Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME	
CENTRE NUMBER	
CANDIDATE NUMBER	

GEOGRAPHY **0460/11**

Paper 1 **May/June 2018**

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, **one** from each section.

The Insert contains Fig. 2.1 for Question 2, Figs. 4.1, 4.2, 4.3 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 **28** printed pages and **1** Insert.

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CAMBRIDGE International Examinations

Section A

Answer **one** question from this section.

1 **(a)** Study Fig. 1.1, which shows information about four countries in South America in 2015.

Country	Birth rate (per 1000)	Death rate (per 1000)	Net migration (per 1000)
Argentina	16.6	7.3	0.0
Brazil	14.5	6.6	−0.1
Chile	13.8	6.0	0.3
Peru	18.3	6.0	−2.5

(NB Net migration is the total number of immigrants minus the total number of emigrants.)

Fig. 1.1

(i) What is meant by *birth rate*?

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.....[1]

(ii) Using Fig. 1.1, put the four countries in rank order according to their natural population growth rate. You should rank the countries from highest to lowest.

Country	
.....	Highest natural population growth rate
.....	
.....	
.....	Lowest natural population growth rate

[2]

(iii) Calculate the **overall** population increase of Peru.
You should show your calculations.

..... per 1000

[3]

(iv) Using the information in Fig. 1.1 **only**, suggest reasons why some countries in South America have a higher overall population increase than other countries.

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.....[4]

(b) Study Fig. 1.2, which shows the eight countries with the largest predicted overall population growth rates by 2100.

Fig. 1.2

(i) Suggest why the USA (an MEDC) is expected to have one of the largest overall population growth rates in the world by 2100.

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(ii) Suggest reasons why the countries in Africa (LEDCs) such as those labelled in Fig. 1.2 are expected to have large population growth rates by 2100.

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(c) For a named country you have studied, describe and explain the problems caused by **over-population**.

Name of country .....

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[Total: 25]

2 **(a)** Study Fig. 2.1 (Insert), which shows the urban area and surrounding rural-urban fringe of Ottawa in Canada (an MEDC).

(i) What is meant by *rural-urban fringe*?

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.....[1]

(ii) Suggest **two** likely differences between the housing in areas **X** and **Y**.

1 .....

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2 .....

.....[2]

(iii) Using evidence from Fig. 2.1, describe how the urban area of Ottawa has grown in size since 1900.

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(iv) Suggest problems that are likely to have been caused by the growth of Ottawa's urban area.

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(b) Study Fig. 2.2, which shows information about the housing and population of two areas in Ottawa, Alta Vista and Stittsville (2015). These areas are shown on Fig. 2.1.

	Alta Vista	Stittsville
Detached housing (%)	38	76
Terraced housing (%)	18	16
Housing with more than 5 storeys (%)	33	0
Immigrants (%)	29	13
Graduates (%)	19	22
Unemployed (%)	8.1	5.7
Average income (Canadian dollars)	44 654	57 841

Fig. 2.2

(i) Describe **one** difference between the two areas under each of the following headings:

Average income .....

.....

Housing .....

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Employment .....

.....[3]

(ii) Explain why many people are moving from areas close to the centre of cities in MEDCs to areas close to the rural-urban fringe.

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(c) For a named urban area you have studied, describe and explain the characteristics of the CBD.

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 the impacts of an earthquake.

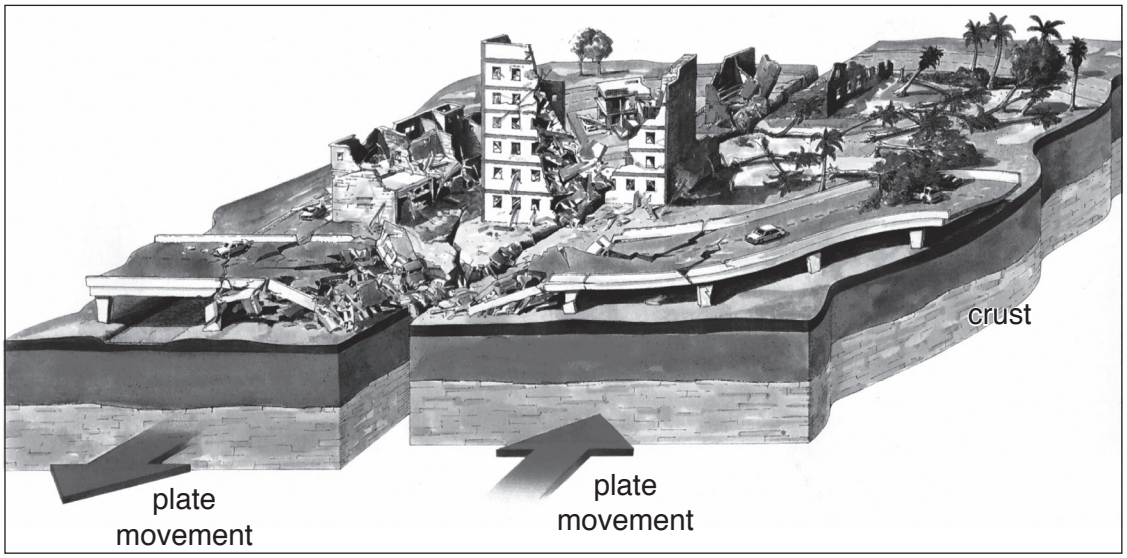

Fig. 3.1

(i) Tick (✓) the **one** statement in the table below which is the correct definition of an earthquake.

A crack in the earth's crust caused by a volcano	
A vent between two plates of the earth's crust through which molten magma escapes.	
Movement of large slabs of rock in the mantle	
The shaking of the ground caused by plate movement.	

[1]

(ii) Using Fig. 3.1 **only**, describe **two** impacts of an earthquake.

1 .....

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2 .....

.....[2]

(iii) Explain why earthquakes occur in areas such as that shown in Fig. 3.1.

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.....[3]

(b) Study Fig. 3.2, which shows information about three earthquakes in 2015.

A magnitude 7.9 earthquake hit Nepal, about 80 kilometres north west of the country's capital city Kathmandu, killing hundreds of people. The focus was 15 kilometres deep. There were 13 aftershocks, with a magnitude ranging from 4.6 to 6.6 on the Richter Scale, which killed many more people.

A magnitude 5.5 earthquake struck Jianhe County, Guizhou province, in the south of China. The focus of the earthquake was 14.6 kilometres deep. Four people were injured and 3000 properties damaged.

A magnitude 8.2 earthquake occurred off the Pacific coast of Chile. Most people in nearby coastal areas were evacuated and escaped from the tsunami of over 2 metres in height, but five people lost their lives.

Fig. 3.2

(i) Using information from Fig. 3.2 **only**, state **three** reasons why some earthquakes cause more deaths and injuries than others.

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(ii) Explain why earthquakes of the same intensity are likely to cause more deaths and injuries in LEDCs than in MEDCs.

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(iii) Explain why people live in areas which experience earthquakes.

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(c) Explain the causes of an eruption of a named **volcano**.

Name of volcano .....

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[Total: 25]

4 **(a)** Study Fig. 4.1 (Insert), which is a photograph showing weather instruments inside a Stevenson screen.

(i) What type of weather instruments are shown in the Stevenson screen in Fig. 4.1? Tick your answer. (✓)

Barometers	
Rain gauges	
Sunshine recorders	
Thermometers	

[1]

(ii) State the **two** types of weather data which are measured by the instruments shown in Fig. 4.1.

1 .....

2 ..... [2]

(iii) Study Fig. 4.2 (Insert). Describe **three** characteristics of the Stevenson screen shown in Fig. 4.2.

1 .....

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2 .....

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3 .....

.....[3]

(iv) Explain why some sites are more suitable to locate a Stevenson screen than others.

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(b) Study Figs. 4.3 and 4.4 (Insert), which show different types of cloud.

(i) Describe **three** differences between the amount and type of cloud in Figs. 4.3 and 4.4.

1 .....

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2 .....

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(ii) Explain why there are usually more clouds in areas with an equatorial climate than in areas with a hot desert climate.

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(c) Describe the impacts of large-scale deforestation of tropical rainforests on the **global** natural environment.

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[Total: 25]

Section C

Answer **one** question from this section.

5 **(a)** Study Fig. 5.1, which shows information about the relationship between two indicators of development.

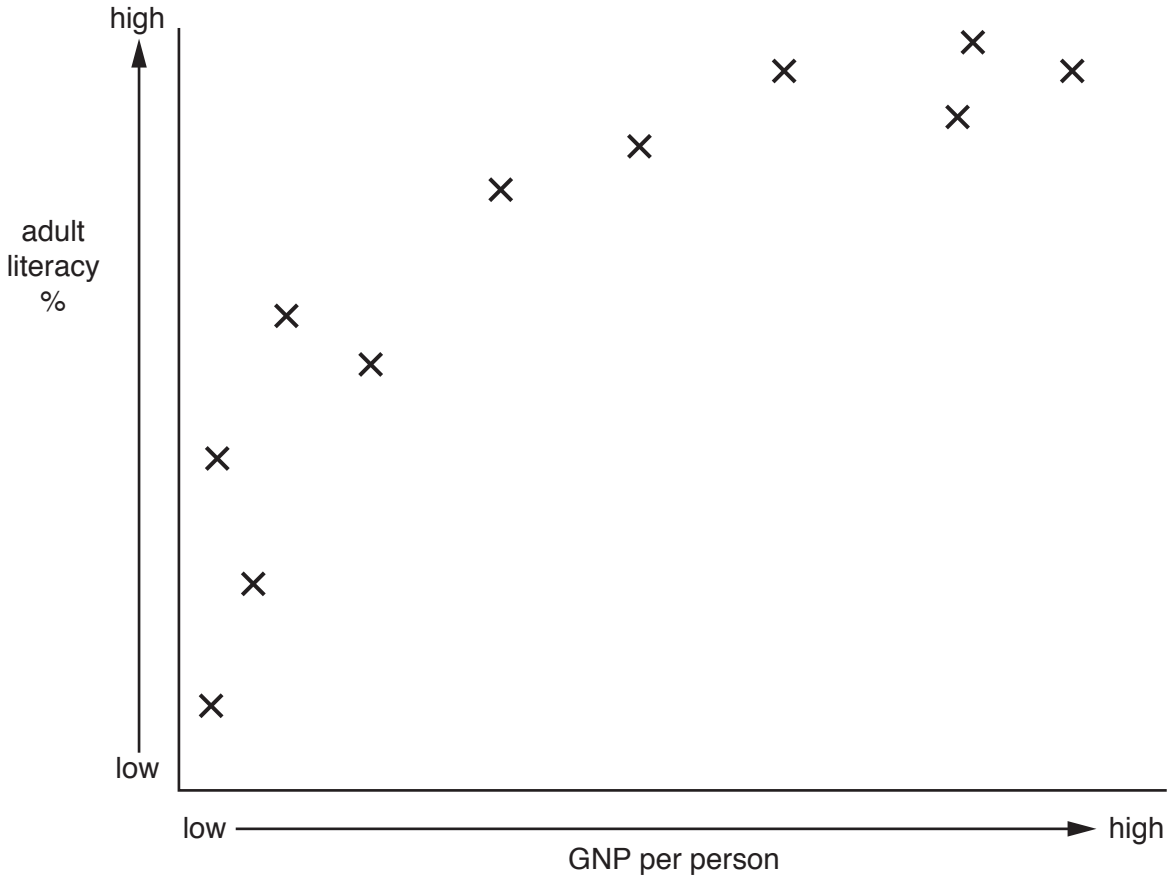

Fig. 5.1

(i) Draw a circle on Fig. 5.1 around the cross which has been plotted for the country with the lowest GNP per person and the lowest adult literacy. [1]

(ii) To what extent does Fig. 5.1 show that there is a relationship between GNP per person and adult literacy?

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.....[2]

(iii) Explain why there is a relationship between GNP per person and adult literacy.

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.....[3]

(iv) Another indicator of development is employment structure.
Explain how employment structure can be used to assess the level of development of a country.

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(b) Study Fig. 5.2, which shows variation in the Human Development Index (HDI) in different parts of Argentina.

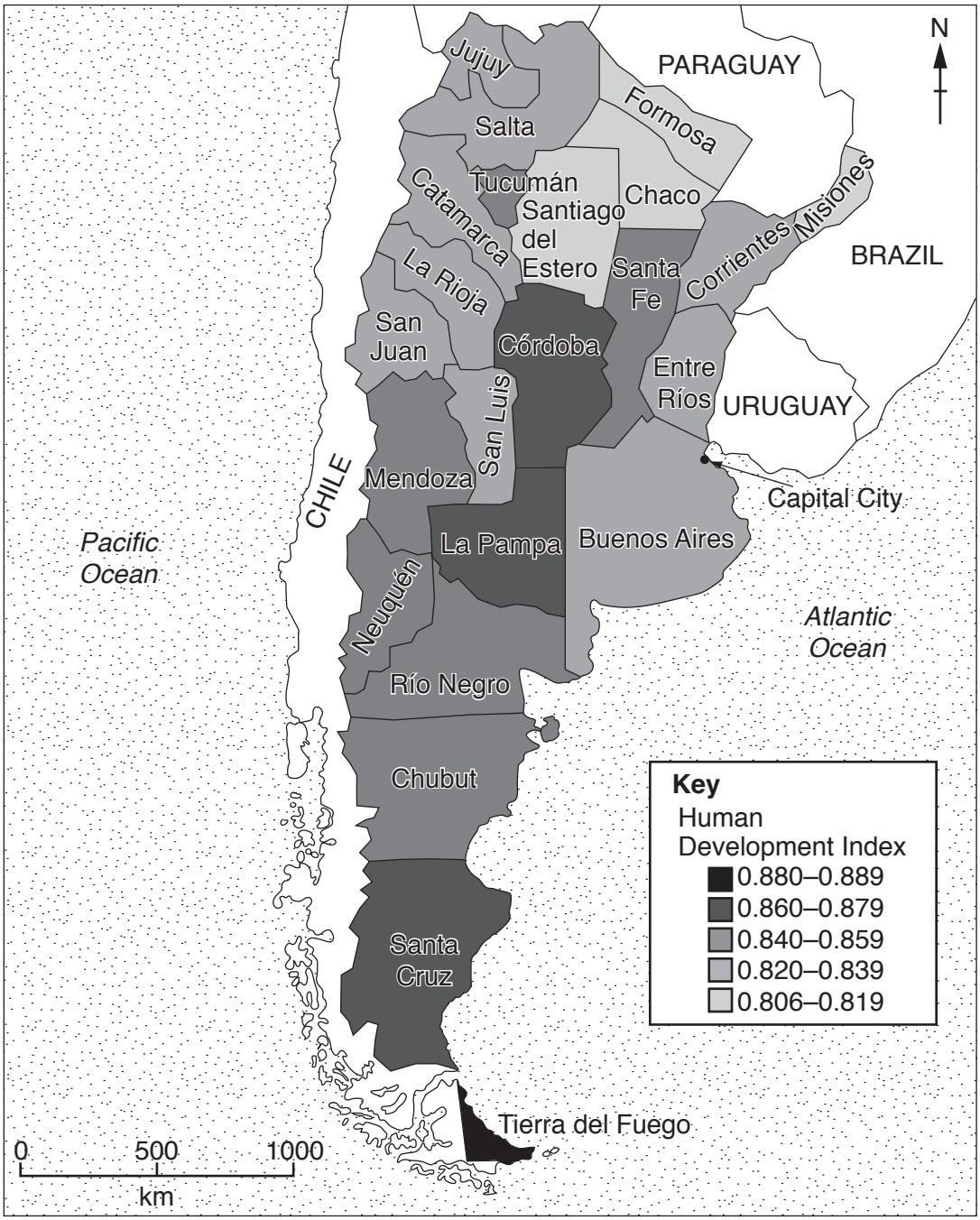

Fig. 5.2

(i) Using Fig. 5.2 **only**, describe the variation in HDI within Argentina.

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.....[3]

(ii) Explain why there are inequalities in development **within** countries.

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(c) Describe a named transnational corporation (TNC) you have studied and its global links.

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

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6 **(a)** Study Fig. 6.1, which shows some of the stages involved in assembling cars.

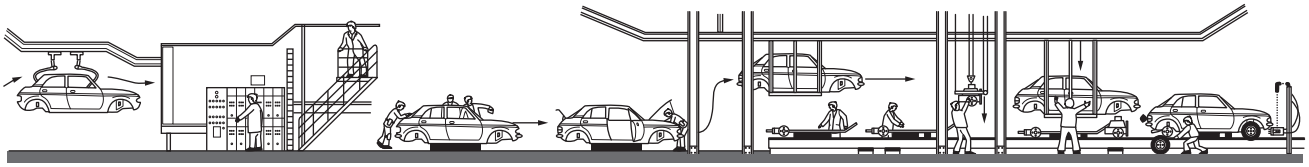

Fig. 6.1

(i) What is meant by an *assembly* industry?

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.....[1]

(ii) Using Fig. 6.1 **only**, give **two** pieces of evidence that car assembly is highly mechanised.

1 .....

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2 .....

.....[2]

(iii) Car assembly is an industrial system with inputs, processes and outputs.
Define the following terms.

Inputs .....

.....

Processes .....

.....

Outputs .....

.....[3]

(b) Study Fig. 6.2 (Insert), which shows an area of industry in Staffordshire in the UK.

(i) Using evidence from Fig. 6.2, describe **three** advantages of the area shown for the location of manufacturing industry.

1 .....

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2 .....

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3 .....

.....[3]

(ii) The owner of the factory marked **X** in Fig. 6.2 is considering moving the industry to a different location. Suggest reasons for this.

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(iii) Suggest how the manufacturing industries shown in Fig. 6.2 might cause problems for the local natural environment.

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(c) For a named country you have studied, describe the methods used to supply energy.

Name of country ....

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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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