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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0460 GEOGRAPHY

0460/13 Paper 1 (Paper 1), maximum raw mark 75

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1 (a) (i) the (average) number of births/how many children born per 1000 of the population in a year

1 mark **[1]**

(ii) Nigeria…Ghana….Cameroon

2 marks for correct rank order
1 mark for 1(or 2) correctly placed

2 @ 1 mark **[2]**

(iii) Ideas such as:
- little availability of/lack of/can't afford contraception/birth control/family planning/or examples (Max 1);
- not educated re: contraception/family planning;
- likely to want children to work on the land/on farms/free labour for the family;
- likely to want children to send out to earn money/work;
- likely to want children to help around the house/look after younger children/collect water;
- likely to want children to look after parents in old age;
- not likely to be affected by government policy to reduce family size;
- likely to have large families due to tradition/wealth/to get a son;
- likely to have large families due to religious influences/ religion does not allow contraception;
- no access to abortion;
- high infant mortality rates/people have more children in the hope that some will survive;
- women stay in the home/don't work;
- early marriage;
- lack of emancipation for women; etc.

3 @ 1 mark **[3]**

(iv) Ideas such as:
- poverty;
- people do not have enough resources/pressure on resources;
- pressure on energy supplies (or example);
- lack of work/high unemployment;
- inadequate food supplies/food shortages/malnutrition/starvation;
- poor access to education/government spend more on education/not enough schools;
- poor access to health care/government spend more on healthcare/not enough hospitals;
- overcrowded housing/homeless/growth of shanty towns/lack of living space;
- inadequate water supply/sanitation;
- overuse of agricultural land/overgrazing/lack of land to farm;
- deforestation/loss of natural vegetation;
- impact on economy/GDP falls, slows;
- specified pollution problems (Max 1);
- increased traffic congestion; etc.

4 @ 1 mark **[4]**

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(b) (i) 1970 – 1984 China decreases but Iran increases;
1985 to 1999 Iran decreases more than China;
2000 to 2009 Iran increases but China decreases; etc.

NB: Statistics are not needed.

3 @ 1 mark **[3]**

(ii) Ideas such as;

- introduce anti-natalist policies;
- one child policy/limit number of babies/restrict number of children;
- advertise the benefits of small families;
- educate people about contraception;
- legalise abortion;
- make (free) contraceptives available;
- examples of specific incentives (e.g. free education, free health care) (dev) (Max 2);
- introduce pensions for elderly;
- examples of disincentives if have a 2nd child e.g. fines, lose jobs (Max 2);
- reduce benefits for people having children e.g. reduced maternity leave/child benefit/child tax credits (Max 2);
- forced sterilization;
- free goods e.g. radios in India;
- educate women to encourage them to take jobs or careers;
- marriage regulations e.g. late marriage/seek permission;
- gender equality acts; etc.

NB: Development should refer to the policy itself not reasons or explanations for it.

Candidates can gain full marks on one policy as policies can be stand alone in many examples.

5 @ 1 mark or development **[5]**

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(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which describe the impacts of HIV/AIDS.

Level 2 (4–6 marks)
Uses named example.

More developed statements which describe the impacts of HIV/AIDS.

NB: Max 5 if no named example

Level 3 (7 marks)
Uses named example.
Comprehensive and accurate statements which describe the impacts of HIV/AIDS, including some place specific reference.

Content Guide:
Answers are likely to refer to;
- impact on death rates,
- impact on production,
- economic loss,
- social impacts etc.

Place specific reference is likely to consist of:
named parts of the chosen country/locational detail,
population data etc.

NB: Can be any country MEDC or LEDC

[7]

[Total: 25 marks]

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2 (a) (i) A place where people live/residential area
in the countryside/away from the city/a lot of farmland/open space around.

1 mark **[1]**

(ii) Ideas such as:
- limited flat land/steep slopes;
- poor communications/no roads/difficult to get to;
- lack of employment;
- infertile/food production is difficult/farming is difficult;
- risk of landslides; etc.

2 @ 1 mark **[2]**

(iii) Ideas such as:
- for work/set up businesses;
- to shop/to buy goods/or example;
- for entertainment or example;
- education;
- health care;
- to visit friends;
- to sell their crops/trade; etc.

NB: Accept reverse answers e.g. don't have jobs in village/no shops etc.

3 @ 1 mark **[3]**

(iv) Ideas such as:
- some people like tranquility/quiet/more peaceful/lack of noise;
- lack of specified pollution air/water;
- retirement;
- less stressful living environment/too crowded in cities;
- lower crime rates/less vandalism/graffiti/safer to raise a family or examples;
- people working from home;
- improvement in communications/transport/people have greater personal mobility;
- work in tourist industry;
- work in farming/they are farmers;
- scenic beauty/no visual pollution;
- more land available/larger houses with gardens (or vice versa for cities);
- less traffic congestion/less traffic; etc.

4 @ 1 mark **[4]**

(b) (i) Pampaida – dispersed/scattered
Potou – linear/in a line
Koraro- nucleated/nuclear/clustered

NB: Not looking for a description.

3 @ 1 mark **[3]**

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(ii) General ideas such as:
- influenced by relief/large area of flat land;
- land use influences pattern;
- influenced by communications/along roads;
- ideas linked to specific settlement patterns:
- linear settlements develop in valleys /next to rivers (dev);
- nucleated settlements grow up at junctions/where roads meet/rivers meet (dev);
- nucleated along bridging points;
- nucleated wet points/dry points;
- in farming areas population will be dispersed/spread across the farmland;
- on coalfields population will be nucleated/grow up close to mines;
- where settlements have developed at/as defensive sites would be nucleated; etc.

5 @ 1 mark or development **[5]**

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which describe and/or explain the functions of an urban settlement.

Level 2 (4–6 marks)
Uses named example.

More developed statements which describe and/or explain the functions of an urban settlement.

NB: Max 5 if no named example

Level 3 (7 marks)
Uses named example.
Comprehensive (2 functions) and accurate statements which describe and explain the functions of an urban settlement, including some place specific reference.

Content Guide:
Functions which candidates are likely to refer to;
- industry,
- commercial development,
- market town,
- education,
- administration/government,
- tourism
- port; etc.

Place specific reference is likely to consist of:
Named parts of the chosen settlement/ detail of functions etc.

NB: Functions need some explanation e.g. it has an industrial function because it is near raw materials. Or it has a tourist function because it is near the coast/has many historic sites to visit.

Examples can be MEDC/LEDC city/town in any country. **[7]**

[Total: 25 marks]

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3 (a) (i) Stack

1 mark **[1]**

(ii) Hydraulic action;
Corrasion/abrasion;
Corrosion/solution;
Attrition;

2 @ 1 mark **[2]**

(iii) Ideas such as:
- erosion of cliffs/hydraulic action/corrasion;
- wave cut notch formed;
- undercutting;
- collapse;
- retreat of cliffs/leaves base at cliffs;
- smoothing by waves; etc.

3 @ 1 mark **[3]**

(iv) Ideas such as:
- constructive waves have lower energy but destructive higher energy;
- constructive have stronger swash;
- destructive waves have stronger backwash;
- constructive less than 8 waves per minute but destructive 13–15 per minute/higher/lower frequency;
- destructive waves have larger height/constructive waves have lower height;
- constructive waves deposit but destructive waves erode;
- constructive waves have longer wavelength/destructive waves have shorter wavelength/constructive have further distance between crests/destructive have less distance between crests;
- constructive are spilling breakers whereas destructive are plunging breakers; etc.

NB: Must be comparative

4 @ 1 mark **[4]**

(b) (i) Ideas such as:
- uneven distribution;
- west of island/west coast;
- along the reef/along the long island;
- offshore side of reef;
- some on north west corner (of main island)
- south of 18°N and west of 65°W;
- close to shore/next to coast;
- some on central North coast (of main island); etc.

3 @ 1 mark **[3]**

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(ii) Ideas such as;
- warm water;
- temperatures between 18–27°C (accept figure within range)(dev);
- shallow water;
- not more than 60 metres deep (dev);
- water free from sediment/clear/not polluted/clean;
- so sunlight is able to penetrate the water (dev);
- plentiful supply of oxygen in water;
- plentiful supply of plankton/plentiful supply of nutrients;
- calm water/no strong currents/waves;
- pH is alkaline/basic/8 or above;

5 @ 1 mark or development **[5]**

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which describe the impacts of a tropical storm.

Level 2 (4–6 marks)
Uses named example.

More developed statements which describe the impacts of a tropical storm.

NB: Max 5 if no named example

Level 3 (7 marks)
Uses named example.
Comprehensive and accurate statements which describe the impacts of a tropical storm, including some place specific reference.

Content Guide:
Impacts are likely to include;
- death and injury,
- flooding,
- impact on agriculture,
- impact on tourism,
- water borne disease;
- economic impact,
- impact on transport/communications etc.

NB: Development is of the descriptions e.g. houses destroyed so people are homeless. Not houses are destroyed because they were built from weak materials.

Place specific reference is likely to consist of:
named parts of the chosen area affected;
statistics/date;
name of storm etc.

[7]

[Total: 25 marks]

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4 (a) (i) 240mm

1 mark **[1]**

(ii) July higher than January/or vice versa/more in July;
July (56mm) January (8–10mm)/6 times more in July/46–48mm more in July;

NB: mm not needed.

2 @ 1 mark **[2]**

(iii) Ideas such as:
- range of 24°C or statistics – 13 to 37°C;
- increases January to June/higher in June compared with Jan etc;
- decreases June to December/higher in June compared with Dec etc.;
- any two statistics Max 1;

NB: Can accept summer and winter as alternatives to months.

3 @ 1 mark **[3]**

(iv) Vary during the year:
- angle of sun changes/tilt of the earth;
- higher angle April to August/directly overhead/sun's rays more concentrated/lower angle September to March.
- Change from day to night:
- No cloud cover;
- Sun heats up area in day but heat escapes at night; etc.

4 @ 1 mark **[4]**

(b) (i) Ideas such as:
- on and around border of USA and Mexico/or variants e.g. mainly in Mexico/Northern Mexico;
- mainly in States of New Mexico/Chihuahua/Coachuila/Arizona/Texas (Any two needed);
- North of Tropic of Cancer/between latitude 24°N – 31+°N/<u>mainly</u> between Tropic of Cancer and 30°N;
- east of Sierra Madre Occidental/bordered by mountains to West;
- between 100 – 110°W longitude; etc.

NB: Distance and direction from any named feature except oceans.

3 @ 1 mark **[3]**

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(ii) Ideas such as;
- high pressure;
- descending air;
- so there is no cooling/condensation (dev);
- in a rain shadow;
- rain bearing winds more likely to fall on mountains to west (dev);
- inland location/long way from sea/not near any water bodies;
- winds will be dry by the time they reach the area (dev); etc.

5 @ 1 mark or development **[5]**

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which explain how vegetation and/or wildlife have adapted to desert climate.

Level 2 (4–6 marks)
Uses named example.

More developed statements which explain how vegetation and/or wildlife have adapted to desert climate.

NB: Max 5 if no named example

Level 3 (7 marks)
Uses named example.
Comprehensive and accurate statements which explain how vegetation **and** wildlife have adapted to desert climate, including some place specific reference.

Content Guide:
Adaptations are likely to include features of plants and animals such as;
- long/wide roots,
- fleshy stems,
- thorns etc.
- humps,
- long eyelashes etc.

Place specific reference is likely to consist of:
named parts of the desert;
named species etc.

[7]

[Total: 25 marks]

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5 (a) (i) (A farm producing crops/animals/what they grow) to sell/earn money/markets;

1 mark **[1]**

(ii) Natural input = rainfall/temperature/soil/relief/seeds
Process = harvesting

2 @ 1 mark **[2]**

(iii) Ideas such as:
- Crops or valid examples are likely to be grown on flatter/lower land;
- tea is grown on higher ground/vines are grown on gently sloping land;
- Higher/steeper areas may be used for grazing/pasture;
- (Rice crops needing irrigation) can be grown on flood plains/low areas close to rivers;
- Vines may be grown on south facing slopes; etc.

NB: How not why.

3 @ 1 mark **[3]**

(iv) Ideas such as:
- more mechanisation;
- use of fertilizers/manure;
- use of pesticides/herbicides/insecticides;
- greater use of irrigation;
- battery farming of poultry/pigs;
- reclamation of marshland/wetland;
- terracing;
- HYV seeds;
- GM crops/GMO – genetically modified organisms;
- Aeroponics;
- Hydroponics;
- Crop rotation/leave fields fallow;
- Greenhouses/plastic sheeting; etc.

4 @ 1 mark **[4]**

(b) (i) Ideas such as:
- uneven distribution;
- mainly tropical areas/between tropics/between equator and tropics;
- (many) in Africa;
- particularly south of Sahara/central and east Africa;
- some/few in Asia/South/Central America;
- many in Indian sub-continent; etc.

3 @ 1 mark **[3]**

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(ii) Ideas such as;

- poverty/can't afford to buy food/imports/fertilisers;
- drought/no precipitation;
- crops have low yields (dev);
- war;
- food in storage is destroyed (dev);
- infertile soils
- soil erosion;
- desertification/ground too dry;
- production of cash crops for export;
- poor distribution;
- poor storage;
- food is eaten by insects/mice (dev);
- natural disasters or examples/flooding (Max 2);
- corrupt government doesn't distribute food equally;
- uneven distribution of food; etc.

5 @ 1 mark or development **[5]**

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail explaining why many farmers are subsistence farmers.

Level 2 (4–6 marks)
Uses named example
More developed statements explaining why many farmers are subsistence farmers.

NB: Max 5 marks if no named example

Level 3 (7 marks)
Uses named example (e.g. Ganges Valley)
Comprehensive and accurate statements including correct reference to a named area.

Candidates are likely to refer to issues such as:

- poverty/they can't afford to buy food
- lack of land
- lack of markets
- technology
- lack of machinery
- lack of pesticides/fertilisers
- traditional lifestyle e.g. Amazonian tribes etc.

Place specific detail may include names of places, locational information and appropriate statistics.

[7]

[Total: 25 marks]

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6 (a) (i) A visitor/person/ who travels for a vacation/holiday (or holidaymaker) from another country/who has travelled from overseas

NB: Both International and tourist must be defined

1 mark **[1]**

(ii) Completion of pie chart:
Correct position of dividing line = 1 mark
Shading = 2nd mark

NB: Accept if chart is completed with 26% first.

2 @ 1 mark **[2]**

(iii) Ideas such as:
- overall/general increase (from 1997 to 2011);
- decrease with 2 valid years;
- increase with 2 valid years;
- use of 2 correct statistics and years to illustrate any relevant point; etc.

NB: Statistics must have 'millions' stated.

3 @ 1 mark **[3]**

(b) (i) Ideas such as:
- more jobs are created for local people/people can earn money or examples of how they earn money e.g. boat trips (Max 1);
- enabling spending on education/hospitals;
- development of infrastructure (water, electricity, transport, roads, airport);(Max1);
- cultural exchange/meet diverse groups of people;
- retention of culture/traditions;
- increased market for local farmers;
- open business idea/sales of local craft items/or examples e.g. hotels make profit; etc.

3 @ 1 mark **[3]**

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(ii) Ideas such as:
- increase in local traffic/congestion;
- atmospheric pollution from traffic causing asthma/breathing difficulty;
- loss of local culture/traditional way of life/traditions exploited;
- impact of behaviour of tourists/drunkenness/disrespect culture/fighting/abusive to locals/racism; etc;
- noise;
- exploitation/low paid jobs/long hours;
- seasonal work;
- shortage of water supplies;
- litter;
- lack of privacy;
- loss of farmland for building/development of hotels;
- locals offended by tourist dress;
- increased cost of living/house prices/locals can't afford it;
- loss of housing for tourist development/not enough space for local housing;
- damage to/accidently break ancient artefacts/take religious artefacts as souvenirs; etc.

4 @ 1 mark **[4]**

(iii) Features should ideally be evident from photographic or map evidence though some observations may be `by implication`.

No maximum mark on map/photographs. Ideas such as:
- clean/sandy/large beaches;
- clean/calm/clear/blue seas;
- for water sports (dev) or examples e.g. jet skis;
- headlands/bays;
- with cliffs (dev);
- caves;
- boat trips/speed boats/boat rentals/party boats/water taxis etc;
- blue skies/sunshine/dry/hot;
- (Night) clubs;
- golf courses;
- historical buildings/castle/museum/cathedral or examples;
- waterpark;
- restaurants;
- Etc.

5 @ 1 mark or development **[5]**

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(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail explaining how negative impacts are managed.

Level 2 (4–6 marks)
Uses named example
More developed statements explaining how negative impacts are managed.

NB: Max 5 marks if no named example

Level 3 (7 marks)
Uses named example (e.g. Menorca).
Comprehensive and accurate statements explaining how negative impacts are managed including correct reference to a named area.

Candidates are likely to refer to measures such as:
- national Parks;
- nature reserves;
- restricted access;
- litter control etc.

Place specific detail may include names of places and locational information.

NB: Impacts can be on people and environment.

[7]

[Total: 25 marks]

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