



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
International General Certificate of Secondary Education

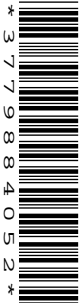
CANDIDATE
NAME

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



GEOGRAPHY

0460/04

Paper 4 Alternative to Coursework

October/November 2008

1 hour 30 minutes

Candidates answer on the Question Paper.

Additional Materials: Ruler

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name on all the work you hand in.
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 Fig. 4 for Question 1 and Table 2 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 **13** printed pages, **3** blank pages and **1** Insert.



- 1 Students were studying the range and sphere of influence of services in their settlement. They decided to investigate the local Market Hall and the Sports Centre. The aim of the fieldwork was to find which service had the greater range and sphere of influence.

(a) Study Fig. 1, which shows information about the Market Hall and the Sports Centre.

<u>Market Hall</u>	<u>Sports Centre</u>
<ul style="list-style-type: none"> • Sells local fruit and vegetables • Some clothes and electrical items sold • Open Monday to Saturday • 08.00–16.00 hours 	<ul style="list-style-type: none"> • Activities include baseball, basketball, football, tennis • Open 7 days a week • 08.00–19.00 hours

Fig. 1

The teacher gave the students two hypotheses for the investigation:

- *'Visitors to the Market Hall live locally and walk there'.*
- *'Visitors to the Sports Centre live far away and come by car'.*

The teacher wanted the students to outline the reasons for the hypotheses. Complete the following statement by selecting from the words below.

cheap	work	longer	frequently	open	high
-------	------	--------	------------	------	------

Visitors to the Market Hall will buy fruit and vegetables at a price.

These will be bought

Visitors to the Sports Centre may come when not at and

will be prepared to travel longer distances to use the facilities because it is

..... every day.

[2]

- (b) A simple questionnaire was used to find out where the visitors lived and what transport they used to visit the Market Hall and the Sports Centre.
 - (i) On Fig. 2, suggest the layout and wording of the question to find out the method of transport used by visitors. You should include possible options. [3]

Method of transport question



Fig. 2

- (ii) The students used systematic sampling for the questionnaire.
What is *systematic sampling*?
.....
.....[1]
- (iii) State **two** advantages of systematic sampling.
Advantage 1
.....
Advantage 2
.....[2]

- (c) Table 1 shows the results of the method of transport question for both the Market Hall and the Sports Centre.

For
Examiner's
Use

Table 1

Market Hall			Sports Centre		
(results of 225 visitors)	Method of transport	%	(results of 100 visitors)	Method of transport	%
	bicycle	20		bicycle	20
	bus	31		bus	20
	car	17		car	56
	walking	32		walking	4

Use Table 1 to complete the proportional bar graph for the Market Hall to show the methods of transport used by the visitors (Fig. 3). [4]

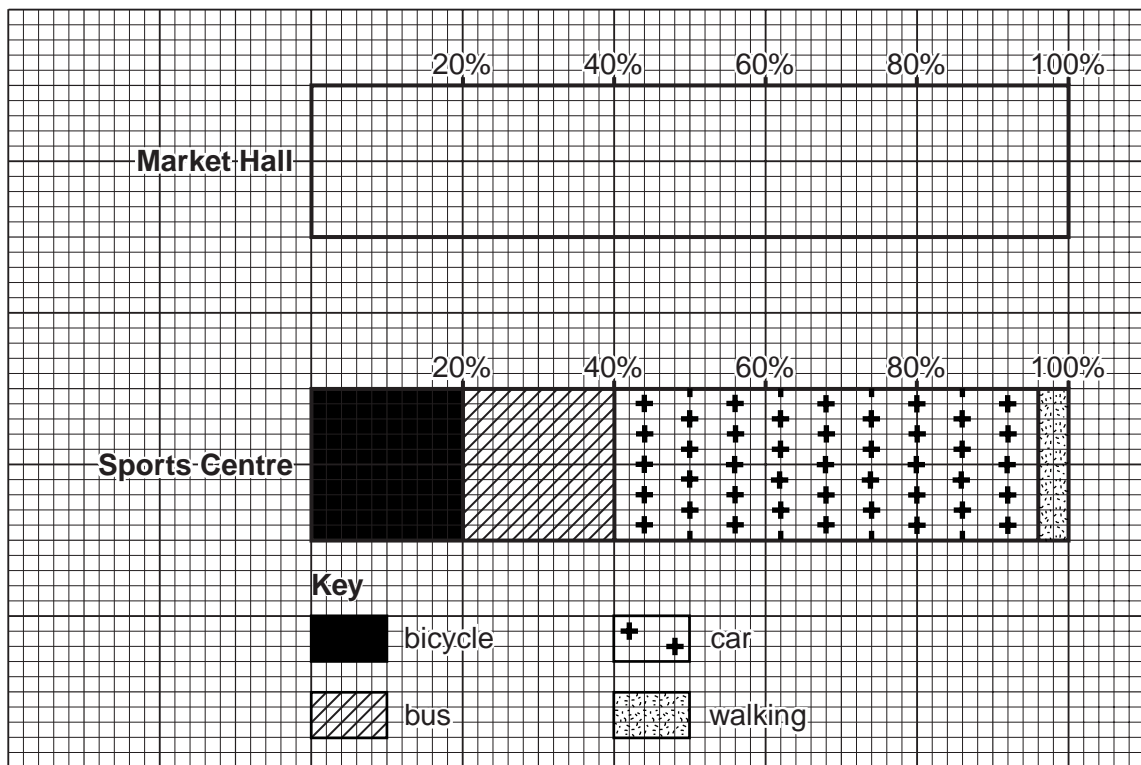


Fig. 3

(d) Study Fig. 4 (Insert), which shows the results of the Market Hall survey.

(i) The *range* is the maximum distance travelled to a service. State the range of the Market Hall.

.....[1]

(ii) Describe the pattern of results for **each** transport type. You must refer to distances from the Market Hall.

bicycle

.....

.....

bus

.....

.....

car

.....

.....

walking

.....

.....[4]

(iii) Suggest **two** reasons for this pattern.

Reason 1

.....

.....

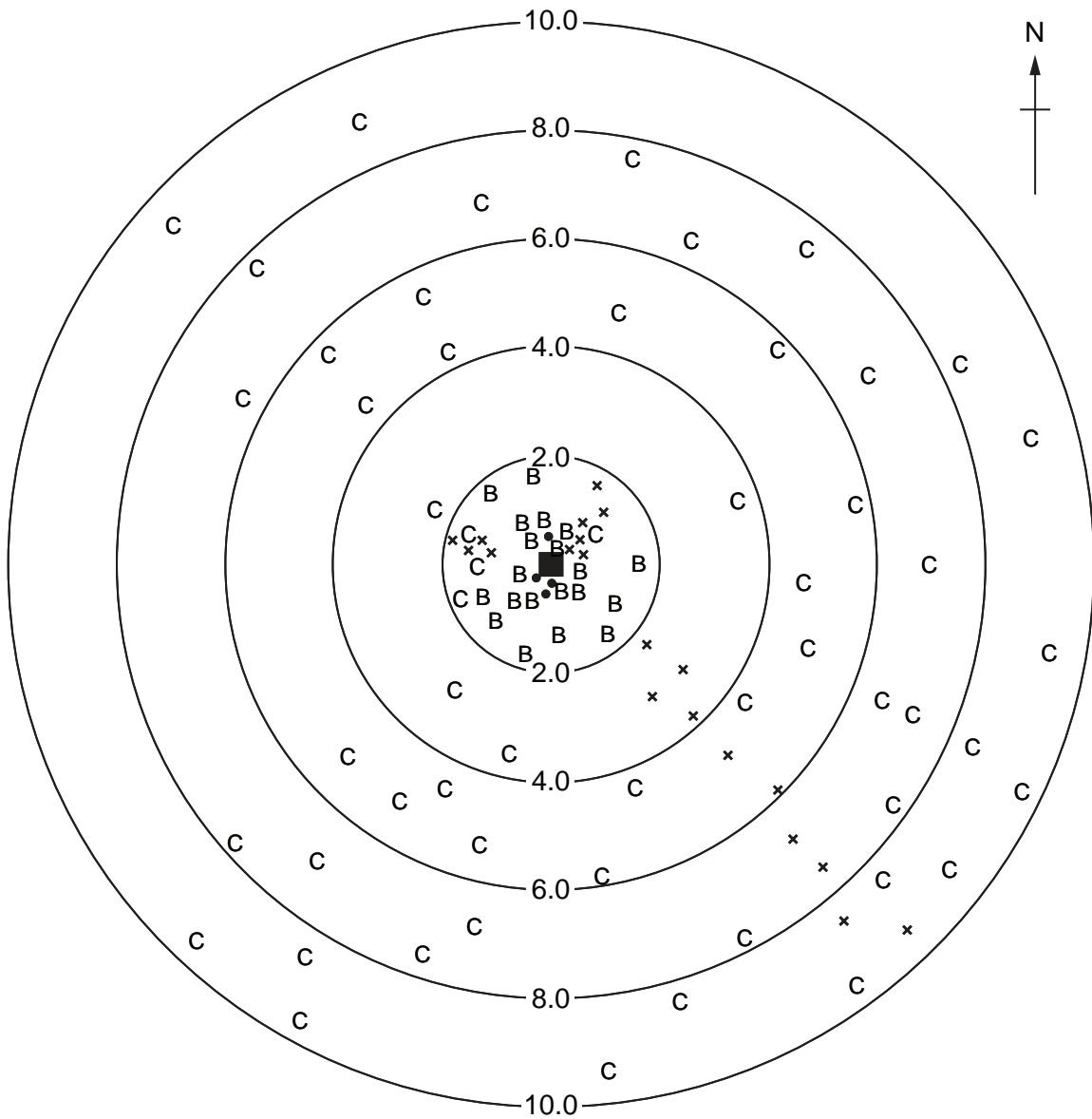
Reason 2

.....

.....[2]

Sphere of influence of Sports Centre

For
Examiner's
Use



Key

Residence and method of transport to the Sports Centre

- B bicycle
- x bus
- C car
- walking

■ Sports Centre

2.0 km distance from Sports Centre

Fig. 5

(e) Study Fig. 5, which shows the results of the Sports Centre survey. The range of the Sports Centre is 9.6 km.

(i) Sketch the sphere of influence for the Sports Centre on to Fig. 5.

[1]

- 2 Students recorded the rainfall and wind direction for 14 days at their school in September. The school is located to the east of the coast and at an altitude of 400 m. The hypothesis for the investigation was:

'The school receives more rainfall when wind comes from the west'.

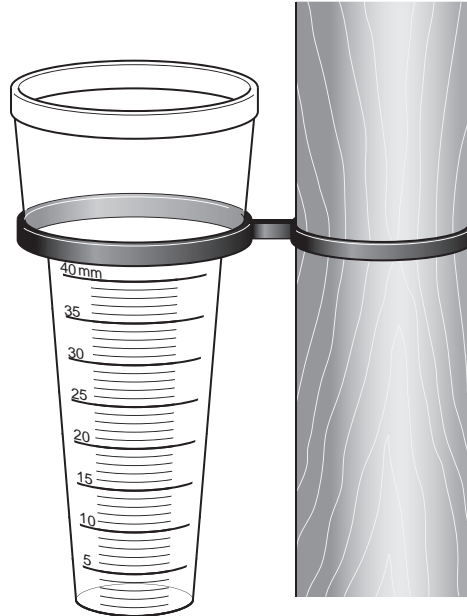


Fig. 6

- (a) Study Fig. 6, which shows a low-cost rain gauge. The teacher fixed it to a fence post so that it was accessible for the students but secure.

- (i) How is this instrument different from a traditional rain gauge?

.....

[1]

- (ii) Explain how the rain gauge should be used to measure the rain each day. Write the numbers 1–4 in the instruction box below to show the correct order for accurate measurements to be made. [2]

Instructions about how to measure rainfall each day:

Order:

..... Observe carefully how many mm of water in the cylinder

..... At 8.00 every day go to the rain gauge

..... Empty the cylinder of water

..... Record the amount of water on your recording sheet

(iii) Table 2 (Insert) shows the rainfall results. Describe the most appropriate graph type to use to represent this data. You should suggest labels for the axes of the graph.

.....

.....

.....

.....[2]

(b) The wind direction was measured using a wind vane fixed to the school roof (Fig. 7). Complete the sentence in each box about the wind vane. [4]

The diagram shows a wind vane mounted on a school roof. The wind vane has a central vertical post with a horizontal arrow pointing to the right. Below the arrow is a circular compass rose with four cardinal directions labeled: N (North), E (East), S (South), and W (West). The wind vane is fixed to a roof structure shown in perspective. Four boxes are connected to the diagram by lines:

- Top-left box:** "The paddle is wide because" followed by five dotted lines for writing.
- Top-right box:** "The arrow shows" followed by five dotted lines for writing.
- Bottom-left box:** "It is on the roof because" followed by five dotted lines for writing.
- Bottom-right box:** "These letters represent" followed by five dotted lines for writing.

Fig. 7

Wind rose for September

For
Examiner's
Use

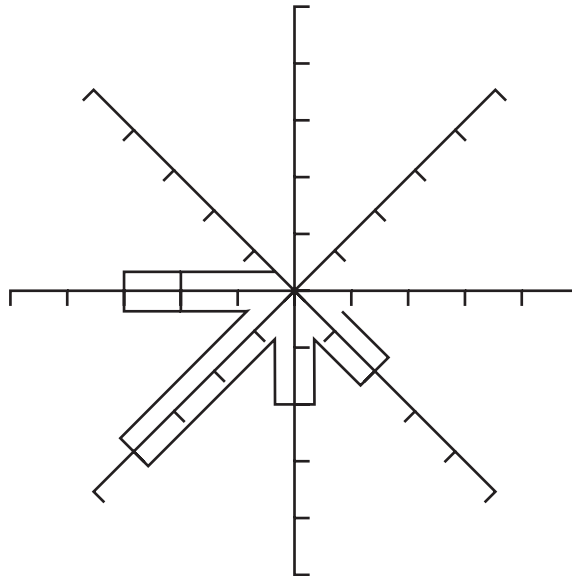


Fig. 9

(d) (i) Study Fig. 9, which shows a partly completed wind rose. Complete the wind rose for the east (E) and north (N) directions using the results shown in Table 2 (Insert). [2]

(ii) The prevailing wind direction is south-west (SW).

What is a *prevailing wind*?

.....
[1]

(iii) Describe the pattern of wind direction shown by the wind rose (Fig. 9).

.....

[3]

- (e) The students linked the rainfall data and wind direction results by drawing a scatter graph (Fig. 10).

For
Examiner's
Use

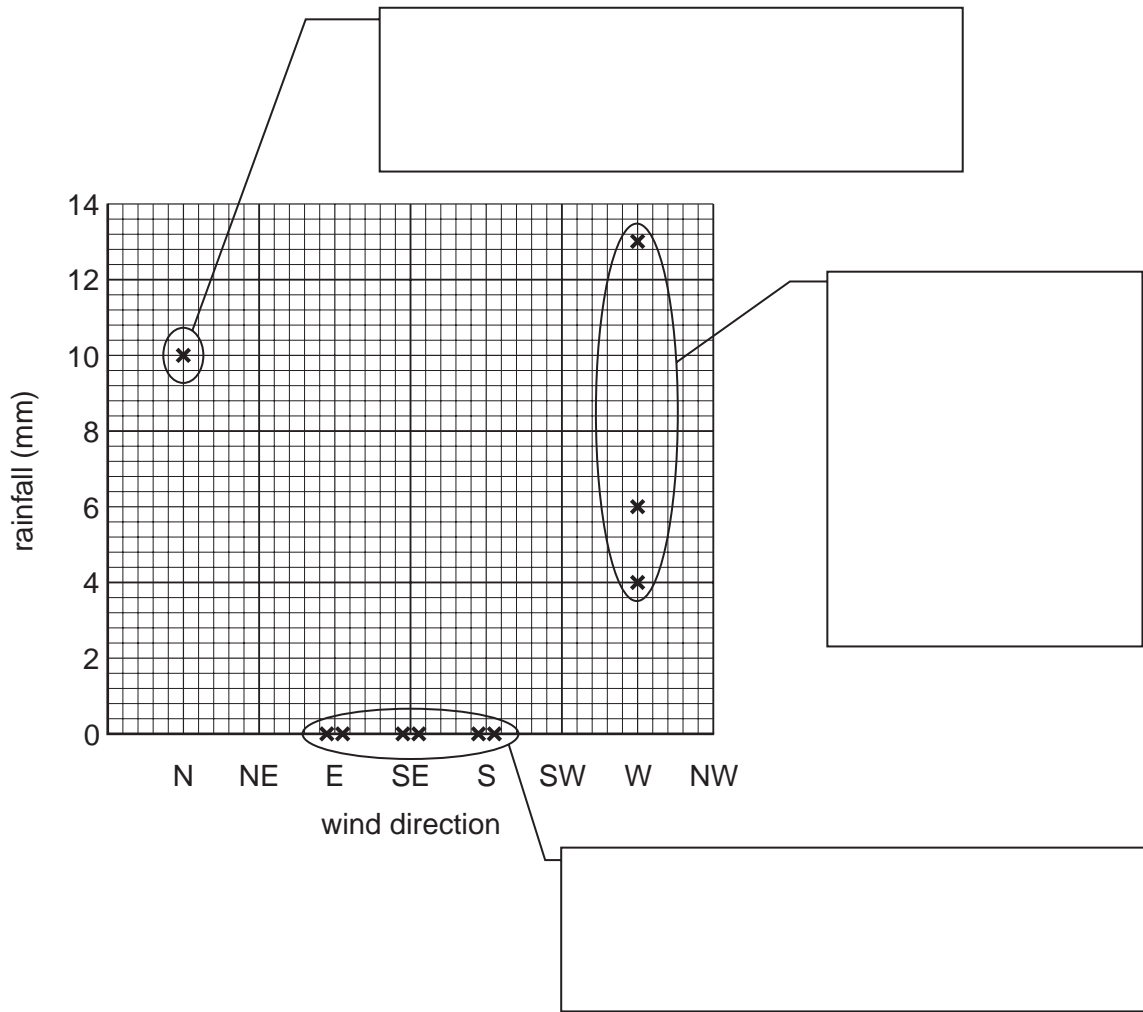


Fig. 10

- (i) Complete the graph by adding the results for south-west (SW) winds from Table 2 (Insert). [2]
- (ii) Comment on the pattern of the results by completing the boxes on Fig. 10. [3]
- (iii) The hypothesis for this investigation was:

'The school receives more rainfall when wind comes from the west'.

Does this data support the hypothesis of the investigation? Circle your decision. [1]

YES

TO SOME EXTENT

NO

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 Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.