



# Cambridge IGCSE™

CANDIDATE NAME

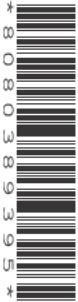


CENTRE NUMBER

--	--	--	--	--

CANDIDATE NUMBER

--	--	--	--



## GEOGRAPHY

0460/13

Paper 1 Geographical Themes

October/November 2025

1 hour 45 minutes

You must answer on the question paper.

You will need: Insert (enclosed) Ruler  
Calculator  
Protractor

### INSTRUCTIONS

- Answer **three** questions in total, **one** from each section.
- Use a black or dark blue pen. You may use an HB pencil for any diagrams or graphs.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- If additional space is needed, you should use the lined pages at the end of this booklet; the question number or numbers must be clearly shown.

### INFORMATION

- The total mark for this paper is 75.
- The number of marks for each question or part question is shown in brackets [ ].
- The insert contains additional resources referred to in the questions.

LEDCs – Less Economically Developed Countries  
MEDCs – More Economically Developed Countries

This document has **32** pages. Any blank pages are indicated.



Section A

Answer **one** question from this section.

- 1 (a) Study Fig. 1.1, a graph showing the population of Africa and Europe between 1950 and 2100 (predicted).

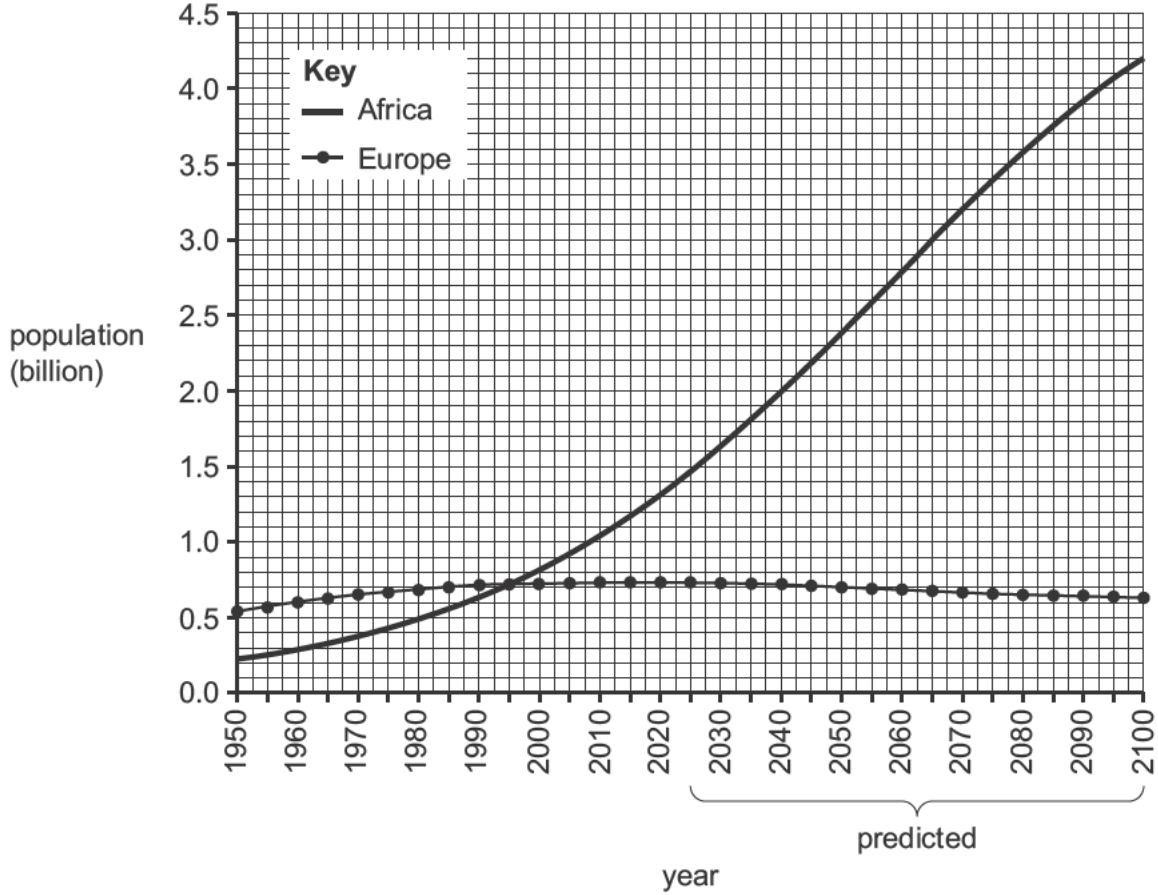


Fig. 1.1

- (i) In what year did Africa and Europe have the same population?

..... [1]

- (ii) Using Fig. 1.1 **only**, describe the growth in the population of **Africa** between 1950 and 2020. Use statistics in your answer.

.....  
 .....  
 .....  
 ..... [2]





(iii) Using Fig. 1.1 **only**, describe the predicted change in the population of **Africa** between 2025 and 2100. Use statistics in your answer.

.....  
.....  
.....  
.....  
.....  
..... [3]

(iv) Suggest reasons for the predicted decline in the population of **Europe** from 2025. You should refer to birth rates and death rates.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [4]

DO NOT WRITE IN THIS MARGIN



(b) Study Fig. 1.2, showing information about fertility rates (the average number of children born per woman) and the percentage of women who had a secondary school education in Kenya (an LEDC in Africa) between 1980 and 2015.

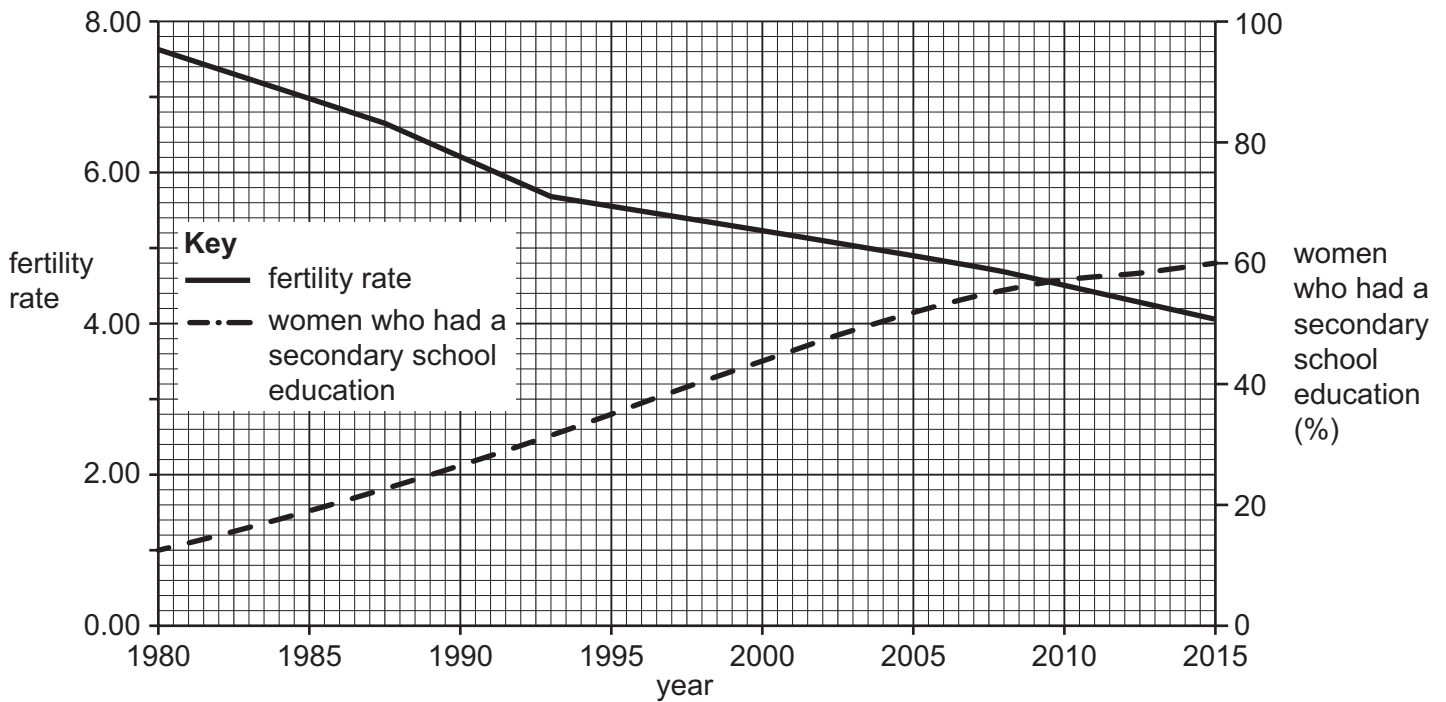


Fig. 1.2

(i) Using Fig. 1.2 **only**, describe the impact that the education of women had on fertility rates in Kenya between 1980 and 2015. Use statistics in your answer.

.....

.....

.....

.....

.....

.....

..... [3]







2 (a) Study Fig. 2.1, a pie graph showing the population size of villages in India, an LEDC in Asia.

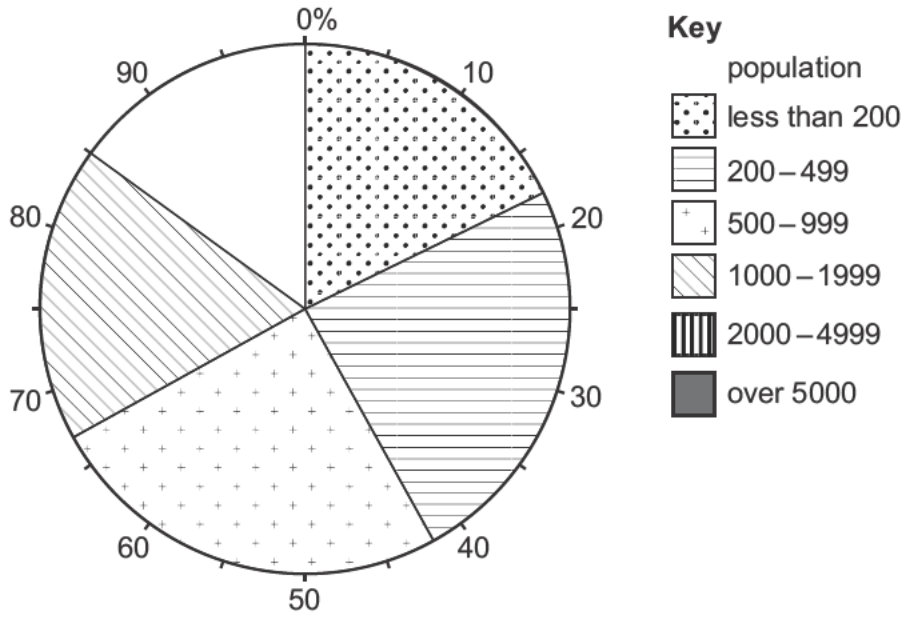


Fig. 2.1

(i) What percentage of villages in India have a population of less than 200?

.....%

[1]

(ii) Complete Fig. 2.1 by plotting the following information.

population size	percentage of villages (%)
2000 – 4999	10
over 5000	5

[2]



DO NOT WRITE IN THIS MARGIN



(iii) Underline a service from the list below which is most likely to be available in a village in an LEDC with a population of between 500 and 999. Give reasons for your choice.

- cinema
- clinic
- hospital
- jewellers

reasons for your choice .....

.....

.....

.....

.....

..... [3]

(iv) Explain why some rural settlements in LEDCs have experienced a decline in population.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN







\* 00080000011 \*

DFD



BLANK PAGE

DO NOT WRITE IN THIS MARGIN





Section B

Answer **one** question from this section.

3 (a) Study Figs. 3.1 and 3.2 (Insert), photographs of methods used to manage coastal erosion.

(i) Identify the method of coastal management shown in Fig. 3.1.

..... [1]

(ii) Explain how the method of coastal management shown in Fig. 3.1 protects the coast from erosion.

..... [2]

(iii) Explain how the coastal area shown in Fig. 3.2 is being protected from erosion.

..... [3]

(iv) Explain why some areas need to be protected from coastal erosion.

..... [4]

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN







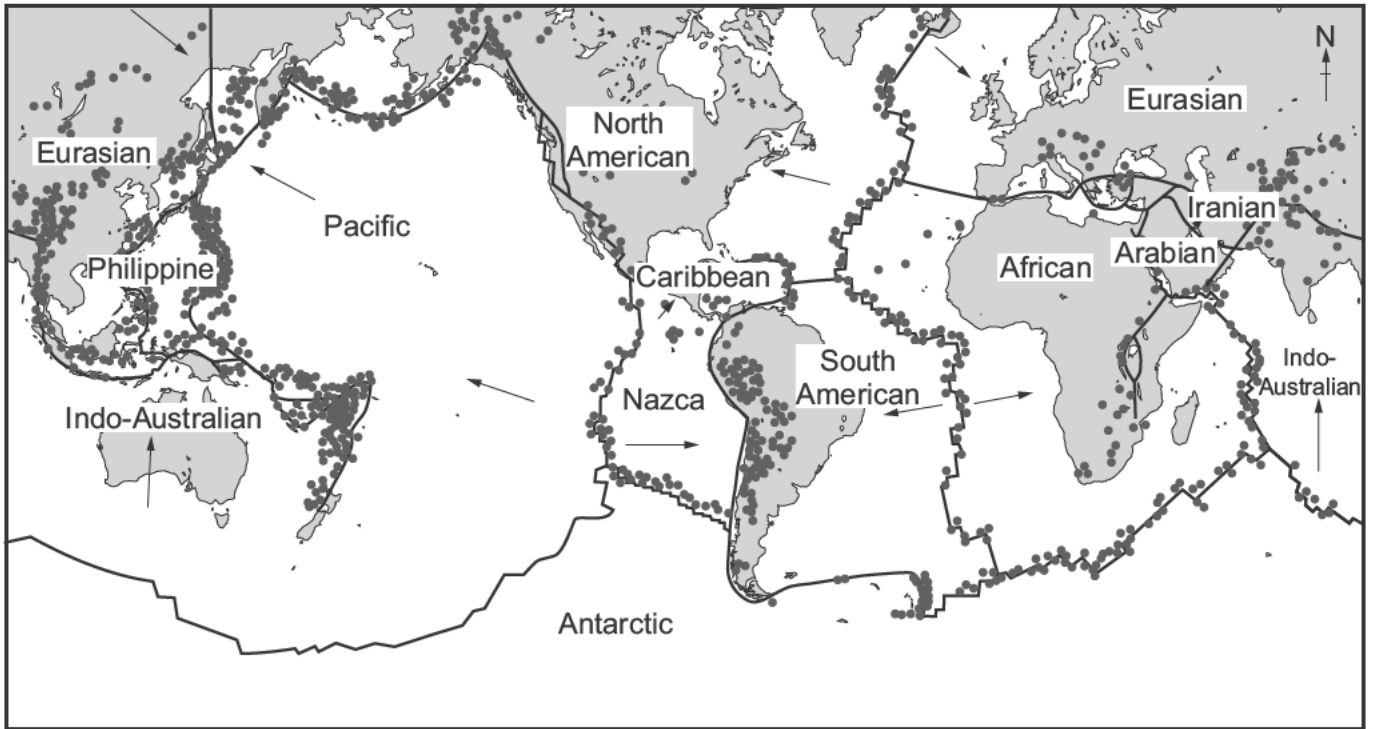


DO NOT WRITE IN THIS MARGIN





4 (a) Study Fig. 4.1, a map which shows the distribution of earthquakes.



**Key**

- plate boundary
- direction in which plate is moving
- earthquakes
- Pacific name of tectonic plate

**Fig. 4.1**

(i) Using Fig. 4.1 **only**, name a plate which is moving from west to east.

..... [1]

(ii) Using Fig. 4.1 **only**, name two plates which are moving towards each other at a convergent (destructive) plate boundary.

..... and ..... [2]

(iii) Describe the distribution of earthquakes shown in Fig. 4.1.

.....

.....

.....

.....

.....

.....

..... [3]

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN





(iv) Describe the natural processes which cause earthquakes to occur.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

DO NOT WRITE IN THIS MARGIN





(b) Study Fig. 4.2, a map showing the location of an earthquake in Nepal, an LEDC in South Asia, in 2015.

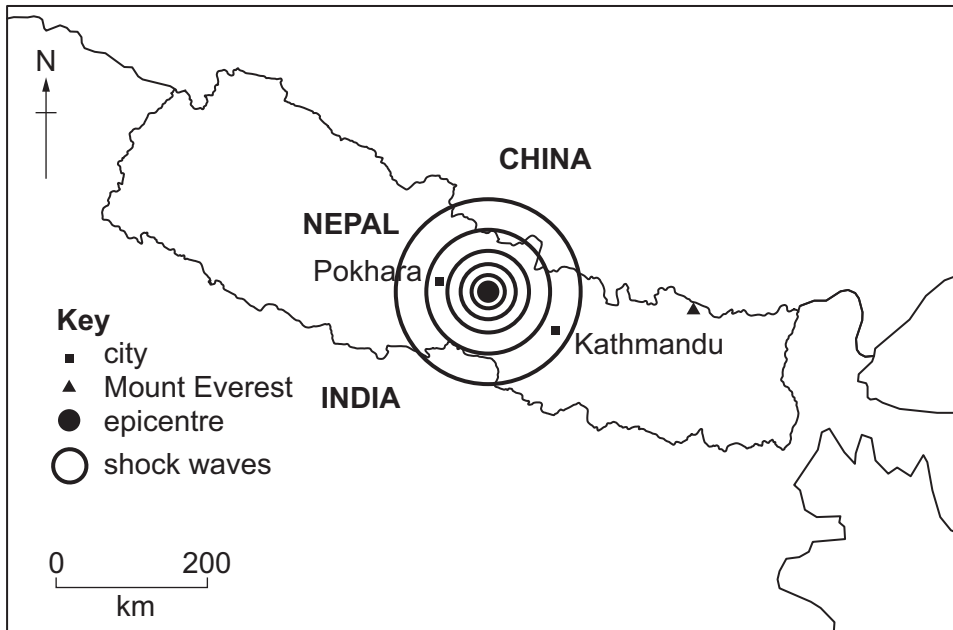


Fig. 4.2

(i) Using Fig. 4.2 **only**, describe the location of the epicentre of the Nepal earthquake.

.....

.....

.....

.....

.....

.....

[3]

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN







\* 00080000021 \*

DFD



DO NOT WRITE IN THIS MARGIN





Section C

Answer **one** question from this section.

- 5 (a) Study Fig. 5.1, a graph showing information about the changing importance of agriculture, industry and services to the economy of Pakistan, an LEDC in South Asia, between 2011 and 2021.

Content removed due to copyright restrictions.

Fig. 5.1

- (i) What is GNP (Gross National Product) a measure of?

Tick (✓) **one** answer.

	tick (✓)
the amount of money spent by the government of a country	
the number of factories and farms in a country	
the percentage of wealthy people in a country	
the value of all products and services produced by the people of a country	

[1]





(ii) Using Fig. 5.1 **only** identify the following:

the percentage share of agriculture in 2011 .....%

the percentage share of services in 2021. ....%

[2]

(iii) Describe the changes in the overall share of the GNP from agriculture, industry and services in Pakistan between 2011 and 2021. Do **not** use statistics.

.....  
.....  
.....  
.....  
.....  
.....  
..... [3]

(iv) Explain **two** reasons why a smaller percentage of the population are employed in agriculture in MEDCs than in LEDCs such as Pakistan.

1 .....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [4]

DO NOT WRITE IN THIS MARGIN





(b) Study Fig. 5.2, a scatter graph showing the relationship between GNP and government spending on education in selected countries over a period of time.

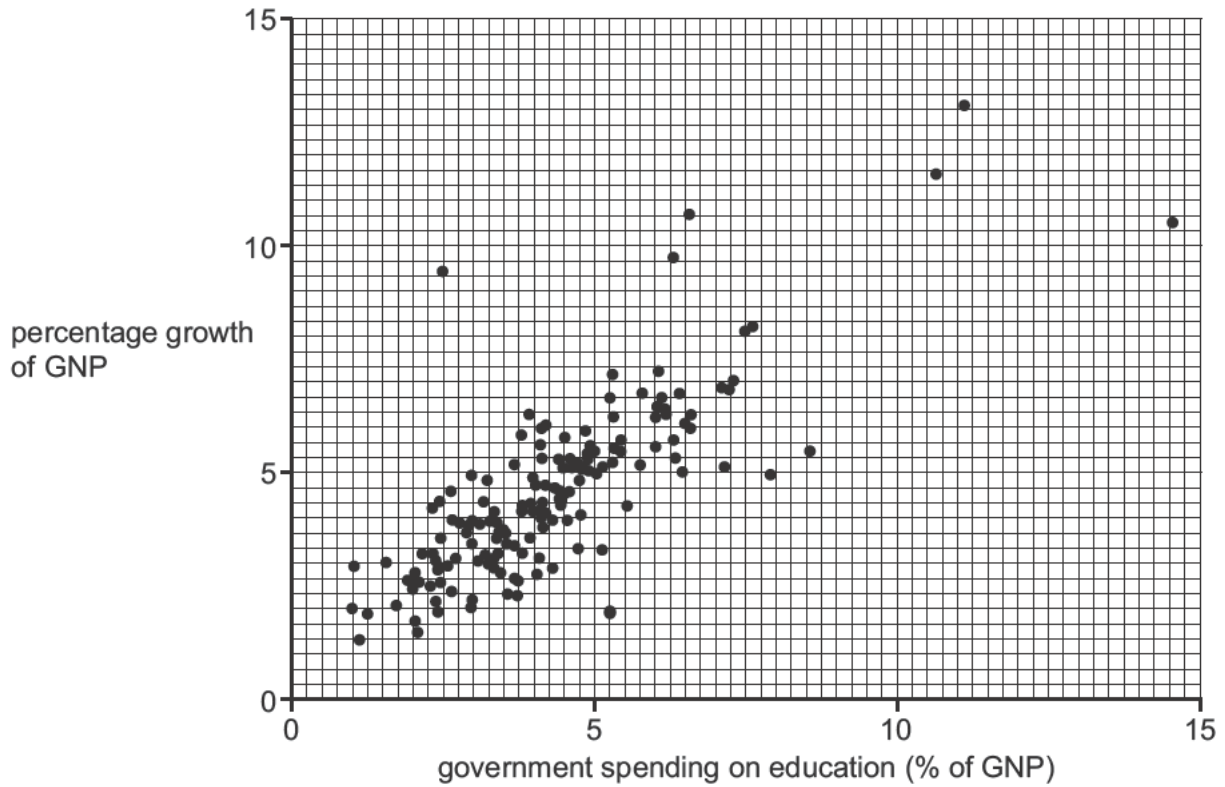


Fig. 5.2

(i) To what extent is there a relationship between government spending on education and the growth of GNP? You should use statistics to support your answer.

.....

.....

.....

.....

.....

..... [3]

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

















Additional page

If you use the following page to complete the answer to any question, the question number must be clearly shown.

Area with horizontal dotted lines for writing.



DO NOT WRITE IN THIS MARGIN



---

The boundaries and names shown, the designations used and the presentation of material on any maps contained in this question paper/insert do not imply official endorsement or acceptance by Cambridge Assessment International Education concerning the legal status of any country, territory, or area or any of its authorities, or of the delimitation of its frontiers or boundaries.

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](http://www.cambridgeinternational.org) after the live examination series.

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

