Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

0245013764

GEOGRAPHY **0460/13**

Paper 1 **October/November 2018**

1 hour 45 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.

Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Answer **three** questions, **one** from each section.

The Insert contains Figs. 2.2, 2.3 and 2.4 for Question 2, Figs. 4.1, 4.2 and 4.4 for Question 4, and Fig. 6.2 for Question 6.
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.

Definitions
MEDCs – More Economically Developed Countries
LEDCs – Less Economically Developed Countries

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

This document consists of **27** printed pages, **1** blank page and **1** Insert.

DC (NH/SW) 154450/5

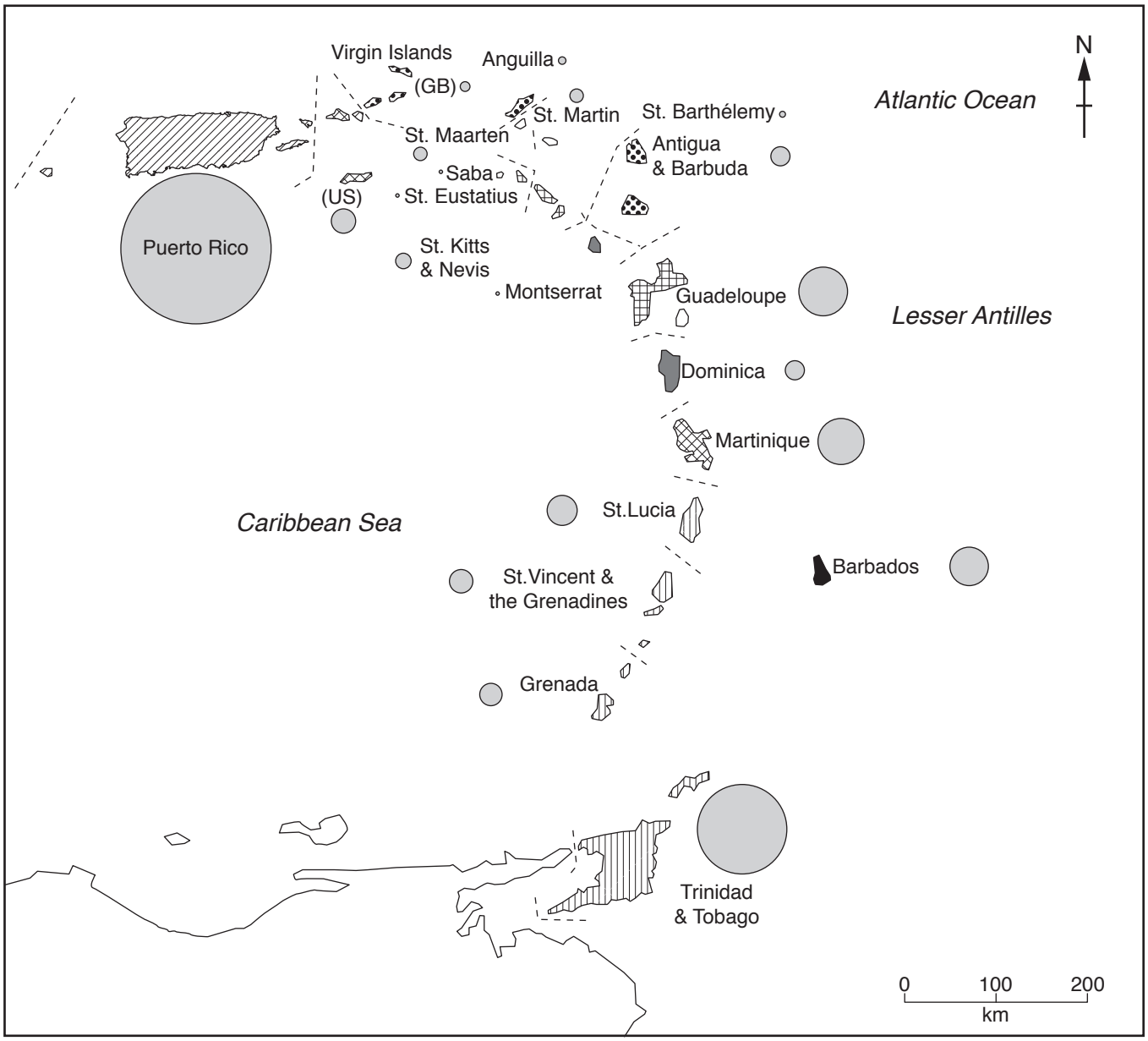
CAMBRIDGE International Examinations

[Turn over

Section A

Answer **one** question from this section.

1 **(a)** Study Fig. 1.1, which shows information about the population in the Lesser Antilles, a group of islands in the Caribbean.



Key

Population density per km²

1 – 30	251 – 300
31 – 100	301 – 400
101 – 150	401 – 500
151 – 200	501 +
201 – 250	

Number of inhabitants

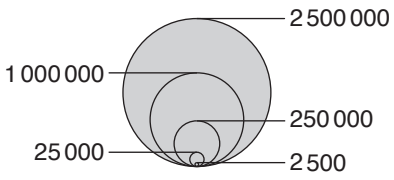


Fig. 1.1

(i) What is measured by population density?
Tick the **one** statement in the table below which is correct.

	Tick [✓]
How closely together people live	
How large the population of an area is	
The amount of land in the area	
The wealth of an area	

[1]

(ii) Calculate the population density of St. Lucia using the following data:

Area of land = 616 km^2

Total population = 167 000

You should show your calculations in the box below.

..... per km^2

[2]

(iii) Identify the following from Fig. 1.1:

– the largest island .....

– the island with the largest total population .....

– the island with the highest population density ..... [3]

(iv) Suggest **four** reasons why the islands shown in Fig. 1.1 all have different population densities even though they all have similar climates.

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(b) Study Fig. 1.2, which shows information about the world's population.

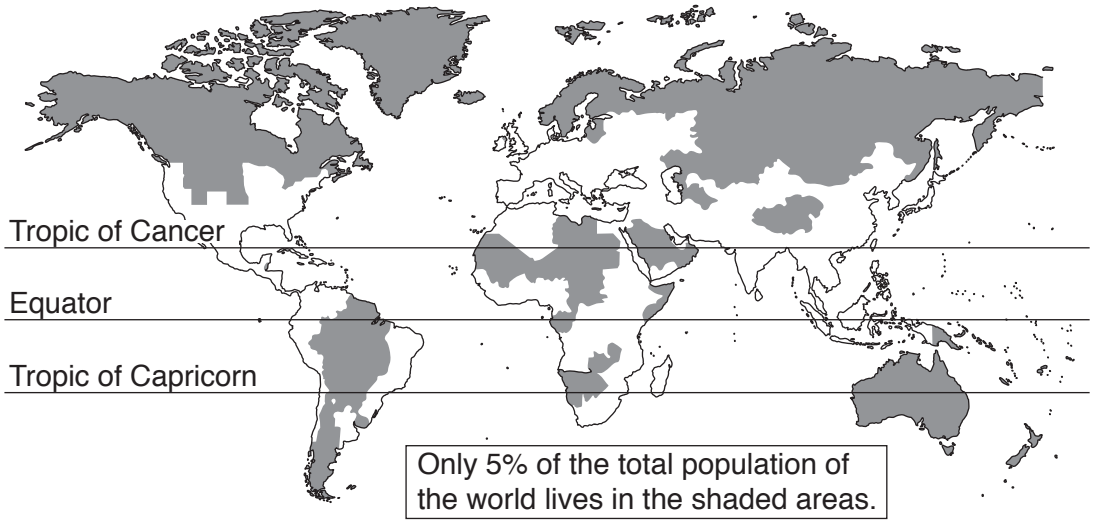

Fig. 1.2

(i) The areas shaded on Fig. 1.2 are sparsely populated. Describe the global distribution of these areas.

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(ii) Explain how climate influences population distribution.

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(c) For a named country you have studied, explain why it has a **high natural population growth rate**.

Name of country ....

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[Total: 25]

2 **(a)** Study Fig. 2.1, which shows information about the world's population living in urban areas.

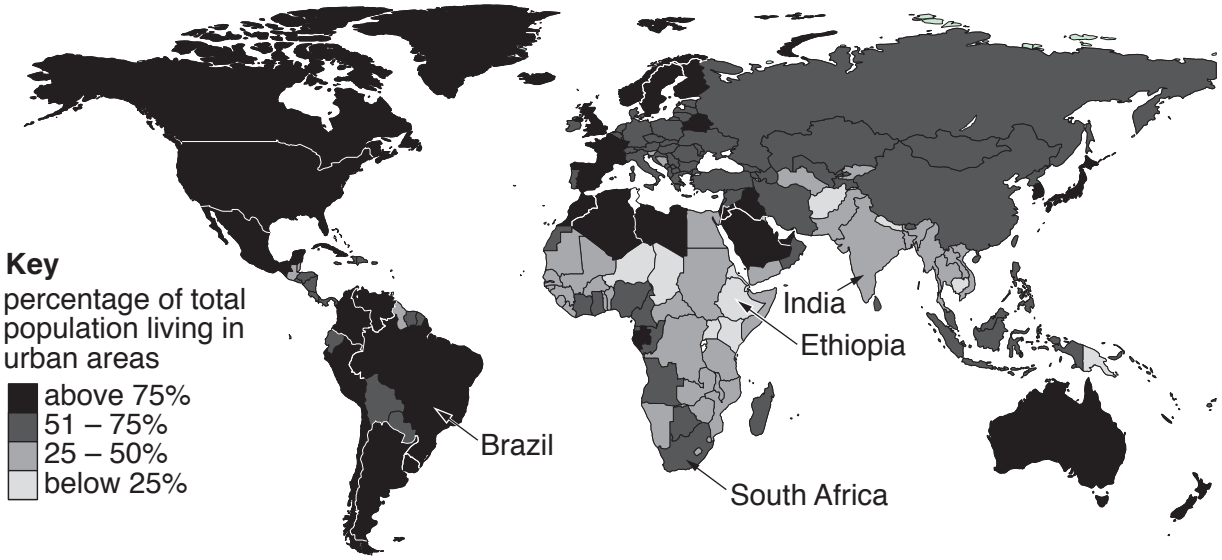

Fig. 2.1

(i) Tick the **one** feature in the table which is typical of an urban area.

	Tick (✓)
Few sources of employment are available	
Low population density	
Large amounts of housing, shops and entertainment	
Large areas of open space	
Most land is used for farming	

[1]

(ii) Using Fig. 2.1, complete the table below by inserting the names of the following four countries.
The countries should be arranged in rank order of the percentage of their total population living in urban areas.

Brazil Ethiopia India South Africa

Largest percentage living in urban areas
Smallest percentage living in urban areas

[2]

(iii) Compare the distribution of countries where the largest percentage (above 75%) and smallest percentage (below 25%) of their population live in urban areas.

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(iv) Explain why a greater percentage of the population live in urban areas in MEDCs than in LEDCs.

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(b) Study Figs. 2.2, 2.3 and 2.4 (Insert), which are photographs taken in an urban area in an LEDC.

(i) Using evidence from Figs. 2.2, 2.3 and 2.4 **only**, identify **three** pull factors attracting people to urban areas in LEDCs.

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(ii) Describe the problems faced by migrants who have recently moved to urban areas in LEDCs.

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(c) For a named urban area you have studied in an LEDC, describe the strategies used to improve the living conditions of people in squatter settlements.

Name of urban area .....

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[Total: 25]

Section B

Answer **one** question from this section.

3 **(a)** Study Fig. 3.1, which shows information about the weather at midday on 29 March and 31 March 2016 at Poole Harbour in the UK.

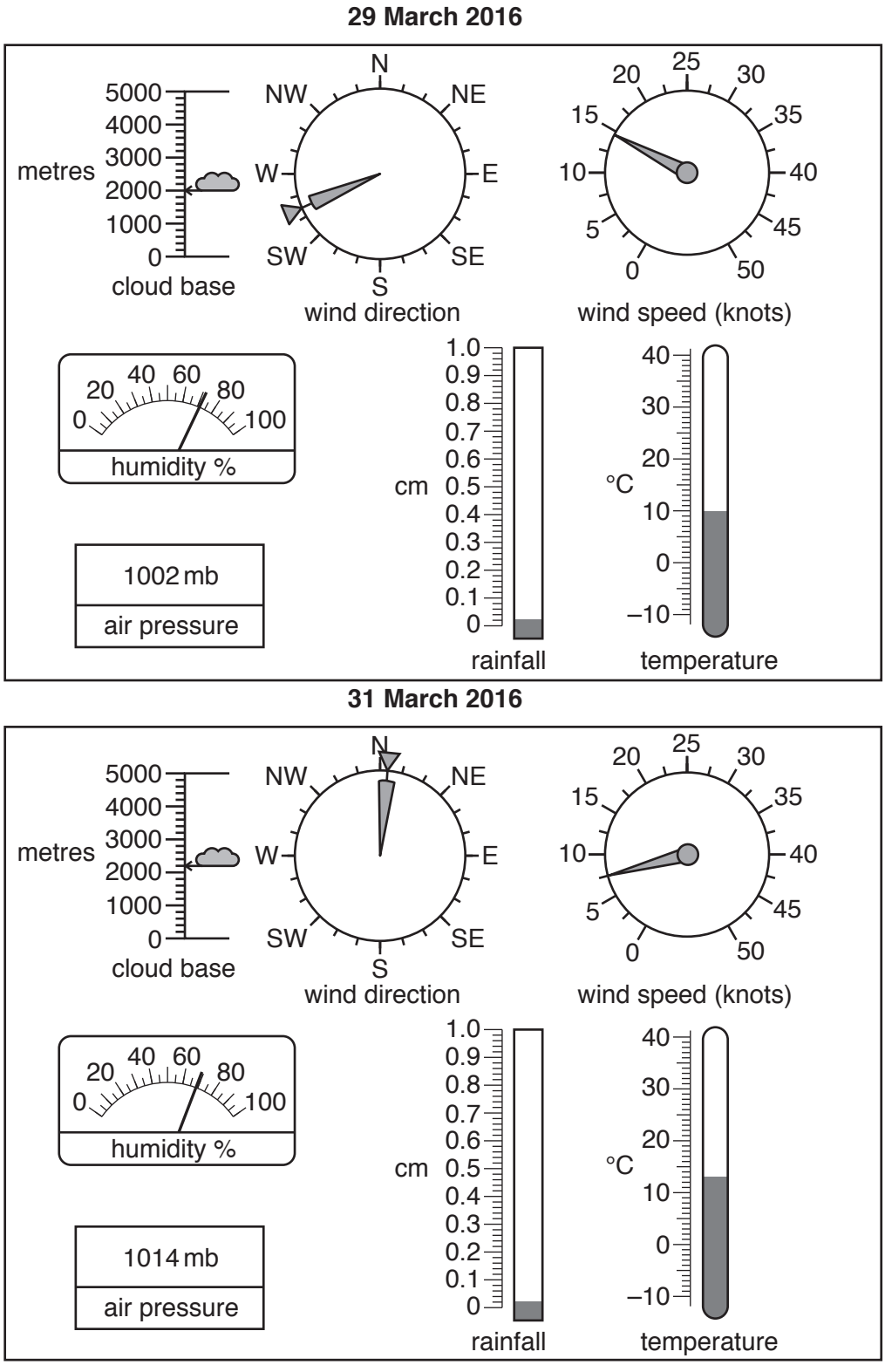

Fig. 3.1

(i) Define *weather*.

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(ii) Describe how wind direction is measured.

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.....[2]

(iii) Identify from Fig. 3.1 the weather characteristic measured by the following instruments.

Anemometer .....

Barometer .....

Thermometer ..... [3]

(iv) Describe **four** differences between the weather at Poole Harbour on 29 March and 31 March 2016.

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(b) Study Fig. 3.2, which shows the annual rainfall on the island of Viti Levu, in Fiji.

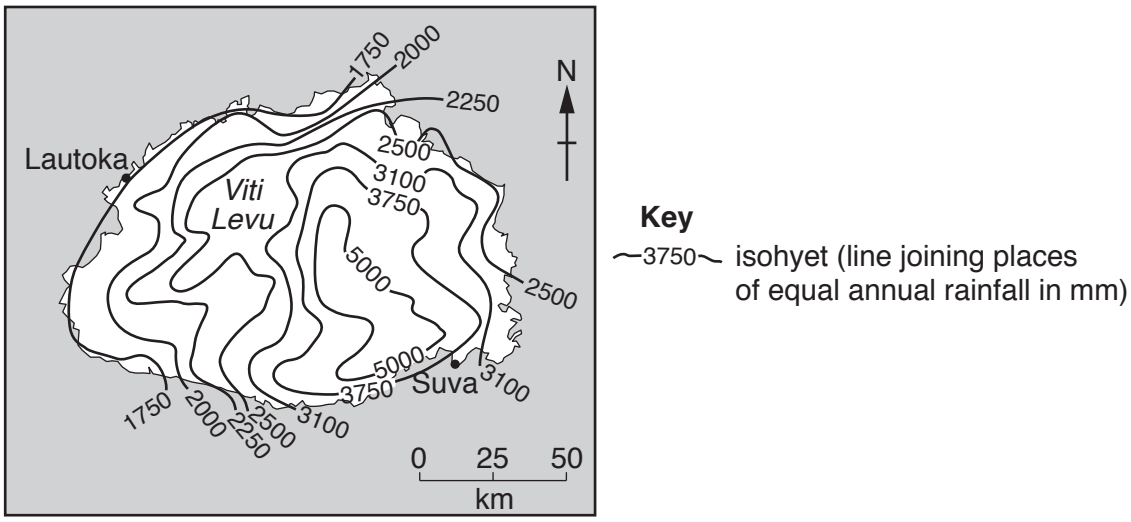

Fig. 3.2

(i) Describe the location of the area with an annual rainfall of over 5000 mm in Viti Levu.

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(ii) Describe how data on rainfall can be collected using a rain gauge.
You should refer to where the rain gauge should be sited and how it is used.

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(c) For a named river you have studied, describe the hazards for people caused by flooding.

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[Total: 25]

4 **(a)** Study Fig. 4.1 (Insert), which shows some countries where coastal erosion and deposition occur in Europe, along with Fig. 4.2 (Insert) which is a photograph showing a coastline shaped by erosion.

(i) What is meant by *coastal erosion*?

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.....[1]

(ii) Using evidence from Fig. 4.1 **only**, explain why coastal erosion occurs at **X** but coastal deposition occurs at **Y**.

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(iii) Describe the main features of the cliff and wave-cut platform shown in Fig. 4.2.

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(iv) Explain how the wave-cut platform shown in Fig. 4.2 was formed by coastal erosion.

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(b) Study Fig. 4.3, which shows methods of protecting coasts from erosion, along with Fig. 4.4 (Insert), which shows an area where a cliff has collapsed.

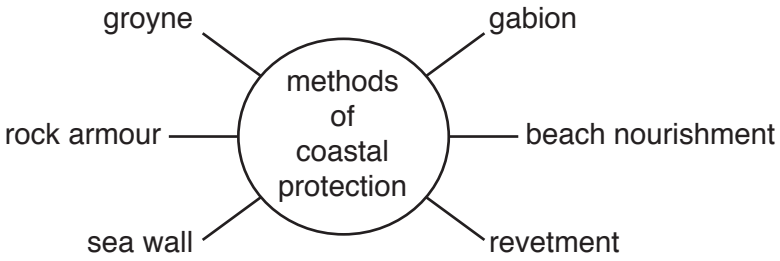

Fig. 4.3

(i) Describe any **three** of the methods of coastal protection which are labelled in Fig. 4.3.

Method of coastal protection	Description
1	....
2	....
3	....

[3]

(ii) Choose **one** method which you think should be used to protect the coastline shown in Fig. 4.4 from erosion. You can refer to any method of coastal protection, including those in Fig. 4.3.
Justify your choice of method.

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(c) For a named area of coast you have studied, describe the natural hazards faced by people.

Name of area of coast .....

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[Total: 25]

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Section C

Answer **one** question from this section.

5 **(a)** Study Figs. 5.1 and 5.2, which show maps of Human Development Index (HDI) in South America in 2000 and 2012.

2000

Fig. 5.1

2012

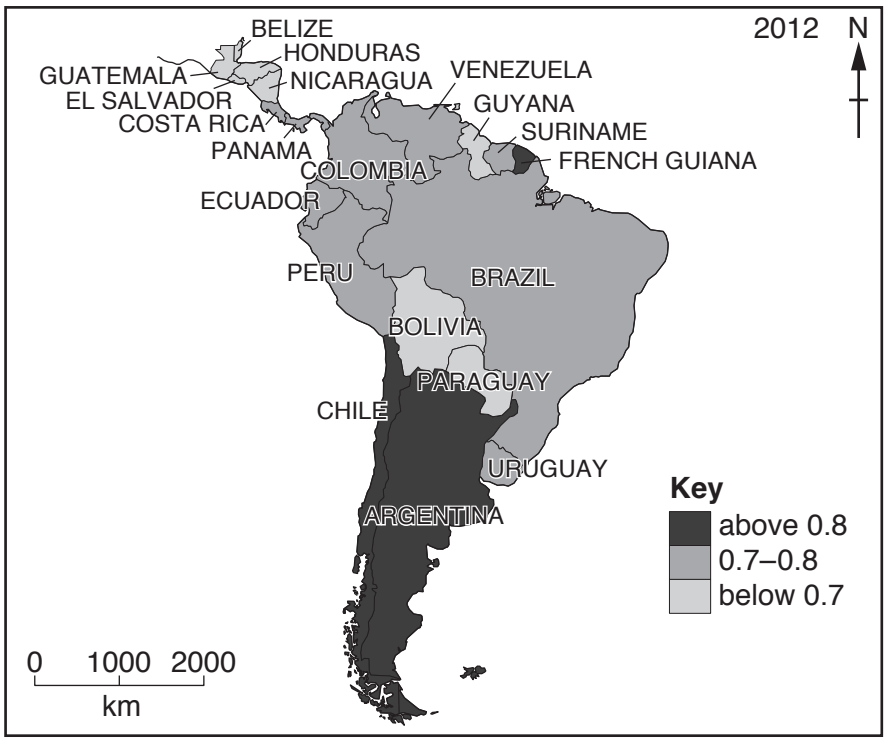

Fig. 5.2

(i) What was the HDI of Uruguay in both 2000 and 2012?

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[1]

(ii) Give **one** example of each of the following:

– a country where the HDI has increased from below 0.7 to 0.7–0.8;

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– a country where the HDI has increased from 0.7–0.8 to above 0.8.

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[2]

(iii) Tick the **three** statements about HDI in the table below which are correct.

	Tick (✓)
All countries with a high HDI have large populations	
HDI is a composite indicator of development	
HDI is the same as average income	
Many people who live in a country with a low HDI will be wealthy	
Most people who live in a country with a high HDI will be well educated	
The higher the HDI the longer people are likely to live	
There will be more schools and universities where the HDI is lower	

[3]

(iv) Suggest **four** reasons why the HDI of many South American countries increased between 2000 and 2012.

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[Turn over

(b) Study Fig. 5.3, which shows information about GDP per person and the use of energy per person in selected countries (GDP is an indicator of wealth).

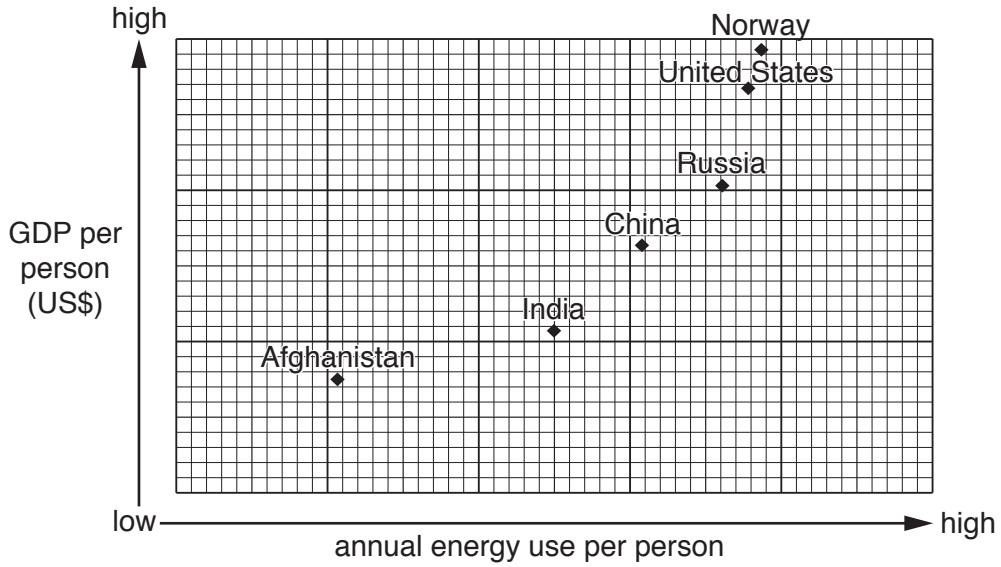

Fig. 5.3

(i) Describe the relationship between GDP per person and the use of energy per person. Refer to countries in your answer.

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(ii) Explain why there is a relationship between GDP per person and the use of energy per person.

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(c) For a country you have studied, describe the advantages and disadvantages of a transnational corporation (TNC) locating there.

Name of country .....

Name of transnational corporation (TNC) .....

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6 **(a)** Study Fig. 6.1, which is a graph showing information about the employment structure of Sweden (an MEDC) and Myanmar (an LEDC).

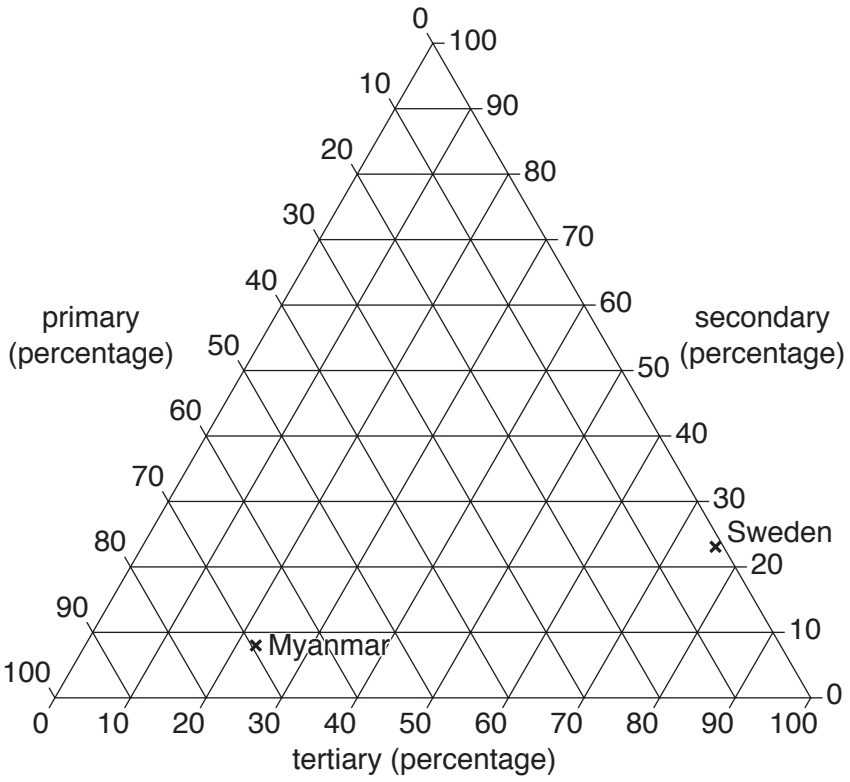

Fig. 6.1

(i) Plot a cross on Fig. 6.1 to show the following information about the employment structure of Ghana:

Primary	45%
Secondary	15%
Tertiary	40%

[1]

(ii) Give **one** example of primary employment and **one** example of tertiary employment.

Primary .....

Tertiary .....[2]

(iii) Using information from Fig. 6.1 **only**, compare the employment structure of Sweden and Myanmar.

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[Turn over

(iv) Suggest reasons for the difference in employment structure between Sweden and Myanmar.

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(b) Study Fig. 6.2 (Insert), which shows information about the car assembly industry.

(i) Use Fig. 6.2 to explain what is meant by *assembly industry*.

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(ii) Explain how the location of industry can be influenced by transport.

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(c) Describe the local and global environmental risks of an economic activity which takes place in a named area you have studied.

Name of area ....

Economic activity ....

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[Total: 25]

Additional Pages

If you use the following lined pages to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

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