



Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

GEOGRAPHY

0460/42

Paper 4 Alternative to Coursework

March 2018

MARK SCHEME

Maximum Mark: 60

Published

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.

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This document consists of **7** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks
1(d)(v)	<p><u>Examples</u> Increased discharge / volume / flow / more water downstream (1) Tributaries join main river (1) Bed and banks are eroded (1) Channel eroded by abrasion/corrosion/hydraulic action (1) Bedrock may be weaker so increases rate of erosion (1) Specific human interference with river channel e.g. dredging/flood prevent (1)</p> <p style="text-align: right;">(1 + 1 + 1)</p>	3
1(e)(i)	<p>Put pebble into 'teeth' / jaw / mouth of callipers (1) Adjust/close callipers to hold/touch pebble (1) Use scale of callipers / look at reading on scale/ measure gap between 'teeth' <u>with ruler</u> (1)</p> <p style="text-align: right;">(1 + 1)</p>	2
1(e)(ii)	Pebbles 2 and 15 – need both for the mark.	1
1(e)(iii)	<p>Plotting two bars at site 5 on Fig. 5. 43.95 mean length (allow 44 on line) and 3.58 mean roundness score. Ignore shading.</p> <p style="text-align: right;">(1 + 1)</p>	2
1(e)(iv)	<i>Pebbles are shorter and more rounded downstream.</i>	1
1(e)(v)	<p>Paired data from 2 sites <u>from table</u>. Need ref. to sites / distance downstream. e.g. At site 1/1.9 km mean length is 82.45 mm and roundness score is 2.75 and at site 6/19.4 mean length is 32.75 mm and roundness score is 3.7</p>	1
1(f)	<p><u>Examples</u> Measure width at more than one point at each site and calculate average (1) Measure depth at <u>smaller intervals</u>/less than 0.5 m across channel (1) Sample more than 20 pebbles/more pebbles at each site (1) Systematic sampling/ take pebbles at equal intervals across channel (1) More students use roundness scoring chart <u>to check results</u> (1) Measure at more sites along the river (1) Investigate volume or weight / measure more dimensions (1) Measure at equal / regular intervals along/downstream river course (1) Do a pilot study <u>to practise method</u> (1) Use pebbleometer/electronic callipers (1)</p> <p style="text-align: right;">(1 + 1 + 1 + 1)</p>	4

Question	Answer	Marks
2(a)(i)	<u>Internal migration</u> : movement of people within a country (1) <u>International migration</u> : movement of people from one country to another / between countries (1) (1 + 1)	2
2(a)(ii)	One mark each for definition of Push and Pull: NOT examples of push / pull factors Push : people want to leave / want to move out / go from ...OR Force people to leave ... OR Negative factors. Pull : attract / bring people to / to move into / attract ... OR Make people want to live in ... OR Positive factors (1 + 1)	2
2(b)(i)	Tick needed in Rows 1 and 4. <i>Only people who had migrated will be able to answer the questions. (1)</i> <i>The students will not continue to ask their questions if the person is a tourist (1)</i> (1 + 1)	2
2(b)(ii)	<u>Ideas such as:</u> Choose a variety of people / choose people of different age or gender/equal men/women (1) Don't just ask people you know (1) Introduce yourself / explain purpose of survey (1) Have a system for choosing people such as every 10th person / random / have a sampling method (1) Accept if people don't want to answer or fill it in / don't argue / be polite / thank them/don't disturb or force them to answer /avoid if busy (1) Don't approach people in a big group / work in pairs / don't work alone /use public places(1) Don't block pavement / doorway (1) Go to different parts (of the CBD) / don't all go to the same area/go to most populated places/go to busy places (1) Don't ask people under 16 (1) (1 + 1 + 1)	3
2(b)(iii)	31 – 45 (1) 46 – 60 (1) If give stats that work but not correct intervals <u>award 1 max</u> e.g. 31–40, 41–60. (1 + 1)	2
2(c)(i)	Completion of divided bar graph, Fig. 7 (support family and accompany partner) 1 mark for dividing line at 59 from left/41 from right. 1 mark for two correct shadings. (1 + 1)	2

Question	Answer	Marks
2(c)(ii)	<p>Hypothesis decision is given as support; marks only for evidence.</p> <p><u>Evidence</u> One main reason for males is higher wages but for females is to accompany partner / husband (1) Another main reason for males is regular work and for females is marriage (1)</p> <p>Comparison of paired data to show importance of different reasons to <u>1 mark max. and reserve</u>. Stats may be grouped if give two reasons. e.g. highest males higher wages = 36% but female highest to accompany partner = 41%. (1) e.g. highest males higher wages = 36% but female higher wages only 10%.</p> <p style="text-align: right;">(1 + 1 + 1)</p>	3
2(d)(i)	Completion of horizontal bar at 34 plus correct shading on Fig. 8 (males from urban areas).	1
2(d)(ii)	<p>Hypothesis 2 is correct/true/agree with – 1 mark reserve</p> <p><u>For both males and females</u> there are more migrants from rural areas (1)</p> <p>Credit 1 mark for paired data which compares rural and urban e.g. males 66/34% and females 52/48%. (1)</p> <p>If decision is false/not true/partly true give 0 and do not mark rest.</p> <p style="text-align: right;">(1 HA + 1 + 1)</p>	3
2(d)(iii)	<p><u>Examples</u> To check if there are answers from a range of age groups (1) To see if there is any relationship between age group and reasons for migration (1) To see if there is any relationship between age group and reasons for move from rural or urban area (1)</p> <p style="text-align: right;">(1 + 1)</p>	2
2(e)(i)	<p>Definition: Collected from other sources / collected by others / not collected by self already available / second hand / already been processed (1)</p> <p>Example: books / internet / data table / newspaper / document / map / Wikipedia(1)</p> <p style="text-align: right;">(1 + 1)</p>	2
2(e)(ii)	<p>Completion of flow line map, Fig. 9. Arrows must start in Egypt; ignore shading.</p> <p>Arrows to Libya (431,029) and Jordan (287,353).</p> <p style="text-align: right;">(1 + 1)</p>	2

Question	Answer	Marks
2(e)(iii)	<p>Credit only positives for method chosen; not criticism of other technique.</p> <p>Fig. 2.4 : Flow line map Shows direction of migration / where people are going to (1) Shows /can see comparison between destination areas (1) Shows number of migrants / how many / exact number / total number (1)</p> <p>OR</p> <p>Fig. 2.5: Pie chart: Shows / compares proportions (1) Can read percentages from graph (1)</p> <p style="text-align: right;">(1 + 1)</p>	2
2(e)(iv)	<p><u>Examples</u> Most/more/majority migrants go to areas / countries nearby / next to (1) Highest number go to Saudi Arabia (1) Most/more/majority go to LEDCs (1) Most/more go to the East (1) As distance increases the numbers migrating decreases (1)</p> <p style="text-align: right;">(1 + 1)</p>	2