CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/11**

Paper 1 Geographical Themes **October/November 2025**

MARK SCHEME

Maximum Mark: 75

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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Each question carries 25 marks. Candidates cannot earn above the maximum marks available within each sub section.

The mark scheme attempts to give guidance about the requirements of each answer and lists a number of responses, which will earn marks along with the general principles to be applied when marking each question.

It should be noted that candidates can earn marks if their answers are phrased differently provided they convey the same meaning as those in the mark scheme.

The notation 'etc.' at the end of an answer in the mark scheme signifies that there may well be other correct responses or examples that can be given credit. Providing the statement is true, relevant to the question asked and not repetition of a previous point made credit should be given.

A point made within one sub-section which is an answer to the question set in a different sub-section should not be given credit as each sub-section asks different questions which require independent answers.

The mark scheme uses semi colons (;) to separate marks and diagonals to separate alternative answers.

During coordination the mark scheme is modified to add points agreed after discussion or to delete any points not allowed

Marking Mechanics.

Point marking is used for sections (a) and (b) of each question, although marks are available in specified questions for development of appropriate points. Ticks should be used to clearly indicate where a mark has been allowed. Where a development point has been allowed the symbol "DEV" should be placed adjacent to the tick. The number of ticks should always be equal to the total number of marks awarded. Only one development mark for each mark scheme point please.

Where a candidate makes a point which is not quite sufficient for credit an upturned 'V' insert symbol should be used. If after careful consideration a mark is awarded which gives 'benefit of doubt' to the candidate, the letter 'J' should be placed adjacent to the tick (i.e. the candidate has 'just' achieved the mark).

Crosses are acceptable to signify wrong answers and the letters 'IR' should be used to indicate those which are irrelevant.

Levels of response marking is used for section (c) of each question. Thus, it is the quality of the response that determines which level an answer has achieved rather than the quantity of statements contained within it. However, once assigned to a level the mark achieved within that level is determined by the number of points made.

Levels 1 and 2 are distinguished by whether statements are simple (L1) or developed/elaborated (level 2). A candidate can immediately enter L2 by making developed points without making any L1 statements. In order to achieve L3 a candidate must have already reached the top end of L2 – in addition their answer should have a clear example and if the answer is place specific as well (7 marks). Highlight place specific detail.

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Where statements are assigned levels by the examiner this should be indicated by the use of L1 and L2 next to the statements. Ticks should **not** be used on answers that are marked using levels of response marking. L1 annotation should be removed once a L2 is awarded for an answer. L3 annotation is not used. There is no need for a summary level at the end of a response.

Summary:

Level 1 (1 to 3 marks):
1 simple statement (1 mark)
2 simple statements (2 marks)
3 simple statements (3 marks)

Level 2 (4 to 6 marks):
1 developed statement (4 marks)
2 developed statements (5 marks)
3 or more developed statements with e.g. (6 marks)

Level 3 (7 marks)
3 or more developed statements + named example with at least one piece of place-specific detail.

Note. The following guidelines apply when case studies are required in part (c) questions:

1 Level 2 statements must be developed/elaborated **or** related relevant ideas need to be linked.

2 The use of statistics is not an acceptable form of development, so a simple statement with statistics is a Level 1 statement. The use of statistics alone can be credited as an alternative to a L1 written statement.

3 Place-specific information is required as part of the criteria to achieve a Level 3 answer. This could relate to the location of the case study chosen or aspects of the study which make it authentic rather than simply generic (e.g. named places within the area, other specific factual detail, relevant statistics etc.).

– If the case study requires a country name the name of the continent in which it is located is not sufficient for the place-specific requirement. However, with more precision it would be acceptable (e.g. 'Nigeria, located in Africa…' is not sufficient but 'Nigeria, located in West Africa' is sufficient).
– If the case study requires the name of an area/town or city the name of the country in which it is located is not sufficient for the place specific requirement, however with more precision it would be acceptable (e.g. 'Mumbai, located in India…' is not sufficient but 'Mumbai, located in Western India' is sufficient).

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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
REP	Repetition
^	More information required
J	Just enough information to answer the question
DEV	Development
Highlighter	Highlighting areas of text
{	Open bracket
}	Close bracket
EG	Example
L1	Level one
L2	Level two
IR	Irrelevant, a significant amount of material that does not answer the question
LNK	Two statements are linked
UNCO	Unclear information
SEEN	Page or response seen by examiner

Question	Answer	Marks
1(a)(i)	0–0.9% 1 mark	**1**
1(a)(ii)	Angola……Peru……Australia……China All in correct order = 2 marks 2 or 3 correct = 1 mark 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: unevenly distributed; clustered; mainly in Northern hemisphere/north of Equator; Northern Asia; Eastern Europe; two/few/small number/some anomalies/some exception(s) in South America(and Caribbean)/four isolated other countries etc. 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as: reduction in birth rates/less births; reduced/low infant mortality; increased death rates/more deaths; higher DR than BR/more deaths than births; due to government/anti-natal policies/population policy to reduce number of children; greater access to/affordability of contraception; more education about problems caused by large families/about contraception/family planning; female emancipation/empowerment/more education of women; more women working/following careers; later marriage age/families delay having children; availability of abortions; children not needed to work; children are expensive/people prefer material possessions/higher cost of living; better care of elderly/pensions available; obesity/heart disease/smoking/drugs/alcohol/cancer; impact of AIDS/HIV/COVID/war/pandemic; emigration/negative net migration; etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
1(b)(i)	Ideas such as: MEDC remains similar; LEDC increases; Reserve mark for stats: MEDC 1300 million every year but LEDC starts at 2190/2200 million in 2015/start and expected to be 4000 million in 2040/end OR 1800 million more.	**3**
1(b)(ii)	Ideas such as: difficult to find housing/increase of house prices/cramped houses/squatter settlements/homelessness; spread of disease; lack of employment/low pay; causes crime (dev); causes poverty (dev); lack of/pressure on health services; lack of/pressure on education; lack of/pressure on food; lack of/pressure on water; water pollution; lack of sanitation; waterborne diseases - e.g. typhoid, cholera, dysentery (dev); pressure on/shortage of energy supplies or example; traffic congestion/jam; air pollution/smog/car exhausts/increase of greenhouse gases - causes breathing difficulties (dev); noise/or example such as car horns; high cost of living/inflation/cannot afford food/education/healthcare/other examples; lack of space for recreation; deforestation; waste disposal/litter/increase of landfill. 5 @ 1 mark or development	**5**

Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe a population policy used to influence growth rate. Level 2 (4–6 marks) More developed or linked statements which describe how a population policy is used to influence growth rate. (Note: Max. 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements including some place specific reference which can be named parts of the chosen country. Population data, reference to a specific named policy/details about it etc. Note: Credit different approaches within a named policy, e.g. incentives/ education/ increased age of marriage/ etc. Other ideas: educate people about contraception; legalise abortion; introduce pensions for elderly; educate women to encourage them to take jobs or careers; gender equality acts; advertise the benefits of small families; etc.	**7**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(a)(i)</td><td>7
1 mark</td><td>1</td></tr>
<tr><td>2(a)(ii)</td><td>Ideas such as:
numbers of settlements decrease as population size increases;
e.g. more settlements of 0–1999 than 10000 – 19999;
exception at top of hierarchy with more over 20000 than 10000–19999 etc.

2 @ 1 mark</td><td>2</td></tr>
<tr><td>2(a)(iii)</td><td><table><tr><td></td><td>settlement X</td><td>settlement Y</td></tr><tr><td>amount of services</td><td>few</td><td>many</td></tr><tr><td>order of services</td><td>low</td><td>high</td></tr><tr><td>type of services</td><td>convenience</td><td>specialist</td></tr></table>
One mark for valid comparison of amount, order and type.

3 @ 1 mark</td><td>3</td></tr>
<tr><td>2(a)(iv)</td><td>Ideas such as:

will have many/lots of services/wide range of/variety of goods sold;
order of services will be medium/high;
specialist/comparison;
they don’t have these services where they live;
people unlikely to use the services frequently;
people will travel a long way to use services/people travel from the surrounding area;
no nearby services competing for business;
communications/access/roads will be good;
will have high order services, which have a high threshold population, so the sphere of influence has to be large to provide this;
some of the shops/services may be used by tourists;
etc.

4 @ 1 mark</td><td>4</td></tr>
<tr><td>2(b)(i)</td><td>Fig. 2.2 = port

Fig. 2.3 = industrial

Fig. 2.4 = commercial

3 @ 1 mark</td><td>3</td></tr>
</table>

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Question	Answer	Marks
2(b)(ii)	Ideas such as: hotels or other accommodation example (D); to provide accommodation/place to stay for people (E); restaurants/cafes/fast food (D); so tourists can buy meals (E); transport/taxis/bus service/railway station (D); so tourists can get to the resort/travel around it (E); amusements/fairgrounds/museums/galleries (D); for entertainment for tourists (E); trips/activities or example (D); for different/cultural experiences (E); shops/souvenir shops (D); so locals/tourists can buy food (E); hospitals/medical centre/clinic (D); in case injured/accident (E); tourist information (D); to gain knowledge of area (E); etc. Max. 4 marks on description/explanation. 5 @ 1 mark	**5**

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Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Answer states the main function of the settlement and includes simple statements to explain why it has this function. L1 for naming a correct function on the introductory line. Level 2 (4–6 marks) Uses named example. Answer states the main function of the settlement and includes more developed or linked statements to explain why it has this function. (Note: Max. 5 if no named or inappropriate example.) Level 3 (7 marks) Uses named example. Answer identifies a function of the settlement. Comprehensive and accurate statements which give reasons for the function of the settlement, including some place-specific reference. Content Guide: Candidates are likely to refer to specific functions of settlements such as: tourist resort; port; market town; administrative centre; industrial town; mining settlement. In addition functions which apply to many settlements would be valid such as: residential; shopping centre; provision of education; provision of health care etc. Note: Reasoning should relate to the function stated. Examples can be MEDC/LEDC settlement in any country.	**7**

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Question	Answer	Marks
3(a)(i)	near the top of/behind the beach/above high tide level 1 mark	**1**
3(a)(ii)	lowland area with gentle slopes; mainly covered by marram grass with some bare patches of sand. 2 @ 1 mark	**2**
3(a)(iii)	Ideas such as: sediment/sand pushed/moved by wind or blown; obstruction/pebble/litter/plant (stops sand being moved); causes velocity of wind to reduce/eddies; deposition/sand accumulates; (colonisation by) plants/vegetation grow; gets larger over time/vegetation/grass/marram traps more sand. 3 @ 1 mark	**3**
3(a)(iv)	Ideas such as: (prevailing) wind approaches from an angle; swash comes in at an angle/obliquely/same angle (direction) as wind; backwash is vertical/straight/perpendicular/90 degrees out to sea; moved beach material at same angle (as wave); material is moved in zigzag manner; along beach (in direction of prevailing wind) etc. 4 @ 1 mark Note: Credit a labelled diagram if used.	**4**
3(b)(i)	Ideas such as: either side of bay/headlands enclose a bay; steep cliffs; bare rock; cream/grey/white/light coloured rock/limestone/chalk; layers of rock/bedding planes/sedimentary; gentler slope at top; vegetation/grass cover at top; areas of wave cut platform/exposed rock/rocks (boulders); presence of caves etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
3(b)(ii)	Ideas such as: alternate bands of hard and soft rock/hard and soft rock outcrop at coast/discordant coast; Headlands are formed where rocks are resistant/hard; so they are not easily eroded; bay is formed where rocks are not resistant/soft/unconsolidated; or where there are lines of weakness; so they are easily eroded; differential erosion has occurred. 5 @ 1 mark or development	**5**
3(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe the hazards faced by people as a result of natural processes. <u>Level 2</u> (4–6 marks) Uses named example More developed or linked statements which explain the hazards faced by people as a result of natural processes. (Note**:** Max. 5 if no named or inappropriate example.) <u>Level 3</u> (7 marks) Comprehensive and accurate statements including place-specific information. <u>Content Guide:</u> Answers are likely to refer to: high waves; strong winds; erosion; cliff collapse/landfalls/landslide; tropical storms; tsunamis; (coastal) flooding; damage to property, farmland lost, roads blocked/damaged etc.	**7**

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Question	Answer	Marks
4(a)(i)	Eurasian 1 mark	1
4(a)(ii)	'V ' marked on Fig 4.1 on a constructive (divergent) plate boundary; 'E' marked on Fig. 4.1 on a conservative (transform) plate. 2 @ 1 mark	2
4(a)(iii)	Ideas such as: plates move alongside each other/in opposite directions/sliding past/pass each other; movement is not smooth/plates lock together; friction/build up of pressure; pressure released; jerks/jolts etc. 3 @ 1 mark.	3
4(a)(iv)	Ideas such as: buildings have deep foundations (D) so that the building is less likely to collapse (E); windows have shatterproof glass/automatic shutters (D) so that people are less likely to be injured by breaking glass (E); the buildings are put on a form of bearing or shock absorber/blocks of rubber (D) to absorb earth tremors/resist the motions of the earthquake (E); computer controlled weights on the roof (D) to reduce movement (E); steel frames (D) which can sway with earth movement (E); buildings are made from fire resistant materials (D) so fire will not spread if gas leaks (E); add smart meters that cut gas (D) so fire doesn't develop (E). One mark for the description of each method from Fig. 4.2 and the second mark for an explanation of how it makes the building safer. No double credit for explanation. Can credit E without D if relevant. 2 @ 2 marks	4
4(b)(i)	lahars; pyroclastic flow/lava; ash. 3 @ 1 mark	3

Question	Answer	Marks
4(b)(ii)	Ideas such as: employment/economic growth in tourist industry; scenic beauty; fertile soils/good for farming; higher crop yield (dev); mining/quarrying; sulphur/diamonds etc. (dev); geothermal power; renewable energy (dev); pressure on living space; cannot afford to move; friends/family live there; they have lived there all their lives/sentimental attraction; confidence in precautions; study volcanoes; prepared to take risk/volcanoes don't erupt often; etc. 5 @ 1 mark or development	5

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Question	Answer	Marks
4(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the impacts of an earthquake. Level 2 (4–6 marks) Uses named example. More developed or linked statements which describe the impacts of an earthquake. (**Note:** Max 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements including place-specific information. Content Guide: Answers are likely to refer to: deaths; injuries; damage to homes/buildings/settlements; damage to workplaces/industry; infrastructural damage – gas/water/electricity supplies; roads destroyed/blocked; damage to ports/airports; fire; etc. Place-specific reference is likely to consist of: locational details; specific details of the earthquake/impacts; statistics/date etc. Note: Accept primary or secondary impacts.	7

Question	Answer	Marks
5(a)(i)	making things by changing raw materials into finished products 1 mark	1
5(a)(ii)	Ideas such as: large; modern; chimney; different heights for/types of buildings; buildings close together; conveyors/tubes to move materials between buildings; silos/storage containers; grey/white/cream/light coloured etc. 2 @ 1 mark	2
5(a)(iii)	Ideas such as: plenty of space/easy to expand; low cost land; flat land; away from congestion/traffic in urban areas; no nearby residents to complain about smell/air pollution/noise/visual intrusion; planning permission given as away from settlement; etc. 3 @ 1 mark	3
5(a)(iv)	Ideas such as: needed as an input for production in factory; supply must be constant; if they are heavy/bulky industries will locate close to raw materials; to keep transport costs as low as possible; if they are perishable they will locate close to raw materials; raw materials are fresh when they arrive at the factory; etc. 4 @ 1 mark	4

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Question	Answer	Marks
5(b)(i)	Ideas such as: more carbon monoxide than sulphur dioxide is produced by energy generation/energy produces more carbon monoxide than sulphur dioxide; more sulphur dioxide than carbon monoxide is produced by industry/industry produces more sulphur dioxide than carbon dioxide; the amount of sulphur dioxide and carbon monoxide produced by vehicles is similar/vehicles produce similar amounts of sulphur dioxide and carbon monoxide; carbon monoxide is produced from agriculture but sulphur dioxide is not/agriculture produces carbon monoxide but no sulphur dioxide; main source for carbon monoxide is energy but main source for sulphur dioxide is both/equal amounts of industry and energy; etc. 3 @ 1 mark	3
5(b)(ii)	Ideas such as: kills wildlife/insects/birds/vegetation; extinction of species (dev); impacts on food chains/ecosystems; acid rain; damage to crops/trees etc; damage to buildings/statues; cost of damage done (dev); impact on people`s health/makes people sick/ill/can lead to disease; e.g. asthma/breathing difficulties (dev); kills people; drinking water is contaminated; appropriate political issues/concerns/greater awareness; contributes to global warming/climate change; specified impacts of global warming (dev); etc. 5 @ 1 mark or development	5

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Question	Answer	Marks
5(c)	Level 1 (1–3 marks) Statements including limited detail which describe how risks of an economic activity to the local natural environment are being managed. Level 2 (4–6 marks) Uses named example. More developed or linked statements which explain how risks of an economic activity to the local natural environment are being managed. (Note**:** Max. 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. Comprehensive and accurate statements including some place-specific reference. Content Guide: Answers are likely to refer to: logging; tourism; manufacturing industry; quarrying; agriculture, etc. Note: Any example of economic activity can be used at any scale. Management strategies are likely to include: planning restrictions; legislation; protection of ecosystems; National Parks; control of numbers; technological improvements use of renewable energy etc. Place-specific reference is likely to consist of: locational details/names of places within chosen area specific details/statistics.	7

Question	Answer	Marks
6(a)(i)	producing items to sell/for profit/make money. 1 mark	1
6(a)(ii)	Ideas such as: low land; large area; flat/plain/gentle slopes/wide valley; higher land in background; fertile soils; scattered trees/few/small areas of woodland; thick soils; hedgerows; etc. 2 @ 1 mark	2
6(a)(iii)	Ideas such as: gentle slopes/lower land can be used for growing crops/cultivation; gentle slopes allow easy mechanization/well drained; fertile soils can be used for arable farming/produce higher yields; higher/steeper areas could be used for grazing; large area to use machinery easily/land used extensively; etc. 3 @ 1 mark	3
6(a)(iv)	Ideas such as: use fertilisers/manure; irrigation; pesticides/herbicides/insecticides; use of better quality seeds/GM crops/HYV; selective breeding/improving health of animals, e.g. vet treatment; terracing; mixed farming; crop rotation; wind breaks; remove hedgerows or small areas of woodland; double cropping/intercropping; use of glasshouses/greenhouses/cloches; use more labour; machinery or example; hydroponics; feed animals indoors/use stored food pellets, silage/graze on paddocks/battery production of poultry/aquaculture etc. 4 @ 1 mark	4

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Question	Answer	Marks
6(b)(i)	Ideas such as: general decrease; fluctuation/decrease from 2001 to 2002 followed by increase from 2002 to 2003, followed by a decrease from 2003 to 2004/5; e.g. 24000 (metric tonnes) in 2001/start to 18000 in 2022/end / by 6000 (metric tonnes) / appropriate fluctuation data. 3 @ 1 mark	3
6(b)(ii)	Ideas such as: variation in rainfall amounts/drought/flood/storms; temperature differences/or example e.g. late frost may damage crop one year; variation in amounts of sunshine; veld fires; seed quality/development of high yielding varieties/GM; fertiliser applications/pesticides/insecticides; use of irrigation; market demand/price/competitors; substitute crop becoming available e.g. sugar beet; grants/quotas/subsidies; crop disease/pests; war; change in land use or example (e.g. fell trees, fill ponds, urbanization); government planning of agricultural production; etc. 5 @ 1 mark or development	5

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Question	Answer	Marks
6(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the problems caused by food shortages. Level 2 (4–6 marks) More developed or linked statements which describe the problems caused by food shortages. (Note: Max. 5 if no named or inappropriate example) Level 3 (7 marks) Comprehensive and accurate statements, including some place references. Content Guide: Answers are likely to refer to: deaths; famine/starvation/hunger; malnutrition/deficiency diseases; stunted growth; reduces resistance to disease/lowers immunity levels; inability to work/reduction of productive capacity/unemployment; poor economic development; poverty; need for more health care; dependence on international aid; war; refugees/emigration; higher food price; food imports etc. Place-specific reference is likely to consist of: locational details/named areas within the country; specific details of impacts/statistics; etc.	7

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