Student name:

**End of section review 5.6**

**Review questions**

Complete the quiz in the Interactive Textbook, and answer the questions below on paper or in the Interactive Textbook.

**Recall**

1. **Define environmental change. Include a natural and human-induced example in your definition.**
2. **What does it mean when an environment is in a state of equilibrium?**
3. **What is the difference between climate change and anthropogenic climate change?**
4. **What are the main causes of anthropogenic climate change?**

**Interpret**

1. **List three examples of an action or event that could disturb an environment’s equilibrium. Choose one of these examples and explain how it could lead to environmental change.**

**Argue**

1. **Using the SHEEPT acronym, classify the following factors that could lead to environmental change:**
2. **A state government has decided to widen a highway requiring the clearing of roadside vegetation.**
3. **Tractors provided to a remote village in Bhutan are allowing local people to grow crops in mountainous regions.**
4. **A residential construction boom in the outer Perth suburbs has led to a demand for merbau timber from Indonesia.**
5. **Celebrities have taken selfies at remote natural locations, leading to a rapid growth in local tourism.**
6. **Discuss how a social factor has affected the distribution of environmental change in Ethiopia.**

**Extension**

1. **In an article for *Nature* magazine, Alemayehu Wassie Eshete wrote, ‘If you see a forest in Ethiopia, you know there is very likely to be a church in the middle’. Evaluate this statement, using evidence from satellite imagery, by following these steps:**
2. **Open Google Earth and search for Anbesame, a town to the south-east of Lake Tana.**
3. **Zoom into forest regions within a 20-km radius.**
4. **Count how many church forests you can find like the one shown in Figure 5.30, and how many forests you can find without churches. Adding placemarks might help you record your findings.**
5. **Based on the data you have collected, evaluate Alemayehu Wassie Eshete’s statement.**

Key concepts: place, space, environment, interconnection, scale, change

HASS skills: questioning and researching, analysing, evaluating, communicating and reflecting