**BIOLOGY**

 **UNIT 1**

 **2021**

**Name**:

**Teacher**:

**Time allowed for this paper**

Reading time before commencing work: ten minutes

Working time: three hours

**Materials required/recommended for this paper**

***To be provided by the supervisor***

This Question/Answer booklet

Multiple-choice answer sheet

***To be provided by the candidate***

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: non-programmable calculators approved for use in this examination

**Important note to candidates**

No other items may be taken into the examination room. It is **your** responsibility to ensure that

you do not have any unauthorised material. If you have any unauthorised material with you, hand

it to the supervisor **before** reading any further.

**Structure of this paper**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be answered | Suggested working time (minutes) | Marks available | Percentage of examination |
| Section OneMultiple-choice | 30 | 30 | 40 | 30 | 30 |
| Section TwoShort answer | 5 | 5 | 90 | 100 | 50 |
| Section ThreeExtended answerPart A | 2 | 1 | 50 | 40 | 20 |
| Part B | 2 | 1 |
|  |  |  |  | **Total** | 100 |

**Instructions to candidates**

1. The rules for the conduct of the Western Australian external examinations are detailed in the *Year 12 Information Handbook 2020*. Sitting this examination implies that you agree to abide by these rules.

2. Write your answers in this Question/Answer booklet preferably using a blue/black pen. Do not use erasable or gel pens.

3. Answer the questions according to the following instructions.

 Section One: Answer all questions on the separate Multiple-choice answer sheet provided. For each question, shade the box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

 Section Two: Write your answers in this Question/Answer booklet. Wherever possible, confine your answers to the line spaces provided.

 Section Three: Consists of two parts each with two questions. You must answer one question from each part. Tick the box next to the question you are answering. Write your answers in this Question/Answer booklet.

4. You must be careful to confine your answers to the specific questions asked and to follow any instructions that are specific to a particular question.

5. Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

**Section One: Multiple-choice 30% (30 Marks)**

This section has **30** questions. Answer **all** questions on the separate Multiple-choice answer sheet provided. For each question, shade a box to indicate your answer. Use only a blue or black pen to shade the boxes. Do not use erasable or gel pens. If you make a mistake, place a cross through that square, then shade your new answer. Do not erase or use correction fluid/tape. Marks will not be deducted for incorrect answers. No marks will be given if more than one answer is completed for any question.

Suggested working time: 40 minutes.

1. Which of the following is **not** biomass

 (a) leather.

 (b) clay.

 (c) feathers.

 (d) oil.

2. Which of the following is a temporal comparison?

(a) Measuring and comparing the number of vertebrate species between Jarrah woodland and a grassy plain.

(b) A comparison of average height of the canopy of a forest at different heights along a mountain range.

(c) The measurement of the number of different fish species found in a reef system before and after the installation of an oil rig.

(d) A comparison of the number of insect species between adjacent plots of land where one has been cleared for agricultural purposes and the other in native bush land.

3. Research scientists were investigating a new drug which helped to lower blood pressure in people after heart surgery. To investigate its effectiveness, they ran over thirty trials where they administered the drug to a large number of rats. Each time they found that the blood pressure of the rats was always lowered. Which of the following could you use to describe the above situation?

 (a) The experiment was reliable but not valid.

 (b) The experiment was not reliable but was valid.

 (c) The experiment was not reliable or valid.

 (d) The experiment was reliable and valid.

4. If two different species where classified into the same Order, which of the following could be assumed?

 (a) They must also share the same Family.

 (b) They must share the same Class but will be in different Kingdoms.

 (c) Their Family, Genus and Species will also be the same.

 (d) They will also share the same Phylum.

5. Which of the following options would **increase** the accuracy of an experiment?

 I Be more careful.

 II Calibrate equipment.

 III Use a control group.

 IV Compare measurements to a value expected from a theory.

 V Repeat the experiment many times to calculate an average.

 (a) II and V

 (b) I, III and V

 (c) IV

 (d) II, IV and V

6. Which of the following **cannot** be used to create a phylogenetic tree?

 (a) Time since last common ancestor.

 (b) Molecular sequences.

 (c) Comparisons made from the fossil record.

 (d) If the organism is asexual or sexually reproducing.

7. A species of spider crab lives in shallow area of the ocean floor. Their exoskeleton is a highly desirable and safe place for green-brown algae to live. The algae helps the crab blend into their environment, making it harder for predators to notice them. This relationship would be described as

 (a) commensalism.

 (b) parasitic.

 (c) mutualistic.

 (d) competition.

8. Which of the following is abiotic?

 (a) soil depth.

 (b) average rainfall.

 (c) day length.

 (d) all of the above.

9. Which of the following is **not** a component of a desert environment?

 (a) Low biomass per unit area.

 (b) Relatively stable temperature.

 (c) Low rainfall.

 (d) Extremes in temperature.

10. Energy flows through ecosystems, roughly how much energy is passed from one trophic layer to the next?

 (a) 2%

 (b) 5%

 (c) 10%

 (d) 90%

11. Which of the following about keystone species is **false**?

(a) When keystone species are removed, the effect is greater than would be expected from its relative abundance or total biomass.

 (b) All ecosystems have a single keystone species.

 (c) Keystone species can be used to monitor changes in the ecosystem.

 (d) Keystone species is one whose impacts on its community or ecosystem are large.

12. In Western Australia there are a variety of hammer orchids. These species are pollinated by a single species of wasp using sexual deception. Part of the orchid resembles that of the female wasp ready to copulate. A male wasp grabs hold of this imposter and in doing so becomes covered in pollen. Realising his mistake, the male wasp releases the orchid, only to go on to repeat his mistake again with another orchid and in doing so pollinating it. The male wasp is unharmed by the process. This relationship would be described as

 (a) commensalism.

 (b) parasitism.

 (c) mutualism.

 (d) competition.

13. Which of the following processes creates organic matter?

 (a) photosynthesis.

 (b) cellular respiration and photosynthesis.

 (c) all chemosynthetic processes.

 (d) only cellular respiration.

14. Eutrophication is most commonly caused by

 (a) The run-off of fertilisers into lakes and rivers.

 (b) Too higher concentration of nitrogen in the atmosphere.

 (c) The increased burning of fossil fuels, particularly of oil, coal and natural gas.

 (d) The over farming of arable land resulting in the nutrients in the soil.

15. There is a population of 260 naked mole rats. In one year, 12 mole rats die, 8 emigrate, 36 are born and 10 immigrate. What was the growth rate for the naked mole rat population for that year?

 (a) 4%

 (b) 10%

 (c) 26%

 (d) 110%

16. Which of the following is **not** a cause of secondary succession?

 (a) an area of forest being cleared by logging.

 (b) land slide.

 (c) tsunami.

 (d) island formation.

17. Of the following organisms, which is not typically a pioneer species?

 (a) moss.

 (b) grasses.

 (c) jarrah trees.

 (d) bracken ferns.

18. Which of the following organisms most recently shared a common ancestor?

 (a) A tarantula (*Cyriocosum* *elegans*) and a scorpion (*Centruroids* *elegans*).

 (b) A Jarrah tree (*Eucalyptus* *marginata*) and Marri tree (*Eucalyptus* *diversicolor*).

 (c) A human (*Homo* *sapiens*) and a Chimpanzee (*Pan* *troglodytes*).

 (d) A naked mole-rat (*Heterocephalus* *glaber*) and a dog (*Canis* *familiaris*).

19. Which taxonomic level contains the greatest genetic differences between the individuals within it?

 (a) species.

 (b) family.

 (c) phylum.

 (d) class.

20. Which of the following will have the greatest impact on the long term survival and stability of an ecosystem?

 (a) Having high biodiversity.

 (b) How close it is to the equator of the planet.

 (c) If the land is highly arable.

 (d) The size of the surrounding human populations.

21. Generally, in any given ecosystem the biomass of the primary producers is greater than that of any other trophic layer, why is this?

(a) Primary producers can grow faster than other organisms.

 (b) As biomass moves up to the next trophic layer ~90% is lost.

 (c) Primary producers are better at photosynthesis than secondary producers.

 (d) Organisms in higher trophic levels are often killed by human activities.

22. On the planet Earth,

 (a) energy and matter are in a closed loop to be endlessly reused.

 (b) all energy is essentially constantly recycled but matter is gained and lost.

 (c) energy is gained and lost but essentially all matter is recycled.

 (d) energy and matter are constantly gained and lost from the planet.

23. Which of the following is considered abiotic?

 (a) cellular respiration.

 (b) plants.

 (c) a dog.

 (d) carbon dioxide.

Question 24 refers to the image of the biomass pyramid below.

Ladybird beetle

Aphid

Grass

24. Which answer below best describes why biomass pyramids have this shape?

(a) Much of the biomass is lost at each trophic level due to heat production, organic waste and biomass not being assimilated.

 (b) There are less organisms in each level of the pyramid than the one before it.

(c) Digestion of food requires energy, therefore not as much energy can be in the next layer of the pyramid.

(d) Grass can grow faster than aphids so therefore have more biomass, in turn aphids grow faster than ladybirds.

25. Which factor could reduce a population size regardless of how many individuals there are in the initial population?

 (a) availability of water.

 (b) flash floods.

 (c) food abundance.

 (d) materials to build nests from.

26. When attempting to determine the future birth rate of a population which of the following would have the greatest influence?

 (a) the total size of the population.

 (b) the geographical distribution of the population.

 (c) population changes in any of the species predators.

 (d) the age composition of the population.

27. Of the following, which is **not** a cause of dryland salinity?

 (a) increased use of irrigation.

 (b) excessive use of fertilisers.

 (c) clearing of land.

 (d) increased height of the water table.

28. The initial change in the size of a population of yeast grown in beer or wine would be **best** described as?

 (a) exponential.

 (b) logistic.

 (c) s curved.

 (d) rapid.

29. A biologist was conducting a survey to determine the population size of a species of orchid. The area of forest which the survey took place was 100m by 150m. The biologist placed 32 quadrats (1m2) randomly. Across those quadrats a total of 6 orchids were counted. Calculate the total population of orchid for the area the biologist was working in.

 (a) 281

 (b) 90 000

 (c) 2812

 (d) 192

30. Students were surveying the population of Woylies in Dryandra woodland. On the first day of trapping, 32 animals were caught and tagged. On the next day, 25 animals were caught of which 8 had tags. Calculate the population size of the woylies.

 (a) 800

 (b) 100

 (c) 57

 (d) 10

**End of Section One**

**Section Two: Short answer 50% (100 Marks)**

This section has **five** questions. Answer **all** questions. Write your answers in the spaces provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

**Question 31 (20 marks)**

Fire is a dynamic factor in Australian ecosystems and has different effects on biodiversity.

(a) Define biodiversity. (1 mark)

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(b) The intensity of a fire is the result of many different factors. Name **three** (**3**) factors that can influence the intensity of a fire **and** describe how this factor affects the intensity of the fire. (6 marks)

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The image below contrasts an area of bush recently burnt with an unburnt area.



(c) After a fire has burnt an area of land, describe the immediate effect this would have on biodiversity and abiotic components of that area. (5 marks)

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 Over the last 40-60 000 years, Aboriginal people of Australia have become very skilful at burning the landscape for many different purposes. This constant use of fire by Aboriginal people as they went about their daily lives resulting in a mosaic of different vegetation across the landscape.

(d) Using your understanding of succession, explain how this mosaic burning results in the increase of biodiversity across the area where it takes place. (4 marks)

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Some Australian plants require fire to complete their life cycles. If fires occur too frequently, this can be detrimental to these species and they will reduce in number in that area.

(e) Explain how very frequent fires can result in the reduction in number of fire tolerant and resistant species of plant. (4 marks)

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**Question 32 (20 marks)**

Australia is home to many unique ecosystems, which in turn is home to many unique species found nowhere else in the world.

1. Define the term ecosystem. (1 mark)

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1. Below is a table that names and describes the diet of some native Australian plants and animals. In the space provided, construct a food web depicting these feeding relationships. (4 marks)

|  |  |
| --- | --- |
| Organism | Diet |
| Cicada | Eucalyptus Sap |
| Eucalyptus | Producer |
| Northern Quoll | Amphibians and Birds |
| Green Tree Frog | Insects |
| Kookaburra | Amphibians and insects |
| Tussock Grass | Producer |
| Meat Ants | Plant material, other insects and dead animals. |

1. The food web above is incomplete, as it is missing decomposers. If this food web really did not have any decomposers briefly describe a likely outcome of this situation? (2 marks)

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1. Name and describe the relationship(s) that exists between the Green Tree Frog and the Meat Ants in the above food web. (3 marks)

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1. Write out a food chain that places the Northern Quoll in the highest trophic level possible. (1 mark)

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1. In a different colour (if possible), add Cane toads to the food web above. Cane toads will consume other amphibians and all types of insect. (1 mark)
2. Once Cane toads were introduced into this ecosystem, consider what could occur to the Kookaburra population. (3 marks)

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1. i. Biologists working in the field, surveyed a 120m2 area in which the food web exists. They found that over a 2 month period, the Tussock grass produced 120kg of biomass. Calculate the biomass productivity for 1m2 of this ecosystem for one month. (2 marks)

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 ii. If all 120kg of Tussock grass was consumed by the Meat Ants and assuming none of the ants died, by how much biomass would you expect the Meat Ant population to have increased by over a 1 month period. Justify your answer. (3 marks)

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**Question 33 (20 marks)**

Antibiotics are a class of drug that can kill or slow the growth of bacteria. Since their discovery in 1928, the therapeutic use of antibiotics has saved the lives of millions of people. However, in the 1930’s it was discovered that the treatment of cattle, and other livestock, with low level doses of antibiotics increased their growth rate. This meant that in the same period of time larger cattle could be produced increasing profits for farms.

Scientists working during this time had to experiment to find the correct dosages to maximise cattle growth. To do this, they gave 5 different cows different monthly doses of Oxytetracycline (a type of antibiotic) and monitored the cattle’s weight over 2 years (the time it takes cattle to generally reach full adult size). The data for this experiment has been tabulated below.

|  |
| --- |
| Table showing the mass of cows after 2 years of growth when receiving different concentrations of Oxytetracycline |
| Concentration of Oxytetracycline (mg/kg) | Mass of Cow after 2 years of growth (kg) |
| 50 | 425 |
| 100 | 550 |
| 200 | 660 |
| 300 | 680 |
| 350 | 685 |

1. Write a hypothesis that the scientist conducting this experiment may have used. (1 mark)

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1. i. Name the independent variable for the above experiment. (1 mark)

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ii. Name the dependent variable for the above experiment. (1 mark)

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iii. Name **two** (**2**) variables the scientists should have controlled as part of their experiment. (2 marks)

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1. Construct an appropriate graph on the grid provided to represent the data in the table on the previous page. (A spare grid is available at the back of this booklet). (6 marks)



1. Did the data support your hypothesis? (1 mark)

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1. One of the scientists in the team conducting the experiment stated, “This data shows that antibiotics must also increase the growth rate in humans too”. Is this statement **valid**? Justify your answer. (3 marks)

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1. i. By drawing a line on your graph estimate the mass of a cow after two years if given 150mg/kg monthly dose of Oxytetracycline. (2 marks)

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ii. Estimate the mass of a cow after two years if given 400mg/kg monthly dose of Oxytetracycline. (1 mark)

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iii. Which estimate do you have more confidence in and why? (2 marks)

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**Question 34 (20 marks)**

Nitrogen is a key element in the formation of proteins, which are essential for growth and health of all organisms.

1. Name the **two** (**2**) general processes that make atmospheric nitrogen available to plants. (2 marks)

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1. Legumes and other species of pea plant are able to obtain their nitrogen due to a particular relationship they have with another organism. Name and describe the type of relationship they have with this other organism. (3 marks)

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1. Animals need nitrogen for the synthesis of their proteins as well. Unfortunately, many animals do not have access to the same source of nitrogen that is available to plants. How do many animals obtain the nitrogen they need for growth and survival? (1 mark)

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1. Farmers, in an attempt to increase crop yields, will add fertilisers, rich in nitrogen compounds, to their fields. Describe how this can lead to eutrophication and the death of fish in nearby lakes. (4 marks)

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Carbon is also a key element in many organic molecules and is essential for life. Carbon on Earth flows between the atmosphere, geosphere, hydrosphere and biosphere.

1. Name the process that moves carbon from the biosphere to the geosphere. (1 mark)

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1. There are three other processes that move carbon from sphere to sphere. Name these other processes and describe how human activity is negatively affecting them to result in more carbon in the atmosphere. (6 marks)

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1. Much effort is used to try to limit the amount of carbon dioxide in the atmosphere. But having no carbon dioxide in the atmosphere would be catastrophic to the planet. Explain why a small amount of carbon dioxide in the atmosphere is a good thing for the planet and the organisms that exist on it. (3 marks)

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**Question 35 (20 marks)**

Below is a graph showing the relative population of a species of bird over time.

Z

Population

C

B

A

Time

1. Name the term used to describe the population of the bird species at population “Z”. (1 mark)

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1. Explain why the population of bird does not increase much beyond population level “Z”. (3 marks)

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1. If a new species of predator was introduced into this environment at time “B”, extend the line to show the effect this would have on the bird population. Use the space below to explain your answer. (3 marks)

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1. i. There are four factors that can be used to calculate the rate of growth of a population. Name these **four** (**4**) factors. (4 marks)

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ii. During the time frame “C” what can be assumed about these four factors? (1 mark)

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1. This particular species of bird was found to be previously unknown to science. Name the sources of information that scientists could have used to classify it. (3 marks)

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1. Explain the major steps that would need to be carried out in order to calculate an estimate of this bird population using the capture-mark-recapture method. (5 marks)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**End of Section Two**

**Section Three: Extended answer 20% (40 marks)**

This section contains **four** questions.

Questions 36 and 37 form Part A. Questions 38 and 39 form Part B.Answer **one** question from Part A and **one** question from Part B.

Use black or blue pen for this section. Do not use erasable or gel pens. Only graphs and diagrams may be drawn in pencil. Responses can include: labelled diagrams with explanatory notes; lists of points with linking sentences; labelled tables and/or graphs; and/or annotated flow diagrams with introductory notes.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 50 minutes

**Part A**

Choose **either** Question 36 **or** Question 37.

Indicate the question you will answer by ticking the box next to the question. Write your answer on pages 24 - 27. When you have answered your first question, turn to page 28 and indicate the second question you will answer on that page.

**Question 36 (20 marks)**

Zoos around the world are home to many endangered species, many of which are used as part of breeding programs. These programs even extend between zoos.

(a) Assess and consider the relative impact that zoos and their breeding programs have globally on the three levels of biodiversity. As part of your answer name and define the three levels of biodiversity. (10 marks)

Accurate monitoring of at-risk populations is important to assess the effectiveness of conservation strategies. One of many monitoring techniques is capture-mark-recapture.

(b) (i) Outline the major assumptions that are made when conducting a capture-mark-recapture. (7 marks)

 (ii) The capture-mark-recapture involves working with animals. When handling animals, ethics must be considered. Name and describe the three R’s of animal ethics.

 (3 marks)

**Question 37 (20 marks)**

Ecosystems change. Often this change takes place in the form of ecological succession, during this process the species present in that ecosystem also change.

(a) With the use of examples, name and contrast **four** (**4**) general trends in the characteristics that you would expect to see in the species found at the start of the ecological succession process, compared to the species found at the end of this process.

 (10 marks)

Protecting, maintaining and rebuilding biodiversity is an almost endless task for many biologists. To aid them in this task, many conservation strategies are employed including **genetic** strategies, **environmental** strategies and **management** strategies.

(b) Name and give examples of **five** (**5**) different conservation strategies. Be sure to include at least one example from each of the three different conservation strategies.

 (10 marks)

**Question**

Question

Question

Question

**Part B**

Choose **either** Question 38 **or** Question 39.

Indicate the question you will answer by ticking the box next to the question. Write your answer on the pages provided.

**Question 38 (20 marks)**

Human activity often has negative impacts on the environment and the greater biosphere. This global level of change is often described as climate change. Climate change is not one ‘thing’ but a large number of issues affecting almost every part of the Earth.

(a) Name and describe some of these components of climate change and where appropriate, include the specific cause of the issue.

 (10 marks)

Individual species have specific needs and no two species will have the exact same needs in the same ecosystem, due to the competitive exclusion principle.

(b) (i) Define the term ‘niche’, describe what the competitive exclusion principle postulates and why biologists only ever find one species per niche.

 (5 marks)

 (ii) Describe, with the use of examples, how species avoid competitive exclusion.

 (5 marks)

**Question 39 (20 marks)**

Human activities can affect biodiversity and change ecosystems.

(a) Excluding climate change, name and describe some of the environmental problems that have been created by humans. Where appropriate use examples to clarify your point or describe the ramifications of the environmental problem.

 (10 marks)

Different environments have different abiotic and biotic factors that are used to describe them. The biotic and abiotic factors of a single ecosystem can also change throughout the course of a day.

(b) The abiotic and biotic factors of a rock shoreline change dramatically over the course of a day due to changing tide. Name and account for **five** (**5**) changes in the abiotic and biotic factors of a rocky shoreline between high and low tide. Your answer must address at least **one** (**1**) abiotic and biotic factor.

 (10 marks)

**End of questions**

Question

Question

Question

Question

Supplementary page

Question number:

Supplementary page

Question number:

Spare grid



**ACKNOWLEDGEMENTS**

**Question 31**

Image of: Bush Fire in Katherine, Northern Territory, Australia. Wikimedia Commons - Lance Vanlewen