

0460/01

Paper 1 maximum raw mark 75

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the *Report on the Examination*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

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

CIE is publishing the mark schemes for the May/June 2006 question papers for most IGCSE and GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Marila Califaria	

Page 1

#### Mark Scheme IGCSE – May/June 2006

Sylla 0460

### The features of the marking scheme

Pacambridge.com Each question carries 25 marks. Candidates cannot earn above the maximum marks available within each sub section.

The marking scheme attempts to give guidance about the requirements of each answer and lists a number of responses which will earn marks along with the general principles to be applied when marking each question.

It should be noted that candidates can earn marks if their answers are phrased differently provided they convey the same meaning as those in the mark scheme. THE CANDIDATES DO NOT NEED TO USE THE SAME WORDING TO EARN MARKS.

The notation 'etc.' at the end of an answer in the mark scheme signifies that there may well be other correct responses or examples that can be given credit. Providing the statement is true, relevant to the question asked and not repetition of a previous point made credit should be given.

A point made within one sub-section which is an answer to the question set in a different sub-section should not be given credit as each sub-section asks different questions which require independent answers.

The mark scheme uses semi colons (;) to separate marks and diagonals to separate alternative answers.

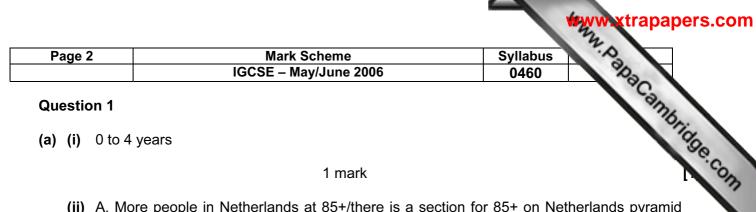
During coordination the mark scheme is modified to add points agreed after discussion or to delete any points not allowed. All examiners should ensure that their modified schemes is fully up-to-date before marking begins.

### **Marking mechanics**

Point marking is used throughout the paper, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate the wording on a script where a mark has been allowed. Where a development point has been allowed the letter 'D' should be placed adjacent to the tick. The number of ticks should always be equal to the total number of marks awarded, the mark for each sub-section should be added up and placed in the margin at the end of the sub-section. The total mark for the entire question should be added and transferred to the front of the script.

Where a candidate makes a point which is not quite sufficient for credit an upturned V insert symbol should be used. If after careful consideration a mark is awarded which gives `benefit of doubt` to the candidate the letter 'J' should be placed adjacent to the tick (i.e. the candidate has `just` achieved the mark).

All answers should have signs of having been assessed by the examiner. Crosses are acceptable to signify wrong answers and a red line accompanied by the letters 'I/R' should be used to indicate those which are irrelevant.



### **Question 1**

(a) (i) 0 to 4 years

1 mark

(ii) A. More people in Netherlands at 85+/there is a section for 85+ on Netherlands pyramid but not on Ethiopia pyramid/Netherlands has wider apex/top to pyramid, etc.

B. Greater percentage of population in younger age groups in Ethiopia/wider base to Ethiopian pyramid, etc.

(iii) Candidates should compare here though we should link together two discrete accounts providing they are not simple repetition of figures without interpretation. Ideas such as:

Greater proportion of young dependents in Ethiopia;

About 45% of population Ethiopia compared with less than 20% of that of Netherlands;

Greater proportion of old dependents in Netherlands;

About 15% of population Netherlands compared with less than 10% of that of Ethiopia;

Greater proportion of total dependents in Ethiopia;

Over 50% of population Ethiopia compared with less than 40% of that of Netherlands, etc.

3 @ 1 mark or development for use of figures

[3]

[2]

(iv) MAXIMUM of three marks available for each of LEDC/MEDC. Ideas such as:

# LEDCs:

Extended family look after children;

Children look after elderly relatives;

Charities/aid organisations, etc.

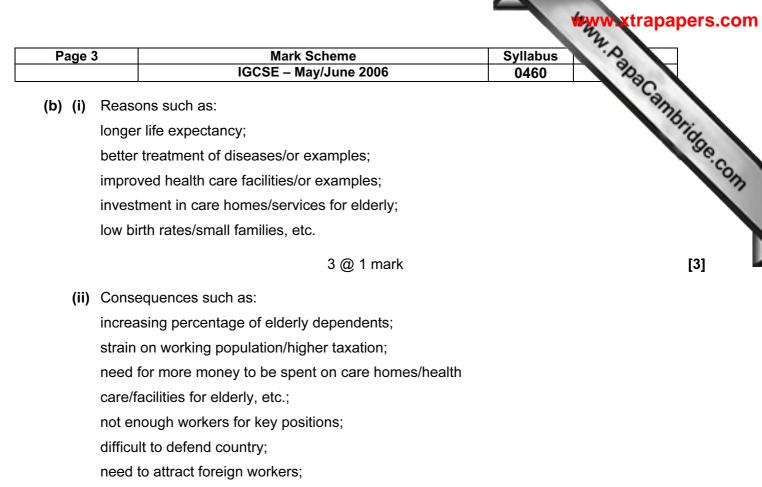
# MEDCs:

Government support/taxes/social security payments;

Pensions:

Nursing homes, etc.

4 @ 1 mark with MAX 3 on each of LEDCs/MEDCs [4]



services for young under utilised/uneconomical, etc.

5 @ 1 mark or development

(c) Be prepared to accept any concerns resulting from rapid growth of population, in both LEDCs and MEDCs. Candidates could refer to examples they have studied, if so these can be credited as development marks (MAX 2) if linked with appropriate points [e.g. a rapid growth of population could lead to the growth of shanty towns; as have developed as a result of rapid population growth in cities such as Rio de Janeiro (dev)] but do not credit examples in isolation. Depending on the examples chosen expect to see discussion of issues such as:

overpopulation/not enough resources to go round;

lack of work;

inadequate food supplies:

poor access to education;

poor access to health care;

overcrowded housing/lack of space for development;

traffic congestion;

atmospheric pollution;

inadequate water supply/sanitation;

lack of facilities for waste disposal/land pollution;

overuse of agricultural land/overgrazing;

deforestation/loss of natural vegetation, etc.

7 @ 1 mark or development

[5]

Pag	ge 4		Mark Scheme         Syllabus           IGCSE – May/June 2006         0460	www.xtrapapers.
Que	stio	n 2		anny.
(a) (	(i)	Town/	/city/built up area	1dge
	<i></i>		1 mark	
	. ,			
		B. Kol	Ikata/Beijing/Mexico City/Mumbai/Los Angeles	
			2 @ 1 mark	[2]
			idates should compare here though we should link together two dis ding they are not simple repetition of figures without interpretation. Ide	
		overc	rowding of housing is more of a problem in Shanghai;	
			are more houses without electricity/fresh water in Shanghai;	
			is more chance of being murdered in New York;	
			is more noise in New York; is more traffic congestion in New York;	
		lineren	is more traffic congestion in New York;	
			3 @ 1 mark	[3]
	(iv)	Evide	nce from photograph of problems such as:	
		noise conge fumes	er from traffic; from traffic; estion on roads; s from vehicles/exhausts; of open space, etc.	
			4 @ 1 mark	[4]
(b) (	(i)	Ideas	such as:	
		cyclist espec	g of rush hour journeys into city centre using car/bus/cycle; ts take less time to complete journey than buses; cially from north, east and west/exception of south; s are particularly slow/take twice as long as cycles, etc.	
			3 @ 1 mark or development	[3]
(	(ii)	Reas	ons such as:	
		-	numbers of people own cars;	
			re not prepared to use public transport to work; s dirty/smelly/crowded, etc.;	
			of investment in public transport in many cities;	
			network/infrastructure not designed for the present volume of traffic;	
			nce of many traffic signals/intersections, etc.;	
		much	freight still using roads/delivery to businesses in urban areas, etc.	

			2.
Page 5	Mark Scheme	Syllabus	. P.
	IGCSE – May/June 2006	0460	2

Cambridge.com (c) Be prepared to accept answers relating to any urban problem providing the problem identified and the solutions described. Candidates could refer to improvements instigation local authorities, national government, charities or local groups in any combination Candidates need to refer to an example they have studied, for which one mark is reserved.

# e.g. squatter settlements:

Installation of mains water;

Laying of sewage pipes/building of sewage works;

Infrastructural development;

Increase of local authority housing stock;

Improvement of communications;

Regular disposal of refuse;

Self help schemes;

Site and services schemes;

Education in building skills;

Provision of low cost building materials;

Building of schools;

Building of clinics/hospitals;

Charitable initiatives working with street children, etc.

7 @ 1 mark or development

**TOTAL: 25 marks** 

[7]

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Page 6		IGC	Mark Scheme SE – May/June 2006	Syllabus 0460	s 2
Questio	n 3				acan
(a) (i)		cture built up from one skeletons, etc.	remains of living organisms	/coral polyps/offsl	hore rocks forms [1]
			1 mark		[1]
(ii)	Any tw	o countries for 1 n	nark each for example:		
			Peru, Cuba, Haiti, South Af li Arabia, Indonesia, Thailan		zania, Mozambique,
			2 @ 1 mark		[2]
(iii)	Descri	ption of distributior	n of coral reefs could include	e reference to:	
	largely areas o concer	experiencing warm ntrations in South I	of Cancer and Capricorn/be	rican coast.	0S;
			3 @ 1 mark		[3]
(iv)	Condit	ions required for th	ne growth of coral reef such	as:	
	Shallov Water Plentife	w water; not more free from sedimen	n in water/unpolluted;	C) (dev);	
			4 @ 1 mark or de	velopment	[4]
(b) (i)	Opport	tunities for local pe	eople such as:		
	fishing ports/ti tourisn	rading;			
			3 @ 1 mark		[3]
(ii)		lates should expla I areas. Ideas suc	ain how human activities ca h as:	n damage the na	atural environment in
	tourists structu		shallow reef waters damage	coral	
		wash from ships co	ould scare fish;		
		om tourism; e outflows pollutes	seas;		
	-				
	overfis	ning has left stock	s of fish seriously depleted;		

		Syllabus 0460
Page 7	Mark Scheme	Syllabus
	IGCSE – May/June 2006	0460
describing	es should explain how the natural features have be the landforms. Credit written answers or informatic (do not double credit here):	en formed rather that why
sequential waves ero	development of notch/cave, arch, stack for 1 mark; de cliffs;	Com
hydraulic a	action/corrasion/corrosion to MAX 2;	
lines of we	eakness eroded to form notches/caves;	
back to ba	ick caves break through to form arch;	
arch roof o	collapses to form stack;	
stack furth	er eroded to form stump, etc.	

7 @ 1 mark or development

[7]

Page 8		Mark Scheme IGCSE – May/June 2006	Syllabus 0460
Questio	n 4		Syllabus 0460
a) (i)	Wind	speed	Tidge
		1 mark	
(ii)	B = M	aximum and minimum thermometer/six's Thermometer	
	C = H	ygrometer/wet and dry bulb thermometer	
		2 @ 1 mark	[2]
(iii)	Three	marks available as follows:	
	one m	nark for using correct instrument (i.e. hygrometer); nark for correct calculation of wet bulb depression (3 deg nark for correct use of table (humidity 76%)	grees C);
		3 @ 1 mark	[3]
(b) (i)	Ideas	such as:	
	empty read a	ve bottle from rain gauge; v water from bottle into measuring cylinder; at eye level; t every 2 hours/same time of day, etc.	
	Topou	3 @ 1 mark	[3]
(ii)	Ideas	such as:	L-3
	Measu Painte Louvre	ures air temperature/not affected by direct sunlight; ed white to reflect heat/building may absorb heat; ed sides to allow free flow of air/wind could affect readin r access to read instruments than a site on the roof, etc.	-
		4 @ 1 mark or development	nt <b>[4]</b>
(iii)	MAXII	MUM of 5 marks on each weather instrument. Ideas suc	ch as:
	Locate	<b>vane:</b> ed on roof of building/above ground level; ere are no obstacles to prevent accurate readings.	
	Locate To ave	<b>Gauge:</b> ed on area of grass; oid splashback from concrete surfaces; from trees/buildings/in open area;	

			2
Page 9	Mark Scheme	Syllabus	. Q.
	IGCSE – May/June 2006	0460	12

Cambridge.com (c) Candidates should describe the hazards experienced by people living in areas at risk weather or climatic hazard. Candidates could refer to examples they have studied, if so can be credited as development marks (MAX 2) if linked with appropriate points [e.g. yield crops will be reduced by lack of water; as they have done in Burkino Faso (dev)] but do no credit examples in isolation.

e.g. Drought - expect hazards relating to issues such as:

Impact on crop yields;

Lack of food/starvation;

Farmers unable to leave land fallow;

Therefore soils exhausted:

And overgrazing of livestock takes place;

Increased likelihood of soil erosion by wind;

Loss of vegetation leads to more rapid run off;

Therefore less moisture trapped in soil;

And greater potential for flash floods, etc.

7 @ 1 mark or development

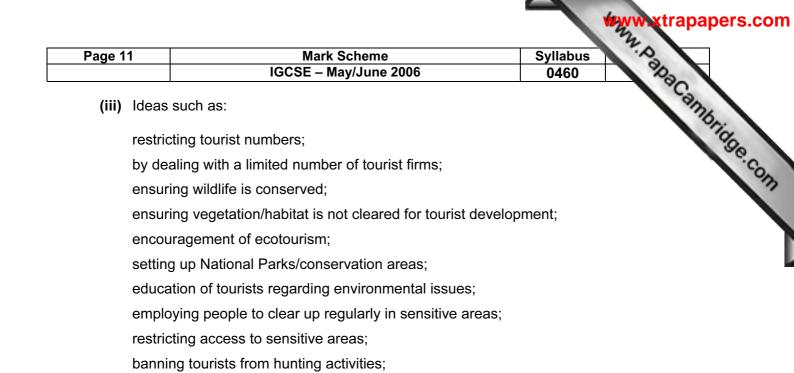
[7]

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Question 5         (a) (i) 58%         1 mark         (ii) Ideas such as:         more jobs are created for local people;         greater proportion of higher paid jobs for people from         abroad/lower paid jobs for locals, etc.         2 @ 1 mark         (iii) Benefits such as:         foreign exchange/income;         enabling spending on education/hospitals, etc. (to MAX 2);         development of infrastructure (water, electricity, transport, etc. to MAX 2);         cultural exchange;         retention of culture/traditions;         increased market for local farmers;         sales of local craft items, etc.         3 @ 1 mark	Page 1	0	Mark Scheme IGCSE – May/June 2006	Syllabus 0460
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3 @ 1 mark [3]			_	1
		farmin		-
(ii) Be prepared to accept a range of responses here which could stem from either Fig. 9 or			3 @ 1 marк	႞ၖ႞
their own knowledge including ideas such as:	(ii)			ould stem from either Fig. 9 or

loss of natural vegetation (or examples); pollution of areas of sea/rivers/lakes; increase in local traffic/congestion/atmospheric pollution from traffic; loss of local culture; impact of behaviour of tourists/drunkenness, etc.; low paid jobs; seasonal work; shortage of water supplies, etc.

No MAXIMUM on any one factor, providing adequate development of points.



using local provisions, etc.

using local labour;

No MAXIMUM on any one aspect, providing adequate development of points.

5 @ 1 mark or development

[5]

(c) Be prepared to accept any example of an area where tourism is important at any scale and any location. Candidates need to explain the reasons why tourism is important in the chosen area by referring to both physical and human attractions (MAX 5 on each). Candidates need to refer to an example they have studied, for which **one mark is reserved**.

Depending on the example chosen expect to see reference to features such as:

beaches;

climatic attractions;

scenic attractions;

attractions of natural vegetation;

cultural attractions;

architectural attractions;

historical attractions;

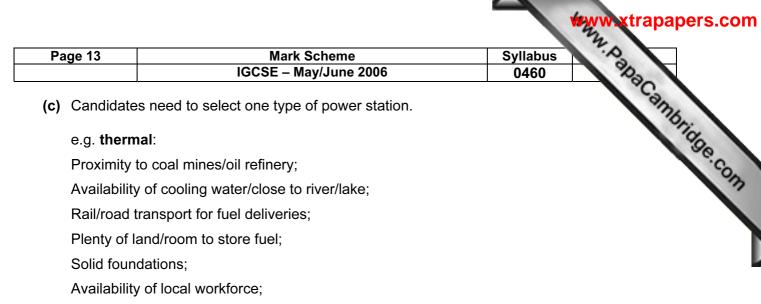
recently built attractions/theme parks, etc.

No MAXIMUM on any one aspect, providing adequate development of points.

7 @ 1 mark or development

[7]

Pa	ige 12	2	Mark SchemeSyllabusIGCSE – May/June 20060460	2D
Que	estio	n 6		strapapers.
(a)	(i)	Austra	alia	Tidge .
			1 mark	
	(ii)	A = Oi	il/natural gas/coal/lignite	
		B = Hľ	EP/Solar/Geothermal/wind/wave/tidal, etc.	
			2 @ 1 mark	[2]
	• •		idates should identify differences here though we should link together tw ints. Ideas such as:	vo discrete
		Greate	er proportion of fossil fuels used in Japan;	
			er proportion of renewable energy used in New Zealand;	
		Japan	n uses nuclear energy New Zealand does not	
			3 @ 1 mark	[3]
	• •		idates should suggest reasons for the importance of different methods of gicity in different countries. Expect ideas such as:	generating
		Availa	ability of reserves of fossil fuels/coal/oil/natural gas;	
		Level	of development/technology available;	
			rnment policy/attitude/towards the environment/e.g. nuclear power;	
			onmental conditions or examples e.g. opportunity to use solar power, HE 2), etc.	P, etc. (to:
			4 @ 1 mark or development	[4]
(b)	Trer	nds suc	ch as:	
	Incr	ease ir	n output from all three types;	
	part	icularly	y thermal (tenfold increase);	
	and	Nuclea	ar which wasn't used in 1960 but now provides a third of total power;	
	HEF	' increa	ases slightly/remains roughly the same	
			3 @ 1 mark	[3]



Positioned well in relation to National Grid/supply network, etc.;

# 5 @ 1 mark or development

(d) Candidates should choose a form of energy and describe threats to the environment which result from its exploitation and use. Be prepared to accept reference to any type of energy, in any country, and at any scale. Examples could range from the problems caused by the use of firewood in LEDCs to those caused by the generation of nuclear power. Candidates could refer to examples they have studied, if so these can be credited as development marks (MAX 2) if linked with appropriate points [e.g. acid rain from thermal power stations in the UK; destroys forests in Norway and Sweden (dev)] but do not credit examples in isolation.

e.g. the use of fossil fuels:

burning pollutes the atmosphere;

with gases such as carbon dioxide/sulphur dioxide;

causing acid rain;

which damages forests;

and kills aquatic life;

extraction in opencast mines destroys landscape;

and vegetation;

gases result in global warming/enhanced greenhouse effect;

melting of ice caps;

rise in sea level;

flooding of areas of coastal lowland, etc.

No MAXIMUM on any one aspect, providing adequate development of points.

7 @ 1 mark or development

[7]

[5]