



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

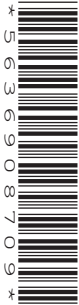
CANDIDATE  
NAME

CENTRE  
NUMBER

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CANDIDATE  
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**GEOGRAPHY**

**0460/42**

Paper 4 Alternative to Coursework

**October/November 2014**

**1 hour 30 minutes**

Candidates answer on the Question Paper.

Additional Materials:     Ruler  
                                  Calculator  
                                  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 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 2 and Table 1 for Question 1, and Fig. 6 and Tables 3 and 5 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 **12** printed pages and **1** Insert.

1 A class of students was studying beach processes. They then went on a field visit to local beaches to find out more about the beach cross-section (profile) and longshore drift.

(a) Before they began their fieldwork their teacher reminded them about safety near the sea. Suggest **three** safety precautions that the students could take to reduce the risk of accident.

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

(b) The students tested the following hypotheses:

**Hypothesis 1:** *The cross-section (profile) of the beach will be similar to a textbook example of a typical beach.*

The textbook example is shown in Fig. 1 (Insert).

**Hypothesis 2:** *The size of beach material gets larger towards the top of the beach nearer to the cliff.*

(i) The students' technique for measuring the cross-section is shown in Fig. 2 (Insert). Suggest **one** advantage and **two** disadvantages of this method.

Advantage .....

.....

.....

Disadvantages .....

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

(ii) To measure the size of beach material the students picked up a pebble every metre along their cross-section line. Explain **one** disadvantage of this method and how it could be improved.

.....

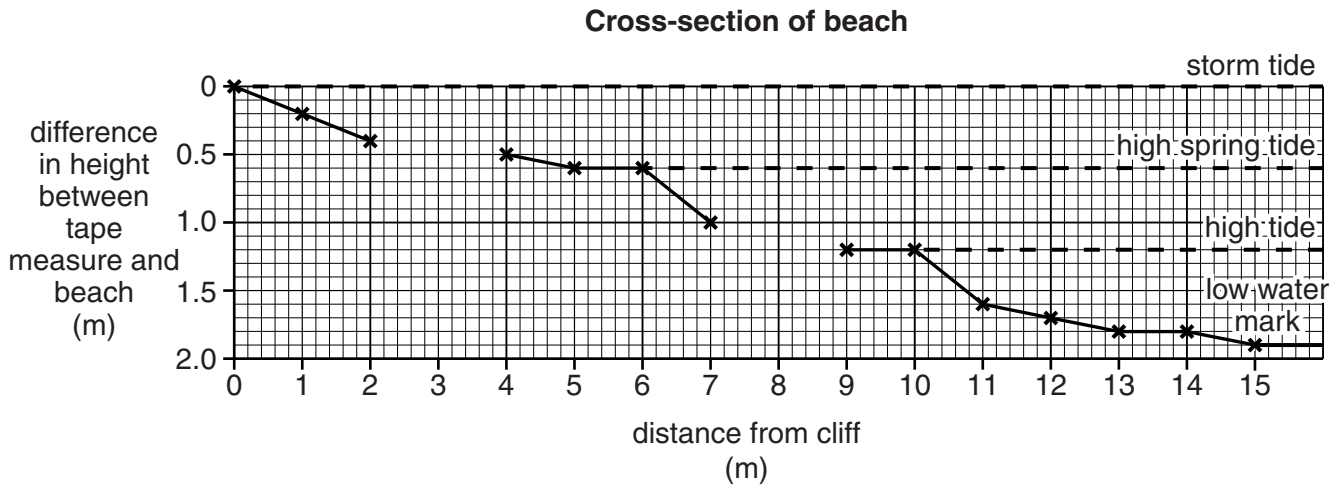
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..... [2]

(c) The results of the students' measurements are shown in Table 1 (Insert).

(i) Use these results to complete the cross-section of the beach on Fig. 3 below. [2]



**Fig. 3**

(ii) Give **two** similarities and **two** differences between the fieldwork cross-section of the beach shown in Fig. 3 and the textbook example shown in Fig. 1 (Insert).

Similarities

1 .....

.....

2 .....

.....

Differences

1 .....

.....

2 .....

.....[4]

(iii) What conclusion would the students make about **Hypothesis 1**: *The cross-section (profile) of the beach will be similar to a textbook example of a typical beach?*

.....

.....[1]

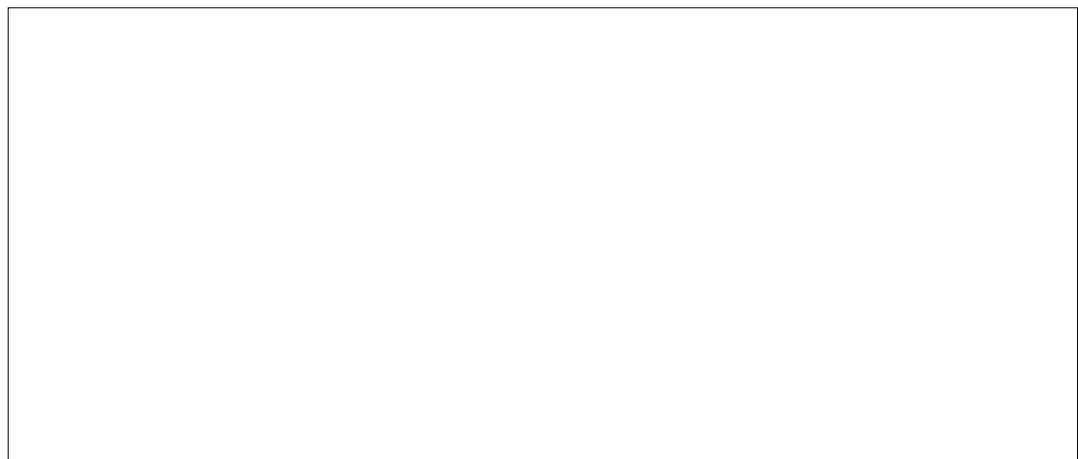


(vii) Suggest **two** reasons why the size of beach material varies across the beach as shown in Fig. 4.

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

(d) (i) Longshore drift is an important process on a coastline. Explain how longshore drift takes place. You may use a diagram in your answer.

- .....
- .....
- .....
- .....
- .....
- .....



[3]

(ii) Describe a fieldwork investigation to prove that longshore drift is taking place along a beach.

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

[Total: 30 marks]

**[Turn over**

2 Students in Riyadh, Saudi Arabia were studying population migration. They decided to do a fieldwork investigation about migration into their country.

(a) Before they began their fieldwork the students revised key terms to do with migration.

(i) Define the following terms:

immigration .....  
.....  
emigration .....  
.....[2]

(ii) Explain the difference between 'push' factors and 'pull' factors.

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

(b) Students found some secondary data which showed that many people who live and work in Saudi Arabia have come from other countries.

(i) What is meant by *secondary data*? Give **one** example of secondary data.

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

(ii) Table 2 below shows information about the population of Saudi Arabia.

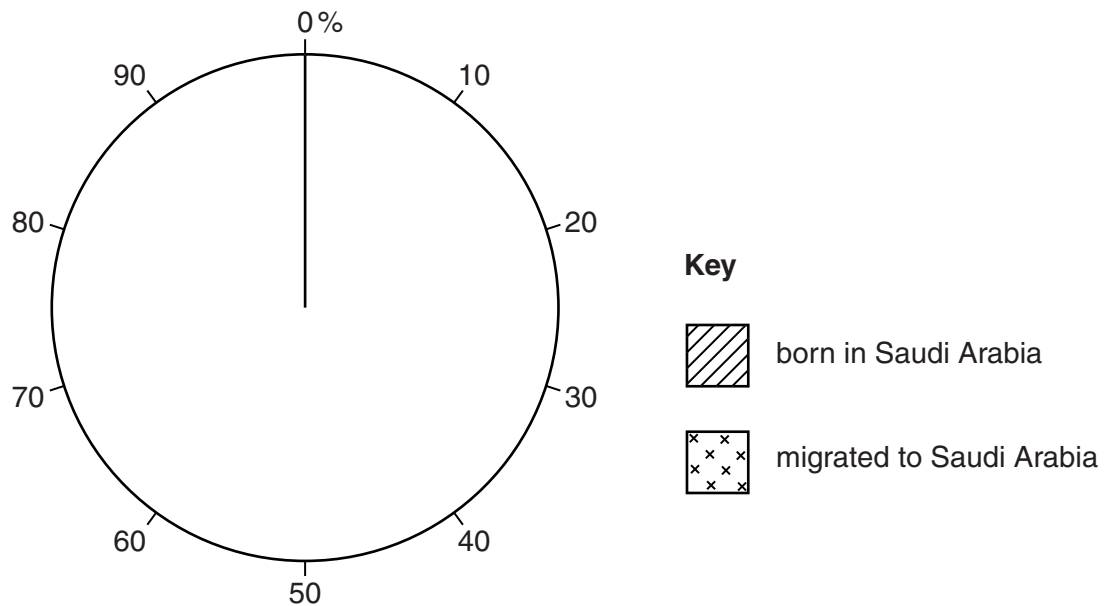
**Table 2**

**Population information**

Born in Saudi Arabia	79%
Migrated to Saudi Arabia	21%

Use this data to complete the pie chart, Fig. 5 below.

[2]



**Fig. 5**

The students tested the following hypotheses:

**Hypothesis 1:** *Most people migrate to Saudi Arabia to get highly paid, skilled jobs.*

**Hypothesis 2:** *Most migrants to Saudi Arabia come from MEDCs (More Economically Developed Countries).*

(c) The students produced a questionnaire to help in testing these hypotheses.

- (i) The questionnaire is shown in Fig. 6 (Insert). Complete the age group missing from the questionnaire in the table below.

Age group
16 – 30
51 – 70

[1]

- (ii) The students wanted to use the questionnaire with their families. Why did their teacher suggest that this would be an inappropriate sampling method to collect data?

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

- (iii) Name a suitable sampling method for the students' survey. Briefly describe this sampling method.

Name of sampling method .....

Description .....

..... [2]

- (iv) Why did their teacher also suggest that they should ask the question 'Have you migrated to Saudi Arabia to get a job?' before using the questionnaire?

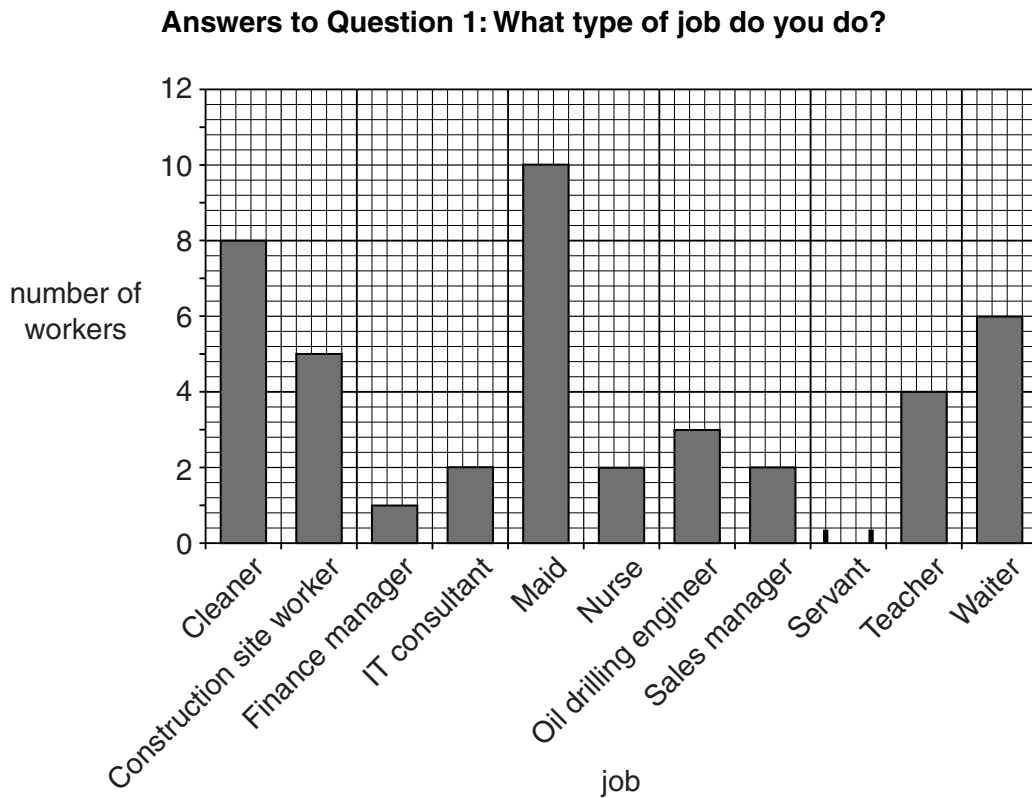
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 .....  
 .....  
 ..... [2]



(d) Table 3 (Insert) shows the results of Question 1 in the questionnaire.

(i) Use the results from Table 3 to plot the number of servants in Fig. 7 below.

[1]



**Fig. 7**

(ii) The students made a conclusion that their results did support **Hypothesis 1: Most people migrate to Saudi Arabia to get highly paid, skilled jobs**. Do you agree with their conclusion? Support your decision with evidence from Fig. 7.

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[4]

(e) To investigate **Hypothesis 2: Most migrants to Saudi Arabia come from MEDCs (More Economically Developed Countries)**, the students decided to plot the answers to Question 2 in the questionnaire on the flow line map, Fig. 8 opposite.

(i) Plot the information in Table 4 below onto Fig. 8.

**Table 4**

**Question 2: Which country did you migrate from when you came to Saudi Arabia?**

Country	Number of migrants
Canada	2
Pakistan	6

[2]

(ii) Why is the flow line map in Fig. 8 an appropriate method to show this data?

.....

.....

.....

.....[2]

(iii) Does Fig. 8 agree with **Hypothesis 2: Most migrants to Saudi Arabia come from MEDCs (More Economically Developed Countries)**? Use evidence from Fig. 8 to support your decision.

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.....[4]

People migrating to Saudi Arabia

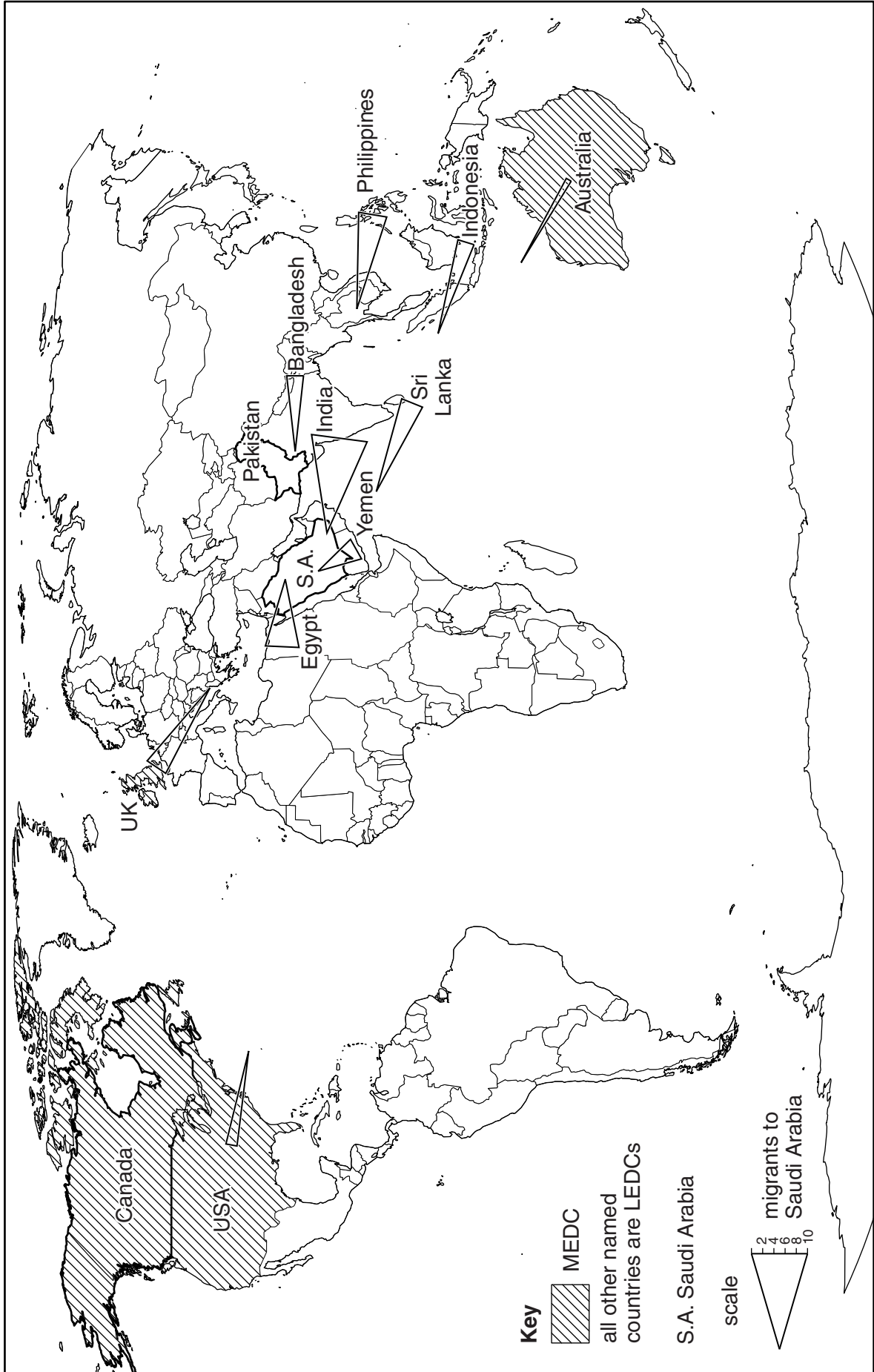


Fig. 8

- (f) One student thought that there might be a relationship between the types of job which migrants did and the country they came from. She randomly selected 20 results from the questionnaire. These are shown in Table 5 (Insert).

Describe the relationship shown by these results.

.....

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..... [2]

[Total: 30 marks]

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