

Wany, Papa Cambridge, com MARK SCHEME for the May/June 2011 question paper

for the guidance of teachers

0460 GEOGRAPHY

0460/11

Paper 1, maximum raw mark 75

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.

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| | Mark Scheme: Teachers' v | ersion Syll | abus 🔪 🔧 | Nr. |
|---------|--|--------------------------|--|--------|
| | IGCSE – May/June 201 | 11 04 | 60 Da | |
| (a) (i) | An area where many people live in a sma square kilometre; 1 mark | all area/per square kilo | abus 60 metre/over 50 Wales, Northern I | ambrid |
| | THAIR | | | |
| (ii) | A. Europe, France, NE USA/Eastern U California etc. | SA, Japan, England, ' | Wales, Northern I | reland |
| | B. Indonesia, Eastern China, Japan, India | a, Singapore, Thailand, | Philippines etc. | |
| | 2 @ 1 mark | | | [2 |
| (iii) | A. Ideas such as: e.g. Area X it is an area of desert/there are inadequa food cannot be grown/crops can't be grow many parts are isolated/poor communica there are few resources; there is little employment/no jobs; etc. | wn; | oads; | |
| | e.g. Area Y temperatures are low/very cold for much food cannot be grown/crops can't be grow difficult to get to/remote/inaccessible/sea there are few resources; there is little employment/no jobs; snow/ice covered; etc. | wn; | | |
| | 3 @ 1 mark | | | [3 |
| (b) (i) | Ideas such as: flood plain/it might flood; marshy land/swampy; people do not want their homes/settleme land likely to be used for rice/irrigated/far | - | | |
| | 3 @ 1 mark | | | [3 |
| (ii) | Ideas such as: relief is high/steep/mountainous/hilly/hills it is difficult to build homes/settlement/exp roads will be hard to construct/difficult to low temperatures; high precipitation/wet; windy; mud/land slides; | pensive to build; | | |
| | would need to build terraces to grow crop | os; etc. | | |

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| /:::) | Idaaa awah aay | | A shacannbridge. |
| (iii) | Ideas such as: fortile soils/so grops yield is good: (DEV) | | 76 |
| | fertile soils/so crops yield is good; (DEV) availability of water for drinking/cleaning/washing/dom | octio uso: | 10 |
| | water for irrigation/agricultural idea/livestock; | lestic use, | 30 |
| | communications by river/travel; | | |
| | • | | |
| | easy to build road/railway line; river is source of fish/go fishing; | | |
| | flat building land/easy to build settlements;(or DEV) | | |
| | fast flowing water for HEP; | | |
| | defence from meander; | | |
| | bridging point; | | |
| | | | |
| | renewable energy/clean energy; etc. | | |
| | | | [5] |

Level 1 (1-3 marks)

Statements including limited detail which describe and/or explain in population distribution. (e.g. south is more densely populated than north, more water supply, more jobs, not enough food produced in north, better communications in south etc.)

Level 2 (4–6 marks)

Uses named example.

More developed statements which describe and/or explain population distribution.

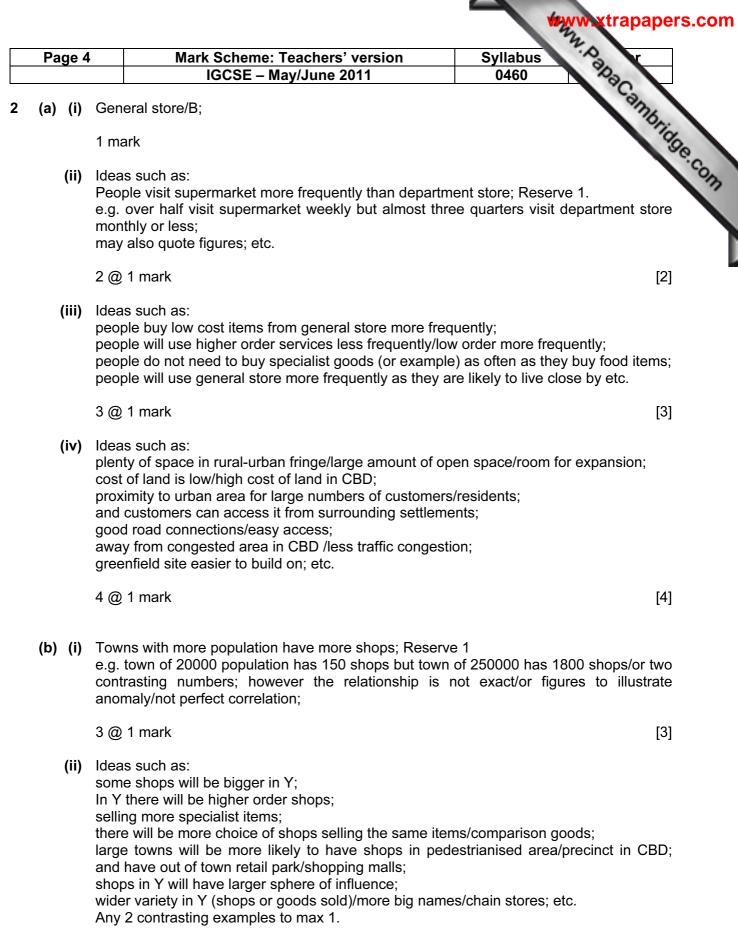
(e.g. south is more densely populated than north in the main river valleys, more water supply for agriculture in the south so more food produced, more jobs in south where most towns and cities are located, better communications including airport in south etc.)

(NB Max 5 if no named example)

Level 3 (7 marks)

Uses named example (e.g. Niger). Which describe and explain population distribution. Must have sparse and dense areas with description and explanation. Comprehensive and accurate statements including some place specific reference.

(e.g. the south has more water than the north therefore lack of domestic/agricultural water supply in north; the valley of the river Niger is densely populated as it is an attractive area to settle as it offers the best land to build settlements/communications/most fertile land; densely populated areas in south are better served by communications/airport at Bamako; southern parts are closer to boundaries of more countries e.g. Guinea/Ivory Coast thus more opportunities for trade etc.) [7]



NB Must look for comparative statements

5 @ 1 mark or development

[5]

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|-----------------------|---|--------------|
| | IGCSE – May/June 2011 | 0460 |
| (c) Levels ma | arking | Canto |
| Statemen | –3 marks) ts including limited detail describing hierarchy of of small settlements than big ones, one big city) | settlements. |
| Level 2 (4 | –6 marks) | |

Level 1 (1–3 marks)

Level 2 (4-6 marks)

Uses named example.

More developed statements describing hierarchy of settlements.

(e.g. More small villages than large cities, one big city which is the capital, several large cities within each part of the country etc.)

(NB Max 5 if no named example)

Level 3 (7 marks)

Uses named example (e.g. UK).

More developed statements describing hierarchy of settlements, including some place specific reference.

(e.g. More small villages, especially in rural areas like Norfolk, than large cities; one large city, London, which is the capital; several large cities within each part of the country e.g. Norwich, Birmingham, Liverpool etc.) [7]

[Total: 25]

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| Pa | ge 6 | | Syllabus R |
|-----|-------|--|----------------------------|
| | | IGCSE – May/June 2011 | 0460 |
| (a) | (i) | (Relative) humidity | Syllabus 0460 Cannut |
| | | 1 mark | 193 |
| | (ii) | B. Anemometer | |
| | | C. Barometer | |
| | | 2 @ 1 mark | [2] |
| | (iii) | One mark for correct reading of maximum temperature 26 One mark for correct reading of minimum temperature 20 One mark for correct calculation of range/use of correct for | –21°C; |
| | | 3 @ 1 mark | [3] |
| | (iv) | Ideas such as: high up/higher than playground; above trees and/or buildings; not sheltered/nothing to interfere with wind/block wind; playground may be sheltered by school buildings/objects; will not be damaged by children/can be damaged in playgroof is not used for anything else; etc. | |
| | | 4 @ 1 mark | [4] |
| (b) | (i) | A. white colour | |
| | | B. slatted sides | |
| | | C. legs/raised above ground | |
| | | 3 @ 1 mark | [3] |
| | (ii) | Ideas such as: open space/away from trees and/or buildings/middle of fie so readings are not affected by shelter they provide (reas above grass/not above concrete; as temperatures above concrete will be artificially high (re in a fenced/walled compound; to avoid tampering (reason (damage idea); etc. | on); eason); |
| | | 5 @ 1 mark crediting reasoning as development | [5] |
| | | | |

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|--------|--------------------------------|------------|--|
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Level 1 (1–3 marks)

ambridge.com Statements including limited detail describing problems experienced by people as a result tropical storms.

(e.g. people killed, crops destroyed, they have no water to drink, houses damaged, strong winds destroy houses, people have to evacuate, roads flooded/blocked, list of what need to do to prepare. etc.)

Level 2 (4-6 marks)

Uses named example.

More developed statements describing problems experienced by people as a result of tropical storms.

(e.g. people have to walk long distances to find fresh water; damage to crops leads to lack of food; death through starvation/malnutrition/drowning etc.; people have to evacuate and live in refugee camps, roads flooded/blocked so aid cannot be sent in etc.)

(NB MAX 5 if no named example)

Level 3 (7 marks)

Uses named example (e.g. cyclones in Bangladesh).

Comprehensive and accurate statements describing problems experienced by people as a result of tropical storms, including some place specific reference.

(e.g. people have to walk long distances to find fresh water as local groundwater sources are flooded by the Ganges; damage to rice crops leads to lack of food; death through starvation/malnutrition/drowning etc.; housing destroyed by strong winds sweeping in from Bay of Bengal; people have to evacuate and live in refugee camps in Dhaka, roads flooded/blocked so aid cannot be sent in etc.)

[Total: 25]

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| Page 8 | 8 | Mark Scheme: Teachers' version | Syllabus Syllabus |
|---------|--|--|-----------------------------------|
| | | IGCSE – May/June 2011 | 0460 |
| (a) (i) | Janı | uary/February/March/April | ant |
| | 1 ma | ark | 19 |
| (ii) | - | temperatures/26–27°C/above 25°C /below 30°C; temperature range/no (seasonal) variation/all year r | Syllabus 0460 r ound; |
| | 2@ | 1 mark | [2] |
| (iii) | warr ever lots | as such as: m/hot/wet climate (encourages growth); rgreen due to lack of a cold season/limited seasonal of sunshine/overhead sun/sunny; nid; etc. | l change/continual growing seasor |
| | 3@ | 1 mark | [3] |
| (iv) | lots e.g. tall/r thin; little liana para laye cano eme buttr dens drip leav shru | undergrowth; as; asites/epiphytes/fungi; | [4] |
| (b) (i) | Idea | as such as: | |
| | ranc mini use com indu builc reloc | d building; ching/raising animals; ing; wood from trees/timber extraction/wood for example mercial cultivation; istrial development/factories; d settlements/housing/cities; cate from cities; rcoal; etc. | es; |
| | 3@ | 1 mark | [3] |
| | | | |

| | | Syllabus |
|---|--|----------|
| Page 9 | Mark Scheme: Teachers' version | Syllabus |
| | IGCSE – May/June 2011 | 0460 |
| t t t t t t t t t t t t t t t t t t t | deas such as: food chains will be 'broken'/destroyed; as plant life/spec herefore lack of food for herbivores; carnivores will have nothing to prey on; soils will be less well drained; looding is likely; compaction of topsoil occurs; as a result of lack of interception/protection by vegetation soil erosion may occur/blown away/washed away/dries soil settles on river bed/displaces water; animals scared/run away/killed; extinction; (DEV) etc. | on; |
| Ę | 5 @ 1 mark or development | [5] |

Level 1 (1-3 marks)

Statements including limited detail describing and/or explaining the main features of desert climates.

(e.g. hot, dry, no clouds, sun overhead, high pressure, no rainfall etc.)

Level 2 (4–6 marks)

Uses named example.

More developed statements describing and/or explaining the main features of desert climates.

(e.g. large diurnal range of temperature, high daytime and low night time temperatures, dry climate due to long distance of deserts from oceans, absence of moderating influence of water body raises temperatures in summer months, winds blow over large areas of land hence no source of moisture, high pressure results in descending air therefore no convection/condensation etc.)

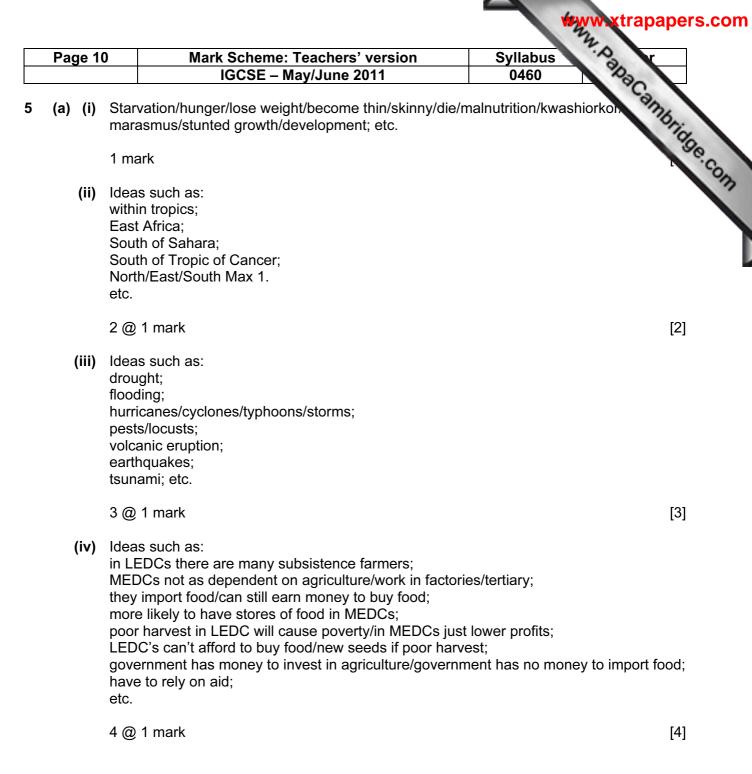
(NB MAX 5 if no named example)

Level 3 (7 marks)

Uses named example (e.g. Sahara desert).

Comprehensive and accurate statements describing and explaining the main features of desert climates.

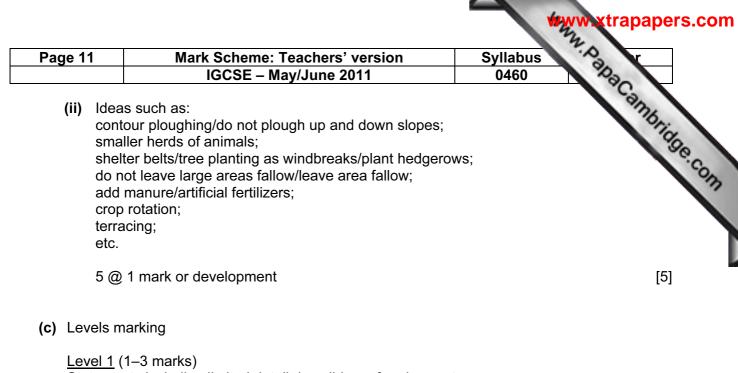
(e.g. large diurnal range of temperature, dry climate due to long distance of deserts from Atlantic Ocean, absence of moderating influence of water body raises temperatures in summer months, NE trade winds blow over large areas of Asia before reaching the desert hence no source of moisture, high pressure results in descending air therefore no convection/condensation/explanation of Hadley Cell etc.) [7]



 (b) (i) overgrazing makes soil bare/arid/wind/rain removes it/without protection/tramples soil; overcultivation removes nutrients from soil/reduces fertility; irrigation makes soil salty;

3 @ 1 mark

[3]



Statements including limited detail describing a farming system. (e.g. soil, harvesting, cereal crops)

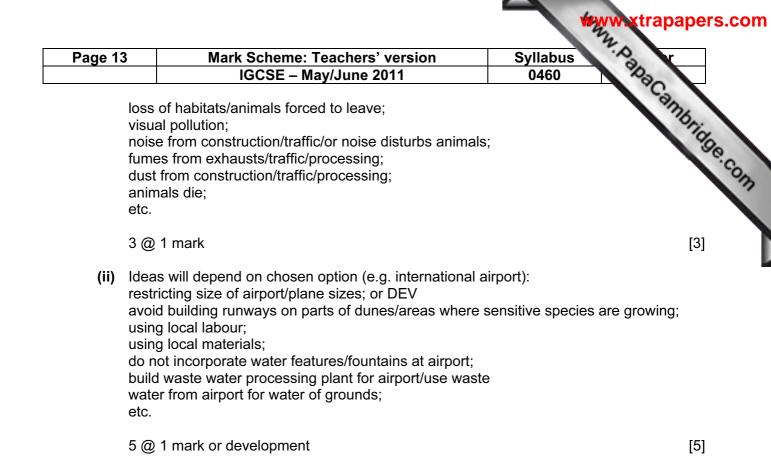
Level 2 (4–6 marks)

Uses named example. More developed statements describing the chosen farming system. (e.g. deep, fertile soils, harvesting using combine harvester, cereal crops exported for bread making)

Level 3 (7 marks)

Uses named example (e.g. large scale cereal growing in Canadian Prairies). Comprehensive and accurate statements including correct reference to a named area. (e.g. wheat farming in the Canadian Prairies – deep, fertile soils, harvesting using combine harvester, cereal crops exported for bread making.) [7]

| Page 1 | 2 | Mark Scheme: Teachers' version | Syllabus Syllabus | |
|---------|--|--|--|-------|
| | | IGCSE – May/June 2011 | 0460 230 | |
| (a) (i) | Con ⁻ exar | tamination of natural environment/discharge of mples that damage/contaminate the natural environn | Syllabus 0460 harmful products internent; | 76m |
| | 1 ma | ark | | |
| (ii) | CO ₂ nois fuel/ | is such as: emissions/fumes/gases from exhausts/engines/cars e from engines/vehicles/traffic; /oil leaks from boats; al pollution from road cutting through woodland or ex | s/vehicles; | |
| | 2@ | 1 mark | | [2 |
| (iii) | easy it is a envi regu ecor | is such as: y/quick to do/convenient; a cheap method of waste disposal; ronmental protection regulations in LEDCs are wea lations are not enforced; nomic growth given preference over environment; sn't take up land/less landfill sites; | k/no laws; | |
| | 3@ | 1 mark | | [3 |
| (iv) | relea builo lets gree ozor | bal warming/acid rain/ozone depletion/greenhouse e ase of carbon dioxide/sulphur dioxide/CFC's/aerosol ds up in atmosphere/reacts with water vapour/CFC's in rays/heat from sun/forms weak acidic solution/rem enhouse effect/traps heat/acts like a greenhouse/fa ne layer; prestation prevents uptake of CO ₂ ; | s/refidgerants; build up in atmosphere; noves Ozone; | le ir |
| | NB d | only credit one idea (i.e. global warming or ozone de | pletion). | |
| | 4@ | 1 mark | | [4] |
| (b) (i) | e.g. vege ecos food loss visu dust nois | as such as: airport: etation destroyed/deforestation; systems threatened; I chain disrupted; of habitats/animals forced to leave; al pollution; from construction; e from construction/traffic/or noise disturbs; es from aircraft/traffic; nals die; | | |
| | woo | incinerator: dland/scrub/vegetation destroyed/vegetation; systems threatened; l chain disrupted; | | |



Level 1 (1–3 marks)

Statements including limited detail describing how energy supplies are being developed. (e.g. tidal power, HEP, wind power, wave power, nuclear power, oil fields, coal mines etc.)

Level 2 (4-6 marks)

More developed statements describing how energy supplies are being developed.

(e.g. tidal power is being developed in bays and estuaries/where the tidal range is large; HEP is being developed in mountainous areas with high precipitation; wind power is being developed offshore and in mountainous areas; wave power is being developed where waves are large; new nuclear power stations planned etc.)

Level 3 (7 marks)

Uses named example (e.g. UK).

Comprehensive and accurate statements describing how energy supplies are being developed including some place specific reference.

(e.g. tidal power is being developed in bays and estuaries like the Severn Estuary; HEP is being developed in mountainous areas with high precipitation such as the pumped storage scheme at Dinorwic in Snowdonia; wind power is being developed off the coast of East Anglia and in Morecambe Bay in mountainous areas such as the Pennines etc.). [7]