



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GEOGRAPHY

0460/11

Paper 1

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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.

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This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **18** printed pages.



Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

| Question | Answer | Marks |
|-----------|--|-------|
| 1(a)(i) | increased | 1 |
| 1(a)(ii) | 18948–9319 (1 mark) = 9629 (1 mark) 2 @ 1 mark | 2 |
| 1(a)(iii) | Ideas such as: There are more/large numbers of immigrants and few emigrants ; Jobs/work/better paid; Politically stable/not at war; Health care services are good; Education facilities are good; Food supply is better; Water supply/sanitation. Etc 3 @ 1 mark | 3 |
| 1(a)(iv) | Difficulties such as: Dangers on journey; Obtaining paperwork/work VISA/political restrictions/threat of deportation; Cost of moving; Finding somewhere to live/poor quality housing/shanty towns or examples of problems within them e.g. poor sanitation; Language problems; Jobs are hard to obtain/low paid; Racial/religious discrimination/hostility/not hired because are immigrants; Away from family/friends/don't know people; Hard to adapt to/different culture; Can't practice religion/adapt to different religions; High cost of living/can't afford food/schooling/healthcare/water/rent. etc 4 @ 1 mark | 4 |
| 1(b)(i) | Larger/bigger population in China (than in Nigeria); Growth in both countries up to 2020/30/initially; More rapid growth in China than Nigeria up to any date before 2016/initially; China expected to decrease/decreases later but Nigeria doesn't/decline in China predicted after 2030 but growth continues/speeds up in Nigeria; Growth in both countries <u>overall</u> ; Supporting statistics which need to be comparative and must use `billions` in answer (MAX 1 RESERVED) One date and two statistics or a difference in growth rate statistic for first line of markscheme, but two dates each with two statistics for other lines in markscheme. 3 @ 1 mark | 3 |

| Question | Answer | Marks |
|----------|---|----------|
| 1(b)(ii) | <p>Ideas such as:</p> <p>Low use/lack of/lack of access to contraception/cannot afford contraception/family planning;</p> <p>Lack of knowledge of/information about contraception/impacts of large families;</p> <p>Religious issues which encourage large families/object to use of contraceptives;</p> <p>Traditionally people want male heirs;</p> <p>Children are often used to work in fields/send out to work from a young age/work in family business/at home/economic assets;</p> <p>Children look after elderly relatives/no pensions available;</p> <p>High infant mortality rate/many people have more babies in case other children do not survive;</p> <p>Women not educated/don't have careers;</p> <p>Emancipation/womens rights;</p> <p>Polygamy.</p> <p>etc</p> <p>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 describe positive and/or negative impacts of migration on destination country.</p> <p><u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe positive and/or negative impacts of migration on destination country.</p> <p>Note: Credit development of impacts and not causes.</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 which describe positive and negative impacts of migration on destination country, including some place specific reference.</p> <p><u>Content Guide:</u> Answers are likely to refer to:</p> <ul style="list-style-type: none"> • Labour supply • Many immigrants will do dirty/low paid jobs • Cultural understanding • Provision of services e.g. ethnic restaurants • Increases size of market for local businesses • Racial tension; • Pressure on employment • Pressure on services e.g. health care, education • Need for more housing/creation of ghettos etc <p><u>Place specific reference is likely to consist of:</u> Named parts of the chosen country, Countries where migrants have arrived from, Population data etc</p> | 7 |

| Question | Answer | Marks |
|-----------|--|-------|
| 2(a)(i) | Rural | 1 |
| 2(a)(ii) | Ideas such as: Dispersed/scattered/spread out homes/houses/dwellings; Few buildings/small settlement/almost no houses; On higher land/on top of rocks; Farms/farmland. Etc <div style="text-align: right;">2 @ 1 mark</div> | 2 |
| 2(a)(iii) | Ideas such as: Few/no services will be available/have no water/shops or other example/long distance to travel to water/shops or other example; Mainly low order; Small sphere of influence/used by local people only; Services to provide basic needs/daily items/convenience goods; Eg primary school, church, general store. etc <div style="text-align: right;">3 @ 1 mark</div> | 3 |
| 2(a)(iv) | Ideas such as: Diagram/list of settlements showing relative importance of settlements within an area; As you move up the hierarchy, the size of the settlement increases; and the numbers of settlements decrease; There are more cities than conurbations/more towns than cities and more villages than towns etc; The number of services that a settlement provides increases with settlement size; Small settlements will only provide low-order services (such as a post offices, doctors and newsagents)/large towns, cities and conurbations will provide low and high-order services (such as leisure centres, chain stores and hospitals) .etc Note: Check the diagram for annotations. <div style="text-align: right;">4 @ 1 mark</div> | 4 |
| 2(b)(i) | Ideas such as: Nucleated/nuclear; Buildings tightly packed together; Some extensions along roads; White buildings/red roofs; In a valley/low/flat/surrounded by mountains; Rural/surrounded by farmland. <div style="text-align: right;">3 @ 1 mark</div> | 3 |

| Question | Answer | Marks |
|----------|---|----------|
| 2(b)(ii) | <p>Ideas such as: In a valley/low(er)/flat land; Easy to build on flat land; In a sheltered position; Main settlement is accessible; Close to main road; Close to a water source; Fertile land/farming; South facing slope. Etc</p> <p style="text-align: right;">5 @ 1 mark or development</p> | 5 |
| 2(c) | <p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which explain why the population size has changed.</p> <p>e.g. Migration/pull factor/push factor =L1 Migration/move there plus a simple reason such as better schools =L2. Other push/pull factors then have to be well developed for credit at L2 to the this same stem/idea of migration. e.g. Move for jobs in tourism =L1 and so can feed family =L2.</p> <p>e.g. BR>DR or DR>BR =L1 BR>DR due to better hospitals =L2. Other DR>BR ideas then have to be well developed for credit at L2 to the this same stem/idea of migration. e.g. Government funds pension schemes which means old people can retire.</p> <p><u>Level 2</u> (4–6 marks) Uses named example.</p> <p>More developed statements which explain why the population size has changed.</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 which explain why the population size has changed, with some place specific reference.</p> <p><u>Content Guide:</u> Answers could relate to the population growing or declining and are likely to refer to ideas relating to either migration, economic growth or decline, or natural population growth or decline.</p> <p><u>Place specific reference is likely to consist of:</u> Locational details, Specific details of the rural area chosen etc</p> | 7 |

| Question | Answer | Marks |
|-----------|--|----------|
| 3(a)(i) | Diagram B | 1 |
| 3(a)(ii) | Diagram A (1mark); There is the largest amount of water in the river; The flood plain/river/valley is widest/more flat land near river ; Meandering/oxbow lake. 2 @ 1 mark | 2 |
| 3(a)(iii) | Ideas such as: Hydraulic action/bed and bank material loosened by power of water; Corrosion/rocks like limestone dissolved by acids in river water; Corrasion/river picks up loose materials and uses them to grind the bed and banks; Attrition/materials reduced in size as they hit each other when being carried or moved around by river; Vertical erosion in B/in the hills/near source; Lateral in A/near mouth; Erosion on outside of meanders. 3 @ 1 mark | 3 |
| 3(a)(iv) | Ideas such as: River is carrying large amount of sediment ; River slows/stops; Loses/does not have energy(to move all the load)/cannot carry load; Occurs on inner bends of meanders; River may flood; Sediment seals the neck of the oxbow lake. 4 @ 1 mark | 4 |
| 3(b)(i) | Agriculture/grazing/farmland/fertile soils/growing crops/cultivation/keeping animals; Fishing/fish market/fish farming; Transportation/moving cargo/imports/exports; Tourism; Industry; Flat land for building. 3 @ 1 mark | 3 |

| Question | Answer | Marks |
|----------|--|----------|
| 3(b)(ii) | <p>Ideas such as: Flooding/floods; People die/drown; Crocodiles/snakes etc; Damage to/destruction of property/homes/possessions; Damage to business or example; Loss of earnings/jobs; Disruption to transport/flooding of road/railways; Erosion threatens farmland/homes etc; Reduce food production/crops washed away/farm animals/livestock killed; The area may have mosquitos/threat of malaria/dengue fever; Waterborne disease; e.g. typhoid. etc.</p> <p style="text-align: right;">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 a delta is formed.</p> <p><u>Level 2</u> (4–6 marks) More developed statements which explain how a delta is formed.</p> <p><u>Level 3</u> (7 marks) Comprehensive and accurate statements including fully labelled diagram.</p> <p><u>Content Guide:</u> Answers are likely to refer to: River carries large amount of load; River slows/loses strength/can't carry sediment Flocculation, Deposition, Formation of distributaries/new channels, Build up of new land, Colonization by vegetation, Lack of strong currents etc</p> | 7 |

| Question | Answer | Marks |
|-----------|---|-------|
| 4(a)(i) | 61/63 metres | 1 |
| 4(a)(ii) | In the canopy: Toucan, Spider Monkey, Ocelot and Iguana Ground level: Tapir/Agouti/anaconda 2 @ 1 mark | 2 |
| 4(a)(iii) | Ideas such as: Some are able to climb/fly; Some need shelter/protection; Food supplies available (in canopy/at ground level); Different habitats/nesting areas etc. Note: Comparison assumed here. 3 @ 1 mark | 3 |
| 4(a)(iv) | Ideas such as: Close to equator/in tropics; Overhead/direct/high angle of sun; Low pressure; Ascending/rising air; Cooling/condensation/saturation; Large amounts of evaporation/transpiration; Convictional rainfall. 4 @ 1 mark | 4 |
| 4(b)(i) | Ideas such as: Uneven/clustered; More deforestation in southern part/south of Equator; More/lots/mainly in Brazil; In North/North East/West (Brazil)/near (border of) Bolivia/Peru; Lots of deforestation close to roads/less deforestation in remote areas; Lots of deforestation close to coast/sea/smaller amounts inland; 3 @ 1 mark | 3 |

| Question | Answer | Marks |
|----------|---|----------|
| 4(b)(ii) | <p>Ideas such as: Population growth; For economic growth to take place/country/government to make money/to repay debt; Exploitation of land by TNCs; Weak legislation/corruption; Lumbering/export of timber/logging/e.g. such as furniture; Mining/quarrying; Road building; HEP generation/dams/reservoirs; Agriculture/ranching/e.g. such as cattle/palm oil/slash and burn; Urbanisation/building settlements/housing/places for people to live; Industrialisation/building manufacturing industry; Tourism/hotels; Firewood. Etc</p> <p style="text-align: right;">5 @ 1 mark or development</p> | 5 |

| Question | Answer | Marks |
|----------|--|-------|
| 4(c) | <p>Levels marking</p> <p>Note: Local not global impacts.</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which describe the impacts of deforestation on the local people and/or local natural environment.</p> <p><u>Level 2</u> (4–6 marks) Uses named example.</p> <p>More developed statements which describe the impacts of deforestation on the local people and/or local natural environment.</p> <p>(Note: Max 5 if no named or inappropriate example)</p> <p><u>Level 3</u> (7 marks) Comprehensive and accurate statements which describe the impacts of deforestation on the local people and the local natural environment, including some place specific details.</p> <p><u>Content Guide:</u> Answers are likely to refer to: Death of wildlife, Extinction, Loss of habitat, Impacts on food chains/ecosystems, Soil erosion, Flooding, Threat to local tribes, Loss of their food supplies/resources, Migration into urban areas, Genocide, Haze/smoke from fires Jobs for locals Etc.</p> <p><u>Place specific reference is likely to consist of:</u> Locational details, named tribes; named places within the rain forest etc</p> | 7 |

| Question | Answer | Marks |
|-----------|---|----------|
| 5(a)(i) | E.g. teacher, nurse, worker in a shop, banker, driver, office worker, cleaner etc | 1 |
| 5(a)(ii) | Completion of pie chart: 1 mark for dividing line (at 30/75 – 1% tolerance); 1 mark for correct shading in correct order. 2 @ 1 mark | 2 |
| 5(a)(iii) | Ideas such as: More primary in Cameroon/less in Italy; More secondary in Italy/less in Cameroon; More tertiary in Italy/less in Cameroon; Primary is largest in Cameroon and tertiary is largest in Italy; Primary is smallest in Italy and tertiary is smallest in Cameroon. 3 @ 1 mark | 3 |
| 5(a)(iv) | Ideas such as: Exhaustion of resources; Less dependence on subsistence agriculture; Mechanization of/technology/hi tec in agriculture/examples such as tractors; Foods/raw materials are imported; Improved education/skills ; Growth of factories/offices/industrialisation/moving to secondary/tertiary sector; 4 @ 1 mark | 4 |
| 5(b)(i) | Country = Philippines (1 mark) Justification: GDP/production of goods is lowest/lower than others; Water supply is smallest/less access to water; Life expectancy is shortest/lowest. 3 @ 1 mark | 3 |

| Question | Answer | Marks |
|----------|---|----------|
| 5(b)(ii) | <p>Note: To answer the question and so gain credit reference must be made to MEDC/LEDC or countries with more/less money at least once somewhere in the answer.</p> <p>MEDCS have better healthcare = 1</p> <p>Ideas for MEDCs such as: Better/more access/more investment in health care/hospitals/clinics; More/better qualified doctors/nurses; Cures for diseases/medicines are more readily available/can afford medicines; Improved/safe water supply; Better hygiene/sanitation; Better food supplies/investment in agriculture; Pensions to be paid to elderly. Education about.....</p> <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 identify different methods of energy supply. e.g coal=L1, oil =L1 renewables = L1</p> <p><u>Level 2</u> (4-6 marks) More developed statements which describe and/or explain the importance of different methods of energy supply. Use of valid statistics (max 1 × L2)</p> <p>(Note: Max 5 if no named or inappropriate example) (Note: Max 6 if only one energy)</p> <p>Examples of development as appropriate to energy type renewable availability of hot rocks/coal reserves/dams or example have other energy sources to rely on Government policy lack of air pollution Etc.</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></p> <p>Answers are likely to refer to methods such as: Fossil fuels (eg oil, coal, natural gas) Power stations, Renewable forms of energy (eg wind, wave power, HEP), Geothermal, Nuclear power, Wood/charcoal, Etc. Note: Do not credit how the energy is used</p> <p><u>Place specific reference is likely to consist of:</u> Locational details/named areas within country/country if named area in example chosen Specific details/locations of energy supplies, Statistics etc</p> | 7 |

| Question | Answer | Marks |
|-----------|---|-------|
| 6(a)(i) | (Farming) to sell/for profit. | 1 |
| 6(a)(ii) | Ideas such as: Crops are being grown/land cultivated/cultivation; Animals/cows are grazing/pasture. 2 @ 1 mark | 2 |
| 6(a)(iii) | Inputs: pesticides, water Processes: ploughing, harvesting Outputs: wheat, milk 3 marks if all are correct 2 marks if 4 or 5 are correct 1 mark if 2 or 3 are correct 3 @ 1 mark | 3 |
| 6(a)(iv) | <p>Note: The following factors are acceptable: Flat land; Soil fertility, Amount of precipitation; Temperatures; Length of growing season; Demand for/price of products, Amount of land available; Capital availability/grants etc</p> <p>Two marks are available for each factor, one for reference to each photograph. So credit one mark for identification of an appropriate factor and applying this to a photograph, two marks for applying that factor to both photographs.</p> <p>e.g. flat land for crops (1) and cattle (1) e.g. fertile soil for growing crops (1) and grass for cattle/cattle on less fertile/fertile enough to grow grass for cattle (1)</p> <p>Note: Following factors are not acceptable: Labour Natural disasters/acid rain Climate Closeness to farmhouse Land value Chemicals/fertilizer.</p> <p>2 @ 2 marks</p> | 4 |

| Question | Answer | Marks |
|----------|--|----------|
| 6(b)(i) | <p>Both increased; Larger <u>increase</u> in production than in harvested area/little change in harvested area (do not give credit for line one of MS within this statement); Increase in harvested area fluctuates/goes up and down and less so for increase in production/is steady/does not alter much; Supporting statistics which need to be comparative and must use `tonnes' and `hectares' somewhere in answer (MAX 1 RESERVED).</p> <p>Stats: 1900 2014 55000 – 195000 (production) 35000 – 56/57000 (area)</p> <p style="text-align: right;">3 @ 1 mark</p> | 3 |
| 6(b)(ii) | <p>Ideas such as: Farm the land more intensively; Use fertilizers/manure; Irrigation/water supply to crop; Pesticides/herbicides; Use of better quality seeds/GM crops; More mechanization/or examples such as tractors; Wind breaks/contour ploughing(to prevent soil erosion); Increase in amount of land used/deforestation/plant in larger area; Crop rotation; Terracing; Grow e.g. wheat rather than cattle.</p> <p>Etc</p> <p style="text-align: right;">5 @ 1 mark or development</p> | 5 |

| Question | Answer | Marks |
|----------|--|-------|
| 6(c) | <p>Levels marking</p> <p><u>Level 1</u> (1–3 marks) Statements including limited detail which explain why there are food shortages.</p> <p><u>Level 2</u> (4–6 marks) Uses named example.</p> <p>More developed statements which explain why there are food shortages</p> <p>(Note: Max 5 if no named or inappropriate example)</p> <p><u>Level 3</u> (7 marks) Comprehensive and accurate statements, including some place references.</p> <p><u>Content Guide:</u> Answers are likely to refer to: drought, infertile soils, desertification, soil erosion, poverty, war/conflict, poor distribution network population increase etc</p> <p>Note: Simple development of one stem e.g. war = L2. However allow good detailed development of that same stem e.g. war for further L2s.</p> | 7 |