
Ecology Exam Essay Questions !!LINK!!

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“Geography is the study of place, not of people. Maps and charts abstract the complexity of physical processes and systems that have spatial rather than temporal characteristics. Human places, however, have obvious temporal characteristics; where we are and where we live today, as a rule, will determine our destiny tomorrow. Socioeconomic and biophysical processes are often interdependent. For geographical events to have long-term consequences, they must trigger multiple feedback loops with strong non-linear impacts, creating positive or negative feedbacks that can cause abrupt shifts in the state of the systems that they have affected. The earth’s climate is such an example. Drought and famine in East Africa at the end of the nineteenth century is a case study in the impact of multiple feedback loops between socioeconomic factors, atmospheric conditions, food production and population dynamics. The Irish potato famine of the 1840s, and the Holocaust in Nazi Germany are examples of the devastating consequences of feedback processes that were triggered by events that led to the dissolution of local food systems due to extensive land transformation from arable to pasture.” The ecology of an ecosystem involves the interactions of the species that comprise that ecosystem. Ecosystems are structured in a way that maximises the exchange of matter and energy between biotic (living) and abiotic (nonliving) components. People are part of the biotic component of any ecosystem, and they influence the dynamics of ecosystem interactions, resulting in the historical changes we have witnessed. The interactions that have taken place have, at times, resulted in ecosystem collapse, followed by recovery. We will first consider some of the historical causes of collapse, which will serve to demonstrate that, while interdependent, humans are not the cause of all change. Recovery will then be considered and include consideration of the main drivers of recovery. We will also consider the main groups of organisms within the biotic component of an ecosystem; namely plants, invertebrates (e.g. pollinators, detritivores) and vertebrates (e.g. herbivores, predators). ‘Definitions’ will be provided of the key concepts and terms that will be encountered throughout the module, with suitable examples from which these will be drawn. Three key concepts will be examined during the course – an energy-flow diagram, a food chain and a food web – with relevant examples. Students are expected to identify from an ecological diagram how resources flow in an ecosystem.

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This module aims to provide students with a broad introduction to the methods, principles and goals of the study of biology, ecology and evolution. It will give students a foundation upon which they can build on the more specialized concepts taught in subsequent modules. The module will prepare students for the more specialist study of topics covered in subsequent modules, including movement ecology, epidemiology, population genetics and evolution, the history of evolutionary biology, ecology and conservation and the history of the evolution of life. This module aims to provide students with an introduction to the methods, principles and goals of genetics and evolution, a field that has important applications in ecology and conservation. It will provide students with an opportunity to investigate the links between genetics and ecology. It will also introduce students to some of the challenges posed by evolutionary questions in ecology. This module aims to provide students with an introduction to the methods, principles and goals of genetics and ecology. It will provide students with an opportunity to investigate the links between genetics and ecology. It will also introduce students to some of the challenges posed by evolutionary questions in ecology. It will provide students with an opportunity to investigate the connections between genetics, animal behaviour and ecology, and how the two may be influenced by human behaviour. This module aims to provide students with an introduction to the methods, principles and goals of the life and evolution of ecosystems. It will provide an opportunity to investigate the life and evolution of ecosystems, and the links between these aspects of ecology. It will introduce students to some of the ecological and evolutionary principles involved. Sec8ef588b

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