

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

A	Describe one reproductive strategy used by a K-selected species such as the chickadee. Examples of acceptable responses may include the following: (K-selected species) provide considerable parental care for offspring. (K-selected species) have few offspring. (The parents) expend significant energy for each offspring. (Individuals) reproduce more than once in their lifetime. (K-selected species) have a long gestation period/reach reproductive maturity later.	Point 01
B	Based on the information provided, explain how a decrease in spider populations could affect a lower trophic level. Examples of acceptable responses may include the following: - Insects/insect populations would increase because the insects are not being preyed on/eaten as much. - Plants/plant populations would decrease because the number of insects that eat plants will increase.	Point 02
C	Based on the data in Figure 1, identify the number of spiders per sample at 25% nonnative plants. Examples of acceptable responses may include the following: 2.0 2	Point 03
D	Based on the data in Figure 1, describe the trend in the number of insects per sample in relation to the percentage of nonnative plants. Examples of acceptable responses may include the following: - As nonnative plant percentage/percent increases, the number of insects decreases. - As nonnative plant percentage/percent decreases, the number of insects increases. - They have an inverse/indirect/negative relationship.	Point 04
E	Scientists hypothesized that the population of chickadees would be stable or growing with fewer than 25% nonnative plants. Describe one way that the data in Figure 2 support this hypothesis. Examples of acceptable responses may include the following: - Below this level/With fewer than 25%, the growth rate is at/above replacement level. - Below this level/With fewer than 25%, enough reproduction is occurring to replace the population. - Below this level/With fewer than 25%, the population growth rate is positive.	Point 05

F	(i) Identify a likely scientific question for the students' investigation of ant diversity. Examples of acceptable responses may include the following: - Does the number of species/species richness/biodiversity differ between an urban park and a grassland? - Does mowing affect the number of species/species richness/biodiversity?	Point 06
	(ii) Identify the dependent variable in the students' investigation. Examples of acceptable responses may include the following: - Number of ant species - Ant species richness - Presence/absence of different ant species	Point 07
G	(i) Explain why the ant community of the unmowed grassland would be more likely to recover from a disturbance, such as a flood or fire, than the ant community in the mowed urban park would. Examples of acceptable responses may include the following: - With a larger number of species, the grassland is more likely to have some species/individuals with adaptations that allow them to survive. - The grassland is more diverse, so the loss of one species is less likely to cause a collapse (of the whole ecosystem).	Point 08
	(ii) Explain how the results of the investigation could have been altered if students had measured ant biodiversity at a paved playground rather than in the grassland. Examples of acceptable responses may include the following: (The playground) would have fewer species (than the grassland/urban park) because the paved area is not suitable habitat for many ant species. (The playground) would have fewer species (than the grassland/urban park) because humans could trample the ants/ant habitat.	Point 09
H	Describe one effect a paved road in a forest can have on animal species such as deer or bears. Examples of acceptable responses may include the following: - Animals can get hit by cars when trying to cross the road/hunt/migrate. - Fragmentation can lead to isolation of individuals/loss of genetic diversity. - Noise pollution can damage hearing/cause stress/mask the sounds used to communicate/hunt. - The road/noise pollution can cause changes in migratory routes/prevent movement of animals (to access resources). - Species that thrive in edge habitats might increase.	Point 10

Question 2: Analyze an Environmental Problem and Propose a Solution

10 points

A	Based on the information in Figure 1, identify the type of plate boundary that runs beneath Serengeti National Park. Acceptable identification point: Divergent (boundary)	Point 01
B	Based on the information provided, identify the dominant biome within the Serengeti. Examples of acceptable responses may include the following: - Savanna - Tropical grassland	Point 02
C	Wildebeest give birth to their young when new grasses are growing. Based on the information in Figure 2, identify the location in the Serengeti where wildebeest are most likely to give birth. Examples of acceptable responses may include the following: - Grumeti Game Reserve - The west/northwestern side/edge (of Serengeti National Park)	Point 03
D	Explain why resource partitioning allows for the coexistence of the wildebeest and the gazelle in the Serengeti. Examples of acceptable responses may include the following: (Resource partitioning) reduces the (negative) impact of competition for (limited) resources. (Resource partitioning) allows species to use (limited) resources in different ways/places/at different times.	Point 04
E	Describe one way the proposed highway shown in Figure 2 could negatively affect the wildebeest population in the Serengeti. Examples of acceptable responses may include the following: - Building the highway would fragment/destroy habitat/food/resources. - The highway could prevent/reduce/disturb migration. - Wildebeest could be hit/killed by vehicles. - Noise pollution could cause stress/change migratory routes.	Point 05

F **Propose** a solution to the negative effect created by the planned highway described in part E. **Point 06**

Examples of acceptable responses may include the following:

Problem in part E	Realistic Potential Solution
Building the highway would fragment/destroy habitat/food/resources.	- Construct a habitat corridor over/under the highway - Construct the highway over/above the habitat - Relocate the highway north/outside of the migratory path - Expand the national park/create additional protected habitat
The highway could prevent/reduce/disturb migration.	- Relocate the highway north/outside of the migratory path - Construct a habitat corridor over/under the highway
Wildebeest could be hit/killed by vehicles.	
Noise pollution could cause stress/change migratory routes.	- Install a sound barrier to mitigate noise pollution - Relocate the highway north/outside of the migratory path

G **Describe** a characteristic of an invasive species, such as the spotted knapweed, that allows them to outcompete native species. **Point 07**

Examples of acceptable responses may include the following:

- They have many offspring/reproduce quickly/mature early/invest minimal energy in each offspring (tend to be r-selected).
- They can feed on/use many different types of resources.
- They can survive in conditions outside their normal habitat/have a wide range of tolerance (tend to be generalists).

H **Justify** the use of crop rotation as an environmental solution by providing an additional advantage, other than controlling pest populations. **Point 08**

Examples of acceptable responses may include the following:

- Improved soil fertility/soil structure/soil quality
- Increased nutrient cycling/reduction in fertilizer use
- Reduced soil erosion
- Increased food security/crop yield
- Increased biological activity (in the soil)

I **Describe** an environmental problem associated with controlling pest populations with large amounts of pesticide. **Point 09**

Examples of acceptable responses may include the following:

- Pesticides can harm/kill nontarget species.
- Pests can develop resistance to the pesticide.

J **Propose** a solution to controlling pests, other than pesticides or crop rotation. **Point 10**

Examples of acceptable responses may include the following:

- Use biocontrol/intercropping/natural predators
- Trap insects/use mechanical controls to eliminate the pests
- Use genetically modified crops that are pest resistant

**Question 3: Analyze an Environmental Problem
and Propose a Solution Doing Calculations**

10 points

(a) **Identify** a typical type of plant that would be used in a desert-tolerant landscaping. **1 point**

Accept one of the following:

- Cactus/cacti
- Succulent plants
- Drought-tolerant plants

(b) **Justify** the removal of landscaping and lawns that use grasses not native to the local area by describing an additional advantage, other than reducing the amount of water needed for irrigation. **1 point**

Accept one of the following:

- Native desert plants support habitat/provide food for local/native wildlife.
- Less mowing leads to decreased yard maintenance time/costs.
- Desert tolerant plants need less fertilizer/pesticide.
- Creates jobs for landscapers to remove/replace turf.
- Decreased use of gas-powered yard tools reduces air pollution/noise pollution/gasoline consumption.

(c) **Describe** how a prescribed burn would reduce the severity and spread of forest fires. **1 point**

Accept one of the following:

- Prescribed burns/they remove undergrowth, decreasing fuel/flammable material.
- Prescribed burns/they thin forests/create a fire break, reducing the spread of fires.

(d) **Describe** a disadvantage of a prescribed burn in a forested ecosystem. **1 point**

Accept one of the following:

- Reduces habitat for wildlife/can harm or displace animals.
- Releases carbon dioxide, which contributes to climate change.
- Releases particulates/air pollutants, which worsens air quality.
- Runoff following a prescribed burn can degrade water quality.
- Reduces competition, which helps invasive species spread/expand.

(e)	Calculate the number of million acre-feet (maf) of water currently in Lake Powell. Show your work.	1 point
One point for the correct setup to calculate number of million acre-feet (maf) of water currently in the lake:		
Accept one of the following:		
• $25.16 \text{ maf} \times 36\%$ • 25.16×0.36		
One point for the correct calculation of the number of million acre-feet (maf) of water currently in the lake:		1 point
Accept one of the following:		
• 9.0576 • 9.058 • 9.06 • 9.1		
Total for part (e)		2 points
(f)	The watershed of the Upper Colorado River contributes an average of 9.60 maf of water to Lake Powell annually. The melted mountain snow found in the watershed contributes 50% of the average river flow into Lake Powell. In 2021, the river flow was 36% of the annual average. Assuming that all resources to that flow contributed with the same proportions as in prior years, calculate the amount of water (in million acre-feet) that was contributed by the melted mountain snow in 2021. Show your work.	1 point
One point for the correct setup to calculate amount of water in million acre-feet that was contributed by the melted mountain snow:		
Accept one of the following:		
• $9.60 \text{ maf} \times 36\% \times 50\%$ • $9.60 \text{ maf} \times 0.36 \times 0.5$ • $9.60 \times 0.36 \times 0.5$		
One point for the correct calculation of the amount of water in million acre-feet:		1 point
Accept one of the following:		
• 1.728 • 1.73 • 1.7		
Total for part (f)		2 points

(g)	The average household in the United States consumes 5.0×10^4 gallons of water in a year. Calculate the number of households that could be supported for one year by the average flow of 9.60 maf of water into Lake Powell. Show your work.	1 point
One point for the correct setup to calculate the number of households that could be supported for one year by the average watershed flow:		
Accept one of the following:		
• $9.60 \text{ maf} \times \frac{3.26 \times 10^{11} \text{ gallons}}{1 \text{ maf}} \times \frac{1 \text{ household}}{5.0 \times 10^4 \text{ gallons}}$ • $9.60 \text{ maf} \times \frac{3.26 \times 10^{11} \text{ gallons}}{5.0 \times 10^4 \text{ gallons}}$ • $9.60 \times \frac{3.26 \times 10^{11}}{5.0 \times 10^4}$		
One point for the correct calculation of the number of households:		1 point
Accept one of the following:		
• 62,592,000 • 6.2592×10^7		
Total for part (g)		2 points
Total for question 3		10 points

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

- (a) Identify**
- the control group in this experiment.

1 point

Accept one of the following:

- Plot D
- Unmodified beans

- (b) Identify**
- the scientific question for the investigation.

1 point

Accept one of the following:

- Will genetically modified green beans have higher crop yields than unmodified green beans?
- Is there a difference between the crop yields of genetically modified and unmodified green beans?
- Does genetically modifying green beans affect crop yield?

- (c)**
- Researchers repeated the experiment modifying the length of time for the spray irrigation to 20 minutes per day.
- Explain**
- how the results of the experiment could be altered with this modification.

1 point

Accept one of the following:

- With less water, there will be lower crop yield/fewer green beans harvested in all plots.
- The genetically modified beans will remain similar in yield because they are resistant to drought/need less water, but the unmodified beans will decrease in crop yield because they will receive less water.

- (d)**
- Based on the data in the table,
- identify**
- the plot with the lowest soil temperature.

1 point

Accept one of the following:

- Plot D
- The unmodified green beans

- (e) Describe**
- how sediment runoff and fertilizer runoff compare between the unmodified green beans and the genetically modified green beans.

1 point

Accept one of the following:

- Both types of runoff/Sediment and fertilizer (phosphorus/nitrogen) runoff are lower with the genetically modified beans.
- Both types of runoff/Sediment and fertilizer (phosphorus/nitrogen) runoff are higher with the unmodified beans.

- (f)**
- The Type 2 GMO beans in Plot B were developed to grow more quickly than the unmodified beans in Plot D. Researchers have hypothesized that the Type 2 beans would use fertilizer more completely than the other varieties. Based on the data in the table and the experimental design,
- explain**
- whether the researchers' hypothesis was supported or refuted.

1 point

Accept one of the following:

- The hypothesis is supported because there is less fertilizer (phosphorus/nitrogen) in the runoff from plot B, so the beans in plot B are absorbing/taking up more fertilizer (phosphorus/nitrogen).
- The hypothesis is supported because there is more fertilizer (phosphorus/nitrogen) in the runoff from plot D, so the beans in plot D are absorbing/taking up less fertilizer (phosphorus/nitrogen).
- The hypothesis is supported because the plants in plot B were able to produce more beans given the same amount of fertilizer.

- (g) Describe**
- the ecological process that occurred on the plots after the crops were burned.

1 point

Accept one of the following:

- Fast growing/early successional organisms returned to/colonized the soil after the fire/major disturbance.
- Secondary succession occurred where plants recolonize a habitat after the fields were burned/after a major disturbance.

- (h)**
- After each flooding event, the plot with twice the plant diversity returned to its prior level of biodiversity more quickly than the other plots did.
- Explain**
- why a community with more plant diversity will recover more quickly from the flooding.

1 point

Accept one of the following:

- The plot with higher diversity/richness has more species/organisms, so the floods harm a smaller proportion of the species/organisms.
- The plot with higher diversity/richness has more connections between organisms, so the floods disrupt a smaller percentage of the connections between organisms.
- The plot with higher genetic diversity within species may have more flood tolerant individuals that will survive a flood.

- (i) After the last flooding event, a beetle not previously known in the area appeared in one of the plots with less plant diversity. Over a period of a few months, the new beetle population increased, whereas the existing beetle species in the plot had declining populations. **Explain** why the new beetle species could be better able to successfully populate this plot than the existing beetle species could. **1 point**

Accept one of the following:

- The new beetle is a generalist/r-selected species and could more quickly populate the area/outcompete the existing/native beetle species.
- The flooding of the plot caused a natural disruption to the existing community, eliminating species/natural predators and opening niches for the new/invasive beetle.
- Low diversity communities are susceptible to disruption and can't recover allowing the new/nonnative beetle species to invade
- The new beetle is an invasive species that can live outside its normal environment and threaten native species

- (j) **Describe** one realistic method to prevent the new beetle from spreading beyond the experimental plot. **1 point**

Accept one of the following:

- Remove beetles by trapping/physical removal to reduce their population size.
- Apply a chemical/pesticide to kill beetles.
- Add a predator/parasite/pathogen/biological control that harms beetles.

Total for question 1 10 points

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

- (a) Based on the information given, **identify** a body of water invaded by Asian carp that is labeled on the map. **1 point**

Accept one of the following:

- Mississippi River
- Lake Erie
- Missouri River
- Ohio River

- (b) Based on the information shown in the map, **describe** the change in the distribution of Asian carp since their introduction in the 1970s. **1 point**

Accept one of the following:

- They are more widely distributed/found in most of the watershed/in a larger area than they were in the 1970s.
- They have moved up/down the Mississippi river.
- They have moved up the Missouri River/Ohio River.
- They have moved northwest and northeast up the rivers.

- (c) **Describe** one impact the introduction of Asian carp could have on the ecosystem services provided by the Great Lakes region. **1 point**

Accept one of the following:

- Improved drinking water quality as carp consume algae.
- Decreased recreational opportunities (boating/swimming) from the increased population of carp in the water interfering with activities.
- Decreased fishing due to carp outcompeting native fish species.
- Decreased drinking water quality as carp displace filter feeders like native mussels in the food chain/web.
- Decreased algae population resulting in decreased photosynthesis and increased greenhouse gases/global warming/climate change.
- Decreased algae population resulting in decreased photosynthesis and decreased oxygen production.

- (d) **Propose** a realistic solution to help reduce the spread of the Asian carp from their current distribution. **1 point**

Accept one of the following:

- Offer incentives for fishers to catch and kill carp.
- Encourage consumption of carp.
- Build fencing/netting between waterways.
- Use shock treatment (dispersal barrier system).
- Create/Use an Asian-carp specific poison/deterrent (carpicide, CO₂, microparticles).
- Implement high-frequency sound deterrent system.
- Prohibit transfer of bait or ballast water from one body of water to another.

- (e) **Justify** the solution proposed in part (d) by providing an additional advantage. **1 point**

Accept one of the following:

Solution proposed in part (d)	Justification of solution with additional benefit
Build fencing/netting between waterways.	• Create jobs in the Great Lakes fishing industry.
Create/Use an Asian-carp specific poison/deterrent (carpicide, CO ₂ , microparticles).	• Little to no harm to native animal/plant populations in watershed.
Implement high-frequency sound deterrent system.	• Reduce negative impacts carp have on the feeding relationships in the Mississippi/Great Lakes watershed. • Maintain revenue for existing fishing industry/tourism of Great Lakes.
Use shock treatment (dispersal barrier system).	
Encourage consumption of carp.	• Increase revenue in the Great Lakes fishing industry/sale of carp. • Reduce negative impacts carp have on the feeding relationships in the Mississippi/Great Lakes watershed. • Provide new food source (domestically/internationally)/combat hunger issues worldwide. • Allow the return of native species resulting from less competition from the Asian carp.

Offer incentives for fishers to catch and kill carp.	• Create jobs in the Great Lakes fishing industry. • Increase revenue from the sale of Asian carp. • Reduce negative impacts carp have on the feeding relationships in the Mississippi/Great Lakes watershed. • Provide new food source (domestically/internationally)/combat hunger issues worldwide. • Allow the return of native species resulting from less competition from the Asian carp.
Prohibit transfer of bait or ballast water from one body of water to another.	• No harm to native animal/plant populations in watershed. • Reduce negative impacts carp have on the feeding relationships in the Mississippi/Great Lakes watershed. • Maintain revenue for existing fishing industry/tourism of Great Lakes.

- (f) **Identify** the primary consumer in the Great Lakes food chain. **1 point**

- Zooplankton

- (g) **Describe** what the arrows in the aquatic food chain represent. **1 point**

Accept one of the following:

- The flow of energy/energy flow.
- The flow of matter/matter flow.

- (h) **Describe** one possible effect of the introduction of the Asian carp on the Great Lakes food chain. **1 point**

Accept one of the following:

- There will be fewer zooplankton/macrobenthos/yellow perch/rainbow trout.
- There will be less food for other species at the same trophic level on the food chain.
- There will be less food for species that don't eat carp and are higher on the food chain.

- (i) **Describe** one way that overfishing of blue pike illustrates the tragedy of the commons. **1 point**

Accept one of the following:

- The blue pike are a shared resource that were depleted/went extinct due to unregulated access.
- The blue pike are a common resource that were depleted by fishers, maximizing profits/catching as many as possible.

- (j) One potential solution to reduce overfishing is to use aquaculture. **Describe** one disadvantage of this solution. **1 point**

Accept one of the following:

- Aquaculture contaminates water with excess organic waste/antibiotics.
- Fish that escape from facilities compete or breed with wild fish.
- Fish in aquaculture facilities can spread diseases to wild fish.
- The high density of fish in aquaculture facilities can lead to increased disease.
- Loss of jobs in the fishing industry.
- Excess pressure on fisheries/wild stocks used to create food pellets.
- Decrease in genetic diversity of farm raised fish.
- Habitat degradation from conversion of ecosystems to fish farms.
- Overuse of antibiotics in farmed fish (create antibiotic resistant bacteria that can be harmful to humans).

Total for question 2 10 points

Question 2: Analyze an Environmental Problem and Propose a Solution

10 points

- (a) (i) Based on the data in the graph, **identify** the habitat type with the greatest number of lizards. **1 point**

- Clearings, Gardens

- (ii) Based on the data in the graph, **describe** the relationship between the lizard numbers observed on islands with and without mongoose populations. **1 point**

Accept one of the following:

- Lizard populations are smaller on islands where mongooses are present than on mongoose-free islands.
- Lizard populations are larger on mongoose-free islands than on islands where mongooses are present.
- The relationship between lizard number counted and mongoose population is an inverse relationship.

Total for part (a) 2 points

- (b) Based on the theory of island biogeography, **describe** the characteristics of an island with the greatest species diversity. **1 point**

- A large island that is located near the mainland will contain the greatest species diversity.

Total for part (b) 1 point

- (c) (i) **Describe** one environmental problem caused by invasive animal species. **1 point**

Accept one of the following:

- Invasive species outcompete native species for resources, causing food web disruptions/trophic cascades/habitat loss.
- Invasive species outcompete/prey on native organisms, decreasing biodiversity/reducing population size of native species.

- (ii) Invasive species are often pests. **Make a claim** that proposes one way to control pest species. **1 point**

Accept one of the following:

- Introduce biological controls, like natural predators of the species, to reduce the number of pests.
- Use chemical controls, such as pesticides, to kill off pests.
- Use manual/mechanical methods to remove plant species.
- Trap/hunt animal species and kill/remove them from the area.

- (iii) **Justify** the solution proposed in (c)(ii) by providing an additional benefit of the solution. **1 point**

Accept one of the following:

Solution proposed in (c)(ii)	Justification of solution with additional benefit
Introduce biological controls like natural predators of the species to reduce the number of pests	- Method least likely to harm other species because the pest species can be specifically targeted - Harmful synthetic chemicals are not introduced into the environment
Use chemical controls, such as pesticides, to kill off pests	Quick/efficient method to reduce/eliminate pest species
Use manual/mechanical methods to remove plant species	- Method least likely to harm other species because the pest species can be specifically targeted - Harmful synthetic chemicals are not introduced into the environment - Financial gain from selling killed pest organisms
Trap/hunt animal species and kill/remove them from the area	- Method least likely to harm other species because the pest species can be specifically targeted - Harmful synthetic chemicals are not introduced into the environment - Financial gain from selling killed pest organisms

Total for part (c) 3 points

- (d) (i) **Identify** a provisioning ecosystem service provided by primary forests. **1 point**

Accept one of the following:

- Timber/lumber/wood
- Medicine
- Food

- (ii) Based on the data in the graph, **explain** how replacing primary forests with sugarcane fields may have affected the number of lizards counted on the mongoose-free Pacific islands. **1 point**

Accept one of the following:

- The cleared land is preferred habitat for the lizards, which led to increased numbers of lizards in the sugar cane fields compared to the forests.
- The cleared land has fewer predators, which led to increased numbers of lizards counted in the sugar cane fields compared to the forests.
- The cleared land has more food for the lizards, which led to increased numbers of lizards in the sugar cane fields compared to the forests.

- (iii) The long-term use of monocultures in commercial sugarcane farming is one cause of the ecological damage. **Describe** one problem associated with monocultures. **1 point**

Accept one of the following:

- Decreased genetic diversity of monoculture species
- Decreased species diversity
- Increased susceptibility of monoculture to disease/pests
- Depletion of nutrients from soil
- Increased use of irrigation water/fertilizer/pesticide

Total for part (d) 3 points

- (e) **Describe** an advantage of crop rotation using legumes on soil fertility. **1 point**

Accept one of the following:

- Improved nitrogen fixation in the soil
- Less nitrogen-based fertilizers required

Total for part (e) 1 point

Total for question 2 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

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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)