UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

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for the guidance of teachers

0680 ENVIRONMENTAL MANAGEMENT

0680/42 Paper 4 (Alternative to Coursework), maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Ρ	Page	e 2		Mark Scheme: Teachers' version Syllabus	_
(a	ı) ((i)	world	d recession/lack of demand/product substitution/Ni surplus/eq;	×
	(Mark Scheme: Teachers' version Syllabus IGCSE – May/June 2011 0680 d recession/lack of demand/product substitution/Ni surplus/eq; eep the price high/help price recover/eq; to maintain profit/reduce costs; w metal ore to last longer/eq) onnes):	TIC
(b)) ((i)	15 (t	onnes); reject Kg or other units	[1]
	(•	-	e amount of overburden/soil needs to be moved/stored/noise pollution/vis ition/dust released/habitat destruction/eq; reject pollution unqualified	sua [1]
(c	•			asks/eq; protective clothing/gloves/washing facilities/eq; (allow ref to contro nours/exposure time)	llec [2]
(d	I) ((i)	very	few female miners/eq;	[1]
	(ii)	to giv	ve diseases time to develop/eq;	[1]
	(i			sure health/other causes of death in miners/non miners/eq; rd different numbers of deaths from lung cancer in miners/non miners;	[1]
	(i'		mine	er time; more participants; compare smoking miners with non smoking ers/smokers with non smokers; include women; record for younger age group(s); rd time in mining industry;	[2]
(e	e) ((i)	B , lo	ngest contact/closest to mine and/ or mine waste;	[1]
	(1		heav some	/y metals (normally) bio accumulate/bio magnify/accumulate; /y metal passes up food chain(s)/eq; e small fish may die; so less food for large fish; so large fish starved/poisoned/do oduce;	no [2]
	(i			graph plotted; label axes (number of <u>mayflies</u> / A B C D E);; plots; w population for number)	[4]
	(i			flies increase further away from the mine/converse statement/eq; mayflies poiso ickel;	nec [2]
(f)				ergy; less pollution/damage to the environment; mining reserves last longer; cost of mining/cheaper than mining;	[2]
(g	I) (.,	pollu	level of pollution at the start/after one year; ition reduced at ten years/reduces over time; some pollution after ten years/eq;	[2]
	(disad	antage fast; fast/easy/cheap/ no skill needed/ no special equipment needed; dvantage not a specific response to Ni/ no concentration measured/do not know l h Ni is present/ref to validity;	וסא [2]
	(i	ii)	more	e than 10 yrs/11+yrs;	[1]

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Page 3		Mark Scheme: Teachers' version Syllabus	_
		IGCSE – May/June 2011 0680	1
(h)	(i)	Mark Scheme: Teachers' version Syllabus IGCSE – May/June 2011 0680 plant Euphorbia in soil; extract water and grow mung beans/use same method, measure root growth of mung beans;	hom
	(ii)	could become a dominant/invasive plant/outcompetes native plants/reduces biodive could alter food chains/webs/eq; genes may pass to local plants/ hybridise with local euphorbs; could introduce a pest/disease;	ersi
	(iii)	<i>for</i> : very valuable export; not highly dangerous to humans; or environment; provides jobs/income to people/country;	
		<i>against:</i> destroys farmland; toxic to humans/livestock/eq; and environment; does not employ many people; (max 2 if both for and against arguments given)	[3
(a)	(i)	October, February;	[1
	(ii)	Nov–April;	[1
	(iii)	112 (days);	[1]
(b)	(i)	 lower no. of plants; less cell division/growth; fewer leaves; so less photosynthesis/growth; fewer flowers; so fewer seeds/ less reproduction; 	ax 4
	(ii)	(lower number/absence of) flowers;	[1
	(iii)	do weevils infect other plants/crops/alter food chains/can weevils survive/eq;	[1
(c)	(i)	three valid points related to source eg: medium/high milk yield; medium/high growth rate; low stress at high temperatures; disease resistance;	ref to [3
	(ii)	table drawn; suitable headings(milk yield/days); for 7 days;	[3
(d)	(i)	no (income from) milk; cost of buying new animals; chickens not enough of a substitute food source/eq; not much to sell; only cassava to eat; so have to buy in food;	[2
	(ii)	better because using WH to keep/feed cattle; so milk all year; WH a source of food for chickens; can sell chickens/eggs;	[2
	(iii)	more crops/food sources grown; so always something to eat; or to sell/more income beans are N fixers; beans are a high protein food; tomatoes are a source of vitamins storing dry WH helps keep cattle/milk production;	

Page 4 Mark Scheme: Teachers' version Syllabus IGCSE – May/June 2011 0680 e) good ideas such as: 0680 1. cattle by channel, qualified; 0680 2. WH dried on field edges; 0680 3. chickens can be moved to any field to eat crop wastes; 0680 4. cattle can be fed crop wastes; 0680 5. a rotation idea; 0680 6. further detail of rotation; e.g. leave a field fallow 7. beans fix N;	Page 4	Mark Scheme: Teachers' version	Syllabus 🔪 🔗	N.
 a) good ideas such as: 1. cattle by channel, qualified; 2. WH dried on field edges; 3. chickens can be moved to any field to eat crop wastes; 4. cattle can be fed crop wastes; 5. a rotation idea; 6. further detail of rotation; e.g. leave a field fallow 		IGCSE – May/June 2011	0680	30
 a rotation idea; further detail of rotation; e.g. leave a field fallow 	e) aoo	d ideas such as		
 a rotation idea; further detail of rotation; e.g. leave a field fallow 	, .			10p.
 a rotation idea; further detail of rotation; e.g. leave a field fallow 				19
 a rotation idea; further detail of rotation; e.g. leave a field fallow 		•		
 a rotation idea; further detail of rotation; e.g. leave a field fallow 		2		
6. further detail of rotation; e.g. leave a field fallow				
	sec	urity, tomatoes need water, so in fields1/2/3, keep of	chickens away from b	eans and
security, tomatoes need water, so in fields1/2/3, keep chickens away from beans and	tom	atoes		[4]