Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

GEOGRAPHY **0460/43**

Paper 4 Alternative to Coursework **May/June 2025**

1 hour 30 minutes

You must answer on the question paper.

You will need: Insert (enclosed)
Calculator
Protractor
Ruler

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- If additional space is needed, you should use the lined pages at the end of this booklet; the question number or numbers must be clearly shown.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [ ].
- The insert contains additional resources referred to in the questions.

LEDCs – Less Economically Developed Countries
MEDCs – More Economically Developed Countries

This document has **16** pages.

[Turn over

1 Students in the UK went to Ambleside, a town in the Lake District National Park, to do some fieldwork on tourism. Ambleside is a popular destination for visitors, especially in summer.

One student decided to test the following hypotheses:

Hypothesis 1: *Most visitors stay for more than one day.*

Hypothesis 2: *People who live in Ambleside think that tourism is good for the town.*

(a) The students decided to use a questionnaire to find out information about visitors to Ambleside. This is shown in Fig. 1.1 (Insert).

(i) Suggest **one** reason why the students first asked *'Are you visiting Ambleside today or do you live in the town?'*

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..... [1]

(ii) Name **one** sampling method and describe how the students would use this method to select 100 visitors to complete their questionnaire.

name of sampling method .....

how the students would use the sampling method

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[3]

(b) The students wrote the answers from the questionnaire into four tables. These are shown in Tables 1.1, 1.2, 1.3 and 1.4 (Insert).

(i) Use the results shown in Table 1.1 to **complete Fig. 1.2**. [2]

Answers to Question 1: Why are you visiting Ambleside?

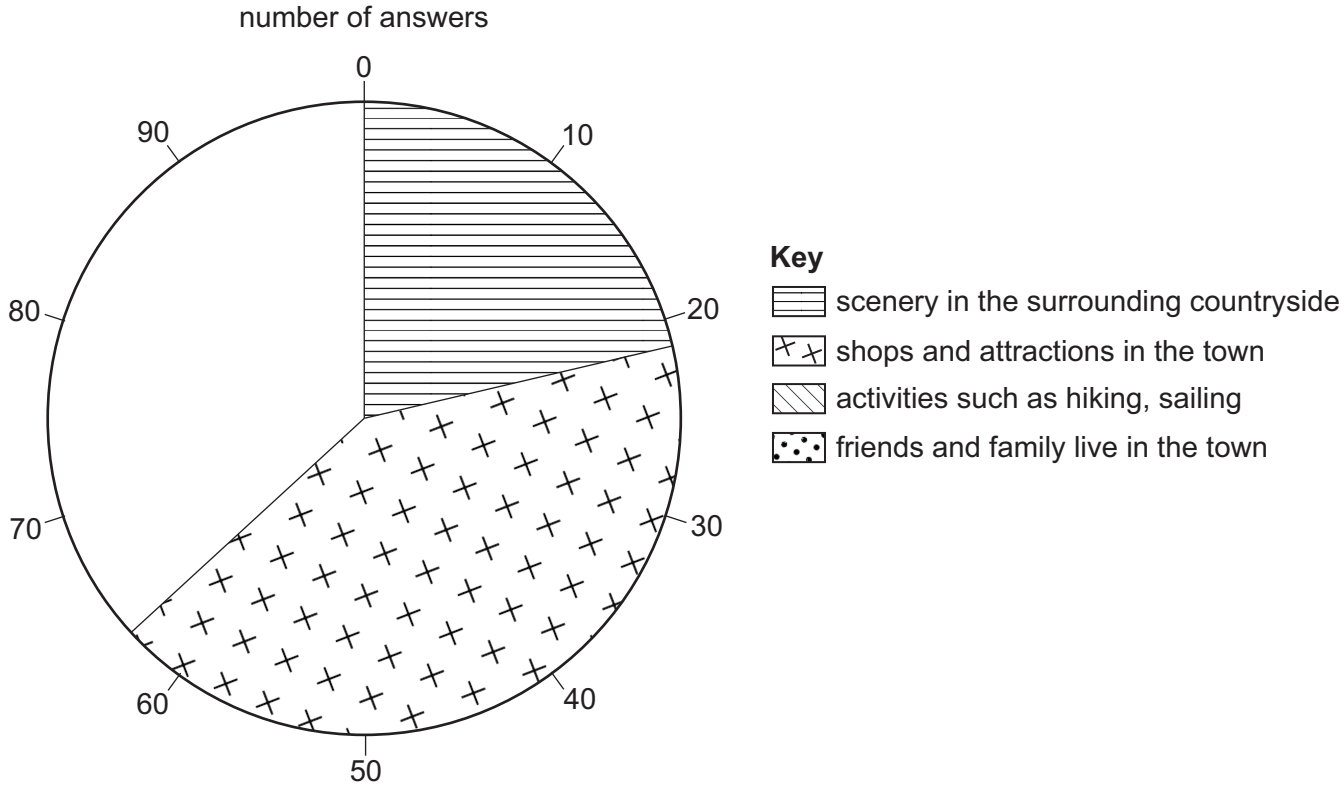

Fig. 1.2

(ii) Use the results of question 2 shown in Table 1.2 (*How far have you travelled to Ambleside?*) to describe how the number of visitors varied with distance travelled.

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..... [2]

(iii) Which **one** of the following would be a suitable graph to show the results of question 3 shown in Table 1.3 (*How did you travel to Ambleside?*)?
Circle your choice.

histogram scatter graph triangular graph pictogram [1]

(iv) Use the results in Table 1.4 to **show the number of visitors staying for 2 to 4 days** on Fig. 1.3. [1]

Number of days visitors stay in Ambleside

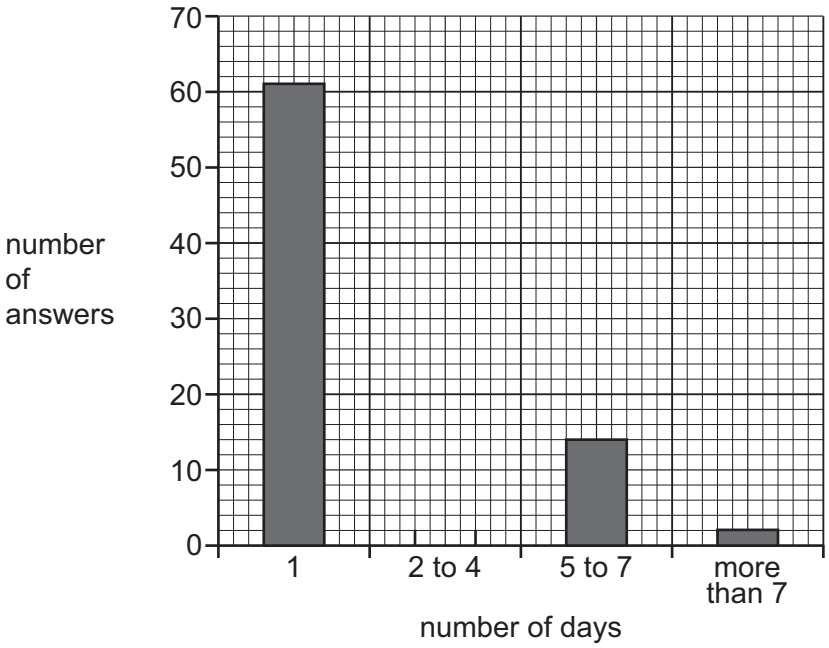

Fig. 1.3

(v) What conclusion would the student make about **Hypothesis 1:** *Most visitors stay for more than one day*? Support your answer with evidence from Fig. 1.3 and Table 1.4.

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..... [3]

(c) To investigate **Hypothesis 2:** *People who live in Ambleside think that tourism is good for the town*, the students interviewed 50 residents to get their opinions.
The questions they asked in the interview are shown in Fig. 1.4 (Insert).

(i) The results of interview question 1 are shown in Table 1.5 (Insert). Use these results to **complete Fig. 1.5** to show what residents of Ambleside think about the problem of **noise from people and vehicles**. [2]

Residents' opinions about the problems of tourism

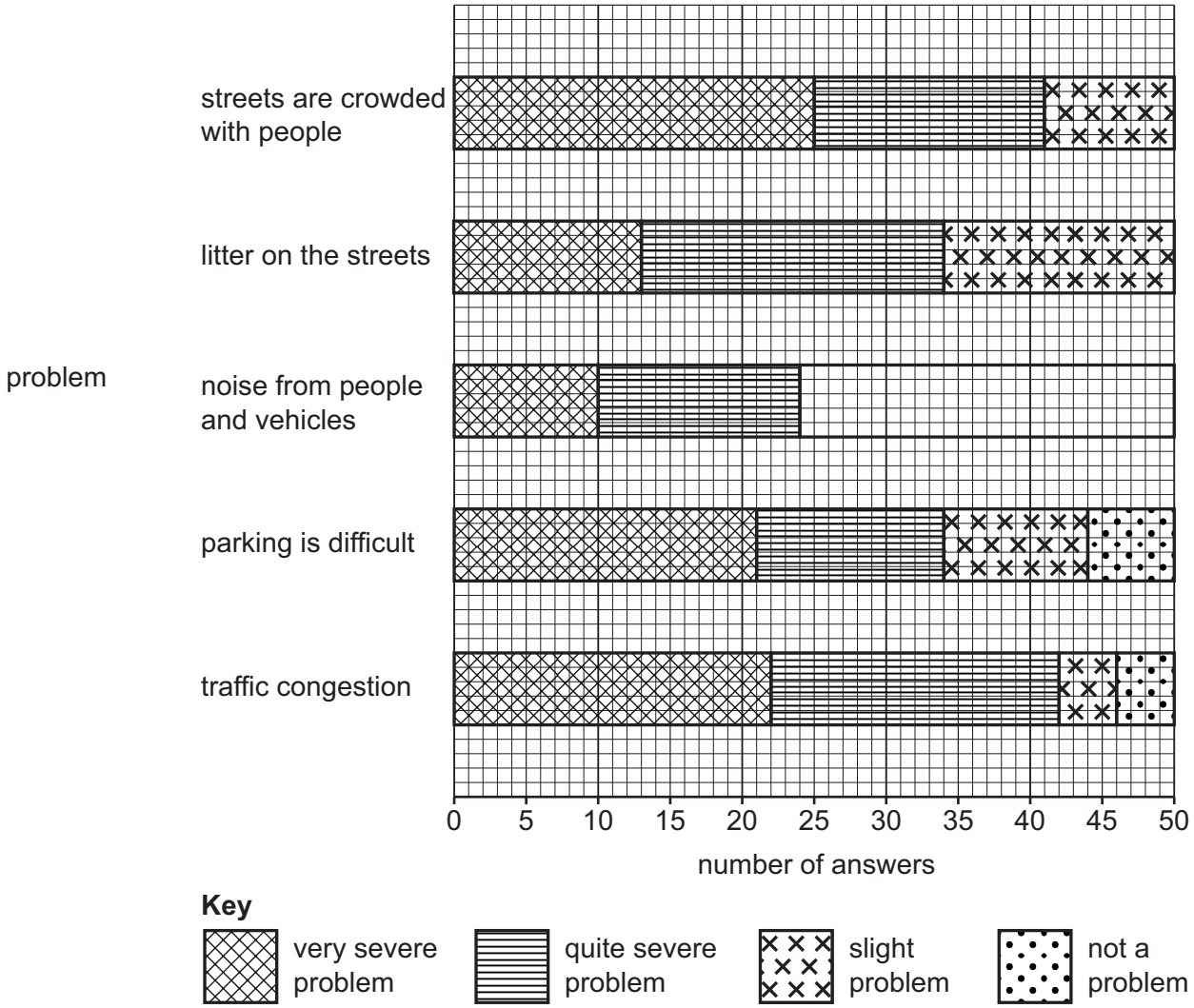

Fig. 1.5

(ii) A resident of Ambleside stated that 'three-quarters of visitors to the town come between April and September'. Suggest **one** problem **not** identified in Table 1.5 and Fig. 1.5 which may result from this.

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..... [1]

(iii) The results of interview question 2 are shown in Table 1.6 (Insert).
Which benefit is thought by residents to be the most important? Tick (✓) **one** answer.

benefit	tick (✓)
tourism creates jobs in the area	
tourism brings money into the area	
local council has money to spend on facilities	
residents use the shops and tourist facilities	
better roads so the town is more accessible	

[1]

(iv) The students agreed that **Hypothesis 2:** *People who live in Ambleside think that tourism is good for the town* was **partly true**. Refer to data in Tables 1.5 and 1.6 to explain their conclusion.

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..... [4]

(d) To extend their fieldwork, some students did an environmental quality survey in two areas of the town. Their results are shown in Table 1.7 (Insert).

(i) Why was it important to do the environmental quality surveys at the same time?

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..... [2]

(ii) Use the results shown in Table 1.7 **to complete the graph for the edge of town area** on Fig. 1.7. [2]

Results of the environmental quality survey in the town centre

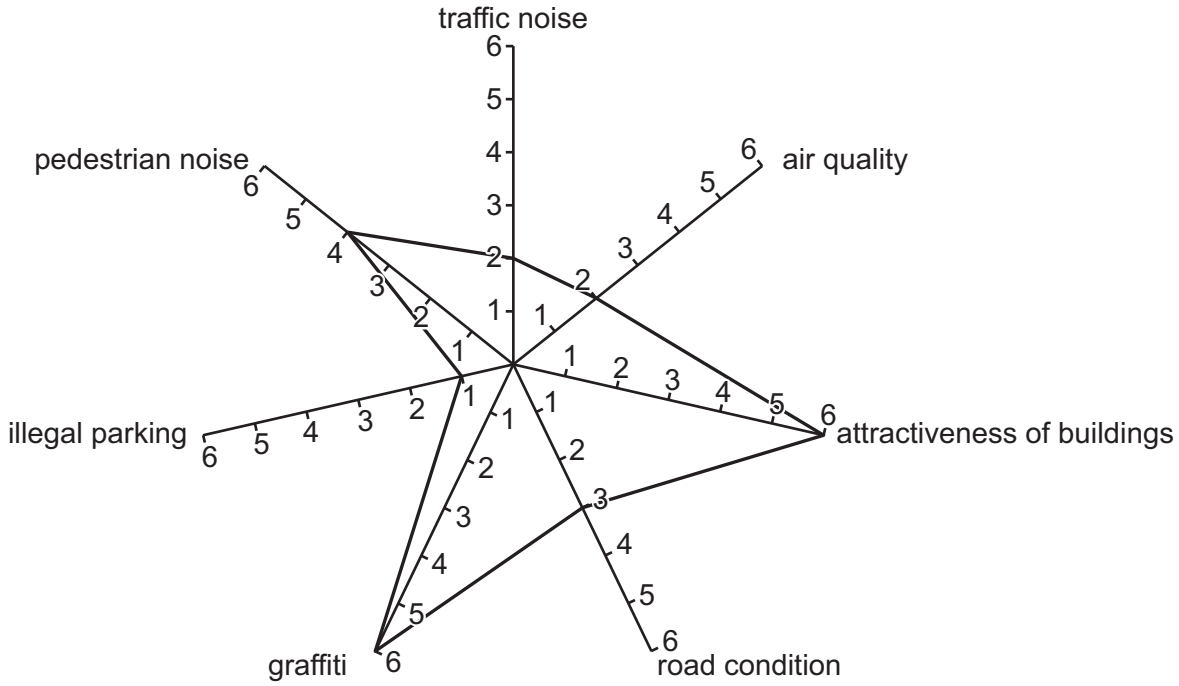

Fig. 1.6

Results of the environmental quality survey on the edge of town

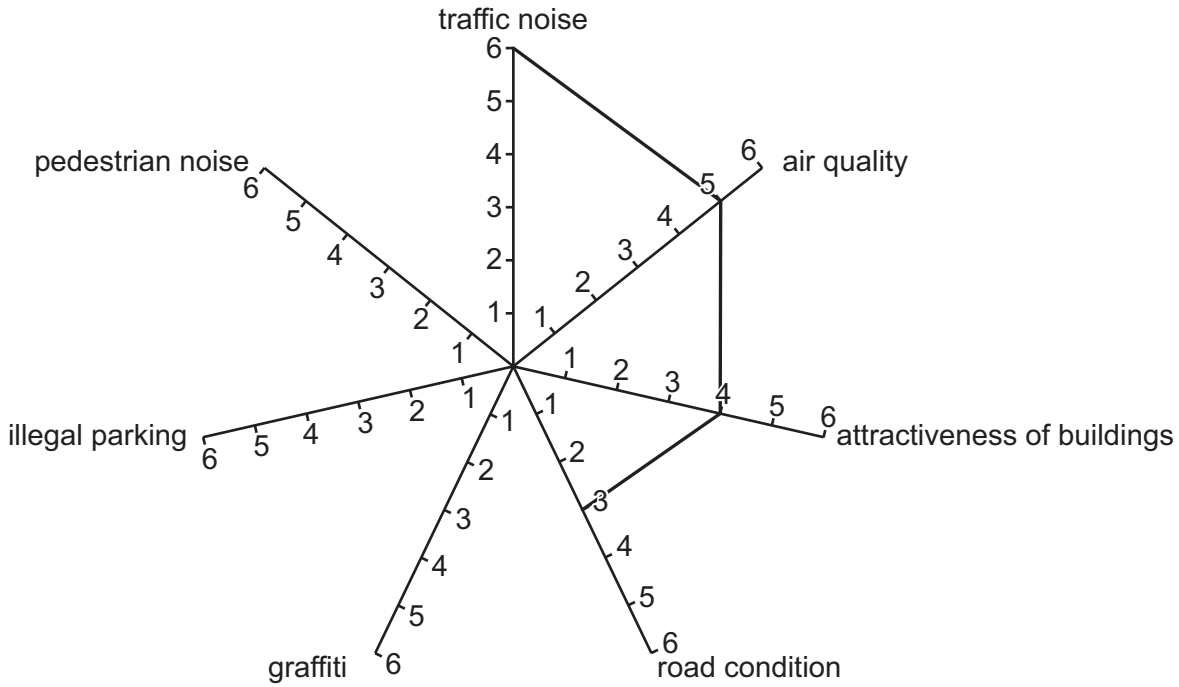

Fig. 1.7

(e) The residents of Ambleside identified traffic congestion as one problem of tourism in the town.

(i) Suggest why traffic congestion is a problem in many towns popular with tourists.

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..... [2]

(ii) Describe **three** ways to reduce traffic congestion in towns which attract many tourists.

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2 .....

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3 .....

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[3]

[Total: 30]

2 Students in France were studying beach processes. They did some fieldwork at two beaches, Centenaire beach and Magnan beach. One group of students wanted to investigate differences in beach material and beach profile between the two beaches.

(a) Before they went to the coast, the students discussed safety on the beach with their teacher. Suggest **three** precautions the teacher suggested that the students needed to take to reduce the risk of accident.

1 .....

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2 .....

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3 .....

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[3]

The students tested the following hypotheses:

Hypothesis 1: *Beach material is larger on the beach with a steeper profile.*

Hypothesis 2: *The size of beach material gets bigger from the sea towards the top of the beach.*

(b) To investigate these hypotheses, the students first measured the profile of each beach from the low water mark to the back of the beach. Fig. 2.1 (Insert) shows their method.
Describe how the students measured the beach profile.

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..... [4]

(c) Next, the students measured the size of beach material on both beaches. To do this they took samples of beach material every two metres from the low water mark to the top of each beach.

(i) A completed data recording sheet for one site is shown in Fig. 2.2 (Insert). Describe a possible method the students used to collect a sample of four pieces of material from the beach at each site.

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..... [3]

(ii) Describe how the students could have measured the size of each piece of beach material they collected.

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..... [2]

(iii) The average sizes of the beach material samples at all sites on both beaches are shown in Table 2.1 (Insert).
On Fig. 2.3, **plot the result at 20 metres from the low water mark at Centenaire beach**.
[1]

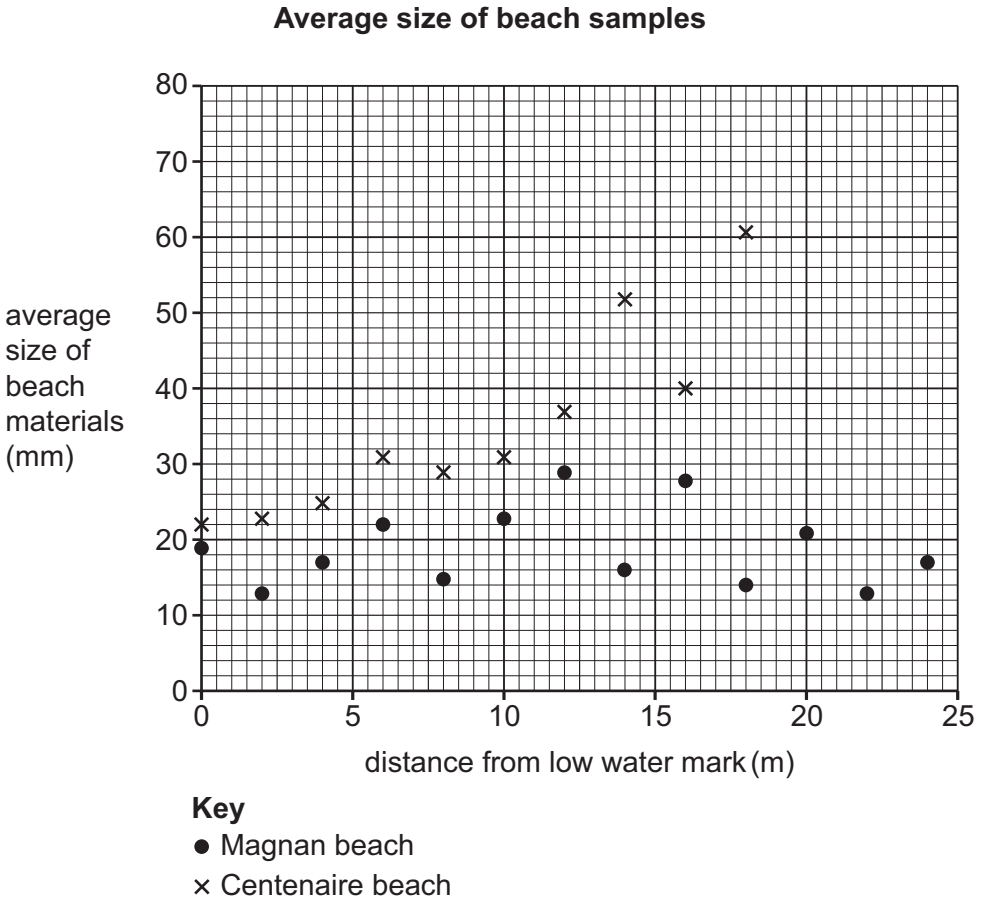

Fig. 2.3

(d) The students then discussed their conclusions to both hypotheses.

(i) One student used their measurements to draw the two beach profiles shown in Fig. 2.4 (Insert).

What would the students decide about **Hypothesis 1:** *Beach material is larger on the beach with a steeper profile*? Use data from Fig. 2.3, Table 2.1 and Fig. 2.4 to support your decision.

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..... [3]

(ii) What conclusion would the students make about **Hypothesis 2:** *The size of beach material gets bigger from the sea to the top of the beach*? Tick (✓) your decision and support it with data from Fig. 2.3 and Table 2.1.

decision	tick (✓)
Hypothesis 2 is true for **both** beaches.	
Hypothesis 2 is true for **one** beach.	
Hypothesis 2 is true for **neither** beach.	

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..... [4]

(e) While doing their fieldwork, the students thought that the waves coming to the two beaches looked different. They had learned about constructive and destructive waves in class and so another group of students decided to do some extra fieldwork to test if the waves were different.

(i) Fig. 2.5 (Insert) shows different types of waves. Identify **two** differences shown on Fig. 2.5 between constructive and destructive waves.

1 .....

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2 .....

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[2]

(ii) The students had learned that destructive waves have a higher frequency than constructive waves. Describe how the students could measure wave frequency.

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..... [3]

(iii) The results of the students' measurements are shown in Table 2.2 (Insert). Use these results to **plot measurement 7 at Centenaire beach** on Fig. 2.6. [1]

Results of students' measurements of wave frequency

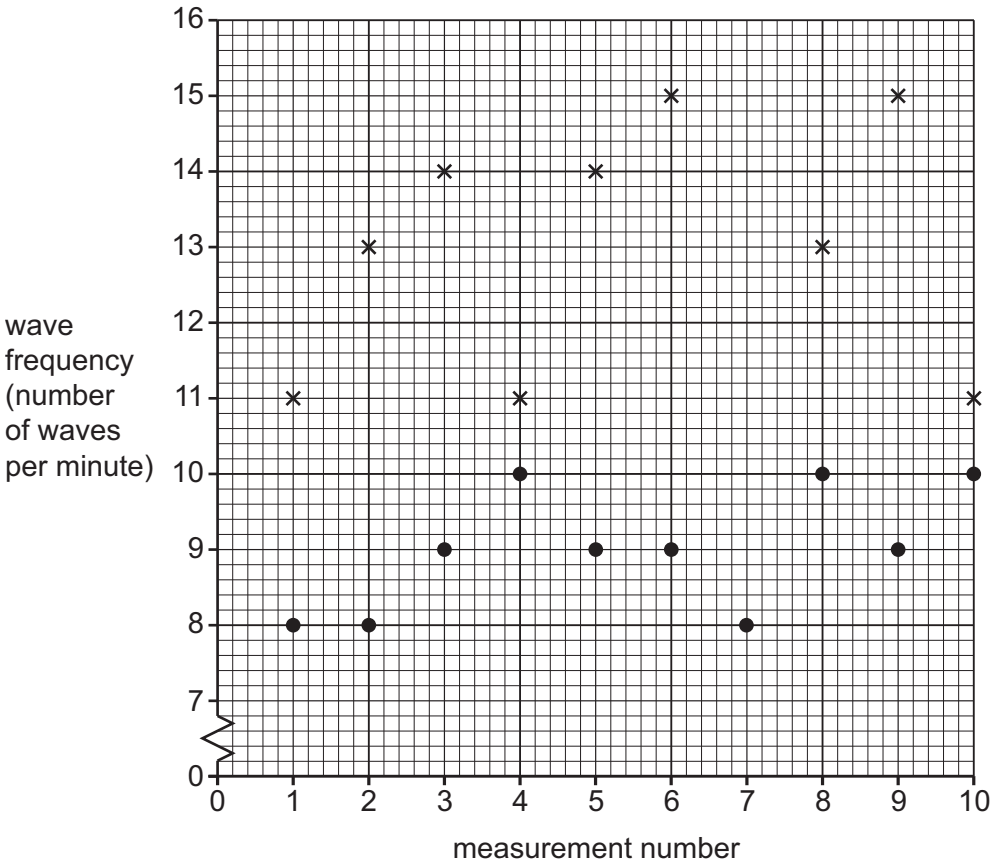

Fig. 2.6

(iv) Use the results shown in Table 2.2 and Fig. 2.6 to describe **one** difference in wave frequency between the two beaches. Use statistics to support your answer.

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..... [2]

(f) Later, the students discussed their beach fieldwork and how they could have improved the accuracy and reliability of their measurements. What **two** improvements could they have made?

1 .....

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2 .....

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[2]

[Total: 30]

Additional page

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Additional page

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