



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



GEOGRAPHY

0460/41

Paper 4 Alternative to Coursework

October/November 2013

1 hour 30 minutes

Candidates answer on the Question Paper.

- Additional Materials:
- Calculator
 - Ruler
 - Protractor

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces provided.
 Write in dark blue or black pen.
 You may use a soft pencil for any diagrams, graphs or rough working.
 Do not use staples, paper clips, highlighters, glue or correction fluid.
DO NOT WRITE ON ANY BARCODES.

Answer **all** questions.

The Insert contains Figs 1, 2, and 3, Table 2 and Photographs A, B, C and D for Question 1, and Figs 5, 6 and 8 for Question 2.
 The Insert is **not** required by the Examiner.
 Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

At the end of the examination, fasten all your work securely together.
 The number of marks is given in brackets [] at the end of each question or part question.

For Examiner's Use	
Q1	
Q2	
Total	

This document consists of **14** printed pages, **2** blank pages and **1** Insert.

1 A class of students from a school in France were studying how to measure rainfall. The students had made simple rain gauges and also had some traditional rain gauges in school.

(a) (i) The two different rain gauges are shown in Figs 1 and 2 (Insert). Describe **two** differences between these rain gauges.

1

.....

2

..... [2]

(ii) Describe how the students would use the simple rain gauges they had made. These are shown in Fig. 1.

.....

.....

.....

.....

..... [3]

The students used their homemade rain gauges to measure rainfall in their local area. They tested the following hypotheses:

Hypothesis 1: *Less rainfall reaches the ground as the density of vegetation cover increases.*

Hypothesis 2: *Less rainfall reaches the ground in summer than in winter.*

(b) The students chose three different locations near their school to measure the amount of rainfall which reached the ground. There is some information about each location in a factfile, Fig. 3 and Photographs A, B, C and D (Insert). To collect rainfall data the students placed a rain gauge at six different sites for each location.

(i) Suggest why they decided to use six rain gauges at each location.

.....

.....

.....

..... [2]

The students decided to measure daily rainfall for the next two weeks which was winter.

Table 1, below, shows their recording sheet for the six sites in the bare ground location. (Bare ground is an area without vegetation).

Table 1

Rainfall (mm) measured on bare ground

Site	Days when measuring was done in winter													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	14	15	0	20	11	16	15	21	0	14	0	0	16	17
2	16	18	0	21	13	13	14	22	0	12	0	0	17	16
3	16	16	0	18	13	14	17	19	0	14	0	0	15	16
4	17	15	0	19	14	16	14	18	0	11	0	0	16	20
5	15	16	0	17	12	17	16	19	0	13	0	0	17	19
6	18	19	0	22	14	16	17	21	0	14	0	0	19	19
Average		16.5	0	19.5	12.8	15.3	15.5	20	0	13	0	0	16.7	17.8

- (ii) Calculate the average rainfall which reached the ground on day 1. Show your working. Insert your answer into Table 1.

[2]

- (iii) Put in rank order the three days with the highest average rainfall shown in Table 1.

1

2

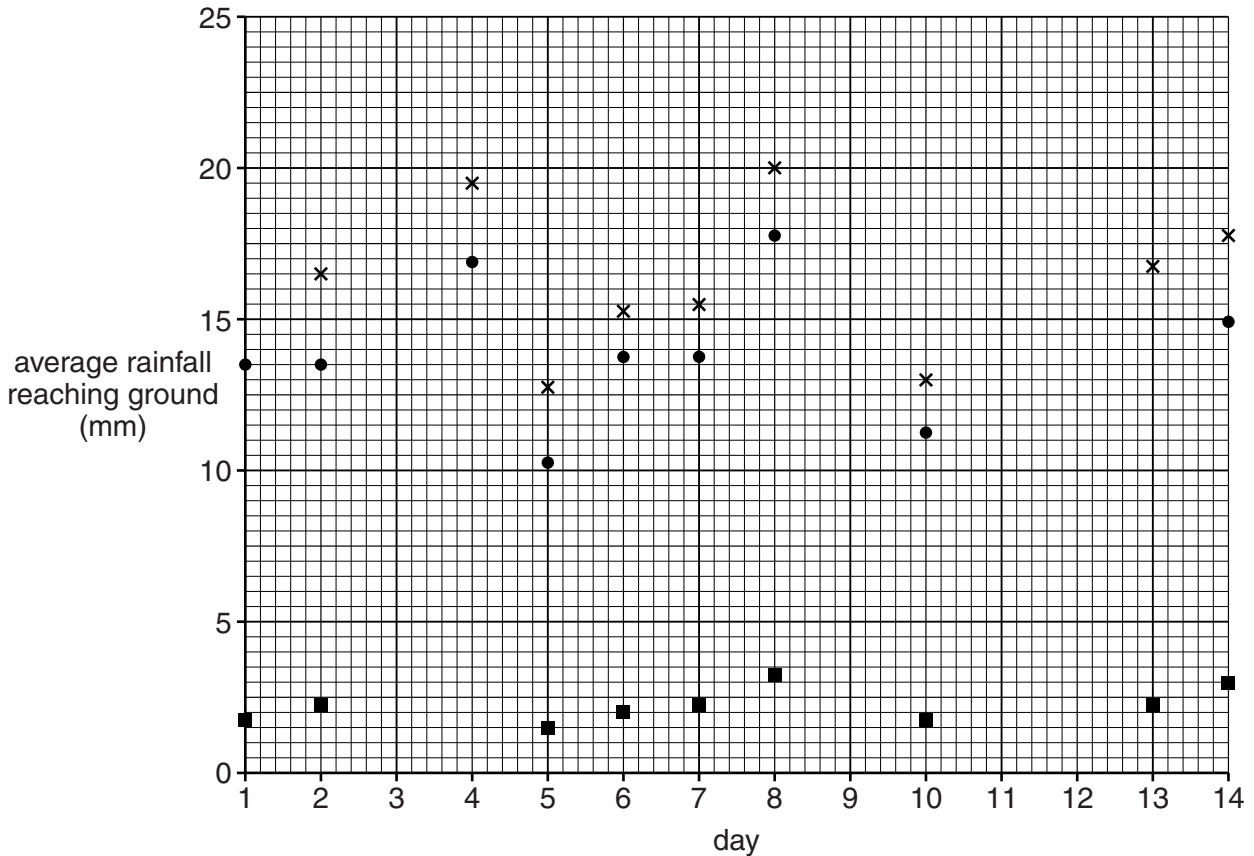
3

[1]

(iv) The average results calculated for each location are shown in Table 2 (Insert). Use these results to plot the following figures on Fig. 4 below.

- the average rainfall reaching the ground in the deciduous woodland location on day 13
 - the average rainfall reaching the ground in the coniferous woodland location on day 4.
- [2]

Average rainfall reaching the ground at each location



Key

- increasing density of vegetation cover ↓
- x bare ground
 - deciduous woodland
 - coniferous woodland

There was no rainfall on days 3, 9, 11 and 12.

Fig. 4

- (v) Do these results prove that **Hypothesis 1: Less rainfall reaches the ground where density of vegetation cover increases** is correct? Support your answer with evidence from Fig. 4 and Table 2.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

- (vi) Explain why the amount of rainfall which reaches the ground varies between different types of vegetation.

.....

.....

.....

..... [2]

- (c) To investigate **Hypothesis 2: Less rainfall reaches the ground in summer than in winter**, the students used secondary rainfall data collected in summer of the previous year to compare with their primary data collected in winter.

- (i) Students often get both primary and secondary data to investigate an hypothesis. Complete the table below, which shows ways of getting both types of data, by putting the following methods under the correct heading.

getting information from a newspaper report using a barometer

measuring the speed of river flow researching on the internet [2]

Primary data	Secondary data
doing a wave count	getting information from an atlas map

The primary data collected in winter and secondary data collected in summer are shown in Table 3, below.

Table 3

Average daily rainfall (mm) reaching the ground at the three locations in winter and summer

Location	Winter	Summer
Bare ground	16.3	16.1
Deciduous woodland	13.9	7.1
Coniferous woodland	2.3	2.3

Note: the students calculated the average for the 10 days when rain fell and ignored the 4 days when there was no rainfall.

- (ii) Look at Table 3 which compares the rainfall reaching the ground in each of the three locations in winter and summer. In which location is the difference in rainfall reaching the ground greatest?

Circle your choice below. [1]

bare ground deciduous woodland coniferous woodland

- (iii) Do these results prove that **Hypothesis 2: Less rainfall reaches the ground in summer than in winter** is correct? Consider both deciduous woodland and coniferous woodland. Use data from Table 3 to support your answer.

Deciduous woodland

.....

.....

.....

.....

Coniferous woodland

.....

.....

.....

..... [4]

(iv) Suggest why there is a difference in the results between deciduous woodland and coniferous woodland shown in Table 3. Use the factfile in Fig. 3 and Photographs B, C and D (Insert) to help you to answer.

.....
.....
.....
..... [2]

(d) Describe how the students could use a maximum-minimum thermometer in a Stevenson Screen to investigate temperature change at their school.

.....
.....
.....
.....
.....
..... [3]

[Total: 30 marks]

2 Four students decided to do an investigation into tourism in a village in a national park. They agreed to test the following hypotheses:

Hypothesis 1: *People of different ages have different reasons for visiting the area.*

Hypothesis 2: *Local residents believe that tourism has a negative impact on the area.*

(a) (i) To begin their investigation the students divided into two pairs to think of some questions to include in a questionnaire. The two questionnaires are shown in Figs 5 and 6 (Insert). Give **three** ways that Questionnaire 2 (Fig. 6) is better than Questionnaire 1 (Fig. 5).

- 1
-
- 2
-
- 3
- [3]

(ii) Before using the questionnaire shown in Fig. 6, the four students thought about the best way to make use of it. They decided to ask the opinion of 100 people.

Name and describe a suitable sampling method for the students to select 100 people.

Name of sampling method

Description of method
.....
.....
.....
..... [3]

(iii) The students decided to put their questions to visitors returning to their cars before leaving the car park.

Suggest why they made this decision and **one** possible disadvantage of their decision.

Why they made the decision

Disadvantage
.....
..... [2]

(b) The results of Question 2 from the questionnaire are shown in Table 4 below.

Table 4

Results of Question 2: How far have you travelled to get here today?

Distance (km)	Number of visitors
20 or less	8
21 – 40	16
41 – 60	19
61 – 80	26
more than 80	31

(i) Use the results in Table 4 to complete the pie chart, Fig. 7, below. [2]

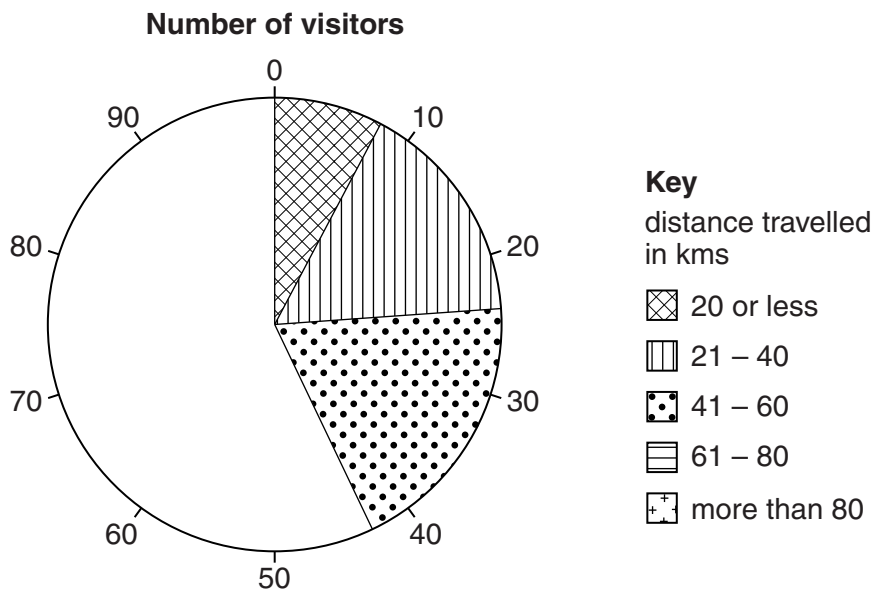


Fig. 7

(ii) Use the results of Question 2 from the questionnaire to identify **two** conclusions that the students could make about the distance travelled by visitors to the area.

1

.....

2

..... [2]

- (iii) The results of Question 3 are shown in Table 5, below, with the age groups of the people interviewed.

Complete Table 5 by:

- recording that 2 people aged 20 – 35 and 1 person aged over 65 were visiting friends;
- inserting the total number of people interviewed who were aged between 36 – 50.

[2]

Table 5

Results of Question 3: What is the main reason for your visit to this area today?

Main reason for visit	Age group					Total
	Under 20	20 – 35	36 – 50	51 – 65	Over 65	
Walking less than 5 km	4	4	5	5	3	21
Walking more than 5 km	1	5	6	2		14
Climbing		3	4			7
Having a picnic	2		2			4
Sightseeing			2	5	4	11
Bird watching				2		2
Cycling / mountain biking	5	2	2			9
Horse riding	3	2				5
Driving			2	2	2	6
Running / jogging	2	1	1			4
Shopping			3	1	3	7
Visiting historic monument / building	2			3	2	7
Other: includes visiting friends						3
Total	19	19		20	15	100

(iv) The students used the information in Table 5 to work out a conclusion.
Hypothesis 1: *People of different ages have different reasons for visiting the area.*
 Do you think the hypothesis is correct? Support your conclusion with evidence from Table 5.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[4]

(c) To investigate **Hypothesis 2:** *Local residents believe that tourism has a negative impact on the area*, the students interviewed 50 residents to get their opinions about tourism. The questions which they asked in the interview are shown in Fig. 8 (Insert).

(i) Suggest why the students asked *Do you live in the village?* at the beginning of the interview.

.....

.....[1]

(ii) The results of Question 2 in the interview are shown in Table 6 below.

Table 6

Results of Question 2: How much of a problem do you think these are?

	Very severe problem	Quite severe problem	Slight problem	Not a problem
Litter	30	10	10	0
Noise	18	18	10	4
Anti-social behaviour / Impoliteness	16	18	10	6
Traffic	20	18	12	0
Parking	16	16	10	8

Using the results from Table 6 complete Fig. 9 below to show what local residents think about the problem of parking.

The opinions of 50 local residents

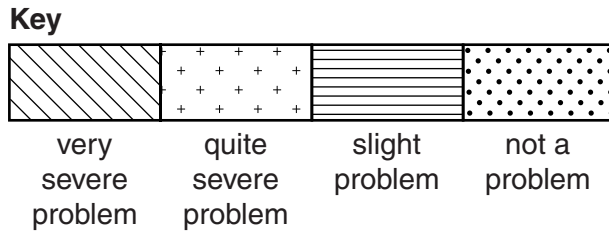
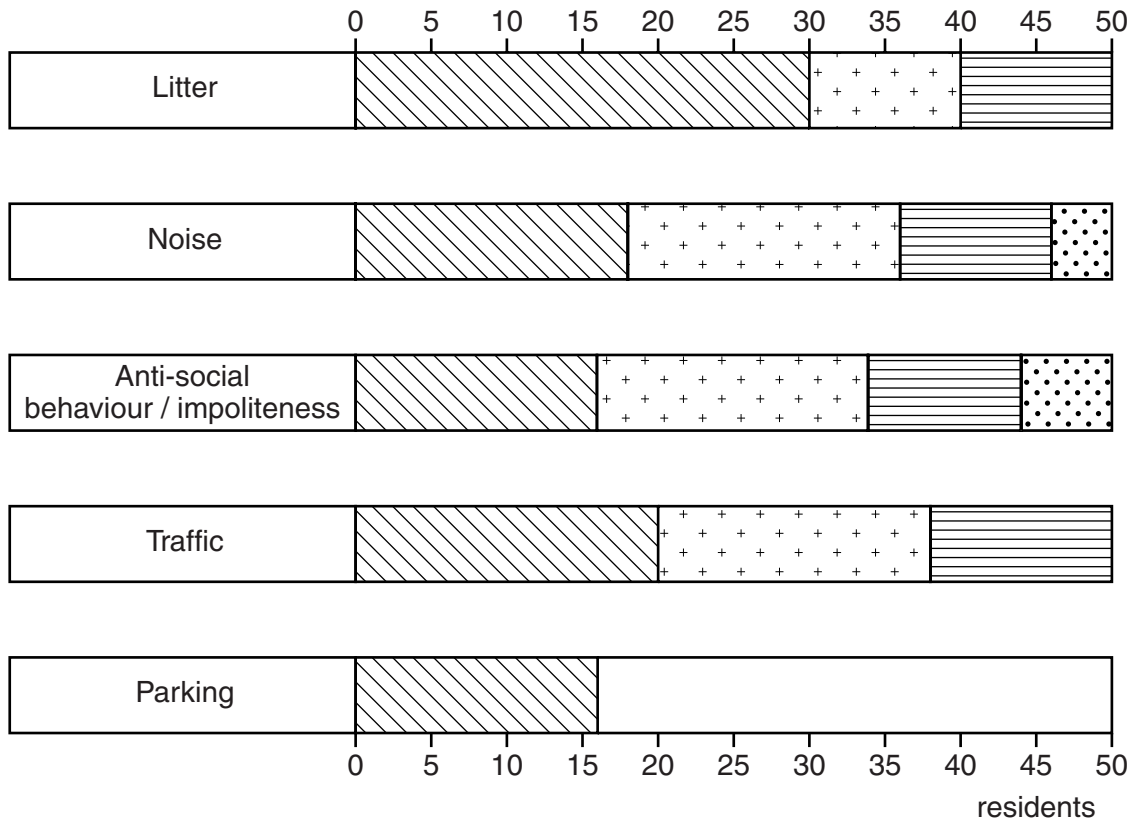


Fig. 9

(iii) One other problem suggested by a local resident was that '75% of the tourists come between April and September'. Suggest **one** reason why the resident considers this to be a problem.

.....

..... [1]

(iv) The results of Question 3 are shown in Table 7 below.

Table 7

Results of Question 3: How important do you think these benefits are?

Benefit	Very important	Quite important	Slightly important	Not important
Creates jobs in the local area	10	11	19	10
Brings money into the area	11	15	18	6
Local residents can use tourist facilities	7	13	16	14

Which **one** of the benefits shown in Table 7 is thought by residents to be most important? Circle your answer below.

Creates jobs in the local area

Brings money into the area

Local residents can use tourist facilities

[1]

(v) What conclusion would the students make about **Hypothesis 2: Local residents believe that tourism has a negative impact on the area?** Refer to data in Tables 6 and 7 to explain your answer.

.....

.....

.....

.....

.....

.....

..... [3]

(d) Suggest how the students could do some fieldwork to investigate the traffic problem in the village in the national park.

.....

.....

.....

.....

.....

..... [3]

[Total: 30 marks]

BLANK PAGE

Copyright Acknowledgements:

- | | |
|-------------------------|---|
| Question 1 Photograph A | © http://www.geograph.org.uk/photo/186033 |
| Question 1 Photograph B | © http://www.countrysideinfo.co.uk/maps_website/wetland.htm |
| Question 1 Photograph C | © http://en.wikipedia.org/wiki/File:Peckforton_Woods_wiki.jpg |
| Question 1 Photograph D | © http://www.offwell.free-online.co.uk/maps_website/coniferouswoodland.htm |

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

University of Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.