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GEOGRAPHY

0460/41

Paper 4 Alternative to Coursework

May/June 2026

1 hour 30 minutes

You must answer on the question paper.

You will need: Insert (enclosed)
 Calculator
 Protractor

Ruler

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen. Do **not** use correction fluid or tape.
- Do **not** write on any bar codes.
- If additional space is needed, you should use the lined pages at the end of this booklet; the question number or numbers must be clearly shown.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains additional resources referred to in the questions.

LEDs – Less Economically Developed Countries
MEDCs – More Economically Developed Countries

This document has **16** pages. Any blank pages are indicated.

- 1 Students in Hauts-de-France, a region of France near Paris, read about a plan to build large wind turbines to produce electricity in the local area. Figure 1.1 (Insert) shows similar wind turbines. A newspaper report said that some people were objecting to the plan. The students decided to investigate what local people thought about wind power and the possibility of wind turbines being built near where they live.

- (a) Wind power is a type of renewable energy.
Which **one** of the following is the correct definition of renewable energy?
Tick **one** answer.

	tick (✓)
energy from rocks under the sea	
energy produced from plants and animals	
energy from resources that will not run out	
energy created in thermal power stations	
energy stored in a nuclear power station	

[1]

- (b) Figure 1.2 shows the fuel sources used to produce electricity in France in 2022.
Use the following data to complete Figure 1.2.

[2]

fuel source	percentage (%) of electricity produced
nuclear	66
hydro	12



Fuel sources used to produce electricity in France (2022)

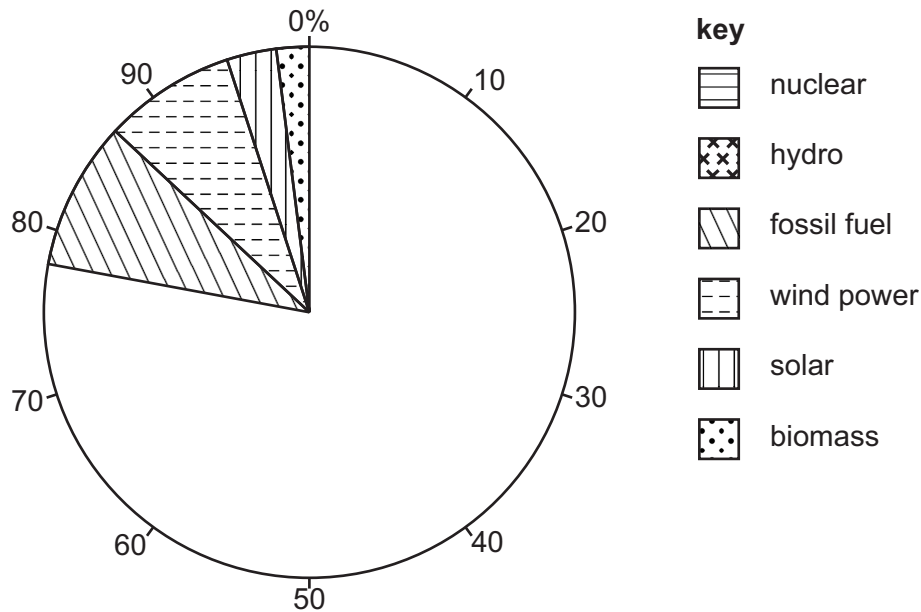


Figure 1.2

The students investigated the following hypotheses:

Hypothesis 1: Most people think that wind power is a good way to produce electricity.

Hypothesis 2: People object to wind turbines being built in the local area.

(c) To investigate their hypotheses, the students produced the questionnaire shown in Figure 1.3 (Insert).

(i) Give **four** reasons why their teacher thought that Figure 1.3 was suitable to use.

- 1
- 2
- 3
- 4

[4]

- (ii) The students decided to use the questionnaire with 100 local people. Describe a suitable sampling method for the students to select people, and explain why you chose this method.

.....

.....

.....

.....

.....

..... [3]

- (d) The answers to part 1 of the questionnaire are shown in Table 1.1 (Insert).

- (i) What reason is given by most people in favour of using wind power to generate electricity?

.....

..... [1]

- (ii) Use the data in Table 1.1 to draw the **two** missing bars on Figure 1.4. [2]

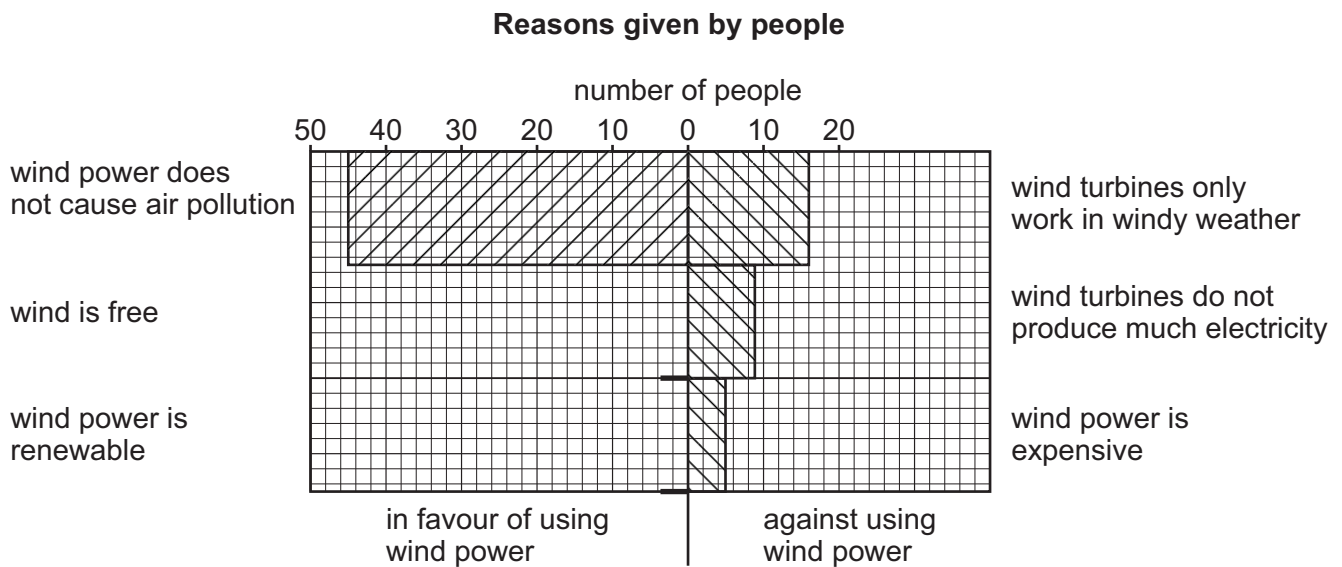


Figure 1.4



- (iii) Do the results shown in Figure 1.4 and Table 1.1 support **Hypothesis 1**: Most people think that wind power is a good way to produce electricity?

Use data from Figure 1.4 and Table 1.1 to support your conclusion.

.....

.....

.....

.....

.....

..... [3]

- (iv) Suggest **two** other advantages, **not** shown in Table 1.1, of using wind power to generate electricity.

1

.....

2

..... [2]

(e) In part 2 of the questionnaire, the students asked what people thought about the plan to build wind turbines in the local area. The answers are shown in Table 1.2 (Insert).

(i) Use the results in Table 1.2 to complete the graph for the statement 'They will be a danger to walkers and wildlife' on Figure 1.5. [3]

Answers to part 2 of the students' questionnaire

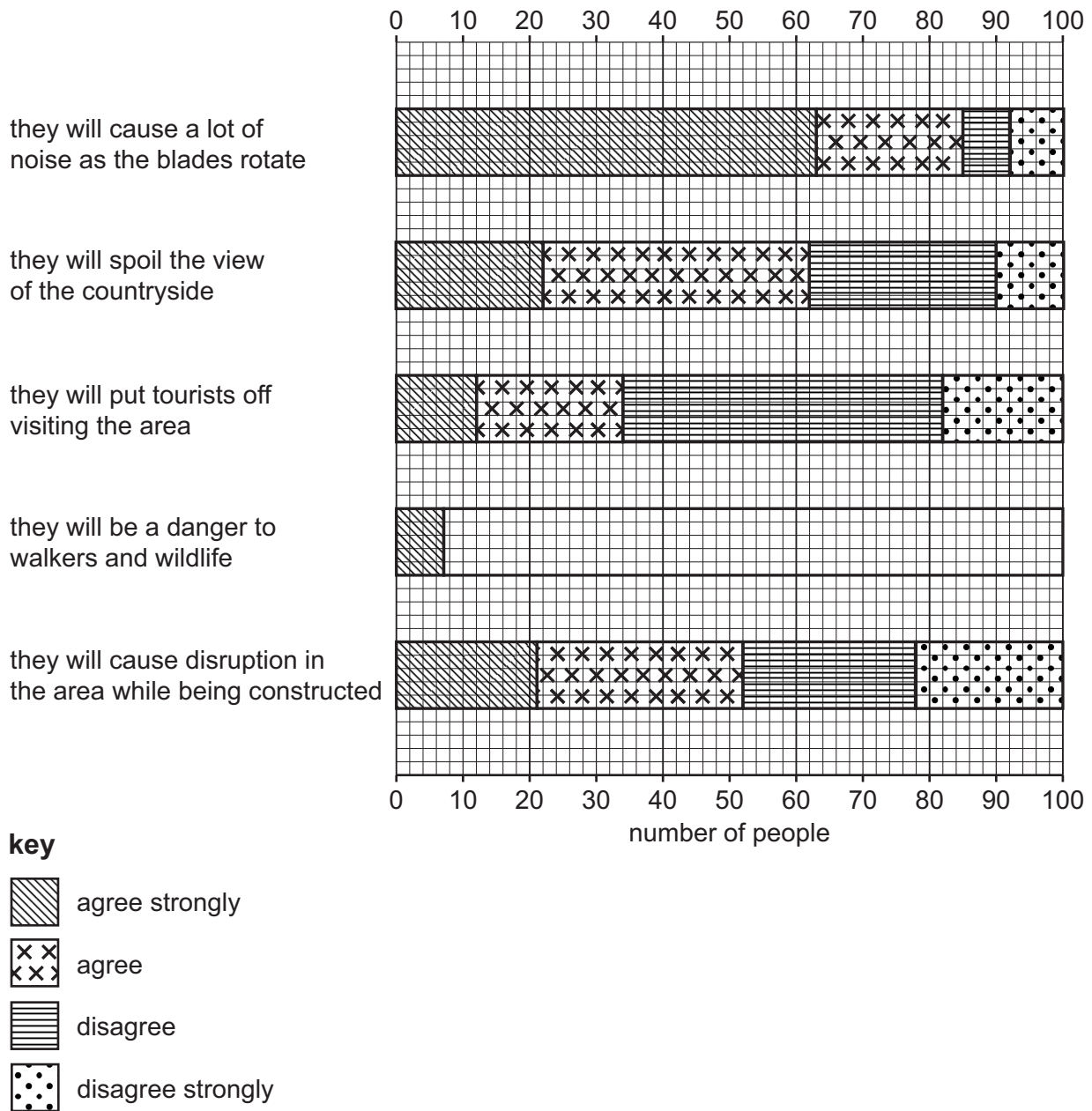


Figure 1.5

- (ii) The students decided that there was **no clear conclusion** to
Hypothesis 2: People object to wind turbines being built in the local area.

Use the data in Table 1.2 and Figure 1.5 to explain their decision.

.....

.....

.....

.....

.....

.....

.....

..... [4]

- (f) Wind power is one type of renewable energy.

- (i) Give **two** other examples of renewable energy.

1

2 [2]

- (ii) Explain how using more renewable energy might help to slow down the rate of global warming.

.....

.....

.....

.....

.....

..... [3]

[Total: 30]



- 2 A group of students in the United Kingdom did fieldwork on the River Dart. A map of the river is shown in Figure 2.1 (Insert).

(a) (i) In which direction does the River Dart flow?

..... [1]

(ii) Name the different river features shown at locations **A**, **B** and **C** in Figure 2.1.

location **A**: where the River Dart begins

.....

location **B**: where the East Dart river and the West Dart river meet

.....

location **C**: where the River Dart enters the sea

..... [3]

(iii) Complete the following sentence. Choose the correct term from the list provided.

The River Harbourne flows into the River Dart. The River Harbourne is the

..... of the River Dart.

estuary

meander

tributary

[1]



(b) Before they went on their fieldtrip, the students did two tasks to prepare.

- (i) First, the students considered possible hazards they might experience while doing the fieldwork and how they could reduce the risks. Figure 2.2 shows their risk assessment table.

Complete the table by suggesting different ways to reduce the possible risks while doing fieldwork.

Students' risk assessment

possible hazard	how to reduce the risk
getting wet while taking measurements in the river	
being injured by slipping on rocks on the river bed or slipping on the river bank	
losing balance and falling over caused by the fast river current	

Figure 2.2

[3]

- (ii) The students also did a pilot (practice) study on a small stream near their school. In which **two** ways would the pilot study help them to prepare for their fieldwork? Tick **two** answers.

	tick (✓)
It would help them to choose their fieldwork sites.	
It would give them opportunities to learn how to use fieldwork equipment.	
It would provide them with accurate results for their conclusion.	
It would help them to decide what measurements to take.	
It would help them to learn about the River Dart.	
It would give them time to get to know other students going on the fieldtrip.	

[2]

[Turn over]



The students decided to investigate the following hypotheses:

Hypothesis 1: The River Dart gets wider and deeper as it flows downstream.

Hypothesis 2: The velocity (speed of flow) of the River Dart increases downstream.

(c) To investigate **Hypothesis 1:** The River Dart gets wider and deeper as it flows downstream, the students took measurements at eight fieldwork sites at increasing distances downstream. At each site, they measured the width of the river channel and the depth of the deepest part of the river channel.

(i) The students used a tape measure to measure the width of the channel. They used a metre rule to measure the depth of the channel. Describe how the students took these measurements.

width of channel

.....

.....

.....

depth of channel

.....

.....

.....

[4]



- (ii) The results of the students' measurements are shown in Table 2.1 (Insert). One student plotted the results on a graph to show the relationship between channel width and depth at the eight sites.

Plot the results for site 4 on Figure 2.3.

[1]

Results of students' measurements

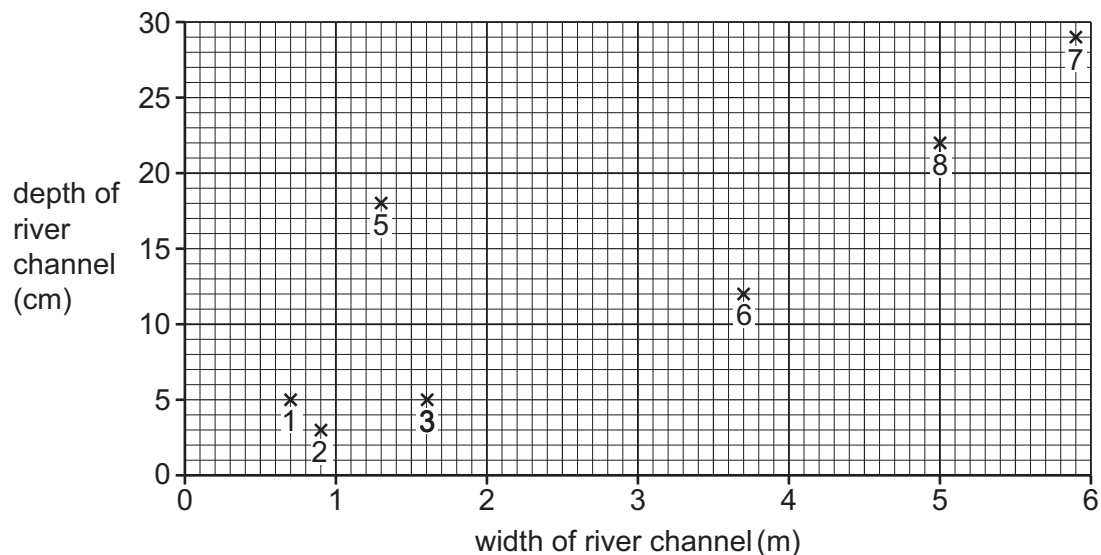


Figure 2.3

- (iii) What conclusion would the students make about **Hypothesis 1**: The River Dart gets wider and deeper as it flows downstream?

Tick your decision and support it with evidence from Figure 2.3 and Table 2.1.

	tick (✓)
The hypothesis is completely true.	
The hypothesis is partly true.	
The hypothesis is false.	

.....

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.....

..... [4]

(iv) Suggest **two** reasons why the width and depth of the River Dart change downstream.

- 1
-
- 2
-
- [2]

(d) The method the students used to investigate **Hypothesis 2**: The velocity (speed of flow) of the River Dart increases downstream is shown in Figure 2.4 (Insert).

(i) Describe how they measured velocity.

-
-
-
-
-
-
-
-
- [4]

(ii) The students' velocity measurements are shown in Table 2.2 (Insert). Suggest **two** reasons why the results vary across the river channel.

- 1
-
- 2
-
- [2]



- (iii) The students calculated the average river velocity at each site, shown in Table 2.2 (Insert).

Plot the result for site 5 on Figure 2.5.

[1]

Average velocity at different sites

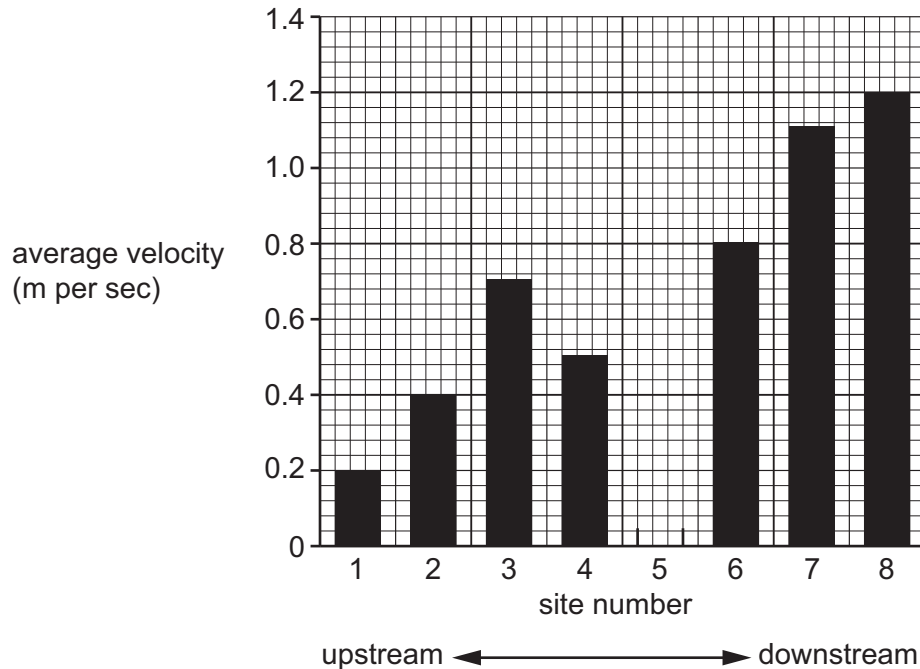


Figure 2.5

- (iv) Do the results agree with **Hypothesis 2**: The velocity (speed of flow) of the River Dart increases downstream?

Support your decision with evidence from Figure 2.5 and Table 2.2.

.....

.....

.....

..... [2]

[Total: 30]



[illegible]



Additional page

If you use the following page to complete the answer to any question, the question number must be clearly shown.

[illegible]



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