

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0460 GEOGRAPHY

0460/11

Paper 1, maximum raw mark 75

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- 1 (a) (i) Higher/more density in Victoria/26 (per sq km) (Victoria) compared with 9/10 (per sq km) (NSW)/Victoria is denser/more than double/triple/has twice as many people living there; etc.
- N.B.: Need to state which region they are referring to. [1] [1]
- (ii) Density is a measure of how closely packed they are/number of people per sq km or unit area; [1]
- Distribution shows how people are spread around the area/where they live. [1] [2]
- (iii) Ideas such as:
- Population distribution is uneven;
 - Mainly coastal;
 - Especially in eastern/south/south east;
 - Coasts of states such as Queensland/NSW;
 - Many inland/central areas are empty/desert area is empty/few in Northern territory/Western Australia;
 - Population more evenly spread across Victoria/Tasmania; etc. [3 × 1] [3]
- (b) (i) Ideas such as:
- Steep slopes/mountainous/high land/no flat land; A and C
 - Agricultural land; B
 - Lack of employment; A, B and C
 - Isolation/inaccessible/remote; A, B and C
 - Densely vegetated; A
 - Infertile soils/can't grow crops/produce food; etc. C [3 × 1] [3]
- (ii) Ideas such as:
- High density:**
- People prefer to live there or there is a higher population density in temperate climates or areas that are warm/not too hot/not too cold/medium amount of rainfall;
 - Explanation – for example, it is easier to grow crops;
- Low density:**
- People do not want to live there or there is a lower population density in areas of extreme climate/harsh climate/arid areas/(very) cold areas/icy areas/areas that are too wet etc.;
 - Explanation – for example, there is a lack of water supply for drinking.
- N.B: No double credit on explanations for opposites. Must be climatic ideas. [4 × 1] [4]

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(iii) Ideas such as:

- Flat land;
- Less expensive to build infrastructure;
- Easy to construct settlement;
- Good accessibility;
- Ease of trade/exporting goods/build ports/harbours;
- Fishing;
- Work in tourism or examples leisure/tourism/tourist activities;
- Sporting activities;
- Water for industry;
- Scenic value/retirement/clean sea air/sea breeze; etc.

[5 × 1] [5]

(c) Levels marking

Level 1

[1–3 marks]

Statements including limited detail which explain why it has a high rate of population growth.

Level 2

[4–6 marks]

Uses named example.

More developed statements which explain why it has a high rate of population growth.

(N.B. Max 5 if no named 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:

Contraception,

Religion,

Tradition,

Women`s education,

Economic value of children,

Care in old age,

Lack of government policy,

Migration etc.

Place-specific reference is likely to consist of:

Named parts of the chosen country/locational detail,

Population data etc.

[7]

[Total: 25]

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2 (a) (i) Settlements in an area in order of size/importance/services/population/a list of settlements in a pyramid shape. [1] [1]

(ii) There are more smaller settlements than large ones/not many big settlements and lots of small/there are more smaller settlements than large ones. (1)
E.g. Only 2 large towns but 14 small towns/only 5 large villages but 17 small ones. (1) [2 × 1] [2]

(iii) Ideas such as:

- Higher order in Navan;
- Larger sphere of influence in Navan;
- More public transport or examples in Navan;
- More specialist in Navan;
- More services in Navan;
- Shopping malls in Navan/bigger shops in Navan;
- More schools/secondary school in Navan, primary school in Nobber;
- More hospitals/bigger hospitals in Navan/clinic in Nobber but hospital in Navan/hospital in Navan none in Nobber; etc.

N.B: expect that answer refers to Navan unless otherwise stated but must be comparative. Can state opposite ideas e.g. smaller/less in Nobber. [3 × 1] [3]

(iv) Ideas such as:

- For work;
- Buy specialist goods/shopping trips/comparison goods/chain stores/specialist services/greater choice/variety of shops;
- University;
- Specialist hospital/large hospital;
- Entertainment or example (e.g. international football/rugby match/theatre);
- Government departments (e.g. to get a passport);
- To see family and friends; etc. [4 × 1] [4]

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- (b) (i) Ideas must relate to the developer not shoppers or workers, such as:
- Cheap land = so money can be saved;
 - Room for expansion = as large areas may be needed to extend the mall in the future;
 - Plenty of parking space = as people go there by car/increases number of likely customers;
 - Good accessibility = for shoppers/deliveries so they are not stuck in traffic jams;
 - Attractive environment = to attract more families/shoppers;
 - Workers close by = so it is easy to obtain labour force; etc.
- [3 × 1] [3]

- (ii) Ideas such as:
- Less business for other services/shops/loss of customers;
 - Reduced profits;
 - Closure of shops;
 - Properties are left empty;
 - Empty properties may be vandalised/graffitied;
 - Dereliction of parts of CBD/doughnut effect;
 - It becomes less busy/noisy/crowded; etc.
- [5 × 1] [5]

(c) Levels marking

Level 1 [1–3 marks]
Statements including limited detail which describe the environmental problems as a result of urban sprawl.

Level 2 [4–6 marks]
Uses named example.
More developed statements which describe the environmental problems as a result of urban sprawl.

(N.B. Max 5 if no named 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:
Loss of vegetation,
Loss of habitats,
Extinction of species,
Water pollution,
Air pollution etc.

Place-specific reference is likely to consist of:
Named parts of the city/locational detail,
Specific reference to species etc.

N.B.: LEDC example is max 5. [7]

[Total: 25]

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- 3 (a) (i) Friday [1] [1]
- (ii) Graph completion [2 × 1] [2]
- (iii) Wind vane = wind direction
Barometer = Air/atmospheric pressure
Wet and dry bulb thermometer = (Relative) humidity [3 × 1] [3]
- (iv) Ideas such as:
- Use rain gauge;
 - Rainfall enters through funnel;
 - Check at set time each day/every 24 hours;
 - Pour from container into measuring cylinder;
 - Read off level;
 - Digital rain gauge; etc. [4 × 1] [4]
- (b) (i) Ideas such as:
- D is more likely to produce rain E is not/D is stormy E is fair weather;
 - D are dark and E are white;
 - D cover the whole sky E do not;
 - D are lower than E;
 - D are nimbus/cumulonimbus E are cirrus;
 - D is thick or dense/E is thin or wispy or sparse;
 - D has more clouds/fewer or less in E; etc.
- N.B: Need comparison or to state which picture they are referring to. [3 × 1] [3]
- (ii) Ideas such as:
- High humidity in TRF;
 - More evaporation in TRF than desert;
 - More vegetation in TRF;
 - More transpiration in TRF;
 - More condensation/saturation in TRF;
 - Air rises in TRF/sinks in desert;
 - High pressure in desert/low pressure in TRF;
 - Deserts are further away from water sources/sea/lack of water to evaporate;
 - Winds have lost their moisture blowing over large areas of land; etc.
- N.B: Reserve 1 on each area (TRF and Desert). Don't need comparison. [5 × 1] [5]

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(c) Levels marking

Level 1 [1–3 marks]
 Statements including limited detail which describe impacts of drought on people and/or the natural environment.

Level 2 [4–6 marks]
 Uses named example.
 More developed statements which describe impacts of drought on people and/or the natural environment.

(N.B. Max 5 if no named example)

Level 3 [7 marks]
 Uses named example.
 Comprehensive and accurate statements which describe impacts of drought on **people and the natural environment**, including some place-specific reference.

Content Guide:

Answers are likely to refer to:

- Loss of vegetation/species,
- Loss of habitats,
- Extinction of species,
- Lack of food/low crop yields,
- No drinking water,
- Death/dehydration/starvation etc.

Place-specific reference is likely to consist of:

- Named parts of the country or countries within the area (if large area like the Sahel chosen)/locational detail,
- Specific reference to species/tribal groups,
- Statistical information etc.

N.B: Can be LEDC or MEDC but impacts will be different.

[7]

[Total: 25]

Page 8	Mark Scheme	Syllabus	Paper
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4 (a) (i) Large part/piece/section of the earth's crust or surface/the way in which the Earth's surface is broken or fractured into pieces; [1] [1]

(ii) On Fig. 5. [2 × 1] [2]

(iii) Ideas such as:

- X is closer to a plate boundary/Y is further away;
- X is weaker part of the crust than Y;
- Plates move in relation to each other at X but not at Y;
- At X friction/plate boundaries lock;
- Friction overcome/jolts apart; etc.

N.B: Assume referring to X unless otherwise stated. No need for comparison.[3 × 1] [3]

(iv) Ideas such as:

- Convection currents moving in mantle;
- Plates move together;
- Subduction occurs/denser plate sinks/forced under;
- Friction/heating;
- Destruction/melting of crust;
- Pressure builds up/gases build up/magma builds up;
- Magma forced upwards/magma finds its way to surface (through cracks); etc.

[4 × 1] [4]

(b) (i) Ideas such as:

- Gases produced/gases released by hot magma;
- Volcanic activity releases gases/causes gases to escape;
- Gas cloud moved by wind/blown away.

N.B: Points must show some understanding and not be directly copied from Fig. 6. If all three points are directly copied then 1 mark max. [3 × 1] [3]

(ii) Ideas such as:

- They can't afford to move;
- They have lived there all their lives/sentimental attachment;
- Lack of space elsewhere;
- Population pressure;
- They do not want to move away from work/farmland/education;
- Work in tourist industry;
- Relatives/friends in area;
- Confidence in prediction;
- They are unaware of the risk;
- Willing to take the risk/benefits outweigh the risk (or example);
- Fertile soils;
- High yields of crops;
- Geothermal power;
- A cheap source of energy;
- Scientists/study the volcano;
- Minerals/quarries/lava;
- Worship volcano;
- Use of hot springs for health benefits/tourism; etc.

[5 × 1] [5]

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(c) Levels marking

Level 1 [1–3 marks]
Statements including limited detail which describe impacts of earthquake.

Level 2 [4–6 marks]
Uses named example.
More developed statements which describe impacts of earthquake.

(N.B. Max 5 if no named 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:

Damage to buildings,
Fire/explosions,
Death/injury,
Impacts on infrastructure,
Economic impacts/loss of work,
Cost of rebuilding etc.

Place-specific reference is likely to consist of:

Named parts of the city or area/location detail,
Reference to specific plates,
Statistical information/date/magnitude, etc.

[7]

[Total: 25]

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- 5 (a) (i) 15–16 billion Swiss francs. [1] [1]
- (ii) Ideas such as:
- Renting rooms/hotels/stay in hotels;
 - Selling souvenirs/trade in shops/buy from shops/paying for goods;
 - Providing food for tourists;
 - Transportation for tourists;
 - Currency exchange;
 - Entry fees into museums/tourist attractions or examples;
 - Work (in tourist industry) so earn wages/pay taxes;
 - Selling of visas; etc. [2 × 1] [2]
- (iii) Ideas such as:
- Hotels;
 - Restaurants;
 - Transportation/taxi drivers/bus drivers etc.;
 - Entertainment industry (or example e.g. busker)/at tourist attractions; max. 1
 - Shop/selling fruit/souvenirs/jewellery;
 - Construction;
 - Jobs on farms producing food for tourists;
 - Tour guides/holiday reps;
 - Keeping area clean;
 - Travel agencies;
 - Water/ski instructor (or other type of instructor); etc. [3 × 1] [3]
- (iv) Ideas such as:
- Earns more money so can afford to do so;
 - (Build/better/improve) roads/railways;
 - (Build/extend) airport;
 - (Build) ports;
 - Electricity network/supply electricity;
 - Water pipes/supply water;
 - Sewage disposal facilities/public toilets;
 - Better infrastructure to attract more/cope with numbers of tourists; etc. [4 × 1] [4]
- (b) (i) Natural attractions such as;
- Mountains;
 - Glacier/ice and snow;
 - Lakes etc. [3 × 1] [3]

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(ii) Ideas such as (must be problems for people):

- Increase in local traffic/congestion;
- Atmospheric pollution causes asthma or breathing problems;
- Loss of local culture/traditional way of life/lack of respect for local cultures/people;
- Impact of behaviour of tourists/drunkenness etc.;
- Noise;
- Exploitation/low paid jobs/long hours;
- Seasonal work;
- Shortage of water supplies;
- Litter from tourists;
- Lack of privacy;
- Loss of land for building/loss of farmland;
- Increase in property prices;
- Railway too busy/no seats on trains/long queues in shops;
- Prices in shops increase;
- Water pollution (impact on people);
- Visual impact;
- Crime or example; etc.

[5 × 1] [5]

(c) Levels marking

Level 1

[1–3 marks]

Statements including limited detail which describe the impacts of tourism on the natural environment.

Level 2

[4–6 marks]

Uses named example.

More developed statements which describe the impacts of tourism on the natural environment.

(N.B. Max 5 if no named example)

Level 3

[7 marks]

Uses named example.

Comprehensive and accurate statements, including some place-specific reference.

Content Guide:

Answers could be positive or negative and are likely to refer to:

- Loss of vegetation/deforestation,
- Impact on habitats and food chains,
- Pollution of lakes, seas and rivers,
- Atmospheric pollution,
- Conservation of natural environment by National Parks etc.

Place-specific reference is likely to consist of:

- Locational details,
- Specific details of species affected,
- Named settlements in tourist area, etc.

[7]

[Total: 25]

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6 (a) (i) Mexico. [1] [1]

(ii) More in Canada/less in Ecuador/greater/only; (1)
7100 in Canada compared with 726 in Ecuador/10× as much in Canada, etc.

N.B.: Must state which country referring to. [2 × 1] [2]

(iii) Ideas such as:

- More mechanization of farms in MEDCs;
- More people work in industry/more factories/machines used in factories in MEDCs/more farms in LEDC's;
- Greater amount of transport in MEDCs;
- Electricity more likely to be used in the home in MEDCs or examples e.g. fridge/cooker/vacuum;
- More energy used for heating/air conditioning/lighting in homes in MEDCs;
- MEDC's are more urbanized; etc.

N.B: Assume referring to MEDC unless otherwise stated. Don't need comparison. [3 × 1] [3]

(iv) Ideas such as:

- Water is a basic need for survival/the body needs water/cannot function without water/prevent dehydration/prevents people being thirsty;
- Reduction of **water borne** diseases or examples e.g. cholera, typhoid/dirty water kills people;
- People are able to work/able to produce food/earn money;
- More water for irrigation for use in agriculture/increases yields of crops;
- Develop manufacturing industry (or example); etc.

[4 × 1] [4]

- (b) (i) • Groundwater = water in the rocks/aquifer/below the surface/underground;
- Desalination = taking salt out of (sea)water;
 - Recycling = treated or cleaned **and** reused;

[3 × 1] [3]

(ii) Ideas such as:

- Treatment of waste water;
- Regulations on pollution of rivers;
- Strict enforcement;
- Hosepipe bans/use buckets instead;
- Use of water meters;
- Paying for water;
- Use showers not baths/take shorter showers;
- Put brick in toilet cistern;
- Turn off taps when not being used;
- Use of roof-top tanks/water butts/collecting rainwater;
- Mend leaking pipes;
- Use of drip irrigation;
- Educate people about the careful use of water;
- Re-use/recycle water or examples; etc.

[5 × 1] [5]

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(c) Levels marking

Level 1 [1–3 marks]
Statements including limited detail describing how a country obtains its energy.

Level 2 [4–6 marks]
Uses named example.
More developed statements describing how a country obtains its energy.

(N.B. max 5 if no named 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:

Fossil fuels,
Nuclear power,
HEP schemes,
Solar/wind/wave/tidal energy,
Geothermal energy,
Fracking, etc.

Place-specific reference is likely to consist of:

References to places within the country/locational details;
Statistical information, etc.

[7]

[Total: 25]