

Question 2: Analyze an Environmental Problem and Propose a Solution

10 points

A	Identify the sea surface condition for the eastern equatorial area of the Pacific Ocean illustrated in Figure 1. Acceptable identification point: (Ocean water) cooler than average	Point 01
B	Based on the information in Figure 1, identify the climate phenomenon associated with the sea surface conditions shown in the equatorial area of the Pacific Ocean. Acceptable identification point: La Niña	Point 02
C	Based on the information in Figure 2, describe a difference in climate patterns between the regions A and B. Examples of acceptable responses may include the following: - Region A has an increased chance of precipitation, while Region B has a decreased chance of precipitation. - Region A will be wetter, while Region B will be drier.	Point 03
D	Describe one reason why there is an increased risk of flooding in urban areas during extended periods of precipitation. Examples of acceptable responses may include the following: - Impervious/paved surfaces increase runoff/reduce infiltration/reduce absorption. - Parking lots/roads/buildings/sidewalks increase runoff/reduce infiltration/reduce absorption. - There is less vegetation and, therefore, less infiltration/absorption.	Point 04
E	Propose a realistic solution a city could implement to decrease the risk of flooding in urban areas. Examples of acceptable responses may include the following: - Use permeable pavement - Plant vegetation/establish parks/create rain gardens/build green roofs - Install retention ponds/stormwater basins	Point 05

- F** **Justify** the solution proposed in part E by providing an additional advantage other than a reduction in the risk of flooding. **Point 06**

Examples of acceptable responses may include the following:

Solution from part E	Justification of solution with additional advantages
Use permeable pavement	- Increased recharge of nearby aquifers/groundwater - Decreased pollution in runoff
Plant vegetation/establish parks/create rain gardens/build green roofs	- Vegetation absorbs pollutants - Vegetation stores carbon dioxide/produces oxygen - Decreased erosion - Increased/restored habitat for wildlife - Increased biodiversity - Helps reduce urban heat island effect - Aesthetic enjoyment/improved quality of life - Creates jobs (in landscaping/park maintenance)
Install retention ponds/stormwater basins	- Decreased pollution in runoff - Increased habitat/biodiversity

- G** **Describe** one difference between the climate of a temperate seasonal forest and that of a savanna. **Point 07**

Examples of acceptable responses may include the following:

- Temperate seasonal forests have a cooler climate than a savanna.
- Temperate seasonal forests have a stronger/colder winter than a savanna.
- Temperate seasonal forests have four distinct seasons while savannas do not.
- Temperate seasonal forests receive more annual precipitation than savannas.
- Temperate forests receive precipitation throughout the year while savannas have a rainy season/dry season.

- H** **Identify** the ecological process that occurs following a forest fire that leaves the soil intact. **Point 08**
- Acceptable identification point:
- Secondary succession

I	Describe one way burning forests contribute to atmospheric pollution.	Point 09
	Acceptable description point:	
	Burning of trees releases CO₂/CO/NO_x/particulate matter/VOCs.	
J	Describe one sustainable forestry practice that could be used to reduce the occurrence or severity of forest fires.	Point 10
	Examples of acceptable responses may include the following:	
	- Prescribed burns can remove excess fuel/dead leaves/underbrush. - Brush removal can remove excess fuel/dead leaves/underbrush. - Selective cutting can create a fire break. - In agroforestry, ground crops that might otherwise be fuel can be harvested/removed.	

Question 1: Design an Investigation**10 points**

(a)	Identify the ecological change over time illustrated in the diagram.	1 point
	Primary Succession	
(b)	Identify the stage in which pioneer species first appear.	1 point
	II/2	
(c)	Describe how soil forms from stage II to stage III.	1 point
	Accept one of the following:	
	- Wind/rain/weather can erode the rock/parent material. - Wind/rain can break down rocks. - Pioneer species (lichen/algae/fungi) die off adding small amounts of organic material. - Pioneer species (lichens/algae/fungi) help break down rocks.	
(d)	Identify a cultural ecosystem service that may be provided by a mature forest.	1 point
	Accept one of the following:	
	- Recreation - Aesthetic enjoyment - Spiritual use - Ecotourism - Education	
(e)	Identify a testable hypothesis being investigated by the researchers.	1 point
	Accept one of the following:	
	- The removal of trees/clear-cutting will lead to an increase/decrease in water quality (temperature/turbidity/dissolved oxygen). - The removal of trees/clear-cutting will have no effect on water quality (temperature/turbidity/dissolved oxygen). - Water quality (temperature/turbidity/dissolved oxygen) will increase/decrease between stations. - Water quality (temperature/turbidity/dissolved oxygen) will not change between stations.	
(f)	Identify the independent variable in the experiment.	1 point
	Accept one of the following:	
	- Presence or absence of clear-cutting - Intact or clearcut forest - Location of stream monitoring stations	

(g)	Describe the purpose of forest A in the experiment.	1 point
	Accept one of the following:	
	- Forest A/It is included so the researchers can compare the temperature/turbidity/water quality in clear-cut areas (forest B) to intact areas. - Forest A/It acts as a control so researchers can compare intact areas/Forest A to clear-cut areas/Forest B.	
(h)	Explain why the water temperature might change because of clear-cutting trees in forest B.	1 point
	Accept one of the following:	
	- Water temperature will increase because there will be no/fewer trees to block the sunlight. - Water temperature will increase because there will be additional sediment from erosion. - Water temperature will increase because more sunlight will reach the water surface.	
(i)	Explain why an indicator of water quality other than temperature could be altered by the golf course in forest B.	1 point
	Accept one of the following:	
	- There could be a decrease in dissolved oxygen because fertilizer runoff leads to algal blooms/eutrophication. - There could be a decrease in sedimentation/turbidity because the grass will decrease erosion compared to the clear-cut land. - There could be an increase in nitrates/phosphates due to fertilizer runoff resulting in algal growth/bloom.	
(j)	Explain how the aquatic organisms living in the lake illustrated in the diagram of forest B are likely to be affected by the new golf course.	1 point
	Accept one of the following:	
	- Aquatic organisms would die off from a lack of oxygen created by the decomposition of algae/eutrophication. - Aquatic organisms would survive at a higher rate because there is less sediment to suffocate them/clog their gills. - Aquatic organisms would die off due to increased toxicity from pesticide runoff.	
Total for question 1		10 points

Question 2: Analyze an Environmental Problem and Propose a Solution **10 points**

(a)	Based on the data in the graph, identify the year with the highest percentage of forest.	1 point
	1700	
(b)	Based on the data in the graph, describe the relationship between the land use changes in the wild grasslands and grazing from 1700 to 1950.	1 point
	Accept one of the following:	
	- The percentage/amount of wild grasslands has decreased, and the percentage/amount of grazing (land) has increased. - The two variables have an inverse relationship.	
(c)	Identify an environmental problem associated with overgrazing by livestock.	1 point
	Accept one of the following:	
	- Loss of vegetation - Soil erosion - Desertification - Sedimentation/turbidity in waterways - Soil compaction	
(d)	A student hypothesized that the change in the percentage of forest from 1700 to 2018 has decreased atmospheric carbon dioxide concentrations. Explain whether the hypothesis is supported or refuted based on the data in the graph.	1 point
	The hypothesis is refuted/disproved/not supported. The percentage of forest has decreased, so the amount of photosynthesis/carbon sequestration has decreased.	
(e)	Describe a water-related environmental problem associated with urbanization.	1 point
	Accept one of the following:	
	- Increased runoff/flooding because urban areas have more impermeable surfaces. - Decreased groundwater/saltwater intrusion because urban areas have many people/groundwater is overused. - Increased water pollution because precipitation/runoff can carry contaminants/pollutants/waste. - Destruction of aquatic habitats from increased development/land use changes.	

- (f) **Describe** a potential response to mitigate the environmental problem identified in part (e). **1 point**

Accept one of the following:

Environmental problem identified in part (e)	Potential response to mitigate environmental problem
Increased runoff/flooding	• Use permeable road/parking lot materials. • Set aside green spaces/parks/conservation areas. • Construct green roofs/rain gardens/storm water retention ponds/basins.
Decreased groundwater/saltwater intrusion	• Use permeable road/parking lot materials. • Establish groundwater conservation/management plans. • Set aside green spaces/parks/conservation areas in recharge zones. • Construct green roofs/rain gardens/storm water retention ponds/basins.
Increased water pollution	• Encourage walking/biking or other methods of transportation. • Reduce use of home pesticides/fertilizers. • Reduce use of road salts/de-icing chemicals • Pick up trash and litter along waterways. • Dispose of toxic chemicals (for example, used oil and household cleaners).
Destruction of aquatic habitats from increased development/land use changes	• Create conservation areas/preserves/wetlands to protect aquatic habitats. • Restore degraded aquatic habitats.

- (g) **Explain** why there are fewer bobcats present on the farmland now compared to several decades ago. **1 point**

Accept one of the following:

- Loss of forest habitat has led to a decrease in resources/food/shelter/ mates/migration.
- Trapping/hunting has reduced the bobcat population.

- (h) **Describe** a disadvantage of introducing only a small population of bobcats. **1 point**

Accept one of the following:

- Small populations have lower genetic diversity.
- Genetic bottlenecks can lead to inbreeding/passing on negative traits.
- Small populations are more vulnerable to diseases/disturbances like wildfire.
- Small populations do not control small mammals/pests as well as large populations.
- Small populations are less likely to survive.

- (i) **Propose** a solution to improve the chances that the bobcat reintroductions will be successful in reestablishing wild populations. **1 point**

Accept one of the following:

- Increase connectivity/build habitat corridors (so bobcats can safely mate/find food/build dens).
- Restore/reforest/preserve areas of bobcat habitat.

- (j) **Justify** the solution proposed in part (i) by describing an additional advantage, other than reestablishing the bobcat population near the farms. **1 point**

Accept one of the following:

Solution proposed in part (i)	Justification of the proposed solution by stating an advantage
Increase connectivity/build habitat corridors (so that bobcats can safely mate/find food/build dens)	• Habitat corridors can be used by other species. • Habitat corridors would increase biodiversity/population of other species. • Habitat corridors can attract other species that might be beneficial for farmers (such as predators of pests and/or pollinator species). • Habitat corridors could help decrease road kills/the frequency of car accidents with wildlife.
Restore/reforest/preserve areas of bobcat habitat	• Restored habitat can be used by other species. • Restoration/reforestation/preservation could increase diversity/improve air quality/improve water quality. • An increase in the number of trees will improve aesthetic value/enhance tourism/reduce erosion/serve as a carbon sink.

Total for question 2 10 points

Question 2: Analyze an Environmental Problem and Propose a Solution 10 points

(a)	Based on the information in the diagram, identify the temperature range of the water through which the majority of the adult manatee's daily movement occurs.	1 point
	13–19°C	
(b)	Large groups of manatees are often observed in shallow waters near the waste water released by the electrical power plant during the winter. Based on the information in the diagram, identify a characteristic of the power plant waste water that would attract the manatees.	1 point
	Accept one of the following: - The waste water/It is warm. - The waste water/It is between 24–26°C.	
(c)	Based on the information in the diagram, describe a potential negative impact of the waste water released by the power plant on other aquatic species.	1 point
	Accept one of the following: - Warming of the water near where the waste water/it is released reduces the amount of dissolved oxygen available for aquatic organisms to use/breathe. - Warming of the water near where the waste water/it is released could impact the survival/health of species with a range of tolerance for the original/lower water temperatures. - Warming of the water near where the waste water/it is released could alter/affect the timing of reproductive cycles for aquatic species.	
(d) (i)	Describe a characteristic of the manatees that increases their vulnerability to the recent decline of seagrasses.	1 point
	Accept one of the following: - They eat seagrass/are herbivores, so they would have less food/starve. - They require a lot of energy to survive, so they would have less food/starve. - They inhabit warm water, so they would need to travel to colder waters/further to find food/seagrass. - They have a low reproductive/maturation rate, so they would take longer to recover from loss of food source.	
(d) (ii)	Describe the change in energy flow through the trophic levels that occurs when there is a significant loss of seagrasses.	1 point
	Accept one of the following: - Less energy will flow/is available to organisms in higher trophic levels. - Less energy from the Sun is stored by producers.	
Total for part (d)		2 points

(e) (i)	Propose a solution to reduce nutrient or sediment pollution in an estuary that is surrounded by urban development.	1 point
	Accept one of the following: - Replace existing pavement with permeable pavement. - Add vegetation where it will intercept runoff. - Reduce fertilizer use in the area. - Install barriers/Construct fences where they will intercept runoff. - Improve wastewater treatment plants in the area.	
(e) (ii)	Justify the solution proposed in part (e)(i) by providing an additional advantage of reduced nutrients in an estuary, other than one related to manatees.	1 point
	Accept one of the following: - Reduces eutrophication. - Increases biodiversity/species richness. - Improves water clarity. - Increases ecotourism. - Reduces cost of water treatment. - Increases profits for commercial fisherman.	
Total for part (e)		2 points
(f)	Describe how summertime weather conditions can increase the frequency of photochemical smog.	1 point
	Accept one of the following: - Sunlight is more intense/there is more sunlight in summer, and more primary pollutants/nitrogen oxides/NO_x react in sunlight. - Summertime temperatures are warmer than other seasons, and chemical reactions occur more quickly in warmer temperatures. - Trees release more VOCs in summer leading to more reactions that form photochemical smog.	
(g)	Identify one ecological problem that results from exposure to photochemical smog.	1 point
	Accept one of the following: - Causes respiratory problems/eye irritation in animals. - Reduces photosynthesis. - Slows/Inhibits/Stunts plant growth. - Increases the susceptibility of plants to pests and disease.	

(h) **Describe** a potential disadvantage of using hydrogen fuel cells to power automobiles. **1 point**

Accept one of the following:

- High cost to manufacture automobiles that use hydrogen fuel cells.
- Obtaining hydrogen requires a lot of energy/may consume more energy than the hydrogen fuel can produce.
- Hydrogen is explosive/flammable (may catch fire).
- Lack of infrastructure (such as fueling stations) for hydrogen fuel.
- Obtaining hydrogen often uses fossil fuels.
- Hydrogen must be obtained by separating it from natural gas or water.

Total for question 2 10 points

Question 1: Design an Investigation

10 points

(a) Based on the data in the graph, **identify** the average number of species found in technically restored piles 16–25 years after restoration started. **1 point**

Accept one of the following:

- 8
- 9

(b) Based on the data in the graph, **describe** the relationship between the average number of species and age of the spontaneous restoration piles. **1 point**

Accept one of the following:

- The number of species increases with age of piles.
- The average number of species increases as the years since restoration increase.
- There is a direct/positive relationship/correlation between the two variables.

(c) Using the data in the graph, **make a claim** that supports or refutes the hypothesis that the number of animal species in the spontaneously restored piles would be higher than the number of animal species in the technically restored piles. **1 point**

- The spontaneously restored areas support more plant species, which provides habitat, food, and/or shelter for animal species.

(d) **Describe** a characteristic of a plant species that would have been present in the spontaneous restoration piles from years 1 to 5. **1 point**

Accept one of the following:

- A description of a characteristic of pioneer or generalist species such as:
 - Able to grow with little/poor soil
 - Able to grow in soil with low organic matter/low nutrients
 - Able to grow in full sunlight
 - Able to colonize an area quickly
 - Able to grow in a wide range of habitats

(e) **Explain** how the return of plant life would have been altered in the spontaneous piles if the mining had taken place in the tundra rather than in temperate forests. **1 point**

Accept one of the following:

- It would be slower because it is colder/growing season is shorter/there is less rain.
- It would include plants that are native to the tundra not the temperate forests.
- It would reflect the lower species diversity found in the tundra.

(f) **Identify** the scientific question for the investigation. **1 point**

Accept one of the following:

- Does the presence of vegetation affect the amount/appearance of runoff?
- Does the presence of soil covering affect the amount/appearance of runoff?
- Does the presence of different materials affect the amount/appearance of runoff?

(g) **Identify** a dependent variable in the experiment. **1 point**

Accept one of the following:

- Water collected
- Runoff volume
- Water appearance

(h) **Explain** how the results of the experiment would likely have been altered if the soil had contained a higher percentage of sand, which has the largest particle size of the components of loam. **1 point**

Accept one of the following:

- The amount/volume of water collected/runoff would decrease because more water would infiltrate into the soil.
- The water collected could be clearer as the sand particles settle faster.

(i) **Describe** one ecological impact that could result from the drainage from mine waste into nearby waterways. **1 point**

Accept one of the following:

- Acidic/low pH runoff could be outside the range of tolerance of some species.
- Acidic/low pH runoff could lead to disease/death of some species.
- Heavy metals in runoff can accumulate/biomagnify in wildlife leading to disease/death.
- Soils may run off into nearby waterways and could increase turbidity/sedimentation outside the range of tolerance of some species.
- Soils may run off into nearby waterways and could increase turbidity/sedimentation leading to disease/death.

(j) **Describe** one strategy to reduce the drainage from mine waste into waterways downstream from mines. **1 point**

Accept one of the following:

- Vegetation can be planted, reducing sediments/heavy metals flowing into streams.
- Mine waste can be covered with soil/plastic/concrete.
- Mine waste can be covered with lime or other alkaline substances.
- Mine waste can be removed to another location that cannot run off into waterways.
- Water can be diverted to avoid contact with mining waste.
- Contaminated water can be treated to reduce acidity.
- Contaminated water can be treated to remove heavy metals.
- Mine waste can be disposed underwater.
- Mine waste drainage can be diverted into holding basins.

Total for question 1 10 points

Question 1: Design an Investigation**10 points****(a) (i) Identify** the scientific question that resulted in the data presented in the graph. **1 point**

Accept one of the following:

- What is the relationship between slope and annual erosion rate for four different land use types?
- Does crop rotation/tilling/not tilling/using cover crops on various slopes increase/decrease/change erosion rates?

(ii) Identify the agricultural practice that could be used on a 15% slope without leading to a higher than tolerable loss of soil. **1 point**

- Crop rotation

(iii) Describe the effect of adding a cover crop compared to using the no-till method. **1 point**

Accept one of the following:

- Adding a cover crop reduces the annual rate of soil erosion compared to using the no-till method.
- Adding a cover crop allows planting on greater sloped land before reaching tolerable loss as compared for the no-till method.

(iv) Identify one natural mechanism of soil erosion. **1 point**

Accept one of the following:

- Moving/flowing water
- Rainfall
- Wind

Total for part (a) 4 points**(b) (i) Identify** the dependent variable stated in the hypothesis. **1 point**

Accept one of the following:

- The amount of sediment discharge
- The amount of sediment run-off

(ii) Describe one way to add a control to improve the design of the study. **1 point**

Accept one of the following:

- Add a plot that is bare/does not have straw bales or grass (no ground cover).
- Measure sediment discharge/runoff prior to placing straw bales or planting grass compared to discharge after the bales/grass are in place (pre-/post-tests).

(iii) Identify one variable that was not discussed that could affect the results of the study. **1 point**

Accept one of the following:

- Slope of the plots
- Amount of rainfall
- Composition of the roads
- Distance of the plots from road/stream
- Size of the plots
- Type of soil at the plots
- When the data are collected at the plots (how quickly after rainfall)

(iv) Based on the data in the table above, make a claim about the stated hypothesis. **1 point**

Accept one of the following:

- The stated hypothesis is rejected as more sediment resulted from straw bale plots (plot A) than grass planted plots (plot B).
- The data in the table shows that the grass is more effective at reducing sediment runoff. The hypothesis should be rejected.

Total for part (b) 4 points**(c) (i) Describe** the type of survivorship curve expected for these fish species. **1 point**

Accept one of the following:

- Low survival rate in early life, followed by increased chances of survival as the organism matures.
- Most offspring die at a very young age and few reach maturity.

(ii) Explain why the input of sediment to a stream can negatively affect reproduction of fish that lay their eggs in the gravel of the streambed. **1 point**

Accept one of the following:

- Sediment can cover/bury eggs, which reduces the amount of oxygen, causing them to die.
- Sediment takes away usable habitat/space resulting in fewer areas for them to lay eggs causing fewer eggs to survive.
- Sediments can carry toxic/poisonous chemicals, which can negatively impact the eggs and decrease egg survival.
- An increase in sediment can increase the water temperature and result in less dissolved oxygen/too warm water, which can decrease the viability of the eggs that have already been laid.
- Sediment can increase water turbidity, which decreases fish navigation/ability to forage/efficiency of oxygen use which decreases the amount of eggs laid.

Total for part (c) 2 points**Total for question 1 10 points**

AP Environmental Science

Scoring Guidelines

2018 SCORING GUIDELINES

Question 1

Read the following article from the *Fremont Daily Times* and answer the questions that follow.

- (a) The students want to reduce the school's carbon footprint.
- (i) **Define** carbon footprint.
- (1 point for correct definition of carbon footprint)
- The amount of carbon dioxide and/or other carbon compounds released to the environment by a product, process, or activity
 - A measurement of the amount of carbon released by human activities
- (ii) **Identify** one way the school's heating system is likely adding to the school's carbon footprint.
- (1 point for correct identification of a way the school's heating system is adding to its carbon footprint)
- The burning/combustion of fossil fuels releases carbon dioxide
 - The incomplete combustion of fossil fuels releases carbon monoxide
- (iii) **Describe** one realistic way to reduce the contributions of the heating system to the school's carbon footprint
- (1 point for correct description of a realistic way to reduce the contributions of the heating system)
- Switch to renewables (solar, wind, etc.)/switch to a more efficient fossil fuel (natural gas, propane)/switch to a provider that uses nuclear energy.
 - Decrease the temperature/thermostat in the school during the winter/program thermostat to lower energy consumption during certain times.
 - Purchase credits through environmental agencies for carbon-offsetting projects.
 - Increase insulation or implement other efficiency/design methods to reduce energy demand (green roof, double paned glass, south-facing windows for passive solar heating, change air filters, etc.).
- (b) **Identify** TWO environmental benefits of a living green roof, such as that suggested by Councilperson Fassler.
- (2 points; 1 point for each correct identification of an environmental benefit of a green roof)
- Insulation/reduced use of fossil fuels for heating and/or cooling
 - Habitat for wildlife and/or plants/increases biodiversity
 - Area to grow crops/production of food locally
 - Reduction in the number of heat islands in the environment/urban heat island mitigation
 - Photosynthesis/carbon capture/CO₂ storage/oxygen release
 - Stormwater treatment/runoff reduction
 - Filters particulates, VOCs, O₃ from air

2018 SCORING GUIDELINES

Question 1 (continued)

- (c) **Describe** TWO practices the cafeteria's food service could use to decrease the environmental impacts of Fremont High School.

(2 points; 1 point for each correct description of a practice that decreases the environmental impact of the school)

- Offer more vegetarian options/serve fewer animal products, etc. to reduce impact from meat production.
- Use some locally sourced food to reduce transportation.
- Grow food at the school to reduce transportation.
- Compost food waste to reduce the amount disposed in landfills.
- Donate leftover food to reduce food waste.
- Use energy-friendly practices (LED lighting, serve more cold-cut sandwiches, etc.) to decrease energy use.
- Purchase bulk packaged items to reduce material waste.
- Use recyclable food containers/don't use disposable straws/food containers/trays to reduce material waste.
- Install a water fountain/stop selling single-serving water bottles to reduce material waste.
- Use reusable take-out containers/offer savings or credit for reusing containers to reduce material waste.
- Allow students to choose appropriate portions to reduce food waste.
- Purchase organic foods to reduce pesticide use.
- Use gray water to irrigate landscaping to reduce potable water use.

- (d) **Discuss** TWO benefits of using native plants for landscaping at Fremont High School.

(2 points; 1 point for each correct discussion of benefits of using native plants)

- Native plants require less pesticides because they are better adapted to their environment.
- Native plants require less fertilizer because they are better adapted to their environment.
- Native plants require less irrigation water because they are better adapted to their environment.
- Native plants increase biodiversity by providing native habitat areas.
- Native plants support native food webs/native food production by providing native habitat areas.
- Native plants reduce the amount of land available for the establishment/spread of invasive species.
- Native plants save the school money by requiring less water/fertilizer/pesticides/upkeep.

2018 SCORING GUIDELINES

Question 1 (continued)

- (e) During the renovation, the carpeting must be replaced. **Discuss** one environmental benefit of using flooring made of plant material, such as cork or bamboo, instead of carpet made of synthetic fibers.

(1 point for correct discussion of benefits of using flooring made of plant material)

- Plant-based material is more easily compostable/is biodegradable/can be reused/repurposed, unlike carpet.
- Plant-based material is from a renewable resource making it more sustainable than carpet. Plant-based material is a carbon sink/reservoir, so growing plant materials removes CO₂ from the atmosphere, unlike carpet.
- Plant-based materials require less fossil fuels/toxic chemicals for production than synthetic fibers found in carpets.
- Plant-based materials produce less indoor pollutants (off-gas pollutants/VOCs/release toxins) than carpet.
- Plant-based materials harbor fewer pathogenic vectors/diseases/allergens (fleas, ticks, dust mites, mold spores, etc.) than carpets.
- Plant-based material when cultivated provides habitat for native species.

2018 SCORING GUIDELINES

Question 2

An offshore wind farm project using turbines to generate electricity is to be built along the Atlantic coast of the United States. It will be located about 13 km from the coast in water with an average depth of 10 m.

- (a) **Describe** one environmental benefit associated with an offshore wind project.

(1 point for correct description of an environmental benefit associated with an offshore wind project)

- Reduced environmental damage from decreased reliance on fossil fuels, such as:
 - Less habitat/ecosystem destruction due to less exploration and extraction (less mining or drilling, etc.)
 - Less air/soil/water pollution (less exhaust emissions, pipeline leaks, tanker leaks) due to less transportation of fossil fuels
 - Less air pollution (no/fewer particulates, VOCs, NO_x, SO_x, CO₂, or greenhouse gases) due to less fossil fuel combustion
- Reduced environmental damage from decreased reliance on nuclear power, such as:
 - No risk of radioactive releases with accidents
 - No hazardous/radioactive wastes to store
 - Less exploration/ extraction/processing for uranium ore
- Increased aquatic habitat/artificial reefs for barnacles, sponges, other invertebrates, fish

2018 SCORING GUIDELINES

Question 2 (continued)

- (b)
- Identify**
- and
- describe**
- one potential economic effect of an offshore wind project.

(2 points; 1 point for correct identification of a potential economic effect and 1 point for correct description of an identified economic effect. The description point cannot be earned without correct identification of a potential economic effect.)

Identify one potential economic effect	Describe one potential economic effect
Job creation (+)	Jobs will be created in construction, operation, maintenance, etc.
Additional income (+)	- Local municipalities receive more taxes (income, sales, property) paid by utility and workers - Wind power company will make money/profits in the long run
Decreased electricity costs (+)	Electrical production costs will be lower, which will reduce electricity rates for consumers
Less reliance on foreign energy resources (+)	Transportation costs to deliver fuels will be reduced
High initial construction/high maintenance costs (-)	- Local taxes/fees/rates will increase to support construction costs associated with building of facility - Parts and personnel must be transported off-shore for construction, repairs and maintenance
Decreased property value (-)	Property values will decrease in coastal areas due to unfavorable aesthetics
Loss of income (-)	- Turbines negatively affect the aesthetics, which negatively impacts tourism, fishing, whale watching, etc. - Local fishing opportunities will be disrupted - Less revenue for fossil fuel companies as demand decreases
Job loss (-)	Jobs will be lost in the traditional energy production sectors (coal, nuclear)
Subsidies cost (-)	State subsidies to offset cost of building offshore and transmission lines to coast will increase; costs may be recovered with increased taxes

2018 SCORING GUIDELINES

Question 2 (continued)

- (c)
- Describe**
- one additional way, other than wind power, that oceans can provide renewable energy for the generation of electricity.

(1 point for correct description of energy source from ocean)

- Use of tidal movement/currents to turn turbines
- Utilize a device designed to capture energy from wave motion
- Harness the solar energy absorbed by the oceans/use natural thermal gradient in tropical and temperate oceans to create electricity (OTEC — Ocean Thermal Energy Conversion)
- Harvest algae and convert to biofuel

The project will consist of 200 wind turbines, each with a capacity of 4 megawatts (MW). Each turbine costs \$1.2 million to build. Electrical demand in the area to be served by the project is expected to be 2.0×10^6 MWh per year.

- (d)
- Calculate**
- how much electricity (in MWh) the wind project needs to generate per year in order to provide 80% of the annual electrical demand in the service area. Show all work.

(2 points; 1 point for the correct setup and 1 point for the correct answer)

$$(0.80) \times (2.0 \times 10^6 \text{ MWh}) = 1.6 \times 10^6 \text{ MWh}$$

- (e) Customers in the service area pay \$0.20/kWh for electricity.
- Calculate**
- how much revenue will be produced if the wind turbines provide 80% of the annual electrical demand in the service area. Show all work.

(2 points; 1 point for the correct setup and 1 point for the correct answer)

$$1.6 \times 10^6 \text{ MWh} \times \frac{\$(2 \times 10^{-1})}{\text{kWh}} \times \frac{1 \times 10^3 \text{ kWh}}{1 \text{ MWh}} = \$3.2 \times 10^8 = \$320,000,000 = \$320 \text{ million}$$

- (f) Assuming all turbines are operating,
- calculate**
- how many hours the wind turbines must operate to provide 80% of the annual electrical demand in the service area. Show all work.

(2 points; 1 point for the correct setup and 1 point for the correct answer)

$$1.6 \times 10^6 \text{ MWh} \times \frac{1 \text{ turbine}}{4 \text{ MW}} \times \frac{1}{2 \times 10^2 \text{ turbines}} = 2 \times 10^3 \text{ hr} = 2,000 \text{ hours}$$

2018 SCORING GUIDELINES

Question 3

An Arctic food web includes the following organisms.

- (a) Refer to the diagram above to complete the following table.

(3 points; 1 point for correct identification of each organism in the table)

	Organism from Arctic food web
(i) Identify a primary producer	Diatom (phytoplankton)
(ii) Identify a primary consumer	Krill (zooplankton)
(iii) Identify a secondary consumer	Cod or seal

- (b) Other than showing which organisms are consumed by others, **describe** what is indicated by the direction of the arrows in the diagram.

(1 point for correct description of what is indicated by the direction of the arrows)

- Shows the flow of energy among trophic levels
- Shows the flow of matter through trophic levels

As the amount of sea ice has decreased, larger expanses of the Arctic Ocean are now completely free of sea ice for several weeks each summer. Ringed seals, the preferred prey of polar bears, come to holes in the sea ice to breathe.

- (c) **Describe** how the change in sea ice habitat is affecting polar bears' ability to hunt and feed.

(1 point for correct description of how the change in sea ice habitat affects ability to hunt and feed)

- Decreasing area of hunting ground (area of ice used for hauling out/fewer seal breathing holes/seals are a less available food source because of more open water) makes it more difficult for polar bears to get food
- Increasing area/distance between hunting ground means the polar bears have to exert more energy to swim to find food/physical exhaustion from swimming results in less energy available for hunting
- Increasing physiological stress (dehydration, exhaustion, cub mortality, etc.) because polar bears are not physiologically adapted to warmer temperatures
- Increasing the time between successful kills results in bears spending more time waiting/hunting for prey

2018 SCORING GUIDELINES

Question 3 (continued)

- (d) **Explain** how melting sea ice leads to a feedback loop that increases Arctic warming.

(2 points; 1 point for correct explanation of the connection between melting ice and the increased absorption of sun's energy and 1 point for correct explanation that increased absorption of sun's energy leads to increased melting of ice. For the second point the student must complete the positive feedback loop.)

- Melting of sea ice leads to a decrease in albedo, or reflectivity, leads to water surfaces absorbing more of the sun's energy.

AND

- Increasing absorption of sun's energy warms the water surface further, which leads to further ice melt (completes positive feedback loop).

- (e) Many species, including some whales and birds, will travel thousands of kilometers during annual migrations.

- (i) **Provide** one reason a species may migrate a long distance.

(1 point for a correct reason why a species may migrate a long distance)

- Limited food/water supply leads to migration to locations with more food/water supply
- Food supply migrates and species follow prey
- More hospitable climate during certain seasons
- Availability of mates/breeding/birthing occurs in different location
- Protection of offspring from predators

2018 SCORING GUIDELINES

Question 3 (continued)

- (ii) The North Atlantic right whale migrates between subtropical and polar waters annually. Nearly 50 percent of right whale deaths are due to human activities. **Describe** one commercial activity, other than whaling, that may result in the death of right whales.

(1 point for correct description of one commercial activity, other than whaling)

- (iii) **Describe** one strategy that could reasonably be implemented to decrease right whale deaths caused by the commercial activity you described in part (ii).

(1 point for correct strategy linked to activity in (iii))

Description of commercial activity	Description of one strategy
- Fishing nets entangle whales as by-catch. - Fishing gear can accidentally trap.	- Require change of fishing method (location, timing, or materials) that traps whales to reduce the number of whales trapped in nets/gear - Fines for discarded fishing gear (long-line gear, ropes for hauling pots up, etc.) so less gear is discarded reducing the number of whales trapped in gear
Ships and whales use the same channels, which can increase number of ship strikes.	- Improved navigational technology to spot whales that are close to ships in order to avoid collisions - Increased education of ship captains and crews about whale habitat/migration routes/feeding behaviors in order to reduce ship collisions with whales - Expansion of low-speed navigational zones around ports to reduce ship collisions with whales
Noise pollution from seismic surveys/sonar/engine noise can disrupt a whale's internal navigational system.	- Reduction of seismic survey activity/sonar use in coastal areas to reduce exposure to noise pollution - Installation of quieter motors to reduce or eliminate noise pollution

2018 SCORING GUIDELINES

Question 4

In many parts of the world, biomass like peat, wood, and animal waste is burned indoors for cooking and home heating. Combustion of these fuels releases harmful household air pollutants that pose a health threat to billions of people, mostly in less developed countries.

- (a) Air pollutants are released during the burning of biomass indoors for cooking and heating.

- (i) **Identify** TWO air pollutants released during the burning of biomass indoors for cooking and heating.

(2 points; 1 point for each correct identification of an air pollutant released during the burning of biomass)

- (ii) **Identify** a specific human respiratory illness that one of the pollutants you identified may cause.

(1 point for correct identification of a specific respiratory illness linked to identified pollutant)

Identification of TWO air pollutants	Identification of a specific human respiratory illness linked to identified pollutant
- Carbon monoxide (CO) - Particulate matter (PM)	- CO poisoning - Asthma - Chronic obstructive pulmonary disease (COPD) - Emphysema - Bronchitis - Lung cancer
Nitrogen oxides (NO_x)	- Pneumonia - Asthma
Sulfur oxides (SO_x)	- Bronchitis - Emphysema - Asthma
Trace metals, such as lead, mercury, arsenic, and cadmium	Bronchitis
Methane (CH₄)	Bronchitis
Volatile organic compounds (VOCs)	Asthma

2018 SCORING GUIDELINES

Question 4 (continued)

- (b) **Identify** one realistic approach, other than banning the practice of burning biomass indoors, which could be used to reduce the impact of biomass combustion indoors on human respiratory health. **Describe** how this approach could reduce the incidence of respiratory illness.

(2 points; 1 point for correct identification of a realistic approach to reducing the impact and 1 point for correct description of reduction of illness linked to identified approach)

Identify one realistic approach	Describe how this approach would reduce the incidence of respiratory illness
Ventilate through structural change (chimney construction, opening windows and doors)	Removes some or all of the air pollution from indoors/transfers pollutants out of the home, leading to less respiratory illness
Switch to cleaner-burning/more efficient cooking stove	Requires less fuel to be burned releasing fewer air pollutants into the home, leading to less respiratory illness
Switch to a different energy source (solar, natural gas, biogas, electric)	Produces less or no indoor air pollutants, leading to less respiratory illness
Cook outdoors	Move the source of the air pollutant outside/leads to less or no concentrated air pollution inside, leading to less respiratory illness

In 2016 approximately four million people died from illnesses attributed to household air pollutants from burning biomass indoors. More than 10 percent of these deaths occurred in children under the age of five in less developed countries.

- (c) **Discuss** one reason children under the age of five are at a greater risk than adults for illnesses linked to household air pollutants.

(1 point for correct discussion of why children under the age of five are at a greater risk)

- Children have an underdeveloped or less-developed immune systems leading to a greater risk of illness following exposure.
- Children have a lower body mass leading to a higher relative dose of air pollution.
- Children spend more time indoors leading to higher exposure to air pollution.
- Children have smaller respiratory systems (narrow airways) so mild inflammation may cause more severe respiratory distress.

2018 SCORING GUIDELINES

Question 4 (continued)

In more developed countries, indoor air pollution is also a problem. Common indoor air pollutants in developed countries include:

- asbestos
- radon
- mold

- (d) Choose TWO of the three common indoor air pollutants (asbestos, radon, or mold) listed above and complete the following table.

- (i) **Identify** a source for each indoor air pollutant

(2 points; 1 point for correct identification of a source of each indoor air pollutant chosen)

- (ii) **Describe** a method for reducing exposure to each of the two pollutants you chose.

(2 points; 1 point for correct description of method of reduction for each indoor air pollutant chosen)

	Identification of a source	Description of a method for reducing exposure
Asbestos	• Building materials (cement, floor tiles, ceiling panels, drywall, popcorn ceiling) • Insulation • Naturally occurring in soil and rocks in a dirt-floor basement or crawlspace	• Safely remove asbestos-containing materials/abatement • Encapsulate/cover and seal materials/construct temporary enclosure • Leave undisturbed
Radon	• Soil, rocks, Earth's crust • Gas from uranium containing rocks • Gas penetrates foundation	• Seal floors, walls, and joints • Install structural exhaust venting • Install subfloor depressurizing system
Mold	• Water from flooding, natural disasters, or leaks • Poorly vented or maintained damp environments	• Replace or repair damaged surfaces/structures • Clean and/or disinfect affected areas • Dehumidify or ventilate inside air • Improve drainage (from roof or yard, sump pump the basement)