

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**

0460 GEOGRAPHY	
0460/21	Paper 2, maximum raw mark 60

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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- 1 (a) (i) C road, (allow A also)
- (ii) race course,
- (iii) Colbeck Castle/point of interest, [1]
- (iv) Plantain, [1]
- (v) well(s), (well and spring = 0) [1]
- (b) (i) mangrove,
marsh/swamp,
sugar,
mixed/scattered cultivation, (trees and scrub = 0)
pasture,
built up area/settlement, (buildings = 0)
- 2 = 1 mark [2]
- (ii) the river flows across flat land,
the river flows from north to south,
there is coral at the mouth of the river,
the river is crossed by a railway,
- Cancel one correct statement for every tick more than four. [4]
- (c) (i) 3742, [1]
- (ii) 2850–3000 (metres) [1]
- (iii) 242°, (more than one tick = 0) [1]
- (d) flat land,
access to sea transport/coast for export or import,
lowland coast,
shelter from coral/reef,
shelter from bay,
gaps in reef for access,
airstrip,
wharf for ships/export or import,
dock/inlet at power station,
railway,
natural harbour,
power station for electricity,
road access, [4]

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- (e) marsh/swamp/mangrove,
marsh/swamp unattractive,
marsh/swamp prevents access/construction,
mangrove difficult to clear/prevents access,
few/no roads,
few/no beaches,
industry developed max 2 (air pollution, noise pollution, visual pollution), [2]
- 2 (a) (i) 10(%) [1]
- (ii) there is no clear pattern, (more than one tick = 0) [1]
- (b) (i) get (better) food,
bet (better) medical care,
get (better) education, (more money = 0)
- miss parents,
neglected/maltreated by others,
emotional difficulties, [2]
- (ii) have access to better schools/housing/medicine etc.,
have more money for food/clothes,
- don't speak language (therefore isolated),
difference in culture/religion therefore persecuted/isolated/hard to adapt,
suffer because parents have little money,
discrimination developed or example, [2]
- (iii) have access to better schools etc.,
have more money for food/clothes,
can support family/send money to family,
- suffer crime,
suffer prostitution,
homeless/street children,
- One benefit and one problem in each case. [2]
- 3 (a) (i) valley shaded to approximately 255m behind dam,
(upper level must be between contours) [1]
- (ii) 25m, [1]
- (b) (i) liable to carbonation,
dissolves in rainwater/attacked by acid rain,
because limestone/carbonate, [2]
- (ii) cracks will allow water penetration,
lead to freeze-thaw/frost shattering, [2]

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(iii) liable to oxidation/reaction with air/reaction with oxygen,
because iron (minerals)/iron minerals rust,

4 (a) **A** dispersed/scattered,
B nucleated/clustered,
C linear/ribbon, (in a line = 0) [3]

(b) gentle slopes,
undulating,
low(er) in background/on right hand side (or converse),
flat in background,

animals/sheep, (cattle = 0)
pasture land,
no crops,
land divided into plots/fields/by boundaries,

grass and trees,
trees on field boundaries/around buildings/in groups,
trees have no leaves

Reserves one mark for each section.
Allow transfer between sections.

[5]

5 (a) (i) low amount of vegetation/crop cover more erosion,
soil exposed to force of water/wind, [2]

(ii) low rainfall needed for wind erosion/high rainfall for water erosion,
vegetation dies when rainfall low,
dry soil/dust picked up by wind,
rainwater flows over surface and picks up soil, [2]

(iii) steep slopes needed for erosion by water (but not wind),
water runs downhill/greater flow/greater momentum (picks up soil),

One mark for description and one for explanation in each case. [2]

(b) wind because low rainfall years have high erosion,
e.g. 1970/1972/1982/1983/1994/2002/2003,
not water because little erosion in high rainfall years,
e.g. 1974/1975/2000,
discussion of mechanisms of wind erosion in dry years, [2]

6 (a) hot/very hot summers/any month between April and October,
mild/cool/warm winters/any month between November and March,
large annual range of temperature (allow temperatures from high to low),
very low rainfall/dry/desert/arid,
some months with no rain,
more/most rain in summer/July and August, [4]

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- (b) scrub/bushes,
flat-topped,
no leaves,
short/small vegetation, (small trees = 0)
two layers,
scattered/sparse/bare earth,
patches of grass,
yellow/pale green/brown/grey,

[4]