

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education General Certificate of Education Ordinary Level

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|-------------------|--|---|----------------------|--------------------|--|--|
| CANDIDATE NAME | | | | | | |
| CENTRE NUMBER | | CANDIDATE NUMBER | | | | |
| ENVIRONMEN | TAL MANAGEMENT | | | 0680/04 5014/02 | | |
| Alternative to C | oursework | Oct | October/November 200 | | | |
| Candidates ans | swer on the Question Paper | | 1 hour 30 | minutes | | |
| Additional Mate | rials: Ruler | | | | | |
| READ THESE | INSTRUCTIONS FIRST | | | | | |
| • | tre number, candidate number and ue or black pen. | d name on all the work you hand in. | | | | |

You may use a soft pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, highlighters, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer all questions.

Study the appropriate Source materials before you start to write your answers.

Credit will be given for appropriate selection and use of data in your answers and for relevant interpretation of these data. Suggestions for data sources are given in some questions.

You may use the source data to draw diagrams and graphs or to do calculations to illustrate your answers.

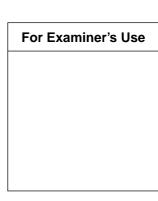
At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

| | For Examiner's Use |
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This document consists of 16 printed pages.





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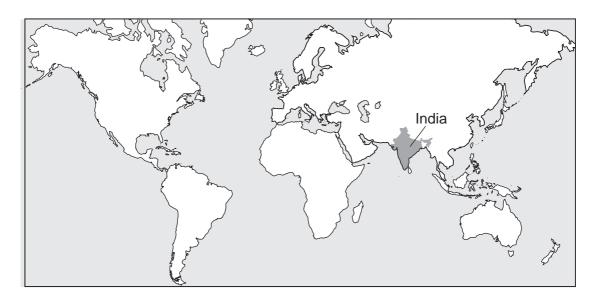


Fig. 1 Map of the world



Fig. 2 Map of India

Area: 3287600 sqkm Population: 1.1 billion Children per woman: 2.75 Life expectancy at birth: 64.7 yrs

Currency: rupee (44 rupees = 1US dollar)

Official languages: Hindi, English, 14 other languages

Climate: mainly tropical monsoon but temperate in the northern mountains

Terrain: mainly upland plateau with mountains in the north, Ganges Valley in between Main exports: textiles, gems and jewellery, engineering goods, chemicals, leather goods

India has a diverse economy including traditional village farming, modern agriculture, handicrafts, a wide range of modern manufacturing and service industries. India has become a major exporter of computer software. The large and growing population continues to present social, economic and environmental problems.

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1 Mumbai is a densely populated city; with its suburbs it has a population up to 20 million people. The city has a deep natural harbour and is the commercial and entertainment capital of India.



Fig. 3 Shipbreaking

Ship breaking takes place on plots rented for one year from the Mumbai Port Authority. Ships from all over the world are beached at high tide and cut up for scrap iron and other metals using large gas torch cutters.

This activity is not carefully regulated and people work up to 84 hours a week. They are given no safety training usually.

| (a) | (i) | About 3000 people are employed in ship breaking in Mumbai. The men earn 150 |
|-----|-----|---|
| | | rupees a day. Each ship has a small team of women collecting scraps of metal, for |
| | | which they earn 50 rupees a day. How much would be earned in seven days by |

| a man, | |
|----------|----|
| a woman? | [2 |

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| (ii) | Suggest | t why ships from a | around the World | are sent to Mumb | ai to be cut up. |
|---------|-----------|-------------------------------|--------------------|---------------------|-----------------------|
| | | | | | |
| | | | | | [1] |
| (iii) | Explain | why ship breaking | n makes good use | e of resources. | |
| () | - | | - | | |
| | | | | ••••• | |
| | | | | | [2] |
| (iv) | | pbreaker said, 'You will retu | | • | n the morning but you |
| | | · | | rening. | |
| | Suggest | t why the worker s | said this. | | |
| | | | | | |
| | | | | | [2] |
| (b) Son | ne sampl | es of the beach v | were taken and a | nalysed to see if | the levels were above |
| | danger le | | | | |
| Toyic | hemical | Site 1 | Site 2 | Site 3 | |
| | tance | level | level | level | Danger level |
| Mineral | oil | 3500 | 5500 | 4500 | 5000 |
| Heavy r | metals | 0.56 | 0.96 | 0.75 | 10.0 |
| PAH's | | 7 | 9 | 11 | 40 |
| PCB's | | 0.23 | 0.38 | 0.29 | 1.0 |
| Organo | tin | 3.31 | 7.33 | 5.61 | 0.0001 |
| | | | Fig. 4 | | |
| (i) | Which s | ite was most pollu | ited? | | |
| (1) | VVIIICITS | · | | | |
| | | | | | [1] |
| (ii) | Which s | ite is likely to have | e been used for th | ne shortest time fo | or ship breaking? |
| | | | | | [1] |
| (iii) | How doe | es the information | suggest that the | PAH samples ma | v be inaccurate? |
| (, | | | | · | |
| | | | | | |
| | | | | | [1] |

| (iv) | Co | mplete the table below | | | L |
|------|----|-----------------------------|--------------------------|-----|---|
| | | | Toxic chemical substance | | |
| | | Most above danger level | | | |
| | | Furthest below danger level | | | |
| | | | I | [2] | |

| | | | | Examiner |
|-----|--------------------------------------|---------------------------------|--------------|----------|
| | | Toxic chemical substance | | Use |
| | Most above danger level | | | |
| | Furthest below danger level | | | |
| | | | [2] | |
| (v) | Describe the possible effects of the | ne toxic chemical substances on | the workers. | |
| | | | | |
| | | | | |
| | | | [2] | |

(c) Look at Fig. 5, which shows the areas of ship breaking and mangroves.

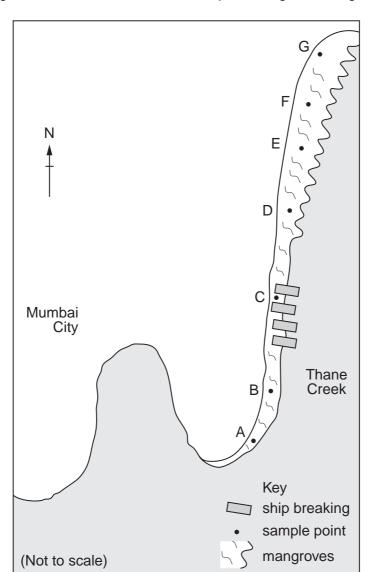


Fig. 5 shipbreaking coastal map

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A scientist decided to repeat the sampling at the points shown in Fig. 5.

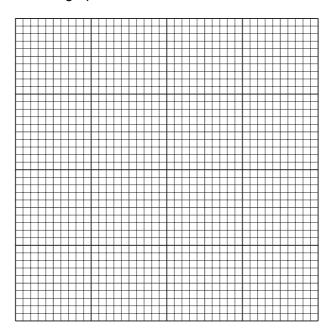
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| | | | Sa | ample sit | es | | |
|-----------------|-----|-----|-----|-----------|-----|-----|-----|
| Toxic substance | Α | В | С | D | Е | F | G |
| Organotin | 1.3 | 3.0 | 7.1 | 3.2 | 1.7 | 0.5 | 0.2 |
| Heavy metals | 0.2 | 0.4 | 1.0 | 0.8 | 0.4 | 0.2 | 0.1 |

(i) Plot the data on a graph.

(d)

[4]



| (ii) | How does the graph indicate that ship breaking is the source of the toxic substances? |
|-------|--|
| | [1] |
| (iii) | Suggest which substance spreads fastest. State the evidence that supports your answer. |
| | |
| | [1] |
| | other scientist has been trying to protect the mangroves as they are an area of high diversity. The scientist is very worried that many species could die out. |
| (i) | Explain why species in the mangrove ecosystem could die out. |
| | |

| (ii) | on the beach. | For Examiner Use |
|-------|--|------------------------|
| (iii) | How could the ship breaking continue with less danger to the marine environment? | |
| (111) | | |
| | | |

2 (a) Dharavi is the largest slum in Mumbai. Originally it was a small fishing village. The commercial district of Mumbai has grown around the slum. Dharavi has many small industries earning 10 million rupees per year.

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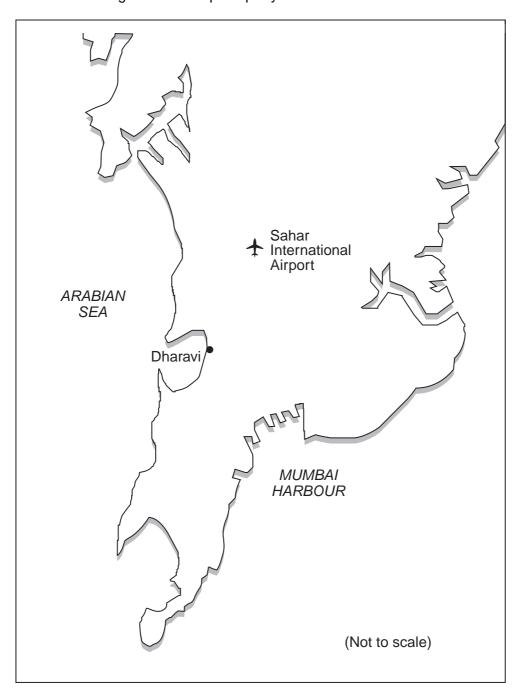


Fig. 6 Map to show location of Dharavi in city

| (1) | Explain why people move to slums like Dharavi. |
|-----|--|
| | |
| | |
| | |
| | [2] |
| | [Z] |

For Examiner's Use

| (ii) | Explain why there is a very high employment rate for people living in Dharavi. |
|-------|---|
| | |
| | [1] |
| (iii) | Name two diseases that would spread more easily during the wet monsoon months. Explain how each disease spreads. |
| | disease |
| | spread by |
| | |
| | disease |
| | spread by |
| | [2] |
| (iv) | The slum is not very healthy because it has open drains. Explain why more people become ill during wet monsoon months. |
| | |
| | |
| | [2] |

(b) Fig. 7 shows one section of the slum which has developed an industry of washing.



Fig. 7 Picture of washing in Dharavi

This part of the slum has become permanent. Electricity and televisions are found in nearly all the dwellings.

| (i) | Explain why the city authorities will find it very difficult to develop this part of the slum. | For Examiner's Use |
|-------|--|--------------------------|
| | | |
| | [2] | |
| (ii) | Suggest why the slum dwellers do not want more help from the city authorities. | |
| | | |
| | [2] | |
| (iii) | Explain why people live in slums like Dharavi for many years. | |
| | | |
| | | |
| | [2] | |

3 Some students of environmental management noticed that there was hardly any litter in Mumbai City. Cardboard and plastic were being collected and sold for recycling. The students wanted to find out how much was being collected. Three plans were proposed to find out more about this recycling.

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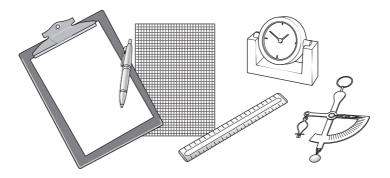


Fig. 8 Some equipment used by students

Plan One

A student stands at a point P and counts how many cardboard and plastic collectors can be seen in one hour. The student writes down how big a pile of material has been collected.

Plan Two

There are four students; one of them stands at each of four sample points P, Q, R and S for three hours. The students asks each collector to tell them the weight of cardboard collected.

Plan Three

There are four students; one student stands at each of four samples points P, Q, R and S for three hours. The students weighed all the cardboard and plastic.

| (a) (i) | Why is Plan One unreliable? |
|---------|---|
| (ii) | Explain why Plan Two is an improvement on Plan One. |
| | [2] |
| (iii) | Explain why Plan Three is the best. |
| | |
| | [1] |

(b) The students using Plan Three put the results into the table shown in Fig. 9.

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Material collected in one day at each sample position

| Sample position | Р | Q | R | S | Total collected kg |
|-----------------|---|----|---|---|--------------------|
| Cardboard kg | 4 | 11 | 6 | 9 | 30 |
| Plastic kg | 5 | 8 | 7 | 5 | 25 |

Fig. 9

| | Plas | stic can be sold for 15 rupees per kilogram and cardboard for 5 rupees per kilogram. |
|-----|------|--|
| | Cald | culate the total value of the collected material in this study. |
| | | |
| | | [2] |
| (c) | is p | average amount of garbage per person in greater Mumbai is 500 g per day. This redicted to double by 2050. All the garbage cannot be buried or burnt in greater mbai. |
| | (i) | Explain why the burning and burying of garbage cannot continue. |
| | | |
| | | |
| | | [2] |

The Clean Mumbai Foundation has set up trials to deal with wet garbage. Composting pits have been built in parks. Many trees have been planted in the parks to give shade.

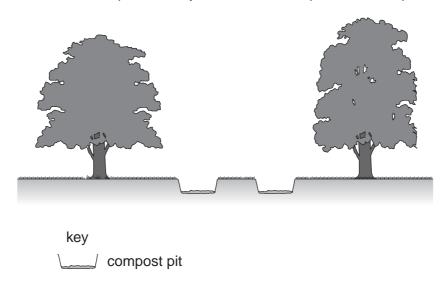


Fig. 10

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| (ii) | Describe the biological processes taking place in the pits. |
|-------|---|
| | |
| | |
| | [2] |
| | Pavement Tank Method has also been trialled. Brick tanks are built next to trees in n-rise residential areas. |
| | esident said 'wet garbage is put in the tanks and covered by dried leaves to stop the ell. We have to keep stray dogs and cattle away'. |
| | other resident said 'the trees are important on our streets, they give shade and keep street cool'. |
| (iii) | Describe the advantages and disadvantages of the Pavement Tank Method over the landfill method. |
| | advantages |
| | |
| | |
| | disadvantages |
| | |
| | [3] |

| | management student wanted to find out if trees really did keep streets ea is shown in Fig. 11. |
|-----------------------|--|
| | |
| road | |
| | |
| | tree |
| | housing block |
| | fence |
| | Fig. 11 |
| | ur thermometers and four volunteers to take the readings. The student take eight readings. |
| (i) Place an X on | Fig. 11 in four places, to show a good position for each thermometer. [2] |
| (ii) Suggest two out. | ways the student can make sure this experiment is accurately carried |
| | |
| | [2] |

| | (iii) | Draw a table in the space below to show how the readings should be recorded. | Exami |
|-----|-------------|--|-------|
| | | | Us |
| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | [3] | |
| (e) | Exp elec | plain why the city authorities should encourage tree planting instead of people buying ctrical air conditioning units. | |
| | | | |
| | | | |
| | | [2] | |
| | | | |
| | | | |
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| | | | 1 |

Question 2 (b) Fig. 7; John Stacey © UCLES.

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