Cambridge IGCSE[™]

CANDIDATE NAME					
CENTRE NUMBER			CANDIDATE NUMBER		

*698239614

GEOGRAPHY 0460/23

Paper 2 Geographia I Sk IIs

May/June 2022

1 hour 30 minutes

You mut answ er on the quets ion paper.

Cala lator

You will need: Ine rt (enboed)

Plain paper Protrat or

1:25 000 s re y map (enbos d)

Ruler

INSTRUCTIONS

- Answer all questions
- Ue a blak or dark blue pen. You may ue an HB penic I for any diagrams or graphs
- Write \(\psi \) ur name, \(\epsi \) ntre number and \(\alpha \) ndidate number in the box s at the top of the page.
- Write p ur answer to eab question in the p ae provided.
- Do not ue an eraa ble pen or o rret ion fluid.
- Do **not** write on any bar o des
- If additional p ae is needed, p u b ould us the lined pages at the end of this book et; the question number or numbers must be bearly b own.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for eab question or part question is brown in brake ts [].
- The ine rt o ntains additional ree ure s referred to in the quet ions

This dog ment has 16 pages Any blank pages are india ted.

[1]

- 1 Study the map ext rat for Iriv ne, So tland. The a le is 1:25000.
 - (a) Fig. 1.1 b ows o me of the features around Iriv ne. Study Fig. 1.1 and the map ex rat and answ er the questions that follow.

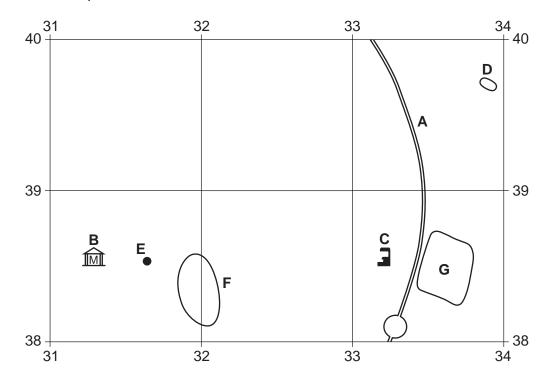


Fig. 1.1

Using the map ex rate, identify the following features is own in Fig. 1.1:

(i)	the tp e of road at A	
		[1]
(ii)	feature B	
		[1]
(iii)	feature C	
		[1]
(iv)	the height above s a leve I of the o ntour line at D.	

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..... metres

) Stu	dy Fig. 1.1 and the map ex rac.
(i)	Using the map extract, meas re the distance along the railway line from the railway station at E (317386) to the southern edge of the map extract .
	metres [1
(ii)	Meas re the bearing from the railway s ation at E to feature C.
	degrees [1
(iii)	Using map evidene, desc ibe the housing and threet pattern in Fullarton (3138 and 3238), area F on Fig. 1.1.
	[3
(iv)	Using map ev dene , \mathbf{s} gges reas ns for the loa tion of the indus rial es ate (3338) area \mathbf{G} on Fig. 1.1.
	[3]

(c)	Des ibe th wes of the	e human and ph map et rat .	nişr a I (natı	ural) features	of the Rive	r Garno k v	vhib flows i	in the
	Human feat	tures						
	•••••							
	Phis a I fea	atures						
	•••••							
	•••••							
							[Tota	al: 20]

2

		ig. 2.1 (Ine rt), whith is ows the population is rub ure of low-, middle- and high-ino me in 1970 and 2018.
(a)	(i)	In low-ino me o untries what pere ntage of the population were aged 15-64 in 2018?
		%
	(ii)	While to e of o untry had the largest growth in the pere ntage of population aged 15-64 ϕ ars
		[1]
	(iii)	While type of o untry had the larges growth in the pere ntage of population aged 65 \$\mathbf{y}\$ ars and above ?
		[1]
(b)		te two reas ns why low-ino me o untries has a large proportion of population aged 4 s ars
	1	
	2	
		[2]
(c)	Sug	ges three problems a ue d by an ageing population.
. ,		
	2	
	2	
	S	[2]
	•••••	[3]
		[Total: 8]

3

		tion a n lead to urban p rawl whib a n affet the natural env ronment. Figs 3.1 and 3.2 b ow new indus rial units and hous ng in the rural-urban fringe.
(a)	(i)	Using eividene from Fig. 3.1, a gges three way in while the deve lopments are a using a negative impat on the natural environment.
		1
		2
		3
		[3]
	(ii)	Using ev dene from Fig. 3.2, identify two way in whib planners have attempted to redue the impat on the natural env ronment.
		1
		2
		[2]
(b)		. 3.3 (Ine rt) b ows a new b opping development in the rural-urban fringe. Using evidene in Fig. 3.3 only, a gges three reas in swhy people b oos to be op there.
	1	
	2	
	3	
		[3]
		[Total: 8]

4 Fig. 4.1 b ows a c os e t ion through an area affet ed by an earthquake.

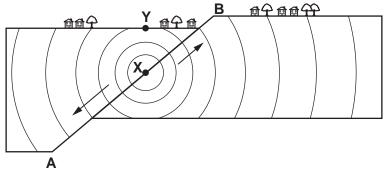


Fig. 4.1

(a) Us ng Fig. 4.1, identify the following features:



(b) Fig. 4.2 b ows the number of global deaths a us d by earthquake s from 2000 to 2015.

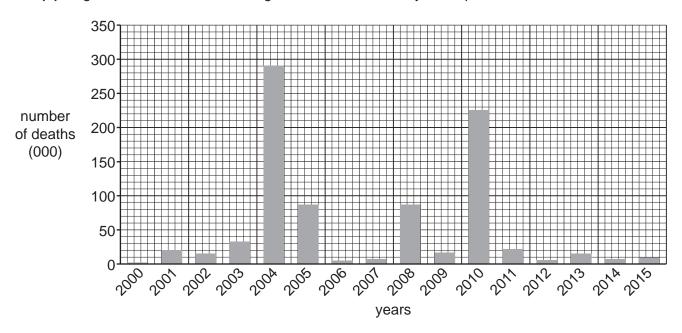


Fig. 4.2

(i)	Whib	two p ars had the highes	number of deaths	
		and		[1]

(ii)	Suggets four reas ns why the number of deaths cause d by earthquake s per sp ar sa ries
	1
	2
	3
	4
	[4]
	[Total: 8]

5 Fig. 5.1 b ows the b imate of a plae in Braz I.

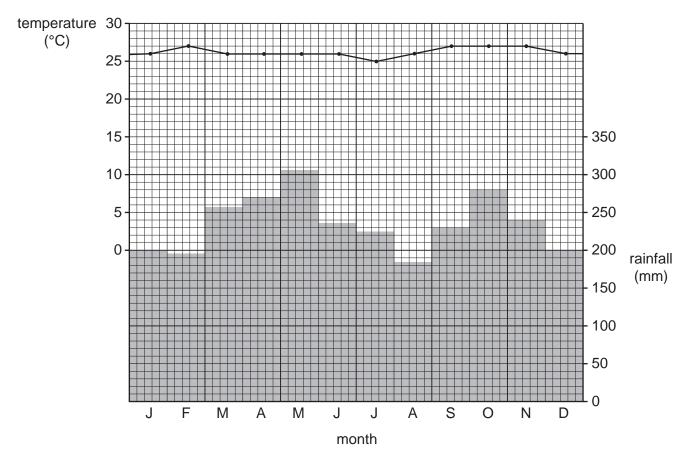


Fig. 5.1

- (a) For the b imate b own in Fig. 5.1 s ate the:
 - (i) January rainfall

.....mm [1]

(ii) annual temperature range.

.....°C [1]

(iii) Whib three of the following to a tements about the b imate to own in Fig. 5.1 are true? Tick (✓) three boxes below.

	tick (√)
Ot ober is the wettes month.	
February is the dries month.	
There are two wetter e as ns	
The annual rainfall is low.	
The annual temperature range is high.	
Temperatures are high throughout the 🔋 ar.	
Marb is the hottes month.	
July is the o oles month.	

[3]

(b) Study Fig. 5.2, whib s ows as mplified food web for a rainfores.

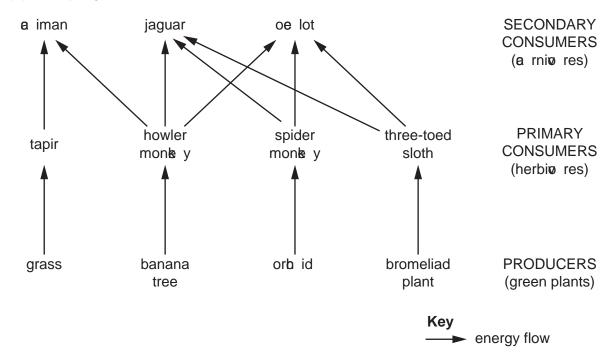
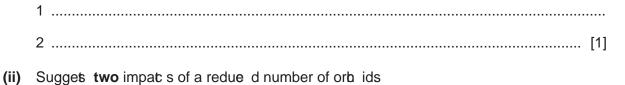


Fig. 5.2

(i) Identify **two** foods eaten by the a iman.



1

2[2]

[Total: 8]

6 Fig. 6.1 b ows information about a global of fee b op o mpany.

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Fig. 6.1

Us ng Fig. (undergone (tion.							
			•••••						
			•••••						
			•••••					•••••	
			•••••						
			•••••						
•••••									
			ne o ffee o		fers loa	lo ffe			
Fig. 6.2 s o of these tp		edua tid	ne o ffee o	mpany of inable de il manage ffee bea	fers loa lopme ement tel	loffeent.	e farme		
	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable de il manage ffee bea	fers loa lopme ement tel	loffeent.	e farme		
	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable del	fers loa lopme ement tel	loffeent.	e farme		
	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable del	fers loa lopme ement tel	loffeent.	e farme		
	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable del	fers loa lopme ement tel	loffeent.	e farme		
	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable del	fers loa lopme ement tel	loffeent.	e farme		
	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable del	fers loa lopme ement tel	loffeent.	e farme		
Fig. 6.2 b o of thee tp	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable del	fers loa lopme ement tel	loffeent.	e farme		
	es of a	edua tid	ne o ffee o n help s s ai on about s prie s for o into dis a	mpany of inable del	fers loa lopme ement tel	loffeent.	e farme		

[Total: 8]

Additional pages

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