***The Ozone Layer***

***What is ozone?***

1. **State** where ozone can be found in the atmosphere.
2. Draw a diagram to **demonstrate** the difference between
3. oxygen and ozone.
4. **List** two physical properties of ozone.
5. **Outline** the harmful effects of ozone.

***The ozone layer***

1. Use a diagram to **demonstrate** how ozone is formed in the upper atmosphere.
2. **Define** ‘ozone layer’.

***Chlorofluorocarbons***

1. **List** three properties of CFCs.
2. Use a diagram to **describe** how CFCs destroy ozone.
3. **List** four ways in which CFCs have been used.
4. **Identify** the element in CFCs that does the actual damage to ozone.
5. Apart from CFCs, **describe** other ways in which ozone can be destroyed.

***The hole story***

1. **State** the name and abbreviation of the units for measuring ozone.
2. **Clarify** how much ozone is described by 100 DU.
3. **Identify** the level of ozone measurement that indicates an ozone ‘hole’.
4. The Antarctic ozone hole varies throughout the year. **Identify** the time of year when the ozone layer is the thinnest.

***The future***

1. **List** the major outcome of the Montreal Protocol.
2. CFC levels in the atmosphere are still rising. **Explain** whether the levels will ever reduce.