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Cambridge Assessment International Education

Cambridge IGCSE™

GEOGRAPHY **0460/12**

Paper 1 **May/June 2020**

MARK SCHEME

Maximum Mark: 75

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & 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 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)	Zawiyah / Tripoli / Benghazi	**1**
1(a)(ii)	On graph 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: War / civil unrest; drought; political/religious persecution; natural disaster (or specific example e.g. volcano, flood) Etc. 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as; Pressure on food supplies; Lack of housing/temporary accommodation; unemployment; conflicts with / resentment of local population; cost/time/difficulty of processing immigrants; need for patrols/rescue boats Etc. 4 @ 1 mark	**4**
1(b)(i)	Ideas such as: Imbalanced sex distribution/more males/less females; Few old dependents; Mostly economically active are ages 20–50; Few young dependents/children ages0–19 3 @ 1 mark	**3**
1(b)(ii)	Ideas such as: employment; higher pay; better health care; better education; entertainment / bright lights; reliable water supply; reliable electricity; good food supply Etc. Note: Credit pushes to MAX 3 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 is sparsely populated. Level 2 (4–6 marks) Uses named example. More developed statements which explain why it 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 it is sparsely populated including some place specific reference. Content Guide: Answers are likely to refer to: temperatures precipitation relief soil fertility lack of water sources/rivers 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, Population data, Climatic data Etc.	**7**

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Question	Answer	Marks
2(a)(i)	12–14 km	**1**
2(a)(ii)	**an area of traditional industry where redevelopment is taking place** = B **An area where a ring road and business park have recently been built on greenfield sites** = E 2 @ 1 mark	**2**
2(a)(iii)	D is likely to: be newer; have a lower density; be higher cost; have detached/semi-detached houses rather than terraced/semi-detached rather than detached; have gardens/drives/garages Etc. 3 @ 1 mark	**3**
2(a)(iv)	Services such as: newsagent; general store; grocers; primary school; church etc. Reasons such as; they will have a small sphere of influence; people will not travel far to use them; threshold population will be small; there will be lots of similar services; people will use them frequently; they sell convenience goods Etc. 2 Marks MAX for each of examples and reasons. 4 @ 1 mark	**4**
2(b)(i)	Ideas such as: high rise; apartments / homes / residential; high density; concrete; flat roofs; light colour / grey / cream etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
2(b)(ii)	Ideas such as: creation of employment/work in construction; the area will look more attractive / less visual pollution; new homes for people; with infrastructure/electricity/water supplies; there will be less water/air pollution; crime rates will be reduced/the area will be safer; squatters will have nowhere to live; they will not be able to afford the new housing; squatters will move in elsewhere/live on the streets civil unrest/violence may occur etc 2 marks reserved on each of benefits/problems 5 @ 1 mark or development	

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Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the characteristics of the CBD. Level 2 (4–6 marks) Uses named example. More developed statements which describe and explain the characteristics of the CBD. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe and explain the characteristics of the CBD with some place specific reference. Content Guide: Descriptions may include reference to: Types of services, Order of services, Sphere of influence, High density land use, High rise, Lots of traffic, Busy in the day but quiet at night Etc. Explanations may include reference to: Cost of land, Demand for land, Accessibility, Threshold population Etc. Place specific reference is likely to consist of: Locational details, Specific details/names of the services, Named areas within the CBD Etc.	**7**

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Question	Answer	Marks
3(a)(i)	Exposed tree roots/tree fallen onto beach	**1**
3(a)(ii)	Ideas such as: Power/weight of breaking waves; Air enters cracks; Air compressed; Undercutting/collapse Etc. 2 @ 1 mark	**2**
3(a)(iii)	Processes such as: Abrasion/corrasion; Waves carry rocks; Rocks thrown against cliff; Sandpaper action; Corrosion; Chemicals in sea water (or specific example); Dissolves rocks (or specific detail of chemical reaction). Note: 1 mark for process of erosion + 2 marks for explanation 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: Cost of protection would be too expensive ; Few people may live along the coast / few houses threatened; The land is farmland/woodland; Protection of the coast (or example) may damage the natural environment; Protection (or example) may put off tourists Protection of this area of coast could have an adverse impact elsewhere Etc. 4 @ 1 mark	**4**
3(b)(i)	Ideas such as: Growing in water; Grow in shallow/muddy water; Aerial roots; Shiny leaves; Packed tightly / growing closely together Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	Ideas such as: High salinity; Between high and low water mark / large tidal range; Water higher than 20 °C in coldest month; Seasonal temperature range lower than 5 °C / small temperature range; Gentle wave action / sheltered coastline / delta/estuary/bay; Low shore gradient etc. 5 @ 1 mark or development	**5**
3(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe how the coastline is being protected. <u>Level 2</u> (4–6 marks) Uses named example. More developed statements which describe how the coastline is being protected. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe how the coastline is being protected including some place specific reference. <u>Content Guide:</u> 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 etc <u>Place specific reference is likely to consist of:</u> Locational details, Places along coastline, Specific details/costs of methods Etc.	**7**

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Question	Answer	Marks
4(a)(i)	Wind vane	**1**
4(a)(ii)	Ideas such as: Look at direction arrow is pointing/arrow points to SW Wind is blowing from that direction 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: On a roof/on top of a pole; So it is higher than surrounding buildings/features; So there is nothing to block the wind Etc. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Easy to read/quick; More accurate/less errors; Collects data automatically/no need for people to check; Collects data continuously; Linked to computer; Provides immediate results/graphs results automatically Etc. 4 @ 1 marks	**4**
4(b)(i)	Ideas such as: Both fluctuate; Generally higher at 09:00/lower at 15:00; With exceptions; e.g. 10 August; Statistics supporting any of the above Etc 3 @ 1 mark	**3**
4(b)(ii)	Ideas such as: Observe at set times each day; Use wet and dry bulb thermometer/hygrometer; Observe temperatures on both thermometers; Work out difference between wet and dry bulb temperatures; Use a relative humidity table; Read off value where dry bulb temperature intersects with difference between wet and dry bulb Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why the amount of rainfall in a hot desert is low. Level 2 (4–6 marks) . More developed statements which explain why the amount of rainfall in a hot desert is low. Level 3 (7 marks) Uses named example Comprehensive and accurate statements which explain why the amount of rainfall in a hot desert is low, including place specific information. Content Guide: Answers are likely to refer to: Proximity to tropics, Inland location, Air pressure, Hadley Cell, Descending air, Lack of water sources, Wind direction / Trade Winds, Rain shadow effect, Cold ocean currents Etc.	**7**

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Question	Answer	Marks
5(a)(i)	West South West (WSW)	**1**
5(a)(ii)	40 km 2 marks for 35–45 km 1 mark for 30–50 km 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: Coastal location; Sheltered bay; beach; some flat land for building hotels; sunny climate cliffs Etc. Reference to weather can be credited as can be seen in photo 3 @ 1 mark	**3**
5(a)(iv)	Benefits such as: Employment (or example); Development of infrastructure such as water/electricity; Transport improvements such as roads/airport; Increased demand for farm products/fish; Cultural exchange; Sale of craft items Etc. Disadvantages such as; Noise; Anti-social behaviour; Loss of farmland; Pollution of drinking water; Air pollution causes breathing difficulties; Litter; Traffic congestion; Inflation; Wearing of certain clothes offensive to religion Etc. 4 @ 1 mark	**4**
5(b)(i)	Ideas such as: Replacement of palm trees by gardens; Construction of pier/jetty; Accommodation/reception/restaurant built; Footpaths made; Beach extended; Breakwater constructed Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
5(b)(ii)	Ideas such as: Pollution of sea/water; Fish killed/frightened away; Loss of natural vegetation; Destruction of habitat; Impact on food chains/ecosystems; Loss of biodiversity Etc. 5 @ 1 mark or development	**5**
5(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explain how tourism is managed. <u>Level 2</u> (4–6 marks) Uses named example More developed statements which explain how tourism is managed. (Note: Max 5 if no named or inappropriate example) <u>Level 3</u> (7 marks) Uses named example Comprehensive and accurate statements which explain how tourism is managed, including some place references. <u>Content Guide:</u> Answers are likely to refer to: Creation of National Parks; Limit numbers of tourists; Charge entrance fees; conservation; Fence sensitive areas; Ban hunting; Only allow people access to an area with a guide; Educate people about caring for the environment; Develop ecotourism Etc. <u>Place specific reference is likely to consist of:</u> Locational details, Specific details of locations within the area Specific details of strategies Etc.	**7**

Question	Answer	Marks
6(a)(i)	57 (%)	**1**

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Question	Answer	Marks
6(a)(ii)	Similarities such as: Secondary is similar size; Tertiary is largest sector Differences such as: Tertiary is larger in Germany/smaller in Egypt; Primary is larger in Egypt/smaller in Germany; Egypt is more balanced than Germany Etc. 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Mechanisation / automation / technological development; Local supplies of raw materials running out; Competition from abroad; Manufacturing industries not profitable; Cheaper to import manufactured goods Etc. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: more wealth available; Improvements in health care/transport; Greater demand for leisure/retail services Growth of tourism; Education/improving skills Etc. 4 @ 1 mark	**4**
6(b)(i)	Inputs: electricity; water Processes: weighing portions; removing bones Outputs: packets of frozen fish; fish skin 3 @ 1 mark	**3**
6(b)(ii)	Ideas such as: Deforestation; Loss of habitat; Animals scared by noise; Water pollution; Reduction of fish stocks; Disruption to food chains; Lowering of water table; Air pollution 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 location of a factory or industrial zone. Level 2 (4–6 marks) Uses named example More developed statements which describe and explain the location of a factory or industrial zone. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example Comprehensive and accurate statements which describe and explain the location of a factory or industrial zone including some place references. Content Guide: Answers are likely to refer to: Raw materials, Transport, Market, Labour, Government policy, Ports Etc. Place specific reference is likely to consist of: Locational details, Specific details of location/road numbers Etc.	**7**

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