Cambridge Assessment International Education

Cambridge IGCSE™

GEOGRAPHY **0460/11**

Paper 1 **May/June 2020**

MARK SCHEME

Maximum Mark: 75

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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 descriptors 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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Question	Answer	Marks
1(a)(i)	An under-populated country has more resources than population but an over-populated country has more population than resources.	**1**
1(a)(ii)	Under-populated: Bolivia / Suriname / Canada / Australia / Argentina / Libya / Russia / Botswana / Namibia / Mongolia etc. Over-populated: Nigeria / Niger / Singapore / China / India / Israel / Kuwait / Pakistan / Bangladesh / Indonesia etc. 2 @ 1 mark	**2**
1(a)(iii)	Ideas will depend on country chosen but may include: Small population size; Extreme climate/or specific detail; Poor access; Landlocked; Large amounts of resources; Examples of resources available; Large amounts of outward migration Etc. Note: Mark each country as appropriate. If no country chosen credit generic ideas to MAX 2. 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as; Pressure on food supplies; Lack of housing; unemployment; traffic congestion; deforestation; water/air pollution Etc. 4 @ 1 mark	**4**
1(b)(i)	**refugees moving to another country to avoid persecution** forced international **a professional footballer moving from Spain to play in the English Premier League** voluntary international **a teenage girl moving from rural Kenya to study in Nairobi, the capital city of Kenya** Voluntary internal 3 @ 1 mark	**3**

Question	Answer	Marks
1(b)(ii)	Ideas such as: Difficulty of obtaining VISA / official documents / Green Card; Expense of relocation; Finding housing; Difficulty of obtaining work; Low paid employment; exploitation; language difficulties; discrimination; difficult to practise their religion; away from friends and family Etc. 5 @ 1 mark or development	**5**
1(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the positive and/or negative impacts of large amounts of international migration to a country. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe the positive and/or negative impacts of large amounts of international migration to a country. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe the positive and negative impacts of large amounts of international migration to a country including some place specific reference. <u>Content Guide:</u> Answers are likely to refer to: • cheap labour • skilled labour • economic growth • cultural diversity • provision of variety of services (e.g. restaurants) • pressure on public services or examples • competition for jobs for local people • racial conflict • Etc. <u>Place specific reference is likely to consist of:</u> Named parts of the chosen country, Population data Etc.	**7**

Question	Answer	Marks
2(a)(i)	A place where homes are spread over a wide area / an area with large areas of land between buildings / an area with isolated buildings etc.	**1**
2(a)(ii)	**Rural settlement** – Village / hamlet / dispersed settlement **Urban settlement** – Town / city / conurbation 2 @ 1 mark	**2**
2(a)(iii)	Land uses such as: Agriculture; Roads / by-passes / ring roads; Industrial estates / business parks; Retail parks; Airports; New housing; Golf courses Etc. 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Loss of farmland; deforestation; loss of habitat; loss of areas of recreational value (or example); water pollution; air pollution; increase in traffic flows Etc. 4 @ 1 mark	**4**
2(b)(i)	Ideas such as: Uneven distribution; Clusters of people in settlements; Some isolated homes; Close to roads; Especially junctions; Close to rivers Etc. 3 @ 1 mark	**3**
2(b)(ii)	Ideas such as: Clusters so people can live in communities for mutual protection; Availability of services in settlements; Water supply from rivers; Sheltered land in valleys; Fertile land for agriculture in valleys avoid infertile scrub land; Good accessibility via roads; Proximity to forest for wood as fuel/building material; In open areas/not in forest to be safe from wild animals etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe and/or explain the service provision. Level 2 (4–6 marks) Uses named example. More developed statements which describe and/or explain the service provision. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe and explain the service provision, with some place specific reference. Content Guide: Candidates can choose any size settlement and explanations are likely to refer to ideas such as: Population size / market, Threshold population, Spheres of influence, Nearby competition Etc. Simple descriptions of services are likely to refer to examples of types of services, however more developed ones should refer to order of services. Place specific reference is likely to consist of: Population size, Locational details, Specific details/names of the services, Other nearby settlements Etc.	**7**

Question	Answer	Marks
3(a)(i)	Diagram C 1 mark	**1**
3(a)(ii)	Ideas such as: Fluid/thin/runny lava; Low (height to width ratio); Gentle slopes; Gentle eruption; Frequent eruptions Etc. 2 @ 1 mark	**2**
3(a)(iii)	Ideas such as: Crust is destroyed; Magma is produced/builds up; Increased pressure; Magma escapes through cracks/lines of weakness 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: Observe/monitor the volcano; Create an exclusion zone around the volcano; evacuation; spray water on lava; dig diversion channels for lava; strengthen roofs of houses; wear masks to protect from ash; train emergency services; educate residents on action to take if the volcano erupts; store emergency provisions Etc. 4 @ 1 mark	**4**
3(b)(i)	Labels on Fig. 3.2 3 @ 1 mark	**3**
3(b)(ii)	Ideas such as: Work in tourist industry; E.g. Tourist guides / selling souvenirs etc. Mining / quarrying; E.g. Pumice/Sulphur etc. Fertile soils; high yields of crops; Geothermal power; Renewable energy supplies; Hot springs etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
3(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain the causes of an earthquake. Level 2 (4–6 marks) Uses named example. More developed statements which explain the causes of an earthquake. (NB Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain the causes of an earthquake, including some place specific reference. Content Guide: Answers are likely to refer to: Plate movement, On/close to plate boundaries/lines of weakness/where plates meet; Where plates move (in relation to each other)/one under another/subduction/slide past; Friction / plates stick; Pressure build up/tension; Energy released/plates jerk apart Etc. Place specific reference is likely to consist of: Locational details, Date / time / Richter Scale measurement named plates Etc.	**7**

Question	Answer	Marks
4(a)(i)	26–28 hours	**1**
4(a)(ii)	Ideas such as: **throughflow** – water flow through the soil. **Groundwater flow** – water flow through the rock. 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: Water is not able to soak into soil/rock; Surfaces are impermeable; Trees have been removed; Less interception/transpiration; More overland flow; Artificial drains move water rapidly to rivers etc. 3 @ 1 mark	**3**
4(a)(iv)	Any two methods of flood reduction can be used such as: Dredging; Raise banks / artificial levees; Dams / reservoirs; Straighten rivers; Concrete banks/beds; Diversionary spillways; Afforestation / planting trees; Allow farmland upstream to flood etc. 1 mark for each method and one for an appropriate explanation of each: E.g. dredging (1) increases the depth of the river and enables more water to flow within its banks (1) 2 @ 2 marks	**4**
4(b)(i)	Ideas such as: Steep valley sides; V shaped valley; Bare rocks on the valley side/cliff; Scree; Landslip scar; Uneven long profile; Narrow river; Winding river; Interlocking spurs; Rocks in channel; Shallow; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
4(b)(ii)	Processes such as: Hydraulic action; Power of water wears away bed and banks releasing air compressed in cracks; Abrasion; Material carried by river grinds bed and banks/sandpaper action; Corrosion / solution; Rocks dissolved by chemical reactions; Attrition; Load reduced in size as particles hit each other when being carried by water; Vertical erosion Etc. 5 @ 1 mark or development	**5**
4(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the opportunities provided for people by a river. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe the opportunities provided for people by a river. <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe the opportunities provided for people by a river, including place specific information. <u>Content Guide:</u> Answers are likely to refer to: Water supply Fishing Navigation Work in tourist industry Agriculture on flood plain Transport routes along valley Etc.	**7**

Question	Answer	Marks
5(a)(i)	11 (million hectares)	**1**
5(a)(ii)	Ideas such as: Decreased from 66% to 45%/by 21% Etc. 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: irrigation; conversion of pasture to arable land; terracing hillsides; use of machinery; deforestation; HYV crops Etc. 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Plots of land are small; Output is small / no surplus to sell; They are too poor to buy fertilizers/machines etc.; Farmers use traditional methods/follow the practices of their ancestors; It is the only way they can provide food for their families; Many live in areas which are remote/isolated/poor road networks; There is no market for crops produced Etc. 4 @ 1 mark	**4**
5(b)(i)	**Fig. 5.2** Tertiary **Fig. 5.3** Primary **Fig. 5.4** Secondary 3 @ 1 mark	**3**

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Question	Answer	Marks
5(b)(ii)	Ideas such as: Primary sector has reduced percentage; As importance of agriculture declines; Secondary sector has increased percentage; As factories are built/manufacturing industries are introduced; However manufacturing will eventually begin to reduce in importance; Tertiary sector has increased percentage; With the growth of service provision/commerce etc. Initially primary sector was largest sector but when developed the tertiary sector will be largest sector Etc. 5 @ 1 mark or development	**5**
5(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explain the causes of food shortages. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which explain the causes of food shortages. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which explain the causes of food shortages, including some place references. <u>Content Guide:</u> Answers are likely to refer to: drought, flooding, tropical storms, pests, disease, infertile soils, war/civil unrest, political issues, uneven distribution of food, Focus on and export of cash crops Etc.	**7**

Question	Answer	Marks
6(a)(i)	La Quabrada cliffs + Playa Condesa beach (both needed)	**1**
6(a)(ii)	Ideas such as: Building/expansion of airports; Construction of/improvement of roads; Installation of electricity grid; Improved water supply / piped water; Improvements to sewage system; Improvement to telecommunications etc. 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Positive – increased market/demand for fish; Fisherman earn extra income from using boats for tourist trips; Negative – loss of fishing ground due to tourist developments/marinas etc.; decreased catches due to water pollution from tourism etc. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: Slow growth up to 1940; Steep increase 1940 to 1970; Levels off/very slow growth/growth rate decreases 1970 to 2000; Increases again 2000 onwards Etc. 4 @ 1 mark	**4**
6(b)(i)	Ideas such as: Working in a hotel as chambermaid/receptionist/porter etc.; Working in a restaurant as a cook/waitress etc.; Taxi/bus driver; Working in a water park/spa or other tourist attraction e.g. life guard, masseur; Airport worker; Shop worker; Builder Etc. 3 @ 1 mark	**3**
6(b)(ii)	Ideas such as: Deforestation; Loss of habitat; Animals scared by noise; Water pollution; Death of marine life; Disruption to food chains; Lowering of water table; Air pollution from vehicle exhausts/flights Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
6(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain how tourism is managed. Level 2 (4–6 marks) More developed statements which explain how tourism is managed. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Comprehensive and accurate statements which explain how tourism is managed, including some place references. Content Guide: Answers are likely to refer to: Creation of National Parks; Limit numbers of tourists; Charge entrance fees; conservation; Fence sensitive areas; Ban hunting; Only allow people access to an area with a guide; Educate people about caring for the environment; Develop ecotourism Etc.	**7**