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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2007 question paper

0680 ENVIRONMENTAL MANAGEMENT

0680/04

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.

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.

• CIE will not enter into discussions or correspondence in connection with these mark schemes.

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Page 2		Mark Scheme	Syllabus	Paper			
		IGCSE – October/November 2007	0680	04			
ameroo	n						
(a) (•	axes correct; axes labelled (yield) litres and at least letters to indicate each month; (look for level in June July 1 mark, allow one other error for second mark);;					
(i	i) Ma	March;					
(ii	i) Ju	ne and July;		[1]			
(iv	/) 61	5/9 = 68.3;;		[2]			
(b) (i) (u:	(use ladle/bucket) with volume marks/eq A weight of milk;					
(i	i) su	suitable table drawn; headings; units (days and litres);					
(c) (i) sh	shading below 1200 m (allow all across graph or just on land)		[1			
(i	i) 30	$-(0.6 \times 7) = 25.8(^{\circ}C);$; ecf +1 mark		[2			
(d) (i) (50) x 20/5 = 1000/5 =) 200;		[1			
(i	i) to	prevent contamination/eq/damage to well head/anim	als fall in;	[1			
(ii	Di:	Advantages: quicker; more cattle watered; less hard work; further detail; AVP; Disadvantages: need a bullock; second person; machinery maintenance; cost of machinery; need skills to work it; AVP;					
	•	ax 3 if only advantages or disadvantages stated) more time as a disadvantage		[max 4			
(a) () species/number of trees the same; soil factors;; weather the same; fungus e spread; AVP e.g. easier to run expt;					
(i	i) so	plots equally/fairly sampled/not biased/eq;		[1			
(ii	i) co	ordinates and random numbers; throw markers/eq;		[1			
(iv	ad	nutrients recycled; named examples/NPK; digestive enzymes from worms; mixing so add humus; improved aeration; improved drainage; AVP; R text i.e. dragging leaved down					
(\	/) plo	t A may have more worms/ora; or worms more activ	e/ora; AVP;	[2			

Expt areas

(vi) 1–6 farms or repeat on same farm,

Reason – to check results (A accuracy);

Reason – to check that decomposition continues/eq;

[3]

Reason – check for similar effects/results of fungicide (on other farms) R accurate;

Page 3		Mark Scheme	Syllabus	Paper				
		IGCSE – October/November 2007	0680	04				
(b) (i)	2, 9;	;		[1]				
(ii)	ii) 1, 4, 11; [1]							
(c) A;	(c) A; controlled expt/described; replication ideas; AVP; [3]							
(d) (i)	similar numbers of pods infected; results could be chance/eq;							
(ii)	Deliberately infect trees – apply two treatments; repeat on another farm; different planting density; check for fungus on trunk/other parts; effects on other species; AVP; e.g. older/younger trees [4]							
(a) (i)	answer related to bullet points as shown below							
	BT1 once or twice a year – so already rare and will become extinct/disappear;							
	BT2 smaller fish – not reaching maturity/breeding condition; more needed to be caught for food; so more work to catch them;							
	ВТ3	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	BT5 same answers as for BT2;;						
	Use	of figures to support; risk of malnutrition/starvation;	AVP;;	[max 5]				
(ii)	prote	ein/vitamin D/energy;		[1]				
(iii)		two appropriate named diseases or waterborne/bred/related diseases;; re mosquitoes; ref to specific example of pollution; AVP;						
		I pollution		[2]				
(b) (i)	count fish/weigh fish; size; separate into species; adults/juveniles; how many boats fishing; record (in table);							
(ii)	quot	ta; control number of boats; fishing days; mesh size	; license; time of y	ear; AVP; [2]				
(iii)	do not know how to look after goats; do not want to give up way of life; no money investment; food supply uncertain; attracts predators; specific environmental proble AVP;							
(c) reduced demand for fish; chickens/goats give alternative food supply; AVP; [2]								
(d) avoid extinction; keep genes for use later/eq; may be able to reintroduce later; AVP; [3]								

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