



ENVIRONMENTAL MANAGEMENT

0680/13

Paper 1

October/November 2018

MARK SCHEME

Maximum Mark: 60

Published

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **10** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks														
1(a)(i)	<table border="1" data-bbox="862 220 1346 678"> <thead> <tr> <th data-bbox="862 220 1200 284"><i>feature</i></th> <th data-bbox="1200 220 1346 284"><i>letter</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="862 284 1200 347"><i>continental plate</i></td> <td data-bbox="1200 284 1346 347">C</td> </tr> <tr> <td data-bbox="862 347 1200 411"><i>ash and gas</i></td> <td data-bbox="1200 347 1346 411">A</td> </tr> <tr> <td data-bbox="862 411 1200 475"><i>lava and mud</i></td> <td data-bbox="1200 411 1346 475">B</td> </tr> <tr> <td data-bbox="862 475 1200 539"><i>magma</i></td> <td data-bbox="1200 475 1346 539">D</td> </tr> <tr> <td data-bbox="862 539 1200 603"><i>oceanic plate</i></td> <td data-bbox="1200 539 1346 603">E</td> </tr> <tr> <td data-bbox="862 603 1200 678"><i>subduction</i></td> <td data-bbox="1200 603 1346 678">F</td> </tr> </tbody> </table> <p data-bbox="1355 635 1384 662">;;;</p> <p data-bbox="322 715 517 810">5–6 correct [3] 3–4 correct [2] 1–2 correct [1]</p>	<i>feature</i>	<i>letter</i>	<i>continental plate</i>	C	<i>ash and gas</i>	A	<i>lava and mud</i>	B	<i>magma</i>	D	<i>oceanic plate</i>	E	<i>subduction</i>	F	3
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<i>oceanic plate</i>	E															
<i>subduction</i>	F															
1(a)(ii)	destructive / convergent;	1														
1(b)	<p data-bbox="322 914 517 943"><i>any three from:</i></p> <p data-bbox="322 948 949 976">two plates, move towards each other / converge;</p> <p data-bbox="322 981 1263 1010">the heavier / oceanic plate, is forced under the, lighter / continental, plate;</p> <p data-bbox="322 1015 1137 1043">the oceanic plate, melts / is destroyed (in the subduction zone);</p> <p data-bbox="322 1048 927 1077">due to, friction / pressure, which forms magma;</p> <p data-bbox="322 1082 1274 1110">magma moves up to the (Earth's) surface (through, rocks / cracks / vents);</p> <p data-bbox="322 1115 1314 1144">pressure is released causing lava / magma, to erupt onto the Earth's surface;</p>	3														
1(c)	<p data-bbox="322 1181 517 1209"><i>any three from:</i></p> <p data-bbox="322 1214 1088 1243">eruptions of lava / lava flows, causing fires / damage / injury;</p> <p data-bbox="322 1248 1124 1276">eruptions of, hot gases / poisonous gases causing suffocation;</p> <p data-bbox="322 1281 1368 1310">(eruptions of) ash / tephra, covering, houses / crops / causing breathing problems;</p> <p data-bbox="322 1315 813 1343">earthquakes causing, damage / injury;</p> <p data-bbox="322 1348 1041 1377">landslides / mud flows / lahars, causing, damage / injury;</p>	3														

Question	Answer	Marks
2(a)(i)	1979;	1
2(a)(ii)	3.0 million km ² ;	1
2(a)(iii)	September;	1
2(a)(iv)	area of ice is decreasing over time;	1
2(b)	<p><i>any three from:</i></p> <p><i>negative impacts:</i> some coastal, islands / lowlands / farmland, will disappear under the sea; millions of people will be, affected by flooding / forced to migrate; more, pests / viruses / (risk of) water-related diseases; increase in coastal erosion / (more) coastal defences will be needed; salinisation of, groundwater supplies / coastal aquifers / soils; coastal industry / fishing industry, will collapse; coral bleaching / coral reefs will die; coastal, habitats / mangroves / wetlands, will be destroyed; storm surges, will be more powerful / cause more damage;</p> <p><i>positive impacts:</i> increased opportunities for tidal power generation; deeper ports / harbours, for shipping; increased, nutrients / sediment, deposited by flooding supporting, agriculture / coastal defences;</p>	3

Question	Answer	Marks
2(c)	<p><i>any three from:</i></p> <p>increasing carbon dioxide by <u>burning fossil fuels</u> in (coal / oil / gas fired) power stations or factories or homes; CO₂ emissions from, transport / vehicles / air travel; burning wood / deforestation, releases CO₂;</p> <p>increasing methane by, rice cultivation / ranching / cattle / sheep; decomposition in landfill releases methane;</p> <p>destroying the ozone layer by using CFC's in, refrigerators / air conditioning / aerosols;</p> <p>increasing SO₂ and NO_x by <u>burning fossil fuels</u> in power stations / factories; causing acid rain; SO₂ and NO_x emissions from, transport / vehicles / air travel;</p>	3

Question	Answer	Marks
3(a)	<p><i>any three from:</i></p> <p>heavy precipitation / rain / snow melt, increases run-off into rivers; most of the country / 70%, is low lying / < one metre above sea level; cyclones bring, heavy rain / storm surges; river channels are blocked with silt;</p>	3
3(b)	<p><i>any four from:</i></p> <p>less interception of water; decreased uptake of water by roots / roots no longer hold soil in place; less, canopy drip / stem flow; infiltration decreases / ground, cannot absorb water / becomes saturated; increases run-off even more; increased risk of, soil erosion / landslides / mudflows; even more, water / soil / sediment, reaches rivers; soil / sediment, raises level of bed / decreases volume of water river carries;</p>	4

Question	Answer	Marks
3(c)	<p><i>any one from:</i> construct dams (upstream) / embankments / levees / drainage channels / bunds; site, villages / homes, on earth banks; flood, forecasting / warning systems; flood protection shelters; <i>reference to</i>, (well prepared) emergency services;</p>	1
3(d)	<p><i>any two from:</i> clean / safe, water supplies / chlorination; improved / hygienic, sanitation facilities; good hygiene practices; drugs / medicines / vaccines; eradication plus example, e.g. draining stagnant water; control of vector plus example, e.g. mosquito nets / spraying; education qualified, e.g. educating local people about how water-related diseases are spread;</p>	2

Question	Answer	Marks
4(a)	<p><i>predator:</i> lynx or fox; <i>consumer:</i> lynx or mouse or fox; <i>producer:</i> plant(s);</p>	3
4(b)	<p><i>any four from:</i> (climate) rainfall; temperature; wind; sunlight; humidity; oxygen; soil depth; soil nutrients; soil, acidity / pH; soil salinity; (soil) water; soil drainage; (land) rock; relief; height; slope;</p>	4

Question	Answer	Marks
4(c)	<p><i>any three from:</i> loss of habitat; loss of (animal and plant) species; loss of (bio)diversity; loss of food source; genetic depletion; animals leave the area; loss of as yet undiscovered species; extinction of (some) species; increase in numbers of other species; disruption of / change in, food chain / food web;</p>	3

Question	Answer	Marks
5(a)	<p><i>any three from:</i> mostly near the tropics; two deserts / largest desert / largest desert area, is in Africa; western sides of, continents / North and South America, Africa and Oceania; more, north of the Equator / in northern hemisphere; AVP;</p>	3
5(b)(i)	<p><i>any two from:</i> country is landlocked / lack of access to, sea / ocean; many desert countries are too poor to set up desalination plants / process is very expensive; process needs a lot of energy; high levels of technology / skilled workers required, are not available; (already) water rich / other fresh water sources available;</p>	2
5(b)(ii)	<p><i>any one from:</i> greenhouse gas emissions / climate change, <u>if energy source is a fossil fuel</u>; impact on, marine / coastal, ecosystems; marine species in water are killed in desalination plant; effluent of desalination plants is salty and kills marine life;</p>	1

Question	Answer	Marks
5(c)	<p><i>any two from:</i> water conservation / more efficient use; (extracting from) underground / aquifers / seasonal wadis / oases / wells; dams / reservoirs; rainwater harvesting; water, recycling / reuse / reclamation; cloud seeding; importing / pipelines / icebergs / bottled water; AVP;</p>	2
5(d)	<p><i>any two from:</i> high precipitation; large / many, rivers / lakes; groundwater supplies / aquifers; low population; AVP;</p>	2

Question	Answer	Marks								
6(a)(i)	China;	1								
6(a)(ii)	Ethiopia;	1								
6(a)(iii)	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><i>rank of population of males in the age group 25 to 29</i></th> <th><i>country</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">China</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Ethiopia</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">France</td> </tr> </tbody> </table> ;	<i>rank of population of males in the age group 25 to 29</i>	<i>country</i>	1	China	2	Ethiopia	3	France	1
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1	China									
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3	France									
6(b)	number of deaths of children under one year old (per 1000 / 100, live births);	1								

Question	Answer	Marks
6(c)(i)	<p><i>any three from:</i> large ageing population; high / increasing costs of an ageing population; e.g. health care / hospitals / care homes / housing / public transport; increasingly male population / need to improve the gender ratio; decreasing number of people, of working age / economically active; need for workers to support the economy; fall in, (tax) income / number of tax payers; AVP;</p>	3
6(c)(ii)	<p><i>any three from:</i> (provision of) family planning services / sex education / birth control; provide access to, contraception / birth control / sterilisation;</p> <p>improve access to health care; <i>reference to</i>, reduce child mortality;</p> <p>improve education (including on family planning) / education of girls / literacy; <i>reference to</i>, careers for women / later marriages / smaller families;</p> <p>control immigration; <i>reference to</i>, border control / visas;</p> <p>incentives and tax breaks;</p>	3