MARK SCHEME for the October/November 2015 series

5038 AGRICULTURE

5038/11

Paper 1, maximum raw mark 100

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.

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Mark schemes may use these abbreviations:

- ; = separates marking points
- / = alternative and acceptable answers for the same marking point
- () = words which are not essential to gain credit
- ____ = underlined words must be present in answer to score a mark
- e.c.f. = error carried forward
- o.r.a. = or reverse argument

Ρ	age 3	3	Mark Scheme	Syllabus	Paper
			Cambridge O Level – October/November 2015	5038	11
1	(a)	sur terr dep wat soil <u>acid</u>	ect; ude/height above sea level; /shade; operature/too cold; oth of soil/rocks; er run-off; erosion; <u>dic</u> soil; eds/named invasive species;		[2]
	(b)	(i)	cutting described; stumping described; burning; removal of stones/rocks;		[3]
		(ii)	contour ploughing; terracing; planting wind breaks/trees; drainage pipes; channels/bunds minimum tillage;		[2]
		(iii)	burning; ash high in <u>potassium;</u>		[2] [Total: 9]
2	(a)	S C M	anywhere in tube from entrance to base of ear; on the downward pointing tube below join of small and large intesti either end of stomach or at end of tube at anus;	ne;	[3]
	(b)	(i)	fluke; P in liver; tape worm; P in small intestine/stomach; round worms; P in the stomach/intestine; etc.		[2]
		(ii)	thin/lack of growth (despite being fed) losing weight/loss of appeti faeces/faeces runny/different colour; not thriving;	te/blood/wo	orms/in [1]
		(iii)	good hygiene/animal husbandry with example stated, e.g. rotate p preventative medicine, e.g. wormers; vaccination;	ig grazing a	rea; [1]
					[Total: 7]
3	(a)	D;			[1]
	(b)		els sticky when wet;		[0]
			etains nutrients;		[2]
	(c)	tloc	culates/breaks up clay structure/raises pH/reduces acidity;		[1]

Page 4	Mark Scheme	Syllabus	Paper
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(d)	(i) 3(.0);		[1]
	ii) (pH) 5.5;		[1]
(ii) crops at pH 6 on a sandy loam soil;		[1]
(v) crops require more lime applied than grass;		[1]
(e)	animal dung deposited; dung is/breaks down to be acidic; OR		
	removal of compounds by grazing of grass; no replacement on death;		[2]
			[Total: 10]
	less competition; gives the remaining plants more space; so better root growth; for nutrients/minerals; for water; light in soil; bigger plants or fruit/improved growth rate;		
	less chance of disease/pest spread; easier to control pests;		[2]
.,	lines between: fertiliser = causes excessive herbicide = kills some plants pesticide = builds up in food		[2]
	compost/use dung/kraal manure; use mechanical method, e.g. hoe/hand picking/mulching; use cultural methods, e.g. rotation of crops/biological control/removal	of crop resi	due; [3]
			[Total: 7]

Page 5		Mark Scheme	Syllabus	Paper
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5	(a) C;			[1]
	(b) (i)	S;		[1]
	(ii)	Υ;		[1]
	(iii)	U; V; W; S; or Z;		[1]
	(c) (i)	caterpillar/leaf cutter/locust/leaf miner/valid example;		[1]
	(ii)	less leaf for photosynthesis; excess water loss causing wilting;		
		site for disease/infection;		[2]
				[Total: 7]
6	(a) (i)	(tissue) growth/repair; carbohydrate/fat;		[2]
	(ii)	iron for blood; calcium for teeth/bones;		
		Accept requirement and relevant condition, e.g. calcium for milk fev	ver.	[1]
	(b) (i)	aid food movement in gut; reduce/prevent constipation;		[1]
	(ii)	grinding; in gizzard/proventriculus/eq.;		[2]
	(c) (i)	30;		[1]
	(ii)	46;		[1]
	(iii)	as stocking rate increases gain in body mass decreases; because less food is eaten by individuals;		[2]
	(iv)	no relationship/mortality appears random;		[1]
				[Total: 11]

Page 6		6	Mark Scheme	Syllabus	Paper
			Cambridge O Level – October/November 2015	5038	11
7	(a)	B; D;			[2]
		,			
	(b)		ss F ₁ to produce green oval;		
			ect green oval and (back)cross; they are double recessive/all offspring have green, oval fruit;		[3]
	(c)	(i)	use genetic engineering/modification; detail, e.g. insert gene/length of chromosome for toxin into tomato;		[2]
		(!!)			[4]
		(11)	toxin might get into the food chain; humans who eat tomatoes have side effects;		
			may kill beneficial insects;		[1]
					[Total: 8]
_					
8	(a)	(i)	С;		[1]
		(ii)	rye grass/timothy grass;		
			Accept any appropriate grass.		[1]
		(iii)	В;		[1]
	(b)	(i)	animals might fall in; ditches take up space for grazing;		
			ditches get eroded/moving water causes soil erosion;		
			water might contain diseases/cause water-related disease; cost of maintenance;		[2]
		(ii)	loose sand would enter holes and block pipe core in A;		
		. ,	larger pipe in sand takes water away more quickly; loam soil takes longer to drain so needs holes;		
			smaller pipe is better for loam soil as it takes longer to drain;		[1]
					[Total: 6]
9	(a)	(i)	description of an insert/connector; description of fixing hose clip/solder;		[2]
		(ii)	tank; height increases pressure;		
		()	storage tank; for use in shortage; more / better pump(s); better pres	sure/consta	ant supply;
			cistern in building; with tap/ball valve/trough for control of supply;		
			collect water from roof; free; more water; purification; for clean water;		
			bore-hole; to obtain underground water; bury pipes; to avoid damage;		
			give each building its own pipe; if one breaks, the other works/secu	urity of supp	•
			bigger pipe; more water;		[2]

Pa	age 7		Mark Scheme	Syllabus	Paper
		Ca	mbridge O Level – October/November 2015	5038	11
	(b)	В;			[1]
					[Total: 5]
10	(a)		ood/products of photosynthesis;		
		sugars; in phloem;			
		from where ma	ade to where need;		
			/cellulose/tuber/for respiration/for storage; flow/active transport;		
			ion cells/energy requirement;		[4]
	(b)	named pest: e	.g. aphid;		
	. ,	method: s	pray plant with systemic insecticide;		
			bsorbed into plant; a all parts of the plant;		
			ontact with pest;		[4]
	(c)	advantages:	effective/reliable;		
			can be specific; do not need to cover the whole plant;		
			quick;		
			can be broad spectrum;		
		disadvantages	: kill beneficial animals, e.g. slug bait killing vertebrates		
		-	environmental implications, e.g. persist in soil;		
			enter waterways; enter food chain;		
			bioaccumulation;		
			require training to use; protective clothing needed;		
			specialist equipment needed;		
			require safe storage/disposal;		
		either: costs qu	ualified, e.g. chemicals cheap, equipment expensive;		[7]
					[Total: 15]

	age 8	Mark Scheme		Syllabus	Paper
			nbridge O Level – October/November 2015	5038	11
11	(a)	diagram to show vagina; vulva; cervix; oviduct fun uterus/wor oviduct; ovary;	inel; mb; (max. 6)		Ĩ
		Max. Of three h	narks for structures with correct position, shape and sca	ie.	[9
	(b)	no need for main cost qualified; safer for female allows use of our range of sires particular knows with faster genetic ir increased production many pregnance for the statement of the statement	e; ther breeds/quality males; possible; vhen birth likely; mprovement; uction; cies possible from a single ejaculate;		
		male can sire a	•		16
		reduced diseas			[6
					[Total: 15
12	(a)	transfer of polle from stamens/a to stigma/style	anthers;		[Total: 15
12	(a)	from stamens/a to stigma/style	anthers;		[Total: 15
2		from stamens/a to stigma/style	anthers; ;		-
12		from stamens/a to stigma/style Allow from male	anthers; ; e <i>to female for one mark only.</i> brightly coloured petals; scent; nectar; nectar guides; sticky pollen;		-

Page 9	Mark Scheme S	Syllabus	Paper
	Cambridge O Level – October/November 2015	5038	11
(c)	plant cutting; at node/bud; use of rooting hormone/powder; half in soil; cut stem (at angle); at least 30 cm apart; ridges of soil/compost; rows 75–100 cm apart; plant during rainy season/irrigate/water; drainage/free-draining/gritty compost; (organic) fertiliser;		[5] [Total: 15]
			[
I3 (a)	legumes have Rhizobium; bacteria; fix nitrogen; from the atmosphere; in root nodules; nitrogen released on decomposition; decay provides humus for structure; can use as green manure;		
	reduce use of artificial fertiliser; crop rotations;		[4]
(b)	plant decays; bacteria; plant used by decomposers; who decay in turn; protein to ammonium compounds; ammonification; to ammonium compounds; during nitrification;		
	to nitrites; by nitrifying bacteria; named; to nitrates; by nitrifying bacteria; named;		[7]
(c)	leached by rain/excess watering; as nitrates are soluble; especially in porous/sandy soils; prevent by mulching; description; planting cover crop;		
	soil testing; not adding excess nitrogen compounds; detail, e.g. field map	ping;	[4]
			[Total: 15]

Ра	ge 1	0	Mark Sch	eme	Syllabus	Paper
			bridge O Level – Oct	ober/November 2015	5038	11
14	(a)	topography:	surroundi aspect;	ngs, e.g. flooding;		
		exposure:	sheltered	from wind;		
		soil:	hard for fo wet or dry	oundations; /;		
		access:		ansport/communication;		
		proximity to oth	er buildings: e.g. smell	/noise;		
		pollution risk (a likelihood of ob	aining planning permise	-) foundations;	[6
	(b)	size:	height; area;			
		construction:	roof, overhanging/gu material;	tter;		
		walls:	material appropriate t	o animal;		
		windows:	style, wire/glass ; ventilation, wire or op	ening and closing:		
		floor:	material;			
		door:	appropriate for anima	ıl;		
		food the second	4			

feeding: trough/hay racks/zero grazing system; *water supply:* trough with ball valve/drinkers from pipes;

Award marks if appropriate for selected animal. Award up to three marks for justification of choices.

[9]

[Total: 15]