CAMBRIDGE
International Education

Cambridge IGCSE™

GEOGRAPHY **0460/42**

Paper 4 Alternative to Coursework **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
HA	Hypothesis answer used with another annotation e.g. tick, cross or omission mark
Highlighter	Highlighting areas of text
^	More information required
J	Just enough information to answer the question
LNK	Two statements are linked
REP	Repetition
{	Open bracket
}	Close bracket
SEEN	Page or response seen by examiner
	Unclear response

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Question	Answer	Marks
1(a)(i)	Barometer **TICK/CROSS**	**1**
1(a)(ii)	Millibars **TICK/CROSS**	**1**
1(a)(iii)	**Moveable pointer**: shows a previous AP / pressure 24 hours ago / day before / can be moved to a previous pressure as reference / can compare with current AP (1) **Measuring hand**: shows current AP when reading data / shows change (rise/fall) from previous pressure / at the time (1) (1 + 1)	**2**
1(b)(i)	No mark for choice. No need to compare **Anemometer A**: (numerical scale is) accurate / robust / easy to read / clear / detailed (1) **OR** **Anemometer B:** easy to read / less breakable (1)	**1**
1(b)(ii)	Examples. No need to compare Give instant readings / faster / saves time / quick (1) Easy / clear to read / easier to use / easier to measure (1) Don't need to know how to read a traditional anemometer (1) Exact figures / accurate / precise / recorded to several decimal places (1) Less chance of making mistake in reading / misreading (1) Can download to computer / store data (1) Easier to carry around / portable (1) (1 + 1)	**2**
1(c)	Examples: Put it in Stevenson Screen (1) (Look at the) indices/markers show the maximum temp on right (1) (Look at the) indices/markers show the minimum temp on left (1) Read off the bottom of the index / marker (MAX 1) Read at eye level (1) (Use) magnet / button to reset index / marker / reset for next day (1) (Read) temperatures in °C (1) (Read) temperature every 24 hours / fixed period of time / everyday (1) Current temperature is read off the mercury (1) (1 + 1 + 1 + 1)	**4**
1(d)(i)	Needs small crosses at two points on graph. **TICKS/CROSSES** Plot AP = **1012 mb** and wind speed = **40 km / h** on 11 September (1) Plot AP = **1015 mb** and wind speed = **49 km / h** on 21 September (1) (1 + 1)	**2**

Question	Answer	Marks
1(d)(ii)	Hypothesis is **false** / **incorrect** – 1 mark reserve (✓HA) There is no relationship / correlation between AP and wind speed (1S). <u>Credit 1 maximum / reserve for paired data showing hypothesis is false or no relationship:</u> e.g. at 1011 mb, wind speed is 28 km / hr but at 1016 mb speed is 54 km / hr (1D) e.g. at 1013 mb, wind speed varies from 23–49 km / hr (1D) e.g. at 49 km / hr, pressure is 1013 mb and 1015 mb (1D) e.g. at 1011 mb, wind speed varies from 28–60 km / hr (1D) Hypothesis is true / partially true = 0 (XHA). Credit relevant evidence which supports the correct conclusion of false. If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion of false. (1HA + 1S + 1DR)	**3**
1(d)(iii)	<u>Need to plot two crosses and join them to other lines</u> **TICKS/CROSSES** Plot maximum temperature = **14 °C** Plot minimum temperature = **11 °C** Credit 2 marks if 2 correct plots and 2 correct / different lines (2) Credit 1 mark if partially correct / any one error (1) 0 marks if > one error (2 or 1)	**2**
1(d)(iv)	20th September **TICK/CROSS**	**1**

Question	Answer	Marks
1(d)(v)	Hypothesis is **true / partially agree** with hypothesis **–** 1 mark reserve (✓HA) Maximum and minimum temperature trends increase and decrease in a similar pattern / go up and down together / show positive OR direct correlation (1S) e.g. continuous increase from 15th to 19th (accept **any** two dates) (1S) **OR** e.g. continuous decrease from 12th to 13th (accept **any** two dates) (1S) 1 or 2 marks for paired data to support dates used in true statement e.g. maximum temperature increases from 13 °C to 17 °C and minimum temperature increases from 10 °C to 14 °C (1D) e.g. maximum temperature decreases from 14 °C to 12 °C and minimum temperature decreases from 9 °C to 7 °C (1D) IF say **partially true (1HA + 1S + 1D = MAX 3)** e.g. maximum temperature decreases from 10th–11th but minimum temperature increases from 10th–11th (1S) e.g.10th–11th maximum temperature decreases 14 °C–13 °C and minimum temperature increases 10 °C–11 °C (1D) Hypothesis is false / not agree = 0 (XHA). Credit relevant evidence which supports the correct conclusion of true / agree. If no hypothesis conclusion – ^HA and credit evidence which supports the correct conclusion of true. (1HA + 1S + 2D) **OR** (1HA + 2S + 1D) **OR** (1HA + 1S + 1D) **4** **OR** **3 maximum**	**4**
1(e)(i)	More data (to investigate hypotheses) / results / help to eliminate anomalies / clearer patterns OR trends could be identified / wider range of data (1)	**1**
1(e)(ii)	Compare two sets of results / can see patterns repeated or change (1) See if there are any seasonal effects (1)	**1**

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Question	Answer	Marks
1(f)	Hypothesis must relate to **collecting rainfall** data. Can be a statement or question. Do not credit a topic or subject. Examples include: Daily rainfall increases as atmospheric pressure increases / decreases (1HA) Is the amount of daily rainfall related to maximum temperatures (1HA) Rainfall increases during the next 15 days (1HA) Does rainfall vary over several days / a month? (1HA) Credit 1 mark reserve TICK HA Fieldwork method Locate rain gauge in open area / field / away from trees or buildings (1 MAX) Stand rain gauge in ground / keep tip or lip above ground / 30 cm above ground (1) Put funnel and jar or beaker in casing / gauge (1) Pour collected water into measuring cylinder (1) Read scale **OR** measure in cm / mm / ml (1) Empty rain gauge / cylinder / jar after measuring / drain away the water (1) Take reading every day / same time / fixed time period (at least 12 hours) / 24 hours / specific time / end of day (1) **OR** Fasten pluviometer to post (1) Rain falls into / is collected in the funnel or container (1) Measure water level in container (1) Measure every day / daily / every 24 hours (1) Measure at same time (1) Empty container and replace (1) If no hypothesis or inappropriate hypothesis credit method to 4 marks maximum providing it relates **to rainfall data**; otherwise = 0. (1HA + 1 + 1 + 1 + 1)	**5**

Question	Answer	Marks
2(a)(i)	Central Business District **TICK/CROSS**	**1**
2(a)(ii)	Bus station **TICK/CROSS**	**1**
2(b)(i)	**Stratified (1R)** Get a gender / age balance (1) Related to population structure of town / socio-economic status (1) **Systematic (1R)** Regular / equal / specific intervals / pattern (1) Every tenth / nth person (accept range 3rd to 10th person) (1) **Random (1R)** Ask anybody / next person / no pattern (1) Use random number tables / pick numbers out of a hat to generate order to ask people (1) e.g. if number 6 selected ask the 6th person (1) If no name / incorrect name of method, credit appropriate description to maximum 2 marks. If name does not match description credit name only (e.g. if say systematic then write about another method, credit 1 mark for the name). (1R + 1 + 1)	**3**
2(b)(ii)	<u>Examples</u> People refusing to answer questions / too busy / rude / aggressive / uncomfortable / no time to answer / not interested (1) Not enough people to complete the questionnaire (1) Different students asking the same people (1) People choosing too many answers / not completing some answers / not filling them in properly (1) People asked don't live in the town / don't know about the supermarket / don't visit it / tourists or visitors / children in sample (1) Can't read / understand the questions / language issues (1) May not return questionnaires (1) (1 + 1)	**2**
2(c)(i)	Complete bar: **TICKS/CROSSES** Agree = **40,** disagree = **20**, strongly disagree = **9** 1 mark for dividing lines at 71 and 91 (1) 1 mark for correct shading in order of key (1) (1 + 1)	**2**

<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(c)(ii)</td><td>Hypothesis is true – 1 mark reserve (✓HA)

Over half / most agreed / strongly agreed with 3 of the 4 statements (1S) OR majority / most agreed / more agreed than disagreed supermarket increases the <u>choice of goods</u> and <u>attracts people</u> and provides <u>more jobs</u> (1S)

<u>Credit data if added row numbers together or paired to 2 marks maximum</u>
<u>Not to credit column totals; just rows. Agree figure must be > disagree figure</u>
e.g. 64 agree that the supermarket has increased the <u>choice of goods</u> / 64 agree with statement 1 (1D)
e.g. 31 strongly agree and 40 agree / 71 agree that the supermarket <u>attracts people</u> to the town centre more often (1D)
e.g. 57 strongly agree that the supermarket provides <u>more jobs</u> (1D) OR
94 agree that the supermarket provides <u>more jobs</u> (1D)
e.g. 38 strongly agree and 3 strongly disagree with <u>Statement 1</u> (1D)

(1HA + 1S + 2D)
Hypothesis is false / partially true = 0 (XHA).
Credit relevant evidence which supports the correct conclusion of true / mostly true.
If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion of true / mostly true.</td><td>4</td></tr>
<tr><td>2(d)(i)</td><td><table><tr><td>opinion</td><td>Score</td></tr><tr><td>strongly agree</td><td>96</td></tr><tr><td>agree</td><td>75</td></tr><tr><td>disagree</td><td>76</td></tr><tr><td>strongly disagree</td><td>13</td></tr></table>
Both correct for 1 mark TICK/CROSS</td><td>1</td></tr>
<tr><td>2(d)(ii)</td><td>Draw bar for statement 4 = 260. Ignore shading. TICK/CROSS</td><td>1</td></tr>
<tr><td>2(d)(iii)</td><td>Statement 3 TICK/CROSS</td><td>1</td></tr>
<tr><td>2(e)(i)</td><td><u>Scoring is subjective and scores may vary between students:</u>
Carry out pilot study (1)
(Work in groups and) discuss / agree / check score / compare scores (1)
Calculate average score (from a group of students) / take majority score (1)
Only 1 student decides the scores (1)

<u>Score may vary at different times of day</u>:
Make sure surveys are done at same time / agree a time for survey (1)
Take an average (1)
(1 + 1)</td><td>2</td></tr>
<tr><td>2(e)(ii)</td><td>Draw bar to –4 (20 mm) at location E. Ignore shading. TICK/CROSS</td><td>1</td></tr>
</table>

Question	Answer	Marks
2(e)(iii)	No credit for hypothesis decision – true Higher / high EQ scores / positive descriptions are nearest / near to supermarket (1S) **OR** Lower / low EQ scores / negative descriptions are furthest from / away from / not near supermarket (1S) Highest scores at location C and D / lowest scores at B and E (1S) Credit contrasting paired data of **total** scores for 1 MAX e.g. C scores 5 and E scores –4 (1D) e.g. D scores 7 and B scores –6 (1D) e.g. C scores 5 and B scores –6 (1D e.g. D scores 7 and E scores –4 (1D) (1 + 1 + 1D)	**3**
2(f)(i)	Tally **TICK/CROSS**	**1**
2(f)(ii)	Examples Get into groups / pairs / decide who surveys each location (1) One student / one group on each side of the road / count vehicles coming in different directions (1) Different students count different types of vehicles (1) One / two student(s) count vehicles and another student records (1) Use clicker / tally (1) Circle road / circle time on recording sheet (1) Go to each site at the allocated / same time (1) Mark on recording form every time a vehicle passes (1) Stopwatch for timing / use phones for timing (1) Add results to get totals (and write on recording form) (1) (1 + 1 + 1 + 1)	**4**
2(f)(iii)	Examples Choosing a safe place to count / finding somewhere safe near a road (1) Hard to tally / count accurately **because** a busy time / too many vehicles at once / vehicles too fast / vehicles may be hidden (1) Timings not synchronised between groups / do count at different times (1) Students lose concentration (1) (Specific weather problem) – rainfall / sunstroke / too hot / snowing (1) Breathing difficulties / exhaust or vehicle fumes (1) Which category to include some vehicles / some vehicles don't fit into categories / some vehicles fit into > 1 category (1) (1 + 1 + 1)	**3**

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