



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

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NUMBER

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**ENVIRONMENTAL MANAGEMENT**

**0680/12**

Paper 1

**May/June 2015**

**1 hour 30 minutes**

Candidates answer on the Question Paper.

No Additional Materials are required.

**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 an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** 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.

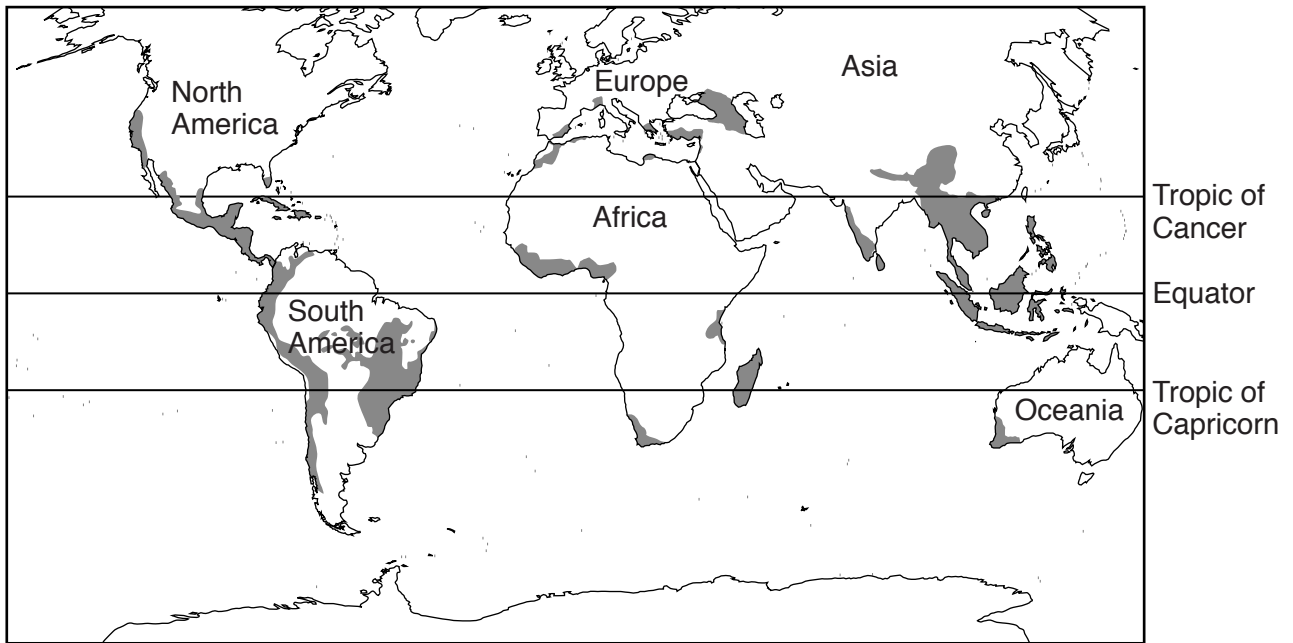
The number of marks is given in brackets [ ] at the end of each question or part question.

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

1 (a) (i) Define the term *biodiversity*.

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

The map below shows biodiversity hot spots. These are places where the biodiversity of plants and animals is under threat from humans.



**Key**  
■ region of hot spot

(ii) Describe the distribution of the biodiversity hot spots shown on the map.

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.....[3]

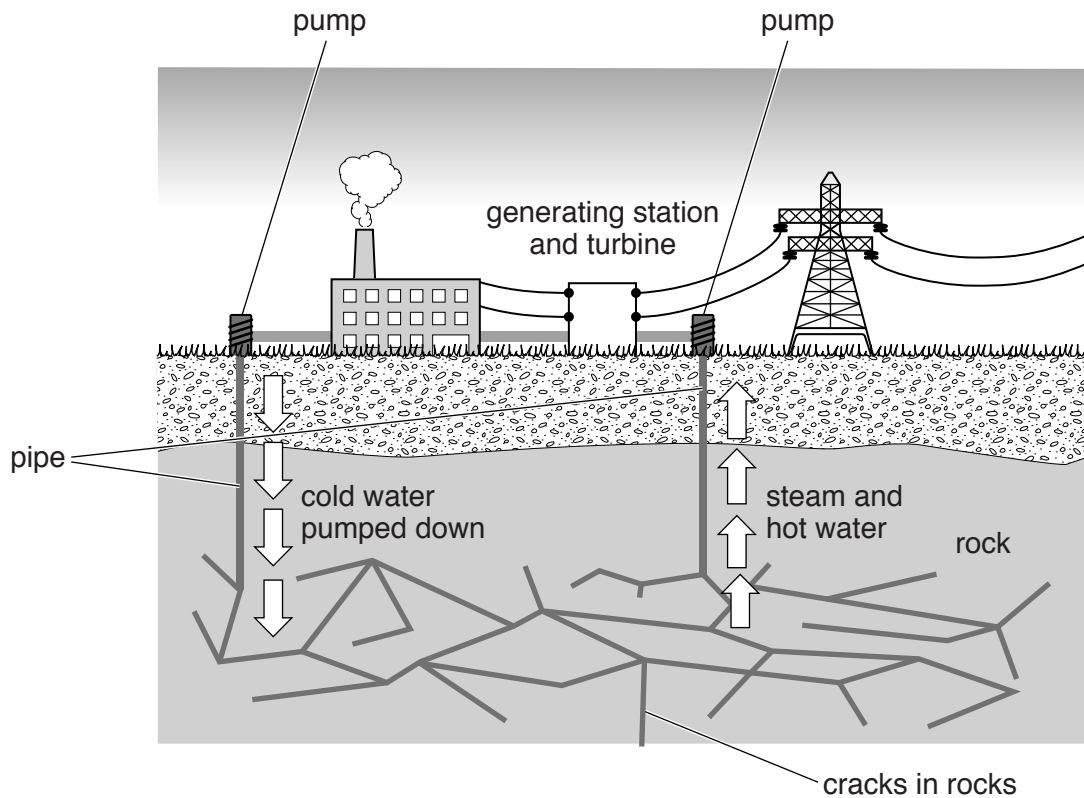
(b) (i) Biodiversity is being lost around the world. State **two** reasons why this is a problem.

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.....[2]

(ii) Describe a strategy for conservation of biodiversity.

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2 (a) Look at the diagram below which shows one way of generating electricity at a power station.



(i) State the name of the energy source being used at the power station.  
 .....[1]

(ii) Use the diagram to describe how this energy source is converted into electricity.  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....[3]

(iii) The energy source in the diagram is an example of alternative energy. State the names of **two** other alternative energy sources.  
 1 .....  
 2 .....  
 [2]

(b) (i) Define the term *alternative energy*.

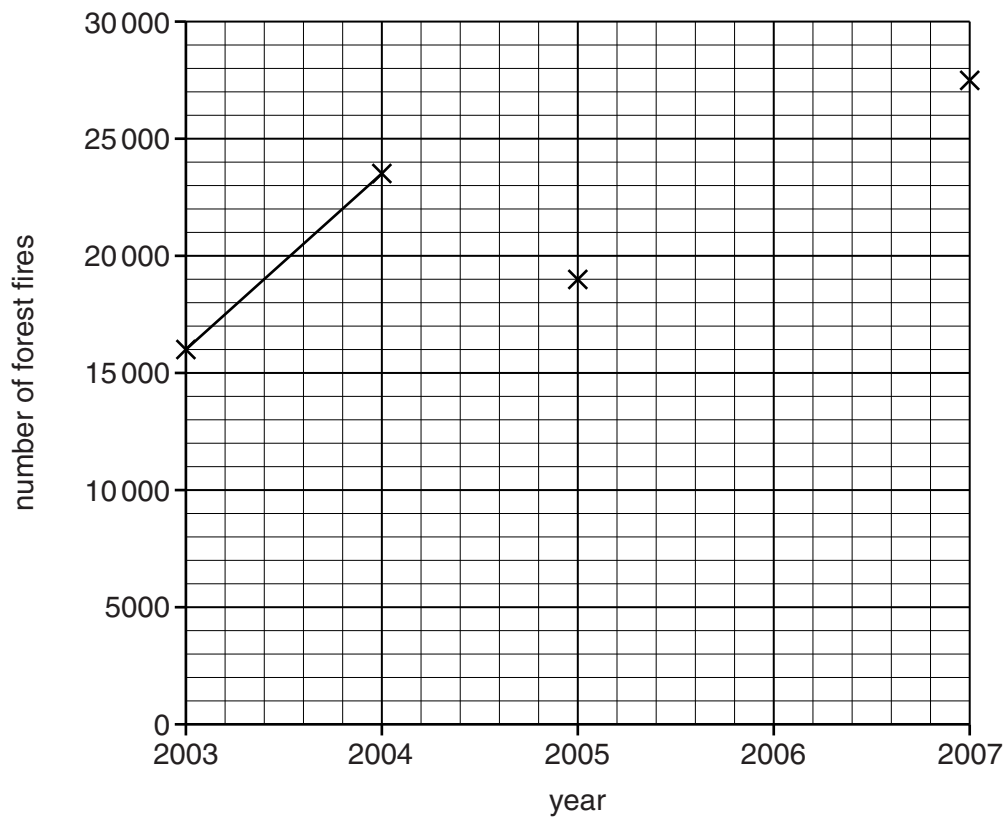
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.....[1]

(ii) Suggest reasons for needing alternative energy sources.

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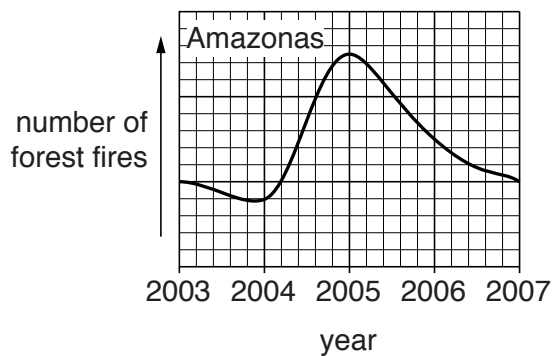
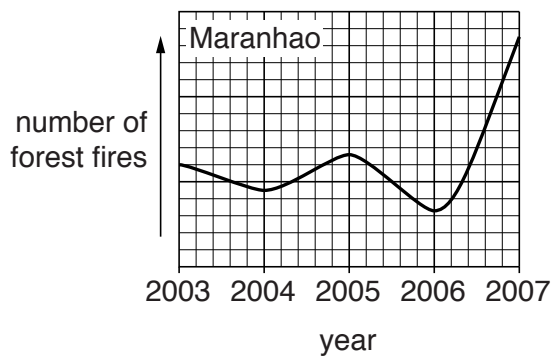
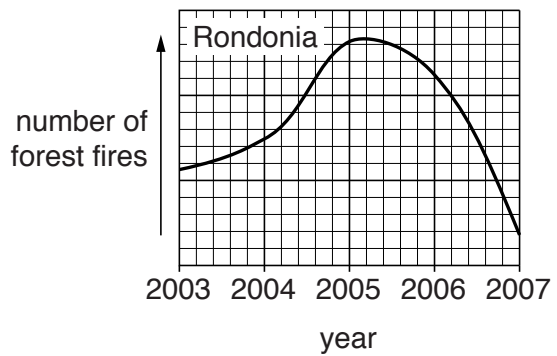
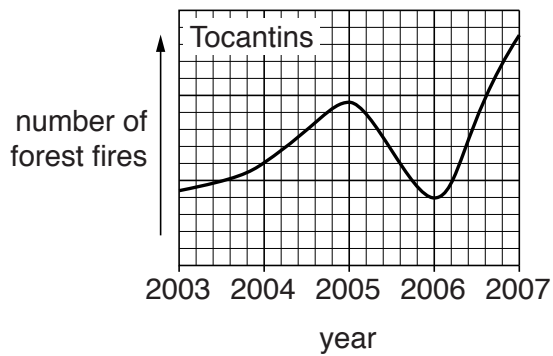
- 3 (a) Look at the table and graph below which give information about Amazon forest fires in the Mato Grosso region of Brazil.

year	number of forest fires in the Mato Grosso region
2003	16 000
2004	23 500
2005	19 000
2006	14 000
2007	27 500



- (i) Use the data in the table to complete the line graph to show how the number of forest fires changed between 2003 and 2007. [2]

The four graphs below show data for the same period for four other regions of Amazon rainforest.



- (ii) A report published in 2008 concluded that there has been “a big increase in Amazon forest fires.” How far do you agree with this statement? Use data from the five graphs to support your answer.

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.....[4]

(b) Explain how forest fires contribute to global warming.

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[4]

4 (a) Look at the table below which contains some water cycle data.

	precipitation/ km <sup>3</sup> per year	evaporation/ km <sup>3</sup> per year	run-off and infiltration/ km <sup>3</sup> per year
North America	18 300	10 000	8 300
South America	28 400	16 200	12 200
Europe	8 300	5 300	3 000
Asia	32 200	18 100	14 100
Africa	22 400	17 800	4 600
Oceania	7 100		2 500
Antarctica	2 300	0	2 300
<b>totals</b>	<b>119 000</b>	<b>72 000</b>	<b>47 000</b>

(i) Calculate the volume of water which evaporates from Oceania in a year.

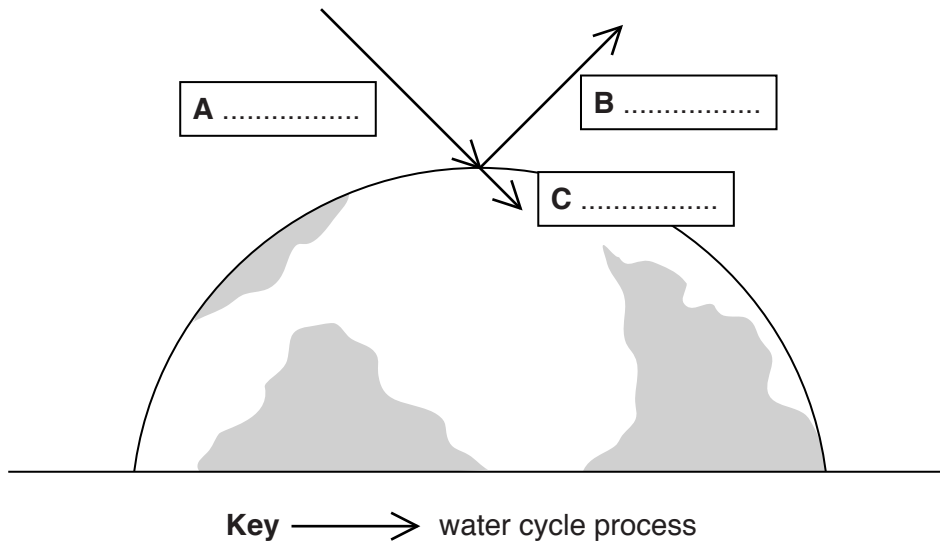
Space for working.

..... km<sup>3</sup> [1]



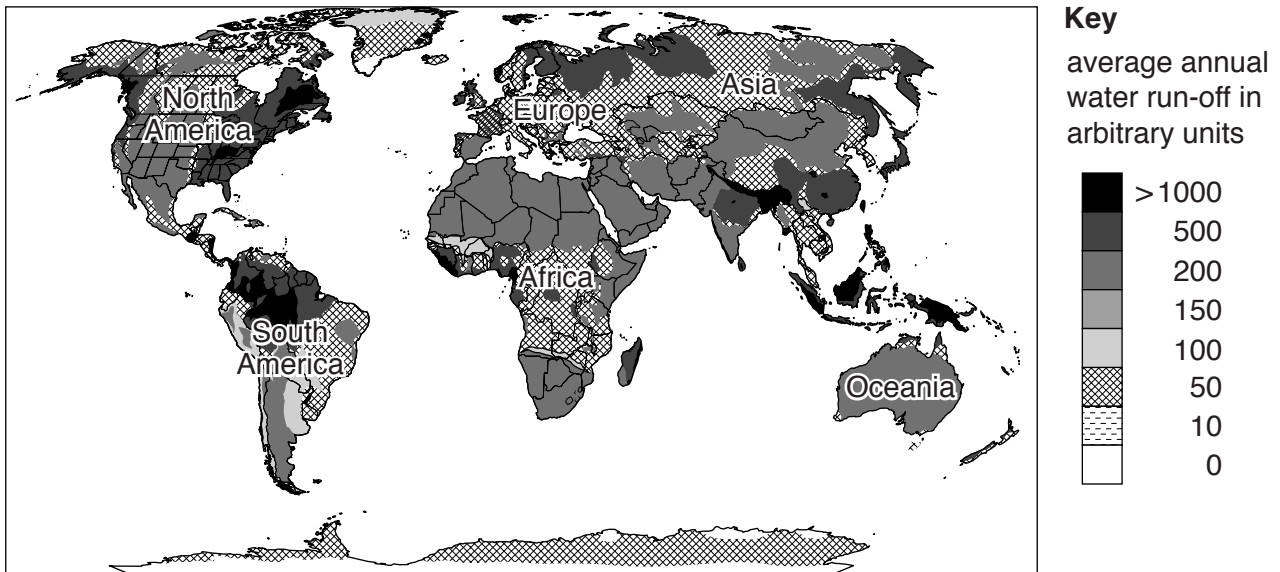
(ii) Using the table in 4(a), write the correct figures from the column **totals** in boxes **A**, **B** and **C**.

[2]

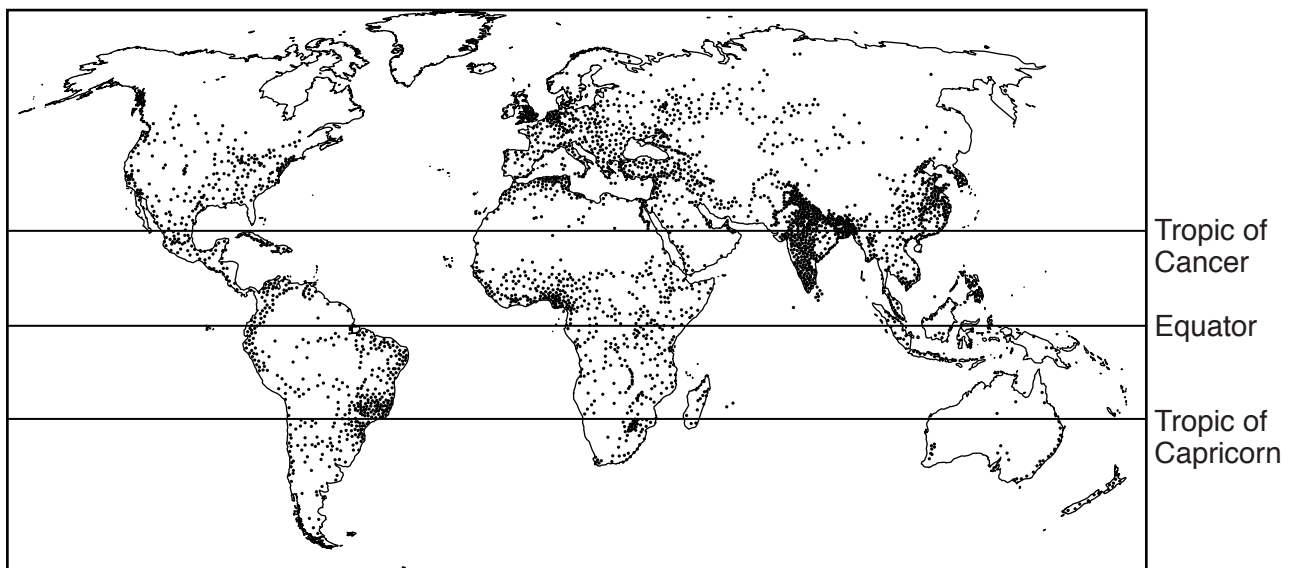


(b) **Map one** shows average annual water run-off and **map two** shows world population distribution.

**map one**



**map two**



**Key**

· area with large population

A textbook states,

“Water isn’t always where you need it most.”

(i) Use the maps to discuss how far you agree with the textbook statement.

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..... [4]

(ii) Explain why, in some parts of the world, water quality is better in urban areas than in rural areas.

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..... [3]

5 (a) In the United States of America ten tonnes of minerals which are not fuels are used per person per year.

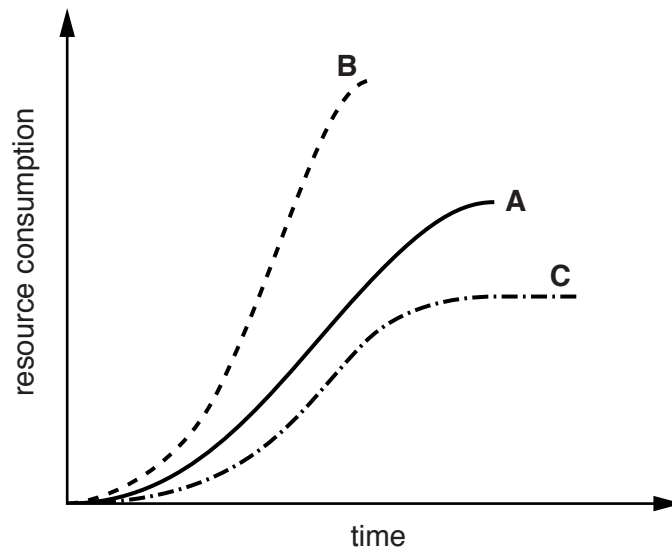
(i) Circle **two** minerals which are **not** used as fuels.

coal      copper ore      iron      iron ore      oil [2]

(ii) Name **one** mineral that is used as a fuel **and** describe how it was formed.

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

(b) The graph below shows three ways in which the use of a mineral can be managed over time.



**Key**  
— A  
- - - B  
- · - · C

(i) On the lines below, match the letter of the curve with the correct description.

rapid consumption .....

conservation .....

conservation plus  
recycling .....

[2]

(ii) Discuss whether mineral resources can be used sustainably.

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

- 6 (a) Look at the photograph below of two plants, bracken (a fern) and heather, on an upland area in Europe.



- (i) Describe the distribution of the two plants in this area.

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

A report on bracken control in areas of heather stated,

“If it is not controlled, bracken grows very quickly. It takes the place of other plants, such as heather, at a rate of five percent per year. It can grow to three metres in height. It has thick roots that spread out sideways and also go deep into the soil.”



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