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CAMBRIDGE
International Education

# Cambridge IGCSE™

**GEOGRAPHY** **0460/21**

Paper 2 Geographical Skills **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 |
| BOD | Benefit of doubt given |
| NAQ | Not answered question |
| REP | Repetition |
| TV | Content of response too vague |
| ^ | More information required |
| Highlighter | Highlighting areas of text |
| ( | Open bracket |
| ) | Close bracket |
| SEEN | Page or response seen by examiner |

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| Question | Answer | Marks |
|---|---|---|
| 1(a)(i) | national secondary road | **1** |
| 1(a)(ii) | river (Brittas) | **1** |
| 1(a)(iii) | coniferous plantation | **1** |
| 1(a)(iv) | 321 m | **1** |
| 1(a)(v) | (Holy) Well/named antiquity | **1** |
| 1(b) | post office<br>police<br>fire station<br>school<br>college<br>church/chapel<br>pursuits centre | **3** |
| 1(c) | highland/hill(y)/upland area<br>highest point 332 m<br>low(est) point 180/190 m (credit any figure within range)<br>steep slopes<br>(river) valley(s)<br>two peaks/hills (302 m and 332 m)<br>saddle/col (between the two peaks/hills) | **4** |
| 1(d) | A – third class road<br>B – regional road<br>C – other road | **3** |
| 1(e)(i) | 3500 m | **1** |
| 1(e)(ii) | 951178 | **1** |
| 1(e)(iii) | uneven<br>linear/in a line<br>along/next to/near/around (third class) roads<br>on low(er) land/avoids high(er) land<br>on gentle(r) slopes/avoids steep(er) slopes<br>two main/large(r)/grouped building settlements (Baysland/Newtown)<br>isolated dwellings | **3** |

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| Question | Answer | Marks |
|---|---|---|
| 2(a)(i) | temperature dot/cross at 24 °C and line joined<br>rainfall bar to 14 mm | **2** |
| 2(a)(ii) | 8 °C | **1** |
| 2(b) | Temperatures are high throughout the year.<br>There is low annual rainfall. | **2** |
| 2(c) | high(er) temperatures at beginning and end of year/October – April/highest December and January<br>low(er) temperatures in middle of year/May - September/lowest June and July<br><br>Credit any three consecutive months within October – April or within May – September. | **1** |
| 2(d) | stores water in thick stem/large body/fleshy body<br>spines/spikes/thorns/no leaves reduce evaporation/transpiration<br>widely spaced to reduce competition for water<br>green stems to photosynthesise<br>short/low level to protect from wind | **2** |

| Question | Answer | Marks |
|---|---|---|
| 3(a)(i) | C – evaporation<br>D – precipitation/rain(fall)<br>E – overland flow/(surface) run-off | **3** |
| 3(a)(ii) | Infiltration<br>water enters/absorbed into the soil/rock/ground.<br><br>Interception<br>water collected/trapped by vegetation | **2** |
| 3(b)(i) | less interception/transpiration/evapotranspiration<br>more overland flow/(surface) run-off/infiltration/saturated soil<br>increased risk of flooding/inundation<br>less water stored in biosphere<br>less precipitation/rain(fall) (due to less transpiration/evapotranspiration) | **2** |
| 3(b)(ii) | hydroelectricity/dams<br>agriculture/irrigation<br>urbanisation/industrialisation/building named infrastructure e.g. roads<br>climate change/global warming | **1** |

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>4(a)</td><td>uneven<br>mainly within South America<br>mainly to the north/west/north-west of South America<br>to neighbouring/near countries<br><u>most</u> to Columbia<br>to coastal countries<br>some/few/minority/small(er) number to Europe/Spain/Spanish speaking countries<br>some/few/minority/small(er) number to North America/USA<br>most reached by land</td><td>4</td></tr>
<tr><td>4(b)</td><td>
<table>
<tr><td>Push</td><td>Pull</td></tr>
<tr><td>crop failure/famine/starvation/lack of food</td><td>better food supply</td></tr>
<tr><td>lack of employment opportunities/poor working conditions</td><td>employment opportunities/better working conditions</td></tr>
<tr><td>low wages/poverty/inflation/ increased cost of goods</td><td>high<u>er</u> wages/deflation/decreased cost of goods</td></tr>
<tr><td>poor quality housing</td><td>better quality/modern housing</td></tr>
<tr><td>lack of healthcare facilities/hospitals/doctors/medicine</td><td>better healthcare facilities/hospitals/doctors/medicine</td></tr>
<tr><td>lack of education facilities/schools/teachers/ universities</td><td>better education facilities/schools/teachers/ universities</td></tr>
<tr><td>crime/unsafe</td><td>less crime/safer</td></tr>
<tr><td>political instability/ corruption/conflict/war</td><td>political stability/peace</td></tr>
<tr><td colspan="2">migrate to join family (who are already living there)</td></tr>
</table>
</td><td>2</td></tr>
<tr><td>4(c)(i)</td><td>increase GDP/tax revenue/productivity<br>migrant labour/cheap labour/fill less favourable roles<br>higher levels of education (e.g. doctor)/skilled labour</td><td>1</td></tr>
<tr><td>4(c)(ii)</td><td>loneliness/loss of contact with family and friends<br>language difficulties<br>racism/discrimination/religious differences</td><td>1</td></tr>
</table>

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| Question | Answer | Marks |
|---|---|---|
| 5(a) | both mountainous<br>both beaches/sea/swimming<br>Fig. 5.1 more high-rise/tall buildings<br>Fig. 5.1 more crowded/populated/people/tourists<br>Fig. 5.1 more sunbathing<br>Fig. 5.1 more hotels/apartments<br>Fig. 5.1 more shops/restaurants<br>Fig. 5.2 more rocky<br>Fig. 5.2 more trees/vegetation/green/natural (beauty)<br>Fig. 5.1 has a promenade/Fig. 5.2 does not<br><br>Credit opposite perspective. Must be comparative | **4** |
| 5(b)(i) | employment opportunities/increase income/increase tax revenue<br>business/sales opportunities<br>new skills<br>new languages<br>named infrastructure improves e.g. roads, electricity, water, sanitation<br>preserve local culture | **2** |
| 5(b)(ii) | destroy habitats/disturb wildlife<br>remove vegetation (for building)<br>destruction of coral reefs<br>footpath erosion<br>water/air/noise pollution<br>litter | **2** |

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| Question | Answer | Marks |
|---|---|---|
| 6(a)(i) | less agricultural work<br>more education<br>more health care<br>more sanitation<br>more electricity<br>wealthier | 1 |
| 6(a)(ii) | Highest: Singapore<br>Norway<br>Nicaragua<br>Nigeria<br>Moldova<br>Pakistan<br>Nepal<br><br>3 or 4 correct = 2 marks<br>1 or 2 correct = 1 mark | 2 |
| 6(a)(iii) | high (literacy rate)/would expect it to be lower<br>compared to life expectancy/GNP/urban population<br>mid/low for other indicators/life expectancy/GNP/urban population | 2 |
| 6(b)(i) | Correct plot of literacy rate 58 and life expectancy 66<br>Shown with 'x' or dot | 1 |
| 6(b)(ii) | positive correlation<br>the higher the literacy rate the higher the life expectancy<br>the lower the literacy rate the lower the life expectancy | 1 |
| 6(b)(iii) | ability to read and write leads to less manual job<br>knowledge of diet/healthy lifestyle/how to care for yourself<br>earn more money to spend on diet/healthy lifestyle<br>more able to access health advice/health care<br>better education will lead to more doctors | 1 |

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