

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

MARK SCHEME for the May/June 2010 question paper
for the guidance of teachers

0460 GEOGRAPHY

0460/43

Paper 43 (Alternative to Coursework), 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.

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

CIE is publishing the mark schemes for the May/June 2010 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 2010	0460	43

- 1 (a) (i) Introduction gives no context to questionnaire
 Q1 is too vague – need town/city/country or is too personal
 Qs 2 & 3 are irrelevant to hypotheses
 Q4 repeats idea of Q1/answers won't be accurate
 Q5 is a closed question and gives no extra information
 Q6 is negative
 Q7 is personal
 Final comment is abrupt/no thanks/informal/impolite/unfriendly
 No multiple choice alternatives/tick boxes
 Will have to write down full answers/no space to write answers
 Difficult to analyse/collate results
 No question about activities which people did/key question for hypothesis 1
 Illogical order of questions/age question is last
 Answers don't need to refer to specific questions in questionnaire
- NOT question is unacceptable – must say why
 NOT questionnaire is too short [3 @ 1 = 3]
- (ii) Introduction explains who is doing questionnaire & why/friendly
 Positive introduction – won't take up much time
 Qs 1, 2 & 3 ask for precise/quick responses/choices for people to tick
 Qs 4 & 5 are open/positive/ask for opinions
 Thanks at the end
 Gender information is recorded without questioning
 Questions are relevant to hypotheses
 Answers are easy to collate/graph
 Can credit opposites to (i)
 Answers don't need to refer to specific questions in questionnaire
- NOT clear/easy to understand – must say why [2 @ 1 = 2]
- (iii) Simple to organise/clear rationale
 Reduces bias in sample/fair test
 Respondents cannot influence each other/discuss answers [2 @ 1 = 2]
- (iv) Lots of people to ask/many people park there
 In middle of national park so more likely to be used by tourists
 Accept negative comment about other locations [1]
- (v) Why: People would be better equipped to answer questions about time spent in park/
 activities/what they liked
 Waited until people had enjoyed the day's activities
- Disadvantage: People are tired at end of a busy day/cannot be bothered to answer
 questions
 People in a rush to set off for home
 May not get enough answers and too late to do anything about it
 Will only question people in cars/miss out people who don't come by car [1 + 1 = 2]

Page 3	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0460	43

- (b) (i) Bar graph completion – need dividing line & labels (Yes/No)
Allow tolerance from 72–75 or 22–28 [1]
- (ii) Pie graph – completion 1 mark (4 or 5 days, longer than 5 days)
Shading/labels in key 1 mark
Allow 1% tolerance
- (iii) Insert figures for sightseeing:
5 in 51–65 age group column
11 in total column
Both correct for 1 mark [1]
- (iv) Hypothesis is partially/generally true/Yes/age does influence activities – reserve mark
Physical/lively/active activities are more popular with younger people
Such as cycling/mountain biking/horse riding/running/jogging
Less physical/leisurely/relaxed activities are more popular with older people
Such as sightseeing/driving/visiting historic buildings/shopping/bird watching
Walking is popular with all age groups, doesn't support hypothesis/exception
Some activities are popular only with specific age groups – climbing: 21–50/walking
(over 5 km) not with over 65
Credit exception such as 2 people under 20 visit historic buildings

No data mark
NOT 'high risk' activities [4]
- (c) (i) 1 Easy to get to
2 Scenery
3 Opportunity to do my favourite activity/Peace & quiet [3 @ 1 = 3]
- (ii) Improvements:
New walking routes signposted: visitors will not get lost/easier to explore
More car parks: not waste time looking for a parking space/not have to walk as far/not need to use public transport/safe and secure
NOT more visitors
Better toilet facilities: improved visitor comfort/more hygienic/less distance to facilities
More cafes and refreshment facilities: improved visitor comfort/will not go hungry/rest & drink/relax/don't have to bring own food/don't have to leave park to eat
More cycling horse riding routes: planned route to follow/away from traffic
More information boards: visitors can learn about the area

NOT stop people getting lost
Improved footpath surfaces: easier/safer to walk on/less muddy/cleaner [2 @ 1 = 2]
- (iii) Yes true/most visitors do have a positive opinion – reserve mark
Because; visitors gave examples of activities (Table 3)/opportunity to do favourite activities
Visitors said what they liked (Table 4) – e.g. peace & quiet
Visitors gave positive ideas for improvements (Table 5) / no serious problem/complaint
Most visitors had visited more than once and returned (Table 1)
Many visitors were staying more than one day (Table 2)
1 mark maximum on each Table
Responses only based on one day in one national park/visitors not asked direct question: Do you like/have a positive view of national parks? [3]

Page 4	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0460	43

- (d) (i) Where do you live?/nationality
Where do you come from?
How far have you travelled to get to the national park?
How long have you spent travelling to the park? [1]

- (ii) Grouping data/categorise/results table tally chart
Map / type of graph – bar/pie/divided rectangle/pictogram
Type of map – choropleth/dot distribution/flow lines/desire lines
1 mark for each of above ideas if appropriate to question in (i)
Accept presentation ideas, even if question in (i) is wrong

NOT questionnaire/tick boxes [3]

[Total: 30]

- 2 (a) Don't do fieldwork/check conditions if river is in flood/deep/fast-flowing
Wear strong shoes/wellingtons to protect feet
Don't do fieldwork alone – at least two preferably three people/group
Wear waterproofs to keep warm/protective clothing/light clothes which will dry
Keep a look out for dangerous animals
Don't do fieldwork if river is badly polluted/don't drink water/Veil's disease
Tell someone where you are going/take a mobile phone for emergency
Complete in daylight/before it gets dark
May be slippery rocks/bank

NOT don't run around/push each other in/swim in river [3 @ 1 = 3]

- (b) (i) Measure section along river
Time floats over measured section
Repeat timing exercise at points 1, 2 and 3 across river
Calculate surface velocity: $\frac{\text{distance}}{\text{time}}$ [3]

- (ii) Rest rule/ruler on river bed - NOT 'in river'
Ensure rule is upright/vertical
Take reading of water surface on rule/measure part of stick which is wet

May suggest string & weigh & tape measure
Lower string to river bed
Mark / observe water level on string
Measure wet section

NOT repetition of measuring across river
No credit for equipment – must describe its use [3]

- (iii) Velocity is greater near the outer bank of the meander/sample point 3
Velocity decreases towards the inner bank/sample point 1
Alternative to above ideas: velocity varies at different points/there are variations in velocity across river/velocity increases from sample point 1 to point 3 – NOT wording of hypothesis
Velocity is greater where river is deeper/least where river is shallow
Credit 1 mark (not reserve) for two comparative figures from 18, 41, 72 or difference between them
No hypothesis mark [2]

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0460	43

- (c) Only measuring surface velocity
 Measurements could be affected by external influences such as
 – floats get stuck on vegetation
 – strong wind may interfere with movement of float
 Route taken by floats is unpredictable
 Floats all move into main current of river, so not really testing velocity across a meander
 Too few sampling points
 Only taking one measurement at each sampling point/need to do more
 Random positioning of sample points/not equal distances apart
- NOT human error weaknesses such as inaccurate timing/distance measurement [3 @ 1 = 3]
- (d) (i) Put flow meter on the bed of river/into river
 Must be held vertically
 Stand downstream or to the side of the flowmeter
 Propeller must be facing upstream
 Propeller spins/moves
 Record digital reading/display shows velocity
 Take several readings and calculate average
- NOT take measurements at different points in river [3]
- (ii) Completion of 20cm per second isoline
 Minus 1 mark for each error [2]
- (iii) Shading on diagram the area where velocity is greater than 40cm per second [1]
- (iv) Agree/partly agree with hypothesis – reserve mark
 Supporting data – two current measurements: e.g. 40-37-19 cm per second
 But where current is strongest there is exception/hypothesis doesn't apply everywhere
 across meander
 Here the greatest velocity is at about 1/3 of depth/just under water surface
 Supporting data – two current measurements: e.g. 60-68-70 cm per second
 Then velocity does decrease below 1/3 of depth
 Allow two marks for comparative figures (not reserve) [4]
- (v) Surface velocity is affected by friction with atmosphere
 Velocity near bed/banks of channel reduced by friction with channel
 Greatest velocity is where current is strongest/river is deeper/has most energy
- NOT 'velocity is greater on outside' [2]
- (e) Similarities:
 Greater velocity slightly beneath surface/at surface
 Greater velocity where river is deeper
 Velocity reduces near bed/banks
- Differences:
 Velocity faster in middle of channel on a straight section
 Velocity decreases more evenly towards bed/banks on straight section
- 1 mark reserve for similarity/difference [4]

[Total: 30]