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Cambridge International General Certificate of Secondary Education

GEOGRAPHY

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Paper 2

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MARK SCHEME

Maximum Mark: 60

Published

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

Question	Answer	Marks
1(a)(i)	State / county road	1
1(a)(ii)	power line	1
1(a)(iii)	camp site	1
1(a)(iv)	marsh	1
1(a)(v)	Quarry / gravel pit	1
1(b)(i)	3 km ²	1
1(b)(ii)	2225 m	1
1(c)(i)	Delta / braided / islands / distributaries / bars, Mark best answer given unless contradicted.	1
1(c)(ii)	arrow showing flow to south west	1
1(d)(i)	600 m	1
1(d)(ii)	on low(er) / 77–200 <u>m</u> / in valley / avoids high(er), on gentle(r) / flat(ter) / avoids steep(er), lakeside / near lake / around lake, near settlement / houses / roads / farms, area in SE / next to quarry / Nordheim / Nedra / Øvre Lemme,	3
1(e)(i)	High / mountainous, 1410 <u>m</u> , lowest 60–80 <u>m</u> , high(er) in NW / high(er) away from lake / low(er) in SE / low(er) next to lake, steep, gentle(r) / flat(ter) at bottom / near lake, gentle(r) / flatter at top / in NW, valley side, (small) valleys, Ridge / spur, Don't allow points clearly linked to the area east of the lake.	4
1(e)(ii)	small rivers / small streams, high drainage density / many rivers / many streams / many tributaries, straight, flow south east / to lake, steep gradient, <u>small</u> lakes,	3

Question	Answer	Marks
2(a)	Correct plot of 5.0 in 2011 and 2012 with lines drawn correctly,	1
2(b)(i)	<u>2000 and 2006</u> fall-rise-fall / little change / (fairly) steady / fluctuates / <u>overall</u> decrease / <u>small</u> decrease, <u>2006 and 2007</u> increase, <u>2007–2010</u> decrease, Must stress change.	3
2(c)(ii)	BR increased <u>and</u> DR decreased / high BR <u>and</u> low DR,	1
2(c)	3.00–3.09 (carry errors forward from BR – DR) per thousand, or 0.30–0.39 (carry errors forward from BR – DR) %,	2
2(d)	migration is also a factor	1

Question	Answer	Marks
3(a)	gentle slope / flatter, foot of hill / low ground / hill behind / next to hill / next to steep slope, X lower / Y higher, dry (site),	2
3(b)	<u>Area X</u> small houses, single storey, in rows / lines, spaces between / less dense / <u>more</u> dispersed / gardens / yards, road(s), houses have common design / uniform, electricity poles / power lines etc., variety of colours / colourful / two named colours, street lights, sloping / ridged roofs, trees, <u>Area Y</u> small houses, (Allow only if not given for X) huts / shacks / slum / shanty / squatter, no services / electricity / roads, dense / more dense / clustered / no spaces, irregular pattern / randomly arranged / less orderly, <u>Either area</u> Allow one additional mark for a comparison of size between the areas, i.e. smaller in Y / larger in X. Reserve 2 marks for each area.	6

Question	Answer	Marks
4(a)	in each continent / 3 named continents, on west side, on / near coast, 10°–35° (any figure between) / Tropic of Capricorn,	2
4(b)(i)	January warmer than July (comparison needed), January summer / July winter, (Allow any appropriate months)	1
4(b)(ii)	14–15 (°C),	1
4(b)(iii)	very low rainfall, hot summers with some rainfall	2
(c)	high pressure, descending air / stable air, cold ocean currents, offshore winds, rainshadow,	2

Question	Answer	Marks
5(a)	<u>Cloud at X</u> Cumulus / cumulo-nimbus, Heaped / fluffy / cotton wool, domed tops / globular, dense / thick, <u>Cloud at Y</u> cirrus, high, thin wispy / feather-like / mares' tails / filaments, <u>Cloud at Z</u> Stratus / alto-stratus, Layer / sheet, uniform, Reserve 1 for each of X, Y and Z.	5
5(b)	moist air, rises, front / convection / relief, cooling, expansion, dew point temperature reached, relative humidity 100% / saturation, *condensation / water (vapour) condenses / gas to liquid, (air condenses = 0), condensation nuclei, *Compulsory point.	3

Question	Answer	Marks
6(a)(i)	5	1
6(a)(ii)	3	1
6(b)	Effects on the young person as follows: Go / migrate to live / work <u>in another country</u>, remittances, adopt different culture / traditions, listen to other music / wear other fashions, learn / speak English / international / another language, specific effect of / be concerned about global warming / rising sea levels e.g. global warming linked to flooding or food shortages, specific effect of <u>air</u> pollution e.g. poor health, specific benefit from international aid / help, find work in a newly developed / manufacturing industry / factory / TNC, develop new skills, be paid low wages / have poor working conditions / rights, become <u>more</u> wealthy / improved living standards / quality of life / higher pay Take the points in the mark scheme independently. No specific reference to a young person is necessary but the points must be relevant to young person.	6