CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/22**

Paper 2 Geographical Skills **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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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
	Benefit of doubt given
	Not answered question
	Repetition
	Content of response too vague
	More information required
Highlighter	Highlighting areas of text
	Open bracket
	Close bracket
	Page or response seen by examiner

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>1(a)(i)</td><td>car park/parking/parking area</td><td>1</td></tr>
<tr><td>1(a)(ii)</td><td>secondary (road)/D26</td><td>1</td></tr>
<tr><td>1(a)(iii)</td><td>water tower</td><td>1</td></tr>
<tr><td>1(a)(iv)</td><td>5(m)</td><td>1</td></tr>
<tr><td>1(b)</td><td>370 832</td><td>1</td></tr>
<tr><td>1(c)(i)</td><td>4650(m) (tolerance 4400–4900) Allow 4.4–4.9 km (km must be stated)</td><td>1</td></tr>
<tr><td>1(c)(ii)</td><td>SSW</td><td>1</td></tr>
<tr><td>1(c)(iii)</td><td>199° (tolerance 196–201°)</td><td>1</td></tr>
<tr><td>1(d)</td><td>
<table>
<tr><th>Activity</th><th>Map evidence</th></tr>
<tr><td>Camping</td><td>Campsite</td></tr>
<tr><td>Horse riding</td><td>Horseback riding centre</td></tr>
<tr><td>Sunbathing/relaxing/picnicking/</td><td>Beach/sand/sand dunes/seaside resort/plage</td></tr>
<tr><td>Swimming</td><td>sea/body of water/seaside resort</td></tr>
<tr><td>Walking/hiking</td><td>Footpath/trails/woods</td></tr>
<tr><td>Visiting/going to/studying</td><td>Museum</td></tr>
<tr><td>Visiting/going to/sightseeing</td><td>Castle/castle walls</td></tr>
<tr><td>Yachting/sailing/boating/water sports</td><td>Harbour/port</td></tr>
<tr><td>Fishing</td><td>Harbour/port/river</td></tr>
<tr><td>Learning about the city/area</td><td>Tourist information centre</td></tr>
</table>
Note: 1 mark per completed row.
Candidates may interchange relevant map evidence with the activity.
</td><td>3</td></tr>
<tr><td>1(e)(i)</td><td>Wood/brushwood</td><td>1</td></tr>
<tr><td>1(e)(ii)</td><td>19–23 metres</td><td>1</td></tr>
<tr><td>1(f)</td><td>• (1st) mostly in the north;
• (4th) more along the coast;
• (5th) mostly in the east.</td><td>3</td></tr>
</table>

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Question	Answer	Marks
1(g)	• beach(es); • beaches are wide/widest in middle/have variable width/wider in S/narrower in N/wet sand wider in S/wet sand narrower in N; • beaches (largely) covered at high tide/more wet sand than dry sand (area)/mostly wet sand; • beach/sand/wet sand along the (entire length of) coastline/la Grande Plage/ beach is long; • sand dunes; • more dry sand/sand-dunes in the central part; • low lying; • flat/quite flat/relatively flat; • rocks/rocky/rock outcrops/wave cut platform/rock extending into the sea/(more) rock in the north; • coastline is slightly curved/sand has a recurved end (in the south)/spit. **Note:** allow reference to grid squares/named places instead of N/S and central.	**4**

Question	Answer	Marks
2(a)(i)	17.5 million (allow 17.3–17.7 million)	**1**
2(a)(ii)	45 years	**1**
2(b)	• presence of beach/sea bathing; • workers given annual holidays; • workers given holidays with pay; • the arrival/building of the railway; • the opening of/advertising of new attractions/the pier/tower/theme park (max 2). 3 or 4 correct = 2 marks 1 or 2 correct = 1 mark	**2**
2(c)	*Growth of package holidays* (Reserve 1 mark) • more people could afford to travel to other destinations/more disposable income; • cheap(er) to go abroad (than holiday in the UK)/cheap(er)/cheap(er) airlines/airfares; Need to know what is cheap(er). • attraction of places they had not been to before/new market/experience something new/different/want to go somewhere more exotic; • people could now access places with a warmer/tropical climate (than the UK); • booking package holidays was a lot easier (via travel agencies); • package holidays offered more activities than the resort; • more leisure time so could stay away for longer. *Area now run down* (Reserve 1 mark) • resort loses its appeal/unattractive to many tourists/area/resort lost its popularity/dated/old fashioned/neglected; • vandalism/graffiti/facilities damaged/closed; • noise pollution/many tourists looking for somewhere calmer/more peaceful; • less money coming in to spend on it; • resort had no new facilities/innovations; • its popularity for parties for the younger generation put off older people/families/give resort a bad reputation. **Note:** no double credit. Marks must be credited in the correct section.	**4**

Question	Answer	Marks
3(a)	• plantation; • monoculture/only one or two crops grown; • tea; • mass production (of crops)/large amount of crops/large scale/all land/large area of land is used/large fields; • intensive/densely packed/used to its full potential/organised; • mechanised/machinery; • tractor/vehicles for transport/delivery of products; • planted in rows/strips/linear fields; • crop planted amongst trees (to maximise space); • flat (land); • terracing/terraces (cut into slope/on hillside/to maximise use of land). **Note:** More than one mark can be scored in any sentence.	**4**
3(b)	• subsistence farming/farming just for the family; • no/lack of machinery/mechanisation; • small (scale)/small fields; • mixed farm(ing)/animals and crops/pastoral/livestock farm(ing)/animal farm(ing)/dairy/beef farming/rearing; • cows/cattle; • jungle/lush/rich/verdant trees/vegetation; • palm trees; • grass/grazing land; • some land is fallow/overgrown; • barns/storage buildings/shelter for animals; • with metal/thatch/straw(hay)/tin roofs/buildings; • dirt/earth tracks/paths; • vessel/container/bowl/tub/basin/trough/for cows to drink/eat from.	**4**

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Question	Answer	Marks
4(a)(i)	258 (mm)	**1**
4(a)(ii)	• uneven/seasonal/fluctuates/varies; • there is rainfall every month; • rainy period lasts 9 months; • two peaks; • most/more/highest/higher/very high rain in winter/Dec–Feb/ Jan–Feb/highest February; • least/less/low rain/drier period in April–June/May–June/least in June; • large increase in July/mid–Summer/December; • large decrease in Spring/Autumn/April; • steady/constant decrease from August to November/April to June; • wetter/high(er) rainfall from July through to March/high rainfall apart from April–June. **Note:** Allow high Jan to March and July to December written in two separate parts of the answer. Must have whole period. Time periods must be as written in the mark scheme.	**3**
4(b)	• small leaves (1) to reduce evaporation (1); • spines/thorns/spikes (1) to help reduce moisture loss/break up air flow/which can help reduce evaporation (1); • hairy leaves (1) to protect against heat/insulate against cold temperatures/to reduce water loss (1); • plants lose/shed leaves/have no leaves/low number of stomata/close stomata/sunken stomata/leaf pores (1) to help reduce moisture loss/transpire less (1); • plants/seeds lay dormant/look dead (1) for long periods/until rain arrives (1); • cactus/succulents/large body/stems/fleshy/thick leaves (1) to store water/for dry periods (1); • cactus have waxy surfaces/thick cuticle (1) reduce moisture loss/transpiration (1); • low growing (1) to avoid exposure to intense sunlight/reduce water loss/reduce damage from wind (1); • deep/long root systems (1) to tap into underground water/to reach/get to more water (1); • shallow/horizontal root systems (1) to get/catch/collect/obtain water when it rains (1). **Note:** 2 × 2 marks – one for method and one for explanation. Must have the adaptation for explanation to be credited. Do not double credit the following terms for explanation i.e. evaporation, moisture loss, transpiration and evapotranspiration; each can be credited once. Where appropriate these terms can be used interchangeably.	**4**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>5(a)</td><td>• (1st) most earthquakes occur on or near to the coast;
• (3rd) the Atlantic and Indian Ocean each have one earthquake;
• (4th) the biggest concentration of earthquakes is in the South Pacific Ocean.</td><td>3</td></tr>
<tr><td>5(b)(i)</td><td>Credit any valid statement and/or data that supports a weak relationship; assume that one would expect a strong positive relationship:
• number of deaths and magnitude fluctuate;
• a positive relationship/correlation in some years but negative in other years;
• two peaks for number of deaths but varying magnitude/one shows a high magnitude and the other shows a low magnitude;
• two magnitude peaks, one has a high number of deaths and the other has a low number of deaths;
• many years have no deaths, but the magnitude varies;
• magnitudes have a similar/narrow range, but death rates have a wide variation;
• Use of data that shows variation in deaths and/or magnitude.

Examples
An earthquake with a high magnitude had no deaths = 1
A magnitude of 8 had 0 deaths but a magnitude of 6.2 had 10000 deaths = 1
A magnitude 7 earthquake (in 2010) caused 225 000 deaths whilst one of 9.1 magnitude only caused 25 500 deaths (in 2011).

Check data is correct using the following table: allow tolerance of +/-0.1 for magnitude and +/– 5000 for deaths.

<table>
<tr><th>DATE</th><th>MAGNITUDE</th><th>DEATHS</th></tr>
<tr><td>1990</td><td>7.4</td><td>50000</td></tr>
<tr><td>1991</td><td>6.8</td><td>0</td></tr>
<tr><td>1992</td><td>7.8</td><td>0</td></tr>
<tr><td>1993</td><td>6.2</td><td>10000</td></tr>
<tr><td>1994</td><td>6.8</td><td>0</td></tr>
<tr><td>1995</td><td>6.9</td><td>5000</td></tr>
</table>
</td><td>2</td></tr>
</table>

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Question	Answer	Marks
5(b)(i)		**2**

DATE	MAGNITUDE	DEATHS
1996	6.6	0
1997	7.2	0
1998	6.6	4000
1999	7.6	15000
2000	7.9	0
2001	7.7	20000
2002	6.1	0
2003	6.6	30000
2004	9.0	230000
2005	7.6	80000
2006	6.3	5000
2007	8.0	0
2008	7.9	85000
2009	7.5	0
2010	7.0	225000
2011	9.1	25500
2012	6.4	0
2013	7.7	0
2014	6.1	0
2015	7.8	7500
2016	7.8	0
2017	7.3	0
2018	7.5	4000
2019	6.4	0
2020	7.0	0
2020	7.0	0

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Question	Answer	Marks
5(b)(ii)	• in the sea/away from the land; • earthquake/epicentre away from large areas of population/in unpopulated areas/rural areas/low population density; • earthquakes at deeper depths/deeper focus (so the seismic energy dissipates before reaching the surface); • solid rock can absorb the intensity of shaking; • strong construction methods/earthquake proofing of buildings or examples 1 mark max.	**2**
5(c)	Convection	**1**

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Question	Answer	Marks
6(a)(i)	no legal rights to land	**1**
6(a)(ii)	• sloping site; • air pollution; • land pollution/litter; • water/river pollution; • untreated sewage; • shortage of space/houses cramped together; • houses made of recycled materials/corrugated iron etc. • houses liable to collapse/unstable/flimsy/not sturdy.	**1**
6(b)	• high/increasing BR/increase in population; • migration (accept from any origin)/move from rural areas to cities/urban areas; • relatives move in to be close to family; • unemployment/people lose their jobs/less job opportunities; • high levels/increase in levels of poverty or examples; • houses in the city are unaffordable/can't afford rent/shortage of housing/competition for housing.	**2**

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Question	Answer	Marks
6(c)	*Advantages* – *(*Reserve 1 mark) • availability of/access to/better/improved/more services/schools/children's play area/all services in one place/nearby/greater service provision than in a squatter settlement; • drains/water supply/sewage/healthier environment/better sanitation; • can choose a plot/house that suits their income/have control of what is included in their plot/house/different types of plots available; • lots of job opportunities/availability of jobs/named example of a job from the key; • near commercial area/shops; • security of tenure/legal home/you have ownership over your home/won't be bulldozed; • low cost/cheap materials <u>for building</u>; • safe due to police station/fire station; • less air/land/litter/noise water pollution (than in the CBD). *Disadvantages* – (Reserve 1 mark) • loses sense of community/friends/being near relatives/won't know anybody there; • many migrants can't afford to pay/can increase debts/higher cost than living in squatter settlements/housing plots are expensive/people can't afford them; • may have to leave present job (in CBD)/can't afford transport to job/a long way away from job/no longer in CBD where they work/distance to services (in CBD) is greater; • encourages more migrants/<u>just as</u> crowded/may <u>become</u> overcrowded; • people may not have construction skills/be physically fit enough to finish house/may not be completed to a high/safe standard; • different levels of housing provision may reinforce inequalities; • no healthcare/clinics/doctors/hospitals provided; • Not enough/lack of green areas/open space. **Note:** no credit for features copied from the key without further comment.	**4**