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CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/13**

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
	Repetition
	More information required
	Just enough information to answer the question
	Development
Highlighter	Highlighting areas of text
	Open bracket
	Close bracket
	Example
	Level one
	Level two
	Irrelevant, a significant amount of material that does not answer the question
	Two statements are linked
	Unclear information
	Page or response seen by examiner

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Question	Answer	Marks
1(a)(i)	1995 1 mark	**1**
1(a)(ii)	Constant/continuous/steady/gradual/smooth/moderate/increasing rate of growth/quick/fast/rapid/large; 0.2–0.25 (1950) to 1.28–1.32 billion (2020)/by 1.03–1.12 billion (in 70 years) 2 @ 1 mark	**2**
1(a)(iii)	Ideas such as: Increase; Steep(er)/greater/rapid/high/constant (increase/growth); Increase by three times; 1.40–1.47 billion to 2100 = 4.18–4.22 billion/increase by 2.71–2.82 billion/ increase by 0.03–0.04 billion per year etc. **(1 mark reserved for statistics)** 3 @ 1 mark	**3**
1(a)(iv)	Ideas such as: **(1 mark reserve BR, 1 mark reserve DR)** BR/fertility rate will be lower than DR/low birth rate and high death rate; Use/access to contraception/family planning; Education about contraception/family planning; Women are educated/empowered; Women will be working; Later marriages/delay having children; Availability of abortions; Children are expensive/many Europeans prefer material possessions/high cost of living; There will not be major improvements in health care as health care is already advanced; Smoking/cancer/drugs/alcohol/obesity; War/pandemic/covid/HIV; etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
1(b)(i)	Ideas such as: **(1 mark reserve for statistics)** Education of women/it has reduced fertility rate/fertility rates declined/fast decline initially/to 1994; As % of women who had secondary education increased, fertility rates decreased/negative/inverse relationship; 1980: 7.6/7.65 (fertility) 12/13 (education) and 2015: 4–4.5 (fertility) 60 (education) OR fertility has decreased by 3.1–3.65 and education decreased by 47–48. 3 @ 1 mark	**3**
1(b)(ii)	Ideas such as: Tradition of large families; Many religions encourage large families/children are seen as a gift from God Child labour/children work on farms/in homes etc; Children take care of elderly; Large families are prestigious/seen as a sign of virility; Many families want a boy; Some keep trying and have many children until a boy is born (dev); Traditionally women have few rights/are not empowered/low status; Women are just seen as child bearers; Few women have careers; Fewer women are educated; Early marriage; Do not accept contraception/family planning; Lack of knowledge of contraception/family planning; No/low abortion/abortion not accepted; Polygamy; etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
1(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the problems caused by overpopulation. Level 2 (4–6 marks) Uses named example. More developed or linked statements which describe the problems caused by overpopulation. (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: Unemployment; Lack of food supply; Lack of provision of health care; Lack of housing/shelter; Lack of/poor water supply; Poor sanitation; Pressure on education; Air/water pollution; Deforestation; Specified crime e.g. burglaries (for L1, but `increased crime' fine as development); Traffic congestion; etc. Place-specific reference is likely to consist of: Named parts of the chosen country Population data	**7**

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Question	Answer	Marks
2(a)(i)	17.5–18(%) 1 mark	**1**
2(a)(ii)	Completion of pie chart; Line at 95%; Correct shading. Note: Shading must be vertical or nearly vertical for 2000–4999 2 @ 1 mark	**2**
2(a)(iii)	Ideas such as: Clinic (1 mark reserved); A clinic is a basic need; It's a low order service/the others are high order services; Can't afford to/not willing to travel far; Many people use clinic <u>frequently</u>; A clinic only needs a small threshold population; Other listed services or example would not be viable/profitable/people cannot afford them; People can afford to use a clinic but not a hospital; Etc. 3 @ 1 mark	**3**
2(a)(iv)	Ideas such as: Due to movement of people to <u>urban areas</u>; Lack of work in villages; Young people no longer want to work on land/or example such as low pay/strenuous work; Mechanisation of farming has reduced workforce; Lack of educational facilities; Villages often do not have good health care; Lack of water supplies/drought; Lack of food/famine; No/unreliable electricity supply; Few entertainment facilities/shops or other examples in rural areas; Poor internet/mobile phone signals; Reasons for increasing deaths, e.g. Covid/HIV/war/floods (max. 1); Reasons for decrease in birth rate, e.g. contraception (max. 1); Etc. Note: Credit push or pull factors. 4 @ 1 mark	**4**

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Question	Answer	Marks
2(b)(i)	Ideas such as: Small; Rural settlement/village; Linear/long and thin; Dispersed buildings/houses built apart; Settlement along/near a road; Settlement follows valley/on flat land/on valley side; White houses/buildings. 3 @ 1 mark	**3**
2(b)(ii)	Ideas such as: Nearer to water supplies; Avoids higher land/steeper slopes; Easier to construct on lower land; Sheltered/blocks wind; Easier access/transport/trade links; Closer to cultivable land/fertile soils; Scattered buildings on higher land may be surrounded by land for grazing, etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
2(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which describe the effects of urban sprawl on the natural environment of the surrounding rural area. Level 2 (4–6 marks) Uses named example. More developed statements which describe the effects of urban sprawl on the natural environment of the surrounding rural area. (Note: Max. 5 if no named or inappropriate example) Level 3 (7 marks) Uses named example. More developed statements which describe the effects of urban sprawl on the natural environment of the surrounding rural area. Some place-specific reference. Content Guide: Deforestation Loss of habitats Atmospheric pollution Acid rain Water pollution Noise pollution Food chains disrupted Flooding Killing of wildlife Migration of species Loss of biodiversity/species loss, etc. Place-specific reference is likely to consist of: Locational details/named areas within/around the urban area Specific details of impacts, statistics, etc.	**7**

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Question	Answer	Marks
3(a)(i)	Groyne 1 mark	1
3(a)(ii)	Sediment/sand/pebbles trapped/builds up; Longshore drift prevented; Beach built up/widened; etc. 2 @ 1 mark	2
3(a)(iii)	Ideas such as: Metal mesh/grid/wall/cage; (Mesh) filled with boulders/rocks/pebbles/stones/gabion; Rock armour/boulders at base/on beach; Reduces power of waves/absorbs wave energy/prevents a named erosional process; Holds cliff intact/stops cliff crumbling/solidifies cliff; etc. 3 @ 1 mark	3
3(a)(iv)	Ideas such as: Easily eroded/weaker sediment/coastline easily eroded; Destructive/big/strong waves/storms/hurricanes/typhoons/tsunamis; Long fetch; Protection of/there is housing/property/settlement/town; Protection of people/tourists/residents on beach; Protection of/there are roads/railways; Protection of/there is farmland; Protection of/there are tourist facilities/historical or landmark features (or example); Protection of/there is workplaces/industries (or example); Protection of/there is community facilities/recreational land/schools/churches (or example); Protection of port; To prevent loss of habitat/sand dunes/breeding grounds; To prevent landslides/rock falls; Etc. 4 @ 1 mark	4

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Question	Answer	Marks
3(b)(i)	Ideas such as: Steep/vertical cliffs; Bare rock; Cream/grey/white/limestone/chalk; Layers/sedimentary rock; Cracks/joints/bedding planes; Gentler slope at top; Vegetation/grass cover/soil/boulder clay at top; Areas of wave cut platform/exposed rock/wavecut platform/ rock platform/ rocks at base of cliff; Presence of cave; Presence of (natural) arch; Depression above natural arch; Etc. 3 @ 1 mark	**3**
3(b)(ii)	Ideas such as: Wave refraction; Alternate bands of hard and soft rock/hard & soft rock outcrop at coast/discordant coast; Headland formed where rocks are resistant/hard; They are less easily eroded/differential erosion; Erosion by hydraulic action/abrasion/corrosion or description (Max. 2); Erosion of fault/line of weakness to form caves; Erosion of back wall/back to back caves to form arch; Retreat of cliffs forms wave cut platform at base Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
3(c)	Levels marking Level 1 (1–3 marks) Statements including limited detail which explain how a delta is formed. Level 2 (4–6 marks) More developed or linked statements which explain how a delta is formed. Level 3 (7 marks) Comprehensive and accurate answer, including a labelled diagram, which explain how a delta is formed. Content Guide: River carries large load River reaches body of water/sea Speed of flow reduced Reduction of capacity to carry sediment Deposition of sediment Largest sediment is deposited first/sediment grading/top set etc. Vegetation grows Vegetation traps sediment Braiding/creation of small islands Channels split/distributaries form Flocculation; Etc.	**7**

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Question	Answer	Marks
4(a)(i)	Nazca/African 1 mark	**1**
4(a)(ii)	Nazca and South American/Pacific and Eurasian 2 @ 1 mark	**2**
4(a)(iii)	Ideas such as: Linear; Clustered/uneven; On/near/between (divergent/convergent/transform) plate boundaries Etc. Max. 2 marks for examples of named plates or areas, e.g.: around Pacific Ocean/Pacific Ring of Fire; Centre of Atlantic Ocean/between/boundary of South American and African Plate; Western N/S America/between North American and Pacific plate/between/ boundary of Nazca and South American Plate; Eastern/south/south east Asia/between/boundary of Pacific, Indo-Australian/Philippine plates; East Africa/between/boundary of African and Arabian Plate; Southern Europe/between/boundary of Eurasian and African Plates; Note: For plate references location between/ boundary of two named plates required. 3 @ 1 mark	**3**
4(a)(iv)	Ideas such as: Convection currents; Plates move/slide/converge(nt)/diverge(nt)/go alongside each other; Movement is not smooth/plates lock together/get stuck; Friction/pressure/energy/tension occurs; Pressure/energy released; Jerks/jolts. Etc. 4 @ 1 mark	**4**

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Question	Answer	Marks
4(b)(i)	Ideas such as: In centre of Nepal; Between Pokhara and Kathmandu; East/ESE of Pokhara/Pokhara is West/WNW of it; 60–80 km from Pokhara; NW/West/WNW of Kathmandu/Kathmandu is East/SE/ESE of it; 90–110 km from Kathmandu; West of Everest 250–270 km from Everest; Etc. 3 @ 1 mark	**3**
4(b)(ii)	Ideas such as: Damage to homes/collapse of buildings/lack of foundations for housing/weak housing/lack of earthquake proof buildings/unstable housing; People trapped; Close to epicentre; Time of day; Mountainous area means risk of avalanches; People homeless/hypothermia; Damage to workplaces; Lack of education about how to keep safe/what to do; People unable to earn money for food/shelter etc.; Hospitals destroyed/lack of healthcare or example of; Lack of rescue teams; Lack of evacuation planning; Lack of temporary shelters; So people cannot get their injuries treated; Gas/electricity supplies/sewage pipes disrupted/damaged; Lack of food/water/water pipes burst; Waterborne disease/polluted water; Disease from corpses or other cause spreads; Dams break; Fire; Landslides; Transport links/roads destroyed/blocked; Damage to ports/airports; Help cannot easily arrive; Aftershocks occur; Etc. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
4(c)	Level 1 (1–3 marks) Statements including limited detail which describe what has been done to reduce problems caused by earthquakes. Level 2 (4–6 marks) Uses named example. More developed statements which explain what has been done to reduce problems caused by earthquakes. (Note: Max. 5 if no named or inappropriate example) Level 3 (7 marks) Comprehensive and accurate statements, including some place specific details. Content Guide: Answers are likely to refer to: Earthquake proofing/strengthening of buildings/or specific details – e.g. stronger foundations, cross beams, pyramid shape, shatterproof glass, counterbalances, etc. Land use zoning/use of seismic hazard maps Education about emergency procedures 'Earthquake day' Emergency drills in schools Building low rise homes Monitoring Temporary shelters Evacuation planning/routes/drills Warning on mobile phones/TV/sirens immediately before Open spaces at regular intervals between buildings Provide earthquake kits/First Aid kits Rescue teams Roads/bridges rebuilt quickly Improved hospitals/doctors Tsunami warnings/shelters Etc. Place specific reference is likely to consist of: Locational details, named places in the area specific details of strategies Etc.	**7**

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Question	Answer	Marks
5(a)(i)	The value of all products and services produced by the people of a country 1 mark	**1**
5(a)(ii)	Agriculture 2011 = 25/26% Services 2021 = 52/53% 2 @ 1 mark	**2**
5(a)(iii)	% in agriculture declined; % in industry slightly declined/unchanged; % in services increased 3 @ 1 mark	**3**
5(a)(iv)	Ideas such as: Agriculture is more mechanised in MEDCs (1) so smaller workforce is required (2); People are more educated/skilled in MEDCs (1) so prefer to work in cities/factories/service provision (2); More jobs in secondary/factories/tertiary/services or example in MEDCs (1) and these have higher pay/have less strenuous work/better working conditions (2); Many MEDCs import food (1) so the agriculture sector is not important (2) There are many subsistence farmers in LEDCs (1) as people need to produce their own food (2); More finance/money for investment is available in MEDCs (1) so industry and services take up a greater percentage of workforce (2). One mark for simple idea and the second mark for more detailed explanation. 2 + 2 marks	**4**
5(b)(i)	Ideas such as: Positive relationship/higher the GNP growth the more government spending on education; However, relationship is not perfect/there are anomalies; Third mark for statistics: four statistics should be given. Allow some tolerance using judgement **(1 max. reserve)**. No need for units here. e.g. countries with GNP growth of less than 5% tend to have less than 5% government spending on education but one country over 10% spending on education has over 10% growth, etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
5(b)(ii)	Ideas such as: HDI uses a composite index/uses 3 indicators/multiple indicators/measures many factors/uses social and economic indicators or GNP only measures one indicator; GNP measures wealth/production/products sold; HDI: Incorporates a measure of income/wealth/GNI (per capita); HDI incorporates a measure of education/mean years of schooling; HDI: Incorporates a measure of health care/life expectancy;Uses a 0 – 1 scale; Higher the value/nearer to 1 the more developed the country; Enables comparison between countries; Enables comparison over time Etc. Note: Candidates can refer to the inadequacies of using GNP per capita as an alternative approach. 5 @ 1 mark or development	**5**
5(c)	Levels marking <u>Level 1</u> (1–3 marks) Statements including limited detail which describe and/or explain the process of globalisation. <u>Level 2</u> (4–6 marks) More developed or linked statements which describe and/or explain the process of globalisation. <u>Level 3</u> (7 marks) Uses named example. Comprehensive and accurate statements which describe and explain the process of globalization and includes to more than one named place (country or smaller scale example) <u>Content Guide:</u> Answers are likely to refer to: Migration Role of technology Role of transnational corporations Movement of materials Products produced/services offered Sources of raw materials Where production occurs Markets Transport of raw materials/products 'Home' country/base Growth of international trade Online business Exchange of information/ideas/social media Westernisation/cultural change International finance Tourism Worldwide global warming solutions Etc.	**7**

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Question	Answer	Marks
6(a)(i)	Assembly 1 mark	**1**
6(a)(ii)	Labour; Machinery; Electricity/energy; Components or example, e.g. screen/battery; Packaging etc. 2 @ 1 mark	**2**
6(a)(iii)	Stage 1 – Research/development of ideas/design/planning Stage 2 – Assembly/putting components together Stage 3 – Packing 3 @ 1 mark	**3**
6(a)(iv)	Ideas such as: Products are suitable for sale/are sold in all parts of the World; Component parts are obtained from different countries; Low transport costs/small parts/products can easily be transported; Takeover of small/regional producers by larger companies; Economies of scale or example; Explanation of why they are in LEDCs, e.g. cheap labour; Availability of technology/money to expand the company/produce high technology products. 4 @ 1 mark	**4**
6(b)(i)	Ideas such as: Large/covers wide area/built on large area; Rectangular 3 / 4 / 5 stories/high/multi-storey; Several different buildings; Brick-built; Many/large windows; Glass/solar panels in roof; Flat roof/mix of flat and pitched roofs; Clock tower; Chimneys/extractors/ventilation; Old/traditional; Large parking/loading area; Etc. 3 @ 1 mark	**3**

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Question	Answer	Marks
6(b)(ii)	Ideas such as: Need to transport/import raw materials; Transport/export products/goods; Need to reduce transport costs/keep them low; Need for workers to access work; If raw materials are bulky industries need to have good transport links to them; If finished products are bulky industries need to be easily/cheaply transported to the market/cities; If raw materials are perishable they need to get to the factory quickly; If finished products are perishable the industry needs to be able to use quick transport to the market/cities. 5 @ 1 mark or development	**5**

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Question	Answer	Marks
6(b)(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 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 House building 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**