



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



ENVIRONMENTAL MANAGEMENT

0680/21

Paper 2

October/November 2013

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials: Ruler

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.
DO NOT WRITE IN ANY BARCODES.

Answer **both** questions.
Electronic calculators may be used.
You may lose marks if you do not show your working or if you do not use appropriate units.

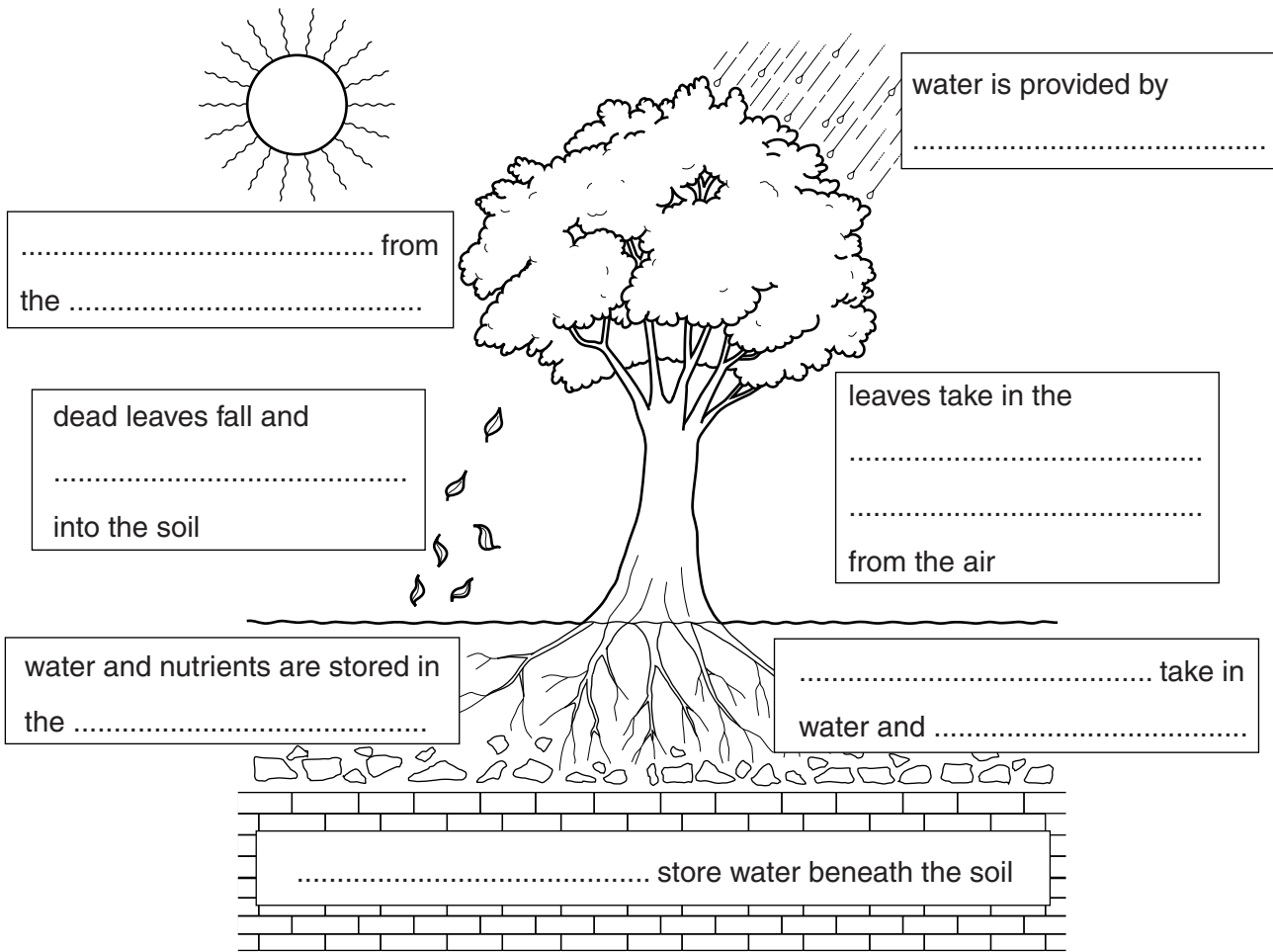
At the end of the examination, fasten all your work securely together.
The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
1	
2	
Total	

This document consists of **15** printed pages and **1** blank page.



1 (a) Look at the diagram of natural energy flows and stores for tree and forest growth.



(i) Fill in the spaces to complete the diagram of energy flows and stores for tree and forest growth.

Write your answers in the spaces on the diagram. [5]

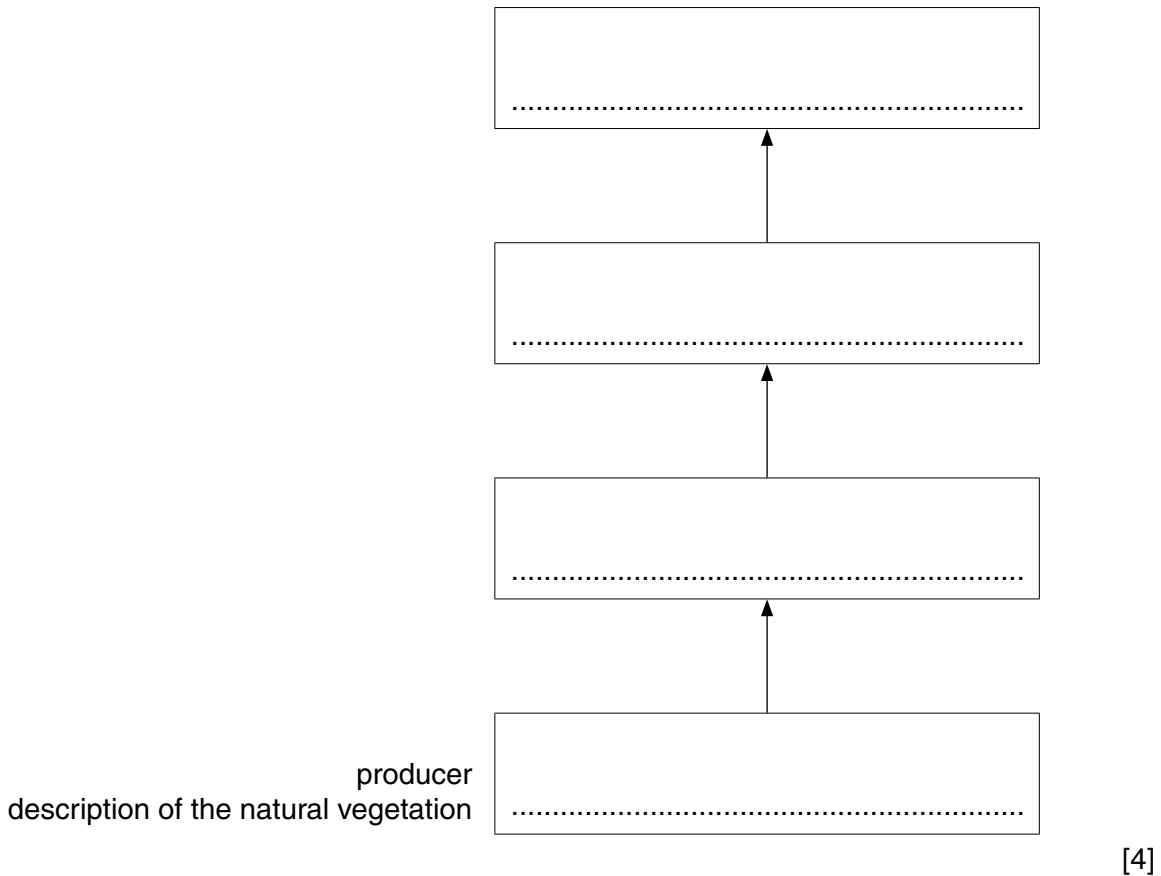
(ii) How and why are trees and other green plants the Earth's primary producers?

For
Examiner's
Use

.....
.....
.....
.....
.....
..... [3]

(iii) Trees and other green plants support food chains. For a land based ecosystem of your choice, complete the diagram below by naming the organisms in the food chain and describing the natural vegetation.

location of land based ecosystem chosen



(iv) What happens to the amount of energy passing along a food chain in a natural ecosystem? Explain why this happens.

.....

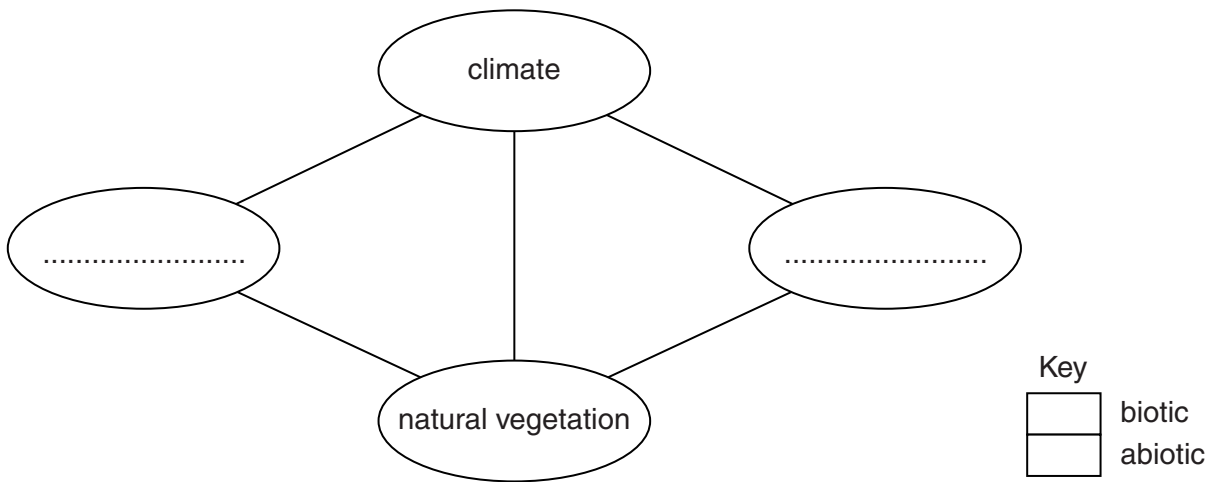
.....

.....

.....

..... [3]

(b) Trees grow in living communities in forest ecosystems. The diagram below shows the components of a natural forest ecosystem.



On the diagram:

- (i) name two other components of the ecosystem,
- (ii) shade or colour in each of the four components according to whether they are biotic or abiotic. Shade or colour in the key to match.

Put your answers on the diagram. [2]

(c) Biomes are large scale ecosystems. On a global scale, climate is the most important component of the ecosystem for determining characteristics of the natural vegetation and how they change over the Earth's surface.

Look at the cross section of natural vegetation from the coast of West Africa (latitude 5°N) to the interior (latitude 20°N) on page 5.

- (i) The annual rainfall totals at the points marked **A** to **E** on the section are;
A: 2000mm **B:** 1500mm **C:** 1000mm **D:** 500mm **E:** 250mm.

Plot these rainfall totals as a bar graph on the grid below the section. [2]

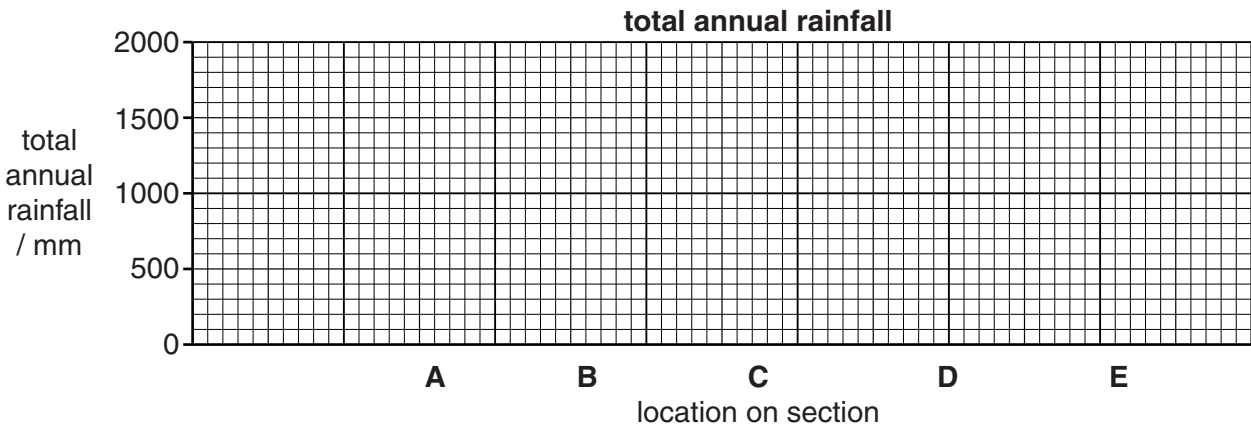
- (ii) In the table below the section, describe the natural vegetation between points **B** and **C**, **C** and **D**, and **D** and **E**, in a similar way to what has already been done for **A**. [4]

cross section of natural vegetation from the coast of West Africa to the interior

For
Examiner's
Use

climate type	equatorial		savanna		hot desert
natural vegetation locations					
natural vegetation	mangrove swamps	dense tropical rain forest with tall trees and five forest layers

temperature of hottest and coldest month / °C		A		C		E
	hottest	28		31		36
	coldest	26		24		22



(iii) State which of the two climate factors, temperature or rainfall, is more important for explaining changes in natural vegetation between 5° and 20° north of the equator in West Africa. Explain your choice of factor.

.....

.....

.....

.....

.....

.....

.....

.....

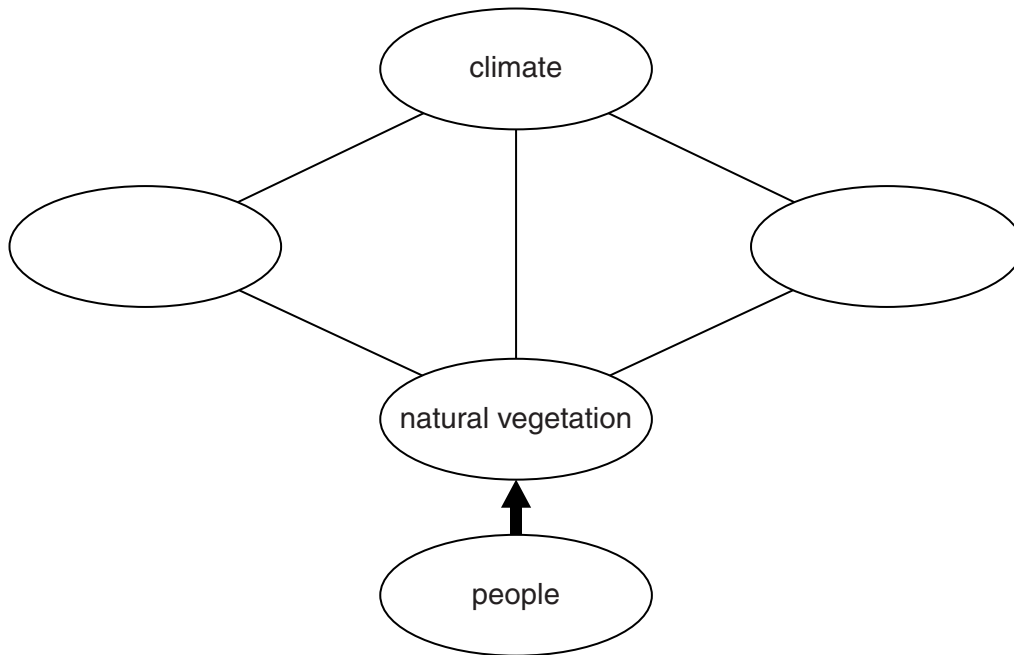
.....

.....

[4]

- (d) Today people are often added to diagrams of natural ecosystems. The diagram shows a forest ecosystem modified by the addition of people.

For
Examiner's
Use



- (i) How and why is the role of people different from that of the other components which make up an ecosystem?

.....

.....

.....

..... [2]

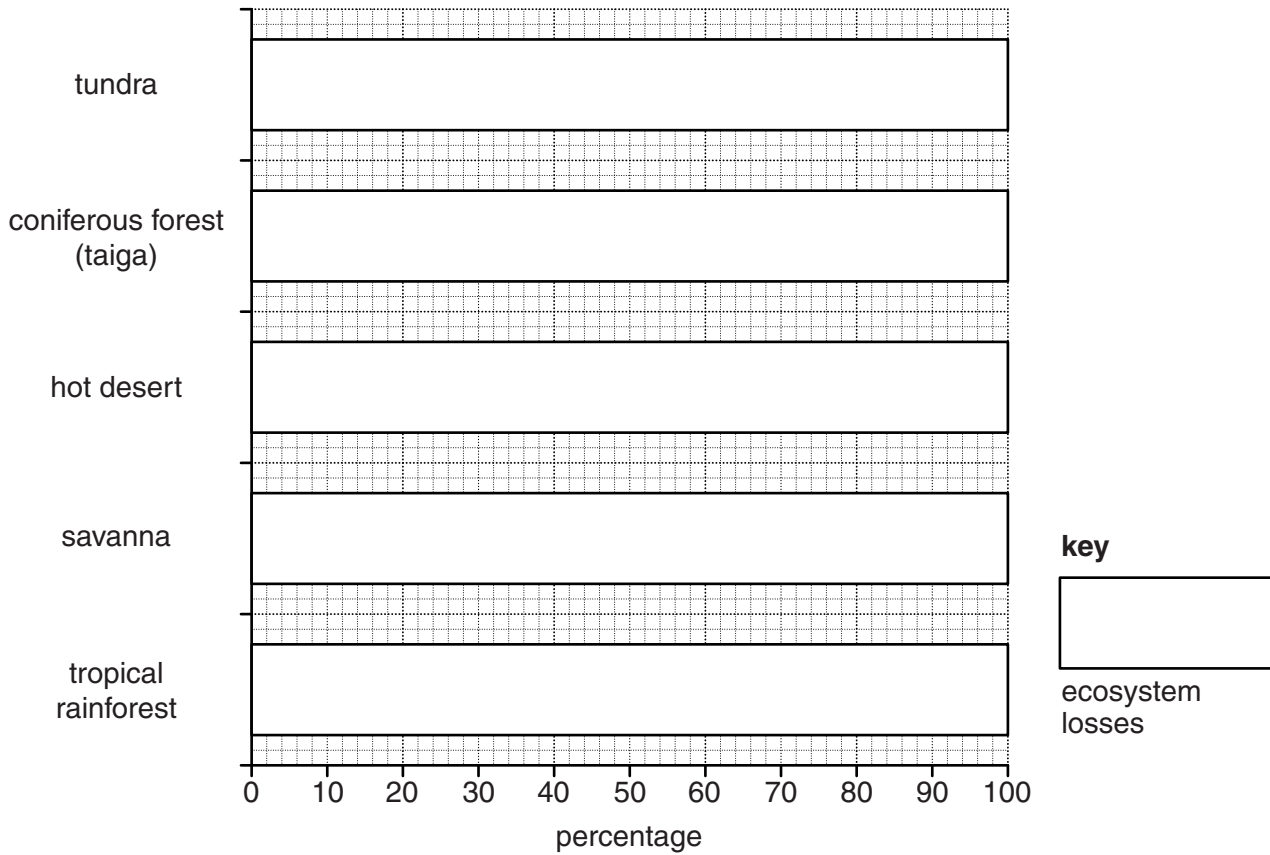
- (ii) The table shows estimates of the percentage losses of the area of five natural ecosystems (biomes) up to 2005.

natural ecosystem (biome)	percentage loss
tundra	2
coniferous forests (taiga)	5
hot deserts	25
savanna	55
tropical rainforest	40

Show these percentages in divided bar graphs in the grid below and complete the key.

For
Examiner's
Use

percentage losses of natural ecosystems up to 2005



[2]

(iii) Suggest reasons for:

- variations in the size of percentage losses between the three tropical ecosystems
- the much lower percentage losses in the cold temperate and polar ecosystems.

tropical ecosystems

.....

.....

.....

.....

polar ecosystems

.....

.....

..... [5]

- (e) (i) Describe one sustainable forest management strategy (method) that people can use to obtain supplies of wood from natural forests.

*For
Examiner's
Use*

.....
.....
.....
.....

- (ii) Explain why sustainable forest management strategies like this are not used in all forests.

.....
.....
.....
.....

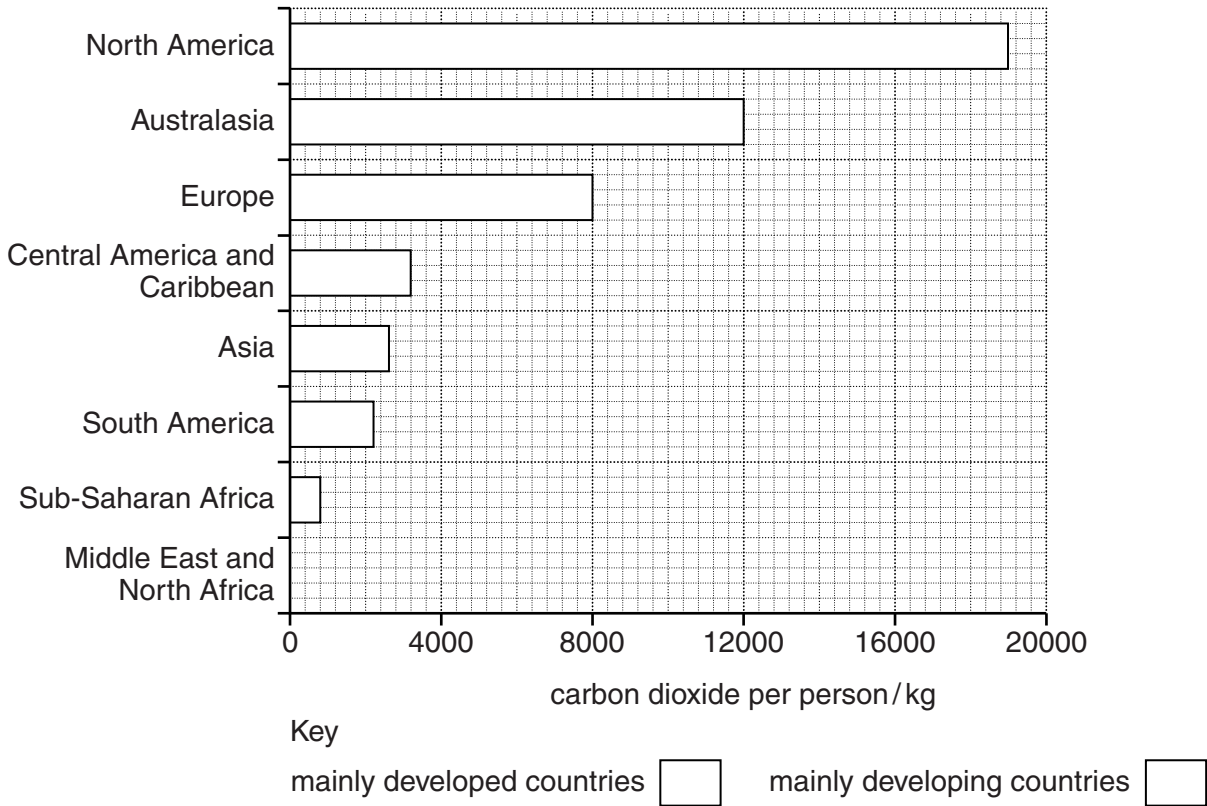
[4]

[Total: 40]

- 2 (a) Look at the partly completed bar graph showing emissions of carbon dioxide per person in major world regions.

For
Examiner's
Use

carbon dioxide emissions per person in 2000 in major world regions in kilograms



- (i) Emissions of carbon dioxide per person in 2000 in the Middle East and North Africa were 3900 kilograms. Add this information in the space left at the bottom of the graph. [1]
- (ii) On the graph, use different shading or colours to show whether the eight regions contain mainly developed or mainly developing countries. Fill in the key. [1]
- (iii) Did you decide that the countries in the Middle East and North Africa are mainly developed or mainly developing?

Explain your choice of answer.

.....

.....

.....

..... [2]

(iii) Look at the box below which contains statements about global climate change.

For
Examiner's
Use

global climate change

**average world temperatures
1900 14.25°C; 2000 14.85°C**

**cutting down forests
for logging, farming and mining**

*Kyoto climate change conference 1997
targets set for carbon dioxide reductions*

**sea ice thinning and melting,
mountain glaciers retreating**

**higher flood risk in coastal areas
especially in low-lying countries**

**more extreme weather events
happening more often and stronger**

**less water for irrigation in Asia
from rivers starting in the Himalayas**

*great use of fossil fuels
for electricity and transport*

**rising sea levels
18cm higher than 100 years ago**

Choose **two** statements which give physical evidence suggesting the existence of global warming, and another **two** statements which are effects of global warming on people.

Physical evidence for global warming.

1

2

Effects of global warming on people.

1

2 [2]

(iv) Explain why some countries are more worried about the effects of global warming than others.

.....

.....

.....

.....

.....

.....

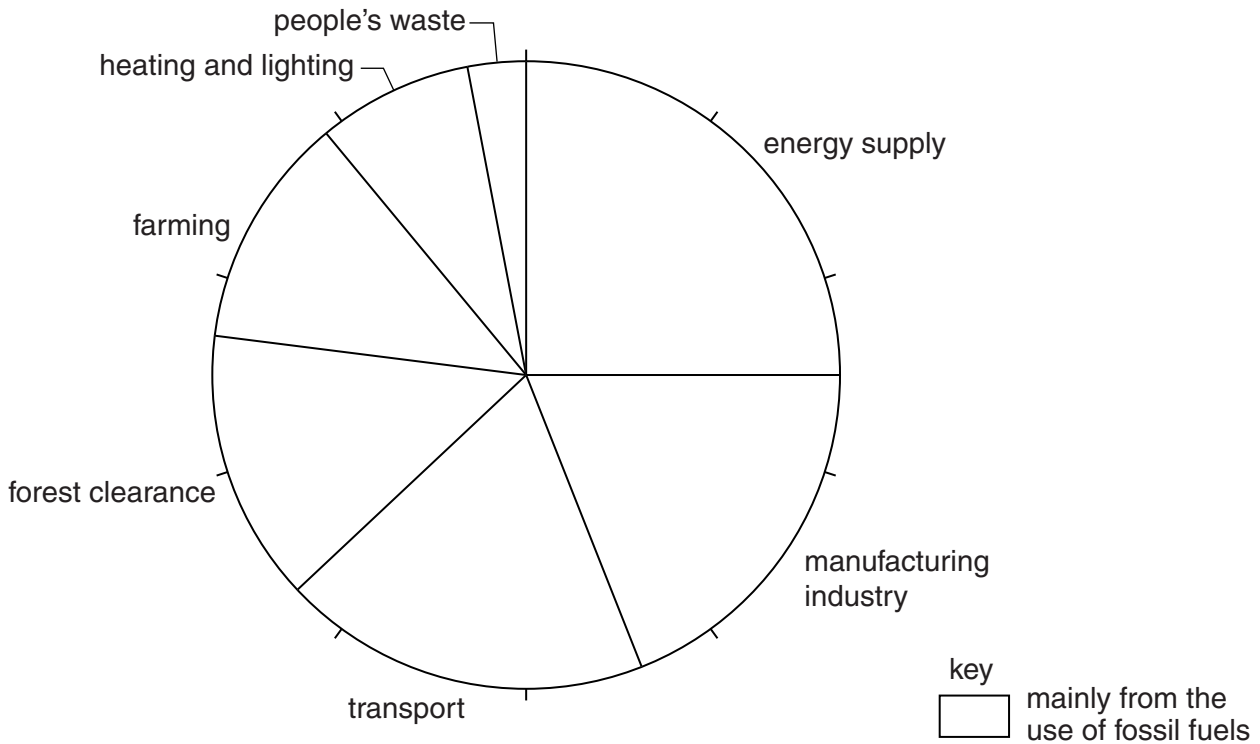
.....

.....

..... [4]

(c) Many people believe that burning fossil fuels causes most of the increased greenhouse gas emissions and climate change.

Look at the pie graph showing global greenhouse gas emissions from different sources.



(i) Show which sources of greenhouse gas emissions are mainly due to burning of fossil fuels by shading or colouring the sectors and the key of the graph. [1]

(ii) What is the approximate total percentage from the use of fossil fuels?

Show your working.

..... [2]

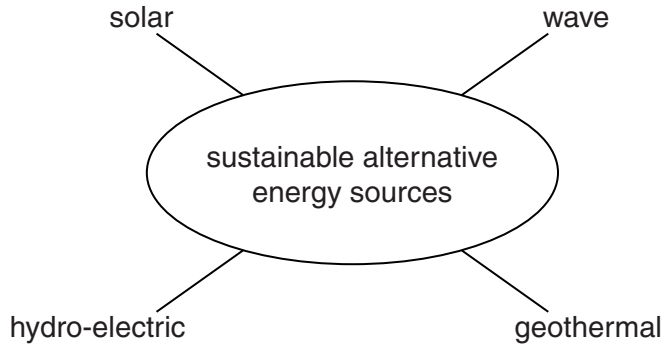
(iii) Choose one of the sources you have not shaded in the graph. Describe how human activities in this sector contribute to the emission of greenhouse gases.

.....
.....
.....
..... [2]

(iv) Explain how well the pie graph supports the view that the use of fossil fuels is most responsible for greenhouse gas emissions and climate change.

.....
.....
.....
..... [2]

(d) Many governments are interested in increasing the percentage of energy used from sustainable alternative sources. Some examples of such alternative energy sources are named in the diagram.



(i) What do all of these examples have in common that makes them sustainable sources of energy?

.....
.....
.....
..... [2]

(ii) State **two** different reasons why sustainable alternative energy sources currently contribute less than 10 percent of global energy consumption.

.....
.....
.....
..... [2]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.