## MARK SCHEME for the October/November 2010 question paper

## for the guidance of teachers

## **5014 ENVIRONMENTAL MANAGEMENT**

5014/12

Paper 1, maximum raw mark 120

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.

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

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



	Page 2		2	Mark Scheme: Teac	Syllabus	Paper	
				GCE O LEVEL – Octobe	r/November 2010	5014	12
				Se	ection A		
1	(a)	(i)	One One One All 6 4/5 c	areas of igneous rock, area of sedimentary rock, area of metamorphic rock, area of folded rock, area of faulted rock, correct = 3 correct = 2	areas 2 from B/C/D area A / E area F area A area E		
			2/3 (	correct = 1			[3]
		(ii)	Fold Stee Faul Thin Grea	eply dipping Iting Ining seams / wash outs at depth			
			natu	to two marks for each diagrar ire of the difficulty should be m I and one for difficulty label. Ur	ade clear by labelling		
	(b)	As Inci The The Imp Imp Pro	resou rease ere ar ere ar provec provec pvides	eas such as: arces deplete they increase in we ad / high demand results in high re large reserves beyond the ge re good quality reserves beyond d technology allows easier acc d / cheaper transport to the are s employment (especially in are port value to earn foreign exch	er price / profits eological difficulty d the geological difficulty ess / exploitation a eas without any other)	/	
				port value to earn foreign exch minerals / minerals with speci	-		[3]
							[Total: 10]
2	(a)	(i)	Calif	fornian / Kurile			[1]
		(ii)	Mov	ckwise circulation of ocean curr red by main currents east and t or currents move it towards Ha	hen south / named curre	ents in the circle	[2]
		(iii)		nnot cross the ocean currents of the currents move / push tow		1	[1]
	(b)	(Mu (Mu Doe Pho Sm	uch of uch of es not otode; all en	eas such as: f it) floats f it) light so easily blown by win t biodegrade / very durable / al grades / disintegrates in to sma lough to enter the food chain vi orb organic pollutents / DDT / J	most indestructible all pieces a birds / marine animals		101
		Cal	n abs	orb organic pollutants / DDT / I	COS/ PARS and Deco		[3]

	Pa	nge 3	;		Mark	Sch	neme:	Teache	ers' ver	sion		Syllab	us	Paper
					GCE O LI	EVE	L – Oc	tober/l	Novem	ber 2010	0	5014		12
	(c)	Re Sul Enf Filt Cle Edu	cycle ostitut orce   er / re ar be ucate	plas e ot bans mov ache pub	such as: tics her materia s on dumpin ve plastic fr es of plastic lic about th er dropping	ng at om s c	t sea sewage	e before	e releas		o the o	ocean		[3] [Total: 10]
3	(a)	(i)	Meta Refle Whe	cent al fra ects en su	ohere rates the stame behind heat onto t un shines th ng sheet ha	l the ro ne re	ecordir	ng shee g shee	et t is scor	ched				
			Acce	ept a	any other re	eleva	ant met	hod						[3]
		(ii)	Vario	əd c	loud / fog a	amou	unt / rev	volutior	n of Ear	th aroun	d the	sun		[1]
	(b)	(i)	Mon	th	Septembe	er d	lifferen	ce 0.4	hours (	both nee	eded)			[1]
		(ii)	Wint	er										[1]
		(iii)		-	any way of nd of year	expr	ressing	the ide	ea that	they rise	e to a l	beak in Ju	ly / su	mmer then fall [1]
		(iv)	Calg ever Both Both Calg of su	jary y mo sui uns jary un bi	onth table in sur suitable in v	nore mme winte ible f ver ha	er becar er beca for mor as only	use hig iuse lov re mon / 5	her sun w sunsh ths bec	nmer sui ine hour	nshine rs	e hours		shine hours in n over 6 hours [3] <b>[Total: 10]</b>
4	(a)	(i)	Low Scru Cusl Ever Som No t	ely s / sh b nion n he lie lig rees ill lea	spaced / sca ort shaped / tu ight / one la ghter colour s / all shrubs aves	usso ayer red /	ocky white	(or gra:	ss)					

Rocky background bare of vegetation cover

[3]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
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- (ii) Credit adaptations with climatic reason such as: Widely spaced to gather water from a large area after rain / competition for water Shallow wide spreading roots to catch rain as soon as it falls / before it evaporates Small leaves / thorns /spines minimise transpiration Waxy / hairy leaves reduce transpiration Thick cuticle reduces transpiration Seeds lie dormant during dry periods Spring to life / germinate / flower quickly / short life cycle after rain Bulbous roots store water Halophytic because high evaporation leads to saline soils
- (b) Credit problems such as: Low carrying capacity Vegetation not very nutritious/ unpalatable Easily damaged by trampling Easily overgrazed leading to soil erosion Little rain for drinking water for animals Great heat unsuitable for sheep

[3]

[Total: 10]

Page 5	;	Mark Scheme: Teachers' version	Syllabus	Paper
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		Section B		
(a) (i)	Plan give	cess of photosynthesis. Its absorb carbon dioxide from the atmosphere, off oxygen to support life on Earth. rect statement of the formula.		
	3@	1 mark		[3
(ii)	work	ay and decomposition of leaves on forest floor, < of decomposers releases nutrients, n up by plant roots and reused for new growth		
	2@	1 mark		[2
(iii)	feed	poration of water into water vapour by heating, Is the rising warm air until it cools and moisture conder her cooling leads to fresh precipitation on to the Earth's		
	2@	1 mark		[2
(b) (i)	•	opy – possible bullet points: Stops the impact of heavy rain on the ground. Helps to prevent soil erosion. Reduces leaching of minerals in the soil. Provides a habitat for birds and animals.		
	Two	advantages such as these – 2 @ 1 mark		[2
(ii)	•	e roots – possible bullet points: Anchor soil / prevent it moving and eroding (especially Absorb water from the soil which is transpired through Absorb nutrients from weathered rock.	• •	
	Two	advantages such as these – 2 @ 1 mark		[2
(c) (i)	in lo	y clearances were along the coast (on both sides of ting strips following the main river valleys, whereas mo southern edges, almost whole length but more extens t.	st recent clearar	nces are alon
		ee points such as these 3 @ 1 mark, but a maximu ements without establishing a difference.	um of two mark	s for separat [
(ii)	Early when evide Trail road	ly reasons include: y access from the sea, using the rivers to reach inland a reas recent settlement is from the south from the more ence from the number of cities and label for the econom I of clearances in the south west going across river Is rather than the rivers in order to penetrate deep into the of the interior forests may be protected forest areas.	e populated part nic core of Brazil) valleys suggest the forests.	of Brazil (ma ).
	Sugg	erstood, with well stated reasons for the differences – gests valid reasons without full coverage – 2 marks ted understanding and progress – 1 mark	3 marks	ſ

Limited understanding and progress – 1 mark

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
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(d) (i) Journey time to reach the river port of Santarem would be much reduced especially during the wet season / description of the problems on the dirt part. Remembering that distances are massive, (1700km from Cuiaba). Soybean and beef are important exports for the economy of Brazil. Would open up / encourage more forest land to be used for economic activities.

Credit statement of advantages as well as elaboration.

[3]

(ii) Economic reasons are strong will be the easiest view to explain: To use more fully natural resources such as timber and extend farming area, especially in the time of high soybean prices.

One approach if economic reasons are considered to be weak would be to focus on the short-term nature of profits before environmental damage reduces the economic benefits.

Mark according to answer worth; for both marks, the explanation must be appropriate for the strength level suggested for the economic reasons. [2]

(iii) Evidence from the information given can be assembled to show the potential for great forest losses to occur, such as:

Trees have already gone from sides of unpaved sections despite the land being government owned.

Logging already dominates at the expense of the rule of law, 'Trees, not gold are the wealth of the Amazon'.

Already people are buying up land in anticipation that the road will improve access.

Roads are doing what rivers did in the past, by providing access into the dense rainforests.

Also plenty of evidence of the economic opportunities (at least in the short term) for selling hardwoods, soybeans and beef.

Comment about what could hold it back:

Greater pressure from international environmental groups.

Idea mooted for carbon payments whereby developing countries are paid to keep their rainforests as carbon stores.

Global economic downturns.

Attitude of the government of Brazil etc.

Statements from the information given, but limited or no comment towards question asked = 1 or 2 mark answers.

Valid comment about the question asked, well supported = 3 or 4 mark answers [4]

(e) Greatest biodiversity on Earth. Elaborated upon or exemplified.

> Greatest mass / highest primary productivity of any forest. Elaborated upon by references to the mass of plants filling all manner of forest niches.

More vertical layers to the forest than in any other (4 or 5 of them). Elaborated upon by stating examples.

Identification of relevant factor = 1 mark. Elaboration = 2nd mark.

2 + 1 marks or 3 @ 1 mark

[3]

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
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(f) (i) Using / living from natural forest resources only, cannot overuse them or it leads to starvation / loss of living. Only a small proportion of the resources available are taken to allow natural replacement. They move to other areas of the forest when resources are reduced. 'No forest, no living' made clear in the answer. Further description of individual activities to show how they match these descriptions.
Three points / comments made along these lines. [3]
(ii) Provide a living / allow survival but nothing more than this. Can't generate surpluses without over-using natural resources. Subject to the vagaries of nature / little or nothing stored. Only low levels of development.

Being pushed out / way of life destroyed by invasion of outsiders. As natural ecosystems are being exploited in previously untouched areas. No resistance to diseases, superior technology etc. Also population pressure from outside leading to larger scale / more intensive farming.

Points made like these that demonstrate understanding.

(iii) Sustainable logging involves using techniques such as cutting only mature trees, isolating and felling individual trees and in some cases replacement, whereas Brazil style logging (as elsewhere) is clearing the whole forest, using the commercially valuable trees and leaving or burning the rest.

Known and understood = 2 marks Some idea = 1 mark

(iv) Ecotourism takes into consideration the natural environment and needs of local people – instead of just what tourists want.

National Parks etc, help to preserve the natural forest and its wildlife, which is what the tourists go to see.

Local people have expertise useful to tourism – drive the canoes, act as guides as well as for general tasks.

For the future of the rainforests – motto 'if it pays, it stays' so forests are more likely to be safe in tourist areas, but the returns are steady long-term as opposed to the big short-term gains from logging and farming, which make pressures for clearance difficult to resist.

Also allow critical references to ecotourism if placed in question context such as loss of traditional indigenous values.

Knowledge and understanding of ecotourism – up to 3 marks. Comment about the broader theme of the question – up to 3 marks. [4]

[Total: 40]

[2]

[2]

	Page	8	Mark Scheme: Teachers' version	Syllabus	Paper
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6	(a) (i)	cylir	three main parts (for the most obvious labels) are fur nder (allow other names and descriptions). er labels are possible, such as 30cm for the height abo		iner and outer
		Thre	ee accurate labels = 3 marks.		[3]
	(ii)		educe / prevent evaporation of the rain water collected imilar.	l before it is mea	sured, [1]
	(iii)	sucl	er collected is emptied into a measuring cylinder, whic n as a table top to be read. ding taken at eye level.	ch is placed on a	a level surface
		Two	points such as these. 2 @ 1 mark.		[2]
	(iv)		t answer <b>D</b> = 1 mark. n open area on grass = 1 mark.		[2]
	(v)	can B in	blash back from the hard surface / also sheltered from not be partly buried on a hard surface. shelter of building. nder the shelter of trees which would block some of wa	-	ng /
		2@	1 mark.		[2]
	(b) (i)	At le	centages shown with high level of accuracy = 2 marks. east one drawn correctly = 1 mark. tors labelled or shown in a key = 1 mark.		[3]
	(ii)		nation. ot ocean areas / over the oceans near to the Equator.		
		Awa hem	rement. ay from the Equator towards the two tropics, towards th hisphere, south west in the southern), ular patterns of movement (clockwise N, anticlockwise	,	est in northern
		Nar on v	as affected. row coastal strips of land, vindward / mainly eastern coasts. mples of areas affected.		
			ark reserved for each heading = 3 @ 1 mark. mark for further detail / elaboration for any one of them	l.	[4]
	(iii)	also	gers come from very strong winds and heavy rainfall c the strong winds piling up the waves and driving seav lanation why the winds are so strong and rainfall so he	water inland.	
		Up f	o 3 marks.		
		Diffi	es of damage from high winds and / or flooding. cult to build homes capable of withstanding high wind nany countries in tropics are developing countries.	ds above 150km	/hr, especially

Four points made along the lines suggested.

[4]

Pa	Page 9		Mark Scheme: Teachers' version	Syllabus	Paper
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(c)	(i)		llocked – however expressed or indicated. erence to its latitude about 15–20° north of the Equator	/ in the tropics.	
	(ii)	Has	away from the ports on the coast / long road journeys to rely upon aid materials coming by air which is more cannot bring in the same amounts of food and other s	expensive.	
		Thre	e points made along these lines, with one mark reserv	ed for each part.	[3]
(	(iii)	Hot a High Anni	perature: all year / lowest temperature 24°C in January (mid-win est temperature 34°C in April and May. Jal temperature range 10°C. peratures fall in the wet summer season / with the arriv		
		Wet High Dry s	ipitation: season May to September / summer. est rainfall 188mm in August. season October to April/May / winter. ain in the four months November to February.		
			descriptive points with one mark reserved for each of precipitation.	temperature	[4]
(	(iv)	Sava	anna (or one of the recognised alternative names),		[1]
	(v)	High Com Ther	ts that might be made: temperatures all year mean high rates of evaporation plete mid-winter drought. efore crop farmers must rely upon the summer rains ( e soil).		oisture stored
			erstood and clearly explained = 2 marks. e understanding = 1 mark.		[2]
(	(vi)		eliable means that summer rains do not always com unts from year to year = 1 mark.	ne / wide variati	ons in rainfall
		drou	e expected rains do not arrive, in particular for two ght – everything dries up / crops fail in areas where ben = 1 mark.		
(d)	(i)		iger the drought led to deaths of people (over 3 million tock). Emergency food aid was needed.	n) and animals (	70% of Fulani
		inco	urope the drought led to reductions and losses (in fa nveniences (not watering gardens and filling up swim tion of deaths.	•	• /
			cts in Niger = 1 mark. cts in Europe = 1 mark.		

Comment on differences / different nature clearly established = 1 mark.

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- (ii) Recognition that the two factors are poverty and population increase, however stated. Both needed for the mark. [1]
- (iii) Poverty in Niger meant that there was nothing in reserve for dealing with the drought, which is why people and animals died. Aid was needed to alleviate its effects. Made worse by the high birth rate population growth and more and more mouths to feed so that surpluses could be not be built up to prepare for years with bad harvests.

Contrast this with livestock farmers in France able to use stored winter fodder. No mention of deaths and aid because shortfalls in farm output could be offset by buying food elsewhere.

Understood and clearly stated = 3 marks. Some progress = 1 or 2 mark answers.

[3]

[Total: 40]