
ENVIRONMENTAL MANAGEMENT

8291/11

Paper 1

October/November 2018

MARK SCHEME

Maximum Mark: 80

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **15** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

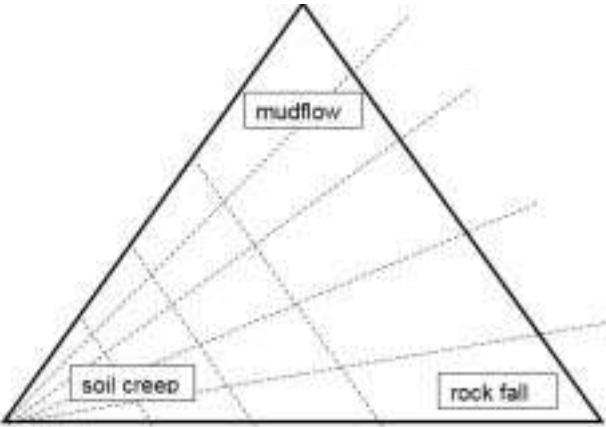
Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(a)(i)	(movement of) soil / rock / surface material; down a slope; in response to gravity; excluding that carried by water / ice / wind;	max 2
1(a)(ii)	 <p data-bbox="322 847 506 911">1 or 2 correct; 3 correct;</p>	2
1(a)(iii)	<p data-bbox="322 948 461 1011"><i>similarity:</i> both rapid;</p> <p data-bbox="322 1050 613 1114"><i>difference:</i> slide is drier than flow;</p>	2
1(a)(iv)	wetting and drying in different weather conditions; changes in water table level; freezing and thawing involving water expanding as ice and dislodging particles; heating and cooling involving thermal expansion / contraction; removal or death of trees;	max 4

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Question	Answer	Marks
1(b)(i)	<p>rock weathering: weathering reduces / breaks down / loosens / weakens the strength / cohesion of slope material; over time; making it increasingly likely to move;</p> <p>vegetation: can be both an agent of weathering promoting movement; and it can stabilise a slope; plant roots bind; prevent erosion by covering the ground;</p> <p>rock type: the harder more resistant the rock the slower the movement; porosity / permeability;</p> <p>soil moisture: adds weight to surface layers; affects pore water pressure; lubricates / liquifies;</p> <p>river activity: role in removing debris from slope foot; could erode the ground and increase pressure leading to falls;</p> <p>climate: precipitation; and temperature changes both govern speed and type; e.g. frost action in solifluction;</p>	max 4

Question	Answer	Marks
1(b)(ii)	Settlements / buildings; add to weight / stress; road cuttings; increase slope angle; deforestation; reduces soil stability; (intensive) agriculture; reduces cohesiveness of soil; promoting soil creep; quarrying; oversteepens leading to rock falls and landslides; mining; undercuts the ground causing collapse; human induced global warming; leads to increased frequency of storms and intensity of rain;	max 6

Question	Answer	Marks								
2(a)(i)	in a belt either side of the Equator; more above the equator than below; with exception of East Africa; concentrated in W and Central Africa; between latitudes 10 °N and 10 °S; small area in Madagascar;	max 2								
2(a)(ii)	<table border="1" data-bbox="645 451 1626 719"> <thead> <tr> <th data-bbox="645 451 875 518">city</th> <th data-bbox="875 451 1626 518">major climatic region</th> </tr> </thead> <tbody> <tr> <td data-bbox="645 518 875 585">A</td> <td data-bbox="875 518 1626 585">Equatorial climate</td> </tr> <tr> <td data-bbox="645 585 875 652">B</td> <td data-bbox="875 585 1626 652">Tropical desert</td> </tr> <tr> <td data-bbox="645 652 875 719">C</td> <td data-bbox="875 652 1626 719">Savannah</td> </tr> </tbody> </table> <p data-bbox="320 719 450 786">2 correct; 3 correct;</p>	city	major climatic region	A	Equatorial climate	B	Tropical desert	C	Savannah	2
city	major climatic region									
A	Equatorial climate									
B	Tropical desert									
C	Savannah									
2(a)(iii)	rainfall higher in A; max temperature higher in C; max temperature range higher in C;	max 2								
2(b)(i)	air rises at the equator; flows away from equator aloft; descends at Tropics; where it diverges; surface winds return converging air towards the Equator; some air diverges away from the equator;	max 2								
2(b)(ii)	intense solar heating at the equator; warm land surface; convection causes air to rise; creating low air pressure;	max 2								

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Question	Answer	Marks
2(b)(iii)	high evaporation rates at equator; (strongly) rising air / convection; carrying moisture upward; as air cools; condensation occurs; forming water droplets;	max 2
2(b)(iv)	general circulation pattern results in subsiding / descending air; air warms as it descends; precluding formation of cloud; no rain;	max 2
2(b)(v)	<p>People: loss of crops / harvest failure; ill health; increased mortality; refugees / urban migration; poverty / indebtedness;</p> <p>Natural environment: soil degradation; erosion; falling river levels; falling water table; vegetation wilting; wildfire risk increases;</p>	max 6

Question	Answer	Marks
3(a)	<p>There is a maximum at approx 23–24 km, with second smaller peak near earth’s surface, the majority is found between 15 and 35 km in the stratosphere.</p> <p><i>Stratospheric ozone</i> is a result of chemical reactions involving ultraviolet sunlight from solar radiation, and oxygen molecules. Greatest amounts produced over the tropics because of intense radiation.</p> <p><i>Tropospheric ozone</i> results from chemical reactions involving naturally occurring gases and gases from pollution sources e.g. nitrogen oxides, volatile organic compounds and sunlight. Pollution sources include factory emissions, vehicle exhausts, and power generation.</p> <div data-bbox="322 555 799 639" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>please use level descriptors 1</p> </div>	10
3(b)	<p><i>The question requirements are:</i></p> <ul style="list-style-type: none"> <i>to outline strategies to protect stratospheric ozone from being damaged by pollutants</i> <i>to outline strategies to control the amounts of tropospheric ozone</i> <i>to evaluate these strategies.</i> <p>Indicative content:</p> <p>Candidates will recognise that the main management issue with stratospheric ozone is the damage that has occurred from human activity involving chlorofluorocarbons (CFCs) once used in refrigerators and aerosols sprays resulting the ‘ozone hole’, and the continued need for managed disposal of old refrigerators etc. whereas at ground level ozone is toxic and strategies involve limiting its abundance by controlling air pollution (especially emissions from vehicles and factories). Candidates should refer to possible solutions including catalytic converters and the move to clean fuel technology and electric cars.</p> <div data-bbox="322 1174 799 1259" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>please use level descriptors 2</p> </div>	30

Question	Answer	Marks
4(a)	<p>The emergency response following an event usually includes providing medical aid, food and water, and temporary shelter.</p> <p>The recovery / reconstruction phase involves repairing infrastructure, relocating and rebuilding housing, resuming education, asking for foreign aid and investment.</p> <p>Examples of mitigation would be designing resistant buildings; hazard mapping / zoning and the stockpiling of resources.</p> <p>Preparing for a future event is about monitoring and prediction using chemical analysis, tilt meters, seismographs, educating, practising evacuation drills, making disaster response plans.</p> <div data-bbox="322 555 799 639" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>please use level descriptors 1</p> </div>	10
4(b)	<p><i>The question requirements are:</i></p> <ul style="list-style-type: none"> <i>to demonstrate an understanding of the impacts of tectonic hazards</i> <i>to demonstrate that countries with different levels of development will have different capacities to deal with tectonic events</i> <i>to make a conclusion about the extent to which the statement is true.</i> <p>Indicative content:</p> <p>Candidates are likely to conclude that a country's level of economic development will be critical in emergency response and preparation, although high magnitude events may still produce severe impacts in MEDCs (especially in terms of economic loss).</p> <p>Candidates should highlight differences due to infrastructure and likely preparedness and warning systems. The need for external support and role of NGOs in relief and rescue work.</p> <p>Tectonic hazards referred to may include primary hazards i.e. earthquakes and volcanoes as well as secondary hazards e.g. tsunami; landslides; ash carried by wind etc.</p> <div data-bbox="322 1297 799 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>please use level descriptors 2</p> </div>	30

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Question	Answer	Marks
5(a)	<p>Vehicles and industrial activity are responsible for emissions of NO and SO₂ in the process of combustion of fossil fuels which react in the atmosphere to produce sulfuric and nitric acids with wet deposition falling in rain and dry deposition in particulate form. These are carried by winds over long distances, resulting in acidification of water bodies and damage to vegetation and buildings.</p> <div data-bbox="322 389 799 477" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>please use level descriptors1</p> </div>	10
5(b)	<p><i>The question requirements are:</i></p> <ul style="list-style-type: none"> <i>to explain what is meant by renewable sources of energy</i> <i>to explain how their development reduces atmospheric pollution at both local and global scales</i> <i>to conclude as to the extent to which renewable energy can solve the problem.</i> <p>Indicative content:</p> <p>It is expected that candidates will draw on a range of examples of renewable sources of energy and be aware of both their future potential and shortcomings. It will be necessary to make a judgment as to what extent their development solves the problems of pollution at both scales. The unreliability of weather dependent sources of renewable energy together with generally the low levels of output may be cited as evidence for their limitations as a global solution.</p> <div data-bbox="322 932 799 1019" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>please use level descriptors 2</p> </div>	30

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Question	Answer	Marks										
Section B descriptor levels:												
<table border="1"> <thead> <tr> <th data-bbox="365 280 1120 347">Descriptor</th> <th data-bbox="1120 280 1872 347">Award Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 347 1120 413">Consistently meets the level criteria</td> <td data-bbox="1120 347 1872 413">Mark at top of level</td> </tr> <tr> <td data-bbox="365 413 1120 480">Meets the criteria, but with some inconsistency</td> <td data-bbox="1120 413 1872 480">Middle, mark to just below top mark</td> </tr> <tr> <td data-bbox="365 480 1120 545">Meets most of level criteria, but not all convincingly</td> <td data-bbox="1120 480 1872 545">Just below middle, mark to just above bottom mark</td> </tr> <tr> <td data-bbox="365 545 1120 611">On the borderline of this level and the one below</td> <td data-bbox="1120 545 1872 611">Mark at bottom of level</td> </tr> </tbody> </table>			Descriptor	Award Mark	Consistently meets the level criteria	Mark at top of level	Meets the criteria, but with some inconsistency	Middle, mark to just below top mark	Meets most of level criteria, but not all convincingly	Just below middle, mark to just above bottom mark	On the borderline of this level and the one below	Mark at bottom of level
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Question	Answer	Marks
<p data-bbox="152 215 421 247">Section B (part (a)),</p> <div data-bbox="152 284 454 347" style="border: 1px solid black; padding: 5px;"><p data-bbox="168 300 439 331">Level descriptors 1</p></div> <p data-bbox="152 384 315 416">8–10 marks</p> <p data-bbox="152 419 342 451">The response:</p> <ul data-bbox="264 454 1209 595" style="list-style-type: none"><li data-bbox="264 454 517 486">contains few errors<li data-bbox="264 489 907 521">shows a very good understanding of the question<li data-bbox="264 525 1209 557">shows a good use of data or the information provided, where appropriate<li data-bbox="264 560 633 592">provides a balanced answer <p data-bbox="152 632 300 663">5–7 marks</p> <p data-bbox="152 667 342 699">The response:</p> <ul data-bbox="264 702 1191 842" style="list-style-type: none"><li data-bbox="264 702 589 734">may contain some errors<li data-bbox="264 737 913 769">shows an adequate understanding of the question<li data-bbox="264 772 1191 804">shows some use of data or the information provided, where appropriate<li data-bbox="264 807 495 839">may lack balance <p data-bbox="152 879 300 911">1–4 marks</p> <p data-bbox="152 914 342 946">The response:</p> <ul data-bbox="264 949 1126 1090" style="list-style-type: none"><li data-bbox="264 949 461 981">contains errors<li data-bbox="264 984 837 1016">shows limited understanding of the question<li data-bbox="264 1019 1126 1051">shows little or no use of data or the information, where appropriate<li data-bbox="264 1054 445 1086">lacks balance		

Question	Answer	Marks
<p>Section B (part (b)):</p> <div data-bbox="152 284 454 347" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Level descriptors 2</p> </div> <p>Responses:</p> <p>Level one, 25–30 marks</p> <ul style="list-style-type: none"> fulfil all the requirements of the question contain a very good understanding of the content required contain a very good balance of content contain substantial critical and supportive evaluations make accurate use of relevant vocabulary <p>Level two, 19–24 marks</p> <ul style="list-style-type: none"> fulfil most of the requirements of the question contain a good understanding of the content required contain a good balance of content contain some critical and supportive evaluations make good use of relevant vocabulary <p>Level three, 13–18 marks</p> <ul style="list-style-type: none"> fulfil some requirements of the question contain some understanding of the content required may contain some limited balance of content may contain brief evaluations make some use of relevant vocabulary <p>Level four, 6–12 marks</p> <ul style="list-style-type: none"> fulfil limited requirements of the question contain limited understanding of the content required may contain poorly balanced content may not contain evaluations make limited use of relevant vocabulary 		

Question	Answer	Marks
	<p>Level five, 1–5 marks</p> <ul style="list-style-type: none">fulfil a few of the requirements of the questioncontain a very limited understanding of the content requiredare likely to be unbalanced and undevelopedevaluative statements are likely to be missingmake no use of relevant vocabulary	