



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

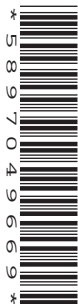
CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**GEOGRAPHY**

**0460/41**

Paper 4 Alternative to Coursework

**October/November 2011**

**1 hour 30 minutes**

Candidates answer on the Question Paper.

Additional Materials:      Calculator  
   Ruler

**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 and 2 for Question 1 and Figs 6, 7 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.

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



1 Students in a class in Beijing, China, were learning about the sphere of influence of settlements and services.

(a) (i) Which **one** of the following is the correct definition of 'sphere of influence'? Tick your choice in the table below.

Definition	Tick ✓
area around a town or shop	
area where people have migrated from	
area where people go to work in a town	
area served by a settlement or service	
area next to a particular service	

[1]

(ii) Why does the sphere of influence vary between different sized settlements?

.....

.....

.....

.....

.....

.....

.....

.....

[3]

Some of the students decided to investigate the sphere of influence of their school. They agreed to test the following hypotheses:

For  
Examiner's  
Use

**Hypothesis 1:** *The number of students coming to our school decreases as distance from the school increases.*

**Hypothesis 2:** *Students travel to school in different ways but most travel by car.*

**(b)** To collect data to test these hypotheses the students produced a questionnaire which they showed to their teacher. This is shown in Fig. 1 (Insert).

**(i)** Their teacher did not give a positive response about the questionnaire. Suggest **one** weakness of **each** question.

Question 1 .....

.....

Question 2 .....

.....

Question 3 .....

..... [3]

**(ii)** The students changed the questionnaire on the advice of their teacher. Their amended version is shown in Fig. 2 (Insert). The students decided to ask 10% of all the students in the school to complete their questionnaire. This would result in 125 questionnaires being completed.

Do you think that this is an appropriate sample size? Explain your answer.

.....

.....

.....

..... [2]

**(iii)** Describe a suitable method of selecting the students to complete the questionnaire in order to get a fair, representative sample.

.....

.....

.....

..... [2]

- (c) Having completed their survey the students tabulated the results of the questionnaire. The results for Question 1 (*In which municipality of Beijing do you live?*) are shown in Table 1 below.

For  
Examiner's  
Use

**Table 1**

**Answers to Question 1:** *In which municipality of Beijing do you live?*

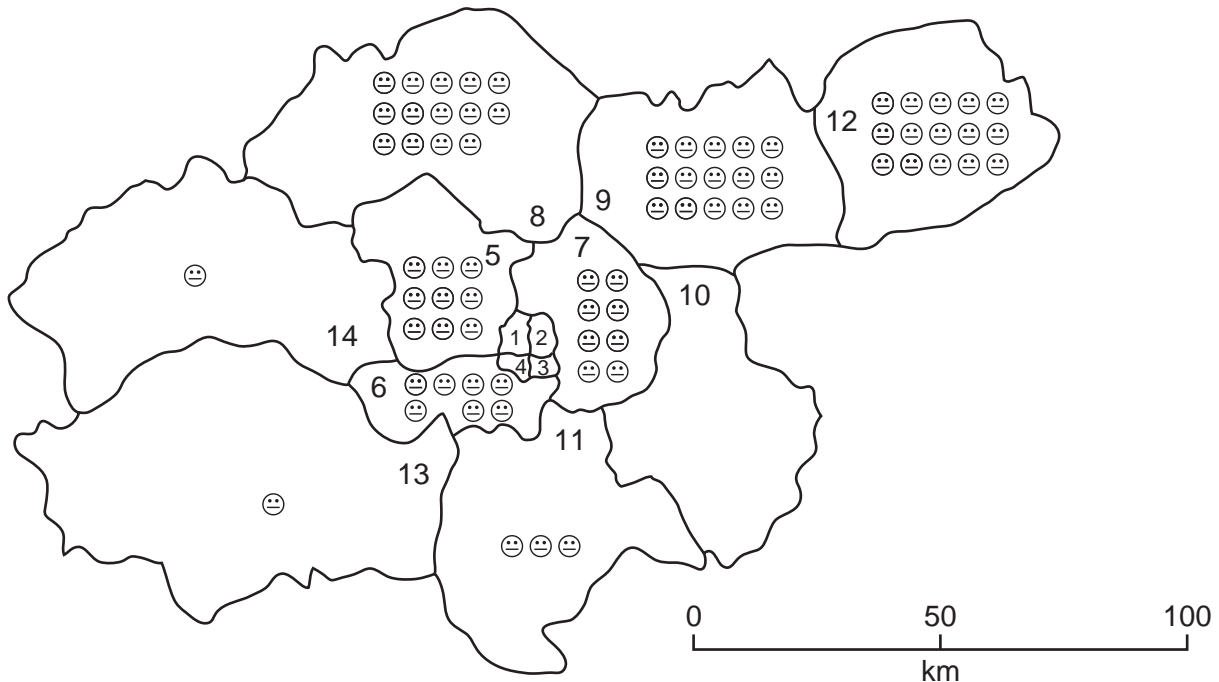
	<b>Municipality</b>	<b>Tally</b>	<b>Number</b>
1	Xi Cheng	### ### ### III	18
2	Dong Cheng	### ##	10
3	Chong Wen	### ### III	13
4	Xuan Wu	IIII	4
5	Hai Dian	### IIII	9
6	Feng Tai		
7	Chao Yang	### III	8
8	Chang Ping	### ### IIII	14
9	Shung Yi	### ### ###	15
10	Tong Zhou	### II	7
11	Da Xing	III	3
12	Ping Gu	### ### ###	15
13	Fang Shan	I	1
14	Men Tou Go	I	1
	Total		125

- (i) Seven students live in Feng Tai municipality. Insert this information to complete Table 1. [1]

The students displayed the results for Question 1 in two different types of map. These are shown in Fig. 3 (below) and Fig. 4 (on page 6).

For  
Examiner's  
Use

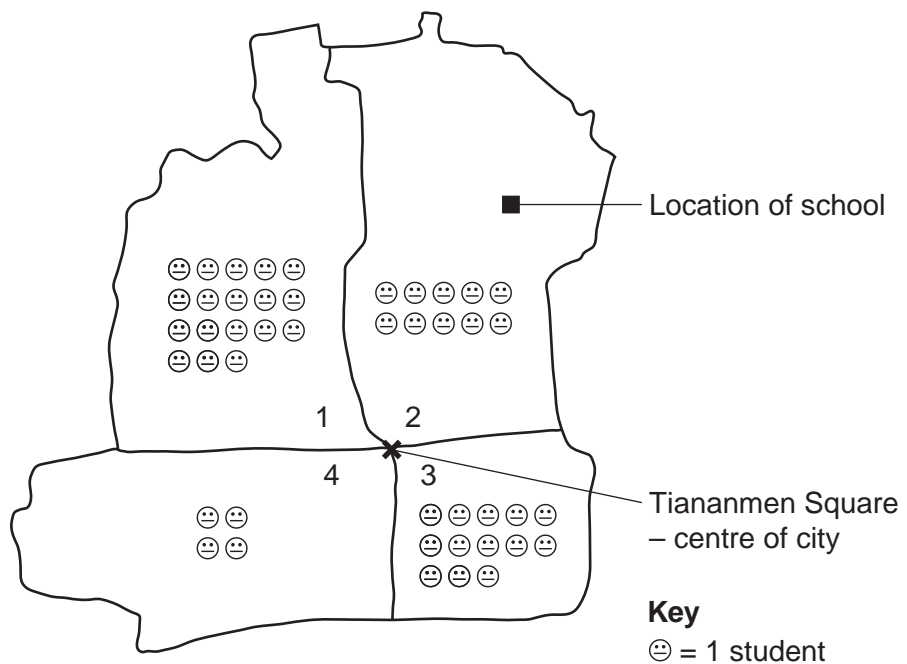
**Pictogram to show where students travel from**



**Large-scale map of central municipalities**

**Key to municipalities**

	<b>Municipality</b>
1	Xi Cheng
2	Dong Cheng
3	Chong Wen
4	Xuan Wu
5	Hai Dian
6	Feng Tai
7	Chao Yang
8	Chang Ping
9	Shung Yi
10	Tong Zhou
11	Da Xing
12	Ping Gu
13	Fang Shan
14	Men Tou Go

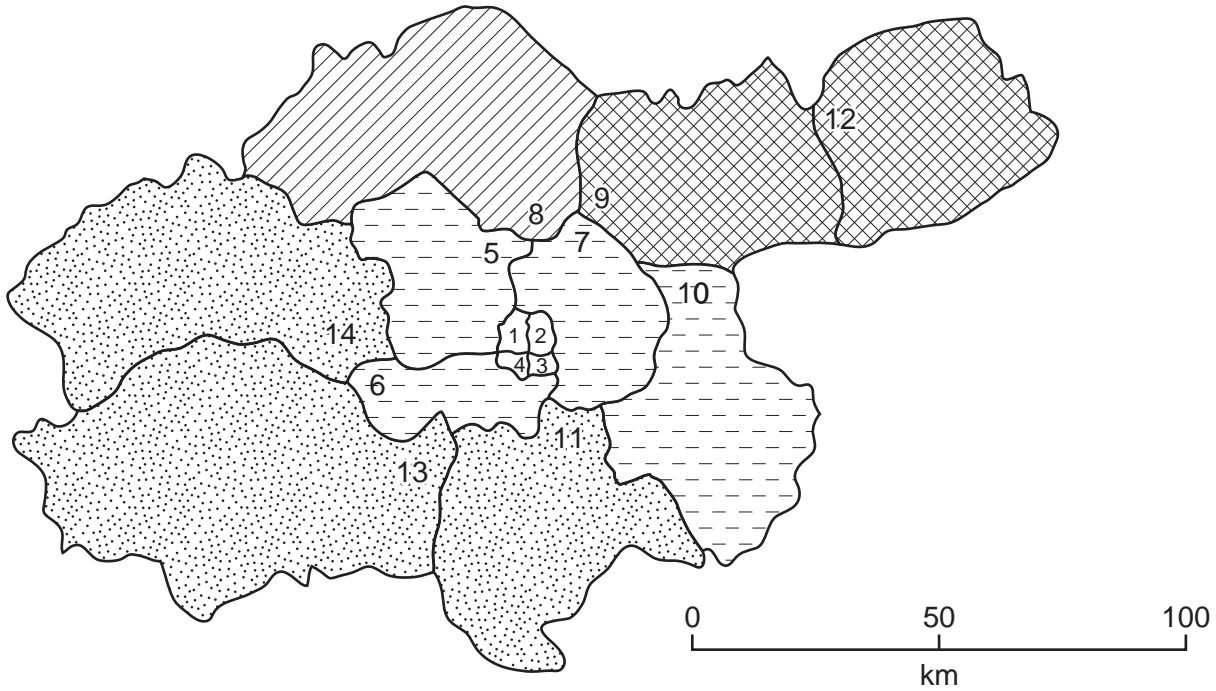


**Fig. 3**

(ii) Complete Fig. 3 by inserting the number of students who live in Tong Zhou municipality. [1]

**Choropleth map to show where students travel from**

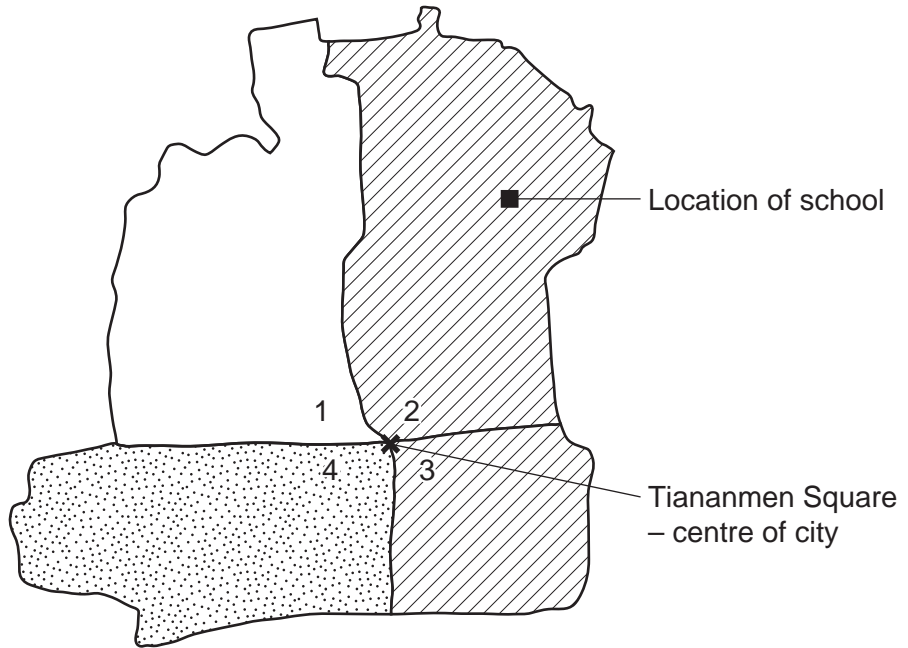
For  
Examiner's  
Use



**Large-scale map  
of central municipalities**

**Key**

	0 – 4
	5 – 9
	10 – 14
	15 – 19



**Fig. 4**

**(iii)** Complete Fig. 4 by shading the municipality of Xi Cheng.

[1]

(iv) Give **two** advantages of each type of map for showing data.

For  
Examiner's  
Use

Pictogram:

Advantage 1: .....

.....

Advantage 2: .....

.....

Choropleth map:

Advantage 1: .....

.....

Advantage 2: .....

..... [4]

(v) Do you agree with **Hypothesis 1**: *The number of students coming to our school decreases as distance from the school increases?*

Explain your conclusion and support your answer with data from Figs 3 and 4.

.....

.....

.....

.....

.....

.....

.....

..... [4]

- (d) Table 2, below, shows the results of Question 2 (*How do you usually travel to school?*) in the questionnaire.

For  
Examiner's  
Use

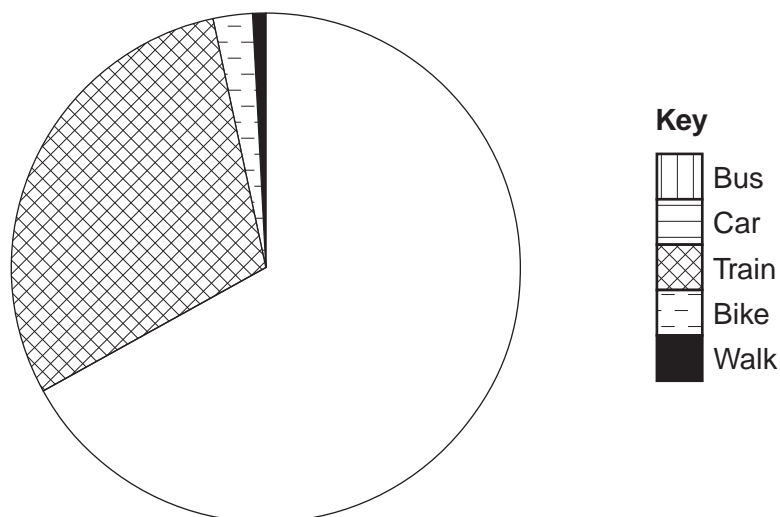
**Table 2**

**Answers to Question 2: *How do you usually travel to school?***

Method of travel	Number of students	Percentage
Bus	45	36
Car	39	31
Train	37	
Bike	3	2
Walk	1	1
Total	125	100

- (i) Complete the table by calculating the percentage of students who travel to school by train. [1]
- (ii) Use the results from Table 2 to complete the pie graph, Fig. 5 below. [2]

**Answers to Question 2: *How do you usually travel to school?***



**Fig. 5**



(iii) The students decided that **Hypothesis 2: Students travel to school in different ways but most travel by car** was incorrect.  
Give **three** pieces of evidence to support this conclusion.

For  
Examiner's  
Use

1 .....

.....

2 .....

.....

3 .....

..... [3]

(iv) Suggest **two** ways that the fieldwork investigation could have been extended to find out more about the students' journeys to school.

1 .....

.....

2 .....

..... [2]

[Total: 30 marks]

2 A class of students were studying how to use weather recording instruments.

(a) What instrument would they use to measure the following?

Temperature .....

Relative humidity ..... [2]

One student noticed that the weather was forecast to change considerably the next day, so he decided to take some measurements to investigate the extent of these changes.

He decided to test the following hypotheses:

**Hypothesis 1:** *There is a relationship between changes in atmospheric pressure and change in rainfall.*

**Hypothesis 2:** *There is a relationship between changes in atmospheric pressure and change in wind speed and wind direction.*

He decided to take measurements of rainfall, wind speed, wind direction, cloud type and amount of cloud cover. He would take these measurements every four hours at 07.00, 11.00, 15.00 and 19.00. He also decided to take readings of atmospheric pressure every hour.

(b) The student also decided to take one set of measurements at 12.00 hours on the day before his investigation (Day 1) and another set at 12.00 on the day after his investigation (Day 3).

Suggest why the student decided to take measurements over three days.

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

(c) He used the following measuring equipment: rain gauge, anemometer, wind vane, barometer and a diagram of cloud types.

For  
Examiner's  
Use

(i) In the space below, draw a labelled diagram of a rain gauge. Explain how the student made his measurements.

.....  
.....  
.....  
..... [4]

(ii) Fig. 6 (Insert) and Fig. 7 (Insert) show an anemometer and wind vane. Explain how they measure wind speed and wind direction.

Anemometer:

.....  
.....  
.....  
.....

Wind vane:

.....  
.....  
.....  
..... [4]

(iii) The barometer in Fig. 8 (Insert), measures atmospheric pressure. Explain how and why the index pointer on the barometer is used.

For  
Examiner's  
Use

.....

.....

.....

..... [2]

(iv) What unit is used to measure cloud cover?

..... [1]

(d) The recording sheet of the student's fieldwork is shown in Table 3, below.

**Table 3**

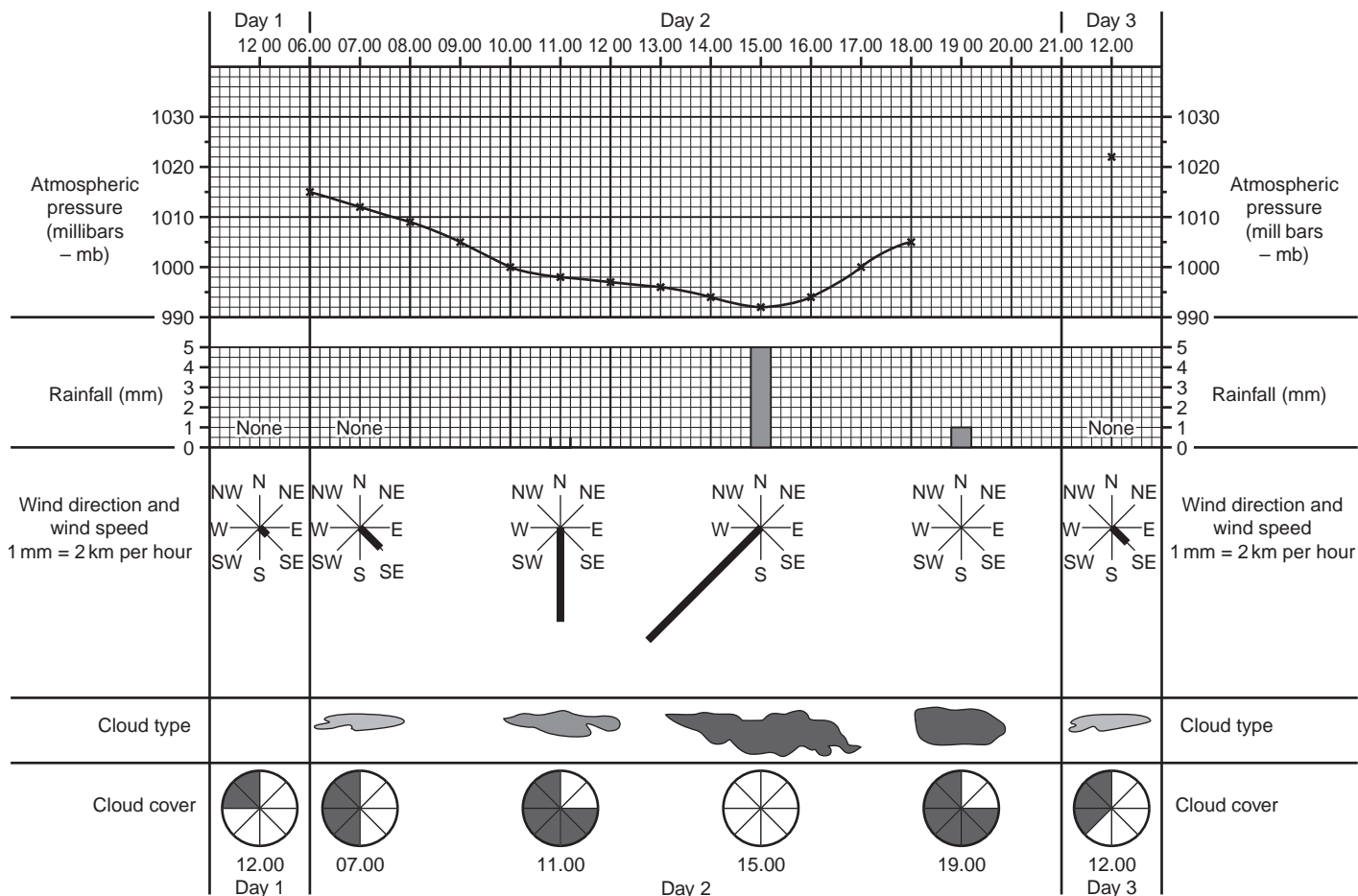
**Student's recording sheet**

	Day 1	Day 2																Day 3
Time	12.00	6.00	7.00	8.00	9.00	10.00	11.00	12.00	13.00	14.00	15.00	16.00	17.00	18.00	19.00	20.00	21.00	12.00
Atmospheric pressure (millibars)		1015	1012	1009	1005	1000	998	997	996	994	992	994	1000	1005	1012	1015	1018	1022
Rainfall (mm)	0		0				3				5				1			0
Wind speed (km per hr)	3		8				26				43				20			5
Wind direction	South East		South East				South				South West				South			South East
Cloud type	Cumulus		Cirrus				Alto-stratus				Nimbo-stratus				Stratus			Cirrus
Cloud cover	2		4				6				7				6			3

(i) Look at the barometer in Fig. 8 and use this to fill in the atmospheric pressure at 12.00 hours on Day 1. [1]

Fig. 9, below, is a summary of the student's fieldwork.

**Summary of the student's fieldwork**



**Fig. 9**

Use information from Table 3 to complete the following tasks on Fig. 9.

- (ii) Draw the rainfall bar at 11.00 hours on Day 2. [1]
- (iii) Complete the atmospheric pressure line graph at 19.00, 20.00 and 21.00 hours on Day 2. [2]
- (iv) Draw in the wind direction and speed on the rose diagram at 19.00 hours on Day 2. [2]
- (v) Draw in the cloud type at 12.00 on Day 1. [1]
- (vi) Plot the cloud cover at 15.00 hours on Day 2. [1]

(e) Having completed his comparison table the student looked again at his hypotheses.

(i) He decided that **Hypothesis 1:** *There is a relationship between changes in atmospheric pressure and change in rainfall* was true.

Describe the relationship between atmospheric pressure and rainfall. Support your description with data from Fig. 9.

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

(ii) He also decided that **Hypothesis 2:** *There is a relationship between changes in atmospheric pressure and change in wind speed and wind direction* was true.

How did wind speed and wind direction change as atmospheric pressure changed? Support your answer with data from Fig. 9.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [4]

[Total: 30 marks]

**BLANK PAGE**

**BLANK PAGE**

---

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