

### **Cambridge Assessment International Education**

Cambridge International General Certificate of Secondary Education

CANDIDATE NAME			
CENTRE NUMBER		CANDIDATE NUMBER	
GEOGRAPHY			0460/12
Paper 1			February/March 2019
			1 hour 45 minutes
Candidates ans	swer on the Question Paper.		

#### READ THESE INSTRUCTIONS FIRST

Write your centre number, candidate number and name in the spaces provided.

Write in dark blue or black pen.

Additional Materials:

You may use an HB pencil for any diagrams or graphs.

Ruler Calculator

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 Fig. 2.2 for Question 2, Figs. 3.1 and 3.2 for Question 3, Figs. 5.2, 5.3 and 5.4 for Question 5, and Fig. 6.1 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 regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of 30 printed pages, 2 blank pages and 1 Insert.

☐☐☐ Cambridge Assessment International Education



2

### **Section A**

Answer **one** question from this section.

**1 (a)** Study Fig. 1.1, which shows information about the population structure of India in 2001 and 2026 (predicted).

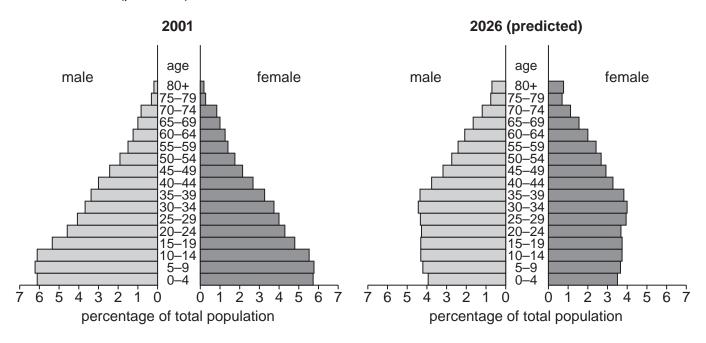


Fig. 1.1

(i)	What percentage of the population of India in 2001 were female aged 25 to 29?		
	%	[1]	
(ii)	Describe how the population aged 5 to 9 is predicted to change between 2001 and 20 Use statistics in your answer.	)26.	
		[2]	

(iii)	Describe how the <b>shape</b> of India's population pyramid is predicted to change between 2001 and 2026.
	[3]
(iv)	Suggest reasons for the changes in the percentage of young and old dependents in India which are predicted by 2026.
	Young dependents
	Old dependents
	[4]

**(b)** Study Fig 1.2, which shows information about the predicted change in population size in New South Wales, a state in Australia (an MEDC) between 2011 and 2031.

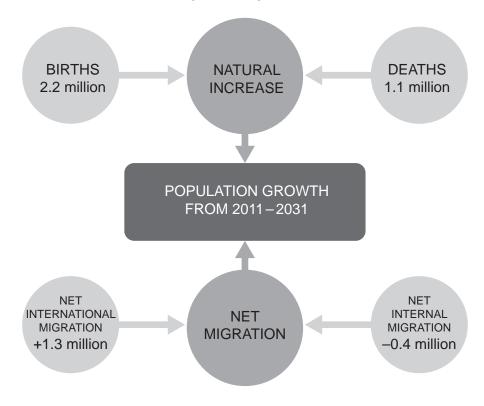


Fig. 1.2

(i) Calculate the overall population growth of New South Wales predicted between 2011 and 2031.

Show your calculations in the box below.

million

[3]

(ii)	Explain what challenges are likely to be faced in New South Wales as a result of this predicted population growth.	S
	[E	:1

(c)	For a named country you have studied, describe a policy which has been used to influence its population growth rate.		
	Name of country		
	[7]		

**2 (a)** Study Fig. 2.1, which shows information about the population of Kenya (an LEDC in Africa) between 2000 and 2050 (predicted).

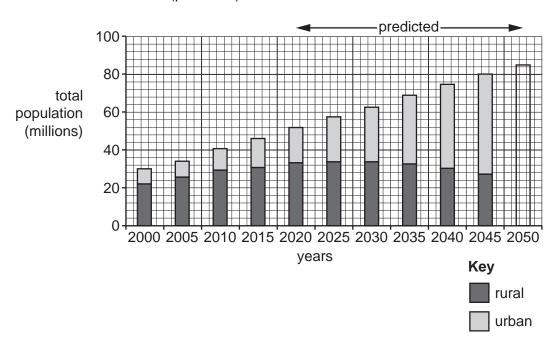


Fig. 2.1

(i)	What was the total population of Kenya in 2015?	
	million	[1]
(ii)	Complete the bar for 2050 using the following information:	
	Population living in rural areas 22 million	
	Population living in urban areas 63 million	[2]
(iii)	Use evidence from Fig. 2.1 <b>only</b> to show that urbanisation is occurring in Kenya.	
		[3]

	(iv)	Explain why urbanisation is occurring in LEDCs such as Kenya.
		[4]
(b)		dy Fig. 2.2 (Insert), which are maps showing the percentage of people in African countries g in squatter settlements in 1995 and 2015.
	(i)	Identify a country which is labelled on Fig. 2.2 where the percentage of people living in squatter settlements:
		- increased between 1995 and 2015
		- decreased between 1995 and 2015
		– was the same in 1995 and 2015.
	(ii)	Explain why a large percentage of the population in many cities in LEDCs are living in squatter settlements.
		[5]

(c)	For a named urban area you have studied, describe the strategies used to improve the housing conditions of the people who live there.
	Name of urban area
	[7]

## **Section B**

Answer **one** question from this section.

3	<b>(a)</b> Stu	idy Fig. 3.1 (Insert), which	is a block diagram of a vo	olcano.	
	(i)	Name the type of volcan	o shown in Fig. 3.1. Circle	e one of the following:	
		extinct volcano	shield volcano	strato-volcano	[1]
	(ii)	Identify the features labe	elled <b>X</b> and <b>Y</b> on Fig. 3.1.		
		X			
		Υ			[2]
	(iii)	Describe <b>three</b> hazards	for people which may occ	ur when a volcano erupts.	
		1			
		2			
					رق]
	(iv)	Explain why volcanic er though many people live		cause large numbers of de	aths, even
					[4]

	nds.		
(i)	Using Fig. 3.2 <b>only</b> , describe <b>three</b> features of the volcano.		
	1		
	2		
	3		
	[3		
(ii)	Explain why volcanoes erupt on constructive plate boundaries. Include a labelled diagram.		

Describe the impacts of an <b>e</b>	eartnquake on a named area you have studied.	
Name of area		
		[7]

**TURN PAGE FOR QUESTION 4** 

**4 (a)** Study Figs. 4.1 and 4.2, which are a climate graph and a location map of San Pedro de Atacama (Chile).

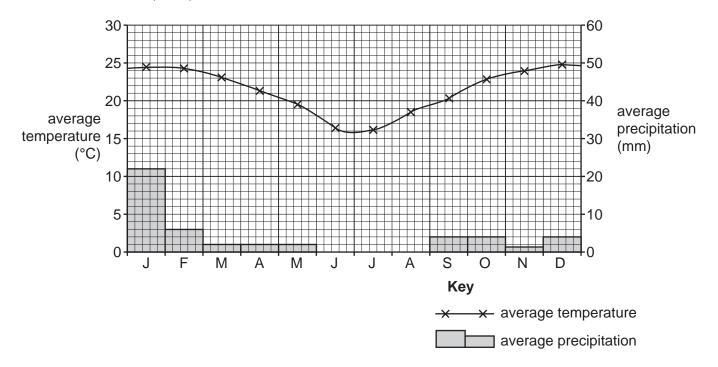


Fig. 4.1

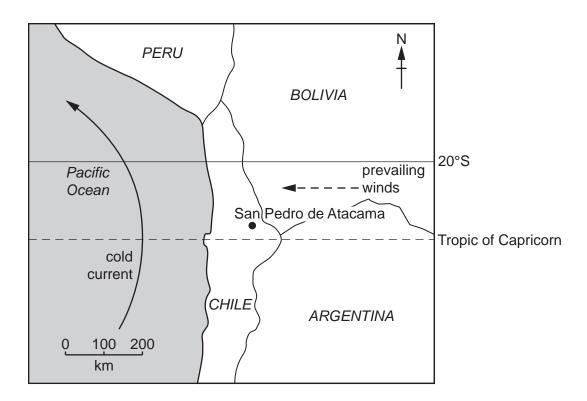


Fig. 4.2

(i)	What is the averag	e temperatu	re at San Ped	dro de Ataca	ama in January	?	
	°C						[1]
(ii)	Estimate the annu Atacama. Choose to			ind annual	precipitation a	at San Ped	ro de
	8	19	24	48	60		
	Annual temperature	e range		°C			
	Annual precipitation	n		mm			[2]
(iii)	Suggest reasons w January.	hy temperat	ures are high	in San Ped	ro de Atacama	in Decembe	er and
							[3]
(iv)	Using evidence from rainfall.	m Fig. 4.2, e	xplain why Sa	an Pedro de	Atacama does	not receive	much
							[4]

**(b)** Study Fig. 4.3, which shows information about the climate of three places in the Democratic Republic of Congo.

### Gemena

	Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Temperature (°C)	31	31	32	31	31	30	29	29	30	30	30	31
Rainfall (mm)	35	55	125	145	165	155	180	215	195	215	120	45

### Kinshasa

	Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Temperature (°C)	30	31	31	31	30	28	27	28	30	30	30	30
Rainfall (mm)	155	135	170	195	125	10	5	5	35	155	255	170

## Kisangani

	Jan	Feb	March	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Temperature (°C)	31	31	31	31	31	30	29	29	30	30	30	30
Rainfall (mm)	130	145	165	180	160	135	130	155	185	230	215	165

# Fig. 4.3

(i)	Which place, listed in Fig. 4.3, has the best example of an Equatorial climate? Justify your answer by referring to information from Fig. 4.3.
	Name of place
	Justification

(ii)	Explain how the vegetation which grows in a tropical rainforest is influenced by th climatic conditions.	ı
	Tr.	_

(c)	For a named area of tropical rainforest, explain why deforestation has taken place.
	Name of area of rainforest
	[7]

### **Section C**

Answer one question from this section.

**5 (a)** Study Fig. 5.1, which shows information about the HDI of selected countries in Western Europe and South America.

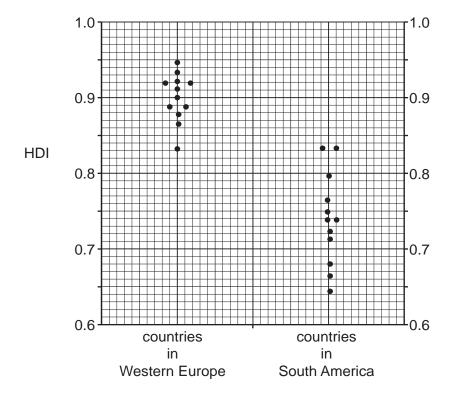


Fig. 5.1

(1)	what is meant by the initials	יטח!	
	H	D	I [1]
(ii)	Compare the HDI of countries	es in Western Europe and So	uth America.
			[2]

(iii)	Explain why HDI is a useful method of comparing the development of countries.
	[3]
(iv)	State <b>two</b> other indicators which can be used to measure development. For each indicator explain how it can be used to measure development.
	Indicator 1
	Indicator 2
	[A]

- (b) Study Figs. 5.2, 5.3 and 5.4 (Insert), which are photographs of economic activities.
  - (i) In the table below, circle the **three** correct photographs to match each one with the correct type of economic activity.

Economic Activity		Photograph	
Primary	Fig. 5.2	Fig. 5.3	Fig. 5.4
Secondary	Fig. 5.2	Fig. 5.3	Fig. 5.4
Tertiary	Fig. 5.2	Fig. 5.3	Fig. 5.4

[3]

(ii)	Explain why the importance of primary, secondary and tertiary activities varies between countries.
	[5]

(c)	For a named country or area you have studied, describe the impacts of an economic activity on the natural environment.
	Name of country or area
	Economic Activity
	[7]

6	(a)	Study Fig. 6.1 (Insert), which is a photograph of a sugar refinery (a processing industry).												
		(i)	What is meant by a <i>processing</i> industry?											
							[1]							
		(ii)	Using evidence from F	ig. 6.1 <b>only</b> , describe	e <b>two</b> fea	atures of the sugar refinery showr	٦.							
			1											
			2											
							[2							
	(	(iii)	Insert the following wo			show examples of inputs, proces	ses							
			Choose from the words below.											
			electricity	packing	raw su	gar cane								
			drying	sugar	waste	materials								
			Inputs	Processes		Outputs								

[3]

(iv)	Suggest ways in which factories, such as that shown in Fig. 6.1, may threaten the local natural environment.
	[4]

**TURN PAGE FOR QUESTION 6(b)** 

**(b)** Study Fig. 6.2, which shows information about the contribution of manufacturing to GDP in India.

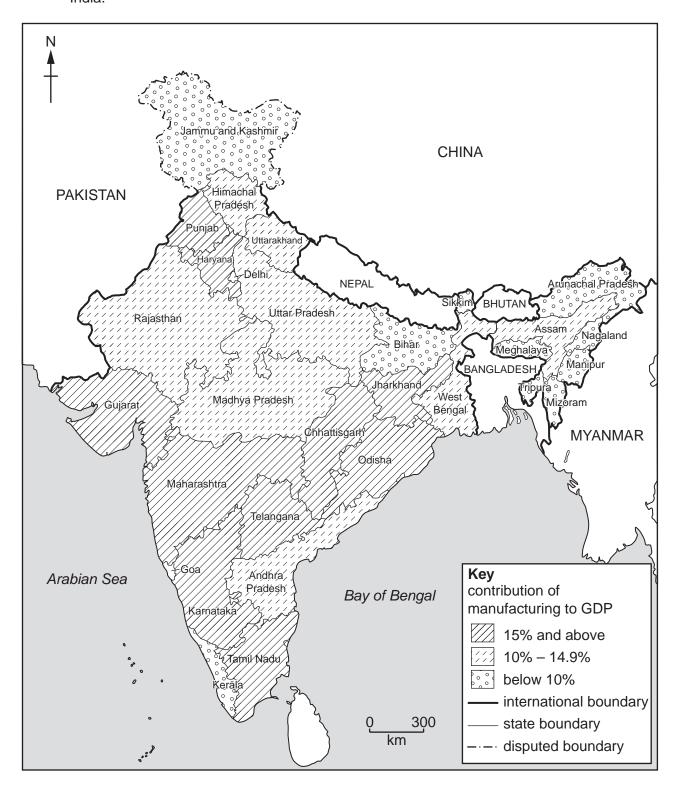


Fig. 6.2

(i)	Describe the distribution of the states in India where the contribution of manufacturing to GDP is 15% and above.
	[3]
(ii)	Some industries in LEDCs are owned by transnational corporations (TNCs). Explain how TNCs can bring both advantages and disadvantages to LEDCs.
	[5]

(c)	For a named example you have studied, describe and explain the location of a factory or industrial zone.
	Name of factory or industrial zone
	[7]

# **Additional Pages**

If y	you u mber(	ise th (s) mu	e fol ist be	lowin clea	ng lir Irly sl	ned   howr	page n.	es to	con	nplet	e the	e an	swer	(s)	to a	ny (	ques	tion(	(s),	the	ques	tion
••••																						
••••																						
				•••••					•••••												•••••	
••••																						•••••

31

## **BLANK PAGE**

32

### **BLANK PAGE**

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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.