



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GEOGRAPHY

0460/22

Paper 2

March 2018

MARK SCHEME

Maximum Mark: 60

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.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **6** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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Question	Answer	Marks
1(a)(i)	power line,	1
1(a)(ii)	swimming,	1
1(a)(iii)	state road,	1
1(a)(iv)	236 (metres),	1
1(a)(v)	hotel,	1
1(a)(vi)	cultivation,	1
1(a)(vii)	built-up area,	1
1(b)(i)	Y,	1
1(b)(ii)	V,	1
1(b)(iii)	W,	1
1(b)(iv)	Z,	1
1(c)	084948,	1
1(d)(i)	3200,	1
1(d)(ii)	runs SW/NE, keeps to low/foot of valley side/avoids high, keeps to gentle/avoids steep, tunnel(s), through settlements, winding/bends, through forest <u>and</u> cultivation,	3
1(e)(i)	R,	1
1(e)(ii)	P,	1
1(e)(iii)	Q,	1
1(e)(iv)	S,	1

Question	Answer	Marks
2(a)	medium,	1
2(b)(i)	mostly high,	1
2(b)(ii)	mostly low,	1
2(b)(iii)	mostly low and medium,	1
2(c)(i)	2010US\$ correctly plotted for 1995,	1

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Question	Answer	Marks
2(c)(ii)	2000 to 2010,	1
2(c)(iii)	5000 and 3732,	1
2(d)	education/life expectancy have not risen rapidly/as rapidly as incomes, money not spent on education etc.,	1

Question	Answer	Marks
3	<u>Foreground</u> small, single story/low/short, crowded/high density, few windows, flat/gentle roofs, slum/shanty/squatter/huts/sheds, variety of styles e.g. multi-coloured, unplanned/disorganised/randomly arranged, <u>Background</u> Large, two storey, less dense, windows, red/orange/yellow, sloping/pitched roofs, uniform, planned/organised, (single story) extensions, joined in blocks, Reserve 3 marks for each. Allow comparatives.	8

Question	Answer	Marks
4(a)(i)	3,	1
4(a)(ii)	4,	1
4(a)(iii)	1/5/6,	1
4(a)(iv)	3/4,	1
4(a)(v)	2,	1
4(b)(i)	magma <u>chamber</u> ,	1
4(b)(ii)	strato/composite,	1

Question	Answer	Marks
4(b)(iii)	shield,	1

Question	Answer	Marks
5(a)	scrub/bushes/small trees/short vegetation/low, scattered/sparse/bare ground/few plants/barren, few leaves, green (vegetation), some with no leaves, small leaves, grass, more along valley/river course/low ground/flat/bottom of hill, sparser/smaller on hill/valley side/steep, in a line,	5
5(b)(i)	long/tap roots,	1
5(b)(ii)	small/hairy/waxy/thick/no leaves/sunken stomata,	1
5(b)(iii)	shallow/widely spreading roots,	1

Question	Answer	Marks
6(a)	Smaller angle 81°–85°, Correct use of key,	2
6(b)(i)	<u>Investment by transnationals</u> greater development of area/infrastructure, less need for government investment, greater government income from taxes, <u>Cruise ships</u> jobs onshore, trade for restaurants etc., <u>Hotels</u> jobs (as waiters etc.), <u>Tours of coast and reefs</u> jobs as guides/drivers etc., Accept other relevant points. Points must be linked to Fig. 6.2.	2

Question	Answer	Marks
6(b)(ii)	<u>Investment by transnationals</u> profits go abroad, can move business elsewhere, <u>Hotels</u> work may be seasonal, <u>Foreign workers</u> remittances sent abroad, no jobs for locals, Accept other relevant points. Points must be linked to Fig. 6.2.	2
6(b)(iii)	<u>Investment by transnationals/Cruise ships/Tours of coast and reefs</u> may encourage/greater awareness of conservation, tree planting, Accept other relevant points.	1
6(b)(iv)	<u>Investment by transnationals/Cruise ships/Tours of coast and reefs</u> damage to reefs, loss of environments by building hotels specific pollution, Accept other relevant points.	1