CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/12**

Paper 1 Geographical Themes **February/March 2026**

MARK SCHEME

Maximum Mark: 75

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2026 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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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 descriptions 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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Correct point
	Incorrect point
REP	Repetition
^	More information required
J	Just enough information to answer the question
DEV	Development
Highlighter	Highlighting areas of text
{	Open bracket
}	Close bracket
EG	Example
L1	Level one
L2	Level two
IRRL	Irrelevant, a significant amount of material that does not answer the question
LNK	Two statements are linked
	Horizontal Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as L2
	Vertical Wavy line that can be expanded to highlight parts of the response. Often used with another annotation such as IRRL
SEEN	Page or response seen by examiner

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Each question carries 25 marks. Candidates cannot earn above the maximum marks available within each sub section.

The mark scheme gives guidance about the requirements of each answer and lists a number of responses that will earn marks along with the general principles to be applied when marking each question.

It should be noted that candidates can earn marks if their answers are phrased differently provided they convey the same meaning as those in the mark scheme. Candidates do not need to use the same wording to earn marks.

The notation 'etc.' at the end of an answer in the mark scheme signifies that there may well be other correct responses or examples that can be given credit. Providing the statement is true, relevant to the question asked, and not repetition of a previous point made, credit should be given.

A point made within one sub-section which is an answer to the question set in a different sub-section should not be given credit as each sub-section asks different questions which require independent answers.

The mark scheme uses semi colons (;) to separate marks and diagonals to separate alternative answers.

Marking Mechanics

Point marking is used for sections (a) and (b) of each question, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate where a mark has been allowed. Where a development point has been allowed the symbol "DEV" should be placed adjacent to the tick. The number of ticks should always be equal to the total number of marks awarded. Only one development mark is to be awarded for each mark scheme point.

Where a candidate makes a point which is not quite sufficient for credit, an upturned 'V' insert symbol should be used. If, after careful consideration a mark is awarded which gives 'benefit of doubt' to the candidate, the letter 'J' should be placed adjacent to the tick (i.e. the candidate has 'just' achieved the mark).

Crosses are acceptable to signify wrong answers and the letters 'I/R' should be used to indicate those which are irrelevant.

Levels of response marking is used for section (c) of each question. Hence, it is the quality of the response that determines which level an answer has achieved rather than the quantity of statements contained within it. However, once assigned to a level, the mark achieved within that level is determined by the number of points made.

Levels 1 and 2 are distinguished by whether statements are simple (level 1) or developed/elaborated (level 2). A candidate can immediately enter L2 by making developed points without making any L1 statements. In order to achieve L3, a candidate must have already reached the top end of L2. In addition, their answer should have a clear example and if the answer is place-specific as well (award 7 marks). Highlight place-specific detail.

Where statements are assigned levels by the examiner this should be indicated by the use of L1 and L2 next to the statements. Ticks should **not** be used on answers that are marked using levels of response marking. L1 annotation should be removed once a L2 is awarded for an answer. L3 annotation is not used. There is no need for a summary level at the end of a response.

Summary:
Level 1 (1 to 3 marks):

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1 simple statement (1 mark)
2 simple statements (2 marks)
3 simple statements (3 marks)

Level 2 (4 to 6 marks):
1 developed statement (4 marks)
2 developed statements (5 marks)
3 or more developed statements with e.g. (6 marks)

Level 3 (7 marks)
3 or more developed statements + named example with at least one piece of place-specific detail.

Note – the following guidelines apply when case studies are required in part (c) questions:

1 Level 2 statements must be developed/elaborated or related relevant ideas need to be linked.

2 The use of statistics is not an acceptable form of development, thus a simple statement with statistics is a Level 1 statement. The use of statistics alone cannot be credited as an alternative to a L1 written statement.

3 Place-specific information is required as part of the criteria to achieve a Level 3 answer. This could relate to the location of the case study chosen or aspects of the study which make it authentic rather than simply generic (e.g. named places within the area, other specific factual detail, relevant statistics etc.). Requirements of each study will vary and your Team Leader will provide guidance. Please note that:
   - if the case study requires a country name the name of the continent in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. ‘Nigeria, located in Africa’ is not sufficient but ‘Nigeria, located in West Africa’ is sufficient).
   - if the case study requires the name of an area/town or city the name of the country in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. ‘Mumbai, located in India’ is not sufficient but ‘Mumbai, located in Western India’ is sufficient).

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Question	Answer	Marks
1(a)(i)	2.3 (million) 1 mark	**1**
1(a)(ii)	– *there was an increase in natural population growth in Japan between 1966 and 1974:* Gap between births and deaths increased/number of births (birth rate) increased and number of deaths (death rate) stayed the same. – *natural population decline occurred in Japan after 2005:* Number of deaths (death rates) was higher than number of births (birth rate)/<u>number of births (BR) and deaths (DR) was the same in 2005 and</u> after 2005 number of births (BR) fell and number of deaths (DR) increased/the line showing deaths went above the line showing births on the graph. 2 @ 1 mark	**2**
1(a)(iii)	1 mark for both correct figures (i.e. deaths 1.4 million and births = 0.8 million) 1 mark for idea of deaths (death rate) minus births (birth rate)/births minus deaths even if figures are wrong = 0.6 million/–0.6 million 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as: There is/people use/availability of/can afford contraception/family planning; Education/awareness about contraception/about problems of large families; Children not needed to work/have to attend school; Children not needed to look after elderly/pensions available; Secular society/less influence of religion or tradition; Low infant mortality/they do not need more babies as most will survive; Womens' rights/emancipation for women; Women have careers/education for women; Access to abortion; High cost of living/children are expensive/considered a burden/people cannot afford to have many children; Many women have children later in life/people marry later/fewer teenage pregnancies; etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
1(b)(i)	Ideas such as: Increase from Vietnam; Increase from USA; Increase from China; Increase from Philippines; Increase from Nepal; Increase from Indonesia; Increase from 'Others'; Decrease from South Korea. 3 @ marks	**3**
1(b)(ii)	Ideas such as: Risk of deportation/not being allowed entry; Difficulty finding employment; Discrimination/racial abuse/racial conflict/racial tension/racism/xenophobia; Low pay; Exploitation e.g. long hours, poor working conditions; Communication/language difficulties/problems; Finding/poor housing/expense of housing; Healthcare/education/food etc. may be expensive/may not be affordable/accessible; Away from friends/family; Qualifications will not be accepted; Hard to get citizenship/permission to work; Getting used to a different culture/people will not accept their culture/cultural shock; etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the consequences of overpopulation for a country. Level 2 (4–6 marks) Uses named example. More developed statements which describe the consequences of overpopulation for a country. (Note: Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe the consequences of overpopulation for a country, including some place-specific reference. Content Guide Problems such as: Exhaustion of natural resources; Pressure on/increased demand for food; Pressure on/increased demand for water supplies/lack of fresh water supplies; Pressure on fuel/power supplies; Traffic congestion; Lack of housing/temporary accommodation/overcrowded housing/homelessness/refugee camps/squatter settlements/shanty towns; Pressure/increased demand on healthcare/increase in specified disease e.g. diptheria, ebola, Covid; Pressure on/increased demand for education; Unemployment/high youth unemployment; Specified pollution; Increased/high crime rate; etc. Place-specific reference is likely to consist of: Named places within the country; Statistics; etc.	**7**

Question	Answer	Marks
2(a)(i)	17.5/17.6 (million) 1 mark	**1**
2(a)(ii)	On Fig. 2.1 Plots, lines and shading fully correct = 2 marks Plots, lines and shading partially correct = 1 mark Note: rural marked at 19.1 (million) and urban shown as 39.6 (million) i.e. total at 58.7 (million) Lines completed and shading 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: Increase in population living in urban areas/urban growth (between 1960 and 2020); 8.5/8.6 million (1960) to 39.6 million (2020); Urban 47% (1960) to 67% (2020)/Rural 53% (1960) to 33% (2020); Increase was continuous; Increase was greater after 1980; etc. Note: 1 mark reserved for statistics 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Brain drain/loss of skills; Less workforce/example such as farmers etc; Less food/agricultural production; Gender imbalance/less partners; Imbalance in age structure/mainly old and young are left/higher dependent population/not enough carers for elderly; Reduction in service provision; Schools close; Shops close/fewer customers; Family breakdowns; etc. (2 marks for stating the problem + 2 marks for explanation) 2 @ 2 marks	**4**

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Question	Answer	Marks
2(b)(i)	Ideas such as: Built from corrugated iron/metal sheets/zinc; Low level/one storey; Small; High density/close together; No windows; All have pitched/sloping roofs; etc. 3 @ 1 mark	**3**
2(b)(ii)	Ideas such as: Use of breeze blocks/bricks/cement/plaster; Windows; Doors; Metal grills (for security); Electricity (wires/satellite dishes visible); Area close to homes kept clean/tidy/swept/no rubbish/rubbish bins; Open space/area for children to play; Proper roads/pavements; Plants on roofs of houses to add greenery; Some houses have been painted; Bigger/more spacious; etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain why people have moved to an urban area. Level 2 (4–6 marks) Uses named example. More developed statements which explain why people have moved to an urban area. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain why people have moved to an urban area, with some place-specific reference. Content Guide Ideas such as: *Pull factors* Work availability/unskilled manual work may be plentiful; Jobs are higher paid; Education; Health care; 'Bright lights'/entertainment; Better food supply; Friends/family have already moved there; *Push factors* Mechanization on farms; Water supply; To escape drought; To escape natural disasters/or example; War/civil war; Displacement from land, e.g. HEP schemes, commercial farming lack of social life/entertainment. Place specific reference is likely to consist of: Named places within the city/rural area; Named/specific examples of workplaces/educational buildings/hospitals etc.	**7**

Question	Answer	Marks
3(a)(i)	South/north to south 1 mark	**1**
3(a)(ii)	Source of Gila River = New Mexico Confluence of Colorado and Green River = Utah 2 @ 1 mark	**2**
3(a)(iii)	Ideas such as: Water supply/provides clean water/domestic supply; Irrigation/use in agriculture; Use in industry/factories; Regulates water flow/flood control; Leisure activities or e.g. To generate HEP/energy/electricity; etc. 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: *River* Slow/gently flowing/still; Straight; Carries sediment/muddy/cloudy/not clear; Gentle long profile/slope; Vegetation along its banks/side; etc. *Valley* Steep slopes/incised/vertical/gorge/cliffs/canyon; Rocky/hard rock; Layered/sedimentary; Scree/loose rocks at base; Less steeply sloping alongside the river; etc. 4 @ 1 mark	**4**
3(b)(i)	Ideas such as: Fast flowing/white water/turbulent/spray/cascading water; Steep/vertical; Bare rock/rocky/lots of rocks; Large boulders; Stepped; Divided/split in two/three (by rock in centre) Plunge pool; etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	Ideas such as: Hydraulic action (or description); abrasion (or description); Hard rock overlies soft; Hard rock resists erosion/soft rock worn away; Undercutting (of hard rock)/forms overhang; Collapse of overhang; Formation of plunge pool; Formation of gorge/retreat of waterfall; etc. 5 @ 1 mark or development	**5**
3(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the features of a delta and/or explain how it is formed. <u>Level 2</u> (4–6 marks) More developed or linked statements which describe the features of a delta and/or explain how it is formed. <u>Level 3</u> (7 marks) Comprehensive and accurate statements using appropriate terminology, which describe the features of a delta and explain how it is formed. <u>Content Guide</u> Description is likely to include reference to: Shape; Flat land; Distributaries; Slow speed of flow; etc. Explanation: River carries large load; Speed of flow reduced; Deposition; River splits/goes around deposits/distributaries; Flocculation; Currents unable to remove sediment/sediment builds up; Colonisation by vegetation; etc. Only credit ideas on diagram if labelled.	**7**

Question	Answer	Marks
4(a)(i)	5 1 mark	**1**
4(a)(ii)	Volcano where lahars occurred 6000 years ago = Mount Baker Volcano which erupted most frequently = Mount St Helens 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: Both have experienced eruptions and lahars; Mount Adams experienced more eruptions/11 versus 6; Glacier Peak experienced more lahars/ 7/8 versus 3; Glacier Peak (mainly) experienced eruptions and lahars at the same time but they were (mainly) separate at Mount Adams; Mount Adams experienced volcanic activity throughout the 6000 years, Glacier Peak just in last 3000 years and between 5–6000 years ago; Glacier Peak erupted most recently; Mount Adams had lahars most recently; Reference to a specific time period e.g. Mount Adams has had one eruption in last 1000 years but Glacier Peak has had two. (MAX 1) 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Steep sides; Narrow base; Formed from acidic/viscous/thick/sticky/lava; (Alternating) layers of lava and ash; Violent/explosive/destructive eruptions; Concave shape/steeper near top; May have secondary cone; May produce ash clouds/pyroclastic flows. 4 @ 1 mark	**4**
4(b)(i)	Ideas such as: Plates move towards each other/push together; Subduction/one plate goes under the other/denser (oceanic) plate is forced beneath lighter (continental) plate; Friction; Destruction/melting of crust/plate; Build-up of/creates pressure; Release of magma/magma rises; etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
4(b)(ii)	Ideas such as: Money from/work in tourist industry – example (dev); Fertile land/soils/good for farming – high yields of crops (dev); Scenic beauty; To study/monitor volcanoes; Geothermal power/hot water/renewable energy (dev); Quarrying/mining/extraction/selling of minerals e.g. sulfur/diamonds/building materials/beauty products (dev); etc. 5 @ 1 mark or development	**5**

Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the negative impacts of a volcanic eruption. Level 2 (4–6 marks) Uses named example. More developed or linked statements which describe the negative impacts of a volcanic eruption. (Note: Max 5 if no named or inappropriate example e.g. country or island name.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which describe the negative impacts of a volcanic eruption, including place-specific information. Content Guide Answers are likely to refer to: Deaths/injuries; Homes/property damaged/collapsed/destroyed/homeless/lack of shelter; Roads/railways/airports damaged; Factories/offices/workplaces destroyed/damaged/collapsed/have to shut down; Specified other buildings e.g. schools/shops/churches/hotels etc. damaged/destroyed; Water supplies disrupted/water borne disease/dams burst; Electricity supplies/internet/telephone lines disrupted; Fire/explosions/gas leaks; Economic impact/recession/financial losses or e.g. such as cost of rebuilding; Reduces trade/imports/exports; Impact on natural environment e.g. destruction of trees, death of wild animals, air pollution; Loss of farmland/damage to crops; etc. Place-specific reference is likely to consist of: Locational details; Named places within the area; Date/time/magnitude; Plate names; etc.	**7**

Question	Answer	Marks
5(a)(i)	Off the west coast of Greece and Albania 1 mark	**1**
5(a)(ii)	Distance = 18–22 (km) Direction = North West/NW/West North West 2 @ 1 mark	**2**
5(a)(iii)	Ideas such as: Employment/earn money/reduce poverty/reduces unemployment/higher incomes; Can sell goods or services or example/larger market for local businesses; Money for country/from taxes/economic growth/GDP/GNI/trade increases; Multiplier effect; Market for farm produce/fishing industry; Spread of culture; Preserve local traditions/historical sites; Development of roads/railways; Building/improvement of ports/airports; Improvement to telecommunications/phone network; Increased internet/wifi availability; (Investment in) electricity/water supply; Allows more government spending on education/healthcare; etc. 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Cliffs; Bays/coves; Sand/beaches; Blue/clean/calm sea (accept lakes/lagoons/water); Forests/woodland/trees; Mountains/hills. 4 @ 1 mark	**4**
5(b)(i)	Ideas such as: Increase from March to July; Decrease from July to October; Peaks/highest in July; Lowest in March; 390 000 in July/highest month/5000 in March/lowest month/from 5000 to 390 000/390 000 to 115 000; etc. Note: MAX 1 reserved for statistics 3 @ 1 mark	**3**

Question	Answer	Marks
5(b)(ii)	Ideas such as: Seasonal unemployment/lack of income; Noise; Litter; Traffic congestion; Air pollution; so breathing difficulties; Water/sea pollution; so less fish to catch; Increase in prices/inflation; High demand for water: High demand for electricity; Shops/restaurants/buses/pavements/beaches crowded; Loss of privacy; Deforestation; Lack of food; Loss of/increasing price of farmland/housing; Loss of/dilution of culture or example/demonstration effect; Profit leaves country/economic leakage; Low pay/exploitation; Visual pollution; Destruction of natural habitats; Kills animals/fish/loss of species etc.; Footpath erosion/littering; Bad behaviour of tourists/increase in crime or example. 5 @ 1 mark or development	**5**

Question	Answer	Marks
5(c)	Level 1 (1–3 marks) Statements including limited detail which describe/explain how tourism is managed so it is sustainable. Level 2 (4–6 marks) Uses named example. More developed statements which explain how tourism is managed so it is sustainable. (**NB** Max 5 if no named or inappropriate example e.g. India/Maldives.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements which explain how tourism is managed so it is sustainable, including some place-specific reference. Content Guide Management strategies are likely to include: Development of ecotourism; Biosphere reserves; Planning restrictions; Legislation; Tourism taxes; Protection of ecosystems; National Parks; Control of numbers; Litter bins; Education of tourists/signs/promotion of environmental awareness; Employ local people; Use of locally produced resources; Sustainable methods of transport; Use of renewable energy; etc. Place-specific reference is likely to consist of: Locational details/names of places within chosen area; Specific details/statistics.	**7**

Question	Answer	Marks
6(a)(i)	37 (%) 1 mark	**1**
6(a)(ii)	Poland Germany UK France Correct order needed. All 4 correct = 2 marks 2/3 correct = 1 mark 1/0 correct = 0 2 @ 1 mark	**2**
6(a)(iii)	Ideas such as: Cheaper running (production) costs/low cost of generating electricity; Generates large quantities of electricity; From small amount of uranium/fuel needed; Small carbon footprint/no atmospheric pollution/no carbon dioxide given off; Does not contribute to global warming/greenhouse effect; etc. 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: Radiation risk; Risk of meltdown/nuclear explosion; Radioactive waste/waste takes long time to deteriorate/lack of suitable sites/places to dispose of nuclear waste; Expense of building/high initial cost/high capital expenditure; Expense of decommissioning; Lack of expertise/technology; Public perception of dangers/public opinion against it; Availability of other fuels or example; etc. 4 @ 1 mark	**4**
6(b)(i)	Ideas such as: Strong/constant winds (from sea); Can build turbines on land or sea; No obstructions to wind flow; No local residents to object/be affected (by visual impact/noise); Land has no other use/may be unsuitable for other uses/low demand; low cost of site; etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
6(b)(ii)	Ideas such as: They will not run out; Deposits of fossil fuels have been exhausted; Need to import supplies of non-renewable energy reduced; Desire to avoid dependence on other countries e.g. in war time; Desire to reduce balance of payment deficit; Cheaper running costs/high (increasing) cost of fossil fuels; They do not pollute the atmosphere; Desire to reduce carbon dioxide emissions/greenhouse gases; Desire to reduce global warming/greenhouse effect; Rising sea levels, melting ice caps etc (one max development for impact of global warming); Reduce acid rain; Respiratory diseases/asthma reduced; May have advantages for developing renewables e.g. long hours of sunshine; etc. 5 @ 1 mark or development	**5**
6(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe different methods of water supply. <u>Level 2</u> (4–6 marks) Uses named example. More developed or linked statements which explain the importance of different methods of water supply. (Note: Max 5 if no named or inappropriate example.) <u>Level 3</u> (7 marks) Comprehensive and accurate statements which explain the importance of different methods of water supply, including place specific information. <u>Content Guide</u> Answers are likely to refer to: Dams/reservoirs; Wells; Pumping water from aquifer; Desalination; Water treatment; Water transfer/import of water; Bottled water; Rain harvesting; Uses e.g. industry, irrigation; etc. <u>Place specific reference is likely to consist of:</u> Named places; Specific details/statistics about water supply.	**7**

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