

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2012 question paper
for the guidance of teachers

0460 GEOGRAPHY

0460/22

Paper 2, maximum raw mark 60

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2012	0460	22

- 1 (a) (i) railway [1]
- (ii) dam(s)/lake(s) [1]
- (iii) (seasonal) marsh [1]
- (iv) mine dump [1]
- (v) bush (any type)/(intensive) conservation area [1]
- (vi) aerodrome/landing area/airport/airstrip [1]
- (b) the river is between 100 m and 500 m wide
there is a dam on the river
there are islands in the river
there are rapids on the river [4]
- (c) (i) Flood plain: 41–52 mm from left hand side of section [1]
- (ii) Group of huts: 4–16 mm from left hand side of section [1]
- (iii) Track: 3 options 48–53 mm/60–64 mm/87–89 mm from left hand side of section [1]
- (d) railway/tarred roads
power line/fuel tanks/33 kV (line)
built up area/huts/staff quarters/buildings/town/village/township/settlement/urban area/residential area, [3]
- (e) (i) 233° [1]
- (ii) 974/5 731 [1]
- (iii) gravel/earth (road) [1]
- (iv) cultivation [1]
- 2 (a) Caribbean
Nazca [2]
- (b) (i) destructive [1]
- (ii) plates converge/push against/move towards/collide etc.
subduction/description of subduction
Nazca/oceanic plate subducted
friction
build up of stress/pressure
fracturing/faulting
release of energy/pressure [3]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
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- (c) Haiti shallower
Haiti nearer to (large) town

Allow with emphasis on Chile or without place names.

Repetition of figures alone = 0 but allow the use of the word "only". [2]

3 (a) (i) 5/5.2 million [1]

(ii) Germany [1]

(iii) allows easy comparison with other countries/other pyramids/other populations [1]

"see percentages/proportions" = 0

"easier to read" = 0

(iv) A Philippines
B Germany [2]

(b) (i) Philippines [1]

(ii) Brazil [1]

(iii) Germany [1]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
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- 4** waves parallel to coast
 waves breaking/plunging/powerful/strong/swash/backwash
 swell
 low tide

cliffs
 wave-cut platform
 rock layers/strata
 sand/beach/shingle/pebbles
 rocks/boulders/stones/rocky/jagged
 brown/grey/dark rocks/coastline (not beach)
 vegetation growing on cliffs
small/slight bay
 headland/point/peninsula
 rock pool(s)

flat inland/plateau/flat top
 fields/agriculture/farm
 buildings/houses/settlement/village/sparse/little settlement/population

Photograph A cumulus
 Photograph B stratus

No reserved marks.

Allow point such as “rocks”, “strata” and “powerful waves” unless they are clearly referring to formation processes in the past and not description of the photograph. [8]

- 5 (a) (i)** potato bar completed correctly at 10 fields [1]

Ignore shading and width of column.

- (ii)** fields of different sizes
 crops of different yields/produce different amounts
 crops of different value/market/profitability/price/demand
 crops with different inputs e.g. labour/capital/land quality/fertiliser/irrigation/relief/
 drainage etc.
 crops with different speeds of growth/number of harvests
 subsistence or commercial
 crops with different space requirements/intensity of farming [2]

- (b) (i)** more than half the area correctly shaded

Any shading will do. There should be no significant area shaded outside the correct area. [1]

- (ii)** shortest route correctly plotted – via cross roads [1]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
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(c) (i) pipes/pump [1]

(ii) far/farther/farthest from dam/pump/reservoir/remote/isolated
at high/higher/highest level/uphill (allow by contour heights of dam and fields)
need for pumping
large/larger/largest area/fields [2]

6 (a) Photograph C
old/historic buildings/church/cathedral/castle/architecture/culture
shopping/buying flowers/market
cafes/restaurants/bars/coffee shop

Photograph D
safari/wildlife/national park
hunting
scenery/landscape specified e.g. savannah/desert/bush

Photograph E
swimming/pool
sunbathing
hotel/restaurant/bar/apartments/resort
scenery/landscape specified e.g. coastal/cliffs
sea via steps/beach
rock climbing

Any photograph
photography, (once only)

At least one from each photograph.

Reference to Photos A and B = 0

Allow single word answers. [6]

(b) congestion/overcrowding (any form)
low wages
temporary/seasonal work
crime/vice/vandalism
effect on local culture
higher prices
noise/less peaceful/less calm
litter [2]