**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**

International General Certificate of Secondary Education

# MARK SCHEME for the November 2005 question paper

## GEOGRAPHY

**0460/04**     **Paper 4**

**maximum raw mark 60**

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which Examiners were initially instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began. Any substantial changes to the mark scheme that arose from these discussions will be recorded in the published *Report on the Examination*.

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*.

The minimum marks in these components needed for various grades were previously published with these mark schemes, but are now instead included in the Report on the Examination for this session.

*   CIE will not enter into discussion or correspondence in connection with these mark schemes.

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**1** **(a)** **(i)** On Insert.
Wooden slats – allows air to circulate.
Painted white – to reflect the sun.
121 cm above ground – to avoid heat from ground.
Only allow ideas linked to measurement not practical reasons.    3 @ 1 mark    **[3]**

**(ii)** Max = 20°C/19°C  Min. = 7°C/8°C.    2 @ 1 mark    **[2]**

**(iii)** So that results can be compared/obtain reliable results/fair test.    1 @ 1 mark    **[1]**

**(b)** **(i)** Average result = 31 + 18 divided by 2 = 24.5° C.    1 @ 1 mark    **[1]**

**(ii)** Correct plotting of 14,15,18,18,18,15,12 and connection of plots into line graph.
2 marks for plotting correctly.
1 mark for use of key.    3 @ 1 mark
2 marks if 5 correct
1 mark if 4 correct
Max 2 marks if no line    **[3]**

**(iii)** On graph Fig. 3.
l   highest = 34° C Thursday max.
    lowest = 12° C Sunday min.
ll  smallest temperature range = Friday.    1 @ 1 mark for both labelled correctly on graph
1 @ 1 mark    **[2]**

**(iv)** Average temperature provides overview/broader view/simpler or easier to analyse.    1 @ 1 mark    **[1]**

**(c)** **(i)** Comments to reflect:
Max – Monday is cooler (24° to 34°/by 10°).
Min – Monday is cooler (14° to 18°)/by 4°.
Average – Monday is cooler 19° to 26°/by 7°.
Temperature range – greater on Thursday (16° to 10°)    3 @ 1 mark    **[3]**

**(ii)** Student error; cold/hot spell/fluctuations; changes during the day/only max and min/only two readings; factors affecting temperature change.    1 @ 1 mark    **[1]**

**(d)** Level 3 (5 – 6 marks).  Detailed explanation to include all three factors closely linked to just temperature and this school.
Level 2 (3 – 4 marks).  Valid explanations of two or three factors linked to changes in temperature.
Level 1 (1 – 2 marks).  Vague comments on factors or just one factor linked to temperature change.    Level marking    **[6]**

**(e)** Des: July temperatures are cooler than December all week/July temperature range is smaller than December's.
Exp: position of sun in Dec and July/angle of sun in the sky; winter/summer/seasonal.    3 @ 1 mark
res 1 mark for des
Credit dev of exp to 2 marks    **[3]**

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**(f)** Ideas could include:
New hypothesis which is valid.
Use of rain gauge/wind speed/wind direction etc.
Collect data more than once a day/for longer etc.
Use secondary sources such as newspaper/internet etc.

4 @ 1 mark
max 2 on any one
point
res mark for new
hyp. **[4]**

**Total Marks = 30**

**2 (a)** Ideas similar to 'tourists have a negative and positive
impact on the town'. No credit to be awarded for repeating
the wording of the stem.

1 @ 1 mark

**[1]**

**(b) (i)** A pilot survey is a preliminary survey/trial survey.
To test out the survey/check the suitability etc.

2 @ 1 mark

**[2]**

**(ii)** Write the details of name/date/time/weather/site.
Observations of each parameter/make a decision
based on observations; tick the recording sheet.

2 @ 1 mark

**[2]**

**(iii)** Subjective/based on student opinion; not only the
tourists cause environmental quality; depends on
the sites selected for observation/representative
sites? Unclear categories.

2 @ 1 mark

**[2]**

**(c) (i)** Any three labels from no litter; few people;
unattractive; etc.
Must include opinion not just label of e.g. 'people'.

3 @ 1 mark

**[3]**

**(ii)** Label to indicate street furniture, i.e. seats, shelter,
litter bin, etc.

1 @ 1 mark

**[1]**

**(iii)** It does not show any/none/unclear;
could be all residents impact. Buildings could be
hotels/ unclear; services could be for residents not
tourist; possibly no impact as no litter.

2 @ 1 mark

**[2]**

**(d) (i)** Construct the three bars correctly at +2, +1, +2 and
complete the key.

2 @ 1 mark
All correct for 2
marks, any error 1
mark **[2]**

**(ii)** Site A has only negative scores/Site B only has
positive score. The maintenance score is the
same.

2 @ 1 mark

**[2]**

**(e) (i)** Sampling reduces the time taken to collect
data/sampling may miss important sites.
Both points required for mark.

1 @ 1 mark

**[1]**

|     |       |                                                                                                                                                                                                                                                                                             |                                                                                |       |
|-----|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------|
|     | **(ii)**  | Data from a source other than the students/collected by other people. Maps/tourist office/department statistics; internet/ newspaper.                                                                                                                                                   | 2 @ 1 mark res 1 mark for example                                              | **[2]** |
| **(f)** | **(i)**   | Positive and negative effects should be mentioned Economy e.g. employment; only seasonal work; bring in money to shops; market for local crafts; use of local facilities so increase money. Land use - suggestions such as number of hotels/craftshops etc.                             | 5 @ 1 mark res 1 for neg and 1 for positive impact  Res 2 for land use comment | **[5]** |
|     | **(ii)**  | Highest number is clothes shops. Lowest number is offices and banks. No credit for lists.                                                                                                                                                                                              | 2 @ 1 mark                                                                     | **[2]** |
|     | **(iii)** | The student only used one street; only 68 buildings. Unknown 'others' category; 'food' includes restaurants and food shops'/wide category; all buildings may be used by tourists and residents; may not be representative of buildings; etc.                                           | 3 @ 1 mark res 1 mark for classification comment and 1 mark for limitation     | **[3]** |

**Total 30 marks**