### **CAMBRIDGE INTERNATIONAL EXAMINATIONS**

**Cambridge International General Certificate of Secondary Education** 

# MARK SCHEME for the October/November 2015 series

# 0460 GEOGRAPHY

0460/22

Paper 2, maximum raw mark 60

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.



Pa	age	2	Mark Scheme	Syllabus	Paper
			Cambridge IGCSE – October/November 2015	0460	22
1	(a)	(i)	railway		[1]
		(ii)	Nsezi		[1]
		(iii)	quarry/excavation		[1]
		(iv)	1060(m)		[1]
	(b)	rai jur qu <u>re:</u> ge ba	de tarred road lway/station action/route centre arry/quarries/excavation(s) servoir/dams/rivers for water attle/flat land arracks/military arvices/hotel/post/telegraph agency llege/school		[6]
	(c)	(i)	north to south		[1]
		(ii)	angle of tributaries/tributaries flow to south reference to 1000m contour/contour crossing river narrower in the north/wider in south/size increases to south		[1]
		(iii)	wide/200 – 400m, meanders/bends etc. islands/braiding/splits and rejoins rapids tributaries/confluences/affluents gentle gradient (on gentle land = 1) narrower in the north/wider in south/variable width,		[3]
	(d)	60	00 – 6300(metres)		[1]
	(e)		6356 = 2 7356 = 1		[2]
	(f)	(i)	X		[1]
		(ii)	Υ		[1]

_	1-1	L :11:		
2	(a)	hill( ridg	(s)/hilly/high/mountain(s)/upland ge	
			(ter)/gentle(r) next to sea/lower slopes/steep(er) away from sea/upper slopes	
		bay		
		bea sar		
		low	tide	
		cal	m sea/gentle waves/no waves/weak waves/small waves/flat sea	
		der		
			h/green/luxuriant shes/shrubs/trees/forest/woodland	
		larg	ge leaves	
			ms/coconut, (palm trees = 1, not 2) vers/red/brown leaves/fruit	
		Ма	ximum 4 on each section	
		Allo	ow marks to score anywhere in the answer	[6]
	(b)		3 onshore wind/Y/B (more) exposed to wind/X/A offshore wind/X/A (more) sheltered fro	om
		win	d/X/A (more) protected from wind,	
			B (more) exposed to waves/Y/B rough seas/Y/B large waves/Y/B strong waves/Y/B structive waves/Y/B strong swash/X/A (more) sheltered from waves/X/A calm sea,	
		Y <u>la</u>	arge(r) debris/large pebbles/dead trees/tree trunks, (not those behind beach)	
		Υs	traight coast/X curved coast/X bay/Y headland/Y promontory	[2]
3	(a)	around tropics		
		latitudes between 10° – 35° coastal		
		we	st sides of continents, (not countries) (on west coasts = 2)	
		wh	ere there are cold ocean currents	[3]
	(b)	mo	ve towards Equator/away from pole(s)/from higher latitude(s), (allow "from poles" from	) [1]
	(c)	(i)	reach deep water/underground water/water table	[1]
		(ii)	reduce transpiration/evaporation/water loss	[1]
		(iii)	catch rainfall	
			catch water before it evaporates/percolates	[41
			increases/large area to catch water	[1]
		(iv)	store water	[1]

Mark Scheme
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		Cambridge IGCSE – October/November 2015	0460	22
4 (a)	(i)	Western Cape Gauteng		[1]
	(ii)	lost 4 <u>%</u>		[1]
	("')	103t 4 <u>70</u>		ניז
(b)	(i)	direct/positive relationship/one increases the other increases low GDP = population loss high GDP = population gain (Be generous on words used to describe the axes)		[1]
	(ii)	population gain/migrants mean more <u>workers/tax payers</u> population loss means fewer <u>workers/tax payers</u>		
		people move to more affluent areas/leave less affluent areas people move for /jobs/better living standards/services/more pay		
		Allow expressions linked to population loss/gain/migration in part (i)	1	[1]
(c)		e general statement and one example <u>or</u> two examples swers should not simply repeat the information in the question		
	(mo (mo peo	neral statements  ore) rural/least urban <u>provinces</u> lost population  ore) urban/least rural <u>provinces</u> gained population  ople are moving to (more) urbanised <u>provinces</u> ople are leaving (more) rural <u>provinces</u>		
	Lim Eas We	amples Inpopo is rural/10% urban and has lost population/people leaving Instern Cape is rural/38% urban and has lost population/people leaving Instern Cape is urban/90% urban and has gained population/people m Instern Cape is urban/98% urban and has gained population/people moving	oving in	
	Allo	ow initial letters of provinces		[2]
(d)	ver exh pes ear voldes disc floor tsu	ught/lack of rain y hot/too hot nausted/eroded/infertile soils sts/example of pest thquake canic eruption sertification/land degradation ease/example of disease ods nami nine/crop failure		
		cept best two points given		[2]

Mark Scheme

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Syllabus

Paper

22
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residential/housing/accommodation/commercial/business/CBD/inner city/people live there,

flats/apartments

multi-storey/high rise/tall/skyscrapers

some taller/shorter/different heights

flat roofs

balconies

sloping roof in foreground

high density, (allow other expressions such as crowded/clustered buildings)

different colours/two named colours

multi-coloured/colourful building

# Buildings in background

residential/housing/suburb/people live there/accommodation/houses

(mostly) single storey/low rise/short(er)

small(er)

sloping roofs

different colours/two named colours

some larger buildings (within background)

high density (allow other expressions such as crowded/clustered buildings)

In the background section allow comparisons with the foreground

If sections are clearly reversed give credit to the points given

Reserve 3 marks for each zone

[8]

# 6 (a) Country C

[1]

**(b)** different sized/proportional circles/bar chart/divided bar/histogram

[1]

# (c) (i) HEP (Reserve 1 mark)

many/fast/large river(s)/waterfalls

high rainfall

steep relief

have capital to build HEP stations

(HEP) cheap running costs

(HEP) no pollution/concerns about environmental issues/want to use clean

fuel/environmentally friendly fuel

(HEP) renewable energy source

#### Nuclear

less concerned about nuclear risks

have technology/capital/skill for nuclear stations

nuclear only small amounts of fuel

nuclear will not run out (soon)/(may be considered) renewable

nuclear no greenhouse gases/acid rain/non-polluting if used correctly

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### Other renewables

expensive to set up

specific disadvantage of wind/solar/other renewables

#### Fossil fuels

fossil fuels give <u>atmospheric</u> pollution/linked to global warming little/no fossil fuels/coal

non-renewable

# (ii) Fossil fuels (Reserve 1 mark)

coal/fossil fuels available

little transport cost

fossil fuels may run out so have others as back up

# Other renewables

renewables cheap running costs specific advantage of wind/solar/other renewables public pressure for renewables

### <u>HEP</u>

HEP expensive to set up

few rivers/low relief/low rainfall/dry

[2]

[2]

## (iii) Nuclear (Reserve 1)

less concerned about nuclear risks

have technology/capital/skill for nuclear stations

nuclear only small amounts of fuel

nuclear will not run out (soon)/(may be considered) renewable

nuclear no greenhouse gases/acid rain/non-polluting if used correctly

#### <u>HEP</u>

many/fast/large river(s)/waterfalls

high rainfall

steep relief

have capital to build HEP stations

(HEP) cheap running costs

(HEP) no pollution/concerns about environmental issues/want to use clean

fuel/environmentally friendly fuel

(HEP) renewable energy source

#### Fossil fuels

fossil fuels give atmospheric pollution/linked to global warming

little/no fossil fuels/coal

non-renewable [2]