

# Geography 12

## June 2001 Provincial Examination

### ANSWER KEY / SCORING GUIDE

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- Topics:**
1. The Nature of Geography
  2. Systems of the Earth
  3. Resources of the Earth

#### Part A: Multiple Choice

| Q   | K | C | S | T | PLO        | Q   | K | C | S | T | PLO        |
|-----|---|---|---|---|------------|-----|---|---|---|---|------------|
| 1.  | C | K | 1 | 2 | 2A2        | 21. | A | U | 1 | 2 | 2C1a, 2C1c |
| 2.  | A | K | 1 | 2 | 2A1        | 22. | B | U | 1 | 2 | 2C1b       |
| 3.  | C | K | 1 | 2 | 1C1, 2A3   | 23. | A | U | 1 | 2 | 2C3        |
| 4.  | A | K | 1 | 2 | 1C2, 2A3   | 24. | D | U | 1 | 2 | 2C1b       |
| 5.  | D | U | 1 | 2 | 2A3        | 25. | A | U | 1 | 2 | 2D1        |
| 6.  | A | K | 1 | 2 | 2B1, 2B2   | 26. | D | U | 1 | 2 | 2D3b       |
| 7.  | C | U | 1 | 2 | 2B1, 2B2   | 27. | D | K | 1 | 2 | 2A1        |
| 8.  | D | U | 1 | 2 | 2B2        | 28. | C | U | 1 | 2 | 2D3a       |
| 9.  | C | U | 1 | 2 | 2B3        | 29. | A | U | 1 | 2 | 2D3b       |
| 10. | B | U | 1 | 2 | 2B4        | 30. | D | K | 1 | 2 | 2D3b       |
| 11. | A | K | 1 | 2 | 2B2        | 31. | D | U | 1 | 2 | 2D3e, 2D3b |
| 12. | C | U | 1 | 1 | 1C1, 1B4   | 32. | B | U | 1 | 2 | 2D3d       |
| 13. | D | U | 1 | 1 | 1C1, 1A1   | 33. | A | K | 1 | 2 | 2D3c       |
| 14. | C | K | 1 | 1 | 1B3, 1C1   | 34. | C | K | 1 | 2 | 2D3c       |
| 15. | D | U | 1 | 3 | 3A2        | 35. | B | U | 1 | 1 | 1C1        |
| 16. | D | U | 1 | 3 | 3A1        | 36. | B | U | 1 | 1 | 1C1        |
| 17. | B | K | 1 | 3 | 3B1        | 37. | D | U | 1 | 2 | 2D3e       |
| 18. | D | K | 1 | 2 | 2C1a, 2C1d | 38. | B | U | 1 | 1 | 1C1        |
| 19. | D | K | 1 | 1 | 1B1        | 39. | D | U | 1 | 3 | 3C1, 1B3   |
| 20. | C | U | 1 | 1 | 1B2        | 40. | A | U | 1 | 1 | 1C2        |

**Multiple Choice = 40 marks**

## Part B: Written Response

| <b>Q</b> | <b>B</b> | <b>C</b> | <b>S</b> | <b>T</b> | <b>PLO</b> |
|----------|----------|----------|----------|----------|------------|
| 1.       | 1        | U        | 4        | 2        | 2D1, 2D3b  |
| 2.       | 2        | H        | 6        | 3        | 3C1, 1B2   |
| 3.       | 3        | U        | 4        | 2        | 2B3, 3C1   |
| 4.       | 4        | H        | 6        | 3        | 3C1, 3C3   |
| 5.       | 5        | H        | 4        | 3        | 3C3        |
| 6.       | 6        | U        | 6        | 3        | 3B3, 3C3   |
| 7.       | 7        | H        | 5        | 2        | 2B5        |
| 8.       | 8        | U        | 5        | 1        | 1B4        |
| 9.       | 9        | H        | 10       | 1        | 1B4        |

**Written Response = 50 marks**

Multiple Choice = 40 (40 questions)

Written Response = 50 (9 questions)

**EXAMINATION TOTAL = 90 marks**

### **LEGEND:**

**Q** = Question Number

**C** = Cognitive Level

**T** = Topic

**K** = Keyed Response

**S** = Score

**PLO** = Prescribed Learning Outcome

**B** = Score Box Number

## PART B: WRITTEN RESPONSE

Value: 50 marks

Suggested Time: 80 minutes

**INSTRUCTIONS:** Answer each question in the space provided. You may not need all of the space provided. Answers should be written in **ink**. **Comprehensive answers are required for full marks.**

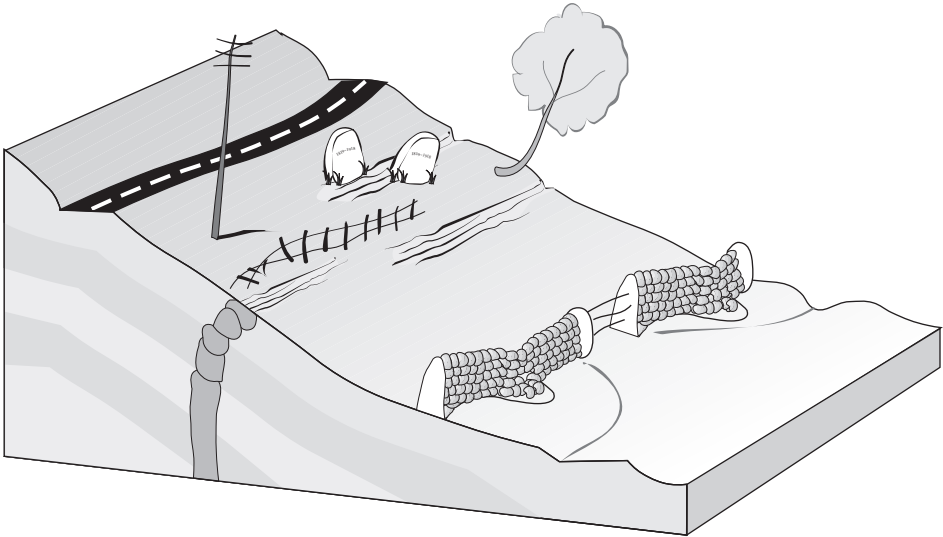
Select one of the following to answer question 1.  
Indicate your selection with a ✓.

Soil Creep

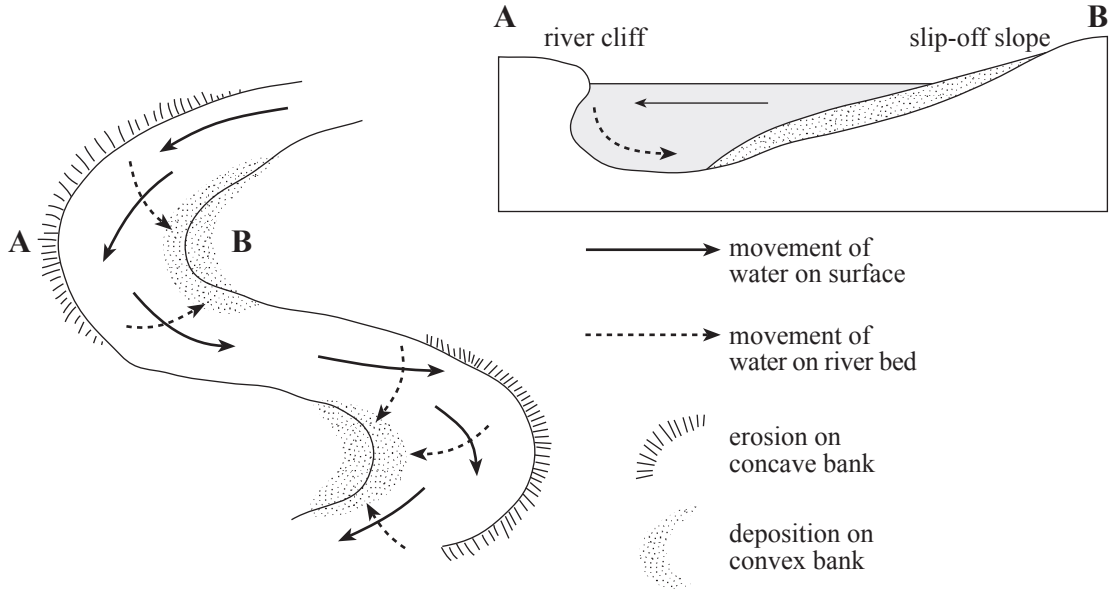
Processes found at a mature river meander

1. With the aid of a clearly labelled diagram, explain either the process of soil creep or the processes found at a mature river meander. You may wish to use several diagrams to illustrate your answer. **(4 marks)**

**Response:**

| <b>SOIL CREEP</b>   |  |
|---|--|
|    |  |
| <p>There is a slow, gradual downhill slide of weathered materials. Even on the gentlest slope, the upper layer of soil and rocks (regolith), may creep slowly downhill, especially in cool, humid regions. This movement is difficult to observe directly, but is shown by the down slope tilt of fences, stone walls and tree trunks. The expansion and contraction of soil, resulting from freezing and thawing and wetting and drying, contribute to soil creep.</p> |  |
| <p><b>Note to Markers:</b><br/><b>This question is to be marked holistically. The explanation may be shown in the diagram.</b></p>  |  |

**Response:**

| <b>PROCESSES FOUND AT A MATURE RIVER MEANDER</b>   |  |
|--|--|
|    |  |
| <p>The widening of a river valley through lateral (sideways) erosion is usually brought about by the undercutting of the banks on the outside curves of meanders. Due to centrifugal force, the depth and velocity of the water are greatest on the outside of a river bend; and it is here that erosion occurs. Hydraulic action and abrasion erode the sides of the bank. Material eroded from the outer (concave) bends is deposited on the inner (convex) bends building up a gentle slip-off slope (point bar).</p> |  |
| <p><b>Note to Markers:</b></p> <p><b>This question is to be marked holistically. The explanation may be shown in the diagram.</b></p>  |  |

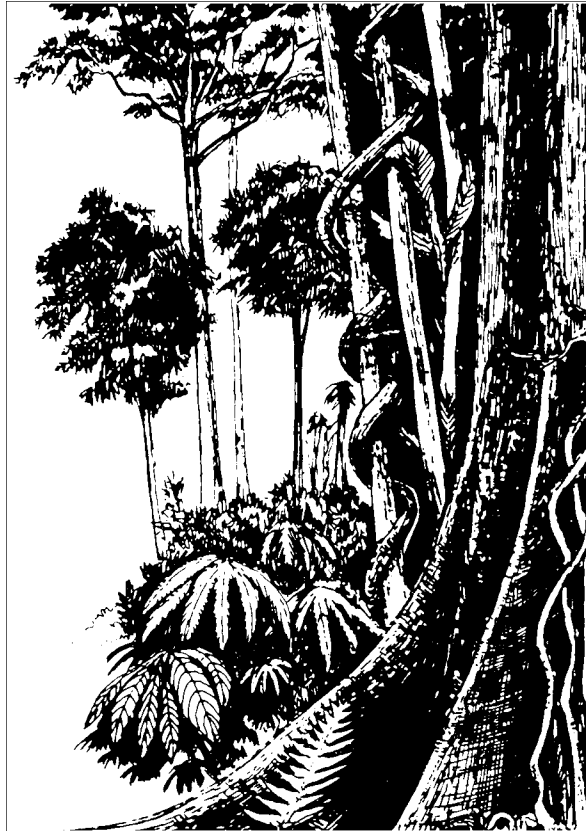
2. How are the biosphere, hydrosphere and lithosphere affected by damming rivers. Each of the spheres must be addressed for full marks. Answer in **paragraph** form. **(6 marks)**

**Response:**

|  |   |
|--|---|
| <p><b>Biosphere is affected by</b></p>   | <ul style="list-style-type: none"> <li>• eutrophication.</li> <li>• the loss of habitat upstream.</li> <li>• the loss of vegetation; e.g., trees.</li> <li>• the destruction of spawning grounds.</li> <li>• the loss of downstream wetland habitats.</li> <li>• the alteration of or obstacles to fish migration routes.</li> <li>• the transmission of water borne diseases, especially in tropical waters.</li> </ul>  |
| <p><b>Lithosphere is affected by</b></p> | <ul style="list-style-type: none"> <li>• the loss of delta formation.</li> <li>• the acceleration of coastal erosion as alluvial deposition diminishes.</li> <li>• siltation behind the dams.</li> <li>• increased erosion downstream.</li> <li>• isostatic adjustments (earthquakes).</li> </ul>   |
| <p><b>Hydrosphere is affected by</b></p> | <ul style="list-style-type: none"> <li>• upstream flooding.</li> <li>• changes in infiltration rates.</li> <li>• increased evaporation rates.</li> <li>• increased water temperature.</li> <li>• the drying up of downstream wetlands.</li> <li>• increased mercury levels in the water supply (decaying vegetation).</li> <li>• the alteration of the river flow to meet seasonal power demands. The river flow is naturally low in winter and high in spring. Now it can be controlled to meet the demands of people.</li> <li>• temperature changes (micro-climatic changes).</li> </ul> |

**Note to Markers:**  
**This question is to be marked holistically.**

Use the following diagram to answer question 3.



3. a) **Identify** the natural vegetation associated with the region represented in the diagram.

**(1 mark)**

**Response:**

|                           |  |
|---------------------------|--|
| <b>Natural vegetation</b> | <ul style="list-style-type: none"><li>• tropical rainforest</li><li>• selva</li><li>• equatorial</li></ul> |
|---------------------------|--|

- b) Vegetation in this biome has adapted to the physical conditions in several ways.  
**Explain** the reason for each of the following adaptations. **(2 marks)**

**Response:**

|                              |  |
|------------------------------|--|
| <p><b>Root structure</b></p> | <ul style="list-style-type: none"> <li>• roots are shallow in order to absorb the nutrients which decomposers very quickly break down on the forest floor and which would otherwise be lost through rapid leaching</li> <li>• buttressed roots support tall trees</li> <li>• in swampy regions (mangrove) roots adapt to widely fluctuating water level changes</li> </ul>   |
| <p><b>Tall Canopy</b></p>    | <ul style="list-style-type: none"> <li>• the dominant species are tall, broadleaf evergreen trees</li> <li>• the tops of these trees form a continuous “canopy,” usually about 30 m above the ground, preventing most of the sunshine from reaching the ground below</li> <li>• shorter trees are able to survive where the canopy is partially open to the sky</li> <li>• ferns grow in the dim light and abundant moisture at ground level, but the canopy blocks the sun so effectively that few species are able to grow on the forest floor</li> <li>• climbing vines use the trunks of tall trees as supports for growing upward into the sunlit areas of the upper canopy; e.g., lianas.</li> </ul> |

- c) **Outline** one major threat to this biome. **(1 mark)**

**Response:**

|                       |   |
|-----------------------|---|
| <p><b>Threats</b></p> | <ul style="list-style-type: none"> <li>• growing population</li> <li>• road construction</li> <li>• poverty among the landless poor results in increased settlement of rainforests</li> <li>• deforestation (slash and burn / shifting cultivation)</li> <li>• mining activity</li> <li>• global warming</li> <li>• cattle ranching</li> <li>• large hydro-electric projects</li> <li>• world-wide demand for timber results in the cutting down of the forest for valuable timber such as mahogany and teak</li> </ul> |
|-----------------------|---|

**Use the following statement to answer question 4.**

In order to reduce the impact landfills may have on the environment, the BC Ministry of Environment hopes to reduce municipal solid waste by 50% over the next five years.

4. Concerns over environmental issues prompted the Ministry of Environment to set the goal mentioned above.

a) **Identify** three problems with using landfills as a method of solid waste disposal. **(3 marks)**

**Response:**

|                 |   |
|-----------------|---|
| <b>Problems</b> | <ul style="list-style-type: none"><li>• leachates contain chemicals which seep into the groundwater</li><li>• buried plastics and CFCs are slow to break down</li><li>• ruins the aesthetic appearance of area</li><li>• creates unpleasant odours</li><li>• creates methane emissions (flammable gas, global warming)</li><li>• creates breeding ground for bacteria</li><li>• attracts pests (flies and rats may spread disease)</li><li>• uses up valuable land (farmland, residential land)</li><li>• increases traffic (air and water pollution)</li></ul> |
|-----------------|---|



- b) **Outline** three measures citizens and municipalities could undertake to meet the goals set by the BC Ministry of Environment. **(3 marks)**

**Response:**

|                 |  |
|-----------------|--|
| <b>Measures</b> | <ul style="list-style-type: none"><li>• support jurisdictions that recycle</li><li>• limit the amount of garbage that will be collected</li><li>• pre-cycling: encourage the purchase of things in bulk</li><li>• reduce packaging</li><li>• support deposits on refundable items (bottles, tetra packs, etc.)</li><li>• support recycling programs (blue box, blue bag, etc.)</li><li>• advertise goals and the methods people could use to reach these goals (education plays a role here)</li><li>• use garbage for incineration plants (to produce heat and electricity)</li><li>• introduce government subsidies for the purchase of composting containers</li><li>• recycle wastes:<ul style="list-style-type: none"><li>– cans — for metal</li><li>– sewage — for fertilizer</li><li>– bottles — reuse thirty times</li><li>– paper — reduces deforestation</li><li>– compost — for its organic nutrients</li><li>– plastic — for the manufacture of products (plastic wood, outdoor furniture)</li></ul></li></ul> |
|-----------------|--|

Use the following information to answer question 5.

**Plans for Sustainable Development Facing Problems**

In 1992, a plan for sustainable development into the 21st century was produced at the UN Conference on Environment and Development. However, problems have continued to surface as **developing** countries struggle to make energy and forestry more sustainable.

5. a) **Outline** two reasons why the plans of developing countries to make their environment more sustainable have run into difficulty. **(2 marks)**

**Response:**

|                       |  |
|-----------------------|--|
| <p><b>General</b></p> | <ul style="list-style-type: none"> <li>• financing of sustainable development programs in developing countries is difficult (corruption, culture)</li> <li>• special interest groups (workers, heads of families, corporations, share holders) are more interested in economic benefits of resource development</li> <li>• population growth forces countries to ignore the environment in exchange for development</li> <li>• the recommendations of Agenda 21 were not binding (not all countries adopted the plan)</li> <li>• lack of political will (government priorities)</li> <li>• people who live in less economically developed countries want to have the same standard of living as do people in developed countries</li> <li>• developing nations do not want to be dictated to by developed nations</li> </ul> |
| <p><b>Energy</b></p>  | <ul style="list-style-type: none"> <li>• no incentive for a shift to more expensive but less polluting forms of energy</li> <li>• the cost of transferring technology from developed countries</li> <li>• buying the developed world's cast-offs which are not energy efficient</li> <li>• developing countries are entering an industrial phase which will lead to higher energy consumption</li> <li>• prosperity leads to higher energy consumption (improved living standards lead to increased demand)</li> <li>• the building of an infrastructure and an industrial base increase energy consumption</li> </ul>   |

|  |  |
|--|--|
| <p><b>Forestry</b></p>   | <ul style="list-style-type: none"> <li>• developing nations do not want to accept international monitoring and supervision of forest practices</li> <li>• the need for wood as a fuel source in third world areas</li> <li>• short-term economic benefits from employment and timber sales are very attractive</li> <li>• the sale of cash crops and hardwoods is viewed as a way to maximize profit and to obtain foreign currency and investment dollars</li> <li>• the need to open new lands for the urban poor and the landless peasants in the tropical world (road building to underdeveloped areas)</li> <li>• the need to clear land to create transportation corridors</li> <li>• the need to clear forested land or create agricultural land from marginal land to feed increasing populations</li> <li>• revenue from cattle ranching leads to deforestation</li> <li>• politicians responding to public pressure to cut down forests</li> <li>• governments' attitude that forests are vast, renewable or expendable</li> </ul> |
| <p><b>Note to Markers:</b><br/> <b>Students do not have to address both forestry and energy to receive full marks.</b></p> |  |

b) **Propose** two solutions to the problems you have identified.

**(2 marks)**

**Response:**

|                         |  |
|-------------------------|--|
| <p><b>Solutions</b></p> | <ul style="list-style-type: none"> <li>• transfer technology from developed to developing nations</li> <li>• implement “low tech” alternatives</li> <li>• provide financial support for sustainable development initiatives (community development projects)</li> <li>• introduce population control measures</li> <li>• hold multilateral conferences to encourage the political will to institute change</li> <li>• tie foreign aid to the sustainability of the resource</li> <li>• provide education which focuses on understanding the need for sustainability and the repercussions of not doing anything</li> </ul> |
|-------------------------|--|

Select one of the following activities to answer question 6.  
Indicate your selection with a ✓.

Agriculture

Ecotourism

6. a) **Describe** three benefits associated with the activity you have selected.

**(3 marks)**

**Response:**

|                    |  |
|--------------------|--|
| <b>Agriculture</b> | <ul style="list-style-type: none"><li>• provides a source of food</li><li>• diversifies the economy</li><li>• creates products for export / trade</li><li>• reduces the reliance on imported food</li><li>• maintains sustenance along bird migration routes</li><li>• creates spin-off industries (machine repair, food processing)</li><li>• creates jobs in the food industry (grocers, restaurant workers)</li><li>• creates tax revenue for governments and funds public spending on health and education</li><li>• protects the land from urban sprawl</li></ul> |
|--------------------|--|

**Ecotourism**

- is a major source of income in many parts of the world
- introduces a large number of people to the environment; an effective educational tool
- encourages people to contribute financially to the alleviation of environmental problems
- demonstrates that regions have enormous aesthetic value
- demonstrates the importance of regions remaining intact for the enjoyment of future generations
- regions have historical and heritage value
- demonstrates that ecosystems have spiritual significance for aboriginal and non-aboriginal people
- demonstrates that preservation ensures the resupply of necessary nutrients to ecosystems
- demonstrates that old growth ecosystems cannot be replaced; they are invaluable
- demonstrates that regions are an integral part of the food chain and / or ecosystem
- emphasizes the critical role of ecosystems and the need to preserve habitat for the many animal and bird species (the habitat must be protected to ensure the survival of rare animals and birds)
- demonstrates that research in unique ecosystems has only just begun; much more time is required to adequately assess the other values of ecosystems
- makes people aware of the environment
- points out the fragility of natural systems

b) **Outline** three impacts that the activity you have chosen may have on the environment.

**(3 marks)**

**Response:**

|                               |   |
|-------------------------------|---|
| <b>Agriculture results in</b> | <ul style="list-style-type: none"><li>• increased demand for cultivatable land which leads to the draining of wetlands.</li><li>• the loss of natural vegetation and subsequent loss of animal habitat.</li><li>• accelerated soil erosion and the siltation of streams.</li><li>• soil erosion, leading to gullying and the loss of productive land.</li><li>• wind erosion and the subsequent loss of soil.</li><li>• salinization.</li><li>• nutrient depletion in soil due to the cultivation of crops.</li><li>• agrochemicals leaching into the groundwater, causing eutrophication and contamination.</li><li>• the water needed for irrigation being diverted, upsetting the regimes of other regions.</li><li>• water consumption by livestock, leading to the depletion of the water supply (aquifers).</li></ul> |
| <b>Ecotourism</b>             | <ul style="list-style-type: none"><li>• whale watching— oil and gas spills, watching can disturb / disrupt whales</li><li>• transportation and travel to target destinations result in the burning of non-renewable, fossil fuels</li><li>• increasing the popularity of certain destinations also increases the threat to wildlife habitats</li><li>• tourism in any form generates waste and garbage, further stressing the region</li></ul>  |

7. a) **Describe** the role of the ozone layer in the atmosphere.

**(1 mark)**

**Response:**

|                                |   |
|--------------------------------|---|
| <b>Role of the ozone layer</b> | <ul style="list-style-type: none"><li>• A layer of ozone (O<sub>3</sub>), concentrated at an altitude of 25 km above the earth's surface in the stratosphere, absorbs the harmful, short wavelengths of solar radiation, ultraviolet rays (UV), thus preventing this radiation from reaching the earth.</li></ul> |
|--------------------------------|---|

b) Despite the increased use of chemical alternatives, **suggest** two reasons why chlorofluorocarbons continue to break down the ozone layer.

**(2 marks)**

**Response:**

|  |  |
|--|--|
| <b>Why CFCs continue to break down the ozone layer</b> | <ul style="list-style-type: none"><li>• CFCs are still available for use, they are cheap, and therefore people continue to use them</li><li>• developing countries cannot afford to change to safer alternatives</li><li>• CFCs are a very inert gas which can remain in the atmosphere for decades. Although they can take from ten to forty years to travel from the surface of the earth to the stratosphere, once they reach the ozone layer, the CFC molecules are broken down by ultraviolet radiation. The freed <b>chlorine</b> molecule then begins to attack and breakdown the ozone (O<sub>3</sub>) into a single molecule of oxygen (O) and a separate (O<sub>2</sub>) molecule. The continuation of this chemical breakdown results in less UV solar radiation being absorbed in the stratosphere, causing an increase in the amount of this dangerous short-wave radiation received at the earth's surface.</li><li>• improper disposal of CFCs</li><li>• black market availability of CFCs</li><li>• lack of international agreements</li></ul> |
|--|--|

c) **Explain** two effects that ozone depletion may have on the biosphere.

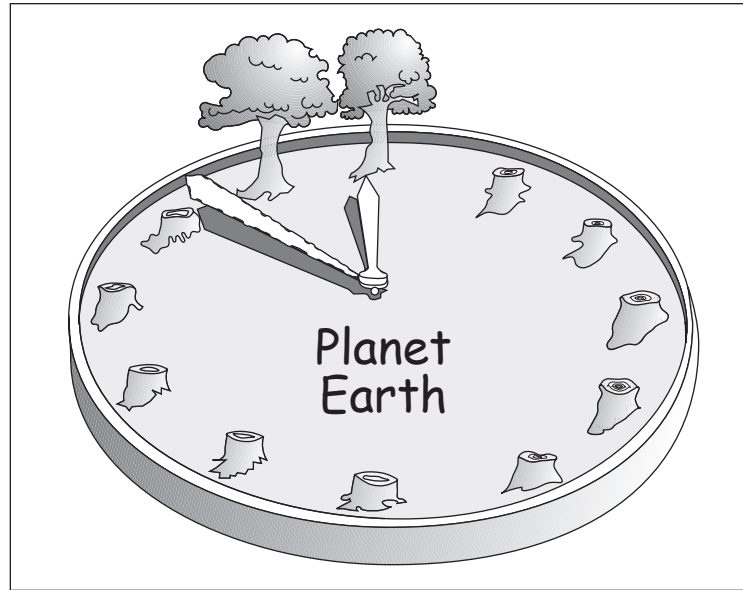
**(2 marks)**

**Response:**

|   |  |
|---|--|
| <b>Effects of ozone depletion on human health</b> | <ul style="list-style-type: none"><li>• UV radiation is known to cause cancer; e.g., melanoma</li><li>• UV radiation is responsible for causing cataract damage in humans and other animals</li><li>• increases in UV radiation weaken the body's natural immune systems which could lead to an increase in the number of deaths from a wide range of diseases</li><li>• increased UV radiation causes cell mutation in plants (it may also have an impact on agricultural production)</li><li>• UV radiation damages marine algae, the base of the aquatic food chains, resulting in the loss of marine life, including fish stocks</li></ul> |
|---|--|



Use the following cartoon to answer question 8.



Based on a cartoon by Arcadio from *Environment Scrapbook*, edited by Liz Stannard and David Lau.

8. a) What is the intent of the cartoonist's message?

(1 mark)

**Response:**

|   |  |
|---|--|
| <p><b>The intent of the cartoonist is to illustrate</b></p> | <ul style="list-style-type: none"><li>• the rapid loss of the resource.</li><li>• the acceleration of resource extraction which is depleting the resource.</li><li>• that time is running out; something must be done about deforestation.</li><li>• that deforestation is occurring at a rapid rate without any significant evidence of reforestation, meaning in the next century there may not be any trees left.</li></ul> |
|---|--|

b) **Suggest** two reasons for the trend illustrated in the cartoon.

**(2 marks)**

**Response:**

|                              |  |
|------------------------------|--|
| <b>Reasons for the trend</b> | <ul style="list-style-type: none"><li>• mining (site preparation)</li><li>• recreation resorts</li><li>• demand for fuelwood</li><li>• demand for hardwoods</li><li>• demand for pulp and paper</li><li>• demand for softwood lumber</li><li>• urbanization and road development</li><li>• clearing of forests for farmland, ranching and plantations</li><li>• demand for land due to population growth</li><li>• global trade</li><li>• provides jobs</li><li>• generates tax revenues</li></ul> |
|------------------------------|--|

c) **Describe** two consequences of the trend illustrated in the cartoon.

**(2 marks)**

**Response:**

|                                  |   |
|----------------------------------|---|
| <b>Consequences of the trend</b> | <ul style="list-style-type: none"><li>• accelerated soil erosion</li><li>• increased wind erosion</li><li>• climate change</li><li>• siltation of rivers</li><li>• reduced transpiration</li><li>• destruction of spawning grounds</li><li>• loss of carbon sinks</li><li>• loss of potential medical cures</li><li>• loss of habitat</li><li>• loss of biodiversity</li><li>• loss of species (extinction)</li><li>• loss of cultural artifacts</li><li>• loss of indigenous people's way of life</li><li>• loss of tourism</li><li>• increased flooding</li></ul> |
|----------------------------------|---|

**Use the four page Case Study, including the topographic map and air photograph of Sydney, Nova Scotia to answer question 9.**

9. Using your understanding of geography and the information provided, explain the socio-economic consequences of industrial development in the Sydney region. **Discuss** the difficulties of solving the environmental problem known as the Sydney Tar Ponds. Answer in **multi-paragraph** form. **(10 marks)**

**Response:**

|  |  |
|--|--|
| <p><b>Social and economic consequences of industrial development</b></p> | <ul style="list-style-type: none"> <li>• provides jobs for the people of the region</li> <li>• attracts service industries to the region</li> <li>• creates spin-off benefits for the local business community</li> <li>• provides better wages and a higher standard of living for people of the region</li> <li>• leads to the creation of shopping malls for the people of the region</li> <li>• leads to improved health care facilities (several hospitals)</li> <li>• creates a need for excellent port and transportation facilities</li> <li>• creates a need for rail and road systems to bring resources to the region</li> <li>• capital injected by the governments of Canada and Nova Scotia to promote industry in the Atlantic region</li> <li>• creates taxes for the local, provincial and federal governments</li> <li>• because industrial wages are generally higher than agricultural wages there is greater tax revenue</li> <li>• tax revenues for the provincial government support health and education</li> <li>• creates a need for more parks and recreational opportunities</li> <li>• close to markets, both in Canada and in the USA</li> </ul> |
|--|--|

|  |  |
|--|--|
| <p><b>Environmental consequences of industrial development</b></p>                                       | <ul style="list-style-type: none"> <li>• industrial emissions create air pollution and acid rain problems</li> <li>• industrial waste products have to be stored in settling ponds; thus, the potential exists for groundwater contamination</li> <li>• by-products from industry have long-term effects (bioaccumulation in the environment)</li> <li>• the marine life in the harbour is affected by the chemicals (the waste pond on Muggah Creek)</li> <li>• thermal pollution of rivers and creeks occurs</li> <li>• run-off from transportation systems (road, rail, water) damages the environment</li> <li>• drainage from stockpiles of coal damages the environment</li> <li>• the threat of spills from chemical tanks exists</li> <li>• chemical waste from manufacturing (highly toxic chemicals) may persist in the environment</li> <li>• leachates from the city dump might travel into the water supply</li> <li>• urban run-off could find its way into the rivers and ocean</li> <li>• sewage effluent may be dumped into the ocean</li> <li>• habitat loss will result from urban expansion and transportation corridors</li> <li>• fresh water contamination may occur</li> </ul> |
| <p><b>It is difficult to resolve the environmental problem posed by the Sydney Tar Ponds because</b></p> | <ul style="list-style-type: none"> <li>• the steel mill employs many people of the region.</li> <li>• the mill has been in production for over 100 years (historical permanence).</li> <li>• the threat has only been recently acknowledged.</li> <li>• the chemicals are already in the estuary of Muggah Creek and the ocean floor.</li> <li>• of the enormous cost of cleaning up the environment.</li> <li>• of deciding whose responsibility is it to clean up: the company, the province or the local population.</li> <li>• the technology to clean up the volume of chemical waste is not readily available or affordable.</li> <li>• of the challenge of storing the waste (some of which is likely highly toxic).</li> <li>• politicians are reluctant to be too critical of such an important business. Their careers depend on the support of business.</li> <li>• of the out of sight, out of mind attitude of the general population.</li> </ul>   |

**END OF KEY**