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## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**International General Certificate of Secondary Education** 

## MARK SCHEME for the October/November 2011 question paper for the guidance of teachers

## 0600 AGRICULTURE

0600/02

Paper 2 (Core Theory), maximum raw mark 80

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.

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

Cambridge is publishing the mark schemes for the October/November 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Page 2		ge 2	Mark Scheme: Teachers' version IGCSE – October/November 2011	Syllabus 0600	0.		
<u> </u>			IGCSE - October/November 2011	0000	SC.		
1	(a)	(i)	donkeys;	•	any.		
		(ii)	geese;		Da Cambrida		
			geeee,		0		
	(	(iii) sheep;			[3]		
	` '		preventative chemical disease control / antibiotics;				
		pas	stures managed without artificial fertiliser;		[2]		
	(c)	(i)	legume and legume;		[1]		
		(ii) farmer – less expense for fertiliser / pesticides / higher yield so more mone		r vield so more money:			
		(Reject gets more money unqualified.)		yicia so more money,			
			soil – maintains structure / aeration or drainage / less	nutrient depletion;	[2]		
	(	(iii)	pigs fertilise / provide nitrate with dung and urine;				
	`	,	pigs turnover soil / clear weeds;		[2]		
				,	ITatalı 101		
					[Total: 10]		
_							
2	(a)	(i)	anywhere that touches water-rock interface;		[1]		
		(ii)	freeze thaw explained;				
			wind effect explained;				
			chemical action explained;				
			Any two		[2]		
	,	····	la cura fall, ratifata humana				
	(	(111)	leaves fall, rot into humus; roots break up / separate soil;		[2]		
					[-]		
	(b)	win	nd breaks;				
	(D)		nting;				
		con	ntour ploughing;				
		(All	low use crop rotation, do not overgraze.)		[3]		
					[Total: 8]		
3	(a)	(i)	drainage – poor good;				
	(-)	(-)	water holding – good poor;		[2]		
		/::\	add lime / cond / CVM.				
		(ii)	add lime / sand / FYM; Reject add fertiliser.		[1]		
			•		r.1		
	(	(iii)	many / large air spaces so rapid air exchange;		ומו		
			air warms more quickly than sand particle;		[2]		
	,						
	(b)	(i)	laying of porous pipes beneath soil; digging ditches;		[2]		
			aigging altones,		[ک]		

	Page 3	Mark Scheme: Teachers' version	Syllabus
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	(ii)	drainage will allow air into soil; for root respiration / nitrogen fixing;	Syllabus 7 0,000 Cally C
4	coo tra sup	otosynthesis; oling; nsport; pport / turgidity; y two.	[2]
	(b) osi	mosis;	[1]
	(c) tra	nspiration;	[1]
		nter out exceeds water in / loss of turgidity; e to lack of soil water / extreme wind / dry atmosphere;	[2]
		nter drops can magnify light and scorch leaves / evapor nspiration at night means less loss and turgidity maintain	
			[Total: 7]
5	(a) (i)	for named cereal digging / turning over soil described; digging / turning over soil described;	
	(ii)	appropriate fertiliser named; appropriate timing e.g. before sowing, at emergence;	[2]
	(b) (i)	dry / cool; well ventilated; (Allow good air flow.)	[2]
	(ii)	oil / creosote / paint;	[1]
	(iii)	shape of cone causes pest to go upside down and lo	se grip; (Reject cannot climb up.) [1]
	(iv)	thatch – readily available; good insulation; iron – long lasting; cannot harbour pests; (Reject cos	t unqualified.) [2]
			[Total: 11]
6	(a) (i)	fungus / phytophthora; (Allow bacteria if related to tor	mato.) [1]
	(ii)	humid / damp / wet; (Reject windy / hot.)	[1]

Page 4	Mark Scheme: Teachers' version	Syllabus \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
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do not e	oray nozzle close to crops;	Cambridge Com
(c) (i) Rr	rr ;	

- **(b)** do not spray in / into wind; do not eat; keep spray nozzle close to crops; Any one.
- (c) (i) Rr rr; R r single alleles; r r Rr rr Rr all Rr;

Punett square / gametes and F<sub>I</sub> given; [4]

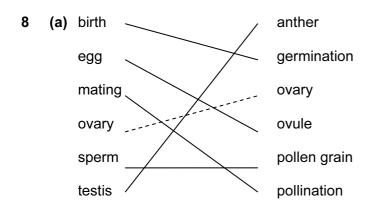
(ii) rr; [1]

(iii) Rr; [1]

[Total: 9]

- 7 (a) (i) correct labels – duodenum = circle of gut by liver; rectum = circular end gut; (Reject anus opening.) [2]
  - (ii) correct position within circle of gut by liver; [1]
  - (iii) chemical break up; (Allow ref to enzymes.) mechanical break up; detail e.g. role of any major part; (Reject ref to absorption and hind gut.) [3]
  - [1] (b) isolate the animal;
  - (c) they do not have a rumen / four chambered stomach / do not regurgitate / chew cud; [1]

[Total: 8]



5 correct = 4 marks 3 or 4 correct = 3 marks 2 correct = 2 marks 1 correct= 1 mark

Page 5		ge 5	Mark Scheme: Teachers' version	Syllabus
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	(b)		coming together; tes / eggs and sperm;	Syllabus 17-70 r 0600 r 06000 r 0600 r 06000 r 0600 r 06000 r 0600 r 060
	(c)	between	n birth and weaning;	[1]
	(d)	provides	s high fat / nutrients; to meet growth demands; s antibodies; to provide immunity /fight disease; digest; for immature digestive system;	
		Any pair.	· ·	[2]
				[Total: 9]
9	(a)	there are	ality animals get high price; e few good quality animals; creased when number of animals decreased	
		Any one.	s.	[1]
	(b)	fresh foo	ess / fresh bedding; od / water; on / fresh air;	
		Any two.		[2]
	(c)	high carb	needed for growth; bohydrate for energy; s / vitamins for development / disease prevention;	[3]
	(d)		s sibling slaughter weights / growth rates; ation / fat levels of siblings or parents;	[2]
				[Total: 8]