



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

---

**GEOGRAPHY**

**0460/11**

Paper 1

**May/June 2016**

**MARK SCHEME**

Maximum Mark: 75

---

**Published**

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is the registered trademark of Cambridge International Examinations.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

---

This document consists of **13** printed pages.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

- 1 (a) (i) South America Europe Asia [1]
- (ii) USA  
31 110 [2]
- (iii) Ideas such as:
- lack of qualifications/skills/education/no experience;
  - some cannot speak the language;
  - some are doing low paid jobs;
  - some are unable to obtain employment/not enough jobs;
  - difficulty affording housing/have to live in squatter settlements/cannot find a place to live;
  - some may have to live away from their families;
  - discrimination may occur;
  - exploitation by employers/long hours;
  - hard to fit in with culture/differences in culture/laws (or example – food, etc.)
  - religious persecution/nowhere to worship;
  - lack of documentation, etc. (3 × 1 mark) [3]
- (iv) Ideas such as:
- enlarges labour force/helps to exploit resources;
  - provides cheap labour;
  - people will do jobs locals will not do/dirty jobs;
  - skilled labour (or example – doctors/engineers);
  - cultural exchange/multi-cultural society;
  - specific services set up (or example – restaurant, etc.);
  - raises more tax revenue;
  - larger market for businesses/more sales;
  - helps country to develop/improves economy;
  - employment/revenue for country created by new businesses, etc. (4 × 1 mark) [4]
- (b) (i) Emigration from USA to Mexico increases after 1995 to 2000 **but** emigration from Mexico to USA decreases by 2005–2010;
- 1995–2000 more emigration from Mexico to USA than immigration from USA to Mexico;  
2005–2010 more emigration from USA to Mexico than immigration from Mexico to USA/roughly the same amounts of immigration and emigration between Mexico and USA;
- 3rd mark for supporting stats:  
1995–2000 to USA 2.9 million, to Mexico 0.68 million  
OR  
2005–2010 to USA 1.3 million to Mexico 1.4 million (3 × 1 mark) [3]

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

(ii) Ideas such as:

- employment;
- high wages;
- good quality/sufficient education/schools/universities/children`s literacy improved/better qualifications, etc.;
- good quality health care/doctors/medicines;
- good quality housing;
- with amenities such as electricity/piped water;
- bright lights/entertainments;
- adequate supplies of food;
- good water supply/sanitation;
- family/friends live there;
- no wars/peace/political stability, etc.

(5 × 1 mark for development) [5]

(c) Levels marking

Level 1 (1–3 marks)

Statements including limited detail which describe and/or explain the problems caused by under-population.

Level 2 (4–6 marks)

Uses named example.

More developed statements which describe and/or explain the problems caused by under-population.

**NB** Max 5 if no named or inappropriate example

Level 3 (7 marks)

Uses named example.

Comprehensive and accurate statements including some place specific reference.

Content Guide:

Answers are likely to refer to:

- shortage of workers
- low level of production
- resources under-used
- high taxes
- lack of government income
- small market for goods and services
- low value of exports, etc.

Place specific reference is likely to consist of:

Named parts of the chosen country/locational detail, population data, etc.

[7]

**[Total: 25]**

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

- 2 (a) (i) Coastal location/sheltered water/on an estuary/near the sea, etc. [1]
- (ii)
- Q is located where deep water is available/P near shallow water;
  - P has large areas of mud (at low water)/Q does not have mud;
  - It is difficult for ships to reach P/it is easy for ships to reach Q/P is a long way from open sea;
  - ships are now much larger, etc. (2 × 1 mark) [2]
- (iii) Ideas such as:
- S has a large beach(or spit)/R does not have a large beach;
  - S is accessible by rail/R is not on the railway line;
  - A main road serves S/only a minor road goes to R/S is more accessible/easier to get to;
  - S has more amounts of flat land/R has steep land, etc.
- NB:** Assume the answers relates to S unless otherwise stated. (3 × 1 mark) [3]
- (iv) Ideas such as:
- imports/exports/close to port;
  - railway line/roads/easy distribution of products/access raw materials;
  - can process fish caught locally;
  - flat land for building factories;
  - water supply for industry, etc.
- One mark for simple reason (e.g. it is near a port)  
 Second mark for explaining the reason (e.g. it is near a port so raw materials can be imported) (4 marks 2 + 2 Dev) [4]
- (b) (i)
- Both are a similar size/small/both approx. 40 000 sq metres (35 000 to 45 000);
  - Ghajn Tuffieha is longer/linear but Fomm ir-Rih is nucleated;
  - Ghajn Tuffieha is 400 metres long/from west to east and Fomm ir-Rih is 200 metres long/from west to east, etc. (3 × 1 mark) [3]
- (ii) Ideas such as;
- relief/flat, low land – is better for construction;
  - a site close to a wet point/water source/stream/spring/river – provided fresh water;
  - fertile land was required – for producing food;
  - valley sites – were sheltered from the elements;
  - hill tops – were sometimes chosen as defensive sites;
  - bridging points/fords – enabled rivers to be crossed;
  - dry point – avoided flooding;
  - near woodland – for hunting/building materials;
  - near roads – for access;
  - aspect/south facing (in N hemisphere) – to get more sunshine;
  - avoid marshes – so buildings are stable, etc. (5 × 1 mark for development) [5]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

## (c) Levels marking

Level 1 (1–3 marks)

Statements including limited detail which describe and/or explain the service provision.

Level 2 (4–6 marks)

Uses named example.

More developed statements which describe and/or explain the service provision.

**NB** MAX 5 if no named or inappropriate example

Level 3 (7 marks)

Uses named example.

Comprehensive and accurate statements including both description and explanation, with some place specific reference.

Content Guide:

- Answers are likely to refer to;
- Types of services,
- Order of services,
- Size of settlement/population,
- Sphere of influence,
- Threshold population,
- Accessibility,
- Function of settlement, etc.

Place specific reference is likely to consist of:

- Locational details,
- Population statistics,
- Details of transport/communication network,
- Named shops and services, etc.

**NB** The example can be a named settlement of any size.

[7]

[Total: 25]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

- 3 (a) (i) The magnitude of an earthquake [1]
- (ii) On Fig. 5 [2]
- (iii) Ideas such as:
- uneven distribution;
  - clustered/in groups;
  - in western part of the country;
  - on/close to boundaries (with Russia/China/Kazakhstan);
  - mainly between 87 and 105 degrees East (anywhere within range), etc.
- (3 × 1 mark) [3]
- (iv) Ideas such as:
- location is close to a (destructive)plate boundary/subduction zone;
  - plates move or slide towards each other/one goes under the other;
  - friction/plates get locked together/plates stick;
  - build-up of pressure or tension or energy;
  - pressure or tension released/sudden jolt;
  - creates seismic waves/vibrations, etc.
- (4 × 1 mark) [4]
- (b) (i) Focus= where the earthquake occurred/started/rocks fractured the origin of the earthquake  
 Epicentre = the point on the surface directly above the focus/where the earthquake occurs.  
 Seismic waves= a wave/vibration which travels within the earth/through the rocks
- (3 × 1 mark) [3]
- (ii) Ideas such as:
- death/injury;
  - destruction/damage to homes;
  - damage to possessions/cars;
  - damage to roads/railways/bridges;
  - loss of electricity/gas/telephone lines/communications;
  - loss/contamination of water supplies;
  - fires;
  - disruption to businesses/workplaces;
  - economic collapse;
  - loss of jobs;
  - food shortages/death of livestock;
  - government buildings destroyed;
  - damage to specific other buildings – e.g. churches/school/hospital/shops/historical buildings/monuments;
- (5 × 1 mark for development) [5]

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

## (c) Levels marking

Level 1 (1–3 marks)

Statements including limited detail which describe opportunities provided by volcanoes.

Level 2 (4–6 marks)

Uses named example.

More developed statements which describe opportunities provided by volcanoes.

**NB** Max 5 if no named or inappropriate example

Level 3 (7 marks)

Uses named example.

Comprehensive and accurate statements including some place specific reference.

Content Guide:

- Answers are likely to refer to:
- Tourism/scenic beauty,
- mining/mineral exploitation,
- building materials,
- fertile soils/agriculture,
- geothermal power
- cultural/religious significance, etc.

Place specific reference is likely to consist of:

- Locational details,
- Details of named parts of the area,
- Named examples of power stations/tourist resort, etc.

[7]

**[Total: 25]**

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

4 (a) (i) Amazon (Basin)/Congo Basin//Kalimantan, etc. [1]

(ii) On/close to Equator;  
up to 7/8 degrees north and south;  
in Africa, South America and South East Asia (at least 2 needed), etc.  
(2 × 1 mark) [2]

(iii) Describe Hot and wet/high rainfall and temperature;  
high temperature through the year/no seasons;  
average around 30 °C;  
2000 mm of rain or more;  
High rainfall all year/each day hot followed by heavy rainfall;  
High humidity/humid, etc. (3 × 1 mark) [3]

Explain Overhead sun/high angle of sun/direct sunlight/sun's rays are concentrated;  
Low atmospheric pressure;  
Rising air;  
Large amount of evaporation;  
Large amount of transpiration;  
Large amounts of condensation;  
Build-up of cumulus clouds;  
Saturation/convective rainfall (4 × 1 mark) [4]

- (b) (i) Impacts such as:
- leaf litter destroyed as trees are burnt;
  - micro-organisms are destroyed so less plants grow;
  - less evapotranspiration so there is less rainfall;
  - soil is eroded/leached so plants do not grow well/soils become infertile;
  - plants do not grow when there is less rain;
  - loss of shade so leaching and erosion occurs, etc.

**NB** No marks for a straight copy of labels without linking ideas together.  
(3 × 1 mark) [3]

- (ii) Ideas such as:
- release of carbon dioxide (as a result of burning);
  - trees are no longer available to convert carbon dioxide to oxygen/less oxygen is produced;
  - carbon dioxide traps heats;
  - increases global temperatures/greenhouse effect/global warming;
  - melting of ice caps/glaciers;
  - rising sea level;
  - flooding of coastal areas;
  - loss of habitat;
  - extinction of species;
  - impact on food chains;
  - drought ;
  - damage to coral reefs;
  - increasing number/severity of tropical storms, etc. (5 × 1 mark for development) [5]



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

## (c) Levels marking

Level 1 (1–3 marks)

Statements including limited detail which explain why the desert climate is hot and/or dry.

Level 2 (4–6 marks)

Uses named example.

More developed statements which explain why the desert climate is hot and/or dry.

**NB** Max 5 if no named or inappropriate example

Level 3 (7 marks)

Uses named example.

Comprehensive and accurate statements, which explain why the desert climate is hot and dry, including some place specific reference.

Content Guide:

- Answers are likely to refer to:
- Air pressure,
- Descending air,
- Hadley Cell,
- Wind direction,
- Angle of sun,
- Rain shadow effect,
- Cold ocean currents, etc.

Place specific reference is likely to consist of:

- Locational details;
- Details of amounts of precipitation/temperatures,
- Named winds,
- Names of locations within the desert, etc.

[7]

**[Total: 25]**

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

- 5 (a) (i) El Salvador [1]
- (ii) Countries with higher GNP per capita have a higher percentage with access to clean water/positive relation;  
comparative statistics for two countries to illustrate relationship. (2 × 1 mark) [2]
- (iii) Methods such as:
- Wells/water pumps;
  - Rivers/streams/lakes;
  - piped water;
  - dams/reservoirs;
  - collecting rainwater in storage tanks/from roofs;
  - purchase of water from tankers/bottled water, etc. (3 × 1 mark) [3]
- (iv) Ideas such as:
- reduction of water borne disease/diarrhoea;
  - such as typhoid/cholera, etc.;
  - less dehydration/water is needed for life/without water people die;
  - water required for cooking of food;
  - so less malnutrition;
  - less need to carry water for large distances;
  - less time wasted so people can grow more crops;
  - better sanitation/hygiene;
  - irrigation of crops/water for livestock, etc. (4 × 1 mark) [4]
- (b) (i) Ideas such as:
- Large/long/wide/big;
  - very high;
  - built of concrete/stone/rock;
  - large reservoir behind it;
  - road along dam;
  - power station at base of dam/electricity produced there;
  - in a rural/mountainous area, etc. (3 × 1 mark) [3]
- (ii) Ideas such as:
- the project will create employment (during the construction phase);
  - water supply for industry;
  - which will create multiplier effect;
  - generation of HEP/electricity;
  - will encourage economic growth/development/increase GDP;
  - tourists will be attracted to the dam/reservoir;
  - water will be available for local farmers;
  - increased yields of crops;
  - commercial production of crops/exports will increase;
  - reduce costs of/damage caused by floods;
  - sustainable supply of water;
  - can sell water internationally, etc. (5 × 1 mark for development) [5]

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

## (c) Levels marking

Level 1 (1–3 marks)

Statements including limited detail which explain how the threats to the natural environment are being managed.

Level 2 (4–6 marks)

Uses named example.

More developed statements which explain how the threats to the natural environment are being managed.

**NB** Max 5 if no named or inappropriate example

Level 3 (7 marks)

Uses named example.

Comprehensive and accurate statements, which explain how the risks to the natural environment are being managed, including some place specific reference.

Content Guide:

- Answers could refer to any economic activity but are likely to refer to;
- Manufacturing industry
- Tourism,
- Mining or quarrying,
- Agriculture,
- Generation of electricity,
- transport, etc.

Management strategies will depend on the activity being considered but may include:

- Legislation,
- Planning controls,
- National Park status, etc.

Place specific reference is likely to consist of:

- Locational details;
- Specific details of economic activity or management strategies,
- Named settlements, etc.

[7]

**[Total: 25]**

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

- 6 (a) (i) Jobs/things which are done on a farm to convert inputs to outputs;  
turning inputs on a farm into outputs;  
actions needed to get an output from a farm [1]
- (ii) Arable – wheat/sugar beet  
Pastoral – meat/milk/wool
- NB** Crops and animal products = 1 (2 × 1 mark) [2]
- (iii) Ideas such as:
- variety of items to sell/different types of products to sell;
  - if one product does not do well the farmer has others to fall back on;
  - easier to adapt to market changes;
  - manure from animals can be used to fertilise crops;
  - crop waste can be used to feed animals;
  - the farmer has work throughout the year, etc. (3 × 1 mark) [3]
- (iv) Ideas such as:
- crops are usually grown on flat/low land;
  - as it is easier to mechanise;
  - soils are likely to be more fertile;
  - steep slopes are used for grazing sheep/pastoral farming;
  - thin soils/rough grassland on steep slopes would result in poor yields from crops;
  - sheep are hardy and can withstand cold temperature on mountains;
  - south facing slopes (in northern hemisphere...vice versa in southern) receive more sunshine;
  - and are useful for growing vines;
  - sloping land more be better drained than flat land;
  - so may be used for crops/livestock which will not tolerate waterlogging, etc. (4 × 1 mark) [4]
- (b) (i) Ideas such as:
- More scrub and desert to the west;
  - More rice growing to the east;
  - More wheat grown to the east;
  - All cotton to the east none to west;
  - More crops grown to east (only allow if no marks given for specific crops)
  - More forest to the east;
  - There is scrub to the west but wheat is grown to the east (or similar comparison to MAX 1)
- NB** The answer needs to be comparative (3 × 1 mark) [3]
- (ii) Ideas such factors such as:  
amount of land owned;  
amount/surplus which can be produced  
availability of local markets/demand/profitability;  
accessibility/access to distant markets/export market;  
wealth of farmers/availability of capital for inputs;  
availability of labour supplies;  
tradition/culture;  
level of education of farmers, etc. (5 × 1 mark for development) [5]

Page 13	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2016	0460	11

## (c) Levels marking

Level 1 (1–3 marks)

Statements including limited detail which describe the effects of food shortages on the people who live there.

Level 2 (4–6 marks)

Uses named example.

More developed statements which describe the effects of food shortages on the people who live there.

**NB** Max 5 if no named or inappropriate example

Level 3 (7 marks)

Uses named example.

Comprehensive and accurate statements, including some place specific reference.

Content Guide:

- Answers are likely to refer to:
- malnutrition/starvation,
- migration,
- weakness/inability to work,
- reduction of future output,
- cycle of poverty,
- dependence on aid supplies, etc.

Place specific reference is likely to consist of:

- Locational details;
- Specific details of settlements/areas affected,
- Named groups/tribes living in the area, etc.

[7]

**[Total: 25]**