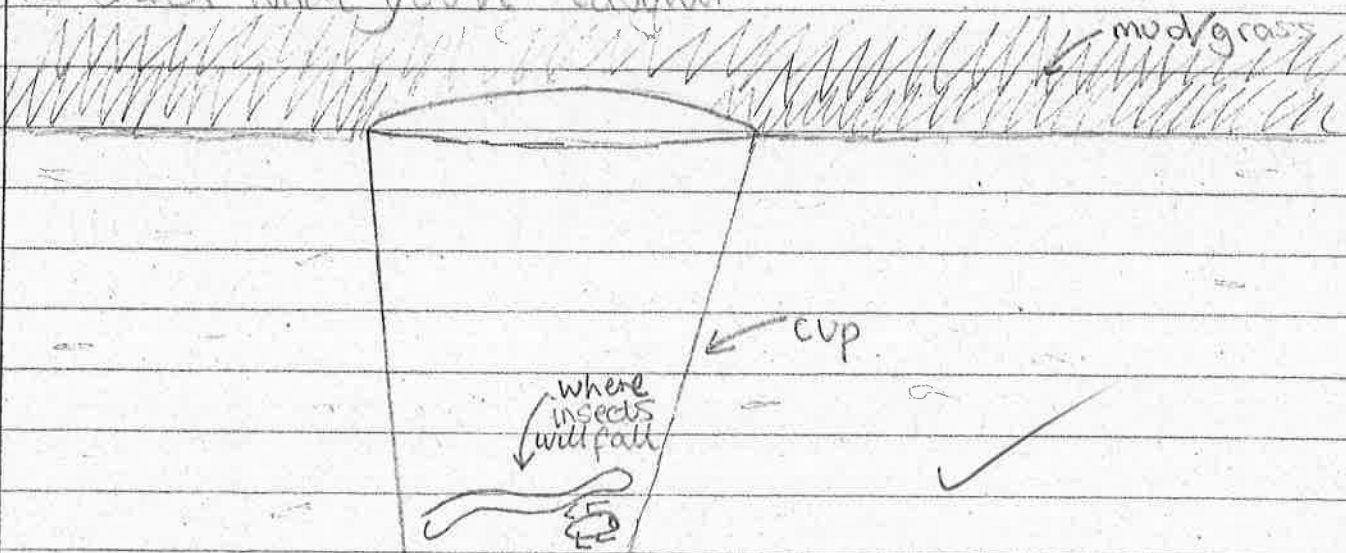
SC3



Aim: The aim of this experiment is to make a pitfall trap to sample insects

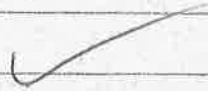
Method

- 1) Use a trowel to dig a hole in the grass big enough to fit a cup in (about 120mm deep)
- 2) Place the cup in the hole.
- 3) Add extra mud around the cup but don't put the mud in the cup
- 4) Hide the cup with cut grass.
- 5) Leave the cup and come back after a day to check what you've caught.



Hypothesis

I think I will catch some worms and ants in the pitfall trap.



Pitfall Trap Investigation

Results:

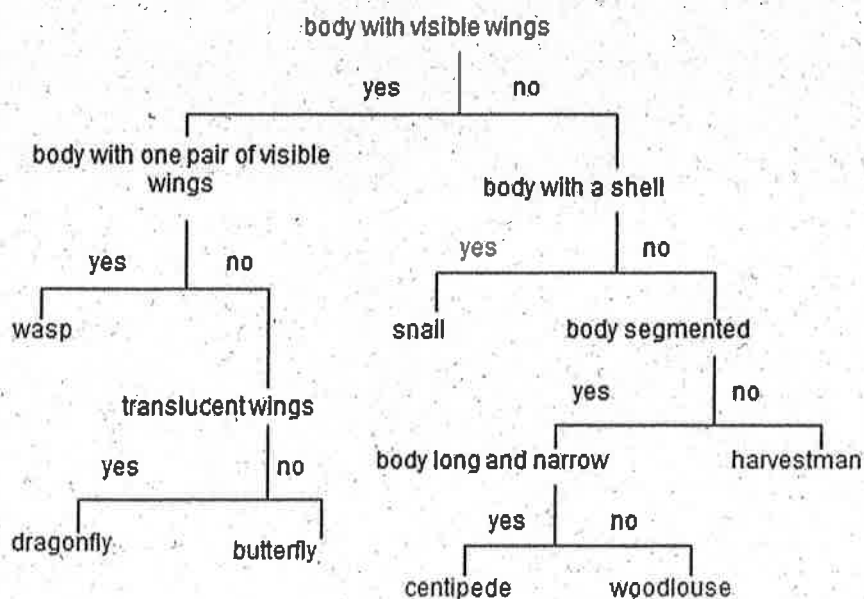
SC4

Pitfall Trap	Soil Moist	Organisms
1	4	Nothing
2	4	Snail



Key used to identify Organism:

Minibeast Identification Key



Discussion

Repil
common!
Hypothesis
was incorrect
as there
were no
ants or
worms found
in pitfall
trap.

XR
AH

Conclusion

Using my key I have identified that the organism I collected in Pitfall trap 2 was snail. The moisture level in this area was high so snails must like wet areas.

SC
4

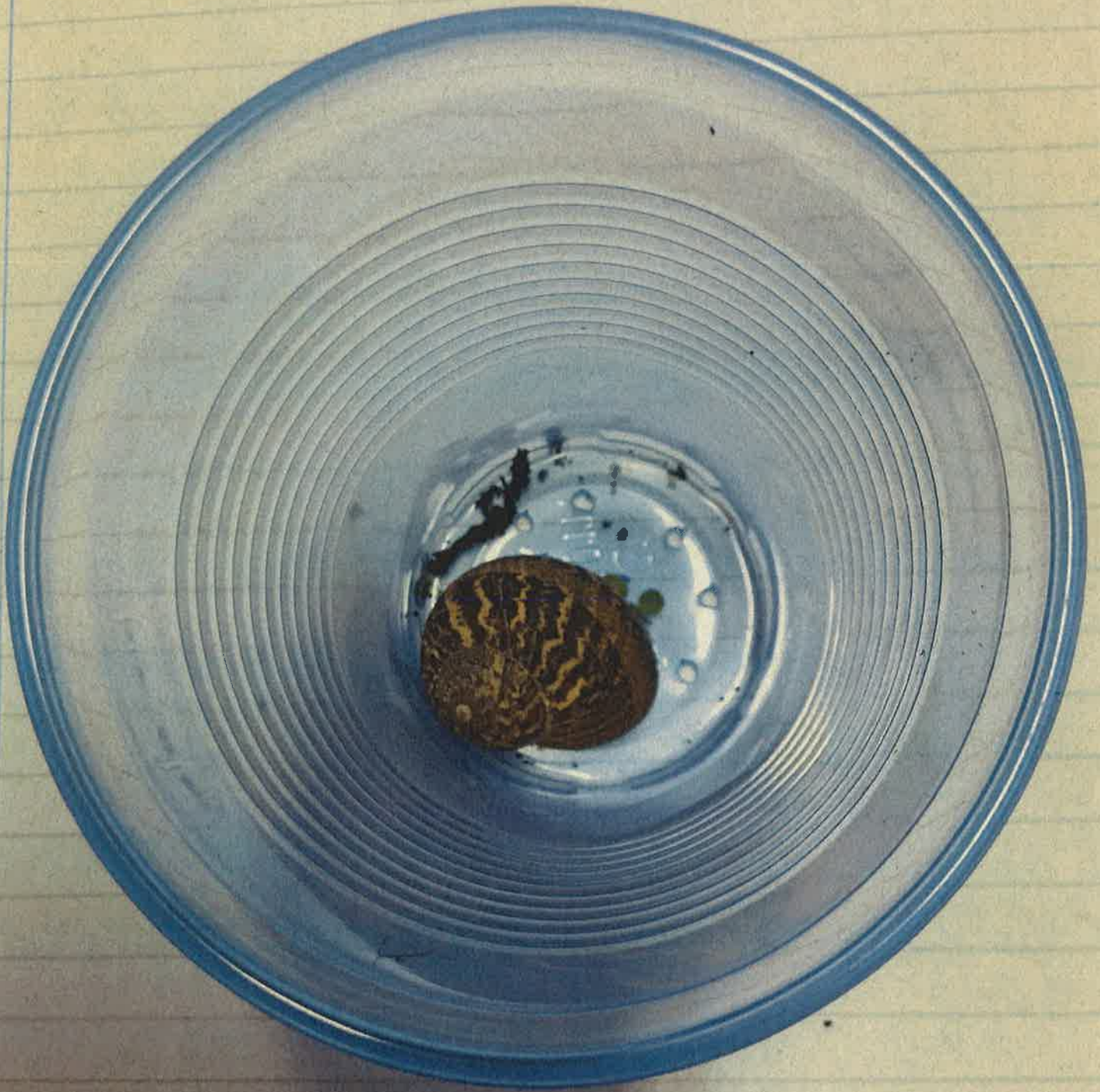
Evaluation

I could improve my investigation by setting up more traps in different areas around the school.

Setting pitfall traps.



Pitfall trap 2.

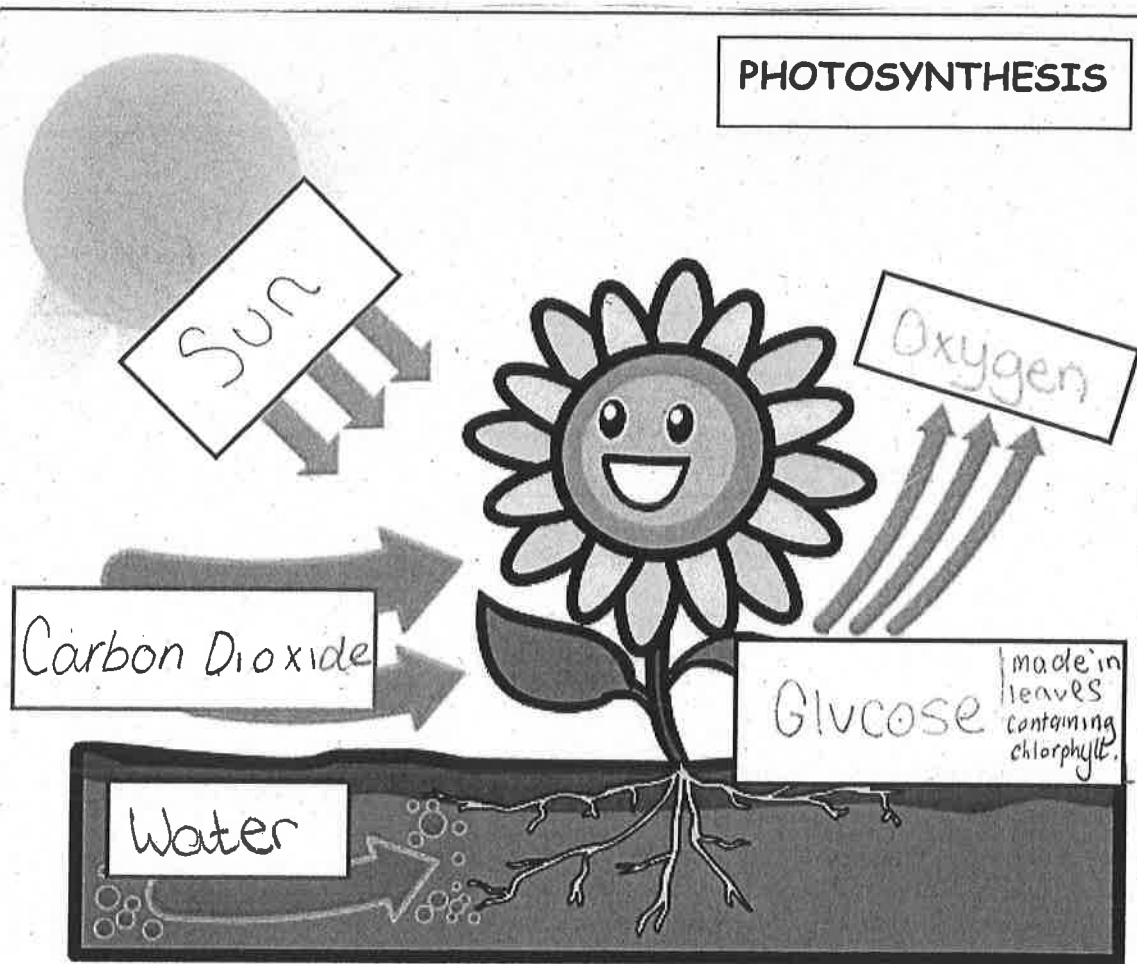


Photosynthesis

Learning Objectives:

- Write down a word equation of the process of photosynthesis.
- Name the raw materials and products of photosynthesis.
- Name two other special requirements needed for photosynthesis.
- Explain why plants need to photosynthesise.

Photosynthesis
light make



😊 good

Green plants make their own food in a chemical reaction called photosynthesis. The plant uses carbon dioxide gas from the air and water from the soil to make a sugar called glucose. This also produces oxygen gas released into the air. Light energy from the Sun and a green chemical called chlorophyll, found in plants' leaves are needed for the reaction to happen.

Sp

Photosynthesis Equation

Photosynthesis:

Carbon dioxide + Water $\xrightarrow{\text{light energy}}$ glucose + oxygen

SC
6

Testing a leaf for Starch

Iodine can be used to test leaves for starch; this shows us if photosynthesis has occurred.

- Stage 1 - First boil a beaker of water then place the leaf in for 30s. This softens cell walls making the leaf more permeable to iodine.
- Stage 2 - Place the leaf in a test tube of warm alcohol. The alcohol extracts the chlorophyll from the leaf making it more visible.
- Stage 3 - Now place the leaf in the warm water beaker for a short time. This softens the leaf for the iodine test.
- Stage 4 - Add a drop of iodine to the leaf. If there is starch on the leaf the iodine will turn from brown to Blue/Black.

7/6/17

Testing a leaf for Starch

dark:

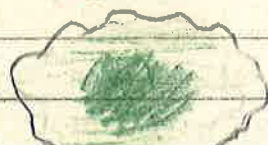


Conclusion

light:



Variegated:



Our leaf tested positive for starch because the iodine turned Blue/Black where chlorophyll was present.

Testing A Leaf For Starch

SC

Conclusion

6

Leaf 1 tested negative for starch which means it didn't carry out photosynthesis

Leaf 2 tested positive for starch which means it did carry out photosynthesis.

Leaf 3 tested positive for starch but only in the green area. This means the photosynthesis only happened where the chlorophyll was.

When the iodine turns brown/orange to blue/black, it indicates that photosynthesis has occurred.

Discussion - pupil comment

Starch made when chlorophyll and light are there so this must mean that plants need these to be able to carry out photosynthesis

AR
AH

Producers and Consumers

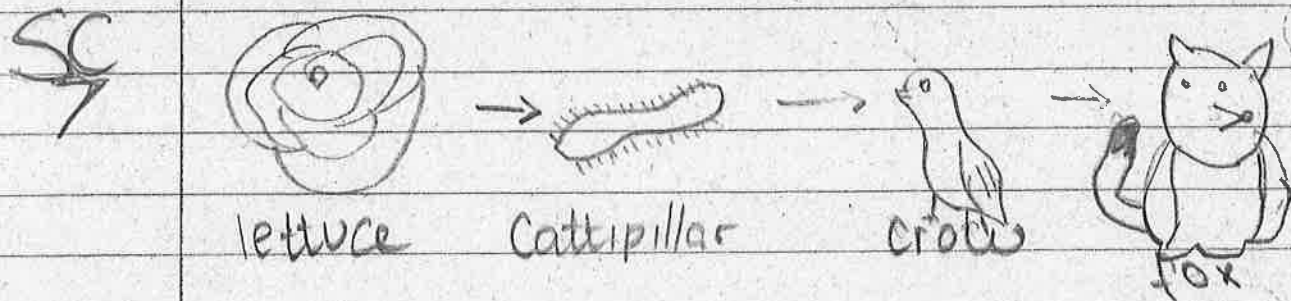
Because green plants produce their own food they are called producers-they begin each food chains.

Animals need to 'eat' food and cannot make their own, so they are called consumers.

Energy made by producers are then passed down consumers

Food Chain

A food chain is a sequence which shows how each individual feeds on the organism below it in the chain. Each arrow shows the direction of the energy flow.



- 1) The arrows show direction of energy being passed along the food chain ✓
- 2) Crows and foxes are carnivores ✓
- 3) Crows and foxes are predators ✓
- 4) Cattipillars, crows and foxes are consumers ✓
- 5) living things get their energy from the sun ✓
- 6) If there was no lettuce the rest of the animals would die. ✓

SC

Plants

- 7) Plants are an important part of ecosystems because they can use the sun to produce food and they take in CO_2 and release oxygen. They are at the beginning of food chains. ✓
- 8) Plants get their food from the sun's energy and use chlorophyll and produce glucose. ✓
- 9) Plants are essential to sustain life. ✓

Well done
answers here

Some good detailed





Biodiversity and Interdependence



Name:

Date:

My Experiences and Outcomes:

I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. **SCN 3-01a**

I have collaborated on investigations into the process of photosynthesis and I can demonstrate my understanding of why plants are vital to sustaining life on Earth. **SCN 3-02a**

I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a**

Core Success Criteria – Self assessment	Colour in or circle
Explain and give examples of the following : Habitat, ecosystem, biodiversity, distribution, community, species, population and adaptation	😊😊😊
Use and describe different methods of sampling organisms.	😊😊😊
Correctly use branched and paired statement keys to identify sampled organisms.	😊😊😊
Sample environmental factors and describe how these impact distribution of organisms	😊😊😊
Describe photosynthesis and the products of this reaction.	😊😊😊
Use findings from practical investigation to identify requirements and products of photosynthesis.	😊😊😊
I can describe the importance of plants in relation to food chains/webs.	😊😊😊

My Comment:

I succeeded in...

All of the success criteria but not all parts of 1

I need to work on...

Take care when reading values from graphs. Completing tables, definition of Population and community

I will do this by...

Answering more questions on graphs to get practice. Complete all lines when drawing tables in future. Revise and answer further questions on population and communities in an ecosystem.



Barrhead High School Science Faculty

Level 3 Science Biodiversity And Interdependence Test

Name _____

Class _____

Teacher _____

Date _____

Great result well done!

You need to do a bit of
revision on population and
community.
BHS/SMC

Take time and care when reading
values from graphs

Mark

28/30



Part A

In questions 1-10, there is only one correct answer. Write the letter for your answer in the box beside the question.

1. The place where an organism lives is called its

- SC
1
- A. biospace
 - B. community
 - C. burrow
 - D. habitat

D ✓

2. An area that contains living organisms, interacting with each other and their surroundings is called

- SC
1
- A. a biodiversity
 - B. a community
 - C. an ecosystem
 - D. an environment

C ✓

3. All of the living organisms of the same type living in the same place is called a

- SC
1
- A. biodiversity
 - B. community
 - C. family
 - D. population

B ✗

4. All of the plants and animals living in a particular ecosystem is called the

- SC
1
- A. biodiversity
 - B. community
 - C. distribution
 - D. population

B ✓

5. The number and variety of organisms found in a particular ecosystem is called its

- SC
1
- A. biodiversity
 - B. community
 - C. distribution
 - D. sustainability

A ✓

6. Many organisms have special physical features and behaviour that allow them to survive in their environment. This is called

- SC
1
- A. adaptation
 - B. camouflage
 - C. dependability
 - D. sustainability

A ✓

7. Which of the pieces of equipment below would be used to sample the living organisms in a woodland area?

- SC
2
- A. a light meter
 - B. a pitfall trap
 - C. a thermometer
 - D. a trowel

B ✓

8. Which of the pieces of equipment below would not be used to measure the environmental factors in a woodland area?

- SC
4
- A. a light meter
 - B. a moisture meter
 - C. a quadrat
 - D. a thermometer

C ✓

9. Which of the statements below describes photosynthesis?

- SC
5
- A. animals releasing energy from sugar
 - B. plants releasing energy from sugar
 - C. animals making sugar using energy from the sun
 - D. plants making sugar using energy from the sun

D ✓

10. The four steps in testing a leaf for starch are listed below. They are not in the correct order.

1. rinse the leaf in warm water for 10 seconds
2. boil the leaf in alcohol until the green colour disappears
3. drip iodine onto the leaf
4. put the leaf in boiling water for 2 minutes

SC
6

The correct order is

- A. 1, 2, 4, 3
- B. 4, 2, 1, 3
- C. 2, 4, 1, 3
- D. 3, 4, 2, 1

B ✓

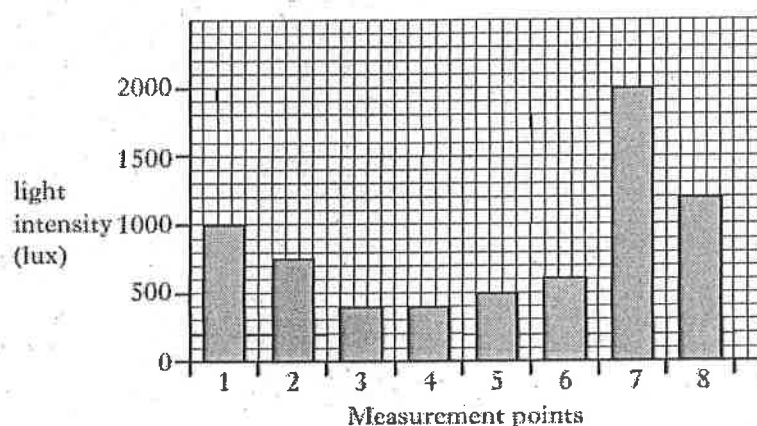
Part B

Write your answers to the following questions in the spaces provided.

1. An investigation was carried out into the effect of light intensity on the distribution of a type of garden plant.

The light intensity was measured and the percentage of the ground covered by the plant was recorded at eight different measurement points in a large garden.

The results are shown below.



Measurement points	Ground cover of the plant (%)
1	85
2	65
3	20
4	20
5	30
6	35
7	100
8	90

Use the information in **both** the **graph** and the **table** above to answer the following questions:

- (a) From the **graph**, which measurement point had the **highest** light intensity reading?

Point 7 (1) ✓

- (b) Using information from the **table**, calculate the **average** percentage ground cover of the plant for the **first five** measurement points.

Space for working

$$\begin{array}{r}
 85 \\
 65 \\
 20 \\
 20 \\
 30 \\
 \hline
 220 \\
 \hline
 \end{array}$$

$$\frac{220}{5} = 44$$

Answer 44 % (2) ✓

(c) From the graph, what is the light intensity at point 3?

Answer 350 lux (1)

(d) Using the graph, describe how the light intensity changes from measurement point 4 to 7.

It increased (1)

(e) Underline the correct word in the bracket in the sentence below: (1)

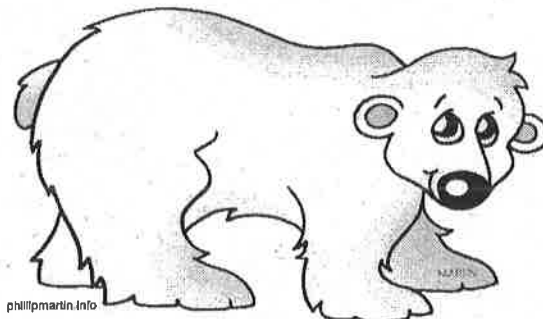
The results show that this plant grows better in (bright/shady) conditions.

(f) Other than light intensity, name **one** other environmental factor that could affect the distribution of a plant.

Soil moisture (1)

2. Polar bears have thick fur to keep them warm in the Arctic.

Describe **one other** way that a polar bear is adapted to survive in the Arctic and **explain** how this feature helps the polar bear to survive.

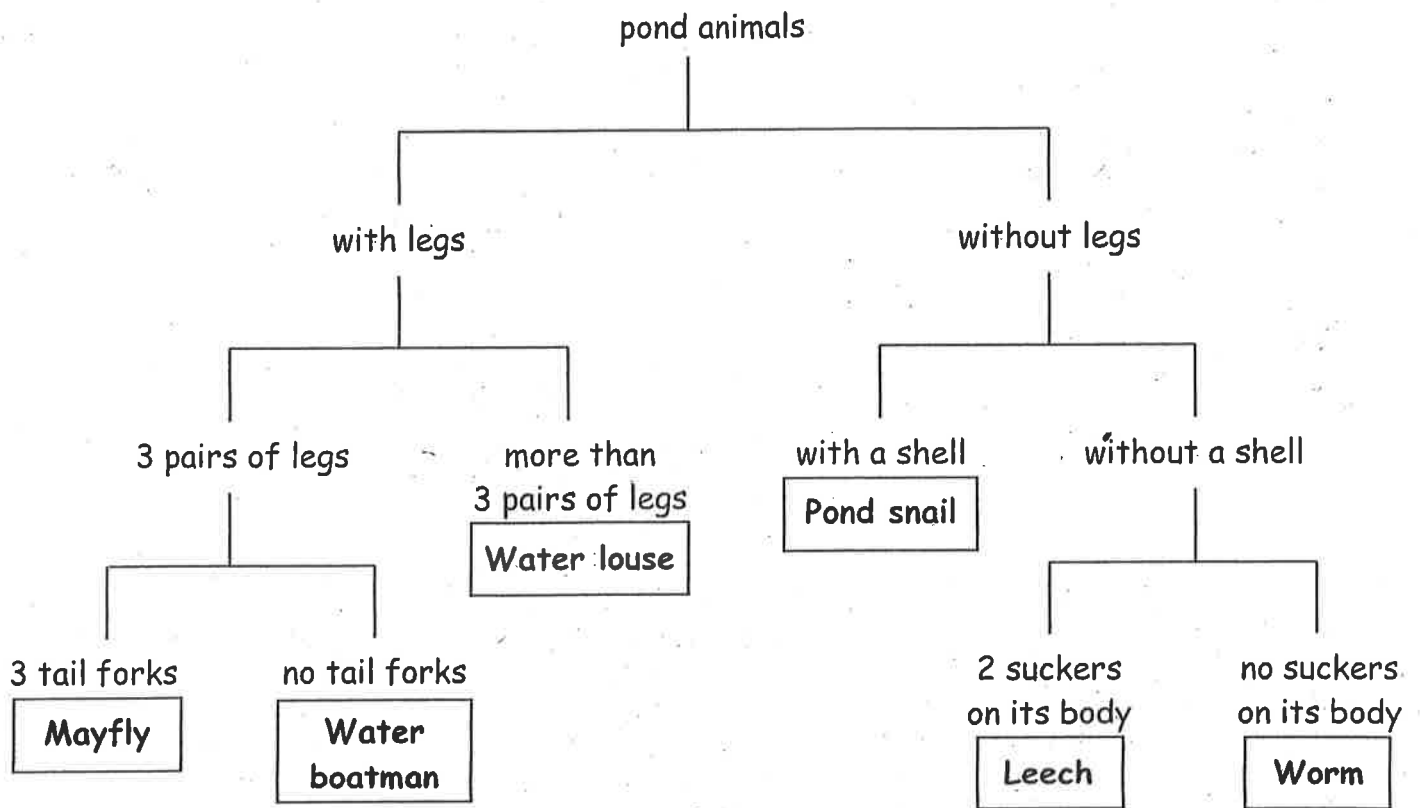


Adaptation Fat layers (1)

Explanation Fat gives them good insulation

(1)

3. The diagram below can be used to identify some animals found in a pond.

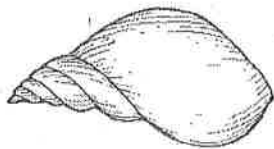


(a) What is this type of diagram called?

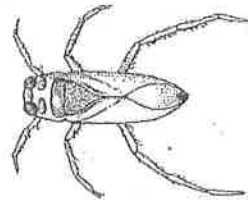
Branched Key ✓ (1)

(b) Use the information in the diagram to identify the animals below.

SC
3



Pond Snail ✓

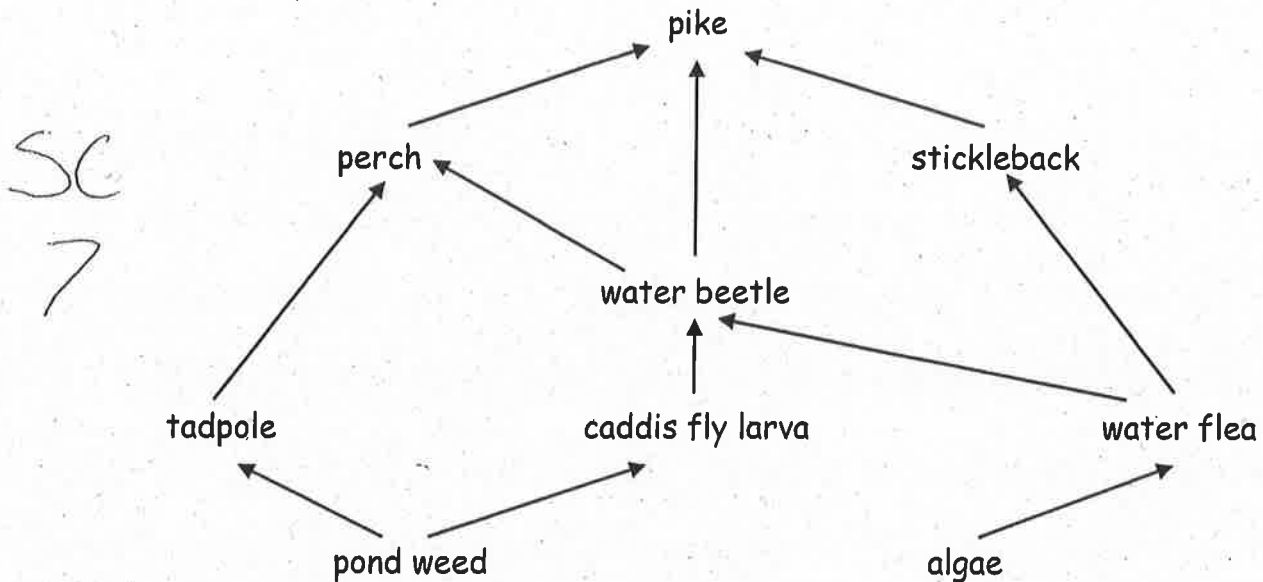


Water Boatman (2)

(c) Use information from the diagram to give two features of a leech.

2 suckers on its body ✓
No shell ✓ (2)

4. The diagram below shows a food web from a pond.



Use the information in the diagram to answer the following questions.

(a) Complete the table below by entering T if the statement is true and F if the statement is false.

Statement	T or F
Water beetles are eaten by water fleas and caddis fly larvae	F ✓
Pike are not eaten by anything	T ✓
Tadpoles are eaten by perch which are eaten by pike	T ✓

(3)

(b) Name one producer shown in the food web.

Algae ✓ (1)

(c) A predator is an animal that hunts and kills other animals for food. Name one predator shown in the food web.

Stickleback ✓ (1)

(d) Animals are in competition with each other if they eat the same food. Name two animals that are in competition with each other in this food web.

tadpole and Caddis fly larva (1) ✓