

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers

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 must be read in conjunction with the question papers and the report on the examination.

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- 1 (a) (i) Dangers such as:
 Skin irritation
 Swallowing polluted / poisonous water
 Water gets in eyes
 Rats in the water
 Infection in open wound
 Fumes
 Chemicals in water
 Disease / bacteria / filth in water
 Broken glass / physical objects
 Algae
 Precautions such as:
 Gloves / waterproof clothing / protective clothing
 Masks
 Goggles
 Wellingtons / waders / boots
 Don't drink water
 Wash hands when completed work
- Must be dangers of pollution not just river [2 + 2] [4]
- (ii) Smell
 Foam / debris / material in river
 Discolouration / colour
 Dead fish / animals
 Sample water / test pH
 Contact government body / local authority responsible for river [2 @ 1] [2]
- (b) (i) Most visible pollutants in the river nearest to the factory / visible pollutant decreases downstream – accept distances or sites
 Ammonia level high after / near factory / ammonia level decreases further downstream – accept distances or sites
 Oxygen level drops / low after / near factory / oxygen level rises further downstream – accept distances or sites [2]
- (ii) Ammonia / pollution is high as waste water from factory goes into river
 Ammonia / pollution decreases downstream as it mixes with water / dissolves
 River current helps to disperse / spread pollution
 More water / tributaries dilute pollution [2]
- (c) (i) To move the animals into water / disturb animals / to find / to catch / collect animals [1]
- (ii) Net should be downstream (if upstream allow correct explanation)
 So that animals float into net/ flow with water / water flows towards net [2]
- (iii) To get a Biotic Index score for each animal / to see how polluted water is / tell them about quality of water [1]
- (iv) To find the part of the bed where most animals live
 To get an average Biotic score for the site
 To make the test results more reliable / fair / accurate average / more results to compare [1]

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- (d) (i) 36/6 for 1 mark
Answer = 6 for second mark [2]
- (ii) Plot points on Fig. 3
Site 4 plot must use the answer from part (i) [2 @ 1] [2]
- (iii) Highest average Biotic Index (B.I.) score is at site 1 / before factory
Lowest average / decreases B.I. score is at site 2 / at waste pipe
From site 2 to site 5 B.I. score increases
By site 5 B.I. is still lower than site 1
2 pieces of data from graph = 1 max [3]
- (iv) In unpolluted water: stonefly / mayfly / caddis fly are found (any 1)
In most polluted water: leech / rat-tailed maggot / bloodworm are found (any 1)
High biotic score where water not polluted / low biotic score where polluted [2 @ 1] [2]
- (e) Rubbish / litter
Washing clothes
People washing themselves
Disposal of dead bodies
Nitrates / fertilisers / pesticides
Farm animals drinking water
Sewage / human waste
Cooling water from power stations / hot water from power stations
Oil from boats / refineries
Acid rain [2 @ 1] [2]
- (f) Hypothesis (1 reserve) such as:
Velocity / discharge varies downstream / across a meander
Cross-section varies downstream
Bedload varies downstream
Investigation involving floats, timing, measured distance, flowmeter
Measuring poles, clinometer, quadrat, roundness index
Credit recording data in field
Credit analysis to test hypothesis – e.g. best-fit line, correlation analysis
1 mark for hypothesis, 3 marks for fieldwork techniques [4]

[Total: 30]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
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- 2 (a) (i) Students only want to ask tourists / questionnaire is for tourists
Most people they approach will not be tourists
Not waste people's time
If include non-tourists results will be unreliable / wrong info [2]
- (ii) Explain difference between physical and human attractions
More specific information than just asking people to name attractions
Easier to classify results
To see which type of attraction is more popular
Both types of attraction / wider choice of attractions to attract tourists [2]
- (iii) Most / highest number tourists come from Asia
Least / lowest number of tourists from Africa
More from Asia than S America (or other 2 areas)
Tourism is international / tourists come from around the world
1 mark for data if interpreted e.g. 1/3 from Asia [2]
- (iv) Completion of bar graphs [2 @ 1] [2]
- (v) Divided bar graph / pie graph / pictograph
1 mark for appropriate graph
1 mark for drawing, 1 mark for labelling [3]
- (vi) Disagree with students
Hypothesis was true / agree with hypothesis / physical attractions brought more visitors
Overall 38 say physical compared with 32 say human
Results are close / similar
170 visits to physical attractions & 140 visits to human attractions
Popular physical attractions – mountains, waterfall, elephant camp
Credit anomaly such as night bazaar was very popular human attraction
Credit use of paired figures for individual attractions [4]
- (b) (i) One idea for selecting interviewees, e.g. every tenth person walking past / regular intervals / one person per minute [1]
- (ii) Yes: data is more manageable
Prioritising their ideas
Stops them listing everything
To see if more than one positive / negative
Hard to choose just one idea / wider choice
More data
No: May have views about more than two impacts
Too much data
Information not required in hypothesis [2]

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- (c) (i) 1st choice: $16 \times 2 = 32$
 2nd choice: $10 \times 1 = 10$
 Total score = 42 [2]
- (ii) Plot result of calculation in part (i) on Fig. 7B [1]
- (iii) True / hypothesis is correct / tourism has positive effect
 53 thought tourism was a positive influence & 8 thought it was negative / 53/61 thought it was positive
 Over 80% (87) thought it was positive / less than 20% (13) thought it was negative / 7 times as many thought it was positive than negative
 Main positive impact of tourism is jobs and income
 27 out of 61 gave it as first choice [4]
- (iv) Local people can see more taxis / tut-tuts
 Most affected by these / affected daily
 Traffic congestion slows them down travelling / stops them getting to work on time
 Air pollution makes it difficult to breath
 Air pollution from planes / trains bringing tourists [2]
- (d) Do a traffic survey on main streets at different times of day and night
 E.g. tally, 10 min period of time, 3 times per day, both sides of road in pairs
 Compile a questionnaire / interview to ask drivers/pedestrians/local officials
 Ask questions such as: Where is traffic congestion worst?
 Is your journey to work/school delayed? [3]

[Total: 30]