UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS **GCE Ordinary Level** 

## www.papacambridge.com MARK SCHEME for the May/June 2010 question paper

## for the guidance of teachers

## **5014 ENVIRONMENTAL MANAGEMENT**

5014/21

Paper 21, 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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Page 2		Mark Scheme: Teachers' version	Syllabus			
		GCE O LEVEL – May/June 2010	5014 23			
(a)	age 2 Mark Scheme: Teachers' version Syllabus   GCE O LEVEL – May/June 2010 5014   some products used for food/personal use; timber used for building; no spare personal use; timber used to pay for imports; sensible reference to balance of payments/controlling patients/controlling use; timber used to pay for imports; building; no spare personal use; timber used to pay for imports; building; no spare personal use; timber used to pay infrastructure/or;					
(b)	country gains foreign exchange/revenue/eq; can be used to pay for imports; sensible reference to balance of payments/controlling national budget/debt/company profits; helps government spending on infrastructure/eq; maintains/ creates jobs; [2]					
(c)	(i)	20 plants on each row (+/-1); even spacing;	[2			
	(ii)	orientation; labelled axes (both, minimum yield/density	/); plots;; [4			
	(iii)	allow correct figure from drawn graph; (58-62 usually)	) [1]			
	(iv)	no increase in yield compared to 70 thousand; so p work for no return/eq; more work to harvest; more exp				
(d)	(i)	as planting density increases reduction of soil erosion soil erosion between 60–80 planting density/eq;	increases/eq; not much change ir [2]			
	(ii)	50 or 60 max yield (per Ha)/profit compared to plantir yields/eq;	ng costs; nutrients retained to help [2			
	(iii)	removal of topsoil/eq;	[1			
	(iv)	removal of plant cover; overcropping; loss of roo interception/described; infiltration/soil saturation; remo run-off; erosion by water; wind; reference to flooding;				
(e)	(i)	only two densities sampled; two pineapples not repres measured;	sentative/eq; only diameter [2			
	(ii)	suitable table, rows/columns for 25 items of data; de headings;	ensities/field number; and diamete [3			
	(iii)	more measurements for each pineapple to see chang several densities sampled to see pattern/could be pres				
(a)	(i)	4000;;	[2			
	(ii)	so government could gain more revenue form HEI scheme;	P/eq; people would not object to [1			

(b) generate <u>more</u> power/electricity; unlikely to dry out/eq; allow one of – does not release carbon dioxide/so does not contribute to greenhouse effect/ low running costs/renewable source of energy; [2]

				Mary Mary		
	Ра	ige 3	Mark Scheme: Teachers' version	Syllabus		
			GCE O LEVEL – May/June 2010	5014 73		
	Page 3 Mark Scheme: Teachers' version Syllabus   GCE 0 LEVEL – May/June 2010 5014   (c) so numbers of people fishing can be known/controlled; to prevent overfishing/eq;   (d) (i) No, averages similar; for nitrate; and phosphate; idea that most readings close					
	(d)	(i)	No, averages similar; for nitrate; and phosphate; ic average (0.2 difference); reference to figures;	dea that most readings close [3]		
		(ii)	Sample point 1: nitrate/55; much higher than the oth occurred; ignore this reading as it's the only one not in			
		(iii)	to make it more reliable;	[1]		
	(e)	•	al bloom; blocks out light so plants die; bacteria m erence to eutrophication;	nultiply; use up oxygen; fish die; [3]		
	(f)	(i)	overall bromacil passes through soil to water; 50 m in after 180 days/eq; enters the water; from both field absence;	•		
		(ii)	P – S cross <i>and</i> T tick;	[1]		
		(iii)	(even with a larger soil barrier) bromacil entered th damage bromacil might do to water; not worth taking the			
3	(a)	(i)	advantage must be a statement amplified in candidate'	's own words; [1]		
		(ii)	disadvantage must be a statement amplified in candida	ate's own words; [1]		
		(iii)	disadvantage must be a statement amplified in candida	ate's own words; [1]		
	(b)	(i)	non polluting/oxygen not a greenhouse gas/eq/uses re	newable energy; [1]		
		(ii)	<i>in favour</i> : could develop aluminium processing industrijobs; raises standard of living; not polluting; transport b to use own bauxite later if price rises; AVP;			

*against*: too much electricity used so not enough for the country; country will not make much money/company will make most money; country needs to invest heavily for several years/other things to spend money on; AVP;

MAX 4 for an argument only in favour or against [5]