CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/13**

Paper 1 Geographical Themes **May/June 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 May/June 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 point
	Repetition
	More information required
	Just enough information to answer the question
	Development
Highlighter	Highlighting areas of text
	Open bracket
	Close bracket
	Example
	Level one
	Level two
	Irrelevant, a significant amount of material that does not answer the question
	Two statements are linked
	Horizontal Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as 
	Vertical Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as 
	Page or response seen by examiner

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 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 '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 Level 2 by making developed points without making any Level 1 statements. To achieve Level 3 a candidate must have already reached the top end of Level 2 – in addition their answer should have a clear example and if the answer is place specific it should have place specific detail too (7 marks). Highlight place specific detail.

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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 + 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 **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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Question	Answer	Marks
1(a)(i)	Overpopulation underpopulation Both needed in correct order 1 mark	**1**
1(a)(ii)	*Over-populated:* Nigeria/Niger/Singapore/China/India/Mexico/Pakistan/Bangladesh/Indonesia/ Gambia/Maldives etc. *Under-populated* Bolivia/Suriname/Canada/Australia/Argentina/Libya/Russia/ Botswana/Namibia/Mongolia etc. 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: Large/rapidly growing population/birth rate larger than death rate; Temperate climate/or specific detail; Lack of resources/resources exhausted; Examples of resources not available such as food/water (max 1 mark); Large amounts of inward migration or example such as for work; 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as; Pressure on food supplies/starvation (1) as a result of lack of farmland/too many mouths to feed (2); Pressure on electricity (1) causing power outages (2); Pressure on education(1) causing low literacy rates (2); Pressure on healthcare (1) causing high patient to doctor ratio (2); Homelessness/overcrowded houses/squatter settlements (1) not enough housing built/space for all population (2); Inflation/Increasing cost of healthcare/education/food etc. High crime rates (1) due to poverty (2) Poverty (1) because of lack of jobs/high rate of unemployment (2); Deforestation (1) to create space for farmland/housing etc (2); Traffic congestion/too many vehicles on road (1) causes noise/air pollution (2); Rapid spread of disease (1) as many are living too close together (2); Water borne disease/cholera (1) as there is not enough clean water for everyone/polluted rivers are used for water supply (2) Etc. One mark for the identification of each problem and the second mark for an explanation. Note: the examples given are not exhaustive and the problems/explanations could be interchanged/combined together in different ways. However, do **not** double credit. 2 @ 2 marks	**4**

Question	Answer	Marks
1(b)(i)	Population: Honshu… Kyushu…. Hokkaido…Shikoku (1) Area: Honshu…Hokkaido…Kyushu….Shikoku (1) Population density: Honshu….Kyushu…. Shikoku….. Hokkaido (1) Correct order needed for each rank order list. 3 @ 1 mark	**3**
1(b)(ii)	Ideas such as: Much of the area could be habitable; E.g. flat/gently sloping land (dev); Many parts could have temperate climate/or description e.g. enough rainfall; So, agriculture is productive (dev); They could have enough/many resources/have an excess of resources; Example of resource such as water/oil/wood/fish etc; As many resources have not yet been exploited; They have many/enough services; Example of services such as education/healthcare; There are enough houses for everybody/space for people to live; Enough farmland/fertile soil/enough food; Resources are easily accessible; Large quantities of raw materials/resources could be <u>imported</u>; The country has large amounts of jobs/employment/most people economically active; In tertiary sector (dev); 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 explain why it has a low population density. Level 2 (4–6 marks) Uses named example. More developed statements which explain why it has a low population density. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain why it has a low population density including some place specific reference. Content Guide: Answers are likely to refer to: Temperatures Precipitation Relief Soil fertility/difficult to produce food Lack of water sources/rivers/drought Lack of resources Lack of economic growth Poor access Landlocked Low employment Etc. Place specific reference is likely to consist of: Named parts/settlements of the chosen country or area, Population data, Climatic data etc.	**7**

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Question	Answer	Marks
2(a)(i)	(Movement/migration) within a country/from one part of a country to another 1 mark	**1**
2(a)(ii)	Bolzano Cuneo Sassari Salerno Foggia All correct = 2 marks 2, 3 or 4 correct = 1 mark 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: High unemployment/poverty; Agriculture may not be productive/profitable; Agriculture could have been recently mechanised; Transport or example may be poor; Lack of electricity/wifi network Education may be poor/lack of schools; Poor quality healthcare; High crime rates; Drought/poor water supply; Lack of clean water/sanitation; Natural disasters or example such as earthquakes/floods; Etc. 3 @ 1 mark Note: Accept appropriate pull factors	**3**

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Question	Answer	Marks
2(a)(iv)	Ideas such as: Loss of working population/economically active/shortage of workers (or example e.g. to run businesses); There are not enough people to do heavy work/manual work/skilled work (or example e.g. doctor, teacher); Low productivity; Less taxes paid/increased taxation; Lack of government investment or example such as installing electricity/building roads; Ageing population/mainly women/elderly/ children/dependent population are left behind; Less people to farm/less food produced/crops grown/famine/starvation/land remains uncultivated; Family break up/nobody to care for elderly/no father figure to act as role model for boys/less partners etc.; More pensions needed for the elderly/pressure on health services to care for elderly etc.; Insufficient numbers to support/closure of services/businesses (or example such as schools/hospitals); Lack of development/economic growth; Resources are wasted; Loss of tradition/cultural values; Etc. 4 @ 1 mark	**4**
2(b)(i)	Ideas such as: China has higher percentage/more for education; Thailand has higher percentage/more for employment; The percentage for other reasons is very similar/slightly more for Thailand; In China the reasons are more balanced than Thailand; Employment is the main reason in both countries; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
2(b)(ii)	Ideas such as: **Standard of living improved** by: Regular work/wages; Education develops skills so in future better qualifications gained/more high paying jobs; Access to electricity which will improve quality of life/enable people to use electrical goods/fridges/AC/internet etc.; Access to water which enables people; Better health care/more hospitals/doctors; Transport better in urban areas or e.g.; Bright lights/entertainment or e.g. shopping mall/cinema etc. Etc. **Standard of living may not improve** due to: People having to live in squatter settlements; Not being able to get a job; Low paid jobs/exploitation; High cost of food; High crime rate; Discrimination/racism; Can't afford housing; Traffic congestion; Lack of schools; Noise; Air pollution; Etc. Note: 1 mark **reserve** for each of ways standard of living improves or may not improve 5 @ 1 mark or development	**5**

Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the strategies which are used to improve the living conditions of people who have migrated from surrounding rural areas. Level 2 (4–6 marks) Uses named example. More developed statements which describe the strategies which are used to improve the living conditions of people who have migrated from surrounding rural areas. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe the strategies which are used to improve the living conditions of people who have migrated from surrounding rural areas with some place specific reference. Content Guide: Answers are likely to refer to ideas such as: Self-help schemes, Site and services schemes, Building of low-cost local authority housing, Infrastructural improvements – electricity, water, sewage disposal etc. Note: The answers must refer to housing as the question refers to living conditions. Place specific reference is likely to consist of: Locational details, Specific details of the schemes, Named parts of urban areas/rural surroundings etc.	**7**

Question	Answer	Marks
3(a)(i)	Precipitation/rain(fall) 1 mark	**1**
3(a)(ii)	Evaporation; Transpiration; Or evapotranspiration. River (flow); 2 @ 1 mark	**2**
3(a)(iii)	X = Interception Y = Infiltration Z = Throughflow 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: Relief/angle of slope; Rock type/soil type (depth)/impermeable rock; Land use; Type/amount of vegetation/presence of trees/leaves etc. Temperature/rate of evaporation; Amount/intensity/timing of rainfall/drought; Ice/snow melt; Whether ground is saturated; Etc. 4 @ 1 mark	**4**
3(b)(i)	Ideas such as; Steep valley/steep (valley) sides; Bare rock/soil/lack of vegetation/few trees; Heavy/prolonged rainfall; Snow melt; Low river banks/gently/sloping banks; Shallow river/channel; No flooding protection or example such as dam; Fallen trees block flow of water; Impermeable rocks; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	Impacts such as: Damage to housing/property/possessions; Damage to named buildings such as schools/hospitals (1 Max); Loss of life/injury/drowning; Psychological trauma; Roads/railway/transport links flooded; Power lines/electricity/telephone lines damaged/electricity supply disrupted; Waterborne disease; E.g. cholera/thphoid; Water supply polluted; Soil washed away/eroded; Crops damaged/livestock killed/food supply destroyed; Workplaces damaged; Loss of employment; Deposition of silt/increases soil fertility; Water availability for irrigation/flooding rice fields; High insurance/costs of rebuilding; Need to evacuate/homelessness; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
3(c)	Level 1 (1–3 marks) Statements including limited detail which explain how the problems caused by flooding have been reduced. Level 2 (4–6 marks) Uses named example. More developed statements which explain how the problems caused by flooding have been reduced. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Comprehensive and accurate statements which explain how the problems caused by flooding have been reduced, including some place specific details. Content Guide: Answers will vary according to example chosen but are likely to refer to: Dams/reservoirs/artificial lakes Dredging/deepening channel Straightening river Afforestation/reduction of deforestation Land use zoning/not building on flood plain Overflow channels/spillways Sluice gates/spreading grounds Levees/embankments/barriers Monitoring Prediction/early warning Evacuation/alarms Education about flood prevention/response Sandbags Buildings on stilts Move people away from flood plains Improve healthcare to treat spread of disease or example e.g. cholera Improve access to river areas for rescue teams Etc. Place specific reference is likely to consist of: Locational details named places along river specific details of schemes etc.	**7**

Question	Answer	Marks
4(a)(i)	North-east/NE 1 mark	**1**
4(a)(ii)	*Similarity- both are;* In the West/south-west (of North America/USA); Near coast/Pacific Ocean; Near/North of Tropic of Cancer; Both in USA *Differences*: Sonoran is partly in Mexico but Mojave is entirely in USA; Sonoran is further south/nearer tropic of Cancer; Sonoran is further east; Sonoran is partly on the coast/Pacific Ocean but Mojave is not. Note: 1 mark for similarity and 1 mark for difference. 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: Dry/arid/low rainfall/less than 250mm annual rainfall; High/hot temperatures/temperature averaging 30-50°C (or single figure); Low humidity; Seasonal variation of temperature/cooler/mild in some months/large annual temperature range; Hot days and cold nights/high diurnal range; Etc. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Prevailing winds blow from NE/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 Cancer (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); Note: 1 mark for the identification of each reason from Fig. 4.2 and the 2nd mark for an explanation. Accept explanation without identification of reason. 2 @ 2 marks	**4**

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Question	Answer	Marks
4(b)(i)	Ideas such as: Mountains/steep slopes; Gentle slopes at base; Bare rock/brown rock; Grass/scattered/yellow/dry vegetation <u>on lower slopes/flatter land</u>; Layered/sedimentary rocks; Scree/loose rocks/pebbles/sand; Etc. 3 @ 1 mark	**3**
4(b)(ii)	Ideas such as: Long roots; Reach to water table/underground rocks (dev); Wide root systems/widely spaced; To collect water from a larger area (dev); Fleshy stems; To store water (dev); Thorns/spikes/small leaves; Prevent transpiration/water loss/protect from predators (for thorns/spikes); Seeds lie dormant; Germinate in times of rainfall; Light colours; To reflect the sunlight; Waxy leaves; To prevent water loss/transpiration; Thick cuticle/hidden cuticle/cuticle only opens at night; To reduce transpiration/water loss; Low lying; To protect against winds; They grow near water/oases; Hairy; To collect moisture from atmosphere. Note: Credit explanation without description of vegetation feature. Allow repetition of valid reasons e.g. prevent transpiration/water loss. 5 @ 1 mark or development	**5**

Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe characteristics of tropical rainforest vegetation. Level 2 (4–6 marks) Uses named example. More developed or linked statements which describe and explain characteristics of tropical rainforest vegetation. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Comprehensive and accurate statements which describe and explain characteristics of tropical rainforest vegetation including place specific reference. Description such as Large variety of species/examples/high biodiversity Layered structure Tall trees/emergent Features such as buttress roots/drip tip leaves/lianas etc High vegetation density Explanation such as: High temperatures Lack of seasonal variation High levels of precipitation High humidity Daily convectional rainfall Competition for sunlight etc Place specific reference is likely to consist of: Locational details/named areas within/around the area Specific details of climate, statistics etc.	**7**

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Question	Answer	Marks
5(a)(i)	13.9 (°C) 1 mark	**1**
5(a)(ii)	Ideas such as: Both have increased; Both have a sharper increase towards the end of the period (1980 for global temperature and 1995 for carbon dioxide – allow slight tolerance; Carbon dioxide fluctuates more than temperature. 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: Increasing population; Burning/use of fossil fuels/coal/oil; Power stations/electricity generation; (Increase in) use of cars/vehicles; (Increase in) use of air travel; More (manufacturing) industry or e.g.; Deforestation; Volcanic eruptions; Rice growing/cattle grazing; Burning rubbish; Etc. 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Blanket/layer of gases/carbon dioxide forms around the earth; Sun's rays are able to pass through/absorbs the sunlight; Rays bounce off/radiated from earth`s surface; Gases trap heat/trap the sun's rays/sun's rays cannot escape; Build-up of/increase in temperature; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
5(b)(i)	*Loss of species*: Reduction in biodiversity; Impacts on food chains/less food for animals; Loss of food supply for people/hunters; *More droughts:* Less water for human/wildlife consumption/dehydration etc; Crops do not grow/yield reduced/food supply reduced; Rivers/lakes dry up; *Rising sea levels*: Flooding of coastal lowlands/islands; Damage to houses/property/farms/ports etc.; Increased risk of coastal erosion; Migration away by people/wildlife; Etc. 3 @ 1 mark	**3**
5(b)(ii)	Ideas such as: There are multiple causes/addressing one cause will have little impact overall; Increasing population; Need for electricity; Reliance on fossil fuels/non-renewable energy/burning fossil fuels; Problems introducing alternative energies; Lack of awareness/education about/acceptance of global warming; Need for/lack of global cooperation; Some of the biggest polluters are not willing to reduce emissions; Some of the countries affected do not cause much pollution (e.g. Maldives) so there is little they can do by themselves (dev); Lack of political will to reduce emissions from some countries; High cost of measures to reduce greenhouse gases; New technology needed to reduce greenhouse gases; Cost/technology is prohibitive especially to LEDCs (dev); It (global warming/deforestation/industry) is the result of industrial/economic development/wealth creation; People depend on/difficult to stop activities such as using cars/travelling by air/transport; People depend on/difficult to stop activities such growing rice/keeping livestock; People depend on/difficult to stop using (household) electrical items or e.g.; Less carbon sinks; Some solutions to reducing emissions (e.g. using nuclear power) may have other adverse effects; Solutions take a long time; Etc. 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 an economic activity is threatening the local natural environment. **(Note:** MAX L1 (3 marks) if no economic activity identified.) Level 2 (4–6 marks) Uses named example. More developed statements which explain how an economic activity is threatening the local natural environment. (**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: (Any activity could be chosen e.g.: Agriculture Tourism Manufacturing industry Energy supply Quarrying/mining Fishing Forestry Road/railway construction etc. Note: 1. Do not credit `deforestation` as an economic activity however look at rest of answer which may indicate the activity. 2. If candidates describes impacts of two or more economic activities credit highest scoring example. Threats to the local natural environment will depend on activity chosen but are likely to include: Deforestation Atmospheric pollution Water/river/marine pollution Threat to species Impacts on food chains/ecosystems. Place specific reference is likely to consist of: Locational details Specific details of economic activity and risks.	**7**

Question	Answer	Marks
6(a)(i)	20 (%) 1 mark	**1**
6(a)(ii)	Completion of divided bar: Line at 36 or 76 (%) No tolerance (1 mark) Correct shading and order (1 mark) Note: Diagonal lines should be at roughly the same angle as in key. 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Thailand has greater percentage in agriculture; France has greater percentage in domestic; France has greater percentage in industry; Largest % is agriculture in Thailand but industry in France etc. Smallest % is industry/domestic in Thailand but agriculture in France. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: In MEDCs/Australia: More people are likely to have/be able to afford taps in their homes/boreholes/wells/pipes/bottled water; More reservoirs/dams; Water distribution network/water supply infrastructure/pipes cover the whole country/there are many pipelines; Focusses on all areas/does not just invest in urban areas; Less likely to suffer from drought/low rainfall/dry/arid/high evaporation/rivers do not dry up; More technology/knowledge/education to supply/maintain water supply/keep water clean (or example); Government investment in water supply infrastructure/or example; Rivers/lakes/water sources not as contaminated (by litter/sewage etc.); Purification plants/desalination plants/treatment works/filtered water; People don't have to travel to collect water; Note: Comparison not required. Assume answer refers to MEDCs unless otherwise stated. 4 @ 1 mark	**4**

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Question	Answer	Marks
6(b)(i)	Ideas such as: Sewage/domestic waste/people washing in river; Industrial waste; Litter/rubbish or example such as plastic bags; Run off from roads; Agricultural chemicals; Etc. 3 @ 1 mark	**3**
6(b)(ii)	Ideas such as: *People living nearby:* Pollution/lack of drinking water; People cannot use river for washing/cleaning; Water borne disease/disease spread by river/water; Cholera/typhoid etc.; Attracts mosquitoes/rats; Reduction in fish caught for food; Smell; Visual impact; Need to travel long distances to fetch water; Cannot use water for farming/irrigation etc. *Local natural environment*; Animals/fish killed; Habitat lost/damaged; Extinction of species; Impact on food chains; Reduced biodiversity. MAX 4 on each of people living nearby and local natural environment. 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 how water resources are being managed to ensure present and future supplies. Level 2 (4–6 marks) Uses named example. More developed statements which explain how water supplies are being managed to meet present and future demand. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain how water supplies are being managed to meet present and future demand, including some place specific reference. Content Guide: Answers are likely to refer to: Dams/reservoirs Wells Pumping water from aquifer Desalination Water treatment Water transfer/import of water Bottled water Rain harvesting etc. Water conservation Prevent rubbish being thrown in or methods of doing so e.g. fines. Place specific reference is likely to consist of: Named places Specific details/statistics about water supply	**7**

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