CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/42**

Paper 4 Alternative to Coursework **February/March 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 February/March 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

© Cambridge University Press & Assessment 2025

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.

© Cambridge University Press & Assessment 2025

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 or No Response
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
	Unclear or validity is doubted
LNK	Linking 2 or more ideas or paired data 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
	Additional pages have been checked

© Cambridge University Press & Assessment 2025

Question	Answer	Marks
1(a)	**Rows 3 and 4** *The river is shallow enough to stand safely in*. (1) *The river channel is natural and not changed by people*.(1) (1 + 1)	**2**
1(b)	Examples Agree **methodology** / what measurements to take / where each student works / know what to do (1) Practise fieldwork **techniques** / learn how to measure everything (1) Test **equipment** / make sure equipment works / know equipment to use / learn how to use equipment (1) Learn to work as a team / to divide tasks / know what each student does (1) Minimise errors / mistakes before real study / change pre real study (1) (1 + 1)	**2**
1(c)(i)	**Row 4**: *Tape measure and ranging poles*	**1**
1(c)(ii)	**Credit 1 reserve mark for a diagram that shows measuring across a river or a cross-section.** **Credit 3 marks MAX for labelling and naming features in correct context** Measuring stick / pole / ruler in the water (1) Vertical pole / ruler (1) Poles are equal distance apart (1) Pole / ruler touches bed (1) Water level / river / water labelled (1) Measure section which is wet (1) Tape measure across river (1) Width is divided into equal amounts of where to measure the depth (1) One ranging pole on each bank (1) (1R + 1 + 1 + 1)	**4**
1(d)(i)	Completion of cross section **and** shading **50cm at 3m** (1P) **35cm at 4m** (1P) 1 mark for each plot and 1 mark for shading and line (1SL) (2P + 1SL)	**3**

© Cambridge University Press & Assessment 2025

Question	Answer	Marks
1(d)(ii)	The hypothesis is **true for width but not for depth** – 1 mark reserve (✓HA) Credit 1 mark for **any** paired <u>data</u> from two sites showing **wider** channel downstream e.g. Site 1 = 1.6 m and site 5 = 12.8 m width (1D) ***(For ref: S1 = 1.6, S2 = 3.6, S3 = 5.8, S4 = 9.6, S5 = 12.8)*** Credit 1 mark for paired data from <u>sites 4 and 5</u> which shows **deeper** channel at site 4 **ONLY** e.g. Site 4 = 85 to 90 cm and Site 5 = 55 to 60 cm (1D) OR e.g. Site 4 is deeper than Site 5 (1S) Hypothesis is true for both / true for depth but not for width / false for both = 0 (XHA) If HA decision incorrect credit relevant evidence that supports right answer. (1HA + 2D or 1D + 1S)	**3**
1(e)(i)	<u>Examples</u> Pebbles picked may not be typical of the pebbles at that site / anomaly / not representative / may be outliers (1) All pebbles may have been taken from same area of river bed / not across channel / taken from same place (1) Not a fair / reliable sample / student chooses pebbles / bias / subjective (1) (1 + 1)	**2**
1(e)(ii)	Systematic (sampling)	**1**
1(e)(iii)	**Marks for plotting only- ignore shading** Plot 301–600 mm = **8,** 601–900 mm = **4,** 901–1200 mm = **3**, 3 correct = 2 marks, 1 or 2 correct = 1 mark (1 + 1)	**2**
1(e)(iv)	**No** / do **not** agree / hypothesis is **false** (Tick HA Reserve) No pattern to bedload / pebble size going downstream OR pebble size increases downstream OR the size fluctuates downstream / varies / inconsistent / random (1S Reserve) 1 mark for <u>statement</u> about variation in pebble numbers (<u>any 2 sites</u>) e.g. More smaller pebbles at Site 1 / 2 km than Site 3 / 12 km (1S) e.g. More larger pebbles at Site 5 than Site 1 (1S) 1 mark for <u>data s</u>howing hypothesis is wrong – increases downstream (<u>any 2 sites</u>) e.g. <u>Average</u> size Site 1 = 471mm and <u>av</u> size at Site 3 = 938 mm (1D) e.g. 4 pebbles between 1201–1500 mm at Site 5 and 1 pebble at Site 1(1D) Hypothesis is true / yes / agree / partly agree = 0 (XHA) If HA decision incorrect credit relevant evidence that supports right answer (1HA + 1SR + 1S + 1D)	**4**

© Cambridge University Press & Assessment 2025

Question	Answer	Marks
1(e)(v)	Examples (Note: Processes must be explained **NOT** just listed) Pebbles are eroded (1) Pebbles crash into each other / attrition so reduces size (1) Pebbles crash into bed or banks / bounce along river bed / abrasion / corrasion so reduces size (1) Corrosion / solution / dissolves pebbles (1) Smaller pebbles are moved further downstream because they are lighter to transport / longer duration of transport / longer time to be eroded / been in river longer (1) Different sized pebbles are brought by tributaries / rock fall (1) Rock type varies along course of river (1) Speed decreases downstream so heavy material deposited earlier (1) (1 + 1 + 1)	**3**
1(f)	Ideas such as: **Note: Avoid double crediting on 'checking' answers.** **Measuring width/depth across river mark** Measure width at more than one point at each site and calculate average (1) Measure depth at smaller intervals across channel (less than 1m) (1) Get other students / group to check width / depth measurements (1) **Measuring the pebble size mark** Two students / groups measure the length / size of each pebble separately / another student / group checks the measurements of length / size (1) Use callipers / pebbleometer (NOT ruler) to measure length /size of pebbles (1) Measure / collect more pebbles at each site (1) **Measuring along the river mark** Measure / repeat at more sites (downstream / along the river) (1) Measure at equal / regular intervals / downstream / along river (1) (1 + 1 + 1)	**3**

Question	Answer	Marks
2(a)(i)	A hairdressers and beauty salon **D** A jewellers **A** (1 + 1)	**2**
2(a)(ii)	*Comparison*	**1**
2(a)(iii)	Complete pie graph Shops which provide services = 3% and shops which are restaurants = 17% 1 mark for dividing line at 83% (61° left from top: tolerance 59°–63°) 1 mark for shading in order of key (1P + 1Sh)	**2**

© Cambridge University Press & Assessment 2025

Question	Answer	Marks
2(a)(iv)	Hypothesis is **false** – 1 mark reserve (✓HA) **Note: Most = >50%** Statement: Less than the majority / 50% / 40% / half / sell high order or specialist Goods / Type A (1S) **OR** More than half / 50% / 60% / the majority do NOT sell high order or specialist goods / Type C (1S) Data: e.g. 38% OR 449 shops sell specialist goods / type A (1D) e.g. 62% OR 724 do NOT sell specialised goods / type C (1D) Hypothesis is true / partially true = 0 (XHA) If HA decision incorrect credit relevant evidence that supports right answer. (1HA + 1S + 1D)	**3**
2(b)(i)	Examples Avoid double counting 'more chance of errors'. (Do pedestrian count by himself) – no-one checked figures / safety issues / more chance of error / needs >1 recording data (1) (Stand at exit from car park) – only count people who arrived in cars / miss people coming by bus/train/walking to mall / may not travel by car (1) (Count 'in your head') – easy to lose count / easy to lose concentration / count inaccurately / more chance of error (1) (Do the two counts on Wed and Sat) – different days / different times / weekday and weekend / should do counts on same day / same time / not morning and afternoon (1) (1 + 1 + 1)	**3**
2(b)(ii)	Avoid double credit e.g. tally **Plan pedestrian count:** Decide on start time and end time **/ when** to do the counts (1) Do the counts at the same time on both days / repeat on both days (1) Decide **how many times** in a day / e.g. do it 4 times in a day (1) Decide on **time period** / length of counts to be the same / how long to count / e.g. do them for 1 hour (1) Decide **who will count** / division of work / number of students per group e.g. do it in pairs or group (1) Decide **where to count** / agree to stand at all exits (1) Decide **how to count** e.g. tally / clicker / recording sheet (1) **Do pedestrian count:** Apply tally method / 'clicker' / counter / note on recording sheet (1) Use watch / stopwatch / timer to time the counting period (1) Jobs of student in each group e.g. two students do each count / count people going in different directions (1) (1 + 1 + 1 + 1)	**4**

© Cambridge University Press & Assessment 2025

Question	Answer	Marks
2(b)(iii)	1 mark per bar; ignore shading Draw bars at 21:00 – Wednesday = **100,** Saturday = **165** (1 + 1)	**2**
2(b)(iv)	**No mark for conclusion. Accept Day 1/Day 2 as alternatives to Wed and Sat** The hypothesis is true for both during the day **and** between the two days **OR** There are more on Saturday than Wednesday **and** different numbers at all times **OR** More at weekend than weekday (1S) 1 mark for **paired data** to show variation **during one day** (<u>any 2 times</u>) e.g. Wednesday varies between 43 at 09.00 and 147 at 19.00 (1D) e.g. Saturday varies between 45 at 09.00 and 211 at 19.00 (1D) 1 mark for **paired data** to show variation **between the two days** e.g. at 17:00 Wednesday = 143 and Saturday = 186 (1D) e.g. total visitors on Wednesday = 737 and on Saturday = 985 / 248 more (1D) (1S + 2D)	**3**
2(c)	<u>Ideas such as:</u> Work in pairs / not alone (1) Don't block walkways / entrance to shops (1) Be polite to interviewees / thank them (1) Accept that some people won't want to answer / check if people are willing to talk / don't force to answer / some uncomfortable / some busy (1) Ask a range of people / get a representative sample of age / gender / get a random sample / ask every 10th person (1) Choose a time when there are plenty of people shopping (1) Explain what survey is about / purpose / intention (1) (1 + 1 + 1)	**3**
2(d)(i)	Plotting bar for **eat in a restaurant** 1 mark for dividing lines at **2, 6, 9** 1 mark for shading (1P + 1Sh) **Max 1 if start @ 10 and is correct.**	**2**
2(d)(ii)	<u>Examples</u> **<u>Reserve mark for ref to comparative numbers</u>** More people go for shopping (than entertainment) (1R) **<u>Reserve mark for ref to specific frequency</u>** Most people go once a week for shopping **and** once a month for entertainment OR More people go once a week / month for shopping (than entertainment) OR More people go once a year / are first time visitors for entertainment (than shopping) (1R) (1R + 1R)	**2**

Question	Answer	Marks
2(d)(iii)	Examples Factors such as: Distance to travel / how long it will take to travel to shopping centre (1) Likely duration of visit / how long shoppers stay (1) What / how much they are buying / what they are buying / type of shop they visit (1) Availability of regular bus service / public transport / metro train / taxis (1) Availability / cost of car parking (1) Weather conditions / weather forecast / more likely to travel by car if raining (1) Level of car ownership / do shoppers own a car / can shoppers afford car / car sharing / can shopper afford petrol or bus fare / cost of transport (1) Traffic congestion / amount of traffic / avoid crowds on public transport (1) How much time they have (1) Risk of crime / safer to drive / public transport unsafe / no pavements to walk on (1) Type of traveller e.g. old, disabled, disadvantaged (1) Travel on least polluting method if environmentally concerned (1) (1 + 1 + 1)	**3**

© Cambridge University Press & Assessment 2025