The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

PHYSICAL SETTING

EARTH SCIENCE

Tuesday, June 18, 2002 — 9:15 a.m. to 12:15 p.m., only

This is a test of your knowledge of Earth science. Use that knowledge to answer all questions in this examination. Some questions may require the use of the Earth Science Reference Tables. The Earth Science Reference Tables are supplied separately. Be certain you have a copy of the 2001 edition of these reference tables before you begin the examination.

Your answer sheet for Part A and Part B–1 is the last page of this examination booklet. Turn to the last page and fold it along the perforations. Then, slowly and carefully, tear off your answer sheet and fill in the heading.

Your answer booklet for Part B–2 and Part C is stapled in the center of this examination booklet. Open the examination booklet, carefully remove your answer booklet, and close the examination booklet. Then fill in the heading of your answer booklet.

You are to answer all questions in all parts of this examination according to the directions provided in the examination booklet. Record your answers to the Part A and Part B–1 multiple-choice questions on your separate answer sheet. Write your answers to the Part B–2 and Part C questions in your answer booklet. All work should be written in pen, except for graphs and drawings, which should be done in pencil. You may use scrap paper to work out the answers to the questions, but be sure to record all your answers on your answer sheet and answer booklet.

When you have completed the examination, you must sign the statement printed at the end of your separate answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet and answer booklet cannot be accepted if you fail to sign this declaration.

Notice. . .
A four-function or scientific calculator and a copy of the 2001 Earth Science Reference Tables must be available for your use while taking this examination.

DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.
Part A

Answer all questions in this part.

Directions (1–35): For each statement or question, write on your separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question. Some questions may require the use of the Earth Science Reference Tables.

1. The dashed line on the map below shows a ship’s route from Long Island, New York, to Florida. As the ship travels south, the star Polaris appears lower in the northern sky each night.

   ![Map of Long Island to Florida]

   The best explanation for this observation is that Polaris
   (1) rises and sets at different locations each day
   (2) has an elliptical orbit around Earth
   (3) is located directly over Earth’s Equator
   (4) is located directly over Earth’s North Pole

2. When the dry-bulb temperature is 22°C and the wet-bulb temperature is 13°C, the relative humidity is
   (1) 10%
   (2) 33%
   (3) 41%
   (4) 59%

3. As the altitude increases within Earth’s stratosphere, air temperature generally
   (1) decreases, only
   (2) increases, only
   (3) decreases, then increases
   (4) increases, then decreases

4. The diagrams below represent four rock samples. Which rock was formed by rapid cooling in a volcanic lava flow? [The diagrams are not to scale.]

   - Glassy black rock that breaks with a shell-shape fracture
   - Bands of alternating light and dark minerals
   - Easily split layers of 0.0001-cm-diameter particles cemented together
   - Interlocking 0.5-cm-diameter crystals of various colors

5. On June 21, some Earth locations have 24 hours of daylight. These locations are all between the latitudes of
   (1) 0° and 23° N
   (2) 23° N and 47° N
   (3) 47° N and 66° N
   (4) 66° N and 90° N

6. The Milky Way galaxy is best described as
   (1) a type of solar system
   (2) a constellation visible to everyone on Earth
   (3) a region in space between the orbits of Mars and Jupiter
   (4) a spiral-shaped formation composed of billions of stars
Beginning with the Moon at position X (the new-Moon phase), which sequence of Moon phases would be seen by an observer on Earth during 1 month?

(1) [Sequence of Moon phases 1]

(2) [Sequence of Moon phases 2]

(3) [Sequence of Moon phases 3]

(4) [Sequence of Moon phases 4]
8 The diagram below represents a simple geocentric model. Which object is represented by the letter X?

( Not drawn to scale )

(1) Earth  (3) Moon
(2) Sun    (4) Polaris

9 Which condition would cause surface runoff to increase in a particular location?
(1) covering a dirt road with pavement
(2) reducing the gradient of a steep hill
(3) planting grasses and shrubs on a hillside
(4) having a decrease in the annual rainfall

10 An increase in which gas would cause the most greenhouse warming of Earth’s atmosphere?
(1) nitrogen  (3) carbon dioxide
(2) oxygen    (4) hydrogen

11 Scientists believe that Earth’s early atmosphere changed in composition as a result of
(1) the appearance of oxygen-producing organisms
(2) the drifting of the continents
(3) the changes in Earth’s magnetic field
(4) a transfer of gases from the Sun

12 Which atmospheric conditions would cause smoke from a campfire on a beach to blow toward the ocean?
(1) warm air over the land and cool air over the ocean
(2) humid air over the land and dry air over the ocean
(3) low-density air over the land and high-density air over the ocean
(4) high air pressure over the land and low air pressure over the ocean

13 Which characteristics of a building material would provide the most energy-absorbing exterior covering for a house?
(1) dark colored and smooth textured
(2) dark colored and rough textured
(3) light colored and smooth textured
(4) light colored and rough textured

14 When the time of day for a certain ship at sea is 12 noon, the time of day at the Prime Meridian (0° longitude) is 5 p.m. What is the ship’s longitude?
(1) 45° W  (3) 75° W
(2) 45° E  (4) 75° E

15 The occurrence of parallel scratches on bedrock in a U-shaped valley indicates that the area has most likely been eroded by
(1) a glacier  (3) waves
(2) a stream    (4) wind

16 Which weather change usually occurs when the difference between the air temperature and the dewpoint temperature is decreasing?
(1) The amount of cloud cover decreases.
(2) The probability of precipitation decreases.
(3) The relative humidity increases.
(4) The barometric pressure increases.

17 In which list are the forms of electromagnetic energy arranged in order from longest to shortest wavelengths?
(1) gamma rays, x rays, ultraviolet rays, visible light
(2) radio waves, infrared rays, visible light, ultraviolet rays
(3) x rays, infrared rays, blue light, gamma rays
(4) infrared rays, radio waves, blue light, red light

18 On a clear summer day, the surface of land is usually warmer than the surface of a nearby body of water because the water
(1) receives less insolation
(2) reflects less insolation
(3) has a higher density
(4) has a higher specific heat
19 The diagram below represents the present number of decayed and undecayed atoms in a sample that was originally 100% radioactive material.

If the half-life of the radioactive material is 1,000 years, what is the age of the sample represented by the diagram?

(1) 1,000 yr  (2) 2,000 yr  (3) 3,000 yr  (4) 4,000 yr

20 Earth’s outer core is best inferred to be

(1) liquid, with an average density of approximately 4 g/cm³
(2) liquid, with an average density of approximately 11 g/cm³
(3) solid, with an average density of approximately 4 g/cm³
(4) solid, with an average density of approximately 11 g/cm³

21 The table below shows the rate of erosion and the rate of deposition at four stream locations.

<table>
<thead>
<tr>
<th>Location</th>
<th>Rate of Erosion (tons/year)</th>
<th>Rate of Deposition (tons/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.00</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>C</td>
<td>4.50</td>
<td>4.65</td>
</tr>
<tr>
<td>D</td>
<td>5.60</td>
<td>5.20</td>
</tr>
</tbody>
</table>

A state of dynamic equilibrium exists at location

(1) A  (2) B  (3) C  (4) D

22 The diagram below shows land features that have been disrupted by an earthquake.

Which type of crustal movement most likely caused the displacement of features in this area?

(1) vertical lifting of surface rock
(2) folding of surface rock
(3) down-warping of the crust
(4) movement along a transform fault

23 The Coriolis effect provides evidence that Earth

(1) rotates  (2) has a tilted axis  (3) has seasons  (4) revolves

24 Which interaction between the atmosphere and the hydrosphere causes most surface ocean currents?

(1) cooling of rising air above the ocean surface
(2) evaporation of water from the ocean surface
(3) friction from planetary winds on the ocean surface
(4) seismic waves on the ocean surface

25 On a field trip 40 kilometers east of the Finger Lakes, students observed a boulder of gneiss on the surface bedrock. This observation best supports the inference that the

(1) surface sedimentary bedrock was weathered to form a boulder of gneiss
(2) surface sedimentary bedrock melted and solidified to form a boulder of gneiss
(3) gneiss boulder was formed from sediments that were compacted and cemented together
(4) gneiss boulder was transported from its original area of formation
26 The diagram below shows granite bedrock with cracks. Water has seeped into the cracks and frozen. The arrows represent the directions in which the cracks have widened due to weathering.

Which statement best describes the physical weathering shown by the diagram?

(1) Enlargement of the cracks occurs because water expands when it freezes.
(2) This type of weathering occurs only in bedrock composed of granite.
(3) The cracks become wider because of chemical reactions between water and the rock.
(4) This type of weathering is common in regions of primarily warm and humid climates.

27 The table below shows the density of four mineral samples.

<table>
<thead>
<tr>
<th>Mineral</th>
<th>Density (g/cm³)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinnabar</td>
<td>8.2</td>
</tr>
<tr>
<td>Magnetite</td>
<td>5.2</td>
</tr>
<tr>
<td>Quartz</td>
<td>2.7</td>
</tr>
<tr>
<td>Siderite</td>
<td>3.9</td>
</tr>
</tbody>
</table>

If the shape and size of the four mineral samples are the same, which mineral will settle most slowly in water?

(1) cinnabar  (3) quartz
(2) magnetite (4) siderite

28 Which stream-drainage pattern most likely developed on the surface of a newly formed volcanic mountain?

(1) (3)
(2) (4)

29 The cross section below shows sedimentary rocks being eroded by water at a waterfall.

The sedimentary rock layers are being weathered and eroded at different rates primarily because the rock layers

(1) formed during different time periods
(2) contain different fossils
(3) have different compositions
(4) are horizontal
Base your answers to questions 30 and 31 on the photograph below, which shows an outcrop of sedimentary rock layers that have been tilted and slightly metamorphosed.

30 The tilted rock structure shown in the photograph is most likely the result of the
(1) deposition of rock fragments on a mountain slope
(2) reversal of past magnetic poles
(3) passage of seismic waves
(4) collision of crustal plates

31 Tilted, slightly metamorphosed rock layers such as these are typically found in which New York State landscape region?
(1) Taconic Mountains
(2) Atlantic Coastal Plain
(3) Tug Hill Plateau
(4) Erie-Ontario Lowlands

32 A stream with a water velocity of 150 centimeters per second decreases to a velocity of 100 centimeters per second. Which sediment size will most likely be deposited?
(1) pebbles (3) boulders
(2) sand (4) cobbles

33 The diagram below shows a stream profile before and after an earthquake. Points A and B are locations along the streambed.

What is the probable relationship between erosion and deposition at points A and B after the earthquake?
(1) There is more deposition at point A and more erosion at point B.
(2) There is more erosion at point A and more deposition at point B.
(3) There is more deposition than erosion at points A and B.
(4) There is more erosion than deposition at points A and B.

Note that questions 34 and 35 have only three choices.

34 As air on the surface of Earth warms, the density of the air
(1) decreases
(2) increases
(3) remains the same

35 Compared to the average density of the terrestrial planets (Mercury, Venus, Earth, and Mars), the average density of the Jovian planets (Jupiter, Saturn, Uranus, and Neptune) is
(1) less
(2) greater
(3) the same
Part B–1

Answer all questions in this part.

Directions (36–50): For each statement or question, write on your separate answer sheet the number of the word or expression that, of those given, best completes the statement or answers the question. Some questions may require the use of the Earth Science Reference Tables.

Base your answers to questions 36 through 38 on the diagram below, which represents the elliptical orbit of a planet traveling around a star. Points A, B, C, and D are four positions of this planet in its orbit.

![Diagram of elliptical orbit](image)

36 The calculated eccentricity of this orbit is approximately
(1) 0.1 (3) 0.3
(2) 0.2 (4) 0.4

37 The gravitational attraction between the star and the planet will be greatest at position
(1) A (3) C
(2) B (4) D

38 As the planet revolves in orbit from position A to position D, the orbital velocity will
(1) continually decrease
(2) continually increase
(3) decrease, then increase
(4) increase, then decrease
39 The cross section below shows how prevailing winds have caused different climates on the windward and leeward sides of a mountain range.

Why does the windward side of this mountain have a wet climate?
(1) Rising air compresses and cools, causing the water droplets to evaporate.
(2) Rising air compresses and warms, causing the water vapor to condense.
(3) Rising air expands and cools, causing the water vapor to condense.
(4) Rising air expands and warms, causing the water droplets to evaporate.

40 Which graph best shows the average annual amounts of precipitation received at different latitudes on Earth?

Base your answers to questions 41 through 44 on the “Properties of Common Minerals” chart in the Earth Science Reference Tables.

41 Which mineral leaves a green-black powder when rubbed against an unglazed porcelain plate?
(1) galena      (3) hematite
(2) graphite    (4) pyrite

42 Which mineral scratches dolomite and is scratched by olivine?
(1) galena
(2) quartz
(3) potassium feldspar
(4) muscovite mica

43 Which statement about the minerals plagioclase feldspar, gypsum, biotite mica, and talc can best be inferred from the chart?
(1) These minerals have the same chemical and physical properties.
(2) These minerals have different chemical properties, but they have similar physical properties.
(3) These minerals have different physical and chemical properties, but they have identical uses.
(4) The physical and chemical properties of these minerals determine how humans use them.

44 Minerals from this chart are found in several different rocks. Which two rocks are primarily composed of a mineral that bubbles with acid?
(1) limestone and marble
(2) granite and dolostone
(3) sandstone and quartzite
(4) slate and conglomerate
Base your answers to questions 45 through 49 on the cross sections below, which show widely separated outcrops at locations X, Y, and Z.

45 Which rock layer is oldest?
   (1) gray siltstone
   (2) green shale
   (3) tan limestone
   (4) brown siltstone

46 At location Y, the boundary between the red sandstone and the black shale marks the
   (1) beginning of the Cenozoic Era
   (2) beginning of the Mesozoic Era
   (3) end of the Cenozoic Era
   (4) end of the Mesozoic Era

47 An unconformity can be observed at location Z. Which rock layer was most probably removed by erosion during the time represented by the unconformity?
   (1) conglomerate
   (2) gray siltstone
   (3) black shale
   (4) brown siltstone

48 The fossils in the rock formations at location X indicate that this area was often covered by
   (1) tropical rain forests
   (2) glacial ice
   (3) desert sand
   (4) seawater

49 Which rock layer was formed by the compaction and cementation of particles that were all less than 0.0004 centimeter in diameter?
   (1) red sandstone
   (2) green shale
   (3) brown siltstone
   (4) conglomerate
The diagram below is a seismogram of the famous San Francisco earthquake of 1906, recorded at a seismic station located 6,400 kilometers from San Francisco.

Which time scale best represents the arrival-time difference between $P$-waves and $S$-waves at this station?
Part B–2

Answer all questions in this part.

Directions (51–60): Record your answers in the spaces provided in your answer booklet. Some questions may require the use of the Earth Science Reference Tables.

51 Using the proper format, place the following data on the weather station model provided in your answer booklet. [2]

Dewpoint = 74°F
Cloud cover = 100%

Base your answers to questions 52 through 54 on the data table below, which shows one cycle of equinoxes and solstices for the northern hemispheres of several planets in the solar system and the tilt of each planet’s axis. Data for the planets are based on Earth’s time system.

Data Table

<table>
<thead>
<tr>
<th>Planet</th>
<th>Spring Equinox</th>
<th>Summer Solstice</th>
<th>Autumn Equinox</th>
<th>Winter Solstice</th>
<th>Tilt of Axis (degrees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venus</td>
<td>June 25</td>
<td>August 21</td>
<td>October 16</td>
<td>December 11</td>
<td>3.0</td>
</tr>
<tr>
<td>Earth</td>
<td>March 21</td>
<td>June 21</td>
<td>September 23</td>
<td>December 22</td>
<td>23.5</td>
</tr>
<tr>
<td>Uranus</td>
<td>1922</td>
<td>1943</td>
<td>1964</td>
<td>1985</td>
<td>82.0</td>
</tr>
<tr>
<td>Neptune</td>
<td>1880</td>
<td>1921</td>
<td>1962</td>
<td>2003</td>
<td>28.5</td>
</tr>
</tbody>
</table>

52 State the length, in years, of the spring season on Uranus. [1]

53 Describe the relationship between a planet’s distance from the Sun and the length of a season on that planet. [1]

54 Identify two factors that cause seasons on Earth. [2]

Base your answers to questions 55 and 56 on the data table below, which shows the volume and mass of three different samples, A, B, and C, of the mineral pyrite.

<table>
<thead>
<tr>
<th>Pyrite</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample</td>
<td>Volume (cm³)</td>
<td>Mass (g)</td>
</tr>
<tr>
<td>A</td>
<td>2.5</td>
<td>12.5</td>
</tr>
<tr>
<td>B</td>
<td>6.0</td>
<td>30.0</td>
</tr>
<tr>
<td>C</td>
<td>20.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

55 On the grid provided in your answer booklet, plot the data (volume and mass) for the three samples of pyrite and connect the points with a line. [2]

56 State the mass of a 10.0-cm³ sample of pyrite. [1]
57 In the space provided in your answer booklet, determine the gradient of Squab Hollow Creek between point X and point Y by following the directions below.
   a Using the Earth Science Reference Tables, write the equation used to determine the gradient.
   b Substitute values into the equation. [1]
   c Solve the equation and label the answer with the correct units. [2]

58 Describe one way to determine the direction of flow of Coover Hollow Creek from information shown on the map. [1]

59 Based on the latitude and longitude coordinates given, identify the New York State landscape region in which this map region is located. [1]
Some marine organisms swim or float in the ocean, and others live on or in the sediment of the ocean floor. A group of floating organisms called graptolites were common in some ancient seas that covered New York State and are found in some New York State bedrock.

State one reason why certain species of graptolites are used as an index fossil. 

[1]
Part C

Answer all questions in this part.

Directions (61–72): Record your answers in the spaces provided in your answer booklet. Some questions may require the use of the Earth Science Reference Tables.

Base your answers to questions 61 and 62 on the graph below and on the “Luminosity and Temperature of Stars” graph in the Earth Science Reference Tables. The graph below shows the inferred stages of development of the Sun, showing luminosity and surface temperature at various stages.

61 Describe the changes in luminosity of the Sun that will occur from its current Main Sequence stage to its final White Dwarf stage. [1]

62 Which star shown on the “Luminosity and Temperature of Stars” graph in the Earth Science Reference Tables is currently at the Sun’s final predicted stage of development? [1]
Base your answers to questions 63 and 64 in part on the news article and map below. Points A and B on the map are reference points.

**Huge Quake Possible in Oregon Valley**

Scientists have warned for years that a magnitude 8 or 9 earthquake could strike about 30 miles off the Oregon coast, causing huge tsunamis (large ocean waves) and tremendous damage.

Now scientists say these earthquakes could be centered much farther inland and cause severe damage to a larger area, including cities in Oregon such as Portland, Salem, and Eugene.

Geologic evidence suggests that strong quakes in this area occur about every 400 years, plus or minus 200 years. The last one, believed to be a magnitude 9, occurred 300 years ago.

A magnitude 8 quake can cause tremendous damage. The San Francisco quake of 1906 has been estimated at 7.9. The Mexico City quake of 1985 that left thousands dead was measured at 8.1.
63 The cross section in your answer booklet shows the lithosphere and asthenosphere between points A and B on the map.

a. On the cross section provided in your answer booklet, draw an arrow in the Juan de Fuca Plate to indicate the direction of the relative movement of the plate. [1]
b. Identify the type of tectonic plate boundary that exists at the Juan de Fuca Ridge. [1]
c. Identify the name of the plate in the cross section labeled x. [1]
d. How does the average earthquake depth beneath the Oregon coastline compare to the average earthquake depth beneath Mt. Hood? [1]

64 An emergency management specialist in Portland, Oregon, is developing a plan that would help save lives or prevent property damage in the event of a future earthquake. Describe two actions or ideas that should be included in the plan. [2]

Base your answers to questions 65 and 66 in part on the maps below, which show areas of hurricane formation and normal hurricane paths in the Atlantic Ocean during May, July, and September. The areas of hurricane formation usually have surface ocean-water temperatures greater than 80°F.

### May

![May Map](image1)

### July

![July Map](image2)

### September

![September Map](image3)

#### Key

- **Gray**: Area of hurricane formation
- **Arrow**: Normal hurricane paths

65 How does the area of hurricane formation change from May to September? [1]

66 State one reason why most hurricane paths curve northeastward as hurricanes move north of 30° N latitude. [1]
Base your answers to questions 67 through 69 on the weather map provided in your answer booklet. The weather map shows a low-pressure system over part of North America. Five weather stations are shown on the map. Lines $AB$, $BC$, and $BD$ represent surface frontal boundaries. Line $AB$ represents an occluded front that marks the center of a low-pressure system. Symbols cP and mT represent different air masses.

67 On the weather map provided in your answer booklet, place the proper front symbols on lines $AB$, $BC$, and $BD$. Place the front symbols on the correct side of each line to show the direction of front movement. [3]

68 Name the geographic region over which the mT air mass most likely formed. [1]

69 Other than low pressure, state two weather conditions associated with a low-pressure center. [2]

Base your answers to questions 70 through 72 in part on the newspaper article shown below, taken and adapted from the *Los Angeles Times*.

**Volcanic Blast Shaped Earth**

*Study finds eruption split an ancient continent, creating Atlantic Ocean*

The largest volcanic eruption in Earth’s history — so powerful it split an ancient supercontinent and created the Atlantic Ocean — spewed millions of square miles of searing lava that extinguished much of life on ancient Earth.

From hundreds of basalt outcrops that rim the Atlantic coasts, scientists have pieced together evidence of the titanic eruption 200 million years ago. Researchers said that the eruption set the fractured landmasses adrift and, by wedging them apart, gradually opened the gulf that created the Atlantic — giving the map of the world the form it has today.

“This is one of the biggest things that has ever happened in Earth’s history. This is a gigantic, igneous event and it all seems to have occurred in an amazingly brief amount of time.”

To reconstruct the ancient catastrophe, a team of scientists analyzed basalt dikes, sills, and lavas from the New Jersey Palisades, the Brazilian Amazon, Spain, and West Africa.

By studying the chemical composition and dating the residual radioisotopes in the basaltic rocks, the researchers determined that the rocks all originated from the same eruption. Once they realized the outcrops were linked, they were able to determine that, in the distant past, the rocks all had been located together at the center of an immense continent called Pangea that once stretched, unbroken, from pole to pole.

70 Name the geologic time period when this major volcanic eruption initially opened the Atlantic Ocean. [1]

71 Scientists stated that rocks from the volcanic eruption that separated the continents are basalt. List two observable characteristics that are normally used to identify basaltic rock. [2]

72 Basaltic outcrops are not the only evidence of this ancient continental splitting. Describe another piece of evidence that supports the idea that the present-day continents were once part of the large ancient continent, Pangea, that split apart. [1]
The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

PHYSICAL SETTING
EARTH SCIENCE

Tuesday, June 18, 2002 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student ............................................. Sex: ☐ Male ☐ Female Grade .............

Teacher ............................................. School ........................................

Record your answers to Part A and Part B–1 on this answer sheet.

Write your answers to Part B–2 and Part C in your answer booklet.

The declaration below should be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature
Tuesday, June 18, 2002 — 9:15 a.m. to 12:15 p.m., only

Performance Test Score
(Maximum Score: 23)

<table>
<thead>
<tr>
<th>Part</th>
<th>Maximum Score</th>
<th>Student's Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>B–1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>B–2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Total Written Test Score
(Maximum Raw Score: 85)

Final Score
(from conversion chart)

Raters' Initials:
Rater 1 . . . . . . . . . Rater 2 . . . . . . . . .

Answer all questions in Part B–2 and Part C. Record your answers in this booklet.

Part B–2

51

52 ____________ years

53

__________________________

54 (1) ______________________

(2) _________________________

For Raters Only

51

52

53

54
56 ________ grams

57

\[ a \]

\[
\text{Gradient} =
\]

\[ b \]

\[
\text{Gradient} =
\]

\[ c \]

\[
\text{Gradient} =
\]
Part C

61

62

63 a

b __________________________ plate boundary

c __________________________ Plate

d __________________________

64 (1) __________________________

(2) __________________________
IMPORTANT NOTICE TO TEACHERS

Physical Setting/Earth Science Regents Examination

Tuesday, June 18, 2002

The following information concerns the rating of question 67 of the June 2002 Physical Setting/Earth Science Regents Examination.

There is an error in the last line of the scoring key. The scoring key should read as follows:

Allow 1 credit for any front symbols (correct or incorrect) drawn on the proper side of the three frontal boundaries.

Please communicate this information to all persons responsible for scoring the Physical Setting/Earth Science Regents Examination.
### Part A and Part B–1

Allow 1 credit for each correct response.

<table>
<thead>
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### Directions to the Teacher:
Refer to the directions on page 3 before rating student papers.
Directions to the Teacher

Follow the procedures below for scoring student answer papers for the Physical Setting/Earth Science examination. Additional information about scoring is provided in the publication Information Booklet for Administering and Scoring Regents Examinations in the Sciences.

Use only red ink or red pencil in rating Regents papers. Do not correct the student’s work by making insertions or changes of any kind.

On the detachable answer sheet for Part A and Part B–1, indicate by means of a checkmark each incorrect or omitted answer. In the box provided at the end of each part, record the number of questions the student answered correctly for that part.

At least two science teachers must participate in the scoring of each student’s responses to the Part B–2 and Part C open-ended questions. Each of these teachers should be responsible for scoring a selected number of the open-ended questions on each answer paper. No one teacher is to score all the open-ended questions on a student’s answer paper.

Students’ responses must be scored strictly according to the Scoring Key and Rating Guide. For open-ended questions, credit may be allowed for responses other than those given in the rating guide if the response is a scientifically accurate answer to the question and demonstrates adequate knowledge as indicated by the examples in the rating guide. In the student’s answer booklet, record the number of credits earned for each answer in the box printed to the right of the answer lines or spaces for that question.

Fractional credit is not allowed. Only whole-number credit may be given to a response. Units need not be given when the wording of the questions allows such omissions.

Raters should enter the scores earned for Part A, Part B–1, Part B–2, and Part C on the appropriate lines in the box printed on the answer booklet and then should add these four scores and enter the total in the box labeled “Total Written Test Score.” The student’s score for the Earth Science Performance Test should be entered in the space provided. Then, the student’s raw scores on the performance test and written test should be converted to a scaled score by using the conversion chart printed at the end of this Scoring Key and Rating Guide. The student’s scaled score should be entered in the labeled box on the student’s answer booklet. The scaled score is the student’s final examination score.

All student answer papers that receive a scaled score of 60 through 64 must be scored a second time. For the second scoring, a different committee of teachers may score the student’s paper or the original committee may score the paper, except that no teacher may score the same open-ended questions that he/she scored in the first rating of the paper. The school principal is responsible for assuring that the student’s final examination score is based on a fair, accurate, and reliable scoring of the student’s answer paper.

Because scaled scores corresponding to raw scores in the conversion chart may change from one examination to another, it is crucial that for each administration, the conversion chart provided in the scoring key for that administration be used to determine the student’s final score. The chart in this scoring key is usable only for this administration of the examination.
Part B–2

Allow a total of 15 credits for this part. The student must answer all questions in this part.

51  [2] Allow 1 credit for placing 74 in the proper location. Do not allow credit for 74° or 74°F.

Allow 1 credit for shading in the station circle completely.

52  [1] Allow 1 credit for 20 or 21 or 22 years.

53  [1] Allow 1 credit for a response that indicates that the length of a planet’s season increases with increasing distance from the Sun.

54  [2] Allow 2 credits, 1 credit for each of two correct responses. Acceptable responses include, but are not limited to, these examples:

- tilt of Earth’s axis
- parallelism of Earth’s axis
- Earth’s revolution around the Sun
Allow 1 credit if all three points are plotted correctly for the pyrite samples (±2 units).

and

Allow 1 credit for correctly connecting with a line all three points plotted by the student.

[56] [1] Allow 1 credit for 50.0 grams or 50 g.

or

Allow 1 credit for a response that is consistent with the student’s graph in question 55.
57  [3]  a  Allow no credit for writing the equation.

    b  Allow 1 credit for substituting the value of both acceptable measurements into the equation given
    in part a. Allow ±0.7 km. Allow credit even if the units are not given. Acceptable responses
    include, but are not limited to, these examples:

    \[ g = \frac{600 \text{ m} - 500 \text{ m}}{5 \text{ km}} \]

    \[ g = \frac{100 \text{ m}}{5 \text{ km}} \]

    c  Allow 1 credit for a response that correctly solves the equation with the numerical substitutions
    that are consistent with the student’s answer to part b.

        \text{and}

    Allow 1 credit for the correct units (m/km) that are consistent with the student’s answer to part b.
    Acceptable responses include, but are not limited to, these examples:

    \[ \text{gradient} = 20 \text{ m/km} \]

    \[ g = 20 \text{ m/km} \]

58  [1]  Allow 1 credit for a correct response. Acceptable responses should indicate an understanding of map
    reading. Acceptable responses include, but are not limited to, these examples:

    Contour lines bend upstream when crossing the creek.

    The stream flows from higher elevations toward lower elevations.

    \textbf{Note:} Do not allow credit for water flows downhill from the source toward the mouth.

59  [1]  Allow 1 credit for \textbf{Allegheny Plateau} or \textbf{Appalachian Plateau}.

60  [1]  Allow 1 credit for a correct response. Acceptable responses include, but are not limited to, these
    examples:

    Graptolites floated freely in the ocean and could distribute themselves easily over a wide geog-
    graphic area.

    Certain species of graptolite existed for a limited geologic time.

    Certain species of graptolite are unique and easily identified.
Part C

Allow a total of 20 credits for this part. The student must answer all questions in this part.

61 [1] Allow 1 credit for a response that states that luminosity increases, then decreases.

62 [1] Allow 1 credit for Procyon B.

63 [4]

a Allow 1 credit for correctly drawing an arrow in the direction of the relative movement in the Juan de Fuca Plate. Student answers should appear generally like the diagram.

b Allow 1 credit for divergent or mid-ocean ridge plate boundary.

c Allow 1 credit for the Pacific Plate.

d Allow 1 credit for a correct response. Acceptable responses include, but are not limited to, this example:

Earthquakes along the Oregon coastline are not as deep as earthquakes that occur beneath Mt. Hood.

64 [2] Allow 2 credits, 1 credit for each of two correct responses. Acceptable responses include, but are not limited to, these examples:

- plan evacuation routes
- identifying relative earthquake hazard zones or areas that are subject to damage during an earthquake
- plan emergency communication procedures (radio broadcast)
- developing emergency information brochures
- store food, supplies, and fresh water
- build earthquake-proof structures
- practice emergency rescue drills
- identify shelter locations
65 [1] Allow 1 credit for a correct response. Acceptable responses include, but are not limited to, these examples:

The area of hurricane formation increases from May to September.
The area spreads eastward.

66 [1] Allow 1 credit for a correct response. Acceptable responses include, but are not limited to, these examples:

Hurricanes turn northeast due to the planetary wind belt they move into.
The jet stream causes the path of most hurricanes to curve toward the northeast.

67 [3]

Line $AB$ is an occluded front.
Line $BC$ is a cold front.
Line $BD$ is a warm front.

Allow 2 credits for the placement of the correct symbol on all three fronts, regardless of which side of the line the symbols are on.

Allow only 1 credit for the placement of the correct symbol on only one or two of the three fronts, regardless of which side of the line the symbols are on.

and

Allow 1 credit for placing all three correct front symbols on the correct side of the line.
68 [1] Allow 1 credit for **Gulf of Mexico** or **Atlantic Ocean**.

69 [2] Allow 2 credits, 1 credit for *each* of two correct responses. Acceptable responses include, but are not limited to, these examples:

- high relative humidity
- greater cloud cover
- increased precipitation

70 [1] Allow 1 credit for **Jurassic** Period.

71 [2] Allow 2 credits, 1 credit for *each* of two correct responses. Acceptable responses include, but are not limited to, these examples:

- fine grained (crystals less than 1 mm)
- glassy texture
- vesicular texture
- dark colored
- mafic (high Fe and Mg content)
- high density (3.0 g/cm³)
- mineral composition:
  - plagioclase feldspar
  - pyroxene
  - olivine
  - amphibole

72 [1] Allow 1 credit for a correct response. Acceptable responses include, but are not limited to, these examples:

- Continents fit together like puzzle pieces.
- Continents have matching bedrock types along coastlines.
- Continents have correlating fossils.
- strips of magnetic reversals found in ocean bedrock
To determine the student’s final examination score, locate the student’s total performance test score across the top of the chart and the student’s total written test score down the side of the chart. The point where those two scores intersect is the student’s final examination score. For example, a student receiving a total performance test score of 14 and a total written test score of 68 would receive a final examination score of 85.

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## Map to Core Curriculum

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IMPORTANT NOTICE TO TEACHERS

Physical Setting/Earth Science Regents Examination

Tuesday, June 18, 2002

The following information concerns the rating of question 67 of the June 2002 Physical Setting/Earth Science Regents Examination.

There is an error in the last line of the scoring key. The scoring key should read as follows:

Allow 1 credit for any front symbols (correct or incorrect) drawn on the proper side of the three frontal boundaries.

Please communicate this information to all persons responsible for scoring the Physical Setting/Earth Science Regents Examination.