MARK SCHEME for the October/November 2007 question paper

5014 ENVIRONMENTAL MANAGEMENT

5014/02 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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

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Page 2			Syllabus	Paper				
		GCE O LEVEL – October/November 2007	5014	2				
Cameroon								
1	(a) (i)	axes correct; axes labelled (yield) litres and at least letters to indicate each month; plot (look for level in June July 1 mark, allow one other error for second mark);; [4]						
	(ii)	larch;		[1]				
	(iii)	June and July;						
	(iv)	615/9 = 68.3;;	[2]					
	(b) (i)	(use ladle/bucket) with volume marks/eq A weight of mi	lk;	[1]				
	(ii)	suitable table drawn; headings; units (days and litres);	atable drawn; headings; units (days and litres);					
	(c) (i)	shading below 1200 m (allow all across graph or just or	just on land) [1]					
	(ii)	30 – (0.6 x 7) = 25.8(°C);; ecf +1 mark						
	(d) (i)	(50 x 20/5 = 1000/5 =) 200;	00/5 =) 200; [1]					
	(ii)	to prevent contamination/eq/damage to well head/animals fall in;		[1]				
	(iii)	Advantages: quicker; more cattle watered; less hard work; further detail; AVP; Disadvantages: need a bullock; second person; machinery maintenance; cost machinery; need skills to work it; AVP; (max 3 if only advantages or disadvantages stated) R more time as a disadvantage [max						
2	(a) (i)	species/number of trees the same; soil factors;; we spread; AVP e.g. easier to run expt;	the same; soil factors;; weather the same; fungus equally run expt; [2]					
	(ii)	so plots equally/fairly sampled/not biased/eq;		[1]				
	(iii)	co ordinates and random numbers; throw markers/eq;		[1]				
	(iv)	nutrients recycled; named examples/NPK; digestive enzymes from worms; mixing soil add humus; improved aeration; improved drainage; AVP; R text i.e. dragging leave down						
	(v)	plot A may have more worms/ora; or worms more active	e/ora; AVP;	[2]				
	(vi)	1–6 farms or repeat on same farm, Reason – check for similar effects/results of fungicide (on other farms) R accurate;						
		Expt areas Reason – to check results (A accuracy);						
		6–12 weeks						

6-12 weeks Reason - to check that decomposition continues/eq;

[3]

	Page 3		6	Mark Scheme	Syllabus	Paper
				GCE O LEVEL – October/November 2007	5014	2
	(b)	(i)	2, 9;			[1]
		(ii)	1, 4,	11;		[1]
	(c)	A ; c	contro	Iled expt/described; replication ideas; AVP;		[3]
	(d)	(i)	simil	ar numbers of pods infected; results could be chance/	eq;	
		(ii)	plant	perately infect trees – apply two treatments; repea ting density; check for fungus on trunk/other parts; e older/younger trees		
3	(a)	(i)	ansv	ver related to bullet points as shown below		
			BT1 once or twice a year – so already rare and will become extinct/disappear;			
				smaller fish – not reaching maturity/breeding condition of the second second to be a second to b	on; more neede	d to be caught
			BT3	more boats – more pressure on fish stocks; too much	fishing effort;	
			BT4 further out – more fishing grounds/species under threat; more dangerous work;			
			BT5	same answers as for BT2;;		
			Use	of figures to support; risk of malnutrition/starvation; A	VP;;	[max 5]
		(ii)	prote	ein/vitamin D/energy;		[1]
	(i	iii)	mos	appropriate named diseases or waterborne/bre quitoes; ref to specific example of pollution; AVP; pollution	ed/related dise	ases;; ref to [2]
	(b)	(i)		nt fish/weigh fish; size; separate into species; adults/jung; record (in table);	veniles; how ma	any boats [2]
		(ii)	quot	a; control number of boats; fishing days; mesh size; lic	ense; time of ye	ear; AVP; [2]
	(1	 (iii) do not know how to look after goats; do not want to give up way of life; no mone investment; food supply uncertain; attracts predators; specific environmental prot AVP; 				•
	(c)	red	uced	demand for fish; chickens/goats give alternative food s	supply; AVP;	[2]
	(d)	avo	id ext	inction; keep genes for use later/eq; may be able to re	introduce later;	AVP; [3]