



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

CANDIDATE  
NAME

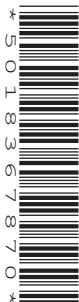
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CENTRE  
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**GEOGRAPHY**

**0460/42**

Paper 4 Alternative to Coursework

**May/June 2015**

**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 an HB pencil for any diagrams or graphs.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE IN ANY BARCODES.**

Answer **all** questions.

The Insert contains Figs 1 and 3 and Tables 1 and 2 for Question 1, and Figs 5 and 6, Table 4 and Photograph A 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.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **13** printed pages, **3** blank pages and **1** Insert.



- 1 Students in Mar del Plata, a large tourist resort in Argentina, were interested in the effects of tourism on the city and how these varied between the summer tourist season and winter when there were fewer tourists.

Their two hypotheses were:

**Hypothesis 1:** *The advantages of tourism are greater than the disadvantages.*

**Hypothesis 2:** *The amount of traffic is greater in summer than in winter because of tourism.*

- (a) The students decided to use a questionnaire to investigate **Hypothesis 1**. This is shown in Fig. 1 (Insert).

- (i) They showed the questionnaire to their teacher who suggested that before they used it with people they should first ask them if they lived in Mar del Plata.

Why do you think the teacher made this suggestion?

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

- (ii) Name and describe **one** sampling method to select 150 residents of Mar del Plata to complete the questionnaire.

Name of sampling method: .....  
Description: .....  
.....[2]

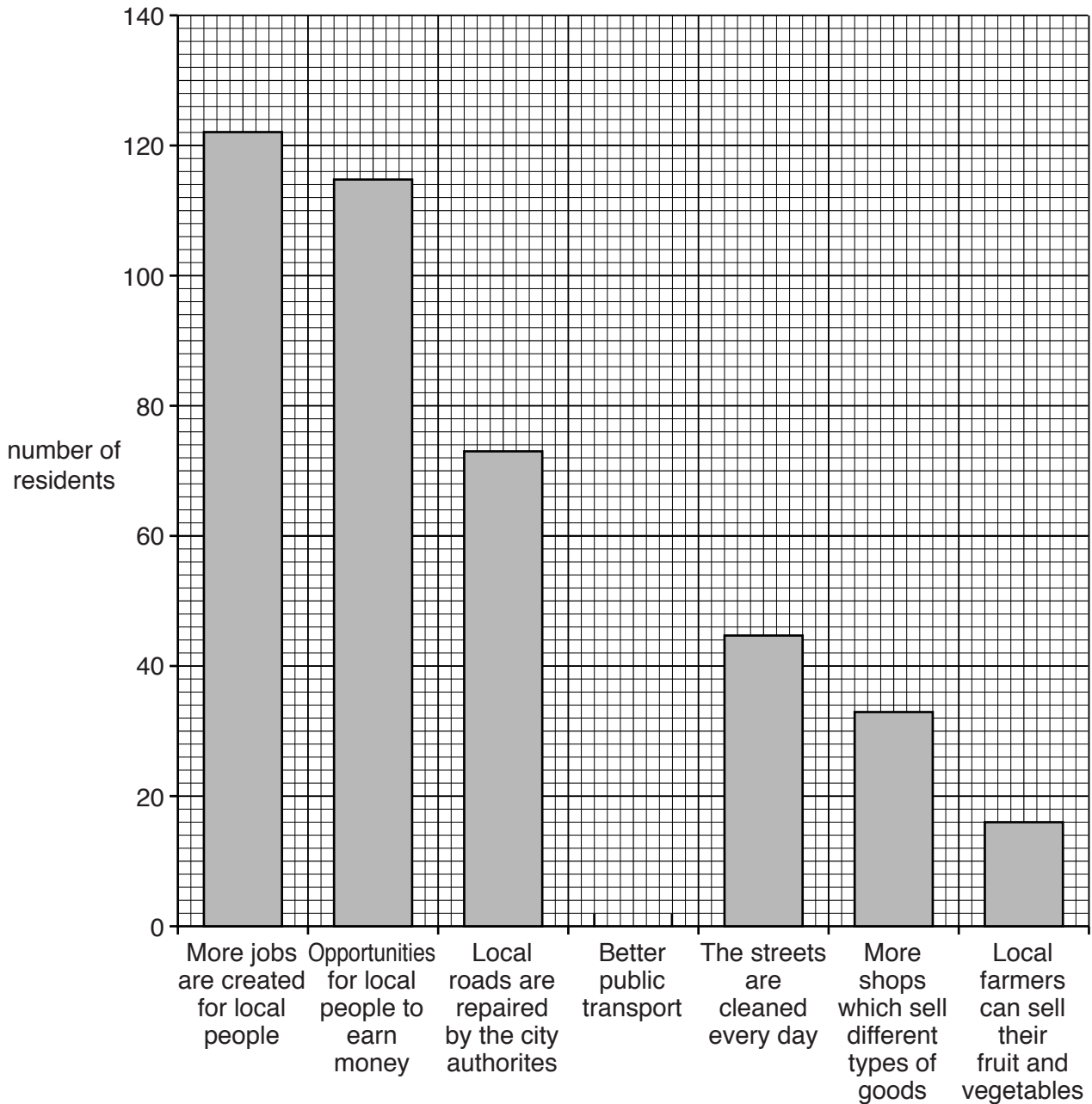
- (iii) Give **two** advantages of sampling.

1 .....  
.....  
2 .....  
.....[2]

(b) The answers to Question 1: *What do you think are the main advantages of tourism in Mar del Plata?* and Question 2: *What do you think are the main disadvantages of tourism in Mar del Plata?* are shown in Table 1 (Insert).

(i) Use the results shown in Table 1 to complete Figs 2A below and 2B opposite. [2]

**Residents' answers to Question 1 on the questionnaire**



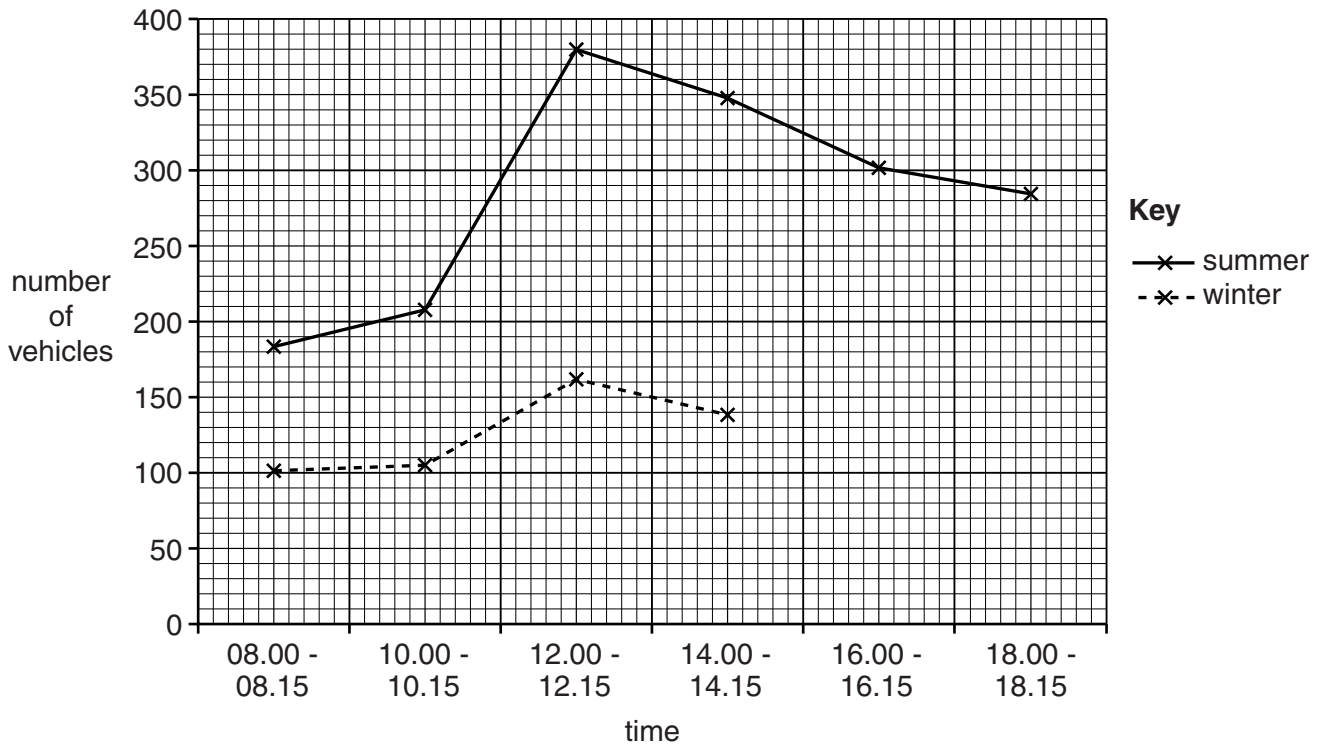
**Fig. 2A**





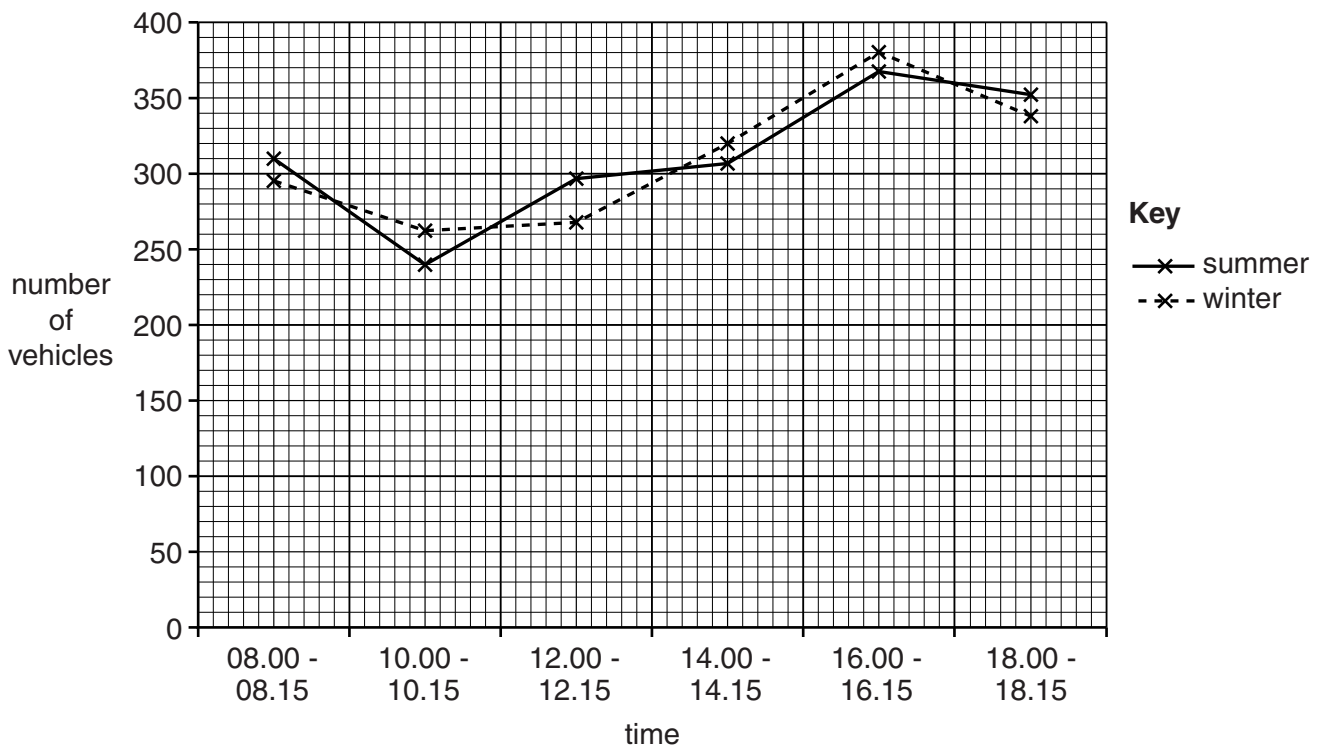
- (iii) The results of the traffic survey are shown in Table 2 (Insert). Use these results to complete Fig. 4A, below. [2]

**Traffic survey results at location X**



**Fig. 4A**

**Traffic survey results at location Y**



**Fig. 4B**

- (iv) The students made the following conclusions about **Hypothesis 2**: *The amount of traffic is greater in summer than in winter because of tourism.*

The hypothesis is true at location **X**.

The hypothesis is false at location **Y**.

Support both of these conclusions with evidence from Figs 4A and 4B.

Location **X**

.....

.....

.....

.....

Location **Y**

.....

.....

.....

.....[4]

- (v) Look again at Fig. 3 (Insert). Suggest why the results varied between locations **X** and **Y**.

.....

.....

.....

.....[2]



(d) Some students decided to extend their fieldwork by finding out about methods of transport used to travel to the city. Three questions were suggested which are shown below.

Question	Question
1	What type of car do you drive?
2	Have you come here by car?
3	How have you travelled to the city?

The students decided that only Question 3 was suitable to ask people. Explain why the other two questions were rejected.

Question 1

.....  
 .....

Question 2

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

[Total: 30 marks]

2 Students were planning fieldwork on a local pebble beach. The students wanted to investigate beach profiles and the action of longshore drift on the beach. Fig. 5 (Insert) shows the profiles of two beaches, one shaped by constructive waves and one shaped by destructive waves.

(a) Before the students began their fieldwork their teacher suggested that they needed to prepare for their visit to the beach.

Use arrows to match the statements in columns **P** and **Q** in the tables below which show examples of preparations that were made.

<b>P</b>
Check the times of high tide
Work in groups of three or four
Charge up their mobile (cell) phone
Check the weather forecast

<b>Q</b>
to wear appropriate clothing and take sunblock
to communicate with their teacher if they have a problem
to know when it will be safe to make measurements on the beach
to complete all their tasks and check their measurements

[3]

The students decided to investigate the following hypotheses:

**Hypothesis 1:** *The local beach is shaped by constructive waves.*

**Hypothesis 2:** *Longshore drift along the beach is from west to east.*

(b) The students had learned that beach profiles can be different if affected by constructive or destructive waves.

Tick (✓) the correct statement to complete each of the following sentences about the two types of wave.

In a constructive wave

	Tick (✓)
backwash is stronger than swash	
backwash and swash are of equal strength	
swash is stronger than backwash	

The wave frequency of a destructive wave is

	Tick (✓)
less than 13 waves per minute	
exactly 13 waves per minute	
more than 13 waves per minute	

[2]





The students decided that **Hypothesis 1: *The local beach is shaped by constructive waves*** was correct. Why did the students reach this decision? Support your answer with evidence from Table 3 and Fig. 7. Look again at Fig. 5 (Insert) to help you to answer.

.....

.....

.....

.....

.....[3]

- (e) (i) Movement of pebbles along the beach is by longshore drift. The students had learned that the direction of longshore drift is usually related to the wind direction.

Describe a simple method the students could use to work out the wind direction at the beach.

.....

.....

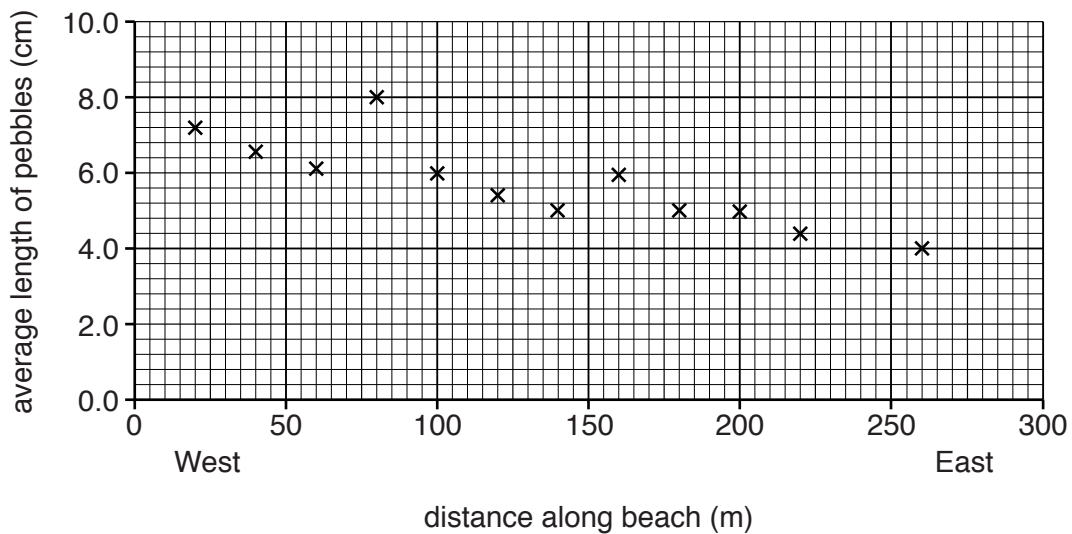
.....

.....[2]

- (ii) To investigate **Hypothesis 2: *Longshore drift along the beach is from west to east***, the students stretched a tape measure along the beach near to the sea and randomly selected 20 pebbles every 20 metres. They then measured the length of the pebbles and calculated the average length at each point. Their results are shown in Table 4 (Insert).

Use these results to plot the average length of pebbles at 0m and 240m on Fig. 8 below. [2]

**Results of pebble measurements**



**Key**

x average length of 20 pebbles (cm)

**Fig. 8**





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