

www.papacambridge.com MARK SCHEME for the May/June 2008 guestion paper

0460 GEOGRAPHY

0460/01

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.

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.

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

CIE is publishing the mark schemes for the May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus	· A er
	IGCSE – May/June 2008	0460	De

The features of the marking scheme

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

Cambridge.com 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 scheme is fully up-to-date before marking begins.

Marking mechanics

Point marking is used for sections (a) and (b) of each question, 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).

Levels of response marking is used for section (c) of each question.

Thus it is the quality of the response which determines which level an answer is achieved rather than the quantity of statements contained within it. However once assigned to a level the mark achieved within that level is determined by the number of points made.

Levels 1 and 2 are distinguished by whether statements are simple (level 1) or developed/elaborated (level 2). A candidate can immediately enter L2 by making developed points without making any L1 statements. In order to achieve L3 a candidate must have already reached the top end of L2 - in addition his/her answer should have a clear example (for 6 marks), and if the answer is place specific as well (7 marks).

Where statements are assigned levels by the examiner this should be indicated by the use of L1, L2 and L3 next to the statements. A summary of the overall level and mark awarded should be written at the end of the answer. Ticks should not be used on answers which are marked using levels of response marking.

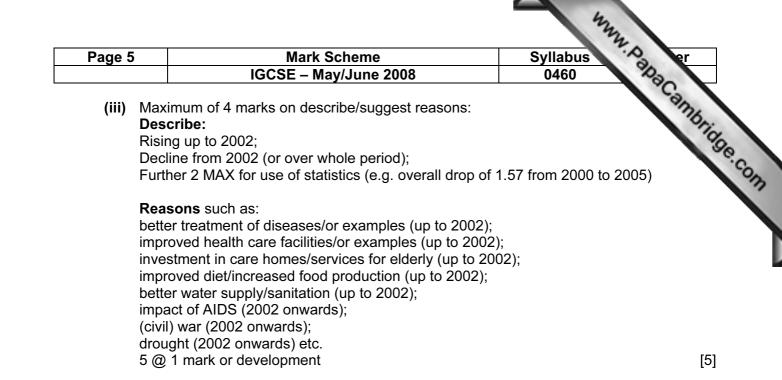
Page 3	Mark Scheme	Syllabus Syllabus
	IGCSE – May/June 2008	0460
Summary:		Syllabus 0460 BBC annbridge con
evel 1 (1 to 4 marks	;):	16.
simple statement (196
simple statements		00
simple statements		· o
or more simple sta		
<u>.evel 2</u> (3 to 5 marks		
developed stateme	,	
		simple statements (A marks)
	nts or 1 developed statement + 2 or more s	or more simple statements (5 marks)

3 or more developed statements (or 2 developed statements + 2 or more simple statements) + named example (6 marks)

3 or more developed statements (or 2 developed statements + 2 or more simple statements) with at least one piece of place specific detail + named example (7 marks)

All answers, whether marked by point marking or levels, 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.

Page 4		ark Scheme	Syllabus	a, er
	IGCSE –	– May/June 2008	0460	10an
(a) (i)	The north/20 °N or highe latitude and longitude coo 1 mark		orth of 100 mm isohyet/ar	y co. er
(ii)	Features such as: areas with over 400 mm ra south (west) of country; between 10–15 (18) degre close to river (Niger); in or around urban areas (2 @ 1 mark	rees N		[2]
(iii)	variations in water supply/ thus lack of domestic/agric possible variations in terra as it may offer the best lar communications (dev) mo some areas may be better southern parts have more more countries (dev) rural urban migration/urb pulls/pushes (dev) variation in natural resource	icultural water supply in ain/the valley of the rive and to build settlements ost fertile land (dev) er served by communicative re opportunities for transformer banisation; because the rce availability etc.	some areas (dev); er Niger is an attractive ar (dev) ations/airport; de; as they are closer to	boundaries of cilities or other
(b) (i)	3 @ 1 mark or developme BR – DR/46.77 minus 19. plus or minus net migratio Correct calculation = 27.3 3 @ 1 mark	.05 (1st mark) on/–0.33 (2 nd mark)		[3]
(ii)	Ideas such as: little availability of/no cont not educated about contra not likely to be able to affo likely to want children to w likely to want children to lo not likely to be affected by likely to have large familie likely to have large familie early marriage; women not educated/lack	aception; ord contraception; work on the land; send out to earn money look after parents in old y government policy to es due to tradition/sign es due to religious influe	age; reduce family size; of virility/wanting a boy; ences;	eers;



Level 1 (1-4 marks)

Statements including limited detail which suggest reasons for international migration. (e.g. more/better jobs, better services, not enough food, war, drought etc.)

Level 2 (3-5 marks)

More developed statements which explain reasons for international migration.

(e.g. more jobs in destination country where they can work in service sector/factories, greater access to schools/hospitals/clinics, can buy food from shops rather than rely on unproductive farmland, refugees fleeing from war torn areas in fear of their lives, drought prevents them from producing enough food to feed their families etc.)

Level 3 (6-7 marks)

Uses named example (e.g. Turkey to Germany).

Comprehensive and accurate statements including some place specific reference.

(e.g. more jobs in Germany where they were employed in rebuilding cities like Dresden after World War 2, greater access to schools/hospitals/clinics than in remote mountainous areas of Turkey, refugees fleeing from war-torn areas close to Iraqi border in fear of their lives, drought in regions such as central Anatolia prevents them from producing enough food to feed their families etc.)

[7]

Page	6	Mark Scheme	Syllabus er
		IGCSE – May/June 2008	0460
(a) (i)	Cer 1 m	ntral Business District ark	Sambrid
(ii)	Sim are are Diff Mea Mea Mea	e mark for a similarity and one for a difference. nilarities such as both: on edge of city/away from centre; close to A roads/within easy reach of motorway/M1; ferences such as; adowhall is closer to centre (in urban area)/Crystal P adowhall is closer to motorway; adowhall is further north; adowhall near river/Crystal Peaks is not etc.) 1 mark	
(iii)	low pler prox 'A' r awa	as such as: cost land in rural area; nty of space in rural area; for large car parks/expansi ximity to urban area for large numbers of customers; road/motorway provides easy access for customers/o ay from congested area in CBD etc.) 1 mark or development	
(b) (i)	Pho Pho	otograph A = village otograph B = city otograph C = town) 1 mark	[3]
(ii)	a c in a mor higł higł higł	as such as: liagram showing the size/importance of settleme settlements by rank order; ny area there will be more low order settlements/villa re services/variety of services are found in larger s ones/low order; n order services in cities/high order settlements n order settlements/cities have a larger sphere of influ- n order settlements/cities have a larger threshold pop 1 mark	ages than high order/cities; settlements/high order than small uence;
(iii)	peo peo son son peo son son	as such as: ple will travel further for higher order services; ple will travel to buy specialist goods (or examples); ple travel further to buy comparison goods rather than ne services are likely to be used less/more frequently ne centres offer more shops/wider range/opportune prices; ple travel further for some services to seek better quanter ne services may have a larger sphere of influence; ne people live in settlements with fewer services that villages have further to travel than city dwellers for r s 1 or development)	an convenience goods; y than others; nity to shop around/get cheaper uality; n other people/people who live in

		· · · ·
Page 7	Mark Scheme	Syllabus er
	IGCSE – May/June 2008	0460

Level 1 (1-4 marks)

Cambridge.com Statements including limited detail on likely effects on people or environment as a result urban sprawl.

(e.g. traffic congestion, loss of farmland, atmospheric pollution)

Level 2 (3-5 marks)

More developed statements on likely effects on people or environment as a result of urban sprawl.

(e.g. traffic congestion as many people who live in new developments commute to work in CBD, loss of farmland due to new housing developments/road construction, atmospheric pollution from increased traffic etc.)

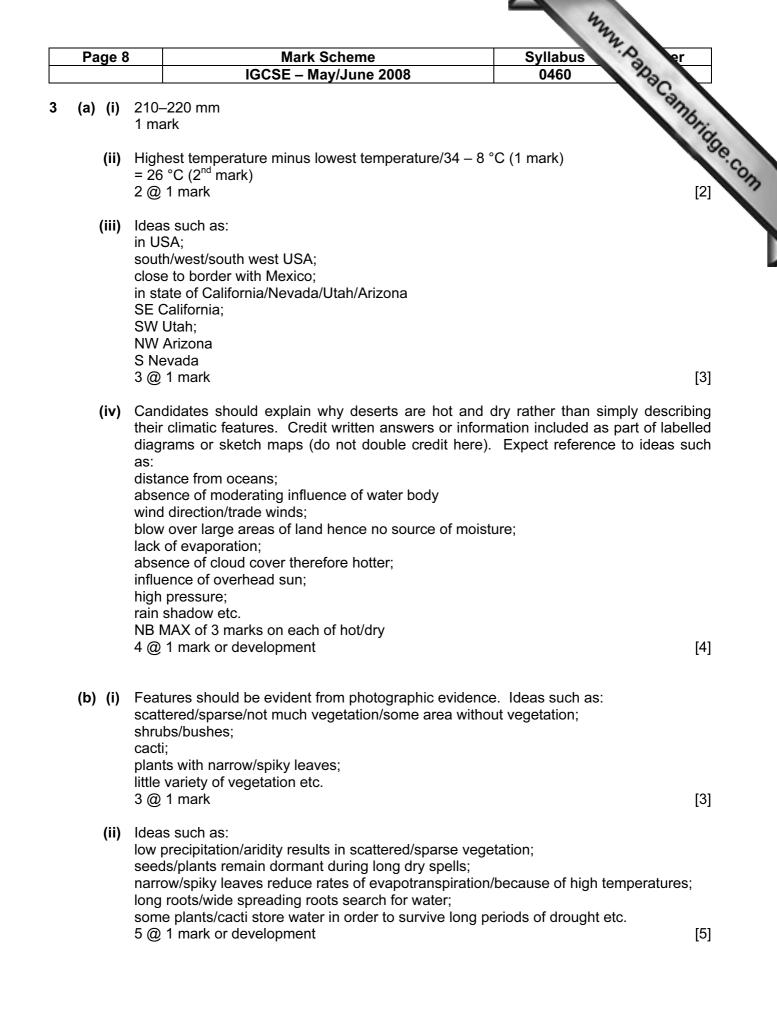
Level 3 (6-7 marks)

Uses named example (e.g. Nottingham).

Reference to effects on both people and environment of urban sprawl, including some place specific reference.

(e.g. traffic congestion on radial roads into city as many people who live in villages like Burton Joyce commute to work in the city, loss of farmland around Papplewick village due to new housing developments, atmospheric pollution from increased traffic along A60 etc.)

[7]



		· · · ·	
Page 9	Mark Scheme	Syllabus Syllabus	r
	IGCSE – May/June 2008	0460 %	

Level 1 (1-4 marks)

Cambridge.com Statements including limited detail explaining how or why the area is at risk from hun activities.

(e.g. trees are being chopped down, the area is used for farming, resources are mined in the area, animals are killed, it causes floods, it washes soil away, it makes the land bare etc.)

Level 2 (3-5 marks)

More developed statements explaining how or why the area is at risk from human activities. (e.g. trees are being chopped down to export hardwoods, minerals such as copper are extracted from the area from opencast mines, the area is used for commercial farming and soils are exhausted, it kills animals threatening species with extinction, impacts on food chain, loss of habitat reduces variety of species, reduces interception therefore increasing run off and causing floods etc.)

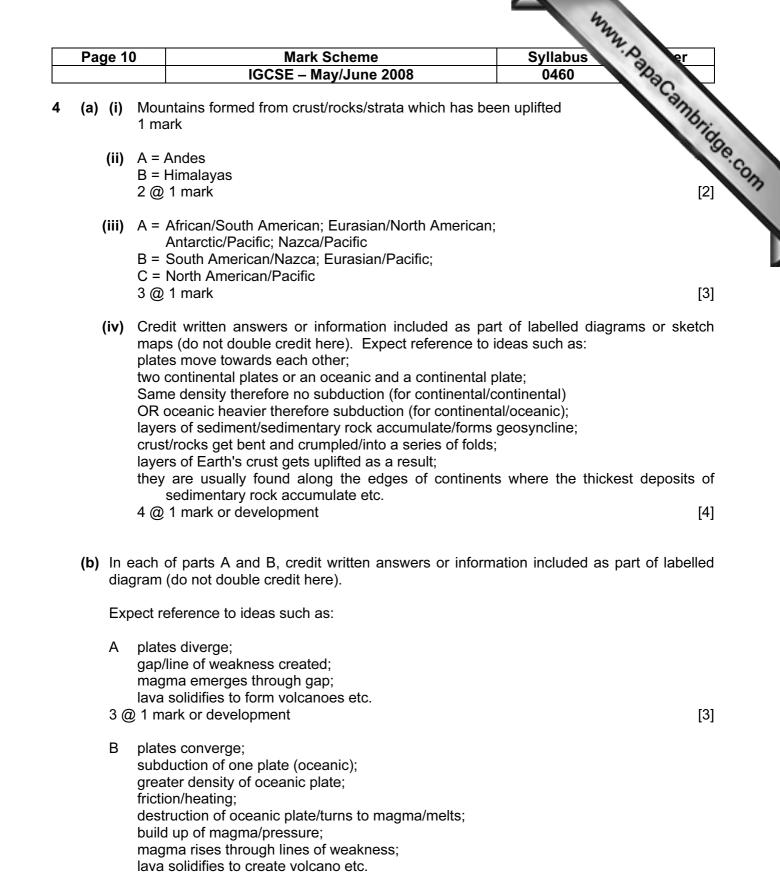
Level 3 (6-7 marks)

Uses named example (e.g. Amazonia).

Comprehensive and accurate statements explaining how and why the area is at risk from human activities, including some place specific reference.

(e.g. in Amazonia 1000s of species in the state of Mato Grosso are threatened with extinction; trees are being chopped down to transport down river from settlements like Manaus for export; raw materials such as iron ore are extracted from the opencast mines such as the Carajas mine; loss of habitat in marshy areas alongside River Amazon, reduces interception increasing runoff; causes floods as soil is washed into River Amazon and its tributaries, reduces soil fertility etc.)

[7]



5 @ 1 mark or development

[5]

		· · · ·	_
Page 11	Mark Scheme	Syllabus er	
	IGCSE – May/June 2008	0460 %	

Level 1 (1-4 marks)

Cambridge.com Statements including limited detail explaining why people live in an area where they fa natural hazards.

(e.g. soils are fertile; they can get hot water/electricity from the volcano; the volcano attracts tourists; the volcano provides raw materials; they have lived there all their lives; they are close to family/friends; they work in the area; they cannot afford to move; they are willing to take the risk etc.)

Level 2 (3-5 marks)

More developed statements explaining why people live in an area where they face natural hazards.

(e.g. soils are fertile and yields of crops are high; they can generate electricity from the volcano using geothermal power; the volcano attracts tourists and they can get jobs as tour guides; the volcano provides raw materials such as sulphur; they are confident in prediction and willing to take the risk etc.)

Level 3 (6-7 marks)

Uses named example (e.g. Mt Etna volcano).

Comprehensive and accurate statements explaining why people live in an area where they face natural hazards, including some place specific reference.

(e.g. The fertile volcanic soils support extensive agriculture with vineyards and orchards spread across the lower slopes of the mountain and the broad Plain of Catania to the south.; they can generate electricity from the volcano using geothermal power; the volcano attracts tourists and residents of nearby Messina and Catania earn money from renting accommodation to tourists; the Italian government have invested money in prediction and they are willing to take the risk etc.)

[7]

Page 12	2	Mark Scheme	Syllabus er
		IGCSE – May/June 2008	0460
(a) (i)	Kee 1 ma	ping of animals (on farms) ark	ambri
(ii)	В	Waikato/Taranaki Hawke's Bay/Manawatu-Wanganui/Wellington/Sou 1 mark	Syllabus 0460 thland
(iii)	in Ta in Ha in Ta in H	is such as: aranaki less sheep are kept per sq km than in Hawk awke's Bay more beef cattle are kept per sq km tha aranaki more dairy cattle are kept per sq km than in lawke's Bay beef cattle are most important but ir important 1 mark	ke's Bay; In in Taranaki; Hawke's Bay;
(iv)	man Nort so g anim man soil/g	as such as: by parts of south island have an annual precipitation cause waterlogging of pastures (dev) h island has milder/warmer (winter) temperatures; rass will grow all year round (dev); hals can be grazed outside all year (dev); by parts of south island are mountainous; therefor cattle (dev); grass quality poor etc.; 1 mark or development	
(b) (i)	unev more mair and espe	is such as: venly distributed/clustered; e on North Island; nly in coastal areas; near main cities (or examples) ecially on east coast of south island etc. 1 mark	[3
(ii)	prox to re as m close whe close	is such as: imity to areas producing meat products/pastoral far educe costs of transport (dev); neat is perishable (dev); e to main markets in cities; re there is a larger labour force (dev) e to ports for export of produce etc. 1 mark or development	ms; [5

Page 13	Mark Scheme	Syllabus	Q.	er
	IGCSE – May/June 2008	0460	800	

Level 1 (1-4 marks)

Cambridge.com Statements including limited detail describing benefits to people and/or threats to natu environment of chosen activity (e.g. manufacturing industry)

(e.g. creates jobs, causes air pollution, benefits other businesses in the area, causes more traffic etc.)

Level 2 (3-5 marks)

More developed statements describing benefits to people and/or threats to natural environment of chosen activity.

(e.g. creates jobs ensuring people have regular income, causes air pollution thus asthmatics have difficulty breathing, multiplier effect on other businesses in the area, causes more traffic especially heavy lorries increased noise levels for residents etc.)

Level 3 (6-7 marks)

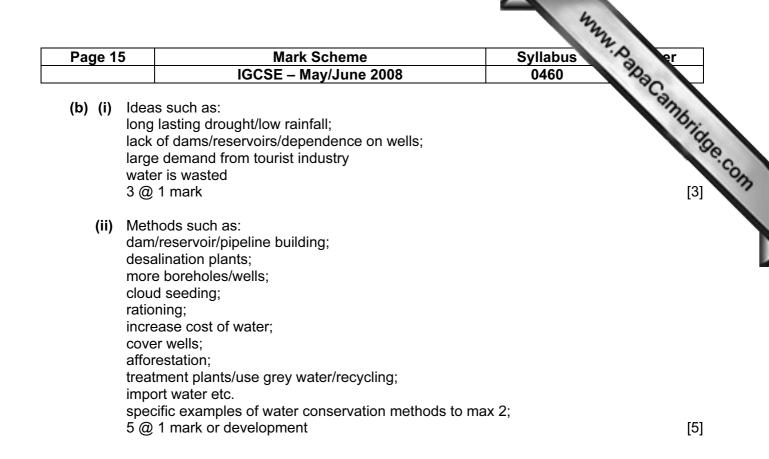
Uses named example (e.g. manufacturing industry in Cubatão in São Paulo State, Brazil).

Comprehensive and accurate statements describing benefits and threats to people and natural environment of chosen activity, including some place specific reference.

(e.g. Latin America's biggest petrochemical complex creates jobs ensuring people who have migrated from rural areas have regular income; multiplier effect on other businesses in the area, causes more traffic especially heavy lorries increased noise levels for residents; fumes from industries such as a fertiliser factory/a cement works/there are about 30 major industrial facilities in the vicinity; 473 tonnes a day of carbon monoxide; 182 tonnes a day of sulphur; 148 tonnes of polluted dust and particles; 41 tonnes of nitrogen oxide; the infant mortality rate is significantly higher than anywhere else in the country; about 8% of all children born in the area suffer from abnormalities such as spinal problems and missing bones; 44% of the Vila Parisi population have some kind of lung disease; no local smoke control regulations etc.)

[7]

Page 14	Mark Scheme	Syllabus Syllabus
	IGCSE – May/June 2008	0460
	Romania I mark	ambr
sa Ei or	Generally positive relationship/higher GDP per capita grafe water (1 st mark reserved); Either two countries with accurate figures for illustration or reference to anomaly/e.g. China much higher percer for GDP; 2 @ 1 mark	n
an ev lev ab de pc pr lev be	percentage of safe water implies a comparison. Expect amount of precipitation; evaporation levels/temperatures; evel of development of water supply infrastructure/dam ability to treat/recycle water; development of sewage/sanitation infrastructure; population density; presence/absence of rivers/natural lakes; presence/absence of water bearing rocks/aquifer; evels of pollution; peing able to afford to import water etc. 8 @ 1 mark	
the oth re su lea lao	deas such as: he body needs water/cannot function without water; otherwise dehydration occurs (dev); eduction of water-borne diseases; such as cholera, typhoid etc. (dev), eads to improvement of hygiene; ack of water can cause the body to become weak/havi healthy; herefore unable to work in order to produce food/ear fuel (dev); nore water for irrigation for use in agriculture;	



Level 1 (1-4 marks)

Statements including limited detail explaining why tourism has developed in an area, referring to physical and/or human attractions.

(e.g. a hot climate; scenic beauty; beaches; tropical vegetation; Interesting culture; historical buildings etc.)

Level 2 (3-5 marks)

More developed statements explaining why tourism has developed in an area, referring to physical and/or human attractions.

(e.g. a hot climate with summer average temperatures at least 25 °C; sandy beaches; clear blue seas; tropical vegetation with palm trees; historical buildings such as cathedrals etc.)

Level 3 (6-7 marks)

Uses named example (e.g. Mallorca).

Comprehensive and accurate statements explaining why tourism has developed in an area, referring to physical and human attractions, including some place specific reference.

(e.g. a Mediterranean climate with hot, dry summers with average temperatures at least 25 °C and mild winters with no frost and snow; sandy beaches at resorts like Alcudia; historical buildings such as the cathedral at Palma; theme parks/water parks etc.)

[7]