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CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/12**

Paper 1 Geographical Themes **October/November 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 October/November 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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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 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

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' 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 (L1) 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.

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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, so 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.).

– 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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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
REP	Repetition
^	More information required
J	Just enough information to answer the question
DEV	Development
Highlighter	Highlighting areas of text
{	Open bracket
}	Close bracket
EG	Example
L1	Level one
L2	Level two
IR	Irrelevant, a significant amount of material that does not answer the question
LNK	Two statements are linked
UNCO	Unclear information
SEEN	Page or response seen by examiner

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Question	Answer	Marks
1(a)(i)	Moving from/to/within/between a country/place/town/settlement/region; 1 mark	**1**
1(a)(ii)	*Internal migration:* Mazatlan to La Paz; Mexico City to Monclova; Vera Cruz to Matamoros; South to North Mexico Etc. *International migration*: Mexico to USA; Guatemala/Honduras/Belize to Mexico; Panama/Costa Rica to Nicaragua; El Salvador to Honduras Named cities in different countries (e.g. Tegucigalpa to Mexico City) Etc. **Note:** All places mentioned need to be labelled on Fig. 1.1 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: More jobs/better/higher paid employment; Good/more/better education/schools/universities; Good/More/better health care/doctors/hospitals; More/better water/sanitation; More/better energy/electricity/gas supplies; More/better food supplies; Political/economic stability/absence of conflict/low crime rates; To be with family/friends; Etc. 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as: Finding somewhere to live/stay/housing problems/houses are expensive; Language barrier/cannot understand the language/have to learn language; Jobs are hard to obtain/unable to get jobs matching their qualifications; Jobs are low paid/exploitation; Racism/(racial/religious) discrimination/hostility; They miss/they are away from family/friends/home/loneliness; Hard to adapt to/not used to different religion/culture/traditions/culture shock; High cost of living/can`t afford food/schooling/healthcare, etc.; Threat of deportation/difficult to get legal documents/ID/citizenship; Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
1(b)(i)	largest overall increase in population: Houston smallest increase in population of international migrants: San Antonio decline in the number of internal migrants: San Jose 3 @ 1 mark	**3**
1(b)(ii)	*Benefits:* Provides workers; Provides skills/increases skills base; Will accept lower pay/jobs the locals won`t do; Pay taxes; More diversity/multi-cultural society or example (e.g. learning new language); Establishment of services or example (e.g. Mexican restaurants in USA); Provides a larger market/demand for local products/services or example (e.g. schools); More economic development/GNP/national income/contributes to economy; Etc. *Problems:* Pressure on/need to provide more food/water/energy supplies; Cost of/need for providing accommodation/new housing/problems caused by street dwellers/squatter settlements develop/homelessness; pressure on schools/hospitals etc.; Unemployment/financial support/benefits/welfare for unemployed; Conflicts with/resentment from local population/example of increased crime; May reduce wage rates of local people/take jobs of local people; Etc. **Note:** Reserve 1 mark for each of benefits/problems. 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 describe the problems caused by underpopulation. Level 2 (4–6 marks) Uses named example. Developed statements which describe the problems caused by underpopulation. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements describe the problems caused by underpopulation, including place specific reference. Content Guide: Answers are likely to refer to: Difficulty of exploiting/under use of resources Lack of labour Lack of skills Need for/expense of attracting immigrants Racial/social problems due to immigration Lack of market for businesses Expense to government of providing social services to few people Low tax base/need for individuals to pay higher taxes Closure of businesses/services Difficulty of attracting investment Difficulty of defending country Etc. Place specific reference is likely to consist of: Named places within the country Specific details of consequences Statistics Etc.	**7**

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Question	Answer	Marks
2(a)(i)	Inner City with mixed land use 1 mark	**1**
2(a)(ii)	A1 = Residential/houses B2 = Industrial/factories 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: Individual/separate buildings; Close together; Various sizes/shapes (or description of building size/shape); 5–8 storeys/tall/high rise/multi-storey; All similar height; Flat roofs; Windows; Geometric layout (or description); Vegetation/greenery/trees/roof gardens; Internal road network/pedestrianised/walkways; Oval/shaped like an eye Etc. 3 @ 1 mark	**3**
2(a)(iv)	*Some people would be in favour as*: Jobs created/within easy reach of work/source of income; Think the area was improved aesthetically; Blends with existing land use; Creates habitats/trees absorb carbon dioxide; Disused land would be removed/put to good use/made safer; Business/income may be created for the area; Etc. *Some people would be against as*: May have wanted another <u>specified</u> land use (e.g. open space/recreation space/housing /retail park); Traffic congestion/more traffic; Air pollution/fumes <u>from</u> vehicle exhausts/construction; Noise <u>from</u> vehicles/construction; Visual pollution/eyesore; Competition with local businesses/competition for workforce; Etc. **Note:** Reserve 1 mark for each of in favour and against. 4 @ 1 mark	**4**

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Question	Answer	Marks
2(b)(i)	Ideas such as: Tall/high rise buildings/five or six storeys high; Buildings close together/high building density; Old/historical buildings; Bell tower/clock tower; Lots of people on the street/walking; Pavements/zebra/pelican crossing; One-way street; Flower beds/hanging baskets/flags/advertising hoardings; Wires/street lights; Cycle lane/tram lines; Shops; Cafes/restaurants/hotels/offices; Apartments on upper floors; Cobbled street Etc. 3 @ 1 mark	**3**
2(b)(ii)	Ideas such as: People will travel a long way to use services/people travel from the area around Amsterdam; People don't have these services where they live; People unlikely to use the services frequently; They will be prepared to travel further; CBD will have lots of/a wide range of services/variety of goods sold; Order of services will be medium/high; Specialist/comparison goods; Services there will not be found in other nearby settlements; Communications/easy access/roads will be good; Some of the services/shops may be used by tourists; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why traffic congestion occurs in an urban area. Level 2 (4–6 marks) Uses named example. Developed or linked statements which explain why traffic congestion occurs in an urban area. (**Note:** Max 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain why traffic congestion occurs in an urban area, with some place specific reference. Content Guide: Answers are likely to refer to: Large population High car ownership High density of roads Narrow roads/roads developed before so many vehicles were being used On street parking Many people travel to work by car Accidents/breakdowns Traffic light failure/lack of traffic lights Lack of public transport Delivery vehicles/heavy lorries Rush hour Road works Tourism Specified source of congestion (e.g. football stadium, shopping centre) Place specific reference is likely to consist of: Locational details Specific details of the chosen urban area Etc.	**7**

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Question	Answer	Marks
3(a)(i)	55 (cumecs) 1 mark	**1**
3(a)(ii)	*Overland flow:* Water which flows across the land/on top of the land/runs off the surface/ surface run off/over the surface. *Throughflow:* Water which flows through/within the soil 2 @ 1 mark	**2**
3(a)(iii)	Ideas such as: Rain does not land directly on river/channel/rain has to move to river from other areas/higher land in the drainage basin; Rain could be intercepted by vegetation; Water moves from tributaries/smaller streams to main river; Overland flow/surface runoff/flowing across the surface; Infiltration occurs/throughflow/water flowing through the soil; Percolation occurs/groundwater flow/baseflow/water flowing through the rock/underground; 3 @ 1 mark	**3**
3(a)(iv)	*Deforestation along the valley sides:* Increases discharge/more water in river/deeper/faster flow/floods/peak discharge is sooner/shortens lag time; More surface runoff/ less infiltration; As rainfall is not intercepted by trees/used by trees/water is not taken up by roots/less transpiration; Surfaces/soil becomes more compacted/less permeable/makes movement of water more rapid; Etc. *Building a large reservoir close to the river's source*: Reduces/regulates discharge/less water/shallower/slower flow/prevents flooding/delays peak discharge/increases lag time; As natural flow is prevented/water held back/stored by dam; Water is transferred out of drainage basin so does not flow down the river etc 2 @ 2 marks	**4**

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Question	Answer	Marks
3(b)(i)	Ideas such as: X is a slip off slope but Y is a (river) cliff; X is gently sloping/flatter but Y is steep/steeper/vertical; X is pebbles/rocks/stones/material at X is smaller but Y is a bank made of sand/soil/material at X is larger; X is low but Y is high/Y is higher, etc.: **Note:** Accept left and right/inner and outer as alternative to X and Y **Note:** Comparison needed 3 @ 1 mark	**3**
3(b)(ii)	Ideas such as: River flows around a meander/on a meander/bend/curve; Helicoidal flow; Erosion on outer bank/at Y/right bank; Fast(er) flow/high(er) energy on outer bend/at Y or slow(er) flow/low(er) energy on inside bend/at X; Hydraulic action/abrasion (or description of process); Deposition on inside bank/at X/at left bank; Etc. 5 @ 1 mark or development	**5**
3(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which explains how a waterfall is formed. <u>Level 2</u> (4–6 marks) More developed or linked statements which explain how a waterfall is formed. <u>Level 3</u> (7 marks) Comprehensive and accurate answer, which explains how a waterfall is formed and includes a labelled diagram <u>Content Guide:</u> Hard rock overlies soft rock Erosion of softer layer by river Abrasion/hydraulic action Undercutting Overhang Formation/deepening of plunge pool Hard rock unsupported Collapse of hard rock layers Retreat of waterfall Gorge formation Etc.	**7**

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Question	Answer	Marks
4(a)(i)	Northern Hokkaido 1 mark	**1**
4(a)(ii)	Ideas such as: Coastal areas; South-east/south/east (Japan); Shikoku/Honshu/Hokkaido (**Note:** any 2 named places = 1 mark) 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: Plates meet/Japan is on/close to (destructive etc.) plate boundary(ies)/ between plates Plates move/slide (in relation to each other/away/towards each other etc); Movement is not smooth/plates lock together; Friction/pressure builds; Pressure released; Jerks/jolts; Etc. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Work available in the area or example; Wealthy country/high standard of living/good quality of life; Pressure on living space; Cannot afford to move; Friends/family live there; They have lived there all their lives/sentimental attraction; Strong/stable buildings or detail (e.g. deep foundations); Confidence in/education about precautions or example (e.g. drills, rescue teams, warnings given just before earthquake on mobile phones/by sirens, etc.); Prepared to take risk/earthquakes don't occur often; Etc. 4 @ 1 mark	**4**
4(b)(i)	X: Epicentre Y: Focus/hypocentre Z: Seismic waves/P and S waves/shock waves 3 @ 1 mark	**3**

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Question	Answer	Marks
4(b)(ii)	Ideas such as: Poorer hospitals/health care in LEDCs/better hospitals/health care in MEDCs; Emergency services/rescue teams will be less well prepared in LEDCs/ emergency/evacuation planning in MEDCs; Poorer communications in LEDCs prevent rapid rescue; More people will die from secondary effects/ example (e.g. hypothermia/ typhoid, etc.) in LEDCs; Poorer quality buildings in LEDCs/better earthquake proof buildings in an MEDC; In MEDCs buildings have shatterproof glass/pyramidal shape/deep foundations/counterbalances on roofs/steel framework (Max 2); People in LEDCs have less education on how to act in an earthquake/drills; LEDCs are less likely to have earthquake hazard maps/MEDCs population are more able to avoid areas of high vulnerability; Warnings are more likely to be given just before earthquake on mobile phones/sirens/TV/etc. in MEDCs; LEDCs are likely to need/rely on outside help; MEDCs have temporary shelters/food and water/earthquake kits/etc.; Etc. **Note:** Comparison not needed. 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 flooding has occurred. Level 2 (4–6 marks) Uses named example. More developed statements which explain why flooding has occurred. (**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: Answers are likely to refer to: Heavy rainfall Rainfall over a long period of time Impermeable rocks Rocks reach saturation level Snow/ice melt Deforestation Siltation Steep slopes Urban development Destruction/opening of dams Impact of water from tributaries Lack of protection measures or examples Etc. Place specific reference is likely to consist of: Locational details named places along the river/in the drainage basin specific details of rainfall amounts date/time Etc.	**7**

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Question	Answer	Marks
5(a)(i)	50–58 (km) 1 mark	**1**
5(a)(ii)	Ideas such as: North of Kos; East/South-east of Kalymnos; 5 kms from Kos; 5 kms from Kalymnos; West/South-west of (coast of) Turkiye; 8–10 kms from Turkish coast; South-west/WSW of Bodrum; 24–30 km from Bodrum; Etc. **Note:** Credit accurate direction/distance from any named island. Direction can be phrased in any way i.e. North of Kos/Kos is south of it, etc. 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: Beaches; Clean/unpolluted seas; Unpolluted atmosphere; Visually attractive/ beautiful scenery/landscape; Peaceful/quiet/relaxing/serene; Wildlife/natural habitats or example of; Natural vegetation/palm trees; Few/no buildings/traffic; Etc. 3 @ 1 mark	**3**
5(b)(i)	Ideas such as: People may trample vegetation/footpath erosion/soil erosion; Construction of buildings/hotels/shops/entertainments/roads; Clearance of vegetation/deforestation; Litter/rubbish/trash/waste/land pollution; Flowers picked; Water pollution/oil spills; Noise pollution; Air pollution/emissions; Fish/marine life scared; Kill/injure/disturb wildlife/loss of biodiversity; Loss of habitat; Coral reefs destroyed/damaged; Damage food chains; Overfishing; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
5(b)(ii)	Ideas such as: Noise/disturbing peace; Lack of privacy; Specific example of crime (e.g. anti-social behaviour); Culture clashes/westernisation of culture/dilution of culture/cultural barrier; Some tourists wear inappropriate/offensive clothing or example of; Racism/discrimination; Litter/rubbish/trash/waste/land pollution; Visual pollution; Traffic congestion; Congested paths/shops/streets/restaurants/public transport, etc.; Some beaches become private/inaccessible/crowded; Seasonal employment; Low pay/long hours/exploitation of workers; Foreign owned businesses/larger chains may force local business to close; Loss of farmland; Less housing available for locals/accommodation used for tourists not locals/ less land to build houses; Air pollution causes asthma/breathing difficulties; Bright lights prevent people sleeping; Water pollution reduces fish stocks/drinking water; Overuse of/pressure on/tourists given priority for water supplies/electricity; Increase in prices of houses/cost of living/inflation; Etc. 4 @ 1 mark	**4**
5(b)(iii)	Ideas such as: Creation of protected zones/nature reserve/National Parks; Limit numbers of tourists/only allow small groups; Charge entrance fees; Charge tourist taxes; Encourage off-season visits; Fence sensitive areas/restrict tourists to certain areas; Ban hunting; Limit/ban fishing; Do not allow (single use) plastic (cups/straws) on beach; Only allow people access to an area with a guide; Educate/warn people about caring for the environment; Signs to keep quiet/not drop litter/etc.; Develop ecotourism/ecofriendly hotels; Use renewable/solar energy in hotels/tourists facilities; Litter/bins/fines for littering/regular clearing of litter/recycle waste; Use rowing boats/restrict motor boats/control number of boats; Invest in public transport/cycle hire/prohibit vehicles from some areas; Planning permission for developments/buildings must fit into surroundings; Develop other areas for tourism to reduce numbers visiting site; Employ rangers/guards; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
5(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the benefits of the tourist industry to people and/or the economy. Level 2 (4–6 marks) Uses named example. More developed statements describe the benefits of the tourist industry to people and/or the economy. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Comprehensive and accurate statements which describe the benefits of the tourist industry to people and/or the economy, including some place specific reference. Content Guide: Ideas such as: Workers are needed in hotels/to provide accommodation/in restaurants/bars/to provide food/drink/entertainment/to provide transport/drive bus/taxis/work at the airport/to work in construction of tourist facilities Better communications/roads/railways are constructed Development of airports Tourists spend money locally/shops make more money Bigger market for farmers/fishermen Economic development Multiplier effect Taxes are raised from tourists Can allow investment in better schools/hospitals/etc. Water supply network is improved Electricity supply network is improved Cultural exchange. Etc. Place specific reference is likely to consist of: Locational details/names of places within chosen area Specific details/statistics	**7**

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Question	Answer	Marks
6(a)(i)	1.4 to 1.7 km 1 mark	**1**
6(a)(ii)	Ideas such as: In Grand Port Bay; (Near/close to/surrounding/touching) Ile Aux Aigrettes; To north-west/NNW of it/ship/where ship went aground; (Near/close to/on) the coast/within 2km of coast/shore; (Near/close to) named coastal settlement e.g. Vieux Grand Port, Point d`Esny, Mahebourg, etc. 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Prevents fishing/less profit for fishermen/people unable to eat fish; Cannot use beaches/swim/carry out water activities, etc.; Reduces tourism/loss of tourist trade; Atmospheric pollution from oil spill/toxic fumes/breathing difficulties; Smell; Visual impact; Difficulty/cost/time taken to clean up; Prevents use of desalinated sea water; May stop ships from travelling/using ports; Etc. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: Animals/fish/plants/coral killed (1) because of loss of sunlight/therefore possibility of extinction of species (2); Reduction in numbers/death of prey species/vegetation/food sources (1) will have negative impact on food chains/remove the food source of predators (2); Direct contact with oil will make seabirds less buoyant (1) killing them/ reducing biodiversity (2) Ingestion of oil by seabirds/marine creatures (1) directly poisons them (2) Damage to reef because of impact from tanker/oil spill (1) will result in loss of habitat for marine life (2); Breeding grounds will be contaminated (1) resulting in long term reduction of species/some species will migrate elsewhere (2); **Note**: 1 mark for the identification of each impacts and the 2nd mark for explanation. **Note:** The examples given are not exhaustive and the impact/explanations could be interchanged/combined in different ways. 2 @ 2 marks	**4**

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Question	Answer	Marks
6(b)(i)	Ideas such as: Greater percentage used for industry in North America; Greater percentage used for domestic in North America; Greater percentage used for agriculture in South-east Asia; Highest % use is for industry in North America but agriculture in South-east Asia/in North America more water used for industry than agriculture but in South-east Asia more is used for agriculture than industry; Both North America and South-East Asia use least for domestic; 3 @ 1 mark	**3**
6(b)(ii)	Ideas such as: In some areas there is not enough water spare to use in homes after using it for agriculture/to irrigate crops; In some areas many people are likely to have/be able to afford taps in their homes; In some areas many homes have devices which use large quantities of water/example (e.g. washing machines/dishwashers); In some areas water distribution network/pipes are more extensive/cover the whole country; Some countries focus on urban areas/do not invest as much in rural areas; Some areas may suffer from drought so water is scarce; Lack of technology to supply/purify water in some areas; Some areas have more contamination of water; Variation in government finance of water supply between countries; Etc. **Note:** Comparison not needed. Answer could be from view of LEDC or MEDC or refer to variation between parts of the world/between countries 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 explain how water is being supplied. Level 2 (4–6 marks) Uses named example. More developed or linked statements which explain how water is being supplied. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Comprehensive and accurate statements which explain how water is being supplied including some place specific reference. Content Guide: Answers are likely to refer to: Rivers/streams/springs Lakes Dams/reservoirs Pipelines Wells Boreholes Pumping water from aquifers Desalination Physical water treatment e.g. filtration Chemical water treatment e.g. chlorination Import of water Bottled water Rain harvesting Irrigation canals/sprays/etc. Restriction of pollution Etc. Place specific reference is likely to consist of: Named places Specific details/statistics about water supply	**7**

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