
GEOGRAPHY

0460/11

Paper 1

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MARK SCHEME

Maximum Mark: 75

Published

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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 2 @ 1 mark
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 3 @ 1 mark
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 4 @ 1 mark
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 3 @ 1 mark

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

Question	Answer	Marks
1(c)	<p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which explain why people have migrated from one country to another.</p> <p><u>Level 2</u> (4–6 marks) Uses named example. More developed statements which explain why people have migrated from one country to another.</p> <p>(Note: Max 5 if no named or inappropriate example)</p> <p><u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements including some place specific reference.</p> <p><u>Content Guide:</u> 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.</p> <p>Note: No double credit for pulls and pushes. Development is of the explanation.</p> <p>Place specific reference is likely to consist of:</p> <p>Named parts of the chosen countries/locational detail, Population data etc.</p>	7

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/clustering; 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)	<p>Ideas such as:</p> <p>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.</p> <p>Note: Be prepared to accept any valid ideas in addition to the above if the reasoning is good.</p> <p style="text-align: right;">5 @ 1 mark or development</p>	5

Question	Answer	Marks
2(c)	<p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which describe strategies used to reduce traffic congestion.</p> <p><u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe strategies used to reduce traffic congestion.</p> <p>(Note: Max 5 if no named or inappropriate example)</p> <p><u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements, with some place specific reference.</p> <p><u>Content Guide:</u> 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.</p> <p><u>Place specific reference is likely to consist of:</u> Locational details/named places within the urban area, Specific details of schemes Named policies etc.</p>	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)	<p>Methods such as:</p> <p>Offshore breakwaters; Sea walls; Groynes; Beach replenishment/nourishment; Gabions; Revetments; Managed retreat; Rip raps; Insert drains in cliffs; Plant vegetation etc.</p> <p>Note: Accept names of methods or descriptions – or if both are provided accurate description can be credited as development. 5 @ 1 mark or development</p>	5
3(c)	<p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which explain how headlands and bays are formed.</p> <p><u>Level 2</u> (4–6 marks) More developed statements which explain how headlands and bays are formed.</p> <p><u>Level 3</u> (7 marks) Comprehensive and accurate statements which explain how headlands and bays are formed, including named process detail.</p> <p><u>Content Guide:</u> Answers are likely to refer to: Hydraulic action; Abrasion/corrasion; Corrosion; Hard/soft rocks; Joints/bedding planes; Differential erosion etc.</p> <p>Note: Credit any descriptive detail or explanation on diagram but do not double credit with text.</p>	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)	<p>Ideas such as:</p> <p>Governments prioritise economic development/to make money/to generate development;</p> <p>Allowing MNCs permission to exploit the rainforest:</p> <p>For logging/export of wood;</p> <p>Wood for furniture/paper making;</p> <p>For mining (or example);</p> <p>Road building;</p> <p>Building dams/generating HEP;</p> <p>Cattle ranching;</p> <p>Growing crops/agriculture;</p> <p>Housing/settlement</p> <p style="text-align: right;">5 @ 1 mark or development</p>	5
4(c)	<p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which explain why a desert area is hot and/or dry.</p> <p><u>Level 2</u> (4–6 marks) Uses named example. More developed statements which explain which explain why a desert area is hot and/or dry.</p> <p>(Note: Max 5 if no named or inappropriate example)</p> <p><u>Level 3</u> (7 marks) Comprehensive and accurate statements which explain why a desert area is hot and dry, including some place specific reference.</p> <p><u>Content Guide:</u> 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.</p> <p><u>Place specific reference is likely to consist of:</u> Locational details including reference to tropics, Names of cold currents statistical details, distances etc.</p>	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)	<p>Ideas such as:</p> <ul style="list-style-type: none"> 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. <p style="text-align: right;">5 @ 1 mark or development</p>	5

Question	Answer	Marks
5(c)	<p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which explain how tourism has a positive and/or negative impact on local people.</p> <p><u>Level 2</u> (4–6 marks) Uses named example. More developed statements which explain how tourism has a positive and/or negative impact on local people.</p> <p>(Note: Max 5 if no named or inappropriate example)</p> <p><u>Level 3</u> (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.</p> <p><u>Content Guide:</u> 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.</p> <p><u>Place specific reference is likely to consist of:</u> Locational details, Named areas Details of transport routes etc.</p>	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)	<p>Ideas such as:</p> <p>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.</p> <p style="text-align: right;">5 @ 1 mark or development</p>	5
6(c)	<p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which describe the importance of different forms of energy supply.</p> <p><u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe the importance of different forms of energy supply.</p> <p>(Note: Max 5 if no named or inappropriate example)</p> <p><u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements, including some place specific reference.</p> <p><u>Content Guide:</u> Answers are likely to refer to the different forms of energy supply : Wood/charcoal Fossil fuels Renewable forms of energy Nuclear power</p> <p><u>Place specific reference is likely to consist of:</u> Locational details; Names of places/species within chosen country</p>	7