



UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS  
International General Certificate of Secondary Education

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



**GEOGRAPHY**

**0460/42**

Paper 4 Alternative to Coursework

**May/June 2010**

**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 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** the questions.  
The Insert contains Fig. 1 for Question 1 and Figs 5, 6 and 7 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	
<b>Total</b>	

This document consists of **15** printed pages, **1** blank page, and **1** Insert.



1 Eight students wanted to find out more about people who lived in a squatter settlement that was near to their school in a city in Uttar Pradesh, India. The squatter settlement had grown rapidly in the last ten years, both in size and in the number of inhabitants. They decided to investigate the following hypotheses:

**Hypothesis 1:** *Most people who live in the squatter settlement came to the city to look for a paid job.*

**Hypothesis 2:** *Many of the people who live in the squatter settlement have paid jobs but they are poor people.*

The students decided that the best way to test their hypotheses was to ask some people who lived in the squatter settlement to give answers to a questionnaire.

(a) Their first task was to produce their questionnaire. An example of a completed questionnaire is shown in Fig. 1 (Insert).

(i) The students wanted to interview 100 people who had moved into the squatter settlement.

Describe a suitable method for the students to choose people to interview. Explain why you have chosen this method.

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

(ii) Look at Fig. 1 (Insert). Suggest **two** reasons why the students gave people choices of age group to select from rather than just asking their age.

1 .....

.....

2 .....

..... [2]

(iii) The students considered including more questions in their questionnaire, but decided not to.

Suggest **two** appropriate questions they could have used to find out more about migration to the city.

1 .....

.....

2 .....

..... [2]

(b) Having completed their questionnaire the students produced a table of their results. Table 1 below shows a sample of the answers they obtained.

Resident interviewed	Age-group	Gender	Reason for migration	Job	Income (rupees)
1	15 – 30	Female	Join other members of family	Domestic servant	Less than 20 000
2	15 – 30	Male	Get a paid job	Rickshaw driver	20 000 – 50 000
3	Under 15	Male	Better education	Student	Less than 20 000
4	Over 60	Female	Returning to place of birth	Shop owner	20 000 – 50 000
5	31 – 60	Female	Marry someone living here	Housewife	Less than 20 000
6					

**Table 1**

- (i) The completed questionnaire shown in Fig. 1 (Insert) is from resident number 6. Enter this data onto Table 1. [2]
- (ii) Each pair of students completed six questionnaires and then met with the others to check their method before doing any more questionnaires. Suggest why this meeting was a good idea.

.....

.....

.....

..... [2]

- (c) Having recorded the results from all 100 questionnaires in their results table, students produced summaries of their results.

**Answers to Question 1 in the questionnaire**

Why did you move to the city?	Number of residents
Look for a paid job	36
Better education opportunities for children	32
To marry someone living here	9
Better living conditions	9
Returning to place of birth	9
To join other members of the family	5
<b>Total number of answers</b>	<b>100</b>

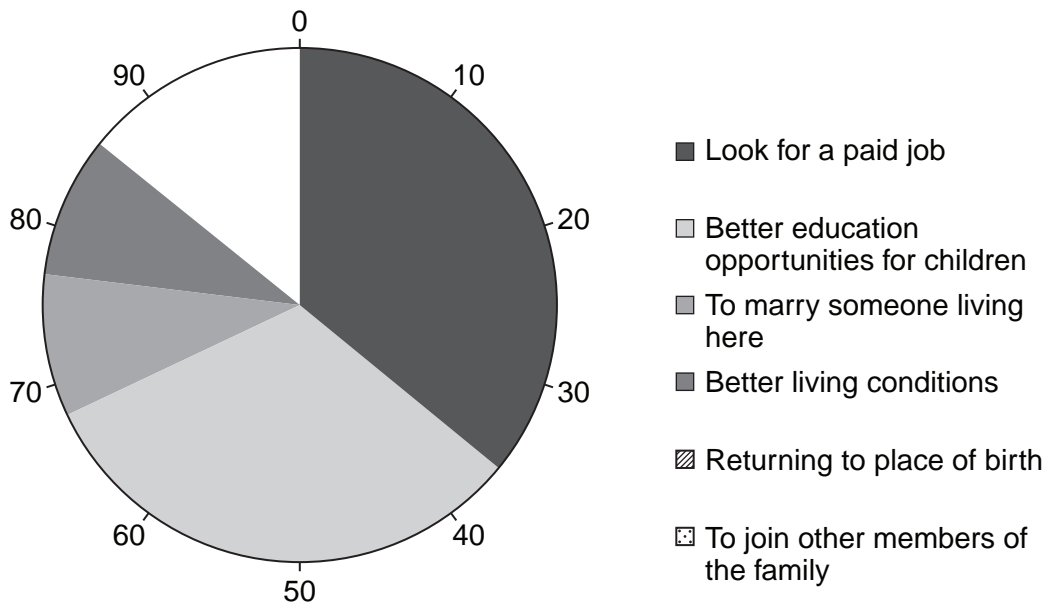
**Table 2**

- (i) Use the results in Table 2 to complete Fig. 2 below.

[2]

**Pie graph showing results of Question 1**

**Why did you move to the city?**



**Fig. 2**











2 A student was studying weather measurement in her lesson. She decided to do fieldwork to measure and record rainfall and wind direction at her school. To extend her fieldwork she decided to compare her results with measurements recorded at the local airport, about 45 km away from school. The locations of the school and airport are shown in Fig. 5 (Insert).

The student decided to investigate the following hypotheses:

**Hypothesis 1:** *Rainfall is greater when the wind is blowing from the south.*

**Hypothesis 2:** *Rainfall is greater at the airport than at the school.*

(a) The student decided to take weather readings at 09.00 every day for two weeks.

(i) Why did she want to take readings at the same time each day?

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

(ii) Suggest **one** possible problem of keeping to her schedule.

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

(b) To investigate **Hypothesis 1** the student used a rain gauge and a wind vane.

(i) She took daily readings of the amount of rain which had fallen. Fig. 6 (Insert) shows the rain gauge which she used. Explain how she used it.

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

(ii) Suggest **two** factors which the student should have considered when deciding where to position the rain gauge.

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

(iii) As well as measuring the amount of rain which had fallen, the student also used a wind vane to record the wind direction. The wind vane shown in Fig. 7 (Insert) was attached to the roof of the school.

Complete the sentences below to explain how the wind vane works.

The letters (N, E, S, W) show .....

The arrow shows .....

The wind vane is located on the roof so that .....

..... [3]

(iv) Suggest **one** other way the student could have measured wind direction if the wind vane had not been available.

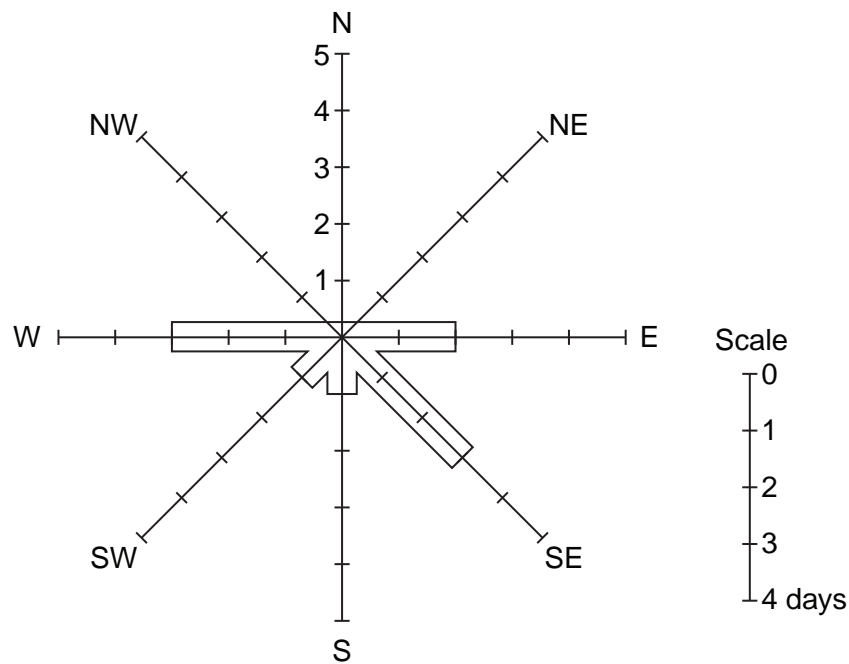
..... [1]

(v) The results of the student's investigation are shown in Table 5 below.

Day	Rainfall (mm)	Wind direction
1	1	W
2	1	W
3	0	N
4	1	NW
5	0	W
6	0	NW
7	8	E
8	12	SE
9	1	NW
10	6	SW
11	5	S
12	4	E
13	7	SE
14	6	SE
Total	52	
Average per day	3.7	

Table 5

Use the results from Table 5 to complete Fig. 8, the wind rose graph, below. Draw in the bars for NW and N.



Wind direction at school location (number of days)

Fig. 8

(vi) The student wanted to link the results of her two investigations so she plotted them on the scatter graph, Fig. 9 below. Complete the graph by adding the results for east winds from Table 5. [2]

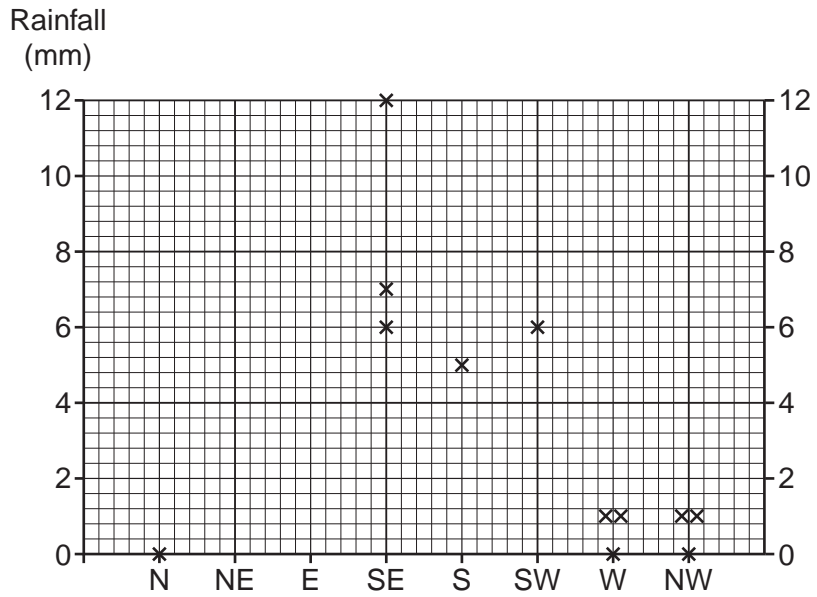
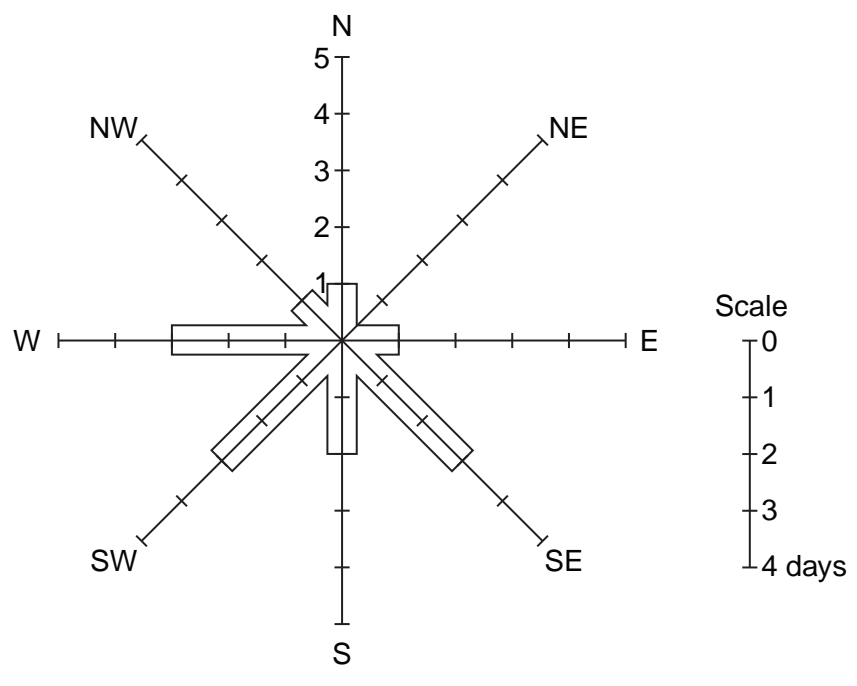


Fig. 9





Wind direction at airport location  
(number of days)

Fig. 10

(i) How is primary data different from secondary data?

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

(ii) Calculate the average rainfall per day at the airport. Insert the figure in Table 6. [1]

(iii) In order to compare the amount of rainfall at school and the airport, the students plotted the dispersion graph shown in Fig. 11, below.

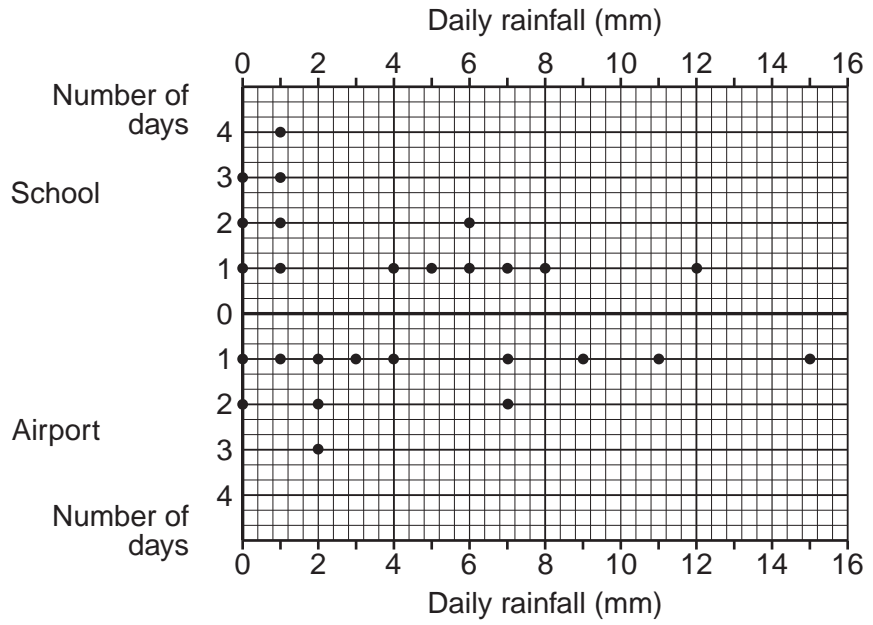


Fig. 11

Complete the dispersion graph for day 13 at the airport by using rainfall data from Table 6. [1]

(iv) Use Fig. 11 to describe **two** differences between the rainfall patterns at the school and the airport.

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

(v) The student reached the conclusion that **Hypothesis 2** is correct:  
*Rainfall is greater at the airport than at the school.*  
Suggest why rainfall is greater at the airport. Use Fig. 5 (Insert) and Figs. 8 and 9 to help you to answer.

.....

.....

.....

.....

.....

.....

..... [3]

(d) When the student had completed her tasks she wondered how she could improve the reliability of her results. Suggest some ways she could improve the reliability of her results.

.....

.....

.....

.....

.....

.....

..... [3]

[Total: 30 marks]

---

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