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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2014 series

0460 GEOGRAPHY

0460/13 Paper 1, maximum raw mark 75

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1 (a) (i) Person who moves from one country to another/moves into another country;
N.B.: must convey movement idea to another country.

1 mark [1]

(ii) Lesotho
Nigeria

2 @ 1 mark [2]

(iii) Ideas such as they can:
- support family/escape poverty/higher standard of living/better quality of life/provide basic needs/buy luxuries or examples;
- buy food/be better nourished/eat better diets;
- build clinics/pay for health care (or example – vaccinations for children);
- send children to school/build a school;
- pay for improvements to their farms (or example – fertilizer, machines)/buy more land;
- improve water supply/dig wells/sanitation;
- improve roads/tarmac roads/buy cars;
- improve housing/buy better building materials/buy houses; etc.

3 @ 1 mark [3]

(iv) Ideas such as:
- smaller workforce/less tradesmen;
- loss of skilled/qualified workers;
- loss to economy/slow down economy/less tax to government/GDP decreases/temporary economic depression;
- decline in agricultural production;
- families split by migration/wife and family remains behind;
- children disruptive or misbehaving as parents can't control them;
- increasing divorce rates;
- no one left to care for elderly/elderly dependents increase;
- pay more taxes/work longer to pay for pensions;
- declining birth rates/aging population;
- loss of male population/gender imbalance created; etc.

4 @ 1 mark [4]

(b) (i) northward route;
- 2500 – 3500 kilometres;
- (Cameroon) to Niger/Agadez;
- Through Algeria to Melilla/Niger/Agadez to Algeria/Melilla;
- Melilla to Spain; etc.
N.B.: Can accept route via Senegal or Mauritania.

3 @ 1 mark [3]

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(ii) Ideas such as:

- some are unable to obtain employment/not enough jobs;
- lack of qualifications/skills/education/no experience;
- many cannot speak the language;
- exploitation by employers;
- low paid jobs;
- do jobs other people don't want/do dirty jobs/live in poverty/don't earn enough to sustain themselves;
- work long hours;
- unable to buy homes/live in poor conditions/overcrowding;
- some may have to live away from their families;
- discrimination may occur/racism;
- some may have entered illegally/not be allowed in;
- poor access to services/or examples;
- getting used to culture/different foods/laws;
- difficulties in practicing religion/religious discrimination;
- high cost of living; etc.

5 @ 1 mark or development [5]

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which explain why it has a low population density.

Level 2 (4–6 marks)
Uses named example.
More developed statements which explain why it has a low population density.

(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;
Relief,
Accessibility,
Climate,
Water supply,
Employment,
Natural resources 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) Manila

1 mark [1]

(ii) (All) railway lines lead there;
Airport in densely populated area;
Capital city/**More** large towns/cities (which will have services); etc.

2 @ 1 mark [2]

(iii) Ideas such as:
- much migration to cities;
- inadequate amount of housing;
- cheap accommodation/people cannot afford other housing/unemployed;
- can build squatter settlements themselves/materials easily available or e.g.'s;
- squatter settlements often located close to work places/along main transport routes; etc.

3 @ 1 mark [3]

(iv) Ideas such as:
- site and services schemes;
- self-help schemes;
- donations of building materials/donate tools;
- people being taught skills/how to build;
- supply of piped water/plumbing;
- supply of electricity;
- sewage pipes/treatment;
- regular rubbish collection;
- strong materials/make houses more permanent/build with bricks/put on proper roofs/make solid structures;
- make more legal/legalise them; etc.

4 @ 1 mark [4]

(b) (i) Ideas such as:
- high buildings;
- market stalls/traders;
- busy road/taxis/lorries;
- shops/banks/offices;
- large companies/multi-national phone company;
- street lights/electricity;
- wide/tarred road;
- lots of people/people walk rather than drive;
- buildings close together/lack of open space; etc.

3 @ 1 mark [3]

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(ii) Ideas such as:
- more space available/less space in CBD;
- room for car park;
- lower cost land;
- ease of deliveries/ease of access/close to roads/motorways;
- will not have to use congested roads of CBD;
- more pleasant environment/more greenery;
- closer to housing areas;
- room for expansion;
- workers live nearby/easier to get to than CBD; etc.

5 @ 1 mark or development [5]

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which identify function and/or explain reasons for growth.

Level 2 (4–6 marks)
Uses named example.
More developed statements which explain reasons for growth.

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

Level 3 (7 marks)
Uses named example.
Comprehensive and accurate statements which identify function and explain reasons for growth, including some place specific reference.

Content Guide:
Answers are likely to refer to:
Accessibility,
Relief,
Water supply,
Historical factors,
Trade,
Industrial growth,
Natural resources,
Defence etc.

Place specific reference is likely to consist of:
Named parts of the settlement/locational detail,
Specific employment types/trade links,
Employment data etc. [7]

[Total: 25]

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3 (a) (i) Photograph C

1 mark [1]

(ii) D = Cliff
E = Stack
F = Natural Arch

3 correct = 2 marks
1 or 2 correct = 1 mark

2 marks [2]

(iii) Ideas such as:
- flat land/around an estuary/on a sand spit;
- onshore winds;
- supply of sand;
- obstruction for sand to build up around;
- colonisation/plants to colonise/marram grass to hold them together; etc.

3 @ 1 mark [3]

(iv) Ideas such as:
- erosion (or named example – hydraulic action/corrosion);
- description of process;
- enlarges joints/lines of weakness/faults opened up;
- formation of cave;
- cave breaks through to form arch/back to back caves/cave erodes all the way through; etc.

4 @ 1 mark [4]

(b) (i) Ideas such as:
- collapse/slumping of loose rocks/landslide;
- more loose rocks/beach extended seawards/beach is wider/beach nearer lighthouse;
- retreat of cliff/cliff eroded;
- lower angle of cliff/cliff not as steep; etc.

3 @ 1 mark [3]

(ii) Ideas such as:
- danger to properties on cliff top;
- people may need to evacuate;
- loss of farmland/loss of gardens;
- reduction in food production;
- roads may be damaged;
- collapse of cliffs may make beaches dangerous/rock falls can kill people;
- less tourists come;
- cost of protection measures;
- can't get insurance for properties/unable to sell properties; etc.

5 @ 1 mark or development [5]

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(c) Levels marking

Level 1 (1–3 marks)

Statements including limited detail which explain formation of sand spit.

Level 2 (4–6 marks)

More developed statements which explain formation of sand spit.

Level 3 (7 marks)

Comprehensive and accurate statements which explain formation of sand spit, including fully labelled diagram(s).

Content Guide:
Answers are likely to refer to;
Prevailing wind,
Longshore drift,
Deposition,
Change of direction of coastline etc.

Place specific reference is not needed however for Level 3 a labelled diagram is needed or a sequence of labelled diagrams/numbers with description. [7]

[Total: 25]

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4 (a) (i) Y

1 mark [1]

(ii) Y = Tropical rainforest
X = Tropical desert

2 @ 1 mark [2]

(iii)
- sun directly overhead/high angle of sun;
- lack of clouds;
- nothing to prevent heat reaching desert in day/it's exposed to sun;
- allows escape of heat at night;

3 @ 1 mark [3]

(iv) Ideas such as: N.B.: must be processes.
- heated by sun;
- evaporation of water/transpiration;
- water vapour/air rises;
- cools down;
- condensation;
- build up of clouds/saturation/turns into clouds; etc.

4 @ 1 mark [4]

(b) (i) Ideas such as:
- reduced cover in all of Kalimantan/less trees or forest/smaller percentage of forest cover in 2000;
- particularly large reduction in South/east Kalimantan/uneven distribution across Kalimantan;
- 91–92 to 62–63% in east Kalimantan/60 to 46–47% West/48–49 to 17–18% South/76–77 to 61% Central; (1 mark for any appropriate pair of statistics)

(N.B. 1 mark reserved for use of statistics)
3 @ 1 mark [3]

(ii) Ideas such as:
- lumbering/logging/logs;
- export/use of wood for furniture;
- mining/quarrying/drilling;
- bauxite/iron ore/oil/gas;
- cattle ranching;
- expansion of settlements/for housing;
- commercial agriculture/growing sugar cane or other/soy beans/ or examples;
- road construction/railways;
- give people plots of land to produce own food;
- to raise money for country/to pay debts; etc.

5 @ 1 mark or development [5]

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(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which describe impacts of large scale deforestation on the local people and/or natural environment.

Level 2 (4–6 marks)
Uses named example.
More developed statements which describe impacts of large scale deforestation on the local people and/or natural environment.

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

Level 3 (7 marks)
Uses named example.
Comprehensive and accurate statements, describe impacts of large scale deforestation on the local people and natural environment.
Including some place specific reference.

Content Guide:
Answers are likely to refer to:
it destroys animals/plants;
threatens species with extinction;
impacts on food chain;
loss of habitat;
reduces interception;
increases run off/ causes floods;
sedimentation of rivers;
death of local tribes people;
introduction of `western` diseases;
reduction of food supply/materials used for building; etc.

Place specific reference is likely to consist of:
Locational details;
Named species and locations within rainforest;
Details of inhabitants/tribe names etc.
N.B.: developed ideas must be of the impact not the cause. [7]

[Total: 25]

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5 (a) (i) Egypt

1 mark [1]

(ii) On map
N.B.: must be the same as the key and be drawn in the correct direction.

2 @ 1 mark [2]

(iii)
- installation of running water/build water pipes/plumbing/taps;
- sewage pipes/sewage systems;
- build toilets;
- sewage treatment works;
- showers/sinks/baths;
- use soap or cleaning products;
- educate people about hygiene or examples; etc.

3 @ 1 mark [3]

(iv) Ideas such as:
- dams/reservoirs;
- use of aquifer/underground water/wells/bore holes;
- desalinisation;
- import of water/donation of bottled water;
- use pipelines to transfer water from one part of the country to another;
- cloud seeding;
- collection in (rooftop) tanks;
- purification of water sources/treatment plants;
- repair leaking pipes;
- any conservation technique; (Max.1) etc.

4 @ 1 mark [4]

(b) (i) Ideas such as:
- smaller size of lake as years progress/parts of lake have dried up;
- totally disappeared from Niger and Nigeria/2001 only in Cameroon and Chad/disappeared from North or North West/only in South or South East;
- use of figs for scale accept any reasonable idea to show distance/percentage of lake left or lost e.g. 75+% lost;
- vegetation covering where lake used to be; etc.

3 @ 1 mark [3]

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(ii) Ideas such as:
- there is less water (supply);
- for drinking/washing/sanitation/cooking;
- death/dehydration;
- less water available for irrigation/gardens die;
- reduction of food supply/yields/death of crops/starvation;
- poorer pasture for animals;
- need to migrate;
- less areas to fish;
- more land for cultivation/settlement;
- can't use for transportation; etc.

5 @ 1 mark or development [5]

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which describe how use of chosen form of energy threatens the natural environment.

Level 2 (4–6 marks)
Uses named example.
More developed statements which describe how use of chosen form of energy threatens 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 are likely to refer to;
Atmospheric pollution,
Threats to species,
Global warming,
Acid rain etc.

Place specific reference is likely to consist of:
Locational details;
Named species and locations;
Other areas impacted by global warming etc.

N.B.: Can include exploration and transportation of the chosen energy type. (7)

[Total: 25]

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6 (a) (i) On graph
N.B.: do not have to write the name.

1 mark [1]

(ii) Higher the GDP per capita the lower the % from agriculture/negative correlation; or vice versa (1)

Paired statistics to illustrate the relationship (2nd mark)
Must have 2 contrasting countries to show the difference. Or can use 'highest/lowest' for 1 country with appropriate stats.

2 @ 1 mark [2]

(iii) Ideas such as:
- lack of land/small plots/population pressure;
- they need to feed their families/they have no other work;
- lack of skills;
- lack of technology;
- cannot produce enough output for surplus/or to sell/they can't grow much;
- lack of or can't afford pesticides/seeds/machinery or examples;
- poor roads/isolated; etc.

3 @ 1 mark [3]

(iv) Ideas such as:
- irrigation;
- use of fertilizers or e.g.'s;
- pesticides/insecticides/manure;
- use of greenhouses;
- hydroponics/aeroponics;
- mechanization/or example;
- high yielding seeds or example's/GM crops; etc.

4 @ 1 mark [4]

(b) (i) Ideas such as:
- fewer trees/people chop down trees or deforestation/marginal land cultivated or over-cultivation/overgrazing/land over-used (max 2);
- land is left bare/nothing holds soil together;
- increased evaporation from the soil/moisture is evaporated/dries out/exposed to sun;
- loose soil is blown away by wind; etc.

3 @ 1 mark [3]

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(ii) Ideas such as:
- use of fertilizers/manure;
- contour ploughing/avoid ploughing up and down slope;
- prevent water being channelled downslope;
- plant trees/prevent or control deforestation;
- reduce impact of wind;
- avoid leaving land fallow/grow cover crops;
- soil is constantly covered/roots hold soil in place;
- apply mulch;
- do not overgraze.
- irrigation;
- do not over cultivate marginal land/avoid over cultivation;
- crop rotation; etc.

5 @ 1 mark or development [5]

(c) Levels marking

Level 1 (1–3 marks)
Statements including limited detail which identify and/or explain why the land is used in this way.

Level 2 (4–6 marks)
Uses named example.
More developed statements which explain why the land is used in this way.

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

Level 3 (7 marks)
Uses named example.
Comprehensive and accurate statements, which identify and explain a farming type in an area, including some place specific reference.

Content Guide:
Answers are likely to refer to:
Relief,
Climate,
Soil type/fertility,
Market/demand,
Access,
Government policy etc.

Place specific reference is likely to consist of:
Locational details;
Named soil types,
Specific climatic details,
Details of markets,
Specific government policies etc. [7]

[Total: 25]

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