CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge Ordinary Level

MARK SCHEME for the October/November 2015 series

5038 AGRICULTURE

5038/12 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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.



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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

Pa	age :	3	Mark Scheme Cambridge O Level – October/November 2015	Syllabus 5038	Paper 12
1	(a)	D;		,	[1]
	(b)	(i)	two mould boards rather than one (and a share);		[1]
		(ii)	A – used for turning soil over/primary cultivation; B – used for ridging/making bed for suitable named crop;		[2
		(iii)	clean/wash; oil blades; grease (moving parts); store in dry place; store in a safe space;		
			sharpen;		[2]
					[Total: 6]
2	(a)	lay pur	ditches/drainage channels/drain it; pipes; np and sluice (gates)/windmills; ld dykes;		
		bui	ld ridges / protective wall; nt marsh plants to build up soil;		[2
	(b)	(i)	Allow one mark for each reason. Any option can be chosen with valid reasons linked to the characte	ristics of the	e land, e.g.
			aquaculture: access to water; existing habitats; cereal production: high levels of fertility following flooding; flat land; amounts of water/irrigation; room to turn machines; forestry: trees will lower water table due to water uptake by roots; while livestock grazing: fresh grass; livestock not harmed by light flooding.	vind break;	J
		(ii)	aquaculture: water might flood so fish escape/water too still/pests cereal production: soil water table high/lack of air for roots/fertilise	/predators;	[2]
			forestry: ground not stable for tree roots/site exposed; livestock grazing: poach land as it is inclined to flood; soil water tab wet for grass growth; get foot rot/other water-related diseases;	le is high/la	and too [3
					[Total: 7]
}	(a)	(i)	A: plumule; B: radicle;		[2
		(ii)	X: food/energy store;		[1]
	(b)	•	nting where – into seed bed/type of soil; greenhouse/eq.; en – appropriate to area with reasons;		
		hov	v – preparation; scatter seedlings/rows/drill/plant/seed rate; acing – appropriate depth and distance between seeds/rows;		[3]

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	(c)	(i)	variety (of crop bred with specific features);		[1]
		(ii)	F ₁ not true/pure breeding/may not give expected features;		[1]
					[Total: 8]
4	(a)	A;			[1]
	(b)	(i)	action of roots or shoots/secretion of chemicals;		[1]
		(ii)	trampling/action of urine/burrowing;		[1]
	(c)	(i)	(root) nodules;		[1]
		(ii)	nodules have bacteria/Rhizobium;		
			fix nitrogen; nitrogen compounds released on death/decay of plant;		[2]
	(d)	wel	that supports good growth of a crop/plant; l-aerated/drained; n in nutrients;		[2]
		riigi	Till Hulliettis,		
					[Total: 8]
5	(a)	the	y improve the soil structure;		[1]
	(b)	(i)	organic have trace elements, inorganic do not; organic have less N P K than inorganic;		
			organic are lower in K;		[2]
		(ii)	0.5(%);		[1]
		(iii)	the (ratio/proportion/percentage) of NPK/nitrogen phosphorus pothe fertiliser;	<u>otassium</u> in	[1]
	(c)	car cau poll	n make soil more acidic; n disrupt ion exchange; nses water loss from roots; nution qualified; detail; ching; overgrowth of weeds/clogged waterways; too many nutrients i	in the water	···
			rophication;		[2]
					[Total: 7]

Syllabus

Paper

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(a) (i)	A;		[1]
	(ii)	C;		[1]
	(iii)	B;		[1]
(b	co roi su	es between: ncentrate = high in nutrients ughage = high in fibre cculent = high in moisture ree correct for two marks. ne or two correct for one mark.		[2]
(с) (i)	tubers are bulk foods/provide carbohydrates/fill animals up;		[1]
	(ii)	seeds are high in protein/provides nutrients for growth and produc	tion;	[1]
(d	de	re provides cellulose for fermentation in ruminant/can digest fibre/velops the rumen/source of energy; Is gut movement/avoids constipation in non-ruminant;		[2] [Total: 9]
(a	bli	sect/nematode; ght/damping off/mildew/rust/rot/mould/blackleg/smut/allow appro psaic/rosette/allow appropriate disease;	opriate disea	ıse;
	Ac	cept animal or plant examples.		[3]
(b	vir	med insect vector, e.g. aphid; us spreads when feeding on sap/plant juices from different plants; ow non-plant examples.		[2]
(c) (i)	C:		[1]
\		D;		[1]
(d	ea bu us	op rotation; rly planting; rning old crop/remove crop residue/diseased crop; ing new/clean or certified/resistant seed;		
	ba	rriers;		[2]
				[Total: 9]

Syllabus

Paper

Р	age (Paper	
			Cambridge O Level – October/November 2015	5038	12
8	(a)	C;			[1]
	(b)	X ir	oviduct, beyond cervix;		[1]
	(c)	(i)	Same letter used AND capital for lop ear allele and lowercase for p	rick ear alle	le.
			Reject two letters for one allele.		[1]
		(ii)	AA x aa; Aa;		[2]
	(d)	(i)	breed only prick eared with prick eared/aa x aa/ selectively breed <u>prick-eared pigs</u> ;		[1]
		(ii)	lop could be Aa or AA/you cannot tell by looking if a lop-eared pig heterozygous; so it takes generations to obtain only AA/to achieve cross;		
					[Total: 7]
9	(a)	wal win floo insu	f: state material, relate to insulation/ventilation; l: state material, relate to insulation/ventilation; dows: glass/automatic opening/light levels; r: concrete prevents damp rising/can be insulated/wood on supporulation/under-floor heating;	ts gives imp	
	(b)		spread of disease; sores on feet; stress/boredom; overheating; suffocation;		[2]
			animal-to-animal injury/fighting/scratching/pecking; feather loss by rubbing on bars;		[2]
		(ii)	lack of movement plus ad lib food gives weight gain; cost more because more food eaten/wasted through boredom;		[1]
	(c)	(i)	C;		[1]
		(ii)	costs less for hens fed on mash because their food intake is lower, lower;	cost per 10	0 eggs is
			egg production is higher/egg mass is higher;		[2]
		(iii)	no – there is no large difference in figures;		[1]
					[Total: 9]

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10 (a) fence type: post and rail; wire fence; gate; droppers for wire fence;

construction: stronger post for corner/gate; tensioning; detail of fence; depth of post in ground; concrete base; supporting posts at an angle; preservation detail; method of tensioning;

dimensions: suitable height described; spacing of rails; barbed wire location explained; (Allow reference to gate construction for two marks.)

[10]

(b) Allow suitable comments.

e.g., durability;

maintenance;

availability of material;

effectiveness related to large animals, e.g. strength of material;

enclosing feature/barbed wire;

cost qualified;

labour/skill/time/requirement qualified;

temporary or permanent fence considered;

[5]

[Total: 15]

11 (a) competition for water;

competition for space;

competition for light;

competition for minerals/nutrients;

harbour pests;

harbour diseases;

contaminate crop;

interfere with harvesting process;

[6]

(b) mechanical:

hoeing/by hand/machine;

detail - method described;

result - roots exposed/weed cut or removed; burning or composting;

chemical:

herbicide spray/contact herbicide;

selective or non-selective;

systemic:

detail - method of application, e.g. sprayer;

timing

not in high wind/rain;

Maximum of four marks on either mechanical or chemical.

[6]

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(c) To award marks a comparison must be made.

comparison re: labour; tools/equipment; impact on weeds;

e.g. mechanical - high labour costs;

some tools are cheap;

less impact on some weeds;

e.g. chemical - cost of chemicals high;

needs skilled labour/training;

sprayers expensive;

very effective;

[3]

[Total: 15]

12 (a) diagram to show:

mouth/teeth;

gullet/oesophagus;

sphincter - cardiac or pyloric;

stomach;

liver;

gall bladder;

pancreas:

duodenum;

ileum/small intestine;

caecum/appendix;

colon/large intestine;

rectum;

anus;

[9]

(b) *microorganisms:*

break down cellulose/fibre; named microogranism;

active in rumen;

fatty acids produced for immediate absorption; detail;

microorganisms are digested to release nutrients;

enzymes:

active in saliva;

abomasum/small intestine;

break down large molecules to smaller ones;

food made soluble for absorption;

named example;

Maximum of four marks on any one of microorganisms and enzymes.

[6]

[Total: 15]

Page 9	Mark Scheme	Syllabus	Paper
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13 (a) (i) water movement up plant;

in xylem;

negative pressure from leaves;

due to evaporation from leaves;

positive pressure from roots;

due to osmosis;

capillary action;

[5]

(ii) water out by diffusion; high to low concentration of vapour;

via thin cuticle/stoma; controlled by guard cells;

detail – open when turgid; light/temperature dependent;

diffusion/evaporation accelerated by wind/heat;

loss from intercellular spaces;

replaced from other cells;

outer cells become more concentrated; osmotic gradient/pressure;

[7]

(b) transport;

of minerals/nutrients;

cooling;

supplies water (to leaves) for photosynthesis;

aids turgidity/prevents wilting;

[3]

[Total: 15]

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14 (a) sampling:

method;

tool used, e.g. auger;

depth (not at immediate surface);

mixing detail;

repeats; detail of repeats, e.g. depth and location;

use of GPS;

test:

remove contaminants;

mix with water;

add barium sulphate/flocculating agent;

shake and leave;

add an appropriate indicator/using pH meter;

calibrate pH probe;

place probe in water;

compare with colour chart/read off scale;

colour/probe-reading detail;

Maximum of five marks for either part.

[9]

(b) lime is alkaline;

makes soil pH higher/more alkaline/pH 7–8; most crops grow well in pH 6.5–7.5; at alkaline pH more minerals available; encourages bacterial activity/earthworms; this in turn aids humus formation and aeration; breaks up clay/flocculation to aid drainage in heavy soil;

[6]

[Total: 15]