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CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/41**

Paper 4 Alternative to Coursework **October/November 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 October/November 2025 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
HA	Hypothesis answer used with another annotation e.g. tick, cross or omission mark
Highlighter	Highlighting areas of text
^	Omission mark / further detail required
J	Just enough information to answer the question
LNK	Two statements are linked
REP	Repetition
{	Open bracket
}	Close bracket
SEEN	Indicates that the point has been noted, but no credit has been given or Placed on all blank pages to indicate the examiner has seen every page of the script

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)</td><td>
<table>
<tr><td>order</td><td>examples of goods and services</td><td>how often they are bought or visited</td><td>average price of goods or services</td><td>distance people are willing to travel for goods or services</td></tr>
<tr><td>high</td><td>‘designer’ fashions jewellers</td><td>Infrequently / rarely / low frequency</td><td>high price / expensive</td><td>Further / long / big distance</td></tr>
<tr><td>middle</td><td>clothes clinic</td><td>moderate frequency</td><td>moderate price</td><td>medium distance</td></tr>
<tr><td>low</td><td>food café</td><td>frequently / often / high frequency</td><td>low price / cheap</td><td>less / short-/ small distance</td></tr>
</table>
Credit 1 mark per column</td><td>3</td></tr>
<tr><td>1(b)(i)</td><td>Construction of divided bar graph for site 4
2 marks for lines at 11,19 and 34
1 mark for shading

Note: If segments are in the wrong order credit 1 mark for line at 34 and 1 mark for correct shading</td><td>3</td></tr>
<tr><td>1(b)(ii)</td><td>No / hypothesis is false – 1 mark reserve (✓HA)

Number of shops and services increase / increase and decrease away from station / no correlation / random / no pattern / smallest number near station and largest number away from station

Credit 1 mark for paired data <u>from sites 1 and 8</u> e.g.
Site 1 / nearest station has 22 shops and services and site 8 / furthest from station has 29 shops and services

Need data from 3 sites if the answer is increase and decrease or no correlation
Need site numbers
e.g. site 1 has 22 shops, site 3 has 10 shops and site 6 has 40
e.g. site 1 has 22 shops, site 6 has 40 shops and site 7 has 12 shops

Hypothesis is true / partially true= 0 (XHA). Credit relevant evidence which supports the correct conclusion of false. If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion of false.</td><td>3</td></tr>
</table>

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Question	Answer	Marks
1(c)(i)	Circle the site number / mark Agree / understand what scores to give Look at / observe each feature Make a decision about the score / what points to give for each feature Put a tick / record score in the appropriate box / write the site number in the appropriate box 3 @ 1	**3**
1(c)(ii)	Do the survey individually / in groups / in pairs / get into groups Decide when would be best day / part of day to do survey / do it same day / agree on time of survey / all surveys done at same time Each group goes to a different site / decide which site to go to / individual goes to all sites Fill in one sheet at each site / do the same method at each site Calculate total score Calculate average score from the group Record results for all sites Compare results of different sites / compare results of different students 3 @ 1	**3**
1(c)(iii)	Buildings = +1, pavements = 0, litter = –1, graffiti = –2 All plots and lines correct = 2 marks (need plots) Any error = 1 mark	**2**
1(c)(iv)	Hypothesis is **true** – 1 mark reserve (✓HA) Scores / results increase (from site 1 / nearest to station to site 8 / furthest from station) Credit paired data to show increase (only credit sites 1 and 8) e.g. Total score at site 1 = –2 and total score at site 8 = 8 Site 1 has no +2 scores and site 8 has 4 / all are +2 Credit anomaly Hypothesis is false / partially true= 0 (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(c)(v)	Scores are subjective / personal opinion / different perspective / students have different opinions about what each description represents Students are from different backgrounds Survey only looked at four features / categories OR did not look at air / noise / water pollution Survey of the sites could be done at different times / different conditions No pilot study to get consistency 2 @ 1	**2**

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Question	Answer	Marks
1(d)(i)	x for noise level = 80 db and • for air pollution = 285 CO_2 ppm 2 @ 1	**2**
1(d)(ii)	Noise level (1 mark) Noise level decreases **and** air pollution increases with distance from the BTS station. (1 mark) Credit 1 mark for paired data which compares noise level and air pollution Need site numbers, only credit sites 1 and 8 e.g. Noise level at site 1 / start = 90 db and at site 8 / finish = 67 db OR decreases by 23 db and air pollution = 314 CO_2 ppm at site 1 / start and 388 CO_2 ppm at site 8 / finish OR increases by 74 db	**3**
1(e)	<u>Stratified</u> Gender / age balance / different age groups / genders Appropriate to / reflects total population / socio-economic status / choose population by type <u>Random</u> Ask anybody / next person / no pattern / no order / no reference to age, gender or race 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 <u>Systematic</u> Regular / specific intervals / pattern / order / system / set intervals Every nth person (3 – 10) **Note:** If named method and description don't agree credit name only	**3**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2a(i)</td><td><table><tr><th>weather feature</th><th>measuring instrument</th></tr><tr><td>rainfall</td><td>rain gauge or pluviometer</td></tr><tr><td>wind speed</td><td>anemometer</td></tr></table>
2 @ 1</td><td>2</td></tr>
<tr><td>2a(ii)</td><td>Inside a Stevenson Screen: barometer / maximum-minimum thermometer
Outside a Stevenson Screen: rain gauge / sunshine recorder / anemometer / wind vane

2 @ 1</td><td>2</td></tr>
<tr><td>2(b)</td><td>Read (maximum) temperature every 24 hours / everyday / end of day
Look at / check the index / marker showing the maximum temperature
Read off the bottom of the index / marker
Read at eye level
Reset index / marker / thermometer
Read off in ºC

3 @ 1</td><td>3</td></tr>
<tr><td>2(c)(i)</td><td>The results of the sunshine recorder should be recorded at the same time each day.

1 @ 1</td><td>1</td></tr>
<tr><td>2(c)(ii)</td><td>D

The line / burnt section / trace / mark / brown line is longest / biggest / covers most hours / card is most burned

2 @ 1</td><td>2</td></tr>
<tr><td>2(d)(i)</td><td>Temperature = 25 ºC and sunshine = 3.0 hours (day 4)
Temperature = 20 ºC and sunshine = 4.8 hours (day 20)

2 @ 1</td><td>2</td></tr>
</table>

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Question	Answer	Marks
2(d)(ii)	**Yes / agree** with decision **/** hypothesis is **false** – 1 mark reserve (✓HA) There is no relationship / no pattern / no correlation OR high sunshine hours and low temperatures **and** low sunshine hours and high temperatures Credit 1 mark for paired data which shows hypothesis is false e.g. Temperature = 26 ºC and sunshine hours = 4.5 **and** temperature = 17 ºC and sunshine hours = 11 OR Temperature = 24 ºC **and** sunshine hours = 0.1 and 5.8 (any one temperature with two different sunshine hours) Disagree / hypothesis is true / partially true = 0 (XHA). Credit relevant evidence which supports the correct conclusion of false. If no decision ^HA and credit evidence which supports the correct conclusion of false.	**3**
2(e)(i)	1012 (mb) 1 @ 1	**1**
2(e)(ii)	Millibars 1 @ 1	**1**
2(f)(i)	atmospheric pressure = 1014 maximum temperature = 25 ºC **Note:** line not needed for 2 marks 2 @ 1	**2**

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Question	Answer	Marks
2(f)(ii)	Hypothesis is **true** – 1 mark reserve (✓HA) Credit 2 marks for paired data to show increase and decrease in temperature and atmospheric pressure on consecutive days OR between a correct sequence of days (e.g. 18th–21st) Do **not** need dates Temperatures increase from 24 ºC to 25 ºC **and** atmospheric pressure increases from 1009 mb to 1014 mb OR Temperature = 24 ºC and atmospheric pressure = 1009 mb **and** increase to 25 ºC and 1014 mb Temperatures decrease from 26 ºC to 19 ºC **and** atmospheric pressure decreases from 1019 mb to 1011 mb OR Temperatures = 26 ºC and atmospheric pressure = 1021 mb **and** decrease to 19 º and 1011 mb No credit for anomalies e.g. temperature 19 ºC to 18 ºC and atmospheric pressure 1013 mb to 1016 mb Hypothesis is false / partially true= 0 (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**
2(g)(i)	11th (September) 1 @ 1	**1**
2(g)(ii)	5 ºC 1 @ 1	**1**

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Question	Answer	Marks
2(g)(iii)	Credit statements to a maximum of 3 marks Credit a maximum of 1 mark for paired data which must support statement A maximum of 3 marks for maximum or minimum temperatures Maximum temperatures decrease *(statement*) (Maximum temperatures decrease) from 26 ºC on 12th to 15 ºC on 27th / by 11 ºC OR (Maximum temperatures decrease) from 24 ºC on 2nd / start of month to 17 ºC on 30th / end of month / by 7 ºC between 2nd and 30th Minimum temperatures decrease *(statement)* (Minimum temperatures decrease) from 17 ºC on 4th to 5 ºC on 28th / by 12 ºC OR (Minimum temperatures decrease) from 16 ºC on 2nd / start of month to 7 ºC on 30th / end of month / by 9 ºC between 2nd and 30th Maximum temperatures fluctuate / decrease with an anomaly OR give details of changes *(statement)* (Temperatures change) from 24 ºC on 2nd to 25 ºC on 4th to 20 ºC on 8th Minimum temperatures fluctuate / decrease with an anomaly OR give details of changes *(statement)* (Temperatures change) from 16 ºC on 2nd to 15 ºC on 3rd to 16 ºC on 4th	**4**
2(h)	Automated / results don't need to be read by a person Linked to computer / data logger / stores data Compact / all instruments are on one stand / all together / takes up less space / small Can be moved / portable Antennae / aerial (to get signal) Made of metal (not wood) Battery powered / electronic All instruments are in the open 2 @ 1	**2**

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