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CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/41**

Paper 4 Alternative to Coursework **October/November 2024**

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.

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

Cambridge International is publishing the mark schemes for the October/November 2024 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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Marking annotations

Examiners must use the following annotations:

Annotation	Meaning
	Correct point
	Incorrect
HA	Hypothesis answer used with another annotation e.g. tick, cross or omission mark
Highlight	Used to link parts of an answer or show where credit has or has not been given
	Omission or further development/detail needed to gain credit
J	The point has 'just' been allowed / benefit of the doubt given
LNK	Linking 2 or more ideas together to gain a mark
REP	Idea has been repeated
{ }	Brackets used to show where a point has or has not been awarded within a longer answer
	1 Response has been seen but no credit given can also be used for no response 2 Additional page has been checked

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Question	Answer	Marks
1(a)(i)	Contains introduction/explanation of who is asking the questions; Questionnaire: Simple language/easy to read/follow/understand/answer/short/quick to carry out/to the point/clear wording/formal language; Questions: Contains mixture of closed and open questions/multiple choice/easy questions at start and longer, harder at end/long and short questions/simple questions/easy questions/questions are easy to understand; Space to add time/date OR includes date and time; Contains space to write answers/tick boxes; Questions/individual examples are relevant to hypothesis/it covers all information needed; No personal/offensive questions/doesn't ask age/address/income/gender/it is anonymous; Includes thanks (at the end of questionnaire); 3 @ 1 mark	**3**
1(a)(ii)	Work in pairs/not alone; Don't block pavement/entrance to shops/don't interview people in shops; Be polite to interviewees/thank them/introduce yourselves; Accept that some people won't want to answer questions/check if people are willing to talk/don't force people to answer/ask if questionnaire can be done; Ask a range of people/get a representative sample of age/gender/get a random sample/ask every 10th person; Choose a time when there are plenty of people shopping; Go to different parts of the centre/busy areas; Explain what questionnaire is about/purpose of questionnaire; Wear school uniform/smart clothes; 3 @ 1 mark	**3**
1(b)(i)	Plot on scatter graph: Number of visits = 6 and distance = 30 km Number of visits = 13 and distance = 15 km 2 @ 1 mark	**2**
1(b)(ii)	Hypothesis is supported/does prove/true/confirms - 1 mark reserve (✓HA) OR Describing relationship OR Negative relationship; It is not a perfect relationship/there are exceptions/to a large extent/partly/generally/mostly/to some extent; 2 @ 1 mark	**2**
1(b)(iii)	People will not know the exact distance travelled/may estimate/guess the distance 1 mark	**1**

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Question	Answer	Marks
1(c)(i)	Plot bars on 11–15 visits graph: 4 buys luxury comparison goods, 1 eat in restaurant, 2 go to entertainment centre, 3 looks at architecture 1 mark for all 4 bars correct 1 mark for shading	**2**
1(c)(ii)	<u>Evidence that supports the decision:</u> The order of the reasons is the same for groups 1–5 visits and 6–10 visits OR Groups 1–5 visits, and 6 to 10 visits have the order buy luxury comparison goods, eat in a restaurant, go to entertainment centre, look at architecture; Buy luxury comparison goods is most popular answer for all 3 groups/always/all people/2 groups OR Restaurant is second most popular for 2 groups; Supporting stats from either 1–5 visits or 6–10 visits for 1 mark (not reserve) e.g. buy luxury comparison goods is most popular with 13 answers from 1–5 visits and 8 answers from 6–10 visits compared with eat in restaurant = 6 answers from 1–5 visits and 4 answers from 6–10 visits; Compare stats across the rows. <u>Evidence that does not support the decision:</u> The order of the reasons is different for group 11–15 visits OR Group 11–15 visits have the order buy luxury comparison goods, look at architecture, go to entertainment centre, eat in a restaurant; Least popular reason differs between groups for restaurant in group 11–15 architecture in group 6–10; 11–15 group least popular reason is eat in restaurant but it is 2nd reason for groups 1–5 / 6–10; Look at architecture is lowest reason in 6–10 visits and 2nd highest reason in 11–15 visits; 2 + 2 marks	**4**

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Question	Answer	Marks
1(c)(iii)	Large choice of shops; Compare price/price competition; Compare brands/quality/large choice/more variety; Expensive goods so people are willing to travel further; Expensive goods so people don't buy them so often; Undercover/indoor shopping environment/use other facilities; Goods not sold in local shops/only sold in large centres/can buy all goods in one place; People trust shops/sellers/good reputation/good customer service; Safe place to shop; Goods are best quality; Prestige of going there/makes you feel exclusive; 2 @ 1 mark	**2**
1(d)(i)	Divided bar graph completion: Plot 'traffic free area for shopping' = 8 and 'high level of security' = 7 1 mark for dividing line at 43 1 mark for shading	**2**
1(d)(ii)	Pie graph completion: Plot 'overcrowded at times' = 17 and 'expensive to park = 16 1 mark for dividing line at 17 1 mark for shading	**2**
1(d)(iii)	Install ramps/travelators/escalators/lifts/convenient or reserved parking spaces/handrails/provide wheelchairs or mobility scooters; Provide more buses/bus routes/park and ride/build a metro line to the commercial centre/bus stops or station near centre/shuttle bus/dedicated bus; 2 @ 1 mark	**2**
1(e)(i)	Hypothesis such as: There are more pedestrians in the morning than in the evening; Some areas of the commercial centre are busier than others; There are more pedestrians at weekend than on a working day; There are more females than males at the centre; 1 mark	**1**

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Question	Answer	Marks
1(e)(ii)	Plan: Decide where to do the pedestrian count(s) in the commercial centre/stand at entrance; Decide on start time and end time/when to do the counts/start at same time; Decide how many times in a day/e.g. do it 4 times in a day; Decide on time period/length of counts to be the same/how long to count/e.g. do them for 5 mins to 1 hour; Decide who will count/number of students per group e.g. do it in pairs or group; Decide whether to do counts on more than one day/e.g. do them weekdays and weekends/do them on different days; Do: Tally method/'clicker'/counter; Timing of count/use watch/stopwatch; Jobs of student in each group e.g. two students do each count/count people going in different directions; 4 @ 1 mark	**4**

Question	Answer	Marks
2(a)(i)	Being hit or buried by the cliff collapsing; Slipping or falling on wet rocks on the beach; Getting lost or separated from other students; 1 mark	**1**
2(a)(ii)	Stay away from the cliff/bottom/edge of cliff; Wear warm/waterproof clothes/layers of clothes/example of clothing/change of clothes/towel/gloves; Wear shoes/boots; 3 @ 1 mark	**3**
2(b)(i)	The number of waves which break on the beach in a specific period of time; 1 mark	**1**
2(b)(ii)	Can see/count when each wave hits the ranging pole; Gives a set position to count waves/which waves pass; To get an average result/avoid error or anomaly; 2 @ 1 mark	**2**
2(c)(i)	Wave approaching the beach 1 mark	**1**

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Question	Answer	Marks
2(c)(ii)	Backwash/backswash (J) 1 mark	**1**
2(d)(i)	Plot 0.5 on west side and 1.2 on east side of groyne D; 2 @ 1 mark	**2**
2(d)(ii)	Hypothesis is true - 1 mark reserve (✓HA) OR Groynes stop movement from west to east; Difference (in height) between top of groyne and beach is less on west side of groynes/beach or material is higher/more on west side of groynes; 1 mark for paired data to show difference (in height) e.g. Groyne A: 0.7m on west side and 0.88m on east side; Hypothesis is false/partly true = XHA. Credit relevant evidence which supports the correct conclusion of true. If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion of true. 3 @ 1 mark	**3**
2(d)(iii)	Do more measurements along the groynes; Do measurements at more groynes; Get other students to check (accuracy of) measurements; 2 @ 1 mark	**2**

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Question	Answer	Marks
2(d)(iv)	<u>Measure how far pebbles move along beach:</u> Paint pebbles/using different coloured pebbles; Identify/put a pole at starting point/record starting position/record where put pebble; Put them in the wave swash/backwash zone/where waves break/in sea near beach or shore; Leave them for period of time/one day (more than 3 hours); Record finishing position; Measure distance from starting point/measure distance pebbles have moved; Calculate average distance pebbles have moved; OR <u>Measure how far floats move along beach or how long they take to move along beach:</u> Mark start and finish points/put poles at start and finish; Lay out tape measure along beach/measure a distance along beach; Put float/example in swash - backwash zone/where waves break/in sea (near beach) Start stopwatch when float put in sea Time how long it takes float to reach finish point/measure how far float moves (in set period of time / 5 minutes); Repeat a number of times and take average; 4 @ 1 mark	**4**
2(e)(i)	Plot to protect farmland = 18% 1 mark	**1**
2(e)(ii)	No hypothesis mark 1 mark for each Question Evidence such as: Most or more than half or 77% of people say that coastal defences are needed/16% of people say it is not needed; Most or more than half or 52% of people say that it is worth spending the money on coastal defences/less than half or 36% of people say it is not worth spending the money; 5/many/several reasons were given why coastal defences are needed/ defences help in a lot of things/help to protect any 3 ideas from Q3 OR Most important reason is/most people said to stop houses falling into the sea OR Main threat is houses falling into the sea/being destroyed; 3 @ 1 mark	**3**

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Question	Answer	Marks
2(f)	Local residents want more defences to be built/say they are needed but few/5% are willing to pay/want to pay OR If local residents are asked to pay for defences, they might change their minds; Local residents/they/people want someone else/local town council/national government/tourists to pay; 2 @ 1 mark	**2**
2(g)	Methods/ideas such as: Locate/go to/visit/find different coastal defences; Look at/observe/study different defences; Look at what they are made of; Estimate/find out how long they have been there; Assess if they need repair; Look at their condition; Do a tally/count number of different types of defences; Take photographs/draw sketches of defences; Method to do a bi-polar survey/environmental quality survey; Circle groyne, rip rap or sea wall on recording sheet; Student decides the score; Mark score on their form/tick the box to show the score; Complete recording sheet for each defence/groyne, rip rap and sea wall; 4 @ 1 mark	**4**

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