Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME	

CENTRE NUMBER		CANDIDATE NUMBER	

GEOGRAPHY **0460/11**

Paper 1 **October/November 2016**

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials: Ruler
Protractor
Calculator

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 Photographs A, B and C for Question 2, Photograph D for Question 4, and Photograph E 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

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 **28** printed pages and **1** Insert.

CAMBRIDGE
International Examinations

[Turn over

Section A

Answer **one** question from this section.

QUESTION 1

1 **(a)** Study Fig. 1, which shows information about ageing population and predicted population change in selected countries.
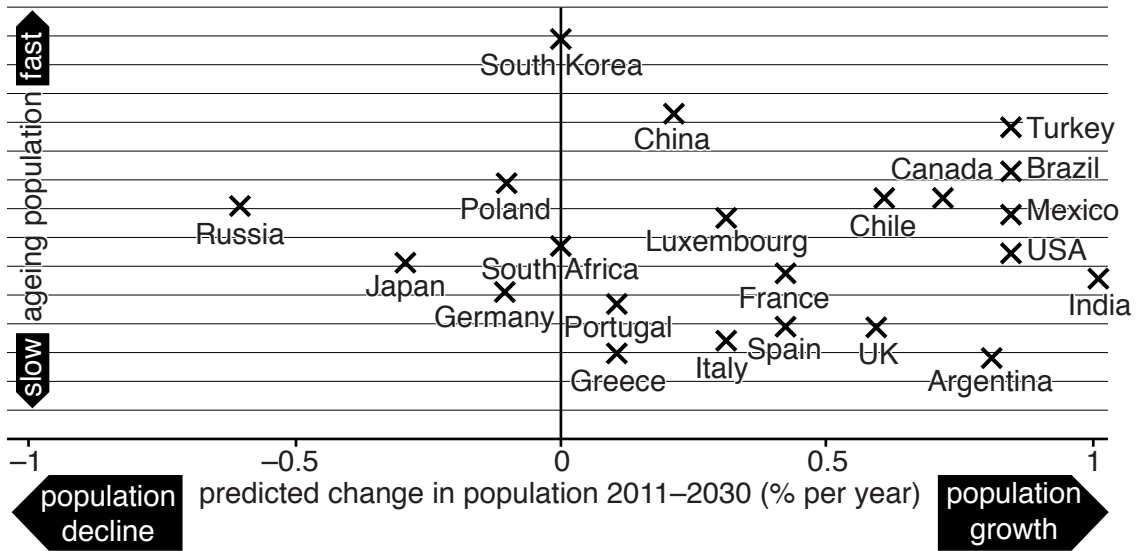
Fig. 1

(i) Put the following countries in rank order according to how fast their population is ageing.

China   Italy   South Korea

1st .... fastest

2nd .... ↕

3rd .... slowest   [1]

(ii) Identify from Fig. 1:

– a country where the population is expected to decline between 2011 and 2030;

....

– the country which is predicted to have the highest rate of population growth between 2011 and 2030.

....[2]

(iii) One of the reasons why natural population growth rates are high in many countries is because birth rates are high.

Give **three** different reasons why birth rates are high in many LEDCs.

1 ....

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2 ....

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3 ....

....[3]

(iv) Explain why governments in many LEDCs are trying to reduce rates of population growth.

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....[4]

(b) Study Fig. 2, which shows information about the age structure of the world's population in 1950, 2000 and 2050 (estimated).

Key
population by age group

■ 0 – 19
□ 20 – 64
▨ 65+

1950

90% 0% 10%
80%   20%
70%   30%
60% 50% 40%

2000

90% 0% 10%
80%   20%
70%   30%
60% 50% 40%

2050 (estimated)

90% 0% 10%
80%   20%
70%   30%
60% 50% 40%

Fig. 2

(i) Using Fig. 2 **only**, describe how the world's population is ageing. Include statistics in your answer.

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....[3]

(ii) Explain why the world's population is ageing.

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(c) For a named country you have studied, evaluate the success of its population policy.

Name of country ....

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[Total: 25 marks]

END OF QUESTION 1

QUESTION 2

2 **(a)** Study Fig. 3, which shows information about an inner city area in the USA.

Key	
	streets with housing
	urban expressway
	urban expressway under construction
	waste ground
	houses awaiting demolition
	factories
	unoccupied factories
	road

0   1
km
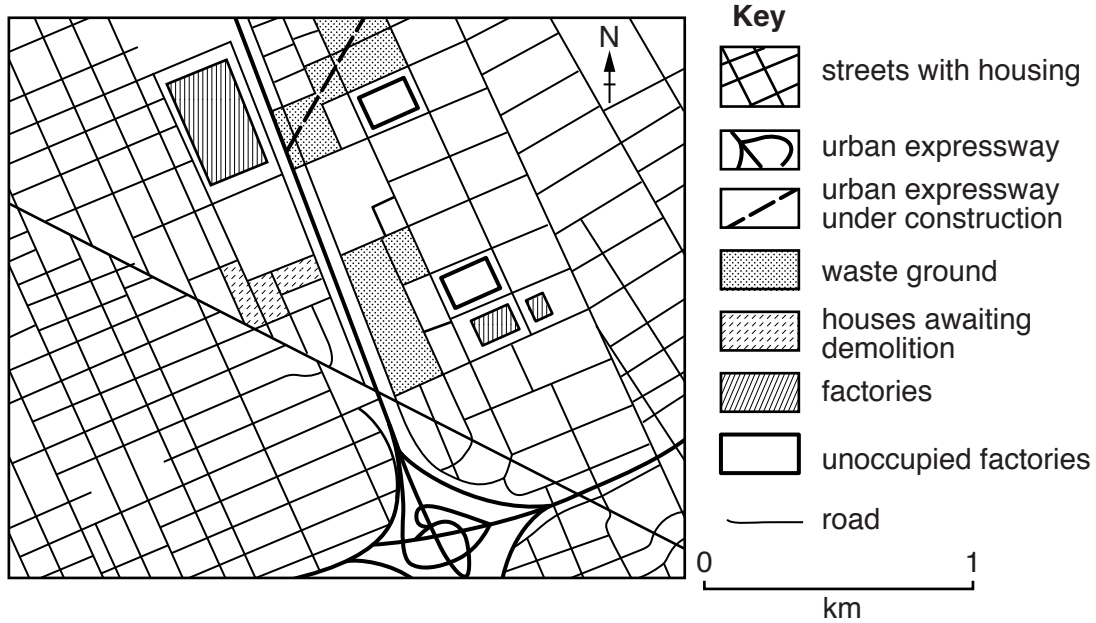
Fig. 3

 (i) What is an *inner city* area?

 ....

 ....[1]

 (ii) Describe the street pattern in Fig. 3.

 ....

 ....

 ....

 ....[2]

 (iii) Explain why inner city areas like the one shown in Fig. 3 are being redeveloped.

 ....

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 ....

 ....[3]

 [Turn over

(b) Study Fig. 4, along with Photographs A, B and C (Insert), which were taken in different urban zones of a city.

Key
- central business district
- inner city
- suburb
- green belt
- village

0   1   2
km

N
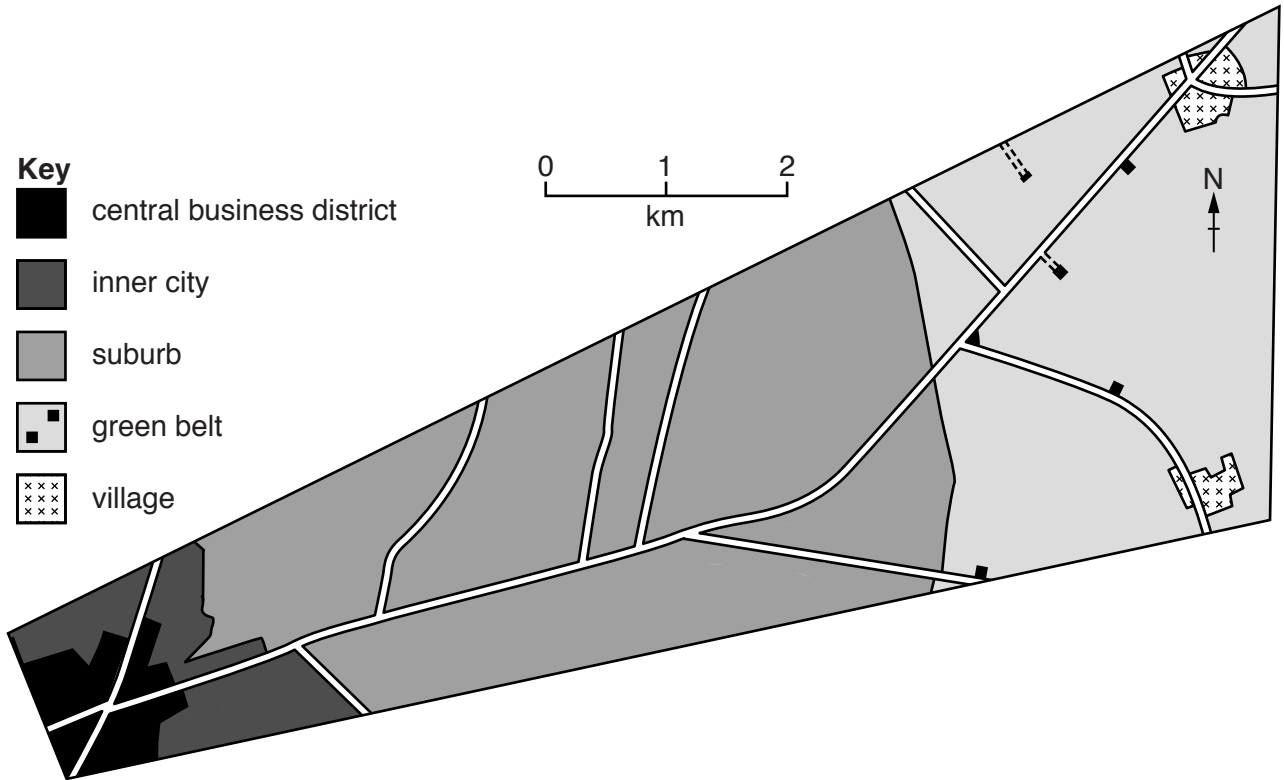
Fig. 4

(i) Using the key to Fig. 4, identify the urban zone where each photograph was taken.

Photograph A

....

Photograph B

....

Photograph C

....[3]

(ii) Choose Photograph A, B or C.
For the photograph you have chosen describe the main characteristics of the land use.

Photograph ....

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....[4]

(iii) Explain why land use varies in an urban area.

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(c) For a named urban area you have studied, describe the effects of urban sprawl.

Name of urban area ....

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[Total: 25 marks]

END OF QUESTION 2

Section B

Answer **one** question from this section.

QUESTION 3

3 (a) Study Fig. 5, which shows two different types of volcano.
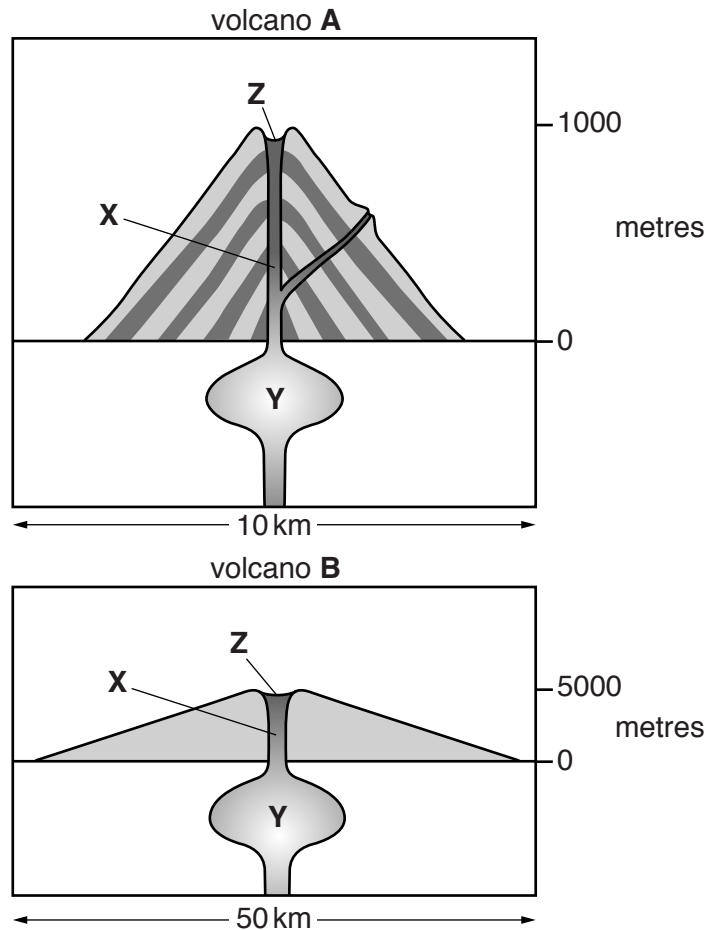
volcano **A**

volcano **B**

Fig. 5

(i) Name the two types of volcano shown in Fig. 5. Choose from the following:

extinct volcano   shield volcano   strato-volcano

A ....

B ....   [1]

(ii) Describe **two** differences between the types of volcano shown in Fig. 5.

1 ....

....

2 ....

....[2]

(iii) Using Fig. 5, identify the features labelled **X**, **Y** and **Z** in the spaces below.

X ....

Y ....

Z ....   [3]

(iv) Describe the advantages for people of living close to an active volcano.

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....[4]

(b) Study Fig. 6, which shows the Pacific 'Ring of Fire'.

Fig. 6

(i) Describe the distribution of volcanoes shown in Fig. 6.

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....[3]

(ii) Explain the distribution of the volcanoes shown on Fig. 6.

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(c) Earthquakes often occur in the same areas as volcanic eruptions.

Describe the impacts of an earthquake on a named area you have studied.

Name of area ....

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[Total: 25 marks]

END OF QUESTION 3

QUESTION 4

4 **(a)** Study Photograph D (Insert), which shows a river feature.

(i) What river feature is shown in Photograph D? Choose from the following:

delta   meander   source

....[1]

(ii) Describe **two** characteristics of the slope shown at **X** in Photograph D.

1 ....

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2 ....

....[2]

(iii) Explain how slope **X** has been formed.

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....[3]

(iv) Flooding and erosion are two hazards created by rivers such as that shown in Photograph D. Suggest how each of these hazards could be managed.

Flooding ....

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Erosion ....

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....[4]

(b) Study Fig. 7, which shows cross sections of the upper and lower courses of a river.

Upper course   **Lower course**
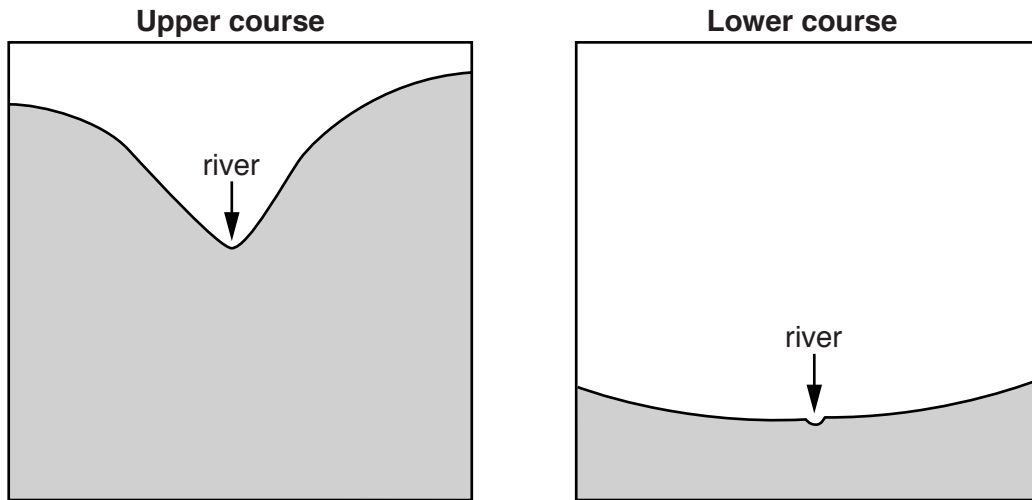
Fig. 7

(i) Using Fig. 7 **only**, describe **three** differences between the cross section of the upper and lower course of a river.

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(ii) Explain the formation of a waterfall. You may use labelled diagrams.

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[5]

(c) For a named river you have studied, describe the opportunities it provides for people living close to it.

Name of river ....

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[Total: 25 marks]

END OF QUESTION 4
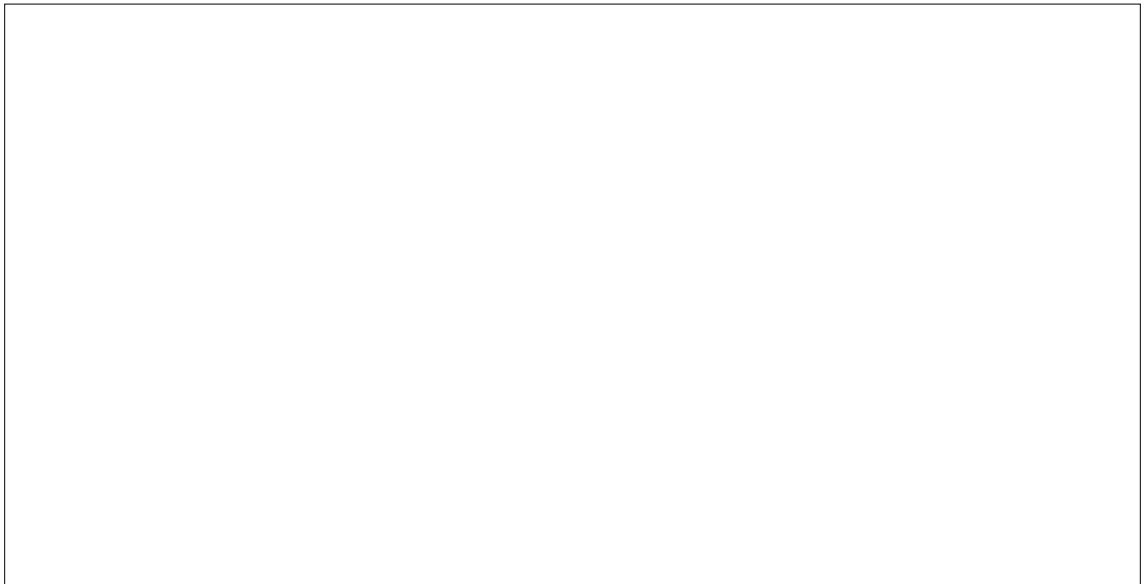
Section C

Answer **one** question from this section.

QUESTION 5

5 **(a)** Study Fig. 8, a map showing HDI, a measure of human development.
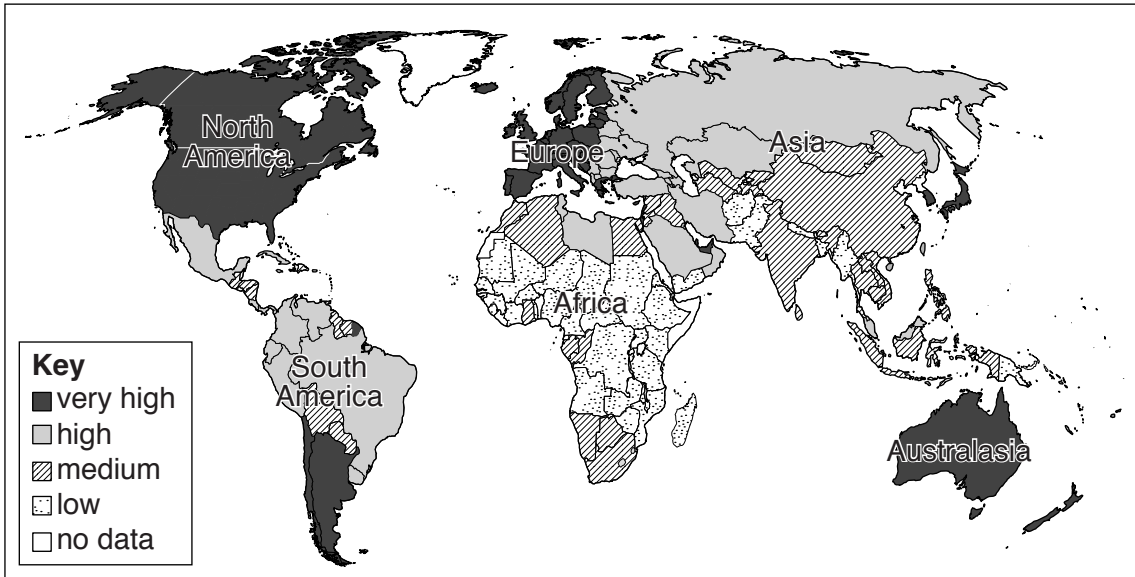
Fig. 8

(i) What do the initials *HDI* stand for?

H .... D .... I ....   [1]

(ii) Compare the HDI in Africa and North America.

....

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....[2]

(iii) Explain why HDI is a useful indicator of development.

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....[3]

(iv) Explain why there are inequalities in the levels of development between countries.

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....[4]

(b) Study Fig. 9, a scatter graph which shows information about GNP per capita and life expectancy for a selection of countries.

Fig. 9

(i) Describe the relationship between GNP per capita and life expectancy shown by Fig. 9. Include statistics in your answer.

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....[3]

(ii) Explain why there is a relationship between GNP per capita and life expectancy.

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(c) Describe the features of a named transnational corporation you have studied. You should refer to its organisation and global links.

Name of transnational corporation ....

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[Total: 25 marks]

END OF QUESTION 5

QUESTION 6

6 **(a)** Study Fig. 10, which shows information about malnutrition in the Sahel, an area in north Africa.
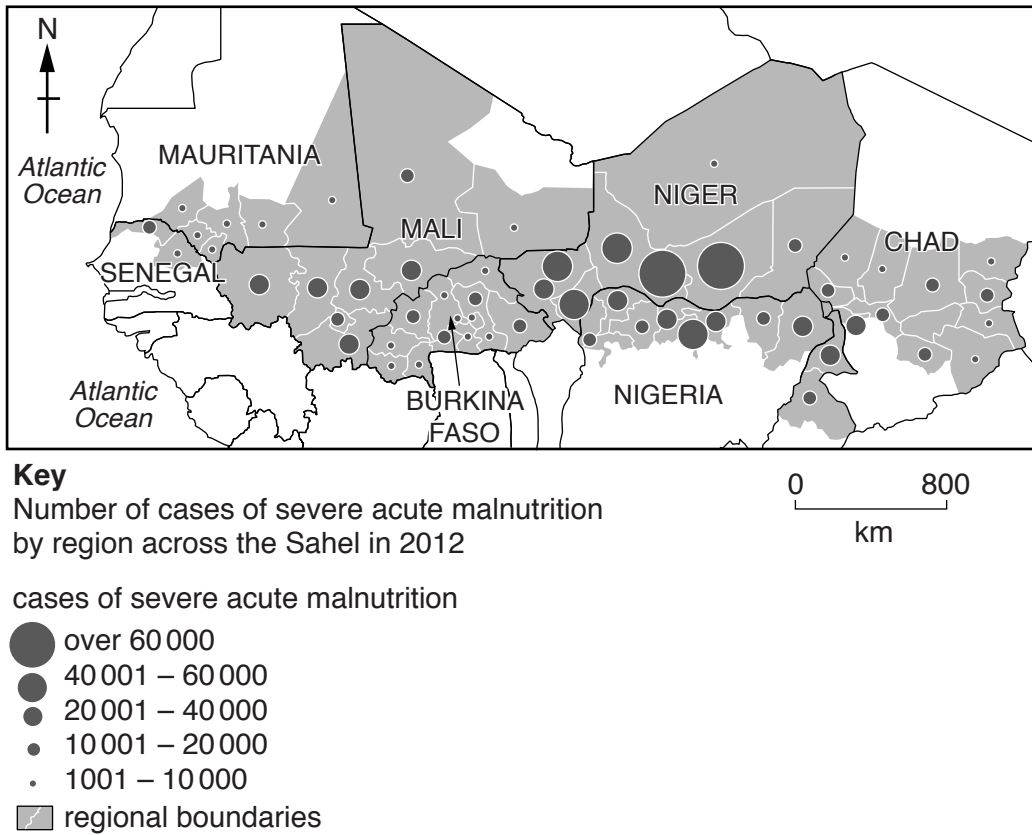
Fig. 10

(i) What is meant by *malnutrition*?

....

....[1]

(ii) Compare the number of cases of malnutrition in Burkina Faso and Niger.

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....[2]

(iii) Give **three** different reasons why countries experience food shortages.

1 ....

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2 ....

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....[3]

(iv) Describe the impacts of food shortages.

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(b) Study Fig. 11, along with Photograph E (Insert), which show information about the Mechanical Cow.

Rotary International members deliver Mechanical Cow to Africa

The Rotary Club of Moncton has delivered a Mechanical Cow to Zombodze primary and high schools in Swaziland, Africa.

The mechanical cow is a soybean milk machine. Using just soybeans and water, the machine produces 30 litres of soy milk, which is rich in protein, per hour. It can operate for eight hours at a time before being cleaned. The six kilograms of left-over solids that are separated from the milk each hour are used to make many soy products, such as tofu, tempeh, yogurt, bread, and cookies.

Much of Swaziland is faced with a challenge of poor nutrition. Most of the time the food eaten lacks protein. Soy milk provides all the essential nutrients needed by the body. The introduction of the mechanical cow will benefit students who have had nothing to eat at lunchtime and help them to be able to concentrate and work harder in school.

Fig. 11

   (i) Explain how the Mechanical Cow benefits the community of Zombodze.

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....[3]

   (ii) Describe other methods which can be used to reduce food shortages in LEDCs.

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(c) For an example of a farm or agricultural system at a named location, describe the farming system.

Farm or agricultural system ....

Name of location ....

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[Total: 25 marks]

END OF QUESTION 6

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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