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**Cambridge Assessment International Education**
Cambridge International General Certificate of Secondary Education

**GEOGRAPHY** **0460/42**

Paper 4 Alternative to Coursework **October/November 2019**

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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## 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) | Central Business District | **1** |
| 1(b)(i) | Recording sheet should include:<br><br>Street name / location / place / sample point / site / space for lots of points (1)<br>Tally of pedestrians / space to do tally / amount / count (1)<br>Total number / result of tally (1) | **3** |
| 1(b)(ii) | Credit 1 mark for each idea; can be all planning or all carrying out.<br><br><u>Examples</u><br><br><u>Planning</u><br>When to do count (1)<br>Where to do count / location of counting points (1)<br>How long to do each count for (1)<br>How many different counting points to have (1)<br>Number of students per group (1)<br>How many times to do count per day (1)<br>Whether to do count on more than one day (1)<br><br><u>Carrying out</u><br>Tally method / 'clicker' (1)<br>Timing of count / watch (1)<br>Jobs of student in each group, e.g. two students do each count / count people going in different directions (1)<br><br>Credit either planning or carrying out – no reserve | **4** |
| 1(b)(iii) | Completion of isoline in two places.<br>Line between 182 and 209 (1)<br>Line between 156 and 270 (1) | **2** |
| 1(c) | <u>Advantage</u><br>Easy / quick to count number of storey (than measure height) (1)<br>Difficult to measure actual height of tall buildings (1)<br>Each storey is approximately same height so more storeys the higher the building will be (1)<br><br><u>Disadvantage</u><br>Difficult to count number of storeys on high buildings (1)<br>Storeys may be different heights (1) Note: *no double credit with advantage*<br>Students select buildings / no systematic sampling method (1) | **2** |

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| Question | Answer | Marks |
|---|---|---|
| 1(d) | Examples<br>Bus lanes (1)<br>One way streets (1)<br>Parking restrictions / yellow lines / tow-away zones / no parking (1)<br>Cycleways (1)<br>No heavy vehicle access (1)<br>Access for delivery vehicle / authorised vehicle / taxi / buses only (rising bollards idea) (1)<br>Tidal flow scheme (1)<br>Number plate permits (1)<br>Congestion charge (1) | **3** |
| 1(e) | Building height area is bigger than more than 300 pedestrians area (1)<br>Building height area is bigger than traffic restrictions area (1) | **2** |
| 1(f) | Examples<br>Mark on base map what each building is used for (1)<br>Classify / use a key to show different shops and services / use of buildings (1)<br>Shade in map using classification / key (1)<br>Decide what land uses should be included in CBD (1) | **3** |
| 1(g)(i) | Drawing bar on map (site 12 = 17). Ignore shading. | **1** |
| 1(g)(ii) | Hypothesis is **true** / correct – 1 mark reserve<br><br>Evidence such as<br>Score increases towards centre of CBD (1)<br>Score is higher in pedestrianised areas (1)<br><br>1 mark reserve and max. for paired statistics to show variation,<br>e.g. Site 2 away from CBD 13 but site 8 in centre of CBD 30 (1)<br><br>No credit for Hypothesis is incorrect / partially correct<br>If no hypothesis conclusion then credit evidence | **4** |
| 1(g)(iii) | Examples<br>Survey more shops (1)<br>Survey greater spread of shops, not just along main street (1)<br>More students do the survey and compare results / get average (1)<br>Discuss each score within the group of students (1) | **2** |

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| Question | Answer | Marks |
|---|---|---|
| 1(h) | Examples<br>Redevelopment of old buildings / regeneration (1)<br>Demolition of old buildings (1)<br>Clearance of unofficial / illegal buildings (1)<br>Construction of new shopping centre (1)<br>Construction of new office blocks (1)<br>Development of new bus station / train station / metro / tram system (1)<br>CBD will expand / shrink / change shape / change location / donut (1)<br>Building height will increase / more high rise buildings (1)<br>No vehicle / pedestrian zone will be enlarged / any change in traffic restriction (1)<br>Change in land use of building or example / business moves out (1)<br>Presence of anti-terrorism structures (1) | **3** |

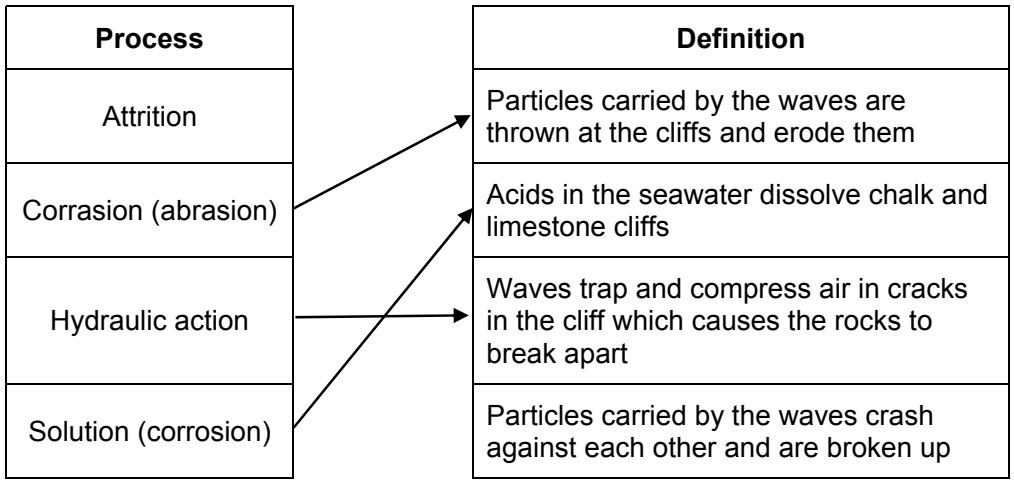
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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(i)</td><td>Hypothermia (from getting cold and wet)</td><td>1</td></tr>
<tr><td>2(a)(ii)</td><td>Credit 1 mark max in each category<br><br><u>Examples</u><br><br><u>Cliff collapse</u><br>Stay away from the base / top of the cliffs / wear a hard hat (1)<br><br><u>Hypothermia from getting cold and wet</u><br>Wear warm / waterproof clothes / layers of clothes (1)<br><br><u>Getting lost or isolated</u><br>Stay in groups / carry a cell (mobile) phone (1)</td><td>3</td></tr>
<tr><td>2(b)(i)</td><td>

<br>3 correct = 2 marks, 1 or 2 correct = 1 mark</td><td>2</td></tr>
<tr><td>2(b)(ii)</td><td><u>Examples</u><br>Y is protected by beach / X is exposed to the waves (1)<br>Groynes help to protect cliffs through build-up of beach deposits / Y is protected by sea wall (1)<br>Wave-cut platform do not stop waves reaching the cliff (1)</td><td>3</td></tr>
</table>

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| Question | Answer | Marks |
|---|---|---|
| 2(c)(i) | Examples<br><br>Equipment mark from photograph: Ranging pole / clinometer (1 mark maximum / reserve) for stating one of these.<br><br>Measuring the profile<br>Lay tape measure on beach to create a transect (1)<br>Poles put at break of slope / at equal distances apart (1)<br>Poles must be vertical (1)<br>Poles rest on surface / to equal depth in sand (1)<br>Angle is read from lower pole (nearer to sea) to upper pole (further from sea) (1)<br>Student holds clinometer at top / at marked height on ranging pole (1)<br>Allow clinometer to adjust to angle (1)<br>Read / measure angle / degrees (1)<br><br>Credit description even if it is not shown on Fig. 2.2 | **4** |
| 2(c)(ii) | Hypothesis is **true** – 1 mark reserve<br><br>Evidence must be based on data<br>Beach increases 2 – 2.2 m / just over 2 m in 19 m (1)<br>Wave-cut platform increases 0.9 / just less than 1 m in 24 m (1)<br><br>No credit for Hypothesis is incorrect / partially correct<br>If no hypothesis conclusion then credit evidence | **3** |
| 2(d)(i) | Plotting above 3 results on Beach graph (58 and 85 mm) | **2** |
| 2(d)(ii) | *Hypothesis 2 is **correct*** (1) | **1** |
| 2(d)(iii) | Examples<br>Water level decreases more quickly on beach (1)<br>Comparison of paired data, e.g. decreases by max amount of 120 mm on beach and only 12 mm max on wave-cut platform (1) | **2** |
| 2(d)(iv) | *Groynes prevent longshore drift so sand and shingle build up a beach which water infiltrates through quickly.* / *The wave-cut platform made of clay is at the surface due to the removal of beach material, and water infiltrates slowly.* | **1** |
| 2(e)(i) | Completion of divided bar graph (rip rap = 13%, sea wall = 29%)<br>Dividing line = 1 mark, shading = 1 mark | **2** |
| 2(e)(ii) | Completion of pie graph (residents = 11%, visitors = 19%)<br>Dividing line at 71% from left = 1 mark<br>Shading in correct order / style using key = 1 mark | **2** |

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| Question | Answer | Marks |
|---|---|---|
| 2(e)(iii) | Looking for 4 conclusions from 5 questions. No credit for use of data.<br><br>Results show:<br>Most / majority of people are aware that the cliffs are being eroded (1)<br>Most / majority of people think the cliffs should be protected (1)<br>Most / majority of people are in favour of spending the money (1)<br>Groynes are the most popular protection method (1) NOT majority.<br>Most / majority of people think that the national government should pay for the protection work (1) | **4** |

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