MARK SCHEME for the May/June 2014 series

0460 GEOGRAPHY

0460/41   Paper 4 (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 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 2014 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

1 (a) (i) Buildings labelled on Fig. 1
C at point X, Fi at point Y   2 @ 1   [2]

(ii) Clustered / group / together / close to each other / next to other food places / unevenly distributed
Located on Swan Lane / Castle Meadow Lane / Orford Place / Castle St
East side
North – south / linear

NOT: on street corners / near clothes shops / on right / on main roads / nucleated or dispersed / not evenly distributed / north east   [2]

(iii) Department store   [1]

(iv) Furniture   [1]

(b) (i) Secondary data   [1]

(ii) Graph completion (don't need shading)
Furniture –12
Other shops +7   2 @ 1   [2]

(iii) Hypothesis is **true** – 1 mark reserve (✓HA) Allow copy of hypothesis
Total shop numbers have gone down (124–116 / by 8)
Total number of services has gone up (22–26)
Decrease in clothes / department stores / furniture / non-food shops / finance (more in 1985)
Increase in entertainment / other services / food / vacant buildings (more in 2010)

1 mark maximum and reserve for supporting stats – need stats for 1985 and 2010 or 'by' figure
Hypothesis conclusion is incorrect / false / partly true = 0 (XHa)
If no hypothesis conclusion ^HA and credit evidence   [4]

(c) (i) Ask people from different age groups / male and female / socio-economic groups
Proportionate number from each age group / gender   [2]

(ii) People refusing to answer questions / too busy / rude / aggressive
Not enough people to complete the questionnaire
Different students asking the same people
Getting an appropriate age range to make sample representative / working out age of people
People giving incorrect / too vague answer
Not enough time to complete survey

NOT: problems with questionnaire / language barrier / don't have pen / weather
                                                    2 @ 1   [2]

(d) (i) Completion of pie graph: 0–15 mins = 8 and 16–30 mins = 20
1 mark for dividing line
1 mark for shading
No mark for line if plotted wrong way round, but credit shading if correct   [2]

    (ii) Ideas such as:
Good security / safe
Accessible by public transport / good public transport links / easy to get to
Landscaping / attractive environment
Good facilities for children
Entertainment attractions e.g. cinema, restaurant
Came with friend / relatives
Near pick up point of children from school
Reasonable prices / cheap
High order goods available / big stores / specialist / high quality
Sales
Convenient opening hours / long hours
Good customer service
Accept different currencies
Banks / solicitors are there

NOT: good facilities / a lot of services / like it
NOT: answers from Q2   2 @ 1   [2]

    (iii) 1. Overcrowded at times OR Difficult access for disabled people
       2. Gangs of youths OR People begging   2 @ 1   [2]

    (iv) Hypothesis is **true** for variety of shops but **false** for
litter and graffiti OR partially true / half true –1 mark reserve (✓HA)
Variety of shops is largest / highest number
Litter and graffiti is not highest / largest number / rank 5 in list of concerns / more concerns about expensive to park OR gangs OR begging OR overcrowded (25 say litter and 34 say expensive)

Hypothesis conclusions are true / false = 0 (XHa)
If no hypothesis conclusion ^HA and credit evidence   [3]

(e) Questionnaire / interview or survey people shopping in the area / ask shoppers or customers / ask questions outside different shops
Tick off on questionnaire / mark on map / Question: Where do you live?
Plot locations where shoppers came from on a map
Draw desire lines / flow lines of where customers come from / flow diagram
Draw a boundary around the plots to show sphere of influence / catchment area

Credit other methods such as:
Find out and map delivery area of shops
Investigate local advertising and map results

NOT: sampling / going to houses
NOT: other questions such as How far away do you live? / How often do you shop here? / How far have you travelled today?   [4]

                                        [Total: 30 marks]

2 (a) (i) Thermometer
Barometer / barograph   2 @ 1   [2]

   (ii) *The rain gauge is partly-buried in the ground to* ... stop it tipping over /stop it spilling /
knocked over / reduce evaporation
The rainwater is poured from... the collecting jar / rain gauge ... *into* ... the measuring
cylinder
To get an accurate measurement you should ... put the measuring cylinder on a flat
surface / read the measuring cylinder at eye level / read the scale

NOT: use scale / use a measuring cylinder / repeat experiment / avoid splashing / from
funnel to collecting jar   3 @ 1   [3]

   (iii) Clear of buildings / away from shelter / open ground / proximity of buildings / how
covered area is
Clear of trees / away from interception / proximity to trees
Clear of people / animals / away from interference / how many people pass by
On grass / not on concrete / type of surface
On flat land / relief / slope of land
Accessible / accessibility

NOT: will not be broken / on private land   3 @ 1   [3]

   (iv) On the roof of a building / on top of a building / top of a pole
Nothing to obstruct wind

NOT: open area / high ground / high place / avoid vandalism / nothing in the way   [2]

   (v) Arrow / pointer turns and spins / spins round / pushed by wind
Letters N/E/S/W / compass shows direction
Arrow points to the direction which the wind is coming from

NOT: wind vane turns / direction the wind blows   [3]

 (b) (i) 1008(mb)   [1]

   (ii) 12.00 on day 13   [1]

   (iii) Hypothesis is **true** –1 mark reserve (✓HA)
Reference to a particular day – increasing / high AP and decreasing / low rainfall
Reference to a particular day – increasing / high rainfall and decreasing / low AP

Credit 4 stats such as 9 mm rain and 997mb compared with 0 mm and 1028mb

Hypothesis conclusions are partially true / false = 0 (XHa)
If no hypothesis conclusion ^HA and credit evidence   [4]

 (c) (i) Two plots on Fig 7
6° from NE and 10° from S   2 @ 1   [2]

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    (ii) There is no clear pattern / correlation / scattered
Temperatures are same when wind blows from different directions / when wind blows from one direction temperatures vary

N 3°–10°, NE 5°–8°, E 5°–12°, S 7°–13°, SW 3°–.14°,
W 4°–11°, NW 3°–11° (accept any 2 stats)

6° – north / south west / west / north west
10° – north / south / west (accept any two directions)
OR other temperature

No hypothesis mark   [3]

    (iii) Increase in temperature to 12.00 / midday / lunch time then decrease   [1]

    (iv) Height of sun in sky / angle of sun / sun is shining / more sunlight / sun is not shining at night
NOT: variation in cloud cover / wind direction or strength / rain / day and night   [1]

  (d) Look at sky / clouds
See / estimate / work out how much sky / grid is covered
Measured in eighths / oktas / percentage

Identify type of cloud from knowledge / from chart
Named example of cloud type   [4]

[Total: 30 marks]