CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/12**

Paper 1 **February/March 2025**

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.

Cambridge International is publishing the mark schemes for the February/March 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect
	Level 2
	Level 1
Highlight	Creditworthy part of an extended response or place specific detail
	Omission or further development/detail needed to gain credit
J	The point has ‘just’ been allowed / benefit of the doubt given
	Unclear or validity is doubted
	Developed point
LNK	Linking 2 or more ideas together to gain a mark
	Appropriate example or case study given
IR/IRRL	Irrelevant
	Material that does not answer the question
REP	Idea has been repeated

Annotation	Meaning
{ }	Brackets used to show where a point has or has not been awarded within a longer answer
	Highlighting a significant part of an extended response – can be used with another annotation e.g. IRRL or DEV
SEEN	1 Response has been seen but no credit given 2 Additional page has been checked

Each question carries 25 marks. Candidates cannot earn above the maximum marks available within each sub section.

The marking scheme attempts to give guidance about the requirements of each answer and lists a number of responses, which will earn marks along with the general principles to be applied when marking each question.
It should be noted that candidates can earn marks if their answers are phrased differently provided they convey the same meaning as those in the mark scheme. THE CANDIDATES DO NOT NEED TO USE THE SAME WORDING TO EARN MARKS.

The notation 'etc.' at the end of an answer in the mark scheme signifies that there may well be other correct responses or examples that can be given credit. Providing the statement is true, relevant to the question asked and not repetition of a previous point made credit should be given.

A point made within one sub-section which is an answer to the question set in a different sub-section should not be given credit as each sub-section asks different questions which require independent answers.

The mark scheme uses semi colons (;) to separate marks and diagonals to separate alternative answers.

During coordination the mark scheme is modified to add points agreed after discussion or to delete any points not allowed. All examiners should ensure that their modified scheme is fully up-to-date before marking begins.

Marking Mechanics.

Point marking is used for sections (a) and (b) of each question, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate where a mark has been allowed. Where a development point has been allowed the symbol 'DEV' should be placed adjacent to the tick. The number of ticks should always be equal to the total number of marks awarded. Only one development mark for each mark scheme point please.
Where a candidate makes a point which is not quite sufficient for credit an upturned 'V' insert symbol should be used. If after careful consideration a mark is awarded which gives 'benefit of doubt' to the candidate the letter 'J' should be placed adjacent to the tick (i.e. the candidate has 'just' achieved the mark).
Crosses are acceptable to signify wrong answers and the letters 'I/R' should be used to indicate those which are irrelevant.

Levels of response marking is used for section (c) of each question.
Thus it is the quality of the response that determines which level an answer is achieved rather than the quantity of statements contained within it. However, once assigned to a level the mark achieved within that level is determined by the number of points made.
Levels 1 and 2 are distinguished by whether statements are simple (level 1) or developed/elaborated (level 2). A candidate can immediately enter L2 by making developed points without making any L1 statements. In order to achieve L3 a candidate must have already reached the top end of L2 – in addition his/her answer should have a clear example and if the answer is place specific as well (7 marks). Highlight place specific detail.

Where statements are assigned levels by the examiner this should be indicated by the use of L1 and L2 next to the statements. Ticks should **not** be used on answers that are marked using levels of response marking. L1 annotation should be removed once a L2 is awarded for an answer. L3 annotation is not used. There is no need for a summary level at the end of a response.

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Summary:
Level 1 (1 to 3 marks):
1 simple statement (1 mark)
2 simple statements (2 marks)
3 simple statements (3 marks)

Level 2 (4 to 6 marks):
1 developed statement (4 marks)
2 developed statements (5 marks)
3 or more developed statements with e.g. (6 marks)

Level 3 (7 marks)
3 or more developed statements + named example with at least one piece of place specific detail.

Note. The following guidelines apply when case studies are required in part (c) questions:

1 Level 2 statements must be developed/elaborated **or** related relevant ideas need to be linked.

2 The use of statistics is not an acceptable form of development, thus a simple statement with statistics is a Level 1 statement. The use of statistics alone can be credited as an alternative to a L1 written statement.

3 Place specific information is required as part of the criteria to achieve a Level 3 answer. This could relate to the location of the case study chosen or aspects of the study which make it authentic rather than simply generic (e.g. named places within the area, other specific factual detail, relevant statistics etc.). Requirements of each study will vary and your Team Leader will provide guidance. Please note that:

– if the case study requires a country name the name of the continent in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. 'Nigeria, located in Africa…' is not sufficient but 'Nigeria, located in West Africa' is sufficient.)

– if the case study requires the name of an area/town or city the name of the country in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. 'Mumbai, located in India…' is not sufficient but 'Mumbai, located in Western India' is sufficient.)

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Question	Answer	Marks
1(a)(i)	Venezuela 1 mark	**1**
1(a)(ii)	Chile … Canada … Brazil … Venezuela Correct order needed All 4 correct = 2 marks 2 or 3 correct = 1 mark 0 or 1 correct = 0 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: Higher/more net migration in north/ /lower/less net migration in south; Generally negative in south but positive in north/more immigrants than emigrants in north but more emigrants than immigrants in south; More varied in south; Mainly 0 to –4/–9 in south but mainly 0 to 4 in north (1 mark MAX reserved for comparative statistics) etc. Note: Needs to be comparative. =^ More migration in north. 3 @ 1 mark	**3**

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Question	Answer	Marks
1(a)(iv)	Ideas such as: Employment/high wages/income; Good educational facilities; Good health care; Clean/reliable water supplies; Better sanitation; Reliable electricity/power supply; Modern entertainment facilities or e.g.s; Good internet/mobile phone signals; Political stability/peaceful/no wars/tolerance; Better food supply; Low taxation, etc. =^ More developed Better economy Better living conditions/standard of living/lifestyle Better politics Better housing More resources More services/facilities Easy to get a VISA. =0 Climate/weather references scenery Soil/agriculture references Transport references Crime references/safer Good infrastructure. 4 @ 1 mark	**4**
1(b)(i)	Ideas such as: Net migration fluctuates more than natural increase; Natural increase is generally higher than net migration; Except for 2014 to 2020; Natural increase is always positive but sometimes net migration is negative; Both net migration and natural increase reduced overall/between 1962 and 2022; <u>Supporting</u> comparative statistics (MAX 1 reserved) e.g. natural increase 43 per 1000 in 1962 but net migration 19 per 1000 in 1962, etc. =0 Net migration/natural increase stayed the same Net migration is highest/lowest in …but natural increase highest/lowest in … Year by year comparison Population decreased. 3 @ 1 mark	**3**

Question	Answer	Marks
1(b)(ii)	Ideas such as: Loss of workforce; Industry becomes less efficient/production reduced; Loss of people with skills e.g. doctors/teachers/brain drain/decline in quality of education/heathcare; Less people to pay tax/less taxes raised/increase in taxes; So less money for government spending or example e.g. education; Defence/armed forces of country weakened; Generally economically active population lost/large percentage of young/old dependents remain/dependency ratio increases; Mainly male migration/creates uneven gender balance; Family break up/social problems; Less demand for consumer goods/businesses less profitable; Less attractive for foreign investors; GDP/economy/development declines; Lack of innovation, etc.; =^ Population decrease/less births Land unused Underpopulation Under-use/wastage of resources. 5 @ 1 mark or development	**5**

Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the problems caused by overpopulation. Level 2 (4–6 marks) Uses named example. More developed statements which describe the problems caused by overpopulation. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements including some place specific reference. Content Guide: Answers are likely to refer to: • Employment • Food supply • Provision of health care • Provision of housing/shelter • Water supply • Traffic congestion • Sanitation • Provision of education • Air pollution • Water pollution • Deforestation • Poverty • Crime or example, etc. =0 Noise Litter Overcrowding Lack of economic growth Reference to population policy Reference to migration. Place specific reference is likely to consist of: Named parts of the chosen country Population data.	**7**

Question	Answer	Marks
2(a)(i)	(Area of) countryside/farmland/where most people work in farming =^ Area where there are few/no services Where few people live Where people work in primary Not developed. 1 mark	**1**
2(a)(ii)	Romania … Poland … France … Norway Correct order needed All 4 correct = 2 marks 2 or 3 correct = 1 mark 0 or 1 correct = 0 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: Clustered; Uneven; North/West/North West (Europe); Scandinavia/Norway/Sweden/UK/Iceland/Denmark/Netherlands, etc. (at least 3 needed – MAX 1). =0 Coastal. 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Movement of people to urban areas; Lack of work/low pay in villages; Young people are not satisfied with working on the land/farming; Mechanisation of farming reduced workforce; Lack of educational facilities; Villages often do not have good health care; Lack of water supplies/drought; No/unreliable electricity supply; Few modern entertainment facilities or e.g.s in rural areas; Poor internet/mobile phone signals; Poor sanitation, etc. Note: Credit rural pushes or pulls of urban areas but no double credit ^ Lack of services/resources Poor lifestyle/standard of living, etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
2(b)(i)	On map: a nucleated settlement (label with a '**N**') a linear settlement (label with a '**L**') an area of dispersed settlement (label with a '**D**') =0 Answers with more than one of N/L/D if any are wrong. 3 @ 1 mark	**3**
2(b)(ii)	Ideas such as: Nucleated settlements develop around road junctions; Bridging points of rivers; Around mines; Land around is flat/gently sloping/no obstructions to hinder growth; Linear settlements develop along roads; Or along valleys/next to rivers; Where space for expansion is limited/e.g. steep land on either side/marsh on either side, etc. Note: Reserve 1 mark for linear and nucleated (don't need comparison). 5 @ 1 mark or development	**5**

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Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe a change in land use in an urban area and/or explain why the change has caused conflict. Level 2 (4–6 marks) Uses named example. More developed statements which describe a change in land use in an urban area and/or explain why the change has caused conflict. Note**:** Max 5 if no named or inappropriate example. Level 3 (7 marks) Uses named example. More developed statements which describe a change in land use in an urban area and explain why the change has caused conflict with some place specific reference. Content Guide: Any change in land use can be described e.g.: A new road e.g. ring road A new public transport system e.g. metro A pedestrianisation scheme A new shop/factory/cinema etc. Conflict could relate to: Noise Traffic Employment/loss of employment Loss of open space/amenity value Litter Air/water/visual pollution etc. Note: Do not credit general problems/conflict (e.g. traffic/pollution/crime) unless linked to a specific change in land use. Place specific reference is likely to consist of: Locational details/named areas within/around the urban area Specific details of impacts, statistics etc.	**7**

Question	Answer	Marks
3(a)(i)	West to east/WSW to ENE 1 mark	**1**
3(a)(ii)	Northern part; North of 10/20S/within 20 degrees of Equator; On/around Equator; East of Andes/East of 70(W); Clustered; Coastal strip in NW South America (Colombia/Ecuador)/in SE South America (Brazil) etc. =^ North South east Around Amazon river Along coast East coast West coast. 2 @ 1 mark	**2**
3(a)(iii)	Ideas such as: Temperatures are high throughout the year/no cold season; Sun overhead/high angle/concentrated/direct <u>all year</u>; High insolation <u>all year</u>; Daily cloud cover/consistent cloud cover during year; Not influenced by seasonal winds etc. =^ The climate/it does not change during the year Max and min temperatures are the same Sun is overhead/concentrated Day/night references Near Equator. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(a)(iv)	Ideas such as: Prevailing winds blow from land to sea/SE/East/offshore/overland/over mountains before they reach deserts (1) so loss of moisture/dry winds once they reach the deserts/rain shadow (2); Close to Tropic of Capricorn (1) so high atmospheric pressure/descending air/no condensation (2); Close to cold ocean current (1) so atmospheric moisture is condensed offshore/cold air does not hold much moisture (2). One mark for the identification of each reason from Fig. 3.1 and the second mark for an explanation. =^ Prevailing wind Cold current (context needs to be correct for credit). Note: Credit explanation without reason 2 @ 2 marks	**4**
3(b)(i)	Ideas such as: More rainfall further south/drier in north/June to September have more rainfall further south (difference); More seasonal difference further south (difference); Very dry in November to May/rainfall in June to September in all places along coast (similarity); (Slightly) lower temperatures to south/similar temperatures all along the coast (Slightly) smaller temperature range in centre/similar temperature range etc. Note: 1 Accept north/south or place names but answer must be comparative 2 Accept comparative statistics as alternative if correct. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	Ideas such as: Seeds/plants remain dormant during long dry spells/lose their leaves; Only flower for a short period of time after rain; Waxy/narrow/spiky leaves/small surface area reduce rates of transpiration/water loss; Tap roots/long roots/wide spreading roots to search for water in soil/underground; (Fleshy) stem stores water; Light colours to reflect sunlight; Stomata at base/small stomata to reduce transpiration/water loss/respiration; =0 Spikes protect them from predators They don't need much water They can go without water for a long time evaporation Stores water^ Note: Allow same feature/explanation if valid e.g. reduce transpiration is valid for both waxy leaves and small stomata. Do not credit examples. 5 @ 1 mark or development	**5**
3(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe and explain the characteristics of tropical rainforest vegetation. Level 2 (4–6 marks) More developed or linked statements which describe and explain the characteristics of tropical rainforest vegetation. Level 3 (7 marks) Comprehensive and accurate statements which describe and explain the characteristics of tropical rainforest vegetation, including some specific details/statistics. Content Guide: Descriptions are likely to refer to: Density/height of vegetation Diversity/lots of types of vegetation Layers Buttress roots Drip tip leaves, etc. Explanations are likely to refer to: Temperature Sunlight Precipitation Lack of seasons, etc.	**7**

Question	Answer	Marks
4(a)(i)	Wearing away/breaking up(down)/washing away/destruction of (rocks/cliffs/coast). 1 mark	**1**
4(a)(ii)	Natural arch Wave cut platform. 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: Waves crash into/break onto/hit rocks/cliffs/go into cracks/form cracks; Air in cracks compressed; Cracks widened; Pieces loosened/rocks broken apart; Unconsolidated/loose materials removed, etc. =^ Weight/power of waves Forms notch/cave/arch. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Damage to/collapse of homes/property/settlement; Need to relocate residents/residents displaced; Damage to/loss of services/others buildings or e.g. cafe, shops, church; Loss of farmland; Damage to roads/railways; Damage to piers/promenades etc.; Reduction in tourism; Impossible to sell houses/obtain insurance/cost of rebuilding; Damage to ports/harbours; Damage to/loss of historical structures or example etc. =0 Death/injury Cost of defence Damage to pipelines. =^ Flooding Impact on fishing Damage to cliffs/beaches Less land to live on Loss of scenery. Note: No credit for flooding but credit ideas as per mark scheme. 4 @ 1 mark	**4**

Question	Answer	Marks
4(b)(i)	Features such as: Growing in water; Aerial roots; Leaves above water level; Shiny/green leaves; In clumps/grouped together/unevenly distributed; Identical/similar species etc. =0 Strong Large Long roots They don't need soil to grow Trees. ^ They are green. 3 @ 1 mark	**3**
4(b)(ii)	Ideas such as: Natural protection for coastline/reduces strength of waves; Reduced erosion/storm damage; Fishing/shrimps/crabs/oysters; Provides resources for medical use; Provides oxygen; Carbon sinks/remove carbon dioxide from atmosphere; Reduces rate of global warming; Diverse ecosystem/habitats/high biodiversity/large amount of species; Attraction for tourists; Natural filters for water in deltas/estuarine areas; Wood for construction etc. =^ Food supply Provides raw materials Provides land for cultivation Fruits Food for animals. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe and/or explain the conditions required for development of a coral reef. Level 2 (4–6 marks) More developed or linked statements which describe and explain the conditions required for development of a coral reef. Level 3 (7 marks) Comprehensive and accurate statements, which describe and explain the conditions required for development of a coral reef, including statistics. Content guide: Warm water Water temperatures between 18–27 °C So coral is able to grow/higher temperatures bleach the coral Shallow water Not more than 60 metres deep Salty water Water free from sediment/clear/not polluted/clean So sunlight is able to penetrate the water Plentiful supply of oxygen in water/presence of waves Plentiful supply of plankton/plentiful supply of nutrients Calm water/no strong currents/no large waves So the reef is not damaged by waves PH is alkaline/basic/8 or above As acid water destroys the coral etc. Note: management methods = 0	**7**

Question	Answer	Marks
5(a)(i)	Changing (the characteristics of)/refining/converting/transforming a raw material to make it useful/into a product/goods =^ Raw materials are used to make products. 1 mark	**1**
5(a)(ii)	Iron and steel works were mainly located near to supplies of iron ore Most iron and steel works were clustered together. 2 @ 1 mark	**2**

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Question	Answer	Marks
5(a)(iii)	Ideas such as: More iron and steel works/iron and steel industry grew/major works 1 … 4; Wider spread/no longer as clustered/scattered/greater area; Particularly in the east/SE of China/near coast; Close to iron ore etc. =0 Reference to named places i.e. Beijing/Shanghai/Anshan/Taiwan More evenly spread. 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Demand for iron and steel/many customers/many industries using iron and steel as raw material/steel to use in building; Import of raw materials/coal/iron ore; Export of products/trading of goods; OR near coast for imports and exports; Flat land; River for transport/water supply/waste disposal/power; Iron ore easily accessible; Availability of workforce etc. =0 Near coal. =^ Near river Near sea/coast Near coast for transport Import/export. 4 @ 1 mark	**4**
5(b)(i)	Ideas such as: Smog; Acid rain; Global warming/climate change Gases/greenhouse gases Pollution/air pollution/smoke =0 3 @ 1 mark	**3**

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Question	Answer	Marks
5(b)(ii)	Ideas such as: Restrict emissions; Scrubbers on chimneys/chemical treatment of gases; Treatment of water/waste before disposal; Controlled/limited disposal of waste; Replace machines with use that use less fuel/cause less emissions; Fines for industries which continue to pollute air/water; Strong enforcement of legislation; Limit use of coal/Use of renewable energy or e.g.; Stronger planning regulations for new factories; Restrict industrial development in environmentally sensitive areas; Use brownfield sites for new development etc. =0 Locate industry away from where people live Plant trees. =^ Use renewables Be ecofriendly/green/use clean methods Replace outdated machines Reduce waste Reduce carbon emissions. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
5(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the problems tourism causes for local people. Level 2 (4–6 marks) Uses named example. More developed statements which describe the problems tourism causes for local people. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements, which describe the problems tourism causes for local people. with some place specific reference Content Guide: Less privacy Drunken/anti-social behaviour Some tourists wear inappropriate/offensive clothing Racism/discrimination Litter/rubbish/trash Traffic congestion Some beaches become private/inaccessible Seasonal employment Low pay/long hours/exploitation of workers Loss of farmland Loss of local housing areas/accommodation used for tourists not locals/less land to build houses Air pollution causes asthma/breathing difficulties Water pollution reduces fish stocks Pressure on/tourists given priority for water supplies/electricity Increase in prices/cost of living/inflation Culture clashes/westernisation of culture/dilution of culture Noise. Place specific reference is likely to consist of: Locational details/named areas, Specific details of issues etc.	**7**

Question	Answer	Marks
6(a)(i)	Sugar cane 1 mark	**1**

Question	Answer	Marks
6(a)(ii)	Arable = Cultivation/crops Pasture = grazing/animals Note: Ignore reference to 'for own use' or 'to sell'. 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: South (of island); Centre/inland; Linear belt/2 lines; Near tea growing areas/plantations; So tea is fresh when it reaches factories/easy access to raw materials; To reduce transport costs (Near urban areas) close to workers/for market etc. =0 Fertile soils References to climate. Reserve 1 for description/explanation. 3 @ 1 mark	**3**
6(a)(iv)	Natural factors such as: Relief/height/elevation/steepness; Soil; Precipitation (not flooding or drought); Temperatures; Sunshine hours; Frost free days; Close to river/water source. One mark for the identification of each factor and the second mark for an explanation of how it influences <u>choice of land use</u> E.g. relief is an important factor (1) as flat land is better for cultivation of <u>crops</u>/machinery can be used on flat land (2) E.g. the amount of rainfall is important (1) as <u>crops</u> need large amount of water to grow (2) etc. Note: For the 2nd mark the point made needs to be specific E.g. so they can choose the best crop/soil for the conditions ^ 2 @ 2 marks	**4**

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Question	Answer	Marks
6(b)(i)	Ideas such as: Growing crops/rice/paddy fields/arable; Rectangular fields; Small fields/plots; Fields surrounded by bunds/mud walls; Some fields immersed in water/flooded/irrigated; Plants at different stages of growth; Low tech/using animals to plough/no use of machinery etc. =0 Flat Do everything by hand Subsistence/commercial Intensive/extensive. 3 @ 1 mark	**3**
6(b)(ii)	Ideas such as: Use fertilizers/manure; Irrigation or example; Pesticides/herbicides/insecticides; Use of better quality seeds/GM crops; Terracing; Double cropping/intercropping; Use of glasshouses/greenhouses/cloches; Machinery or example; Clear trees/drain marsh (to create more land to use) Crop rotation etc. Note: Allow explanation if any idea as DEV E.g. use pesticides (1) so insects do not destroy the crop (dev) =0 use more labour; plant more seeds. =^ Use more land Chemicals Better farming equipment/tools. 5 @ 1 mark or development	**5**

Question	Answer	Marks
6(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain the causes of food shortages. Level 2 (4–6 marks) More developed statements which explain the causes of food shortages. Level 3 (7 marks) Comprehensive and accurate statements which explain the causes of food shortages, including some place reference. Content Guide: Answers are likely to refer to: War Drought Lack of government investment Flooding Volcanic eruption Production of cash crops/plantations rather than food crops Poor distribution network Corruption Population increases etc. Place specific reference is likely to consist of: Names of places within chosen region/country Specific details/statistics.	**7**

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