CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/13**

Paper 1 Geographical Themes **May/June 2024**

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 May/June 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U 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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The following information was published for the first time in November 2023 to help centres to understand how marks have been awarded. However, there has been no change to the marking approach. Examiners have used these detailed instructions in previous exam series, as well as in June 2024.

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

The mark 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 mark 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 ‘IR/IRRL’ 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 has 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. To achieve L3 a candidate must have already reached the top end of L2 in addition their

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answer should have a clear example for 6 marks and if the answer is place specific some place specific detail should be included to achieve the full 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.

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 with a named example and 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 **cannot** 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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Marking annotations

Examiners must use the following 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
	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
{ }	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.  or 
	1 Response has been seen but no credit given 2 Additional page has been checked

Question	Answer	Marks
1(a)(i)	7.3–7.5(%) 1 mark	**1**
1(a)(ii)	Decreased/higher in 1989/lower in 2019/(almost) halved; From 14.1–14.3 to 8.9–9.1(%)/by 5.0–5.4(%)/by a third. 2 @ 1 mark	**2**
1(a)(iii)	*Ideas such as;* It became less triangular/cone shaped/it was pyramid shaped in 1989 but rounded/dome like/more curved in 2019/concave in 1989 convex in 2019; Base/young dependents became narrower/thinner; Top/old dependents became wider/thicker; Centre/economically active became wider; It becomes higher/taller Note: Comparison required. 3 @ 1 mark	**3**
1(a)(iv)	*Ideas such as:* Lower birth rate/fertility rate; People are living longer/death rates are reduced/ageing population; Better health care; Greater availability/affordability/use of contraception/family planning; More education about contraception/family planning/problems of having many children; Secularisation of society/religion less influential/more religious tolerance of contraception or abortion; Availability of abortion; Girls being educated; More women working; Female emancipation; Low/reduction in infant mortality; Pensions/young no longer needed to support elderly; Education is compulsory/children can no longer be sent out to work on farms/mechanisation of farms; Desire for more material possessions/holidays/expense of children; Later marriage/many people have children later in life; Government anti-natal policy; Change in traditional attitudes to family size (or example); Etc. Note: Comparison not needed, assume answer refers to 2019 unless otherwise stated. Accept clear reference to 1989 only. 4 @ 1 mark	**4**

Question	Answer	Marks
1(b)(i)	Completion of pie chart: Correct shading/order (1 mark) Assuming order is correct: Dividing line at 36% (1 mark) Dividing line at 89% (1 mark) Note: If order is incorrect credit 2 marks for plotting segments at correct size. Diagonal shading must go in the right direction. 3 @ 1 mark	**3**
1(b)(ii)	*Ideas such as:* Reduction in size of workforce/not enough workers/less people of working age/less economically active/less economic activity/skills lost; Many people are not contributing to economy/producing; Less innovation/innovative workforce; Need for immigration; Immigration could cause tension; High/increased dependency ratio/more elderly relying on fewer dependents/strain/pressure/burden on economically active; People/economically active <u>cannot work</u> due to having <u>to care</u> for elderly; Less taxpayers; Workforce needs to pay higher taxes; Spending on pensions/government payments for elderly; More pressure/higher spending on health care/care homes/hospitals/provision for elderly e.g. disabled ramps; Less spending on schools/nurseries/education; More difficult to defend country/recruit forces; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
1(c)	Levels marking **Level 1 (1–3 marks)** Statements including limited detail which describe the impacts of a population policy. **Level 2 (4–6 marks)** Uses named example. More developed or linked statements which describe the impacts of a population policy. (Note: Max. 5 if no named or inappropriate example.) **Level 3 (7 marks)** Uses named example. Comprehensive and accurate statements which describe the impacts of a population policy, including some place specific reference. **<u>Content Guide:</u>** Policy could be to reduce or increase population growth and could refer to natural growth or migration. Answers are likely to refer to: Reduction of population/numbers of children/birth rate; Impacts of reduction of numbers e.g. more food; Pressure to use contraception; Imbalance of sex ratios; Impacts on size of workforce/economically active; Ageing population; Impact on economic development; Etc. Note: Do not credit method of enforcement such as punishments and rewards. <u>Place specific reference is likely to consist of:</u> Named parts of the chosen country, Population data, Specific aspects of policy etc.	**7**

Question	Answer	Marks
2(a)(i)	An area where people live/where there are homes/houses. 1 mark	**1**
2(a)(ii)	*Ideas such as:* Houses in 2.1 are terraced/joined together/closer together/high population density/big population, 2.2 houses are detached/not joined together/low population density/small population; Houses in 2.1 are taller/more stories; Houses in 2.1 are brick built, houses in 2.2 are built from wood/have wood facades; Houses in 2.2 have gardens, houses in 2.1 do not etc. 2.1 have cars on road, 2.2 they have drives/they don't park on road; Etc. Note: Answers must be comparative. 2 @ 1 mark	**2**
2(a)(iii)	*Ideas such as:* High density land use/buildings close together; Tall buildings; Offices/businesses/commercial/government buildings/banks/town hall; (Some areas are) pedestrianised; Mixture of old and new buildings; Open space/trees/park/gardens/green space; Lots of cars/traffic; Etc. 3 @ 1 mark	**3**
2(a)(iv)	*Ideas such as:* Close to railway lines; Close to roads/motorways; Near the port/river; Around/near the CBD/in the inner city; Around the edge of the city/rural urban fringe; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
2(b)(i)	*Ideas such as:* Arrow 1: There are less services in small/lower order settlements/hamlets/lower down the hierarchy/as the size of settlement decreases the order/number of services decreases; Arrow 2: Higher order services are found in large/high order settlements/conurbations/the order of services decreases lower down the hierarchy; Arrow 3: Hamlets/low order settlements are smaller than conurbations/high order settlements/size of settlements decreases lower down the hierarchy; Arrow 4: There are more hamlets/less conurbations/as size of settlement increases then the number of them decreases/there are less high order settlements/number of settlements increases lower down the hierarchy. Etc. Note: One mark per arrow. Answers must be comparative 3 @ 1 mark	**3**
2(b)(ii)	*Ideas such as high order services are likely to:* Be less of them/further apart; High order found in cities but low order found in all/most settlements; Have a larger sphere of influence; Have a larger threshold population; Be used less frequently/be used monthly rather than daily; Have a larger range/be used by people living further away; Sell more expensive items; Sell comparison goods compared with convenience goods; Etc. Note: Can refer to low order services but must be comparative. Use of example e.g. low order = general store/newsagent/chemist/grocers High order = jewellers/theatre/airport/university/department store/furniture shop/electrical shop/wedding dress shop (1 mark reserve) Can accept e.g. middle order such as shoe shop/clothes shop as long as the example given is clearly of a higher order than the low order one stated. Note: Do not allow brand names 5 @ 1 mark or development	**5**

Question	Answer	Marks
2(c)	Levels marking **Level 1 (1–3 marks)** Statements including limited detail which explain the factors which have influenced the growth and/or functions of a settlement **Level 2 (4–6 marks)** Uses named example. More developed statements which explain the factors which have influenced the growth and/or functions of a settlement (Note: Max. 5 if no named or inappropriate example.) **Level 3 (7 marks)** Uses named example. Comprehensive and accurate statements which explain the factors which have influenced the growth and functions of a settlement with some place specific reference. **Content Guide:** If candidates refer to function answers will depend on the function of the chosen settlement which may include: Port; Capital city; Industrial town; Route centre; Market town; Administrative centre; Tourist resort; Etc. Growth factors referred to may include: Accessibility; Raw material/power availability; Scenic attractions; Surrounding land uses; Etc. If candidates refer to growth they may refer to the growth of rural settlements e.g. fresh water/fertile soil/flat land. If candidates refer to the growth of settlements due to migration they may refer to e.g. jobs/education/healthcare etc. Place specific reference is likely to consist of: Locational details, Specific details of land uses related to the function, Named parts of settlement etc.	**7**

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Question	Answer	Marks
3(a)(i)	37.9/38 (°C) 1 mark	**1**
3(a)(ii)	Below the mean daily July temperature = 5th/6th/15th (July) The same as the mean daily July temperature = 10th/18th (July) 2 @ 1 mark	**2**
3(a)(iii)	*Ideas such as:* Higher/highest (than mean temperatures)/higher on most days/26 out of 31 days/only 3 days have lower temperature than mean; Fluctuate more (than the mean temperatures); Max 1 reserve for supporting statistics. Note: supporting statistics to support higher idea can compare any day or highest/lowest during the month. Statistics to support fluctuate must include at least two statistics for both average and July 2021 (so four statistics). 3 @ 1 mark	**3**
3(a)(iv)	Atmospheric pressure = barometer; Humidity = hygrometer/wet and dry bulb thermometer; Precipitation = rain gauge/pluviometer/udometer/ombrometer/hyetometer; Temperature = thermometer. 4 @ 1 mark	**4**
3(b)(i)	*Ideas such as:* High point/on a roof; Not close to trees/in the open; So wind flow is not affected/blocked; To avoid people tampering with it; Etc. Note: Reserve 1 mark for description/explanation. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	*Ideas such as:* Use wind vane/weather vane (for direction); Look at compass point/direction the arrow points; To show direction wind is blowing from; Use anemometer (for wind speed); Observe figure that it shows (on electronic dial); Check daily/do it every day; Check at same time each day/at specified times; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
3(c)	Levels marking **Level 1 (1–3 marks)** Statements including limited detail which describe the impacts of a tropical storm. **Level 2 (4–6 marks)** Uses named example. More developed or linked statements which describe the impacts of a tropical storm. (Note: Max. 5 if no named or inappropriate example.) **Level 3 (7 marks)** Uses named example. Comprehensive and accurate statements which describe the impacts of a tropical storm, including place specific information. **Content Guide:** Answers are likely to refer to: Flooding; Deaths; Injuries; Damage to buildings/possessions; Trees blown over; Damage/destruction of farms/crops/livestock; Roads destroyed/blocked; Transport disrupted; Closure/damage to workplaces; Pollution of water; Disruption of electricity supply; Ecosystems /food chain disrupted; Soil erosion; Etc. Note: Do not credit the same stem or same development. Place specific reference is likely to consist of: Locational details, Specific details of the tropical storm/impacts, Statistics/date etc.	**7**

Question	Answer	Marks
4(a)(i)	Wearing away/breaking down/land being lost/taking away materials (of land/cliffs/coastline etc.). 1 mark	**1**
4(a)(ii)	A coastline of steep cliffs with caves and natural arches = Fig. 4.3. A coastline with headlands and bays and a large area of wave-cut platform = Fig. 4.2. 2 @ 1 mark	**2**
4(a)(iii)	Air becomes trapped in joints and cracks on a cliff face. When waves break the trapped air is compressed, weakening the cliff and causing erosion = hydraulic action (force)/cavitation. Bits of rock and sand carried by waves grind down cliff surfaces like sandpaper = abrasion/corrasion. Waves smash rocks and pebbles on the shore into each other, and they break and become smoother = attrition. 3 @ 1 mark	**3**
4(a)(iv)	*Ideas such as:* Fishing; Port/harbour/trade/exports/imports/port industry; Scenic beauty or examples e.g. cliffs/beaches/sea; Fresh air/cooler temperatures; Quiet/peaceful; Work/income from tourist industry or examples e.g. hotels etc.; Agriculture or example; Recreational activities or e.g. water sports/diving/sailing; Etc. 4 @ 1 mark	**4**
4(b)(i)	*Ideas such as:* Long and thin; 6–7 km long; 0.5–1 km width; Straight; Aligned from north-west to south-east/extends/faces south-east; Attached to land at north-west end; Harbour/bay/lagoon/lake at the end/south-east; 3 @ 1 mark	**3**

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Question	Answer	Marks
4(b)(ii)	*Ideas such as:* (Prevailing) winds approach at angle; (Prevailing) winds from west/south-west; Waves/swash/sediment approaches at angle/same angle as wind/wind determines the angle of the waves; Backwash/sediment taken back into sea at right angles/perpendicular; Zigzag movement; Beach materials move along the coast/beach; Beach materials move to the East/south-east; Deposition at change of angle of coast; Etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
4(c)	Levels marking **Level 1 (1–3 marks)** Statements including limited detail which explain how coastal erosion is being managed. E.g. build a sea wall. **Level 2 (4–6 marks)** Uses named example. More developed or linked statements which explain how coastal erosion is being managed. E.g. Build a sea wall to reduce the power of the waves/reflect waves. (Note: Max. 5 if no named or inappropriate example.) **Level 3 (7 marks)** Uses named example. Comprehensive and accurate statements which describe how coastal erosion is being managed including some place specific reference. **Content Guide:** Answers are likely to refer to: Sea walls; Groynes; Revetments; Gabions; Beach nourishment; Rip rap; Offshore breakwaters; Planting vegetation on cliffs; Draining water from cliffs; Land use zoning; Etc. Place specific reference is likely to consist of: Locational details, Places along coastline, Specific details/costs of methods etc.	**7**

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Question	Answer	Marks
5(a)(i)	Plot on Fig. 5.1. Note: No need for the number 15 or the label Portugal. 1 mark	**1**
5(a)(ii)	*Ideas such as:* Relationship is positive/higher the employment in tourism the higher the earnings from tourism; It is not perfect/there are anomalies/exceptions or example of an exception. 2 @ 1 mark	**2**
5(a)(iii)	*Ideas such as workers are needed in:* Hotels/to provide accommodation; Restaurants/bars/to provide food/drink; Tourist shops/souvenir shops/sell things to tourists; To provide transport/drive bus/taxis/pilots/work at the airport; To construct tourist facilities or e.g. hotels/roads etc.; Farming to provide food; Entertainment facilities or e.g. fairground/water sports instructor/lifeguard; Tour guides/translator/travel agent; Etc. 3 @ 1 mark	**3**
5(a)(iv)	*Ideas such as:* Better roads/railways constructed; Development of airport; Tourists spend money/shops make more money/money from sales; Let out rooms/their accommodation; Bigger market for farmers/fishermen etc.; Multiplier effect; Taxes raised from tourists; Investment in schools/hospitals etc.; Water supply network improved; Electricity supply network improved; Cultural exchange; House prices increase if selling; Old buildings conserved; Natural environment conserved; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
5(b)(i)	*Ideas such as:* Reduction of numbers of tourists; From every part of the World; Especially/most/biggest reduction from (south-east/east/south) Asia/China; Most from China in 2019 and most from Europe in 2020; Statistic for any part of the World e.g. China - drop from 980 000/985 000 to 57/60 000 /total 3.1/3.5 million to 750 000 to 850 000 (max. 1 reserve). 3 @ 1 mark	**3**
5(b)(ii)	*Ideas such as:* During periods with few tourists: Unemployment/not enough work/seasonal work; Irregular/no/low income/GNP/GNI/economy decreases; Businesses have to close/bankrupt; Etc. During periods with many tourists: Overcrowded streets/shops; Workers work long hours; Traffic congestion; Locals delayed when travelling to work; Atmospheric pollution; Water pollution; Water scarcity/rationing/priority given to tourists; Litter/waste disposal; Noise; Anti– social behaviour/racism or e.g.; Specified crime e.g. pickpocketing; Electricity may not be sufficient to meet demand/outages occur; Inflation/price increase or example such as food; Footpath erosion; Overfishing/overhunting; Etc. Note: Max. 3 reserved for each section. 5 @ 1 mark or development	**5**

Question	Answer	Marks
5(c)	Levels marking **Level 1 (1–3 marks)** Statements including limited detail which explain how tourism is managed so that it reduces the problems it causes for people and/or the natural environment. E.g. Install litter bins. Fencing. **Level 2 (4–6 marks)** Uses named example. More developed statements which explain how tourism is managed so that it reduces the problems it causes for people and/or the natural environment. E.g. Install litter bins so people do not litter/throw litter on ground. Fencing to prevent people from damaging sensitive areas. (Note: Max. 5 if no named or inappropriate example.) **Level 3 (7 marks)** Uses named example. Comprehensive and accurate statements, which explain how tourism is managed so that it reduces the problems it causes for people and the natural environment, including some place specific reference. **Content Guide:** Answers could refer to ideas such as: National Parks; Biosphere reserves; Fencing/limited access; Signs; Education about/by; Ecotourism; Use of local resources/labour; Limiting numbers of people/vehicles; Fines; Tourist tax; Etc. Place specific reference is likely to consist of: Locational details/named areas within destination/region chosen Specific details of methods etc.	**7**

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Question	Answer	Marks
6(a)(i)	Production of plants/crops and animals/arable and pastoral farming/or examples of crops and animals. 1 mark	**1**
6(a)(ii)	Natural = land/soil/climate/relief/water/manure/seeds/animal feed. Human = labour/capital/transport/buildings/machinery/profit. Note: Only words in input box on Fig.6.1 allowed. 2 @ 1 mark	**2**
6(a)(iii)	*Ideas such as:* Plenty of water/moderate rainfall for crops/animals/no need for irrigation/no drought; Moderate temperatures/no extremes of temperature do not affect/ kill crops/animals; High yields/output/profit/increases production; Animals can be kept outside; Grass grows well for animals/no need for artificial food; Can farm throughout the year/crops grow all year/plant different crops in different seasons; Less soil erosion/gullying/leaching; Etc. 3 @ 1 mark	**3**
6(a)(iv)	*Ideas such as:* Flat land/gently sloping land is needed for cultivation/crops or example e.g. cattle/rice/wheat/steep slopes/high land/mountains cannot be used for cultivation/arable farming; Steep slopes/mountains can be used for grazing animals/sheep/goats/tea; Flat land can easily be mechanised or e.g. combine harvester; Flat land has more fertile soils; Higher land has colder temperatures; Slopes may be well drained/have more run off; Slopes susceptible to soil erosion; Slopes might need to be terraced; Aspect determines how much sunshine an area has/south facing slopes are better in northern hemisphere for ripening of e.g. vines; Flat land may be easier to irrigate; Etc. 4 @ 1 mark	**4**
6(b)(i)	A crop which is planted in January = sorghum. A crop which is harvested October = barley/oats/wheat. The length of the growing season of oats = 3 months/July to September. 3 @ 1 mark	**3**

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Question	Answer	Marks
6(b)(ii)	*Ideas such as:* If one crop fails they can rely on others/to spread the risk; E.g. a wet summer may result in some poor crops as they won`t ripen but others may grow well and produce high yields; If some crops suffer diseases others may not be affected; To adapt to market demand; If some crop prices are low others may be high; Income received; Jobs spread throughout the year; Most types of land can be used; E.g. some crops e.g. vines will grow on slopes others such as wheat needs flat land etc. Allows crop rotation/cover crops; Maintains soil fertility; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
6(c)	Levels marking **Level 1 (1–3 marks)** Statements including limited detail which describe the effects of food shortages. **Level 2 (4–6 marks)** More developed or linked statements which describe the effects of food shortages. (Note: Max. 5 if no named or inappropriate example.) **Level 3 (7 marks)** Uses named example. Comprehensive and accurate statements which describe the effects of food shortages, including some place specific reference. **Content Guide:** Answers are likely to refer to impacts such as: Deaths; Starvation/hunger; Famine; Malnutrition; Example of deficiency disease e.g. rickets; Inability to work/poverty; Overuse of the land; Civil wars; Emigration; Need for short term food aid; Need for aid for development; Political instability; Lowers economic development; Specified crime; Etc. Place specific reference is likely to consist of: Locational details/named areas within country chosen Specific details of issues/dates etc.	**7**

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