Cambridge Assessment International Education

Cambridge IGCSE™

GEOGRAPHY **0460/13**

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)	United Arab Emirates / UAE	**1**
1(a)(ii)	**the largest percentage of the population who were born there** = Kuwait **the same proportion of guest workers from India and Pakistan** = Qatar 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: Biggest percentage in both is from India; UAE has greater proportion from India; More from Pakistan in UAE; Kuwait has larger percentage from Egypt; Kuwait includes from Bangladesh but UAE does not; UAE has migrants from Philippines but Kuwait does not; 3 @ 1 mark	**3**
1(a)(iv)	Benefits such as; Low skilled employment; Local people do not have to do dirty work/physical work/menial jobs; cheap workforce/low pay Etc. Disadvantages such as: Pressure on jobs / unemployment for some locals; conflicts with/resentment of local population; need to find areas to house guest workers / pressure on accommodation; pressure on food/water/electricity supplies Etc. 4 @ 1 mark	**4**
1(b)(i)	Ideas such as: Being away from family/children; Low wages; Poor/cramped accommodation / have to live in one room; Language difficulties; Cultural differences; Only one day off each week Etc. 3 @ 1 mark	**3**

Question	Answer	Marks
1(b)(ii)	Ideas such as: There is no/little employment in their home countries; higher pay; regular pay; they are able to send home remittances; workers have more rights; better education for their children; better entertainment / bright lights; reliable water supply; reliable electricity; good food supply Etc. 5 @ 1 mark or development	**5**
1(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explain why its natural population growth is high. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which explain why its natural population growth is high. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which explain why its natural population growth is high including some place specific reference. <u>Content Guide:</u> Answers are likely to refer to: High birth rates High IMR Lack of contraception/family planning Lack of education about contraception Tradition No pensions Economic need for large families Reducing death rates/IMR Improvement in health care Etc. <u>Place specific reference is likely to consist of:</u> Named parts/settlements of the chosen country, Population data Etc.	**7**

Question	Answer	Marks
2(a)(i)	Central Business District	**1**
2(a)(ii)	A street which is pedestrianised = The Corso / Manly Plaza / Market Lane a form of public transport which serves Manly CBD = Bus 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: It is only a small area; Pressure on land / lots of competing land uses; High values; More economical way of using the land Etc. 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Cheaper land values in rural urban-fringe; Can afford land to build a bigger store; With room for parking; Easier road access / can access by ring road / avoids congestion in CBD; Attracts customers from other towns/rural areas; More pleasant environment/scenery Etc. 4 @ 1 mark	**4**
2(b)(i)	jeweller = high order shop theatre = high order service fruit/vegetable shop = low order shop 3 @ 1 mark	**3**
2(b)(ii)	Ideas such as low order: will have a smaller sphere of influence; people will not travel as far to use them; threshold population will be smaller; people will use them more frequently; they sell convenience goods but high order sell comparison/specialist goods; they sell lower cost goods 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 how traffic problems have been managed. Level 2 (4–6 marks) Uses named example. More developed statements which describe how traffic problems have been managed. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate which describe how traffic problems have been managed with some place specific reference. Content Guide: Management of problems could be anywhere within the urban area. This could include: New road building, pedestrianisation, developments in public transport, congestion charging Etc. Place specific reference is likely to consist of: Locational details, Specific details of the schemes, Named areas/streets within the urban area Etc.	**7**

Question	Answer	Marks
3(a)(i)	An area of land drained by a river (and its tributaries) / the catchment area of a river / the area within the watershed of a river	**1**
3(a)(ii)	Groundwater flow moves water through the rocks; Infiltration occurs when water soaks into the soil 2 @ 1 mark	**2**
3(a)(iii)	Ideas such as: Precipitation exceeds infiltration; Heavy rainfall; Saturation of rock/soil ; Melting snow/ice; Water within the rock/soil could be frozen; After deforestation; When an area is covered by concrete/tarmac etc. 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as when it moves away from the source it becomes: wider; deeper; faster flowing; more gentle/even long profile; 4 @ 1 mark	**4**
3(b)(i)	Ideas such as: Steep/vertical; Layers of rock; stepped; white water; plunge pool; high/long drop; water is at one side of channel only/does not occupy entire channel Etc. 3 @ 1 mark	**3**
3(b)(ii)	Ideas such as: Erosion by river; Hydraulic action/abrasion; Hard rock layer; Softer rock underlying hard rock Hard rock resistant to erosion; Overhang develops; Undercutting of soft rock; Collapse of hard rock; Retreat of waterfall Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
3(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the attempts to manage flooding. Level 2 (4–6 marks) Uses named example. More developed statements which describe the attempts to manage flooding. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe the attempts to manage flooding including some place specific reference. Content Guide: Answers are likely to refer to: dredging, channel straightening, raising / strengthening banks / levees, overflow channels/ spillways, dams/reservoirs, afforestation Etc. Place specific reference is likely to consist of: Locational details, Places along river, Specific details/costs of methods etc.	**7**

Question	Answer	Marks
4(a)(i)	On Fig. 4.1	**1**
4(a)(ii)	Ideas such as: B has more sand than A; A has more shingle than B; A has pebbles but B does not; A is very different near the cliffs and near the sea but B is very similar etc. 3 @ 1 mark	**3**
4(a)(iii)	Ideas such as: A has a steeper section; A is higher than B at top of beach; B has a more regular profile 2 @ 1 mark	**2**
4(a)(iv)	Ideas such as: some materials are from the cliffs; some are deposited by waves; materials are graded/sorted by sea; strength of waves carries/removes different materials; boulders/large rocks are deposited during storms; Longshore drift can add to beach etc. 4 @ 1 marks	**4**
4(b)(i)	Ideas such as: Various heights; Mainly bare sand; Steep slope (in foreground); Vegetation on higher parts Etc. 3 @ 1 mark	**3**
4(b)(ii)	Ideas such as: Onshore wind; Wind blows sand; Obstacle/plant/litter/rock at top end of beach; Sand trapped by obstacle; Builds up over time; Colonisation by vegetation Etc. 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 explain the effects of coastal erosion on the people who live there. Level 2 (4–6 marks) Uses named example. More developed statements which explain the effects of coastal erosion on the people who live there. Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain the effects of coastal erosion on the people who live there, including place specific information. Content Guide: Answers are likely to refer to: Loss of farmland, Damage to properties, Loss of gardens, Danger from falling rocks/collapsing cliffs, Access restricted, Loss of tourism, Damage to roads/railway lines, Cost of management including /increased rates/taxes, Unable to insure properties Etc.	**7**

Question	Answer	Marks
5(a)(i)	Assembly	**1**
5(a)(ii)	Ideas such as: easy transport of inputs/outputs Water readily available for processes/cooling/washing 2 @ 1 mark	**2**
5(a)(iii)	**workers who carry out research and use it to design new machines** = Quaternary **drivers of lorries transporting products from the factory** = Tertiary **people operating machines in the factory** = Secondary 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Governments encourage industrial growth in some areas/industries; Development Area/Enterprise Zone status; Availability of grants/subsidies, Lower tax rates in some areas; Infrastructure/ready built sites provided; Government may offer low interest loans; Planning permission is not possible in all places; Government protects certain areas from industrial growth/pollution Etc. 4 @ 1 marks	**4**
5(b)(i)	Ideas such as: The plantations provide the main raw material; Lowers transport costs; The raw material is readily available; Tea is fresh on arrival at factory Etc. 3 @ 1 mark	**3**
5(b)(ii)	Ideas such as: Local labour supply; Local market; Railway (for transport of raw materials/finished products); Road / track; Electricity supply; Cattle kept in area supply leather/raw material for shoes; Flat land Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
5(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the different methods which are used to supply energy. Level 2 (4–6 marks) Uses named example. More developed statements which describe the different methods which are used to supply energy. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe the different methods which are used to supply energy, including some place references. Content Guide: Answers are likely to refer to: Fossil fuels; E.g. coal, Oil, Natural gas Renewable energy; E.g. wind power, Wave power, Tidal power, Solar power, HEP, Biomass, Geothermal power Other forms of energy: E.g. nuclear, Charcoal / wood Etc. Place specific reference is likely to consist of: Specific details of locations from where energy is obtained Specific details/statistics about energy sources Etc.	**7**

Question	Answer	Marks
6(a)(i)	Ability to be able to read/write	**1**
6(a)(ii)	**the area with the highest life expectancy in 1990** = South America and Caribbean **the increase in the literacy percentage in South Asia between 1990 and 2016** = 27 (%) 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as differences in: investment in health care; availability of medicines/drugs/vaccination; sanitation; water supply; food supply; impacts of specific disease(s) e.g. HIV/AIDS/Malaria 3 @ 1 mark	**3**
6(a)(iv)	Indicators such as: GNP per capita; Human Development index; Average amount of energy used per person; Percentage in secondary education; Infant mortality rate; Percentage with Internet access; Percentage with access to clean water/improved sanitation; People per doctor Etc. 2 marks for stating the indicators with a further two marks for explanation of why it is a useful indicator of the level of development of a country. E.g. percentage in secondary education (1), the higher than percentage the higher the literacy level (2) 4 @ 1 mark	**4**
6(b)(i)	**the country where the new mobile phones are being manufactured** = China **The country where the research and development took place** = Italy **A continent where the new mobile phones are sold** = North America/Europe 3 @ 1 mark	**3**

Question	Answer	Marks
6(b)(ii)	Ideas such as: Improvements in/faster transport; Quicker/cheaper air travel; Development of containerisation/container ships; Development of communications systems/networks; Rise of Internet/e-commerce; Instant/electronic movement of money; 5 @ 1 mark or development	**5**
6(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe impacts of a TNC at local and/or national scale. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe impacts of a TNC at local and/or national scale. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe impacts of a TNC at local and/or national scale, including some place references. <u>Content Guide:</u> Answers are likely to refer to: employment, infrastructure development, transport improvements, exploitation of workforce, economic growth, exploitation of resources, exploitation of workforce, specified pollution Etc. <u>Place specific reference is likely to consist of:</u> Locational details, Named places/countries Specific details of TNC Etc.	**7**

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