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CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/43**

Paper 4 Alternative to Coursework **May/June 2025**

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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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[Turn over

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
	Hypothesis answer used with another annotation e.g. tick, cross or inverted v
Highlighter	Highlighting areas of text
	More information required
	Just enough information to answer the question
	Two statements are linked
	Repetition
	Open bracket
	Close bracket
	Page or response seen by examiner

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Question	Answer	Marks
1(a)(i)	Students only want to ask visitors**/**not residents/make sure person is a visitor/ find out if person is a visitor or resident/don't want residents/HA1 is only about visitors; Results wrong if they include residents**/**only visitors give reliable or valid results/residents will make results unreliable; Save time/not waste people's time; Different questions for residents and visitors.	**1**
1(a)(ii)	Stratified Get a gender/age balance; Related to population structure/socio-economic status; Systematic Regular intervals/regular pattern/equal/specific/certain intervals; Every tenth/nth person (accept range 4th to 10th person); Random Ask anybody/next person/no pattern; Use random number tables/pick numbers out of a hat to generate order to ask people; e.g. if number 6 selected ask the 6th person. **Note:** If no name/incorrect name of method, credit appropriate description. If name does not match description credit name only (e.g. if say systematic then write about another method credit 1 mark for the name).	**3**
1(b)(i)	Completion of pie graph Activities = 34 and friends/family = 3 Credit 1 mark for dividing line at 97% (11°) 2 ° tolerance 1 mark for shading **Note:** Credit 1 mark if dividing line at 66% and shading correct.	**2**
1(b)(ii)	Credit 2 marks for statements e.g. Most/large(st) number/more/many visitors travelled between 101 – 150 km/51 – 150 km; Second highest number of visitors travelled between 51 – 100 km; Fewest/least number/less/few visitors travelled more than 150 km; Numbers **increased** from less than 50 to 51 – 100 km, **increased** from 51 – 101 to 101 – 150 km, **decreased** from 101 – 150 km to more than 150 km; More visitors travelled less than 50 km/51 – 100 km **than** more than 150 km Number of visitors increased **between** less than 50 km/51 – 100 km **and** 101 – 150 km.	**2**
1(b)(iii)	Pictogram	**1**

Question	Answer	Marks
1(b)(iv)	Plot on histogram 2 – 4 days = 23 visitors	**1**
1(b)(v)	Hypothesis is **false** - 1 mark reserve (✓HA) Number of visitors staying for one day is more than those staying longer than one day/most visitors stay for one day/less visitors stay for more than 1 day; Credit 1 mark for statistics e.g. 61 out of 100 stay for one day/61 stay for one day **and** 39 stay for more than one day (**Note:** not individual figures); Hypothesis conclusion is partly true/true = XHa **Note:** Credit any relevant evidence which supports the correct conclusion. If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion.	**3**
1(c)(i)	Complete divided bar for noise from people and vehicles Slight problem = 21, not a problem = 5 1 mark for dividing line at 45 1 mark for shading.	**2**
1(c)(ii)	**Note:** Problems must relate to residents not tourists Jobs/wages are seasonal; Spending in shops/income in town is uneven; Town is ‘dead’ in other months/facilities close down; Crime rates rise/anti-social behaviour; Water shortage/electricity shortage; Loss of culture; Higher prices/inflation; Poor air quality; Shops are crowded/can’t get reservations.	**1**
1(c)(iii)	Tourism brings money into the area	**1**

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Question	Answer	Marks
1(c)(iv)	**Note:** No credit for **partly true.** 1 mark maximum for general which needs a link between benefits and problems; Tourism brings both benefits and problems to the town/is good and bad/positive and negative; OR Benefits outweigh the problems; Credit paired total **data** which supports the conclusion for 1 mark 144 answers (NOT people) for **very important** benefits and 91 answers (NOT people) for **very severe** problems; 2 marks maximum for individual benefits & problems (More) people think **jobs**/**money into the area**/is main/important (benefit) (More) people think **crowded streets**/**traffic congestion** is main/important/severe (problem); Credit comparative **data** between individual benefits and problems for 1 mark maximum e.g. 39 think bringing jobs is an important benefit **and** 25 think crowded streets is a severe problem.	**4**
1(d)(i)	To get consistent results/results may change over time/to remove variables/conditions stay same/control variables/environmental qualities vary over time; No variation **in** traffic noise/air quality/illegal parking/pedestrian noise.	**2**
1(d)(ii)	Completion of radar graph for edge of town Graffiti = 6, illegal parking = 3, pedestrian noise = 6 2 marks for 4 correct lines 1 mark for 2 or 3 correct lines	**2**
1(e)(i)	Many/more cars/buses/coaches/increase in traffic; Roads are narrow/not built for large number of vehicles/coaches block narrow roads; Visitors drive slowly/don't know where they are going/looking for parking space; Limited public transport; People are late (for work)/people have to leave earlier for work; Disturbed by noise/cannot breath/air pollution/poor air quality; More accidents/emergency vehicles held up/delivery vehicles held up.	**2**

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Question	Answer	Marks
1(e)(ii)	Car parks/more parking spaces; Park and ride/more buses/trains/better/more public transport/cheaper public transport/advertise public transport; Parking restrictions – e.g. no parking zones; Resident permit scheme for parking on residential roads; By-pass road; Restrictions of coaches/vehicles – time or location/no entry zones/restricted areas for vehicles; One-way system of roads; More traffic police/traffic lights/roundabouts; Clear signposting (of attractions); More footpaths/pedestrian zones; Cycle lanes/cycle hire; Increase parking costs. 3 @ 1	**3**

Question	Answer	Marks
2(a)	Keep away from the cliff/any loose rocks; Do fieldwork at low tide; Avoid slippery rocks/litter/glass/creatures or e.g.; Work/stay in pairs/don't wander off by oneself/don't work alone; Don't go into the sea/look out for big waves; Wear boots/shoes/suitable footwear; Wear gloves; 3 @ 1	**3**
2(b)	Use (tape measure) measure from low water mark to back of beach/create a transect; Place marker poles along transect line; OR Place marker poles along line from low water mark/the sea to back of beach; Put poles at each break of slope (NOT equal distances); Ensure poles are vertical/straight/upright; Poles rest on surface/equal depth into beach material; Measure the distance between each break of slope/(pair of) marker poles; Hold clinometer next to top/at agreed height on marker pole/eye level; Sight other marker pole at top/agreed height; Use a clinometer/measuring tool to measure angle/read angle (NOT gradient/slope); Repeat along transect/up the beach/with next two ranging poles.	**4**
2(c)(i)	Use (measuring) tape/metre rule/to measure every 2 metres/at 8m (up the beach/from LWM); Put quadrat on ground or down/mark point with pole; Select/pick up 4 pieces of beach material (NOT collect); Select pieces at random/use random sampling/systematically/use systematic sampling/suitable description of how pieces are chosen.	**3**

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Question	Answer	Marks
2(c)(ii)	Measure with/use tape/ruler/callipers/pebbleometer/micrometer/screw gauge; Accept pebble meter; Adjust callipers/pebbleometer to hold pebble/put pebble between teeth of callipers/blocks of wood; Measure length/long axis/longest side.	**2**
2(c)(iii)	Plot 75mm size at 20m from LWM on Centenaire beach (x)	**1**
2(d)(i)	Hypothesis is **true** – 1 mark reserve (✓HA). Centenaire beach has larger material and steeper profile; **Note:** Credit 1 mark for comparative data (need both size of beach material & profile). **average** size of beach material at Centenaire beach 39 mm and profile reaches 5 m (over 20 m) (1 in 4 or 25%) **and** **average** size of beach material at Magnan beach = 19 mm and profile reaches 3 m (over 24 m) OR 2 m at 20 m (1 in 8 or 12.5%). Hypothesis conclusion is false = XHA. **Note:** Credit any relevant evidence which supports the correct conclusion If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion.	**3**
2(d)(ii)	Hypothesis 2 is **true for one** beach - 1 mark reserve (✓HA). True for Centenaire beach/false for Magnan beach OR Centenaire material gets bigger/Magnan material stays constant OR no pattern/decreases; Credit paired data for Centenaire beach for 1 mark 22 mm at 0m/LWM/sea **and** 75mm at 20m/top of beach /furthest from sea OR 53 mm bigger at 20m; Credit paired data for Magnan beach for 1 mark 19 mm at 0m/LWM/sea **and** 17mm at 24m/top of beach/furthest from sea OR 2mm smaller at 24m; Hypothesis is true both beaches/neither beach = XHA. **Note:** Credit any relevant evidence which supports the correct conclusion If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion.	**4**

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Question	Answer	Marks
2(e)(i)	Destructive waves are closer together or shorter/constructive waves are further apart or longer (wavelength); Destructive wave plunges down/crashes down onto beach **and** constructive wave spills forward/rolls up beach; Destructive waves are bigger/higher/taller/steeper/larger OR constructive waves are smaller/lower/shorter/flatter (amplitude); Constructive waves go further up the beach. **Note:** Must be comparison. 2 @ 1	**2**
2(e)(ii)	Put a rock/put pole in sea/on edge of sea/where waves break/put float in sea; Use a clicker/tally chart/watch/stopwatch/timer; Count/record number of waves breaking/hitting pole/crashing on beach/hitting beach/count float going up and down; Time for 1 minute (1 – 10)/fixed period of time/specified time; Repeat counting/do counting more than once **and** take average **OR** (Count for 5 minutes) and divide total by 5 to calculate the waves per minute.	**3**
2(e)(iii)	Plot 12 waves per minute at Centenaire beach (x)	**1**
2(e)(iv)	Frequency is higher at Centenaire beach/lower at Magnan beach; **Average** 13 (per minute) at Centenaire beach **and** 9 (per minute) at Magnan beach; **Highest** is 15 (per minute) at Centenaire beach and 10 (per minute) at Magnan beach; **Highest** at Magnan is 10 (per minute) and **lowest** at Centenaire is **11 (**per minute). OR More variation in frequency at Centenaire beach; 11 – 15 (per minute)/difference of 4 at Centenaire beach **and** 8 – 10 (per minute)/difference of 2 at Magnan beach.	**2**
2(f)	Ideas such as: Collect data at more locations/sites/transects/other beaches/more profile measurements; Collect data at different times of year/different seasons/different days/more days/different weather conditions/different time of day; Collect **more (**than four pieces of) beach material at each position along transect/repeat collection of beach materials; More students do same measurements and **compare**/other students **check** the measurements (e.g. wave frequency); Use digital clinometer/use a clicker (to count waves breaking); Pilot study. 2 @ 1	**2**

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