CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the May/June 2015 series

5014 ENVIRONMENTAL MANAGEMENT

5014/21 Paper 2, 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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.



Р	age 2	Mark Scheme	Syllabus	Paper
		Cambridge O Level – May/June 2015	5014	21
1	(a) (i)	damage to, crops; infrastructure; buildings; roads; communications unemployment; inability to trade e.g. tourism; AVP; such as too sick		ducts; [2]
	(ii)	money sent back/e.g.; high costs of repair/recovery;		[1]
	(b) (i)	provides fertiliser/nutrients/minerals/named mineral; for (plant) gr development; manure retains water/eq.;	owth; rapid	root [2]
	(ii)	increased density increases yield; increased yield decreases yield only by a small amount; doubling the number of trees does not dou use of figures to support any point;	•	q.; [3]
	(iii)	high cost of labour; for digging holes; cost of manure/bone meal; c seedlings/trees; loss of soil quality; extra investment only gives sm		
	(iv)	intercropping/agroforestry/intensive;		[1]
	(v)	nitrogen fixed (from the air); so more (nitrogen for crop) growth; more fodder for animals; increased fertility;	ore crop to s	ell/eat; [3]
	(c) (i)	253;		[1]
	(ii)	253/385 = 65.7–66.0 (%);		[1]
	(iii)	knife or spoon/scales/bowl/notebook and pen; Four for two marks. Three or two for one mark.		[2]
	(iv)	care with knife/gloves to handle seed/wash hands;		[1]
	(v)	use seeds for new planting; composted (to make fertiliser); animal	feed;	[2]
	(d) (i)	foreign currency helps balance of payments/eq.; more tax revenue reduces poverty/improves standard of living; creates jobs/eq.;	; ;	[2]
	(ii)	high cost of fertiliser and/or insecticide; regular hurricanes could dedrop in world demand; risk of going bankrupt/eq.;	estroy crop;	[2]
	(iii)	cross-breeding two varieties; selecting the offspring with desired chidentify the allele/gene for large fruits; genetically engineer (a native further detail of genetic engineering; ref. to grafting;		[2]
	(e) (i)	product lasts longer; can be exported all year round; exported when	n demand/բ	orices

[2]

high; lower transport costs; native plants need less care/eq.;

First point for one mark, two or three points for two marks.

makes use of native species; AVP;

Pa	ige 3	Mark Scheme	Syllabus	Paper	
		Cambridge O Level – May/June 2015	5014	21	
	(ii)	large amount of raw material needed/eq.; high production cost; skil difficult to dry flesh in a tropical climate; cost of heating/eq.;	[2]		
	(iii)	give grants/loans/subsidies for building ovens/buying gas; govern campaigns aimed at farmers/product promotion;			
	(iv)	sustainable: less chemical inputs needed; low risk of pollution; lower costs of production; still part of the local ecology/eq.; AVP; OR			
		not sustainable: too difficult to process/store dried fruit; need to prodemand may drop; small fruits are easy to export when there is der AVP;		fruits; [4]	
2	(a) (i)	one line in correct orientation; correct size each side of power line;		[2]	
	(ii)	plan 3 is in the correct orientation but plan 1 is not; plan 3 goes into the forest but plan 1 and 2 do not; plan 3 is repeated; plan 3 can check the data; so can take an average	nge;	[3]	
	(iii)	line graph; correct orientation and both axes labelled; plots;		[4]	
	(iv)	plant species increases; then decreases;		[2]	
	(v)	person B is right with a reason, e.g. species diversity similar under maximum diversity at the boundary; further detail may include use of		forest; [2]	
	(vi)	survey animals; more power lines; each year to measure changes; survey for named abiotic factors;	identify spe	cies; [3]	
	(b) (i)	H.E.P. does not generate greenhouse gasses/eq.; acid rain; water source; abundant supply; use as a reservoir; only a small amount of			
	(ii)	to pay for the building of the dam/turbines/eq.;		[1]	
	(iii)	macaw not saved: as power for people more important than the habitat of one species/eq.; some loss of species has to be accepted; OR			
		macaw saved: as if it becomes (locally) extinct (where will destructi keeping biodiversity is important for the future/eq.; AVP;	on stop);	[2]	
	(iv)	silt builds up behind the dam; so less water held/flow of water redu turbines turn less/generate less electricity;	ıced;	[1]	
		AVP = Alternative Valid Point.			
				[Total: 60]	