3.3 Conservation and regeneration

Name: _____ Class: _____ Date: _____ **Total: 28 marks**

KEY WORDS conservation • captive breeding • protected area • corridor • keystone species • rewilding • flagship species

Objective

Build the skills to answer exam questions on **conservation** and **regeneration** : reasons to conserve, species-based and habitat-based approaches, **protected-area** design and **rewilding** .

You must be able to:

- give reasons to conserve biodiversity: ecological, economic, ethical and aesthetic
- evaluate species-based conservation, e.g. captive breeding and CITES
- evaluate habitat-based conservation and the design of protected areas
- explain rewilding and restoration, and the role of keystone species

1 Key knowledge and worked examples

■ Conservation and regeneration

Why conserve? Ecosystem services (pollination, clean water, flood control), resources (food, medicines), economic value (tourism), and ethical and cultural reasons (a right to exist, spiritual value, beauty).

approach	examples	strengths	limitations
species-based	captive breeding and release; zoos; seed banks; **CITES** (1973, controls the trade in endangered species)	saves single species from extinction; raises public interest (flagship species)	expensive; ignores the habitat; released animals may not survive
habitat-based	national parks, marine protected areas, nature reserves	protects whole communities, including unknown species	needs money, enforcement and the support of local people

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Protected-area design

- **large** is better than small: bigger populations, more habitats, less edge;
- **round** shapes have less edge than long thin ones;
- **corridors** link reserves, so animals can move and breed between them;
- one large reserve or several small ones (SLOSS): several small ones spread risk (disease, fire) and may hold different habitats.

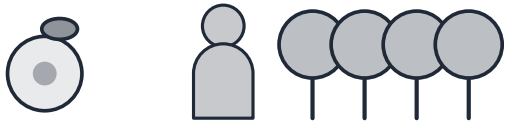
A **keystone species** has a large effect on its ecosystem compared with its numbers. After wolves returned to Yellowstone (1995), elk changed where they grazed, and trees by rivers began to recover in some places.

Rewilding restores natural processes, often by bringing back missing species and then managing less; **restoration** repairs a damaged ecosystem, e.g. replanting mangroves.

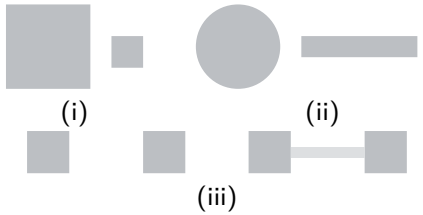
Answer shapes: evaluate with both strengths and limitations, then judge for the named case.

2 Practice

2.1 State **two** reasons for conserving biodiversity, one economic and one ethical. [2]



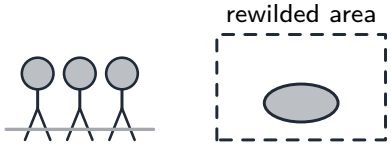
2.2 Use the principles of reserve design to choose the better reserve in each pair, with a reason: (i) one 100 km^2 reserve or one 10 km^2 reserve; (ii) a round reserve or a long thin one of the same area; (iii) two reserves with or without a corridor. [3]



2.3 Explain why wolves in Yellowstone are called a keystone species. [3]



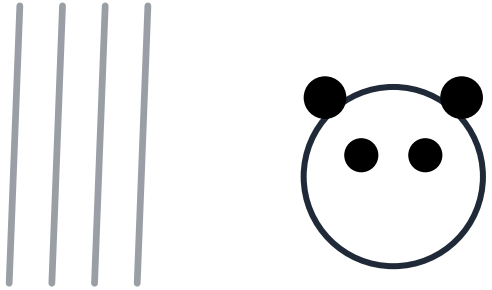
2.4 Distinguish between restoration and rewilding, with **one** example of each. [3]



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3 Exam-style questions

3.1 The giant panda was moved from Endangered to Vulnerable on the IUCN Red List in 2016.



(a) Identify **one** species-based and **one** habitat-based measure that may have helped. [2]

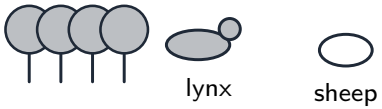
(b) Explain why the panda is used as a flagship species. [2]

3.2 A government plans a new marine protected area (MPA) where fishing is banned.



Evaluate the use of an MPA to conserve a coral reef. [5]

3.3 A charity wants to bring lynx back to a forest region where they were hunted to extinction 300 years ago.



(a) Suggest **two** ecological benefits of the reintroduction. [2]

(b) Discuss the arguments of **two** groups of stakeholders. [4]

(c) State **two** factors that would make the reintroduction more likely to succeed. [2]

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