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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper 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.

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			my.						
Page 2		Mark Scheme: Teachers' version	Syllabus						
		IGCSE – May/June 2011	0680						
(a)	(i)	world recession/lack of demand/product substitution/Ni surplus/eq;							
	(ii)	2 Mark Scheme: Teachers' version Syllabus IGCSE – May/June 2011 0680 i) world recession/lack of demand/product substitution/Ni surplus/eq; i) to keep the price high/help price recover/eq; to maintain profit/reduce costs; (allow metal ore to last longer/eq)							
(b)	(i)	15 (tonnes); reject Kg or other units	[1]					
	(ii)	large amount of overburden/soil needs to be r pollution/dust released/habitat destruction/eq; reject	•	al 1]					
(c)		r masks/eq; protective clothing/gloves/washing facking hours/exposure time)	• •	ed 2]					
(d)	(i)	very few female miners/eq;	[-	1]					
	(ii)	to give diseases time to develop/eq;	[1]					
	(iii)	measure health/other causes of death in miners/non miners/eq; record different numbers of deaths from lung cancer in miners/non miners;							
	(iv)	longer time; more participants; compare smoking miners/smokers with non smokers; include women; record time in mining industry;	ecord for younger age group(s);	2]					
(e)	(i)	B, longest contact/closest to mine and/ or mine waste	e; [1]					
	(ii)	heavy metals (normally) bio accumulate/bio magnify/a heavy metal passes up food chain(s)/eq; some small fish may die; so less food for large fish; so reproduce;	so large fish starved/poisoned/do no	ot 2]					
	(iii)	bar graph plotted; label axes (number of $\underline{\text{mayflies}}/\mathbf{A}$ \mathbf{B} (allow population for number)	r -	4]					
	(iv)	mayflies increase further away from the mine/conversely nickel;		ed 2]					
(f)		es energy; less pollution/damage to the environment; ruces cost of mining/cheaper than mining;		2]					
(g)	(i)	high level of pollution at the start/after one year; pollution reduced at ten years/reduces over time; still some pollution after ten years/eq;	[2	2]					
	(ii)	advantage fast; fast/easy/cheap/ no skill needed/ no s disadvantage not a specific response to Ni/ no concer much Ni is present/ref to validity;	ntration measured/do not know ho	w 2]					

[1]

(iii) more than 10 yrs/11+yrs;

1

			IGCSE – May/June 2011	0680	
(i	n) (i)		t Euphorbia in soil; extract water and grow mung beasure root growth of mung beans;	ans/use same method,	
	(ii)	could become a dominant/invasive plant/outcompetes native plants/reduces biodiversicould alter food chains/webs/eq; genes may pass to local plants/ hybridise with local euphorbs; could introduce a new pest/disease;			
	(iii)	for: very valuable export; not highly dangerous to humans; or environment; provides jobs/income to people/country;			
		_	inst: destroys farmland; toxic to humans/livestock/eqs not employ many people; (max 2 if both for and a		
2 (a	a) (i)	Octo	ober, February;	[1]	
	(ii)	Nov-	–April;	[1]	
	(iii)	112	(days);	[1]	
(I	o) (i)	2. fe	wer no. of plants; less cell division/growth; ewer leaves; so less photosynthesis/growth; ewer flowers; so fewer seeds/ less reproduction;	(max 4)	
	(ii)	(low	er number/absence of) flowers;	[1]	
	(iii)	do w	veevils infect other plants/crops/alter food chains/car	n weevils survive/eq; [1]	
(0	;) (i)	three valid points related to source eg: medium/high milk yield; medium/high growth rate; low stress at high temperatures; ref disease resistance;			
	(ii)	table	e drawn; suitable headings(milk yield/days); for 7 day	ys; [3]	
(0	(i) (k	chic	income from) milk; cost of buying new animals; kens not enough of a substitute food source/eq; much to sell; only cassava to eat; so have to buy in f	ood; [2]	
	(ii)		er because using WH to keep/feed cattle; so milk all a source of food for chickens; can sell chickens/egg	· ·	

(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;

[2]

Mark Scheme: Teachers' version

Syllabus

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(e) 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
- 7. beans fix N;
- 8. and 9. AVP;; such as ref to irrigation/water supply, chickens close to farmhouse for security, tomatoes need water, so in fields1/2/3, keep chickens away from beans and tomatoes [4]

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