CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/13**

Paper 1 Geographical Themes **October/November 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 October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

© Cambridge University Press & Assessment 2024 **[Turn over**

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.

© Cambridge University Press & Assessment 2024

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

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

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

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

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

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

Marking Mechanics.

Point marking is used for sections (a) and (b) of each question, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate where a mark has been allowed. Where a development point has been allowed the symbol 'DEV' should be placed adjacent to the tick. The number of ticks should always be equal to the total number of marks awarded. Only one development mark for each mark scheme point please.
Where a candidate makes a point which is not quite sufficient for credit an upturned 'V' insert symbol should be used. If after careful consideration a mark is awarded which gives 'benefit of doubt' to the candidate, the letter 'J' should be placed adjacent to the tick (i.e. the candidate has 'just' achieved the mark).
Crosses are acceptable to signify wrong answers and the letters '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. In order to achieve L3 a candidate must have already reached the top end of L2 – in addition their answer should have a clear example and if the answer is place specific as well (7 marks). Highlight place specific detail.

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

© Cambridge University Press & Assessment 2024

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

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

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

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

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

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

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

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

© Cambridge University Press & Assessment 2024

Marking annotations

Examiners must use the following annotations:

Annotation	Meaning
	Correct point
	Incorrect point
L2	Level 2
L1	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
DEV	Developed point
LNK	Linking 2 or more ideas or paired data together to gain a mark
EG	Appropriate example or case study given
IR/IRRL	Irrelevant
NAQ	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. IRRL or DEV
SEEN	1 Response has been seen but no credit given 2 Additional page has been checked

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(a)(i)	4.5 (%) 1 mark	**1**
1(a)(ii)	Higher percentage/more in Nigeria/lower percentage/less in USA USA 24/26(%) compared with Nigeria 53/55(%) or 27/31 (%) more 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as; Broad/wise/large base; Narrow/small/thin/sharp top; Bars decline in width with age/bars in size/decline with age/base is wider than middle/middle is wider than top/triangular shape; Nigeria is concave Etc. 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as: Lack of/cannot afford/do not use contraception/family planning; No education about contraception/family planning; Some religions not tolerating contraception/abortion; Lack of availability of abortion; Few women working/with careers/girls not educated; High infant mortality; No pensions/young needed to support elderly; Children sent out to work/work on farms/do household chores; Desire for a boy; Early marriage/many people have children early in life/teenage pregnancy; Lack of government anti-natal policy; No female emancipation; Traditional/cultural attitudes to family size (or example); Polygamy/many wives; Etc. 4@1 mark	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(b)(i)	Fig. 1.3 (1 mark Reserved) Reasons such as: 1.3 has high rise/high buildings/flats/apartments or in 1.2 and 1.4 buildings are lower/single storey; 1.3 has buildings close together or in 1.2 and 1.4 buildings have more space around them; 1.3 has no open space or 1.2 and 1.4 there are trees/vegetation; 1.3 has lots of people/vehicles/traffic congestion or in 1.2 and 1.4 there are few people/vehicles etc.; NOTE Reference to Fig. 1.3 does not need to be comparative, but reference to figs. 1.2 and 1.4 does need to be comparative If wrong figure number chosen then there is no credit. If no photograph is chosen, credit correct reasoning for 1.3. 3 @ 1 mark	**3**
1(b)(ii)	Ideas such as: Many services are provided; Large sphere of influence; Including high/middle order services; E.g. specialist shops or e.g. theatres, government buildings, shopping malls, jewellers etc. (max 1); Provision of electricity supply network; Pressure on electricity supply/outages; Provision of water supply network/piped water/sanitation; Pressure on water supply network/sanitation; Provision of/lots of health services/clinics/doctors; Not enough/pressure on health services/clinics/doctors; Provision of educational facilities/schools; Not enough/pressure on educational facilities/schools; Provision of public transport; Not enough/pressure on/overcrowding of public transport; Provision of security/police/emergency services or e.g.; Not enough/pressure on security/police/emergency services or e.g.; 5 @ 1 mark or development	**5**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why an area is sparsely populated. Level 2 (4–6 marks) Uses named example. More developed statements which explain why an area is sparsely populated. (NOTE Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain why an area is sparsely populated, including some place specific reference. Content Guide: Answers are likely to refer to: Relief Climate Employment Access Resources Out migration/negative net migration War/disease Etc. Place specific reference is likely to consist of: Named parts/settlements of the chosen country/area, Population/climatic data etc.	**7**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
2(a)(i)	Increase in the proportion/percentage of population living in cities 1 mark	**1**
2(a)(ii)	Predicted to increase; From 61–80 (%) to 81–100 (%) 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: Widespread/scattered/spread out; Uneven; Coastal/in West and East/in NW and SE; In several countries/in 5 different countries; 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Rural to urban migration: They can seek employment/earn money or example; Better education; More health care/doctors/hospitals etc.; Better/piped/greater/clean water supply; Better access to electricity; Better internet access/Wi-Fi/mobile phone networks; Better food supply; Bright lights/greater variety of shops or e.g./entertainment or e.g.; Specified natural disasters may affect rural areas; War/conflict/persecution in rural areas; Mechanisation of farming etc.; Accept urban pulls or rural pushes but no double credit. 4 @ 1 mark	**4**
2(b)(i)	Ideas such as: Small; Low level/single storey; Made of wood; Metal/plastic/zinc/corrugated iron roofs; Flat roofs; Tightly packed together/attached; No windows/windows are boarded/shuttered; 3 @ 1 mark	**3**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
2(b)(ii)	Ideas such as: People will be able to build houses/stronger/better/more secure/houses/roofs less likely to leak or other example/ less likely to fall down; So they can install water/electricity/sanitation; So hygiene may improve; Affordable; But they may still lack water/electricity; Lack sanitation/hygiene/have vermin; Education/healthcare for the residents may still be inadequate; They will still lack work/be paid low wages; May encourage further migration; But some may not want to get into debt/may not be able to afford the building materials; Or have the skill to build houses with different materials/can't afford to employ a builder; The buildings will still be cramped; They might sell the materials to buy e.g. food; 5 @ 1 mark or development	**5**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
2(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the impacts of rural to urban migration on surrounding rural areas. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe the impacts of rural to urban migration on surrounding rural areas. (NOTE Max 5 if no named or inappropriate example. Country name is unacceptable e.g. Brazil, but an appropriate named rural area could be Amazonia) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe the impacts of rural to urban migration on surrounding rural areas, including some place specific reference. <u>Content Guide:</u> Lower population Imbalanced population structure/high dependent population/ageing population Relatively few men remain/population mainly women Lower fertility/birth rates Reduction in economically active/workforce Examples such as loss of farmers/teachers/skilled/educated Returning migrants bring back skills Jobs become available Less money coming into households Food production declines/abandoned farms/yields lower Loss of social cohesion/families are split/loneliness Remittances/financial boost for families remaining Less pressure on health/education services Closure of schools/hospitals/businesses/lack of clients/customers Less investment by Government etc. Impacts of urban sprawl on the former rural area <u>Place specific reference is likely to consist of:</u> Locational details, Named parts of rural area etc.	**7**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
3(a)(i)	South America 1 mark	**1**
3(a)(ii)	Ideas such as: Hot deserts are around tropics and tropical rainforest are around Equator/tropical rainforests are closer to the equator; Deserts are at higher latitudes/tropical forests are at lower latitudes; Deserts are mainly to west of land masses tropical rainforest spread further to east; 2 @ 1 mark	**2**
3(a)(iii)	*Some trees have buttress roots:* To make the trees more stable/stop them falling over; They need to reach the sunlight; Etc. *Tall trees have drip tip leaves:* To drain off excess rainfall quickly/so water does not remain on them for long; To stop algae growing on leaves; Etc. *Small plants on the forest floor have wide leaves:* To obtain maximum light/sunshine/so there will be more photosynthesis; Sun`s rays do not penetrate/it is in shadow; Etc. 3 @ 1 mark	**3**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
3(a)(iv)	Ideas such as: Seeds/plants remain dormant/lose leaves/only flower for a short period of time during long dry spells; So do not use energy in drought; (exp) Narrow/spiky/small leaves; To reduce transpiration; (exp) Waxy cuticles/leaves; To reduce transpiration; (exp) Tap roots/long roots; To search for groundwater/underground water; (exp); Wide spreading roots; To search for water from wider area; (exp) Light colours; To reflect sunlight; (exp) Thick/fleshy stems; To store water (exp); Stomata are small/closes at night/hidden underside of leaves; To avoid transpiration/shade; (exp) Low level/short in height; To reduce photosynthesis/protect from wind; (exp) Widely spaced; To avoid competition for water; (exp) NOTE Explanation can't be credited alone Do not credit examples alone e.g. cacti, needs e.g. cacti have long roots for credit. NOTE 2 marks max on description/explanation Can credit the same relevant explanation 4 @ 1 mark	**4**
3(b)(i)	Differences such as Amazon has: More pasture; More destroyed by fire; More cash crops; Less destroyed by subsistence farmers; Less plantations; Largest reason is pasture in Amazon but plantations in Congo etc.; NOTE Accept reverse ideas but no double credit 3 @ 1 mark	**3**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
3(b)(ii)	Ideas such as: Loss of habitat/shelter; Migration of animals; Death of animals Extinction of species; Loss of biodiversity; Specified impacts on food chain; Soil erosion; Leaching/loss of fertility; Compaction of soil; Increased overland flow; Flooding/flash floods; Landslides; Smoke/air pollution; Less rainfall/more drought (locally); Higher temperatures (locally); Etc. 5 @ 1 mark or development	**5**
3(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe and/or explain the main features of the Equatorial climate. <u>Level 2</u> (4–6 marks) More developed or linked statements which describe <u>and</u> explain the main features of the Equatorial climate. <u>Level 3</u> (7 marks) Comprehensive and accurate answer, which describe <u>and</u> explain <u>with statistics</u> the main features of the Equatorial climate. <u>Content Guide:</u> *Description* is likely to refer to: Temperature Rainfall Humidity Atmospheric pressure Lack of seasonal variation Etc. *Explanation* is likely to refer to: Latitude Overhead sun Hadley cell Rising air etc	**7**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
4(a)(i)	14 (°C) 1 mark	**1**
4(a)(ii)	30–27 = 3 (°C) (1 mark) NOTE No other error in calculation as the calculation would be used in conjunction with table. = 77 (%) (1 mark) 2 @ 1 mark	**2**
4(a)(iii)	Maximum and minimum thermometer; Wet and dry bulb thermometer/hygrometer; Barometer; 3 @ 1 mark	**3**
4(a)(iv)	It is made of wood (D); So it does not conduct/absorb heat (E); Has a double roof (D); Insulation/protects instruments from the heat of the sun/sunlight/prevents overheating (E); Has (one metre long) legs/one metre above ground (D); So does not measure temperature at ground level (E); Has slatted sides (D); So air can pass through (E); It is painted white (D); To reflect sunlight/heat (E); NOTE 2 marks max on description (D)/explanation (E) Do not allow explanation without valid description. 4 @ 1 mark	**4**
4(b)(i)	Differences such as: Wind direction changed from west to south-east/270 degrees to 135 degrees; Pressure increased; Wind speed decreased; (Current/maximum/minimum) temperature increased/range of temperature increased. NOTE Can reverse ideas if they make it clear which dates are being referred to. 3 @ 1 mark	**3**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
4(b)(ii)	Ideas such as: Human errors are eliminated/less chance of errors; More precise readings/exact readings/readings to several decimal points/greater accuracy; No need to read the instruments/automatic recording/saves time/faster/easier to read/numbers are clearly displayed on screen; Data obtained is continuous/no dates are omitted; Data can instantly be processed/stored/logged on computer; Instant analysis/graphing by computer; Instruments are always in position/no need to handle instrument/less likely to break instruments/more durable; 5 @ 1 mark or development	**5**
4(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explain the causes of a flood. <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which explain the causes of a flood. (NOTE Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Comprehensive and accurate statements which explain the causes of a flood, including place specific information. <u>Content Guide:</u> Answers are likely to refer to: Heavy rain/storms Rain for a long period of time Melting snow/ice Deforestation Urban growth/building houses/road building Etc. <u>Place specific reference is likely to consist of:</u> Locational details/dates/times Places along river Specific details/amounts of precipitation Etc.	**7**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
5(a)(i)	650 (kms) 1 mark	**1**
5(a)(ii)	Ideas such as: Steep slopes/high land/mountains/uneven/limited flat land; Forests/trees/thick vegetation; Remote/isolated area; Etc. 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: Easier travel/faster travel/reduces journey time (between Kota Bharu to Port Klang)/local people have easier transport/tourists travel more easily; Imports/exports/products or example can be transported/exported more easily; Economic development/may bring industry to small towns; Transport of materials/examples such as palm oil, rubber and timber; Creates work for local people (building railway); Etc. 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: It does not cause environmental damage to the UNESCO World Heritage site; Rare rock formations are not destroyed; Vegetation/plant life is retained/less deforestation occurs; Water is less likely to be polluted; Reduces air pollution; Reduces noise pollution; Habitats are not destroyed; Biodiversity/ecosystems will be retained; Animals/fauna (or named example) will not be threatened with extinction/be killed/have to migrate/wildlife will be conserved/will not lose breeding ground; Etc. 4 @ 1 mark	**4**
5(b)(i)	Ideas such as: Branches in many countries/all over the World; Headquarters in MEDCs; Manufacturing in LEDCs; Serves international markets; Use (high) technology/mechanised; Etc. 3 @ 1 mark	**3**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
5(b)(ii)	Advantages such as: Employment/earn money; Regular/higher wage; Improved skills; Improvement of roads; Investment in electricity/water supply network; Building of schools/health care facilities/housing; Multiplier effect/increase the profit of local businesses; Brings in money/foreign currency/economic development/improves GDP/increases tax revenue; Etc. Disadvantages such as: Exploitation/low wages/long hours; Child labour; Unsafe working conditions; Atmospheric/water/noise pollution; Loss of tribal lands/hunting grounds/homelands/farmland; Deforestation/loss of vegetation; Habitats destroyed; May reduce profit of/force closure of smaller businesses; Pressure on water/electricity supply; Exhaustion/overuse of raw materials; Land degradation/land pollution; Dependence/loss of work if company leaves the country; Leakage of money/profits taken abroad; Influencing of government decision making; Traffic congestion Etc. NOTE Max 3 marks for advantages/disadvantages 5 @ 1 mark or development	**5**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
5(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe and/or explain the economic activities which increase global warming. Level 2 (4–6 marks) More developed statements or linked statements which describe and/or explain how economic activity can increase global warming. Level 3 (7 marks) Comprehensive and accurate statements, which explain how economic activity can increase global warming with reference to at least two named examples. NOTE Named examples are e.g. factories, transportation, deforestation, grazing, rice paddies, fracking, etc. and not specific places. Content Guide: Answers are likely to refer to examples such as Fossil fuels Electricity generation Manufacturing industry/factory Transport Grazing of animals Logging Plantations Rice paddies Fracking Deforestation Answers are likely to refer to ways they might increase global warming such as: Emissions of greenhouse gases Such as Methane Carbon dioxide etc. And show understanding of the process such as: Sun's ray can enter Heat trapped/builds up Loss of carbon sinks/less trees to take in carbon dioxide Etc.	**7**

Question	Answer	Marks
6(a)(i)	70 (%) 1 mark	**1**
6(a)(ii)	*more than 50% of the population of towns have access to safe drinking water* = Senegal/Gabon/Zimbabwe *less than 10% of the population of rural areas have access to safe drinking water.* = Cameroon/Ethiopia/Uganda/Nigeria 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Uganda has higher percentage with safe water in cities; Benin has higher percentage with safe water in towns; Benin has higher percentage with safe water in rural areas; There is a bigger difference between percentage of people with safe water in cities and rural areas in Uganda than Benin; Etc. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: Water is a basic need/prevents dehydration; Reduces death rate/people live longer/reduces infant mortality rate; Reduces likelihood of cholera/typhoid/water borne disease; Reduces pressure on healthcare; People need water to be fit to work/be productive; And for cooking food; Reduces need to walk a long way for water; Etc. 4 @ 1 mark	**4**
6(b)(i)	*Fig. 6.2* Rainfall harvesting/collecting rainwater/storing rainwater in a container *Fig. 6.3* Water pump/water pumped from aquifer/underground rocks *Fig. 6.4* Well/lowering buckets to the water/using buckets to get underground water 3 @ 1 mark	**3**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
6(b)(ii)	Water will be unpolluted/concrete surround prevents soil dropping into the water; Water supply is close to homes/village/people have their own supply/don't have to queue; Large amounts of water available; There will still be water in the well when there has been no rain/it doesn't run out/it is sustainable; Fig. 6.2/rainfall harvested can only be done when rain falls/stored water will not last for long; Fig. 6.2/rainfall harvesting will result in dirty/stagnant water/will attract mosquitoes; Fig. 6.3/village water pump will be shared/people will have to queue/time consuming; Etc. NOTE Allow development of advantages, 2 + 1 dev on advantages and 1+1 on disadvantages 5 @ 1 mark or development	**5**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
6(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which state the different methods which are used to supply energy. <u>Level 2</u> (4–6 marks) More developed statements which describe the importance of different methods which are used to supply energy. NOTE examples of how importance can be described: it is renewable, a statistic of how much is used or 'they mainly use', or environmental impact (Max 2 × L2 for valid statistics) Can credit 2 × L2 for each energy source. (NOTE Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Comprehensive and accurate statements which describe the importance of different methods which are used to supply energy, including some place specific detail. <u>Content Guide:</u> 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 <u>Other forms of energy:</u> E.g. nuclear Charcoal/wood Etc. <u>Place specific reference is likely to consist of:</u> Specific details of locations from where energy is obtained Specific details/statistics about energy sources Etc.	**7**

© Cambridge University Press & Assessment 2024