

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers

0460 GEOGRAPHY

0460/23

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.

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Page 2	Mark Scheme: Teachers' version	Syllabus	Paper
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- 1 (a) (i) hut(s) [1]
- (ii) school [1]
- (iii) dip tank [1]
- (iv) wide tarred [1]
- (v) quarry/excavation [1]
- (If more than one, mark the first given.)
- (b) gentle/low gradient/flat/slopes down to SW/valley in south
1336–1337
to the west/from the east/west [3]
- (c) (i) grid/rectangular/square/intersect at right angles/NW to SE and NE to SW/blocks
(criss-cross = 0) [1]
- (ii) curved/circular/oval/concentric/radial/rings/roundabout [1]
- (d) from dam/Upper Umguza Dam
from reservoir
from lake
from river/watercourse
in furrows [2]
- (e) gentle slopes/flat qualified (flat = 0)
streams/rivers for water supply
railway
railway station/junction/sidings
roads meet/route centre
mineral wealth/mines/quarries
administrative centre/Government House
industry
hospital/school/college
electricity/power lines
grid system therefore planned
sparse bush/open grassland therefore easy to build [4]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
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(f)

	recreational	high density residential	industrial	low density residential
6173		✓		
6267			✓	
6778				✓
7070	✓			

all 4 correct = 3 3 correct = 2 2/1 correct = 1 [3]

(g) National Monument/Place of Historical Interest/Mission Tree [1]

- 2 (a) dispersed – C
linear – A
nucleated – B

3/2 correct = 2 1 correct = 1 [2]

(b) (i) 200 and 250 (both needed) [1]

(ii) south [1]

- (iii) on gentle slope (flat = 0)
flat/fertile valley floor to be used for crops/animals/farming
near to/quick to reach crops/animals/farmland
above flood danger
stream for water supply
sunny
warmer
shelter [4]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
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- 3 (a)** headland/land protrudes into sea/point/promontory
bare rock
cliff/vertical rock
cave
arch
stack/island/isolated rock/rock surrounded by sea/pillar
stacks vary in size/narrower/shorter etc./stump
notch
wave-cut platform [5]

- (b)** low(er)/not as high
gentle(r)/not as steep
wave-cut platform (if not given in **(a)**)
boulders/rocks/loose material
different rock type/darker rock
bay
no cliffs/arch/stack [3]

- 4 (a) (i)** west [1]

- (ii)** N America smaller/N Africa larger
N Africa across continent/in centre of continent/greater proportion of continent
North America on west coast/North Africa on east coast
North America outside tropics/North Africa inside
North Africa extends further south

Allow later points as development of the first point. [2]

- (iii)** it extends beyond the tropics/some in subtropics/temperate areas [1]

(b)

adaptation	main reason for the adaptation
deep roots	to use water in the soil most of the year
fleshy stems	to store water
very thin and small thorny leaves	to reduce transpiration
leaves curl inwards	to reduce transpiration

[4]

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5 (a) (i) plot at 140 000 for 2008

Accept a dot or a cross or the line passing through at the intersection of the lines.

Accept without a line.

The plot should not be so large as to touch adjacent lines. [1]

(ii) 1.79 (no tolerance) [1]

(iii) tourists fast/great increase but residents slow/small increase
tourists decrease (since 2003) but residents no decrease
residents didn't grow in early years but tourists did [2]

(b) (i) no surface water therefore supply difficult
small island therefore few resources
dry/barren therefore lack of food
farmers/fishing therefore lack of skill/experience
volcanoes therefore danger
lava and ash linked to specific problems [1]

(ii) destruction of the natural environment/landscape
sprawl of resorts/increase in built-up area
congestion/overcrowding
shortage water
shortage of electricity
overpopulation/lack of resources
fall in number of tourists
already full employment
poor behaviour of tourists
loss of tradition/culture
noise pollution
visual pollution [3]

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
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- 6 (a) (i) 25 (hectares) [1]
- (ii) 25 (times) [1]
- (b) (i) top of bar at 95
division at 70/25 with shading correct
Mark independently. [2]
- (ii) July harvesting (both needed) [1]
- (iii) harvesting
preparing the land/ploughing
collecting seeds
planting/sowing [2]
- Mark the first given for men and women.
Allow the same activity twice if expressed differently.
- (iv) less seed available for sowing/seeds saved from previous year
people moved away from area
people gave up farming
people have died [1]