CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0460 GEOGRAPHY

0460/22

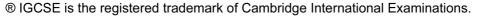
Paper 2, maximum raw mark 60

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 should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.





P	age	2	Mark Scheme	Syllabus	Paper
			Cambridge IGCSE – October/November 2015	0460	22
1	(a)	(i)	railway		[1]
		(ii)	Nsezi		[1]
		(iii)	quarry/excavation		[1]
		(iv)	1060(m)		[1]
	(b)	rail jun qua <u>res</u> ger bar ser	e tarred road way/station ction/route centre arry/quarries/excavation(s) ervoir/dams/rivers for water attle/flat land racks/military vices/hotel/post/telegraph agency ege/school		[6]
	(c)) (i)	north to south		[1]
	(-)				
		(ii)	angle of tributaries/tributaries flow to south reference to 1000m contour/contour crossing river narrower in the north/wider in south/size increases to south		[1]
		(iii)	wide/200 – 400m, meanders/bends etc. islands/braiding/splits and rejoins rapids tributaries/confluences/affluents gentle gradient (on gentle land = 1) narrower in the north/wider in south/variable width,		[3]
	(d)	600	00 – 6300(metres)		[1]
	(e)		3356 = 2 7356 = 1		[2]
	(f)	(i)	X		[1]
		(ii)	Υ		[1]

Page 3	Mark Scheme	Syllabus	Paper
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2 (a) hill(s)/hilly/high/mountain(s)/upland

ridge

flat(ter)/gentle(r) next to sea/lower slopes/steep(er) away from sea/upper slopes

bay

beach

sand

low tide

calm sea/gentle waves/no waves/weak waves/small waves/flat sea

dense

lush/green/luxuriant

bushes/shrubs/trees/forest/woodland

large leaves

palms/coconut, (palm trees = 1, not 2)

flowers/red/brown leaves/fruit

Maximum 4 on each section

Allow marks to score anywhere in the answer

[6]

(b) Y/B onshore wind/Y/B (more) exposed to wind/X/A offshore wind/X/A (more) sheltered from wind/X/A (more) protected from wind,

Y/B (more) exposed to waves/Y/B rough seas/Y/B large waves/Y/B strong waves/Y/B destructive waves/Y/B strong swash/X/A (more) sheltered from waves/X/A calm sea,

Y large(r) debris/large pebbles/dead trees/tree trunks, (not those behind beach)

Y straight coast/X curved coast/X bay/Y headland/Y promontory

[2]

3 (a) around tropics

latitudes between 10° - 35°

coastal

west sides of continents, (not countries) (on west coasts = 2)

where there are cold ocean currents

[3]

- (b) move towards Equator/away from pole(s)/from higher latitude(s), (allow "from poles" from) [1]
- (c) (i) reach deep water/underground water/water table

[1] [1]

(ii) reduce transpiration/evaporation/water loss

(iii) catch rainfall

catch water before it evaporates/percolates

increases/large area to catch water

[1]

(iv) store water

[1]

[2]

Page 4		1	Mark Scheme		Paper
			Cambridge IGCSE – October/November 2015	0460	22
4	(a)	(i)	Western Cape		
	(,	(-)	Gauteng		[1]
		(ii)	lost 4 <u>%</u>		[1]
		(11)	103t 4 <u>70</u>		ניו
	/ _\	/: \	diversity and the selection of the selec		
	(a)	(i)	direct/positive relationship/one increases the other increases low GDP = population loss high GDP = population gain		
			(Be generous on words used to describe the axes)		[1]
		(ii)	population gain/migrants mean more workers/tax payers		
			population loss means fewer workers/tax payers		
			people move to more affluent areas/leave less affluent areas		
			people move for /jobs/better living standards/services/more pay		
			Allow expressions linked to population loss/gain/migration in part (i)	1	[1]
	(c)	On	e general statement and one example <u>or</u> two examples		
	(0)		swers should not simply repeat the information in the question		
		_			
			neral statements ore) rural/least urban <u>provinces</u> lost population		
			pre) urban/least rural provinces gained population		
		•	ople are moving to (more) urbanised <u>provinces</u>		
		ped	ople are leaving (more) rural <u>provinces</u>		
		Exa	amples		
			popo is rural/10% urban and has lost population/people leaving		
			stern Cape is rural/38% urban and has lost population/people leaving stern Cape is urban/90% urban and has gained population/people m		
			uteng is urban/98% urban and has gained population/people moving		
		Allo	ow initial letters of provinces		[2]
	(d)		ught/lack of rain		
			y hot/too hot nausted/eroded/infertile soils		
			sts/example of pest		
		•	thquake		
			canic <u>eruption</u>		
			sertification/land degradation ease/example of disease		
		floo	·		
			nami		

tsunami

famine/crop failure

Accept best two points given

Page 5	Mark Scheme	Syllabus	Paper
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5 Buildings in the foreground

residential/housing/accommodation/commercial/business/CBD/inner city/people live there,

flats/apartments

multi-storey/high rise/tall/skyscrapers

some taller/shorter/different heights

flat roofs

balconies

sloping roof in foreground

high density, (allow other expressions such as crowded/clustered buildings)

different colours/two named colours

multi-coloured/colourful building

Buildings in background

residential/housing/suburb/people live there/accommodation/houses

(mostly) single storey/low rise/short(er)

small(er)

sloping roofs

different colours/two named colours

some larger buildings (within background)

high density (allow other expressions such as crowded/clustered buildings)

In the background section allow comparisons with the foreground

If sections are clearly reversed give credit to the points given

Reserve 3 marks for each zone

[8]

6 (a) Country C

[1]

(b) different sized/proportional circles/bar chart/divided bar/histogram

[1]

(c) (i) HEP (Reserve 1 mark)

many/fast/large river(s)/waterfalls

high rainfall

steep relief

have capital to build HEP stations

(HEP) cheap running costs

(HEP) no pollution/concerns about environmental issues/want to use clean

fuel/environmentally friendly fuel

(HEP) renewable energy source

Nuclear

less concerned about nuclear risks

have technology/capital/skill for nuclear stations

nuclear only small amounts of fuel

nuclear will not run out (soon)/(may be considered) renewable

nuclear no greenhouse gases/acid rain/non-polluting if used correctly

Page 6	Mark Scheme	Syllabus	Paper
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Other renewables

expensive to set up

specific disadvantage of wind/solar/other renewables

Fossil fuels

fossil fuels give <u>atmospheric</u> pollution/linked to global warming little/no fossil fuels/coal non-renewable

[2]

(ii) Fossil fuels (Reserve 1 mark)

coal/fossil fuels available

little transport cost

fossil fuels may run out so have others as back up

Other renewables

renewables cheap running costs specific advantage of wind/solar/other renewables public pressure for renewables

<u>HEP</u>

HEP expensive to set up

few rivers/low relief/low rainfall/dry

[2]

(iii) Nuclear (Reserve 1)

less concerned about nuclear risks have technology/capital/skill for nuclear stations nuclear only small amounts of fuel nuclear will not run out (soon)/(may be considered) renewable nuclear no greenhouse gases/acid rain/non-polluting if used correctly

HEP

many/fast/large river(s)/waterfalls

high rainfall

steep relief

have capital to build HEP stations

(HEP) cheap running costs

(HEP) no pollution/concerns about environmental issues/want to use clean

fuel/environmentally friendly fuel

(HEP) renewable energy source

Fossil fuels

fossil fuels give <u>atmospheric</u> pollution/linked to global warming little/no fossil fuels/coal non-renewable

[2]