Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GEOGRAPHY **0460/11**

Paper 1 **October/November 2017**

MARK SCHEME

Maximum Mark: 75

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **16** printed pages.

Question	Answer	Marks
1(a)(i)	China…India…Pakistan Correct order needed for 1 mark	1
1(a)(ii)	Ideas such as: Distribution – Borneo is more even; Density – Sumatra is more densely populated/has more people living on the island/Borneo is more sparsely (less densely) populated Note: Answers must be comparative 2 @ 1 mark	2
1(a)(iii)	Ideas such as: – uneven distribution; – most people live/densely populated in the east/south east; – few people live/sparse population in west/north west/centre; – dense/more people live on the coast/near the sea; – dense/more people live in river valleys – few people live near international borders (or example) etc. 3 @ 1 mark	3
1(a)(iv)	Ideas such as: – it is landlocked/has no coastline/it is inland; – long distance from/no ports/trade (importing/exporting goods) would be difficult; – mountains/steep/high; – desert/arid area/lack of water; – cold/long winters; – few jobs; – lack of resources; – infertile soils/difficult to grow crops/produce food; – political instability etc. 4 @ 1 mark	4
1(b)(i)	Ideas such as: – there is a positive relationship between total population and population density/the cities with high density have a large total population; – however it is not perfect/there is an exception/except Manila; – 1 mark for using statistics for two cities to illustrate either of the above points. (i.e. 4 correct figures needed but units are not essential) 3 @ 1 mark	3

Question	Answer	Marks
1(b)(ii)	Ideas such as: Poor quality/not enough housing/living spaces/need to invest more on housing; increased pressure on hospitals/health services/need to invest more in health services; increased pressure on education/need to build more schools/colleges; traffic congestion/need to improve road network; unemployment/lack of work/need to create more work opportunities; specified crime (e.g. violence/robbery/theft)/need to maintain security/need to finance police force; lack of/need to provide clean/reliable water supply; lack of/need to provide good sanitation/sewage disposal; lack of/need to provide electricity; problems associated with waste disposal; need for more public transport; air pollution; water pollution; noise pollution etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why people have migrated from one country to another. Level 2 (4–6 marks) Uses named example. More developed statements which explain why people have migrated from one country to another. (Note: Max 5 if no named or inappropriate 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: Employment/wealth, Health care, Education, Drought, Food supplies, Natural disasters, To be near friends/family, Political issues, War etc. Note: No double credit for pulls and pushes. Development is of the explanation. Place specific reference is likely to consist of: Named parts of the chosen countries/locational detail, Population data etc.	7

Question	Answer	Marks

Question	Answer	Marks
2(a)(i)	Paris…Cairo…New York Correct order needed for 1 mark	1
2(a)(ii)	Completion of graph: London 0.8 Lagos 0.25 2 @ 1 mark	2
2(a)(iii)	Ideas such as : High levels of/some people experience poverty/no money; high crime levels (or example); some people have poor housing conditions/homelessness; growth of squatter settlements/slums/shanty towns; some/many people cannot afford education for their children; some/many people cannot afford medical care; some/many people cannot afford clean/reliable water; some/many people do not have access to electricity; some/many homes lack hygiene/have poor sanitation; some/many people cannot afford food/balanced diet; social conflict etc. 3 @ 1 mark	3
2(a)(iv)	Ideas such as: Lots of wealth created in the cities/big businesses/industrial (commercial centres); the highly paid jobs are in the cities/some people make lots of money; but many people do not have employment/lack jobs/are poorly paid; as they don't possess the skills/education; many work in the informal sector; there are no state benefits for those in poverty; there are so many poor people that it is impossible for charities to help them all; racism/discrimination; exploitation etc. 4 @ 1 mark	4
2(b)(i)	Ideas such as: Uneven/clustered; close to/around/surrounding CBD/near the city centre/or accept correct distance; especially just to east/west of it; in the southern part of the city; close to the sea/around the harbour 3 @ 1 mark	3

Question	Answer	Marks
2(b)(ii)	Ideas such as: it is unlikely that any of the ideas listed will end poverty by itself; improving security will mainly protect rich people and property; though some poor people may get jobs/e.g. as security guards; building housing will only help people who can afford houses; though some poor people may get jobs in construction; if houses are affordable it will benefit some people; the people experiencing poverty are unlikely to have the skills to work in high technology industry so that will not help much; but they will create some low skill jobs/such as cleaning; Free use of public transport may help by enabling people to attend interviews/travel to work/can spend money on other necessities; but many of the really poor will not have jobs anyway etc. Note: Be prepared to accept any valid ideas in addition to the above if the reasoning is good. 5 @ 1 mark or development	**5**

Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe strategies used to reduce traffic congestion. Level 2 (4–6 marks) Uses named example. More developed statements which describe strategies used to reduce traffic congestion. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements, with some place specific reference. Content Guide: Answers are likely to refer to; Ring roads, Build /improve/repair roads By pass, Pedestrianization, Public transport, Cycle lanes/bike hire schemes, Park and ride; Congestion charges; Traffic lights; Speed bumps etc. Place specific reference is likely to consist of: Locational details/named places within the urban area, Specific details of schemes Named policies etc.	**7**

Question	Answer	Marks
3(a)(i)	360 1 mark	1
3(a)(ii)	Ideas such as: – **mangroves** are in south/in river estuary/next to river; – **coral reefs** are on east/north of island/further out to sea/around islands/coral reefs are widespread/all around island etc. 2 @ 1 mark	2
3(a)(iii)	Ideas such as mangroves: Grow between high and low water mark; Evergreen trees Salt tolerant/live in brackish water/salty water/live in sea water/are halophytes; Aerial roots; Salt filtering roots; Salt excreting leaves; Prop roots etc. 3 @ 1 mark	3
3(a)(iv)	Ideas such as: Warm <u>water</u>/temperatures between 18–27 degrees C (accept figure within range); Shallow water/not more than 60 metres deep; Water free from sediment/clear/clean/not polluted/sunlight able to penetrate the water; Plentiful supply of oxygen in water; Plentiful supply of plankton; In areas of gentle waves/currents/calm/slow moving water; Neutral/high pH/alkaline water; Salty water etc. 4 @ 1 mark	4
3(b)(i)	Ideas such as: mangroves reduce wave heights; coral reefs absorb/reduce wave energy/power/act as a barrier; oyster reefs act as breakwaters/reduce power of waves 3 @ 1 mark	3

Question	Answer	Marks
3(b)(ii)	Methods such as: Offshore breakwaters; Sea walls; Groynes; Beach replenishment/nourishment; Gabions; Revetments; Managed retreat; Rip raps; Insert drains in cliffs; Plant vegetation etc. Note: Accept names of methods or descriptions – or if both are provided accurate description can be credited as development. 5 @ 1 mark or development	**5**
3(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain how headlands and bays are formed. Level 2 (4–6 marks) More developed statements which explain how headlands and bays are formed. Level 3 (7 marks) Comprehensive and accurate statements which explain how headlands and bays are formed, including named process detail. Content Guide: Answers are likely to refer to: Hydraulic action; Abrasion/corrasion; Corrosion; Hard/soft rocks; Joints/bedding planes; Differential erosion etc. Note: Credit any descriptive detail or explanation on diagram but do not double credit with text.	**7**

Question	Answer	Marks
4(a)(i)	26 °C and 2800 mm 1 mark	1
4(a)(ii)	Annual temperature range is small/2 °C; Average temperatures are high all year/temperatures above 25 °C all year/consistently high; There are no seasons/there is no winter; Annual rainfall is high; Every month has rainfall etc. 2 @ 1 mark	2
4(a)(iii)	Ideas such as: heating by sun/high temperatures/direct sunlight; high humidity/it is humid; evaporation/transpiration/evapotranspiration; ascending air/convection; cooling; condensation; cumulus or cumulonimbus clouds form; saturation/air mass cannot hold any more water; repeated each day etc.; 3 @ 1 mark	3
4(b)(i)	Ideas such as: loss of traditional culture; lack of fuelwood; lack of drinking water; floods; landslides; soil erosion; loss of species used for food etc. 3 @ 1 mark	3
4(b)(ii)	Ideas such as: reduction of interception; all the rainfall reaches the ground; no tree roots to slow water down/absorb water; soil soon becomes saturated; surface of soil becomes impermeable; large amount of surface run off occur/less infiltration occurs; soil erosion occurs/soil washed into rivers; river silts up/capacity reduced; water is displaced etc. 4 @ 1 mark	4

Question	Answer	Marks
4(b)(iii)	Ideas such as: Governments prioritise economic development/to make money/to generate development; Allowing MNCs permission to exploit the rainforest: For logging/export of wood; Wood for furniture/paper making; For mining (or example); Road building; Building dams/generating HEP; Cattle ranching; Growing crops/agriculture; Housing/settlement 5 @ 1 mark or development	**5**
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why a desert area is hot and/or dry. Level 2 (4–6 marks) Uses named example. More developed statements which explain which explain why a desert area is hot and/or dry. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Comprehensive and accurate statements which explain why a desert area is hot and dry, including some place specific reference. Content Guide: Answers are likely to refer to: high pressure descending air no cooling/condensation rain shadow cold currents inland location/long way from sea/not near any water bodies direct/overhead/high angle sun lack of clouds offshore winds few rivers/lakes/sources of water etc. Place specific reference is likely to consist of: Locational details including reference to tropics, Names of cold currents statistical details, distances etc.	**7**

Question	Answer	Marks
5(a)(i)	A sunny climate 1 mark	1
5(a)(ii)	Types of scenery such as: Mountains/hills/uplands; Cliffs/arches/stacks/headlands/beaches/bays/sand dunes/coasts/caves; Rivers/valleys/gorges/waterfalls; Forests or specified vegetation type; Volcanic scenery/volcano/sill/dyke; Lakes etc. 2 @ 1 mark	2
5(a)(iii)	Ideas such as cities have attractions such as: History/historical buildings/castles/museums/monuments/statues; religious buildings/cathedrals; famous buildings/landmarks/towers; culture/theatres/cinemas/galleries; restaurants/bars/nightlife; shopping centres etc. 3 @ 1 mark	3
5(b)(i)	Attractions such as: wildlife; valley; plateau/table land/rock outcrops/mountains/hills; market stalls/variety of fruits & vegetables to buy; resort/hotel/swimming pool; tropical vegetation/forest; cave/restaurant; lake/reservoir/dam/river etc. 3 @ 1 mark	3
5(b)(ii)	Ideas such as: Loss of natural vegetation/plants die/deforestation; Loss of habitats; Death/injury to/extinction of wildlife; Noise disturbs wildlife; Air pollution; Lowering of water table; Visual pollution/views spoilt; Water pollution etc. 4 @ 1 mark	4

Question	Answer	Marks
5(b)(iii)	Ideas such as: Creation of National Parks; Limit numbers of tourists; Charge entrance fees; Which can be spent on conservation; Fence/limit access to sensitive areas/areas where there is lots of wildlife; Ban hunting; Only allow people access to an area with a guide; Educate people about caring for the environment; Develop ecotourism; Promote recycling/litter bins; Erect signs/notices/provide information about…; Build pathways/boardwalks; Use renewable energy or example (e.g. electric vehicles, solar power in hotels, encourage cycling) etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
5(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain how tourism has a positive and/or negative impact on local people. Level 2 (4–6 marks) Uses named example. More developed statements which explain how tourism has a positive and/or negative impact on local people. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements explain how tourism has a positive and negative impact on local people, including some place specific reference. Content Guide: Answers are likely to refer to: Employment Infrastructural development/water/electricity supplies improved Road/airport development Increased business opportunities Cultural exchange Noise Seasonal employment Loss of farmland Air pollution causes asthma/breathing difficulties Tourists given priority for water supplies Increase in prices/inflation Culture clashes etc. Place specific reference is likely to consist of: Locational details, Named areas Details of transport routes etc.	7

Question	Answer	Marks
6(a)(i)	Agriculture 1 mark	1
6(a)(ii)	Reasoning as appropriate to economic activity chosen e.g. manufacturing: – wildlife poisoned/killed by fumes; – and by pollution of water courses; – forest/vegetation cut down/deforestation – loss of habitat – destruction of food chains etc. 2 @ 1 mark	2
6(a)(iii)	Ideas such as: Fossil fuels/coal/oil/natural gas are burnt; Carbon dioxide/greenhouse gases/water vapour/oxides of sulphur & nitrogen build up in the atmosphere; heat is trapped/cannot escape/it acts like a greenhouse etc. 3 @ 1 mark	3
6(a)(iv)	Ideas such as: melting of ice caps/glaciers; loss of natural habitat; rising sea/water levels; flooding of low lying islands/countries; loss of food sources for wildlife; loss of species/extinction/animals die (or example); breaking of food chains/threats to predators; diversion of cold ocean currents; warming of sea water can destroy/bleach coral; increasing aridity/drought/desertification; forest fires; vegetation loss/trees die etc. 4 @ 1 mark	4
6(b)(i)	Ideas such as: Loss of land/farmland/grazing land; Loss of vegetation/trees; Soil is made bare; Gulleys/cliffs/steep slopes created in soil; Soil washed away etc. 3 @ 1 mark	3

Question	Answer	Marks
6(b)(ii)	Ideas such as: deforestation; grazing by animals; removes vegetation cover; especially if herds are too large; overcultivation; removes nutrients from soil; and destroys structure of soil; ploughing leaves soil bare; soil dried out in arid conditions/drought; so it can be blown away by wind; heavy rainfall/storms/floods washes soil away etc. 5 @ 1 mark or development	**5**
6(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the importance of different forms of energy supply. Level 2 (4–6 marks) Uses named example. More developed statements which describe the importance of different forms of energy supply. (Note: Max 5 if no named or inappropriate 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 the different forms of energy supply|: Wood/charcoal Fossil fuels Renewable forms of energy Nuclear power Place specific reference is likely to consist of: Locational details; Names of places/species within chosen country	**7**