



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**GEOGRAPHY**

**0460/11**

Paper 1

**October/November 2015**

**1 hour 45 minutes**

Candidates answer on the Question Paper.

Additional Materials:     Ruler  
   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.

The Insert contains Photographs A, B and C for Question 3 and Fig. 12 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.

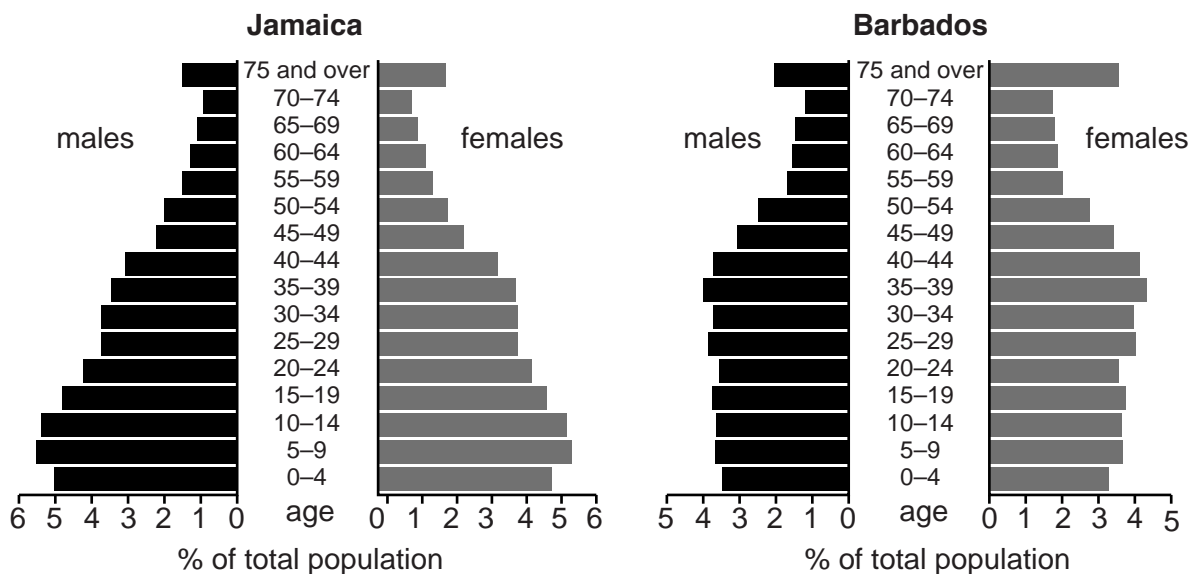
The number of marks is given in brackets [ ] at the end of each question or part question.

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.

**QUESTION 1**

1 (a) Study Fig. 1, population pyramids for Jamaica and Barbados, islands in the Caribbean.



**Fig. 1**

(i) What percentage of the population of Barbados are 75 and over and female?

..... %

[1]

(ii) What evidence in the population pyramids shown in Fig. 1 suggests that:

**A** people in Barbados have a longer life expectancy than people in Jamaica;

.....  
 .....

**B** Jamaica has a higher birth rate than Barbados?

.....  
 .....

[2]

**(iii)** Compare the population aged between 30 and 59 in Jamaica and Barbados. Support your answer with data from Fig. 1.

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.....[3]

**(iv)** Explain why the percentage of the population aged 65 and over makes up a larger proportion of the population as a country develops.

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.....[4]

(b) Study Fig. 2, information about recent population policies in Iran.

### **Iran scraps birth control programme in baby boom bid**

Iran has scrapped its birth control programme in a change of government policy which is intended to produce a baby boom that could more than double its population.

The Health Ministry confirmed the change days after the country's leader said that the policy of controlled population growth must end and that Iran should aim for a population of 150 to 200 million.

A recent census showed that Iran now has just over 75 million inhabitants but also showed it has experienced the greatest drop in birth rates in the world. The reduction was achieved with the help of government policies that included making sterilisation available, the Health Ministry issuing free contraceptives, compulsory family planning advice being given to newly married couples and even a state-owned condom factory being set up.

The policies were introduced in 1990 when officials feared a population explosion could lead to a shortage of resources. However the Health Minister told journalists that funding for previous policies had been withdrawn and that 190 billion rials (US\$18 billion) would instead be devoted to encouraging bigger families.

**Fig. 2**

(i) Using the information on Fig. 2 **only**, state **three** ways in which the government reduced birth rates in Iran after 1990.

1 .....

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2 .....

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[3]

(ii) Explain how government policies can be used to **increase** rates of natural population growth.

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[5]



QUESTION 2

2 (a) Study Fig. 3, information about migration to Hanoi, the capital city, from other regions in Vietnam (an LEDC).

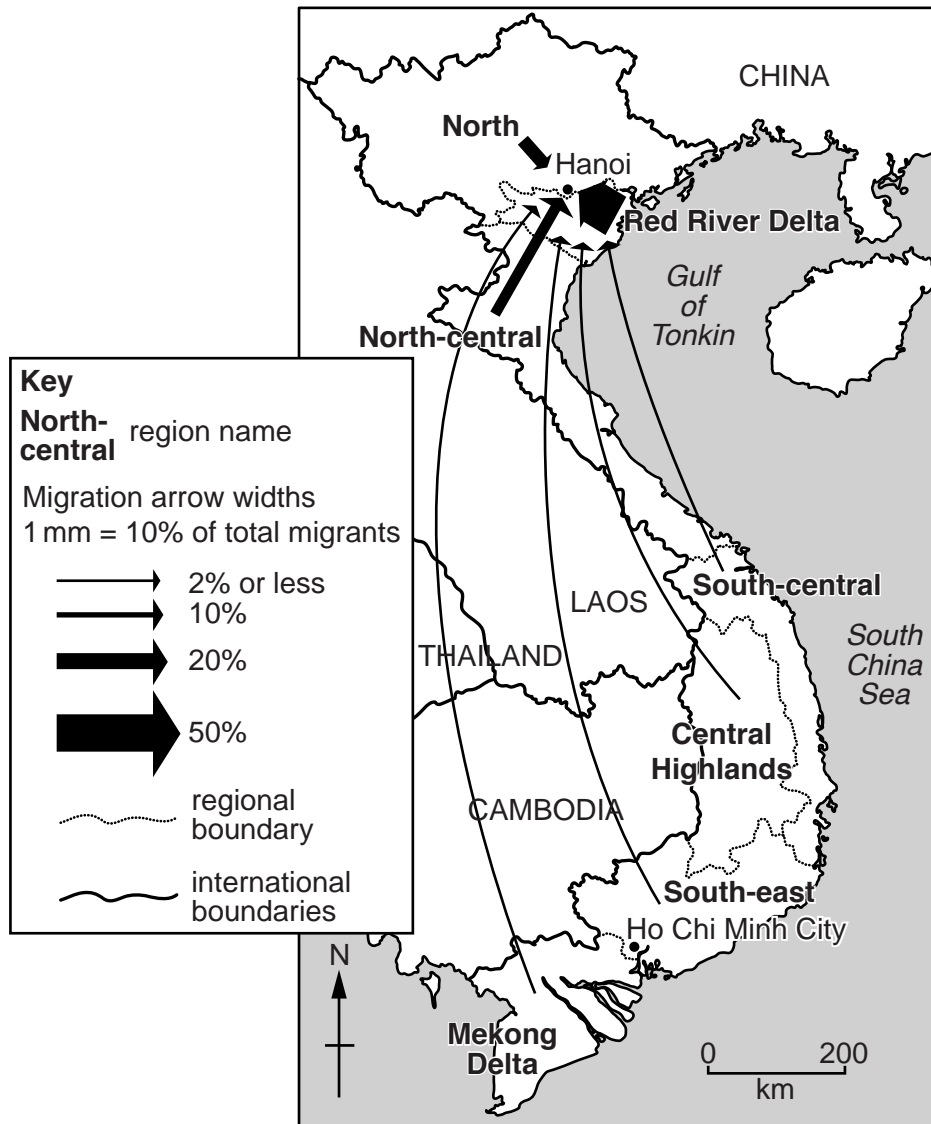


Fig. 3

(i) What percentage of migrants to Hanoi come from the 'North' region?

..... %

[1]

(ii) Suggest **two** reasons why more people migrate from the Red River Delta region to Hanoi than from the Central Highlands.

1 .....

.....

2 .....

.....

[2]

(iii) Describe **three** pull factors of LEDC capital cities, such as Hanoi, for people who live in other parts of the country.

1 .....

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2 .....

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3 .....

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[3]

(iv) Describe and explain the age and sex structure of migrants who move to cities in LEDCs.

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[4]



(b) Study Fig. 4, information about the population in Hanoi and Melbourne (a city in Australia, an MEDC).

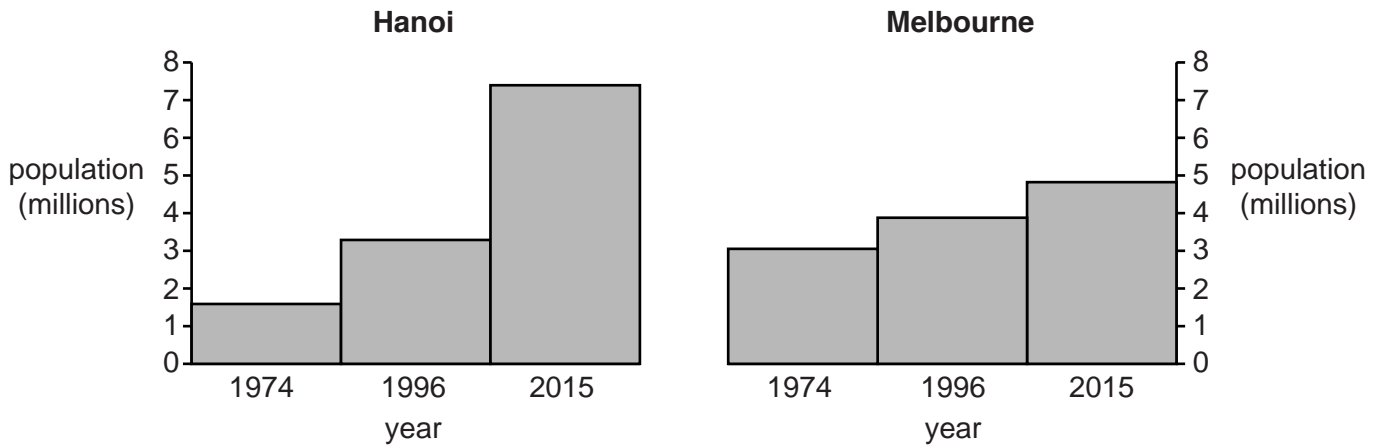


Fig. 4

(i) Compare the population growth of Hanoi and Melbourne between 1974 and 2015. Refer to statistics from Fig. 4 in your answer.

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.....[3]

(ii) Explain how the rapid growth of population causes problems for city authorities.

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.....[5]

10

- (c) Choose one problem of living in urban areas.  
For a named urban area, describe the attempts which have been made to solve the problem which you have chosen.

Name of urban area .....

Chosen problem .....

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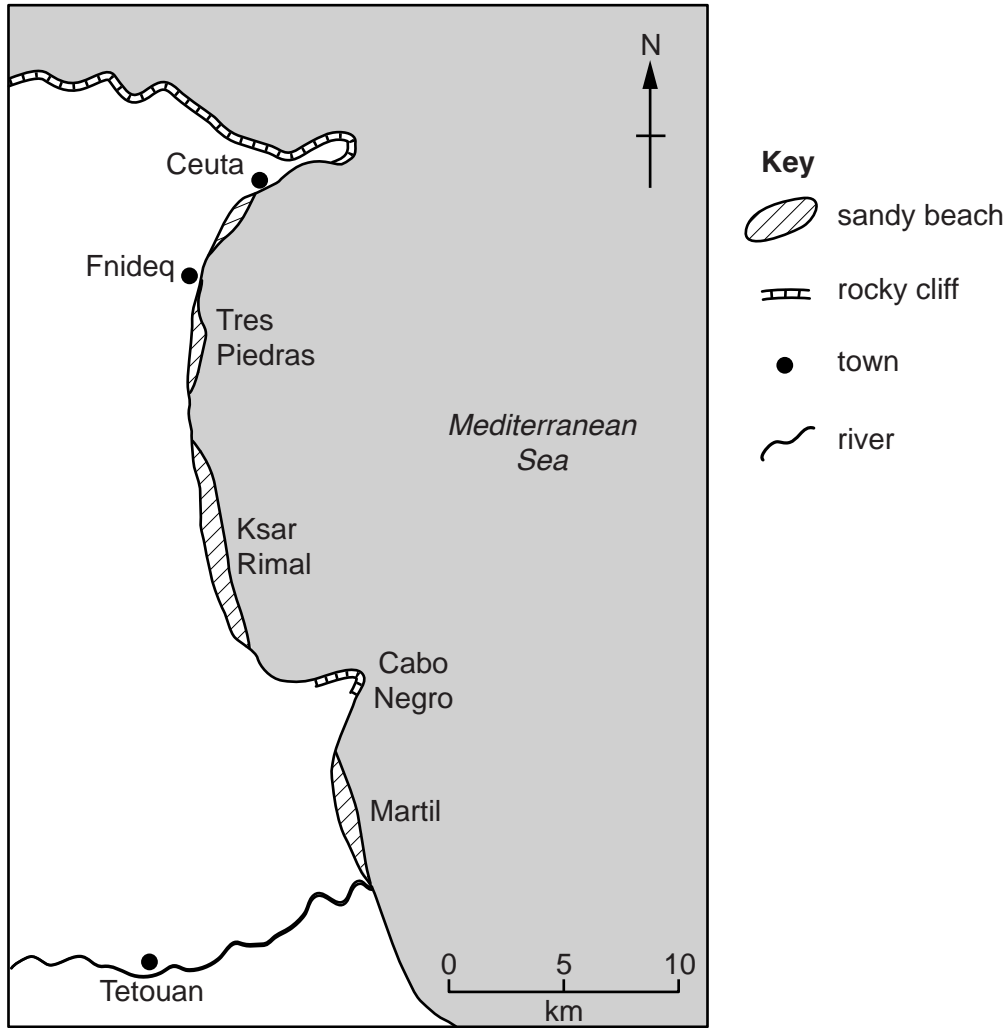
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[Total: 25 marks]

**END OF QUESTION 2**

**QUESTION 3**

**3 (a)** Study Fig. 5, a map showing an area of coastline in North Africa.



**Fig. 5**

**(i)** Which of the following best describes the location of the sandy beaches shown on Fig. 5? Underline your answer.

- in bays                  on headlands                  on river estuaries                  north of Ceuta                  [1]

**(ii)** Suggest why the headland has developed at Cabo Negro.

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.....[2]

(iii) Name **three** coastal landforms which may develop on a headland as a result of coastal erosion.

1 .....

2 .....

3 .....

[3]

(iv) Name and describe **two** processes of coastal erosion.

Process 1 .....

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Process 2 .....

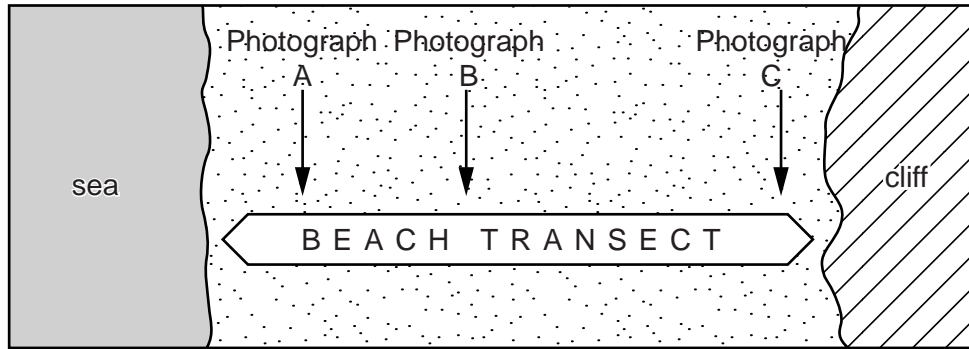
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[4]

(b) Study Photographs A, B and C (Insert), which were taken on a beach along the transect shown on Fig. 6.



**Fig. 6**

(i) Describe how the beach material changes along the transect from the sea to the cliff.

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 ..... [3]

(ii) Suggest reasons why beaches vary from place to place.

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## QUESTION 4

4 (a) Study Fig. 7, which shows an area of tropical rainforest.

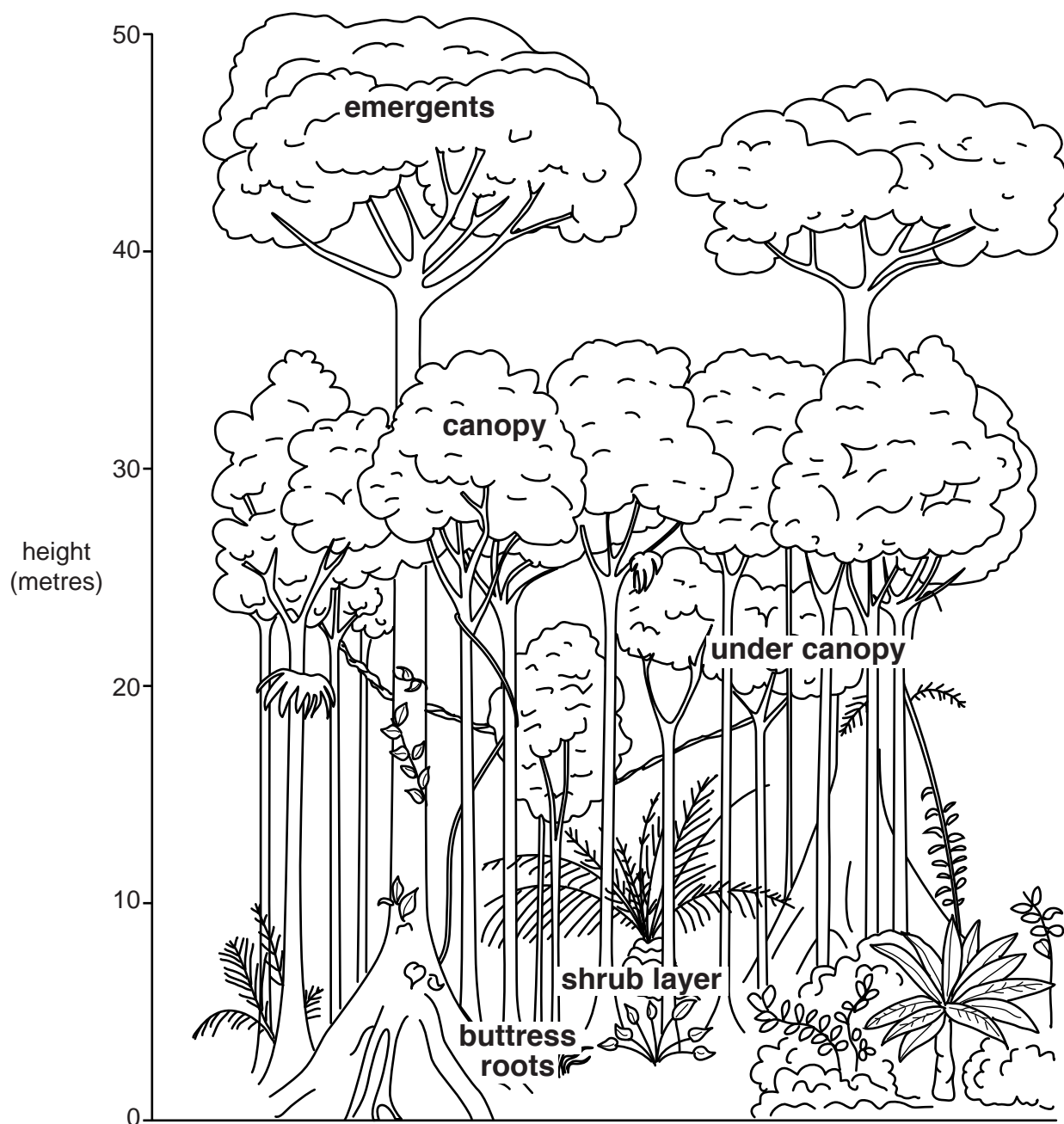


Fig. 7

(i) Using Fig. 7, identify the type of trees which grow to over 40 metres tall.

.....

[1]

(ii) Explain why some trees in the rainforest have buttress roots.

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..... [2]

(iii) Describe **three** other characteristics of the vegetation in the tropical rainforest.

1 .....  
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2 .....  
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3 .....  
..... [3]

(iv) Explain why there are many different types of plants and animals in a tropical rainforest.

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(b) Study Fig. 8, a graph showing information about deforestation in Brazil and Indonesia.

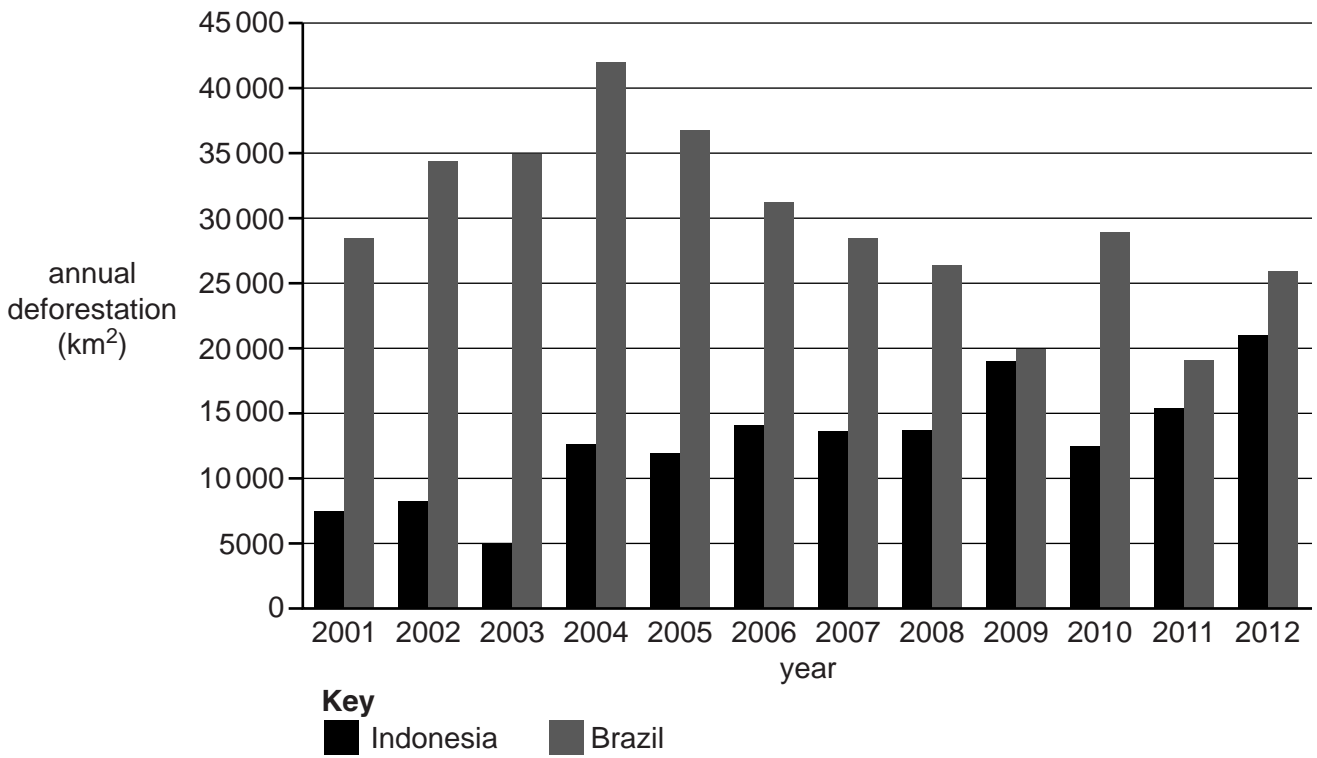


Fig. 8

(i) Using Fig. 8 **only**, compare the amounts of deforestation in Brazil and Indonesia between 2001 and 2012.

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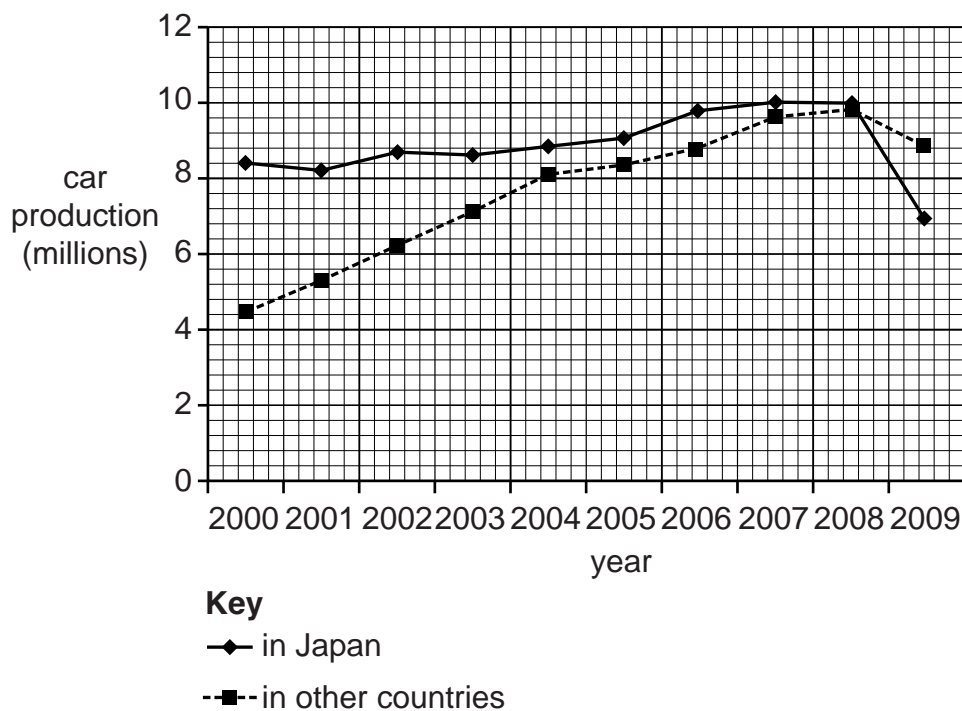
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**QUESTION 5**

- 5 (a) Study Fig. 9, which shows information about cars made by Japanese companies in Japan and by Japanese companies in other countries.



**Fig. 9**

- (i) What type of industry is car production an example of? Circle the correct answer.

Primary                                      Secondary                                      Tertiary                                      [1]

- (ii) Give **one** similarity and **one** difference between the numbers of cars made by Japanese companies in Japan and by Japanese companies in other countries between 2000 and 2009.

Similarity .....

.....

Difference .....

.....

[2]

(iii) Suggest **three** reasons why Japanese companies produce cars in other countries.

1 .....

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2 .....

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3 .....

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[3]

(iv) Honda, a Japanese car manufacturer, now produces half a million cars per year in China. Suggest the benefits of this to China.

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[4]

(b) Study Fig. 10, a flow diagram of a manufacturing industry.

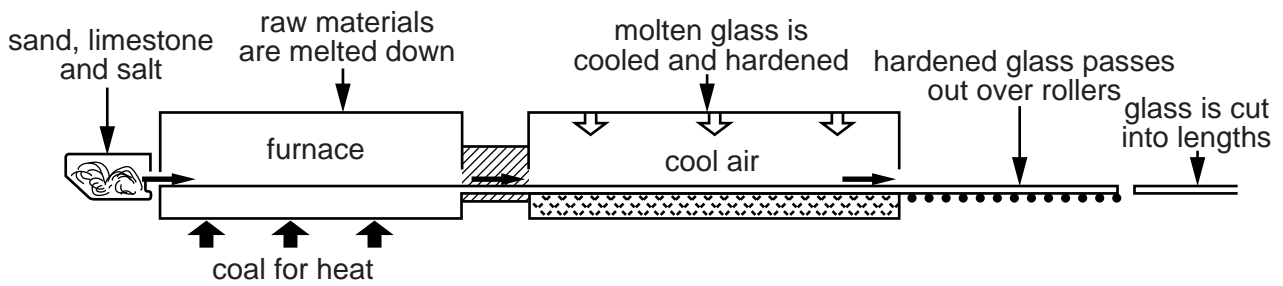


Fig. 10

(i) Identify an input, a process and an output of the manufacturing industry shown in Fig. 10.

Input .....

Process .....

Output .....

[3]

(ii) Explain how a variety of factors influence the location of manufacturing industries such as the one shown in Fig. 10.

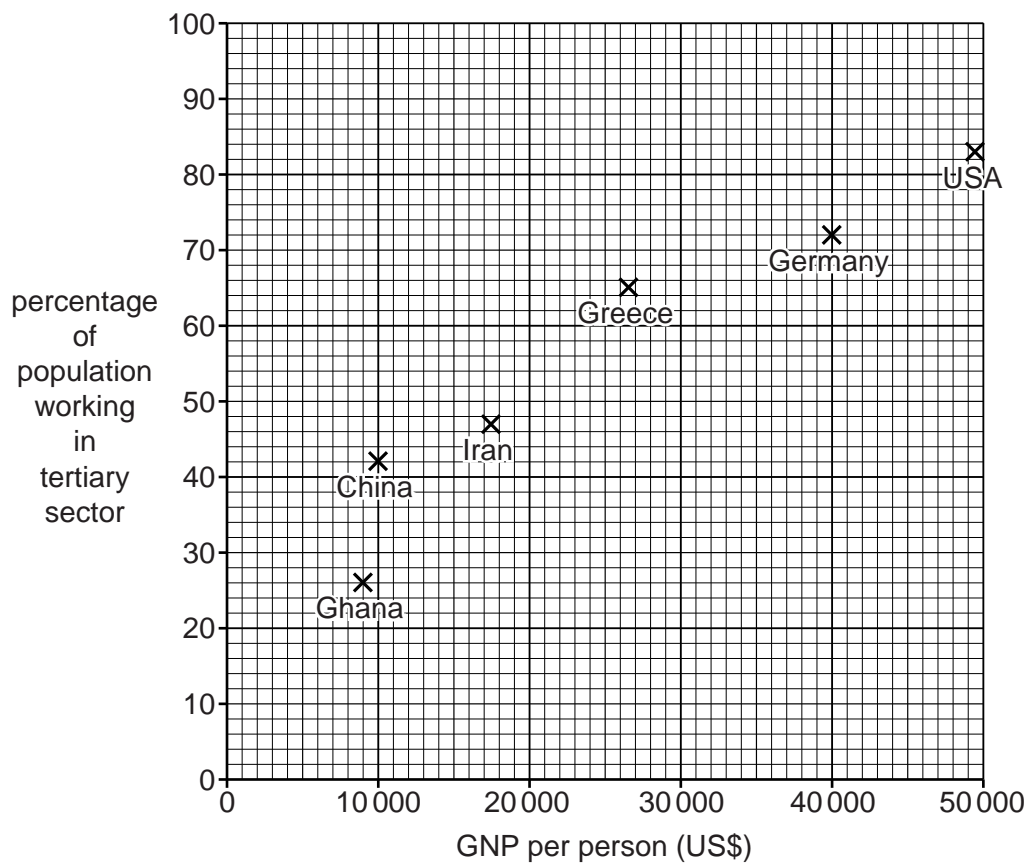
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**QUESTION 6**

6 (a) Study Fig. 11, a scatter graph showing information about GNP (Gross National Product) per person and the percentage of the population working in the tertiary sector in selected countries.



**Fig. 11**

(i) Complete Fig. 11 by plotting the following information for Poland.  
GNP per person = US\$ 21 000  
Percentage employed in tertiary sector = 53% [1]

(ii) Use evidence from Fig. 11 to show that there is a positive relationship between GNP per person and the percentage employed in the tertiary sector.  
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..... [2]

(iii) Explain why the percentage of the population employed in the tertiary sector is high in countries with a high GNP per person.

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.....[3]

(b) Study Fig. 12 (Insert), which shows information about tourism in selected National Parks in the USA and Canada.

(i) Using the information in Fig. 12 **only**, compare tourism in the Everglades with that in Yellowstone National Park.

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.....[3]

(ii) Explain why seasonal changes in numbers of tourists visiting National Parks can cause problems.

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**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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