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CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/43**

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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Question	Answer	Marks
1(a)	Increased between 2010 and 2019 / increased until 2019 Decreased 2019 to 2020 (credit decrease in / to / by 2020 if 2019 is already mentioned) Increased 2020 to 2022 / increased from 2020 Overall increase / increase from 2010 to 2022 **Note:** Answers must refer to change (increase / decrease) No credit for statistics by themselves, if there is no reference to year (e.g. increase – decrease – increase / fluctuating), or for individual years (e.g. highest in 2019 / lowest in 2020 / drop in 2020)	**3**
1(b)	Ask anybody / next person / no pattern Use random number tables / pick numbers out of a hat to generate order to ask people Example if no. 6 selected ask the 6^{th} person 2 @ 1	**2**
1c(i)	Horizontal bars Lively atmosphere = 14 Beach is busy = 11 2 @ 1	**2**
1(c)(ii)	No description to identify each possible score / no explanation of how to choose Decision will be subjective / people will have different standards or opinions or views / have a different understanding of each score People may have visited different parts of the beach 1 @ 1	**1**
1(c)(iii)	Pictogram 1 @ 1	**1**

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Question	Answer	Marks
1(c)(iv)	Hypothesis is **true / correct** – 1 mark reserve (✓HA) <u>1 statement mark</u> Most frequent overall visitor score is 5 or very good / majority or most or over half gave 5 or 4 and 5 / more gave 4/5 than 1/2 <u>1 stat mark (comparative)</u> Credit score of 4/5 compared with score of 1/2 e.g. 22 gave score of 5 but 1 gave score of 2 34 out of 40 gave score of 4 or 5 <u>1 statement mark</u> More positive answers / answers to question 1 / less negative answers More answers about things they like More people had good things to say More people like the beach <u>1 stat mark</u> 84 positive answers and 45 negative answers Hypothesis is false / partly 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.	**4**
1(d)(i)	<u>Planning</u> Go to the same places for the morning and afternoon counts Decide on start time and end time OR Decide how long to count (10–30 mins) / count for agreed or decided time Make a recording sheet Recording sheet should include site number / time / day <u>Doing</u> Count each pedestrian <u>as they pass by</u> Tally method / use ‘clicker’ or counter Use watch / stopwatch **to** time the count 4 @ 1	**4**
1(d)(ii)	Draw bar at site 3, 10:00 = 34 and 15:00 = 48 1 mark for both lines at 34 and 82 1 mark for correct shading Maximum 1 mark if plotted at 48 and 82 and correct shading 2 @ 1	**2**

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Question	Answer	Marks
1(d)(iii)	Hypothesis is **false** – 1 mark reserve (✓HA) Site 3 with most facilities / activities has fewest visitors OR Site 2 with least facilities / activities has most visitors OR Site 3 has more facilities / activities than site 2 but has fewer visitors OR Site 2 has fewer facilities / activities than site 1 but has more pedestrians Credit 1 mark for paired data comparing sites 2 and 3 e.g. site 2 has 7 activities and 9 facilities / 16 and 156 visitors counted **and** site 3 has 13 activities and 14 facilities / 27 and 82 visitors counted Credit comparison of site 2 or site 3 with site 1 (9 activities and 11 facilities and 99 pedestrians) Hypothesis is completely true / partly 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.	**3**
1(e)(i)	Central and Southern Africa = 4%, Australasia = 1% 1 mark for dividing line at 99% (3–4°) 1 mark for correct shading 1 mark for dividing line at 96% and correct shading 2 @ 1	**2**
1(e)(ii)	More visitors came from the Gulf States than from South and Southeast Asia. An equal number of visitors come from Western Europe and the Gulf States. 2 @ 1	**2**
1(f)	Ideas such as: Advertising / internet access for booking varies / social media reviews Availability of flights / development of airports / cheaper flights / budget airlines / cost of flights / cost of transport / cost of journey availability of transport Standard of living / income / disposable income (varies) / some people cannot afford to visit / cost of holiday (More) paid holidays / (more) leisure time in some countries Healthier older people / (more) active retirees or in some countries Proximity of area to Dubai for ease of access / distance to travel / accessibility / journey time Availability of similar / alternative destinations / attractions in the home country e.g. beaches Climate may attract more people from colder regions 4 @1	**4**

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Question	Answer	Marks
2(a)	To learn how to use their fieldwork equipment To understand how to work safely in the river 2 @ 1	**2**
2(b)(i)	Use tape measure to measure 10 m / fixed or set or the distance Hold / put (ranging) poles at either end of measured distance / 10 m away / at top and bottom of slope / upstream and downstream Put two poles vertically / upright (on river bed) Line up same height on the other pole / look along the tape to the same height on the other pole / put the tape or string at the same height on both poles Hold clinometer at certain height / at eye level on one pole Use clinometer to measure angle / read off angle / read off degrees 4 @ 1	**4**
2(b)(ii)	One measurement may be inaccurately measured / reduces chance of error One measurement may be an anomaly / can exclude anomaly An average can be taken (from four measurements) Can compare measurements / check measurements 1 @ 1	**1**
2(b)(iii)	Give instant reading / fast(er) / quick(er) Precise / accurate (measurement or reading) / exact figure / reliable Easy to use / clear to read / large digital readout / hard to read clinometer Don't need to know how to use a clinometer / don't have to read off clinometer Less chance of making mistake in (reading / misreading) Easy to carry / portable Transfer of data to computer 2 @ 1	**2**
2(c)(i)	Site 1 1 @ 1	**1**
2(c)(ii)	Plot 4° at site 3 1 @ 1	**1**

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Question	Answer	Marks
2(c)(iii)	Hypothesis is **true with one exception** – 1 mark reserve (✓HA) Credit 1 mark for paired average data from different sites which support hypothesis e.g. 10° at site 1 (upstream) and 6° at site 5 (downstream) OR 4° decrease between sites 1 and 5 Credit any two sites except sites 3 to 4 Credit 1 mark for exception at site 3 / gradient or slope increases from site 3 to site 4 / site 3 gradient is less steep than site 4 Hypothesis conclusion is completely true / false = 0 (XHA) credit relevant evidence which supports the correct conclusion of true with one exception. If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion of true with one exception.	**3**
2(d)(i)	2 Mark the beginning and end of the measured section with the two ranging poles 3 Put the orange in the river at the first ranging pole and start the stopwatch 4 Stop the stopwatch when the orange reaches the second ranging pole 5 Record in a fieldwork notebook the time taken for the orange to travel 10m 4 correct = 2 marks 2 or 3 correct = 1 mark	**2**
2(d)(ii)	Put flowmeter / propeller / in / into river / water Propeller must be facing upstream / direction of current Nothing in front of propeller / stand behind propeller Read / look at <u>display or screen</u> / velocity reading or speed or data shown on <u>display or screen</u> Take several readings (over time) and calculate average / take readings across river channel and calculate average 3 @ 1	**3**
2(d)(iii)	Plot 6° angle of slope and 0.5 m / s average velocity for site 5 1 @ 1	**1**
2(d)(iv)	Hypothesis is **true / yes** – 1 mark reserve (✓HA) Velocity increases as slope is steeper / bigger angle of slope OR Steepest slope = fastest velocity and gentlest slope = slowest velocity OR Velocity decreases as slope is gentler Credit 1 mark for paired data to support hypothesis (don't need site numbers) e.g. 4° angle of slope = 0.26 m / s average velocity **and** 10° angle of slope = 0.66 m / s average velocity No credit for reference to anomaly (site 2) Hypothesis conclusion is false / no / partly 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**

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Question	Answer	Marks
2(d)(v)	Dam / reservoir on river decreases velocity Weir across river decreases velocity Water extraction decreases velocity Litter / rocks / obstacles / sediment in river decreases velocity Shallow river decreases velocity / deep water increases velocity Dredging / deepening river increases velocity Canalisation / straightening of river increases velocity Larger hydraulic radius increases velocity Tributaries join main river and increase velocity Less friction with bed and banks / larger wetted perimeter increases velocity High rainfall / high discharge / more water in river increases velocity Velocity is faster on outside bend of a meander 2 @ 1	**2**
2(e)(i)	Hypothesis – must be question or statement such as: e.g. Channel width increases (downstream) e.g. Does channel depth increase (downstream)? e.g. Does river depth increase (downstream)? e.g. Pebbles get larger (downstream) e.g. Pebbles become more angular (downstream) e.g. River becomes more polluted (downstream) e.g. Vegetation increases (downstream) No credit if the answer is a topic or inappropriate statement but credit method marks in part **(e)(ii)**: e.g. Pebble size. e.g. The students measured the river width No credit for parts **(e)(i)** and **(e)(ii)** if hypothesis is not relevant / practical for river fieldwork: e.g. Type of buildings vary downstream in a river. e.g. The amount of algae varies in a river e.g. The number of fish increase downstream e.g. Wind speed affects velocity No credit for velocity or angle of slope (gradient) of riverbed. 1 @ 1	**1**

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Question	Answer	Marks
2(e)(ii)	<u>Example 1 – method to measure channel width downstream</u> One student/pole on each bank / side of river Place measuring tape across channel / from one bank to the other / measure distance between banks / sides / ranging poles Keep tape taut/stretched Tape must be directly across/ at 90 degrees to banks Record the results Repeat the method at other sites <u>Example 2 – method to measure depth downstream</u> Put tape measure across the stream / measure from bank to bank/ side to side Decide on equal intervals across the stream / put a stick / metre ruler into the water at each interval Stick / ruler must be vertical / upright Stick / ruler must touch bed Measure the wet part of the stick / ruler Record the results Repeat the method at other sites <u>Example 3 – method of measuring pebble roundness downstream</u> Decide on sampling method – either random/systematic Choose 10–30 pebbles from the riverbed Compare pebble with (Powers' roundness) scale Decide on roundness category Record the results Repeat the method at other sites <u>Example 4 – method of measuring pebble size downstream</u> Decide on sampling method – either random/systematic Choose 10–30 pebbles from the riverbed Identify long axis / longest side Measure length with ruler / tape / callipers Record the results Repeat the method at other sites If no hypothesis stated in **(e)(i)** credit the method if related to acceptable river fieldwork. 4 @ 1	**4**

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