## UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**International General Certificate of Secondary Education** 

## MARK SCHEME for the October/November 2010 question paper for the guidance of teachers

## 0460 GEOGRAPHY

0460/43

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, which would have considered the acceptability of alternative answers.

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.

CIE is publishing the mark schemes for the October/November 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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(a) Lab	pelled arrows on sketch – 1 mark per correct label	[2]
(b) (i)	С	[1]
(ii)	Sampling points are regularly spaced out / constant across transect Estimate / measure width of transect and estimate / calculate equal divisions / every 10 metres (or appropriate measurement)	[2]
(iii)	Tape measure: lay it out along transect line Mark out distance between ranging poles	
	Ranging poles: students hold poles at either end of measured distance Ensure they are vertical Must rest on surface, not dug into surface	
	Clinometer: student holds clinometer next to top / at agreed height on ranging pole Sight other ranging pole at top / agreed height Allow clinometer to adjust to angle Read angle off clinometer	
	Reserve 1 mark for each piece of equipment	[6]
(c) (i)	Labelling transect: embryo dune, slack, main ridge dune 3 correct = 2 marks, 1 or 2 correct = 1 mark	[2]
(ii)	Generally hypothesis is true / not perfect match / not entirely true / student and textbook profiles match – ✓ Ha 1 mark No Ha mark for NOT true but credit differences	
	Similarities: Can identify the four dune features on student profile The student profile features are in the same order as the textbook In textbook slacks are similar depths, same in student profile	
	Differences: In textbook main ridge has two peaks, only one in student profile In textbook there is an old dune ridge, none in student profile Longer distance between fore dune and slack / slack nearer to main dune than fore dune in student profile Flat land between fore dune and main dune / between 60–100 m in student profile but not in textbook	
	2 marks maximum for similarities or differences	[4]

Mark Scheme: Teachers' version IGCSE – October/November 2010

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(d) (i)	Put quadrat on ground Estimate percentage of quadrat / count number of squares which include vegetation cover Do task at each sampling point	[3]
(ii)	Completion of bar graph – points 15 at 25% and 16 at 90% Shading not needed 2 @ 1 mark	[2]
(iii)	Hypothesis is true / partly true / human activity does affect the amount of vegetation cover — ✓ Ha 1 mark  Where there is evidence of more intensive human activity, e.g. path, cycle path, picnic site, there is less vegetation cover  Where there has been a fire there is no vegetation cover  Credit data as appropriate e.g. footpath / walking there is 50% vegetation cover, cycling = 10% vegetation cover, no human activity = more than 80% vegetation cover — to 3 marks maximum	[4]

**Syllabus** 

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(e) Look for / identify / find out about / observe evidence (or e.g. of evidence such as notice board, direction sign, boardwalk, ropeway fenced off area, replanting of marram grass, barrier to prevent vehicle access, consolidation barrier to prevent dune movement)

Record / make notes of evidence or examples

Map evidence or examples

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Draw field sketch of evidence or examples

Take photographs / video of evidence or examples

Count evidence or examples

Look at pamphlets / leaflets / information maps / internet to find evidence or examples Survey / ask people in charge / park rangers about management

[Total: 30]

[4]

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` '	-	data: collected by students through fieldwork ary data: acquired from other sources / books / interr	net		[2]
(b) (i)	Fieldwork: mark use of / label each building on base map Decide whether to do ground floor only or include upper floors Alternative is to take transects along several routes				
	Clas Sha	chool: decide land use categories sify buildings into categories / colour code de map and key / plot land uses on map ark reserve for each section.			[4]
(ii)	Stree Time Tally	ording sheet to include: et name / location / sample point / site e of survey y of pedestrians / space to do tally al number / result of tally			[3]
	TOLA	in number / result of tally			[2]
(iii)	diffe	nber of pedestrians varies during the day / different erent times of day tors such as shop opening hours / people going to aks	•		[1]
(iv)	All c All c Use	dents went to identify survey points / different places conducted count at same time conducted survey for 5 minutes of watches / stopwatch / mobile phone to ensure co o (or other number) students in each group			[2]
(c) (i)		npletion of isoline on Fig. 7 of go outside 21, through 20 and outside 28			[1]
(ii)	Sha	ding on Fig. 7			[1]
(iii)	One Park Cycl No h Acce idea Tida	, flow scheme		g bollards	
	Num	nber plate permits . 1			[3]
(iv)	Diffice heig Seco	ondary data will be more accurate than estimate	storeys) / cannot	measure	<b>101</b>
	Data	a is already available / easier to get / not necessary	to map data		[2]

2

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				V-100	70	
(d)	(i)	Office Enter Publicafe Historian Hotel Bus Bank	ertainment ic buildings / town hall es / restaurants oric buildings / castle / cathedral els / train station ks i-storey car parks			[3]
	(ii) Hypothesis 1 is true / different techniques do produce different results –					
		√Ha	1 mark NOT partly true		ODD	
			pare any two land use areas for 2nd mark e.g. land than pedestrian flow	d use produces b	igger CBD	[2]
_			·			
(	iii)	Sha	ding on Fig. 8			[1]
(	iv)	✓ Ha Cove Pede Coul othe	othesis 2 is incorrect / building height is not an accurate name and name of the striam to the striam flow measurement is more accurate dargue that it is just one measurement and is an accurate measurement to consider dargue that it is presented argue that it is just one measurement and is an accombination of measurements to map a core are	accurate as any o	other / are	[2]
(e)	Redevelopment of old buildings / regeneration Demolition of old buildings Clearance of unofficial / illegal buildings Construction of new shopping centre Construction of new office blocks Development of new bus station / train station / metro / tram system CBD will expand / shrink / change shape / change location / doughnut Building height will increase / more high rise buildings No vehicle / pedestrian zone will be enlarged / any change in traffic restriction Change in land use of building or example / business moves out 3 @ 1					
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Mark Scheme: Teachers' version

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[Total: 30]