CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/22**

Paper 2 Geographical Skills **February/March 2026**

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 2026 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)	church	**1**
1(a)(ii)	forest/mediterranean vegetation	**1**
1(a)(iii)	steep hiking trail	**1**
1(a)(iv)	805 (m)	**1**
1(a)(v)	viewpoint	**1**
1(b)	181932/181933/182932/182933	**1**
1(c)(i)	ENE	**1**
1(c)(ii)	3.25 km (tolerance 3.1–3.4 km) / 3250 m (tolerance 3100–3400 m)	**1**
1(c)(iii)	75° (tolerance 74–77°)	**1**
1(d)	• bathing beach • boat hire • diving school/diving area • surfing	**2**
1(e)	by land – using the hiking track/hiking trail/steep hiking trail/by hiking by sea – using a car ferry/hydrofoil line/passenger ferry/ferry	**2**
1(f)	• coastal/near the shore • none/few in the centre • in W/SW and N/NE • most found/concentrated in N/NE/largest settlement in the NE • none/few in the south/other areas are almost empty • on flat(ter)/gentle land or avoids steep(er) slopes • on low(er) land/or none/few on higher land/mountains • buildings found along/close to roads • buildings found along/close to footpaths/tracks/trails	**3**
1(g)	Gradient **(reserve 1 mark)** • steep/high gradient • steeper slopes in NW/E/SE/S or NE/SW slopes are less steep/gentler • flatter areas on coast • cliffs in coastal areas • concave slopes/steepness increases inland/to the centre (in SW and NE)/steepness is lower towards the coast/edge of the island/periphery Height **(reserve 1 mark)** • high/tall/mountainous/hills • highest point 924 m • highest point in the centre/to the south of the centre • height decreases from centre/inland to the coastal areas/height increases from the coast to the centre/inland • lower land in NE and SW	**4**

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Question	Answer	Marks
2(a)	• consists of 5 levels of settlements (from major urban to rural village) • number of settlements increases as one descends the settlement hierarchy/moves toward rural areas or vice-versa • size of settlements/amount of population decreases as one descends the settlement hierarchy/move towards rural areas or vice-versa • inverse/negative relationship between settlement size and number of settlements	**2**
2(b)(i)	• CBD/commercial/retail/business – tall/large buildings • import/export/trade (allow shipping centre) – docks/harbour/port (for large boats)/containers • culture – churches • industry – lorries/warehouses/factories • port/harbour – containers/boats/wood/docks • fishing – boats • residential/housing – tower blocks • sport/recreation/tourism/boating/sailing – stadium/sailing boats/scenic beauty/attractive hills or mountains or sea/mountains for hiking/harbour • transportation/transport – roads/boats	**4**
2(b)(ii)	• on lower/flat(ter)/gentle land • on the coast so it can develop maritime trade/fishing/transportation • higher land is too steep to build on • sheltered location between headlands/at the base of higher land/(in the) bay/surrounded by mountains • forest/wood for resources/timber/building materials • up valley	**2**

Question	Answer	Marks
3(a)	• roads/streets flooded/cut off/transport disrupted/damage to vehicles/bridges underwater/traffic congestion/delays • businesses closed • fields/farms flooded/crops destroyed/parkland/trees flooded/washed away • (natural) vegetation destroyed/flooded causing disruption to natural habitats/loss of biodiversity • houses/buildings/neighbourhood flooded/destroyed/homelessness • water pollution/spread of waterborne diseases • soil washed away/soil erosion • whole areas cut off	**3**
3(b)(i)	48 (cumecs) (allow 47–49)	**1**
3(b)(ii)	10 (hrs)	**1**
3(b)(iii)	a high drainage density an impermeable bedrock	**2**
3(b)(iv)	• (direct) rainfall/precipitation • throughflow • groundwater/base flow	**1**

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Question	Answer	Marks
4(a)(i)	Focus • the origin of an earthquake/point where the earthquake occurs/starts (on a fault (line)) • underground/below Earth's surface	**1**
4(a)(ii)	Epicentre • on the Earth's surface directly above the focus • where the seismic waves first hit the ground surface	**1**
4(b)	Figure 4.1 **(reserve 1 mark)** • education for children will be affected/learning disrupted • staff/children may have been injured/death • staff/children may have to evacuate • children may have to stay at home/school closed (until repairs completed)/children have to find another school • so parents may have to take time off work • teachers have to be transferred to another school/find a new job/become unemployed • high cost of rebuilding work/high taxes to fund new school • rebuilding with insurance could improve the school • area cordoned off since buildings in danger of collapse/paths cannot be walked on/roads cannot be driven on Figure 4.2 **(reserve 1 mark)** • hotel employees may be out of work • hotel owner/staff may be injured/death • fewer tourists mean less money into the local economy/low tourism revenue • repairs expensive for hotel owner • debris on the road may cause delays in transportation • local suppliers lose business (multiplier effect) Figure 4.3 **(reserve 1 mark)** • people are unable to get around/get to work/area is cordoned off/blocked • may result in injuries/deaths/hazardous • large crack may take time/difficult to repair • emergency vehicles prevented from helping people/limits aid entering the area/service delivery/movement of goods may not happen • may result in traffic congestion/diversions (on adjacent roads, since the road is out of action) • damaged road links may harm local tourist industry (until links repaired) • higher taxes to fund damaged road	**6**

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Question	Answer	Marks
5(a)	• small area/limited space • enclosed area/sheltered • subsistence/for family use/not to sell • different crops • arable/only crops • crops at different stages of growth • lettuce/leafy greens/cabbages • fruit trees/bananas/palms • all space is used/land used intensively • water barrel (to collect water) • net to protect seedlings • white flag/marker (to scare birds) • plants grown in rows • some climbing plants/creepers/vines/plants growing on walls	**4**
5(b)(i)	• one crop/monoculture rather than many • larger area/large scale versus small scale • use of machinery (for irrigation) versus work done manually/no machinery • commercial farm versus subsistence • track/path/road for transportation/harvesters versus no track • organised versus lack of organisation	**2**
5(b)(ii)	• less land for growing food locally/land only used for sugar cane • increased demand on water resources/reduces local communities' access to water • food may have to be imported at greater cost • smallholders may be moved off land • monoculture means a reduction in the different types of crops available to locals • products grown are not eaten by local communities/exported • food sold at higher prices so poor people cannot afford/commercial farming fetches higher prices which local people cannot afford • intensive production/monoculture leading to soil exhaustion/degradation/ declining yields	**2**

Question	Answer	Marks
6(a)	Line drawn between industry and services at 75° from the top on the right-hand side/(285°) from the top on the left-hand side = 1. Sectors correctly shaded in the correct order from top right – agriculture/industry/services = 1.	**2**
6(b)(i)	• manufacture of a product • processing of raw materials	**1**
6(b)(ii)	flow lines/located proportional circles/located pie charts/located bars/ choropleth map	**1**

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Question	Answer	Marks
6(b)(iii)	Economic advantages **(reserve 1 mark)** • provides jobs for local communities • wood chip production provides income/brings in foreign exchange/ increase in GDP/GNP • easily exported/transported by boat/by sea • product is cheap to produce • raw materials nearby/many trees <u>available</u> Environmental disadvantages **(reserve 1 mark)** • visual intrusion/pollution/damage to scenic beauty • <u>water</u> pollution <u>from</u> large boats/factory/waste products put into water from wood chip production/machinery • water pollution may endanger marine life • air pollution <u>from</u> dust/waste gases (caused in processing) • noise pollution <u>from</u> machinery or noise pollution disturbs wildlife • deforestation/destruction of natural habitats • leads to soil erosion • reduces species diversity	**4**

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