

Cambridge IGCSE™

GEOGRAPHY**0460/43**

Paper 4 Alternative to Coursework

May/June 2026**MARK SCHEME**Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **11** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

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
	Hypothesis answer used with another annotation e.g. tick, cross or inverted v
	Highlighting areas of text
	More information required
	Just enough information to answer the question
	Two statements are linked
	Repetition
	Open bracket
	Close bracket
	Page or response seen by examiner

Question	Answer	Marks
1(a)(i)	Split into groups / pairs Go to the <u>four</u> roads / go to the <u>allocated</u> road / stand on both sides of road / decide which points on each road to do the survey / decide where to stand Agree which day to do the survey / how long to do the survey / do the survey for 5–30 mins / do the survey for specified time / survey for certain time Decide what equipment they would need to time / use stopwatch / watch / clock / timer Decide counting method / use tally count / automatic counter / clicker / count Organise different tasks within group / one student counts / one student records / one student times the survey / one student counts 'in' and one student counts 'out' Take / produce a recording sheet / fill in the recording sheet No reserve for planning or doing the survey ^ Go to roads Stand by the road Do not accept: Decide which roads to survey When / what time to do the survey / all count at same time Produce / complete a results table Decide vehicle groups Compare results Calculate totals Multiple students	4
1(a)(ii)	Lots of traffic / traffic going too fast / too many lanes to count / some vehicles hidden by others / too many vehicles <u>Breathing difficulties</u> / breathing exhaust or vehicle fumes / air pollution causes breathing difficulties Groups don't start and finish at same time / count for too long / too short time (Specific weather difficulty) – e.g. rain ruins paper / sunstroke Dangerous standing near the road ^ = bad weather / rain / strong sun danger Do not accept: Student error / count inaccurately / may miss some vehicles Distracted by noise Lose concentration / bored / tired Danger from strangers Traffic collision / accident / congestion 2 @ 1	2
1(b)(i)	Main Street Station Road Park Road Westwood Way	1
1(b)(ii)	Bar into town centre on Westwood Way = 80 vehicles No tolerance Shading not needed	1

Question	Answer	Marks
1(b)(iii)	Hypothesis is true – 1 mark reserve (✓HA) Highest traffic flow / most vehicles is on Main Street (to large city) and lowest traffic flow / fewest vehicles is on Westwood Way (to housing areas) OR comparison of traffic flow on any two roads – more/less Do not accept: different / 'only' Credit 1 mark for paired data comparing two roads (total number of vehicles / in + out) e.g. 534 / 248 + 286 vehicles on Main Street and 178 / 80 + 98 vehicles on Westwood Way Park Road: 128 + 119 = 247 Station Road: 159 + 176 = 335 Hypothesis is false / partially true = 0 (XHA). Credit relevant evidence which supports the correct conclusion of true. If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion of true.	3
1(c)(i)	Flow line along Station Road at 17:00 to show 90 vehicles going out of town centre 1 mark for correct width of arrow – 9 mm (ignore length) 1 mark for shading and pointing out of the town centre 2 @ 1	2

Question	Answer	Marks
1(c)(ii)	No credit for hypothesis conclusion – true <u>Total traffic flow</u> 1 mark maximum for statement decreases between 08:00 / morning and 13:00 / midday increases between 13:00 / midday and 17:00 / evening / is highest at 17:00 and is lowest at 13:00 increases between 08:00 and 17:00 Credit data: 08:00 = 456, 13:00 = 374, 17:00 = 464 (any 2 figures) Traffic flow <u>into the town centre</u> 1 mark maximum for statement decreases between 08:00 / morning and 17.00 / evening / is highest at 08:00 and is lowest at 17:00 Credit data: 08:00 = 269, 17:00 = 152 Traffic flow <u>out of the town centre</u> 1 mark maximum for statement Decreases between 08:00 and 13:00 Increases between 13:00 and 17:00 / is highest at 17:00 and is lowest at 13:00 Increases between 08:00 and 17:00 Credit data: 08:00 = 187, 13:00 = 180, 17:00 = 312 (any 2 figures) Traffic flow <u>along Westwood Way into centre</u> 1 mark maximum for statement Decreases between 08:00 and 17:00 / is highest at 08:00 and is lowest at 17:00 Data: 08:00 = 38, 17:00 = 14 <u>Traffic flow along Westwood Way out of centre</u> 1 mark maximum for statement Increases between 08:00 and 17:00 / is highest at 17.00 and is lowest at 08.00 Data: 08.00 = 22, 17.00 = 50 <u>Credit total traffic variation along Westwood Way</u> 1 mark maximum for statement Total traffic higher at 17:00 than 08:00 Data: 17:00 = 64, 08:00 = 60 Only credit 1 named road for into and out of (may be same road for in and out or different roads for in and out) <u>Overall pattern of traffic flow</u> (any 2 times) 1 mark maximum 08:00: more traffic going into than out 13:00: similar amount going into and out of 17:00: more traffic going out of than into 2 marks maximum for data and statements Do not accept: comparing into and out of at only one time e.g. 08:00 Comparing different roads	4

Question	Answer	Marks
1(c)(iii)	Going to work / returning home after work / less vehicles at 13:00 because people are at work Taking children / going to school / less vehicles at 13:00 because children are at school Shopping Specific event e.g. sport fixture, concert, eating out Deliveries to shops People stay at home Specific variation in weather (during the day) e.g. snow Pick up people from station ^ variation in weather Do not accept: Tourism Traffic congestion Going out at night Eating lunch Road closure / road works Less on rainy days Rush hour Railway station 3 @ 1	3
1(d)(i)	Pie graph completion for Main Street Cars / taxis = 48%, vans / minibuses = 21%, lorries / buses / coaches = 29% 1 mark for dividing line at 50% – no tolerance 1 mark for dividing line at 71% – 255–256° (103–105°) 1 mark for shading If plotted in wrong order credit 1 mark for shading if correct	3
1(d)(ii)	More / higher percentage of bikes / motor bikes on Westwood Way More / higher percentage of cars / taxis on Station Road More / higher percentage of vans / minibuses on Station Road More / higher percentage of lorries / buses / coaches on Westwood Way No credit for statistics or ‘only’	3

Question	Answer	Marks
1(e)	Widen roads / more lanes on roads / larger roads / lane controls / tidal flow Bypass / ring road / underpass / flyover / tunnel / bridge Roundabouts / traffic lights / robots / one-way road / traffic police / speed limit / speed restrictions on road Park and ride Bike lanes / bike hire scheme / advertise cycling Car sharing / carpooling Improve / promote / more public transport or example e.g. underground, guided busway / cheaper public transport / bus lanes / taxi lanes Parking restrictions along the roads / more car parks Restrict traffic to certain days / license plate policy / restrict vehicles at certain times of day Congestion charge / toll Low emission zones Flexible working hours Build shopping centres / workplaces away from town centre Create / add footpaths Restrict delivery times Increased fuel price / road tax ^ = more roads Traffic quotas / limit number of vehicles Do not accept: People should use more public transport Encourage walking / cycling have shopping centre in town centre Pedestrianisation 4 @ 1	4

Question	Answer	Marks
2(a)(i)	Put a rain gauge away from people or animals which may interfere with it. Put a rain gauge away from the shelter of trees which may intercept rain. 2 @ 1	2
2(a)(ii)	Put collecting container / rain gauge into ground / on ground / on grass / top is 30cm above ground Put the funnel into the collecting container / jar Check / measure at same time every day / each day / collect water after 12–24 hours Pour water from collecting container / rain gauge into measuring tube Use the scale / numbers to measure the water collected in the measuring tube / cylinder Look at measuring tube at eye-level / read bottom of meniscus Empty water out of measuring tube No reserve for set up / use Do not accept: Put gauge in open space / away from trees, people, buildings Record results Empty rain gauge / container Put funnel into rain gauge Measure in mm or cm Measure daily	4
2(a)(iii)	Location: on the roof / top of a building / top of a hill / open space / in exposed area / on high building / away from buildings, trees ^ = high up / on a hill Explanation: so wind is unobstructed / it gets full force of wind / wind directly hits it / to prevent wind being blocked / there is no obstacle to block wind / no trees to shelter wind vane Do not accept: away from people / animals so not interfered with / to get an accurate result 1 + 1	2
2(a)(iv)	The arrow / pointer turns / spins round / is pushed / moved / blown by wind Arrow points in the direction the wind is coming from / N, E, S, W points / compass points show the direction / N point on compass aligns with direction north Do not accept: wind vane / it (as an alternative to the arrow / pointer)	3
2(b)(i)	Measurements are not taken on some days (or details) Measurements are taken at different times of day (or details) ^ = some data is missing 2 @ 1	2

Question	Answer	Marks
2(b)(ii)	Data collected by the student – primary data Data obtained from the automatic weather station – secondary data Both correct for 1 mark	1
2(c)(i)	Plot • to show 1 day with 8 mm rainfall	1
2(c)(ii)	Hypothesis is false / no – 1 mark reserve (✓HA) Credit 1 mark maximum for statement mark e.g. There is more <u>daily</u> rainfall at college / less at airfield College has more days with higher rainfall <u>Average</u> daily rainfall is higher at college / lower at airfield Do not accept: figures in statement ^ Rainfall is higher at college More rain at college Credit up to 2 marks for paired data from the two locations to show difference e.g. <u>Average</u> daily rainfall at college = 5.6 mm and at airfield = 2.1 mm / 3.5 mm higher at college <u>Highest</u> daily rainfall at college = 14 mm and at airfield = 8 mm / 6 mm higher at college Number of days with more than 5 mm of rain at college = 7 and at airfield = 2 / 5 more days at college Number of days with 0 mm / no rainfall at airfield = 7 and at college = 1 / 6 more days at airfield Do not accept: comparing rainfall on individual days 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	3
2(d)(i)	Draw bar to show 2 days wind from north at college	1
2(d)(ii)	Plot rainfall bar: 1 mark for vertical scale line to 5 mm of rainfall; 1 mark for bar = 4 mm; 1 mark for position in NE quadrant and date (19 th) If vertical scale is wrong credit 4 mm on the candidate's scale Ignore size of bar on horizontal scale Ignore shading	3

Question	Answer	Marks
2(d)(iii)	Hypothesis is true – 1 mark reserve (✓HA) 1 mark for statement True for both college and airfield Higher rainfall at college and higher rainfall at airfield when wind is blowing from S and SW (this may be in separate sentences) At college 1 mark maximum Rainfall is highest on 4 days when wind is from S and SW Rainfall is 7 mm or more on 4 days when wind is from S and SW Average daily rainfall when wind from S and SW = 7.4 mm and average daily rainfall when wind from other directions = 3.5 mm Highest daily rainfall is 14 mm when wind is from S Rainfall is always above 5 mm when wind is from SW Rainfall = 52 mm when wind from S and SW compared with total rainfall = 73 mm At airfield 1 mark maximum Rainfall is highest on 2 days when wind is from S and SW Rainfall is above 5 mm on 2 days when wind is from S and SW Average daily rainfall when wind from S and SW = 3.2 mm and average daily rainfall when wind from other directions = 1.0 mm Highest daily rainfall is 8 mm when wind is from SW Rainfall = 32 mm when wind from S and SW compared with total rainfall = 44 mm No credit for figures from individual days Hypothesis is partially true / false = 0 (XHA). Credit relevant evidence which supports the correct conclusion of true. If no hypothesis conclusion ^HA and credit evidence which supports the correct conclusion of true	4
2(e)	Put the sunshine recorder facing south in northern hemisphere / north in southern hemisphere Put sunshine recorder in open space / out of shade / exposed to sun's rays / top of building / on a pedestal or stand / away from building, trees Lens / glass ball focuses / concentrates the sun's rays onto a piece of card (paper) Sun's rays scorch card (paper) / burns a line in the card (paper) Measure / observe length of the burn line / length of (burn) line shows hours of sunlight / discontinuous or interrupted line if sun is obscured by cloud Replace card (paper) each day / put card (paper) into sunshine recorder Do not accept: check every day / facing the sun / repeat every 24 hours reflects / refracts sunlight 4 @ 1	4