

## **MARK SCHEME for the May/June 2007 question paper**

### **0460 GEOGRAPHY**

**0460/04**

Paper 4 (Alternative to Coursework), 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.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

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- 1 (a) Effects: taller/higher buildings/narrower buildings  
Reasons; greater competition for land  
saves space/conserves land  
costs more to build wider/less to build narrower  
can afford it (must be reasoned)  
Alternatively, lower price of land means lower buildings;  
more space available so wider buildings
- 3 @ 1 mark [3]  
Credit dev  
Res 1 mark  
for effect
- (b) To make sure there was a change in buildings  
to ensure that appropriate/correct/right areas were studied  
to find information about the town  
to save time later  
to make the investigation more representative
- 2 @ 1 mark [2]
- (c) (i) Correct plotting of Site C i.e. 4mm x 14mm  
and Site F i.e. 2mm x 16mm  
Presentation/sensible location/shading/orientation
- 1 mark per bar. [3]  
1 mark  
location
- (ii) e.g. The narrowest buildings are close to the sea  
the tallest buildings are along the main road  
the lower buildings tend to be at the edges of the town  
the largest buildings are in the centre of the town  
Spatial patterns referring to minor roads or distance from the sea  
etc. are also valid.
- Credit use of site or numbers as evidence to max 1  
Credit anomalies e.g. G is equally tall but by the coast  
No credit for wider on main road, as not a clear pattern.
- (d) (i) More easily see the function; simpler data collection method; save  
time; every building has a ground floor; simple method
- 1 @ 1 mark [1]
- (ii) Correct BANK/DEPARTMENT STORES/MAIN POST OFFICE/  
TOURIST OFFICE
- 2 marks for 2 [2]  
1 mark for 1  
If general stores or housing then max 1 or 0
- (iii) B ticked on script
- 1 @ 1 mark [1]
- (iv) Comparisons such as:  
Site A is commercial but Site E is tourist dominated  
Site A has an even division of functions but Site E is dominated by  
hotels  
Site A has a small number/one of hotels but site E has over half/six  
hotels  
Needs mention of Site A and E or comparative word.  
No explanation required. No credit for lists.
- 3 @ 1 mark  
Credit dev of  
both site A  
and site E  
(inc data)

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- (e) Ideas such as:  
 selection of site/junction of roads  
 different students at different sites/locations  
 count cars/pedestrians passing a point  
 set times/synchronise/10 minutes/5 minutes  
 cars/pedestrians/different directions recorded/tally weather conditions;  
 repeat at different time (not place) 3 @ 1 mark [3]
- (f) (i) Correct drawing of isoline US\$50; through the US\$50 at Site C 2 @ 1 mark [2]  
 (ii) Correct shading of area over US\$60 1 @ 1 mark [1]
- (g) -The hypothesis is correct/supported/partly supported 6 @ 1 mark [6]  
 -The centre of the town is at Sites A/B/E/along the main road Reserve  
 The building height generally increases towards the centre of the town 1 mark for  
 e.g. Site A three storeys; but Site G is also a high building; buildings are decision and  
 generally wider towards the centre of the town e.g. Site A 12 paces; the Reserve  
 the value of the land is higher along the main road and lower towards the 1 mark for  
 sea in the south and the railway in the north e.g. above US\$60 in the location  
 centre but below US\$30 at the edge Credit data in  
 Max 3 if no data. support
- 2 (a) (i) Correct labelling of wave height, wave length, swash and 2 @ 1 mark [2]  
 backwash.  
 Four correct for 2 marks, three correct for 1 mark
- (ii) A destructive wave is where the backwash is stronger than the 1 @ 1 mark [1]  
 swash/which removes material from the beach/erodes
- (b) (i) Regular/organised/orderly sampling 3 @ 1 mark [3]  
 there is no student bias/choice in the site location/fairer; more  
 representative  
 area is covered; easier to compare; easier/faster/quicker method
- (ii) Labels on the photo to identify other beach material, different grain 3 @ 1 mark [3]  
 size; seaweed; more shell material; litter; other material
- (c) (i) Correct drawing of 57%, 20%, 6% and 17% segments 3 @ 1 mark [3]  
 i.e. lines at 57%, 77%, and 83%  
 Correct use of the key, but order unimportant
- (ii) e.g. Site 1 is mainly sand and shingle (small material), whereas 2 @ 1 mark [2]  
 Site 12 has much larger material of small pebbles and 'other'  
 Credit any comparisons but not lists.
- (iii) The original ideas were correct/material was larger at the back of 3 @ 1 mark [3]  
 the beach. Data/photo evidence to support this idea

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- (d) The waves; from passing ships; the residents; tourists; washed down by river; wind; cliffs; sewage system/hotel; animals/birds 3 @ 1 mark [3]
- (e) (i) e.g. Students should walk along the beach 20 paces 3 @ 1 mark [3]  
 record number of paces/location on sheet Res 1 mark  
 observe/check the area decide/score/grade/tick/record/classify the for score/  
 other material at each site grade idea  
 show understanding of the system  
 total the scores for each site  
 repeat every 20 paces
- (ii) Description: e.g. The quality and amount of beach litter increases 4 @ 1 mark [4]  
 either side of the beach Res 1 mark  
 The least amount of other beach material is at sites in the centre of des and 1  
 the beach mark exp  
 away from W debris decreases; towards E debris increases  
 Explanation: The wind and waves (two points developed) remove  
 material and these may get caught at the edges of the beach  
 the hotel in the centre of the beach cleans the beach close to the  
 hotel
- (f) e.g. The transect should be repeated at different times 3 @ 1 mark [3]  
 the transect should be repeated at different parts of the beach  
 easy method to produce unbiased results  
 the paces vary between different students  
 student error  
 sieving is quantitative not descriptive  
 bi-polar is subjective  
 size of photo/quadrat is small (implying not representative) etc.