

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
If general stores or housing then max 1 or 0
- 2 marks for 2 [2]
1 mark for 1
- (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 (ii) Correct shading of area over US\$60	2 @ 1 mark 1 @ 1 mark	[2] [1]
(g)	-The hypothesis is correct/supported/partly supported -The centre of the town is at Sites A/B/E/along the main road The building height generally increases towards the centre of the town e.g. Site A three storeys; but Site G is also a high building; buildings are generally wider towards the centre of the town e.g. Site A 12 paces; the value of the land is higher along the main road and lower towards the sea in the south and the railway in the north e.g. above US\$60 in the centre but below US\$30 at the edge Max 3 if no data.	6 @ 1 mark Reserve 1 mark for decision and Reserve 1 mark for location Credit data in support	[6]
2 (a)	(i) Correct labelling of wave height, wave length, swash and backwash. Four correct for 2 marks, three correct for 1 mark (ii) A destructive wave is where the backwash is stronger than the swash/which removes material from the beach/erodes	2 @ 1 mark 1 @ 1 mark	[2] [1]
(b)	(i) Regular/organised/orderly sampling 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 size; seaweed; more shell material; litter; other material	3 @ 1 mark 3 @ 1 mark	[3] [3]
(c)	(i) Correct drawing of 57%, 20%, 6% and 17% segments 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 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 the beach. Data/photo evidence to support this idea	3 @ 1 mark 2 @ 1 mark 3 @ 1 mark	[3] [2] [3]

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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.