

STUDENT NAME:



**Victorian Certificate of Education
2012**

ENVIRONMENTAL SCIENCE

**Trial Written Examination 1
May 2012**

QUESTION AND ANSWER BOOK

Structure of book

| Section | Number of questions | Number of questions to be answered | Number of marks |
|---------|---------------------|------------------------------------|-----------------|
| A | 20 | 20 | 20 |
| B | 6 | 6 | 70 |
| | | | Total: 90 |

Materials

- Question and answer book of 14 pages.
- Answer sheet for multiple choice questions.
- At least one pencil and eraser.
- One scientific calculator.
- A Graphics Calculator is not allowed

Instructions

- Write your **student name** and **class** in the space provided on this book
- Write your student name and class in the space provided on your answer sheet for multiple-choice.
- All written responses must be in English.
- Time allowed: 15 minutes reading time, 90 minutes writing time

At the end of the examination

- Place the answer sheet for multiple choice questions inside the front cover of this question and answer book.

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Please note this is a practice exam only and its degree of hardship and content is different to the end of Unit 3 exam. VAEE takes no responsibility for your success in completing the actual VCE Environmental Science Unit 3 exam.

SECTION A—Multiple-choice questions

Specific instructions for Section A

Instructions for Section A

Answer **all** questions in pencil on the answer sheet provided for multiple-choice questions.

Choose the response that is **correct** or that **best answers** the question.

A correct answer scores 1, an incorrect answer scores 0.

Marks will **not** be deducted for incorrect answers.

No marks will be given if more than one answer is completed for any question.

Question 1

Which of the following energy sources is non-renewable and a non-fossil fuel

- A. coal
- B. natural gas
- C. uranium
- D. wind

Question 2

The enhanced greenhouse effect is caused mainly by

- A. trapping by the atmosphere of ultra-violet radiation re-emitted by the earth's surface
- B. direct trapping of visible light and ultra-violet radiation by the ozone layer
- C. increase in greenhouse gases due to human activity
- D. trapping by the atmosphere of infra-red radiation re-emitted by the earth's surface

Question 3

Hydroelectric power generation is an example of

- A. an exothermic reaction
- B. gravitational potential energy being converted to kinetic energy being converted to electrical energy
- C. kinetic energy being converted to potential energy being converted to electrical energy
- D. an endothermic reaction

Question 4

The best example of a carbon sink is

- A. the atmosphere which stores large amounts of Carbon dioxide
- B. the ocean which converts large amounts of Carbon dioxide into carbonic acid
- C. the ozone layer which traps Carbon dioxide beneath it
- D. a newly planted forest

Question 5

Biodiversity can best be explained as

- A. the diversity of life at all levels of organization including genes, species, and ecosystems
- B. the variety of plants and animals of the world
- C. the entire earth including the oceans and the surrounding atmosphere
- D. all the species of the world both known and unknown

The following information relates to Question 6

Chart I shows the major gases contributing to the greenhouse effect. Chart II shows the major sources of methane entering the atmosphere.

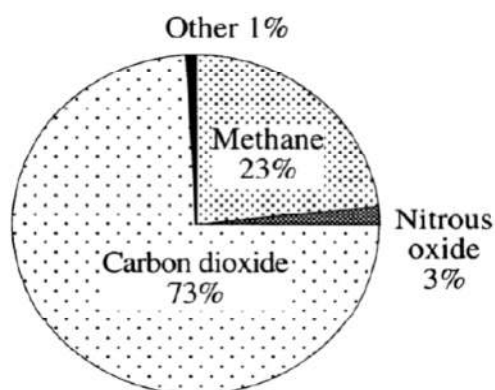


CHART I— MAJOR GREENHOUSE GASES IN ATMOSPHERE

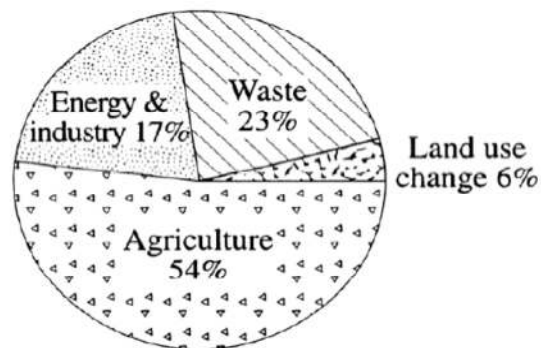


CHART II— SOURCES OF METHANE

Question 6

Based on the information above it would be reasonable to conclude:

- A. agriculture contributes more to the Enhanced Greenhouse Effect than energy and industry
- B. methane is the fastest growing area of greenhouse gas production
- C. that most methane is produced from agriculture
- D. that Energy and Industry is not a producer of methane gases

The following information relates to Question 7

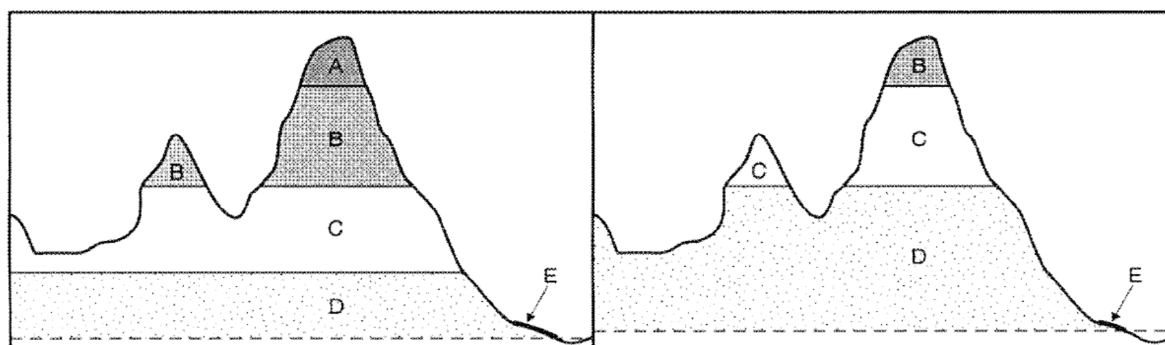


Figure 1 Present climate

Figure 2 3°C temperature rise, 1 m rise in sea level

Figure 1 and 2 demonstrate the profile of a coastal land mass. The dashed line at the bottom of each figure represents sea level at low tide. The areas labelled A, B, C, D and E represent the presence of different but typical organisms and their habitats. Figure 1 shows the current situation. Figure 2 shows what is expected to happen if the mean global temperature rises by 3°C and causes a 1 metre rise in sea level.

Question 7

What is most likely to happen to the species in area A if the temperature rises by 3°C?

- A. they will adapt to the new conditions and allow species of Area B to move up
- B. most will fail to adapt to the changing conditions and become locally extinct
- C. they will find a new mountain with similar conditions to live on
- D. the warming temperatures will allow them to move down the mountain and disperse into new areas

The following information relates to Questions 8 & 9

A marine biologist assessed the impact of a sewerage outfall by monitoring a shellfish population that inhabits the nearby shore. She sampled five areas, each of one square metre, before and after the outfall was in use. Her data is shown in the table below.

| Site | number of shellfish per m ² before the outfall was in use | number of shellfish per m ² after the outfall was in use |
|------|--|---|
| A | 12 | 5 |
| B | 18 | 10 |
| C | 2 | 15 |
| D | 8 | 3 |
| E | 10 | 8 |

Question 8

The mean number of shellfish (per m²) found in this area before and after the outfall was in use:

- A. before: 50 & after: 31
- B. before: 10 & after: 8.2
- C. before: 5.67 & after: 8.45
- D. before: 5 & after: 5

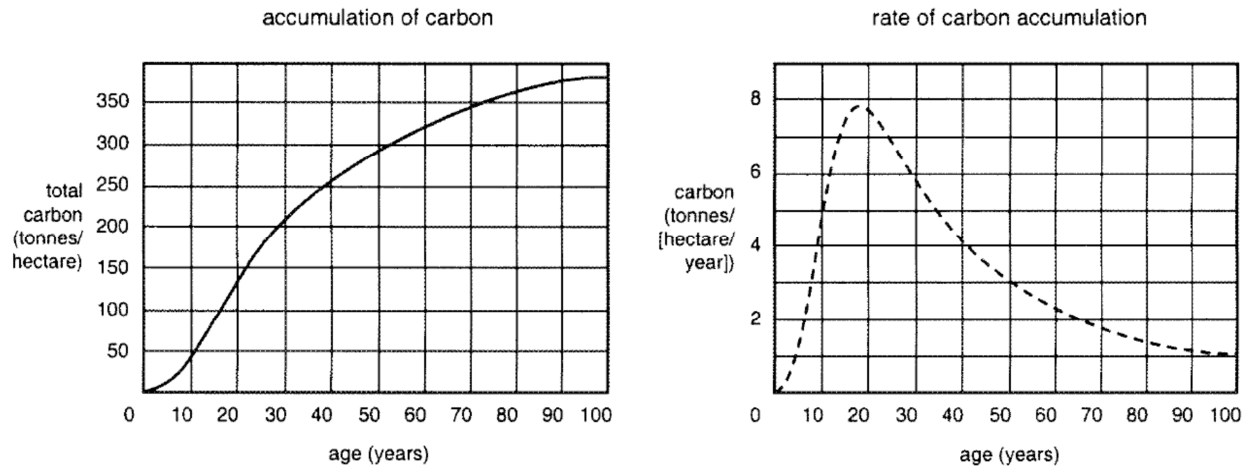
Question 9

The biologist concluded that the outfall had a significant impact on the shellfish population.

- A. this is reasonable because overall numbers have gone down
- B. this is reasonable because the average before and after has decreased
- C. this is not reasonable as one site has increased and sampling was only conducted once
- D. this is not reasonable as shellfish are difficult to collect

The following information relates to Questions 10 & 11

The graphs below illustrate the variation in carbon storage by a plantation over a period of 100 years.



Question 10

The period of most rapid accumulation of Carbon into the trees occurs at the age of

- A. 90 -100 years
- B. 0 - 10 years
- C. 15 – 25 years
- D. 55 – 65 years

Question 11

The percentage increase of carbon deposited into the plantation between 30 and 70 years of age is:

- A. approximately 75%
- B. approximately 13.75%
- C. approximately 43%
- D. approximately 5%

The following information relates to Question 12

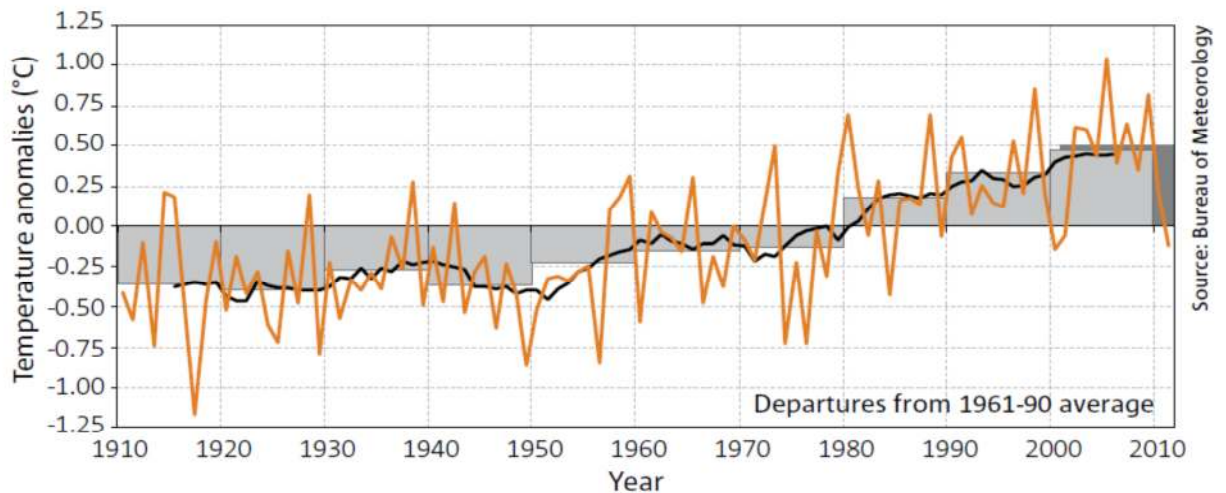


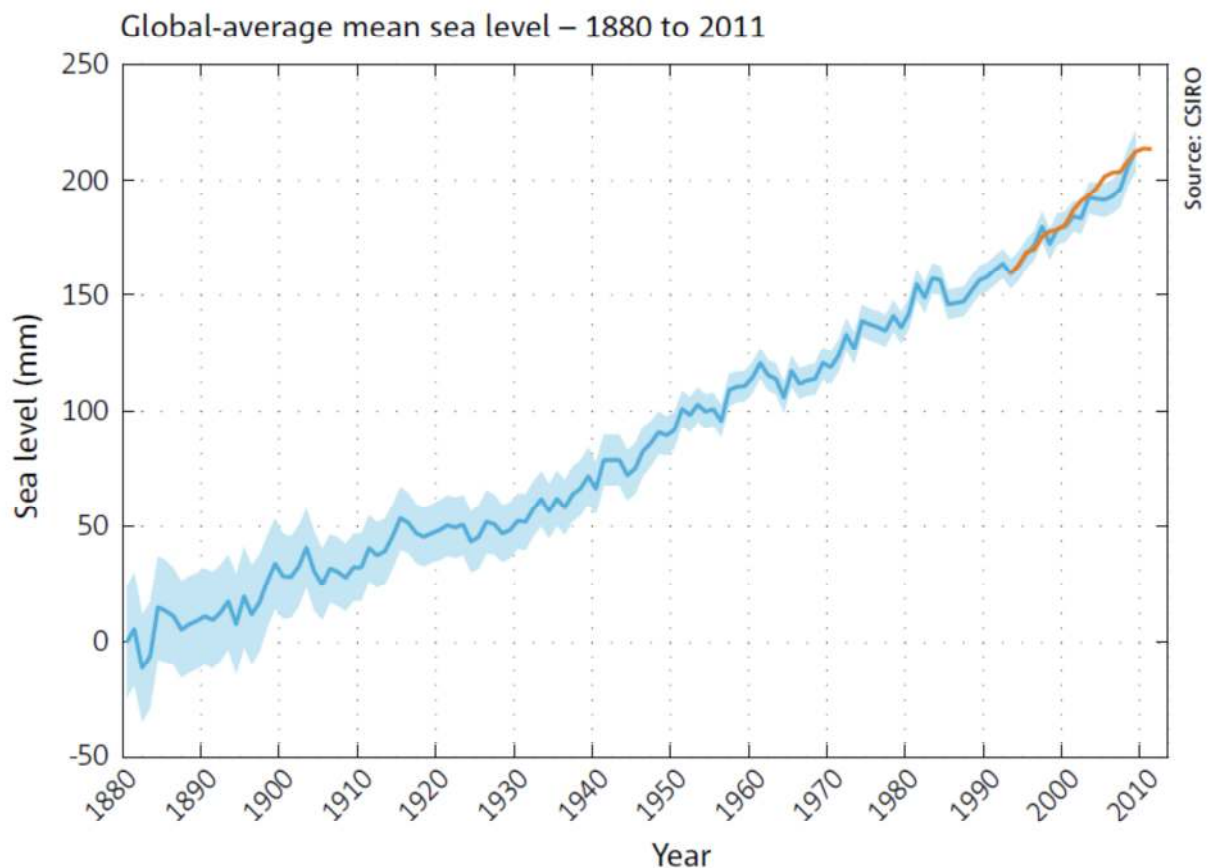
Figure 1 represents changes in average temperature for Australia for each year (orange line) and each decade (grey boxes), and average trend (black line – an 11-year period is the standard used by the Intergovernmental Panel on Climate Change). The average value for the most recent 10-year period (2002–2011) is shown in darker grey.

Question 12

The most likely reason for the change in Australia’s average temperature over the last 100 years is:

- A. increases in greenhouse gas concentrations in the lower atmosphere
- B. increase in UV radiation reaching the Earth’s surface due to a thinning of the Ozone layer
- C. increase in small particles in the upper atmosphere blocking visible light from reaching the Earth’s surface
- D. variations caused by El Nino and La Nina events

The following information relates to Question 13



High-quality global sea-level measurements have been available from satellite altimetry since the start of 1993 (red line), in addition to the longer-term records from tide gauges (blue line, with shading providing an indication of the accuracy of the estimate). Sea level rose at a global-averaged rate of about 3 mm per year between 1993 and 2011, and 1.7 mm per year during the 20th century as a whole.

Question 13

The effect demonstrated in the graph is most likely due to:

- A. melting of sea ice
- B. melting of land ice
- C. underwater volcanic activity
- D. thermal expansion of water

Question 14

Which of the following is an example of a non-natural greenhouse gas

- A. Methane (CH₄)
- B. Carbon Dioxide (CO₂)
- C. Chlorofluorocarbons (CFC's)
- D. Nitrogen (N₂)

Question 15

Zeegowhats are often caught as by-catch in the fishing industry. Population studies have shown no observable effect on the population size due to by-catch however the fishing industry undertook an extensive education program to help prevent Zeegowhat by-catch. This is an example of:

- A. improving sustainability of the species
- B. managing the genetic diversity of the species
- C. applying the precautionary principle
- D. an environmental impact assessment

Question 16

Genetic drift is most likely to occur in:

- A. small isolated populations
- B. small populations with gene flow
- C. large isolated populations
- D. populations on tropical islands

Question 17

Inbreeding

- A. can decrease genetic diversity in a population
- B. is always harmful to individuals in a population
- C. is necessary for natural selection
- D. can increase genetic diversity in a population

Question 18

Species richness is a measure of:

- A. the complexity of ecosystems in an area
- B. the variation in genetic, species and ecosystem diversity
- C. the number of different species in an area
- D. the number of different species and their relative abundance

The following information relates to Questions 19 & 20

The Baw Baw Frog, *Philoria frosti*, has its entire distribution restricted to the Mount Baw Baw Plateau located approximately 120km east of Melbourne. In 1995 estimated adult male populations on the mountain were in excess of 10,000 plus. Since then a massive decline in population has occurred so that less than 1% of the original population remains. The species is now listed as critically endangered.

Question 19

The Baw Baw Frog has its entire distribution restricted to the Mount Baw Baw Plateau and hence it is best described as:

- A. frog species which is endemic to the Baw Baw plateau
- B. frog species found on the Baw Baw plateau
- C. native Australian species of frog found on Mt Baw Baw
- D. a frog species adapted to alpine environments

Question 20

Which best describes the risk of the Baw Baw Frog becoming extinct:

- A. high risk of extinction in the near future
- B. high risk of extinction in the medium term future
- C. high risk of extinction in the immediate future
- D. high risk of extinction in the long term

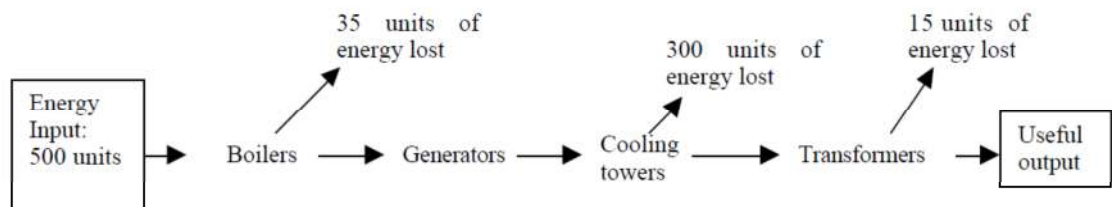
END OF MULTIPLE CHOICE SECTION A

SECTION B – Short-answer questions

Specific instructions for Section B
Answer all questions in the spaces provided.

Question 1

This diagram shows the efficiency in electrical production at a coal-fired generation plant.



- a) In what form is most of the energy in these transformations?

(1mark)

- b) If all the energy lost during transformations was collected along with the useful output, how much energy would be collected?

(1mark)

- c) What is the overall energy efficiency of this process?

(2marks)

- d) None of these processes are 100% efficient in terms of the energy conversion involved. Using the laws of energy, explain why this is to be expected.

(2marks)

Total: 6marks

Question 3

- a) Describe the key difference between the natural and the enhanced greenhouse effect.

(2marks)

- b) Name one greenhouse gas associated with the natural greenhouse effect.

(1mark)

- c) Name one greenhouse gas associated with the enhanced greenhouse effect.

(1mark)

- d) Use the following table to describe an advantage and a disadvantage of a fossil fuel energy source and a non-fossil fuel energy source **(as used in question 2)**, if applicable, as it relates to the **Enhanced Greenhouse Effect**.

| Fossil Name: | Non-fossil Name: |
|--|--|
| Advantage of the use of this energy source | Advantage of the use of this energy source |
| Disadvantage of the use of this energy source | Disadvantage of the use of this energy source |

4 marks

e) Illustrate, using a labelled diagram, the mechanism of the natural greenhouse effect **and** how one of your energy sources contributes to the enhanced greenhouse effect. Your diagram should include:

- the types of incoming solar radiation UV, Visible and IR
- the types of radiation re-emitted from the surface of the earth
- radiation absorbed in the atmosphere
- the specific area (in your diagram) and mechanism of enhancement of your energy source

6 Marks
Total: 14 marks

Question 4

Name one endangered (threatened) animal species you have studied this year.

- a) Describe the ecological niche of the species, including its habitat and the location and size of a known population of the species.

(3marks)

- b) Scientists often assess the degree of threat to a species in terms of conservation categories. In what threat conservation category is your nominated species and which agency or act of law has placed it in this category? Explain the meaning of this category, and why/ why not, you would place the species there.

Question 5

An ecologist measured the number of individuals of 4 tree species in two forest stands. He then calculated a number of diversity measurements and summarized his findings in the following table. (**Note:** species evenness is a measure of the relative abundance of each species present, and is a component of both the Simpson's and Shannon-Weiner Diversity indices).

Simpson's Index - 0 represents no diversity and 1, greatest diversity

| Tree species | Numbers of trees | |
|---------------------------|------------------|---------|
| | Stand A | Stand B |
| 1 | 43 | 62 |
| 2 | 32 | 13 |
| 3 | 25 | 13 |
| 4 | | 12 |
| Diversity Measures | | |
| Species richness | 3 | 4 |
| Species evenness | 0.977 | 0.781 |
| Simpson's Index | 0.65 | 0.567 |

- a) Discuss the difference between species richness and species diversity

(2marks)

- b) Explain what a diversity index measures and compare the interpretation of values given for Simpson's Index and the Shannon-Weiner index for stands A & B. (You do not need to write the formulas of the indices).

(3marks)

Total for Section B: 70marks

END OF EXAMINATION PAPER



ENVIRONMENTAL SCIENCE
Trial Written Examination June 2011
Section A answer sheet

Student: _____

Teacher: _____

Specific instructions for Section A

Instructions for Section A
Answer **all** questions in pencil on the answer sheet provided for multiple-choice questions.
Choose the response that is **correct** or that **best answers** the question.
A correct answer scores 1, an incorrect answer scores 0.
Marks will **not** be deducted for incorrect answers.
No marks will be given if more than one answer is completed for any question.

| | A | B | C | D |
|-----------|----------|----------|----------|----------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
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