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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the May/June 2009 question paper for the guidance of teachers

0460 GEOGRAPHY

0460/05

Paper 5 (Computer Based Alternative to Coursework), 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.

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

CIE is publishing the mark schemes for the May/June 2009 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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Page 2		ge 2	Mark Scheme: Teachers' version	Syllabus	er er		
			IGCSE – May/June 2009	0460	Pap		
1	(a)	Table A			er Para en la companya de la company		
	(b) Any other human factor (apart from government, technology or market) such as machine labour, fertiliser, seeds, money, etc.						
	(c)	Any othe	er physical factor (apart from relief or climate) such a	s soils, aspect etc.	[1]		
2	1 mark per relevant way <i>described</i> such as: - using machinery – meaning less workers needed and faster work; - using chemicals (pesticides, fertiliser, herbicides, fungicides) which mean a higher yield of crop; - using high yielding varieties of seeds (or GM crops) meaning higher yields; - using better breeds of animals which are suited to the conditions – producing more meat/milk; - using intensive methods of farming such as battery chicken farms; - using hydroponics to produce more food (in artificial light/heat 24/7).						
3	Arable = growing crops; Commercial = producing farm products to sell; Intensive = farms with a high level of input (money, labour and technology) producing high yields; Pastoral = rearing animals. 1 mark for each correct answer. [4]						
4	Irrigating (watering) crops = process (B), Machinery = input (A), Fertiliser = input (A). 1 mark for each correct answer. [3]						
5	(a)	July			[1]		
	(b)	Rainfall i 4 marks	atures are the hottest (28–30 °C) so high evaporation is lowest (3–5 mm) so shortage of water/drought. 5 – up to 2 marks for temperature explanation/distantion/dist		s for rainfall [4]		
6	(a)	Infertile s	soil – add fertiliser or manure;				
	(b)	Pests/dis	seases – use pesticides or fungicides (allow insectic	ides but not just 'spra	ay it');		
	(c)	Slopes a	are very steep – terrace slopes (or use those slopes	for grazing).			
	1 m	ark per co	orrect solution		[3]		

							4	W.	
	Pac	je 3	Mark S	cheme: Teacl	ners' version		Syllabus	7.D.	er
		, , ,		CSE – May/Ju			0460	Ap.	
7	Page 3 Mark Scheme: Teachers' version Syllabus IGCSE – May/June 2009 0460 1 mark per way such as: - they reduce the impact of wind damage/storm damage to crops/provide shelter; - they increase the temperature/decrease the risk of frost/regulate temperature.							Mbridge	
8	(a)	Barley = ²	14.1 or 14.2						
	(b) Potatoes = 8.6 – 8.7								
	1 ma	ark per co	rrect figure						[2]
9	Barley = 14.0 – 14.5						[2]		
10	(a)	Berlin = 1	400 km (allow	1380 – 1420)					
	(b)	Madrid =	620 km (allow (600 – 640)					
	(c)	Rome = 6	880 km (allow 6	60 – 700)					
	1 ma	ark for ead	ch correct dista	nce					[3]
11	(a)	Point 1 =	potatoes						[1]
	(b)	Point 4 =	120 metres						[1]
	(c)	Point 7 =	any number be	tween 131 to	139 metres (in	nclusive)			[1]
	(d)	Point 7 =	olives						[1]

1 mark per correct land use/altitude

							`	1/2	
	Pa	ge 4		Scheme: Te			Syllal	bus	er er
				IGCSE – May	/June 200	9	046	0	200
12	Page 4 Mark Scheme: Teachers' version Syllabus IGCSE – May/June 2009 0460 A ranging pole is placed at each end of the slope to measure. A clinometer is placed on ranging pole and pointed to the same point on the higher pole. The trigger is pressed a released. The angle is then observed. The angle is recorded. (Descriptions need not refer to of clinometer in photograph). Point mark – 3 marks for all parts of process identified correctly – max. 2 if no reference to sighting (e.g.poles/students).								
13	(a)	Hypothe	sis: A/Yes						[1]
	(b) Reasons: because the highest land (800–900 m) and steepest slopes (14° and 29°) were where the land use was least intensive (sheep). The lowest land (110 m) and most gentle slope (3°) was also where the land use was most intensive (potatoes and tomatoes). (3 marks – 1 mark for ref. to height, 1 mark for ref. to steepness and 1 mark for use of data). [3]						d most gentle oes).		
14	(a)	Onions =	= 2.8 – 3.4						
	(b)	Potatoes	s = 2.0 - 2.5						
	1 mark per correct figure						[2]		
15	Pota	atoes = A	.; Onions = B	(1 mark per co	orrect opti	on)			[2]
16	(a)	Correctly	/ drawn best	fit line – must	go from F	to between A	and tomato	oes.	[1]
	(b)	As the fi		eases the ma	in hours d	ecrease – or	inverse (n	o mark fo	or 'a negative [1]

(b) Reasons: This is because the largest fields (5.8 and 4.9 hectares) had the land use that was least intensive (sheep and barley) and had the least man hours (9 and 10). Most of the smallest fields (2.2, 2.7 and 3.0) were also where the land use was most intensive (potatoes, tomatoes and onions) and had the most man hours (16, 19 and 17). It is not necessary to

(3 marks - 1 mark for ref. to field size, 1 mark for ref. to intensity/man hours and 1 mark for

[1]

[3]

[4]

17 (a) Hypothesis = B/No

refer to land use.

18 B, E, F and H (1 mark per correct question)

use of data)

Page 5	Mark Scheme: Teachers' version	Syllabus
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19 Many possibilities such as:

- Do you use chemicals on your farm?
- Do you get help from the government?
- What changes have you made on the farm recently?
- Do you irrigate your crops?
- Where are your goods sold?

1 mark per valid suggestion (must be as a question but must not be ones given in question 18) [2]

20 Many possibilities such as:

- investigate more sample sites (every 50 metres rather than 100 m)
- investigate more farms
- take soil samples
- collect weather data (but max. 2 if all improvements relate to weather)
- repeat the investigation again at another time of year
- draw field sketches of the farm landscape
- obtain secondary data from local/regional farming organisations

1 mark per valid suggestion – but must relate to the investigation into farming on the island.

[3]