

Cambridge International Examinations

Cambridge International General Certificate of Secondary Education

| IGCSE | | | |
|--------------------|---------------------------|---------------------|-------------------|
| CANDIDATE NAME | | | |
| CENTRE NUMBER | | CANDIDATE NUMBER | |
| GEOGRAPHY | | | 0460/11 |
| Paper 1 | | | May/June 2016 |
| | | | 1 hour 45 minutes |
| Candidates answ | er on the Question Paper. | | |
| Additional Materia | als: 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 Photographs A and B for Question 5 and Fig. 11 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

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

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International Examinations

[2]

Section A

Answer one question from this section.

QUESTION 1

1 (a) Study Fig. 1, which shows information about the number of immigrants to Mexico (an LEDC) in 2011.

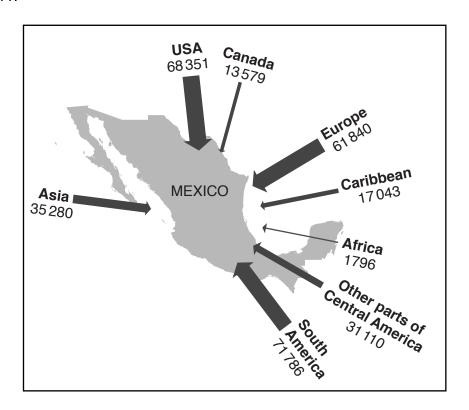


Fig. 1

(i) Put the following continents in rank order according to their number of migrants into Mexico.

| Asia | Europe | South America |
|-----------------|---------|---------------|
| 1 st | highest | |
| 2 nd | | |
| 3 rd | lowest | [1] |

(ii) Identify the following:

| • | a country in North America with over 60 000 migrants to Mexico in 2011; |
|---|---|
| | |
| • | the number of migrants to Mexico from other parts of Central America in 2011. |

| (iii) | Give three difficulties which international migrants may experience when settling in a new country. |
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| (iv) | Suggest ways in which Mexico will have benefitted from receiving international migrants. |
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(b) Study Fig. 2, which shows information about migration between Mexico (an LEDC) and the USA (an MEDC).

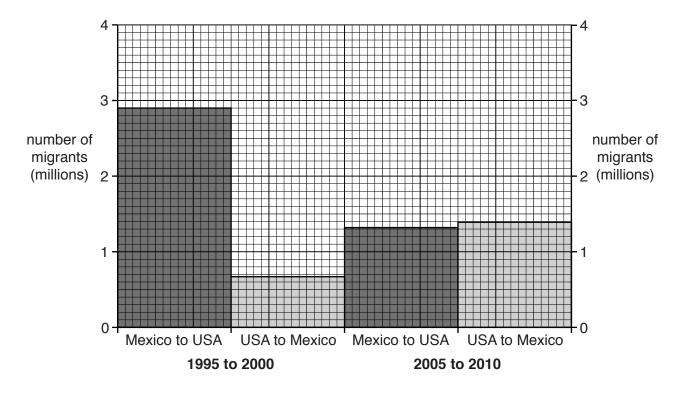


Fig. 2

| (i) | Using Fig. 2, compare the pattern of migration between Mexico and the USA during the periods 1995–2000 and 2005–2010. Include statistics in your answer. | | | | | |
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| Describe the pull factors of an MEDC, such as the USA, for migrants from LEDCs. |
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| (c) | For a named country you have studied, describe and explain the problems caused by underpopulation. |
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| | Name of country |
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TURN PAGE FOR QUESTION 2

QUESTION 2

2 (a) Study Fig. 3, which shows a coastal area in an MEDC.

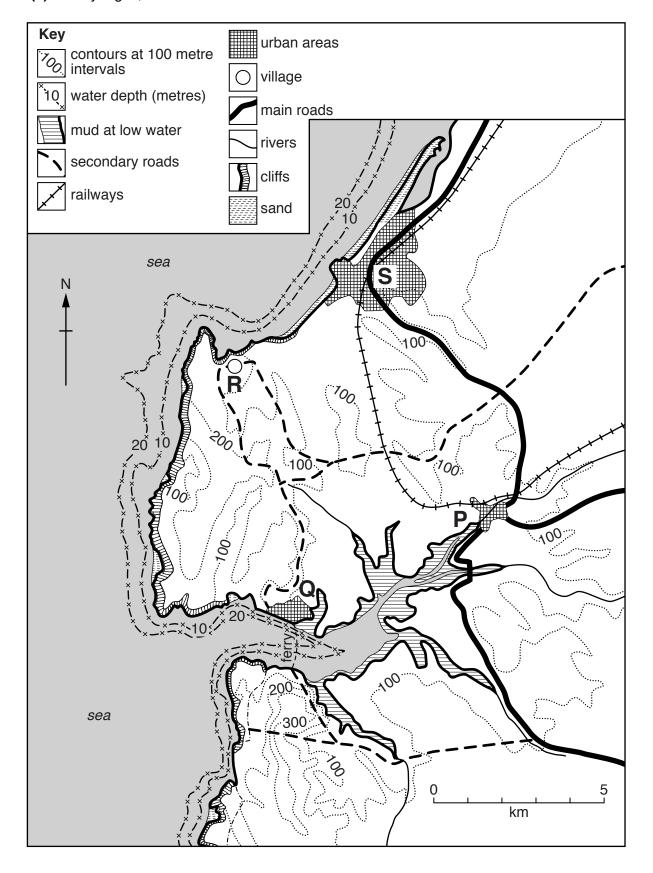


Fig. 3

| po Se | ettlements R and S | t at P has ed in impo | decline rtance. | ed in im | hundred | e in the | last fifty | / years, | whilst |
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| | ettlement P is now s function at settler | | ial town | ı. Expla | iin two d | different | reasons | for the | growth |
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(b) Study Fig. 4, which shows information about two rural settlements in Malta (an MEDC in Europe).



Fig. 4

| (i) | Compare the Fomm ir-Rih. | shape | and s | size o | f the | two | rural | settlements, | Ghajn | Tuffieha | and |
|------|--------------------------|----------|----------|--------|---------|-------|---------|--------------|-------|----------|-----|
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| (ii) | Explain the fac | tors whi | ch influ | uence | the sit | es of | rural s | settlements. | | | |
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| (c) | For a named settlement you have studied, describe and explain the service provision. | | | | | | | | |
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| | Name of settlement | | | | | | | | |
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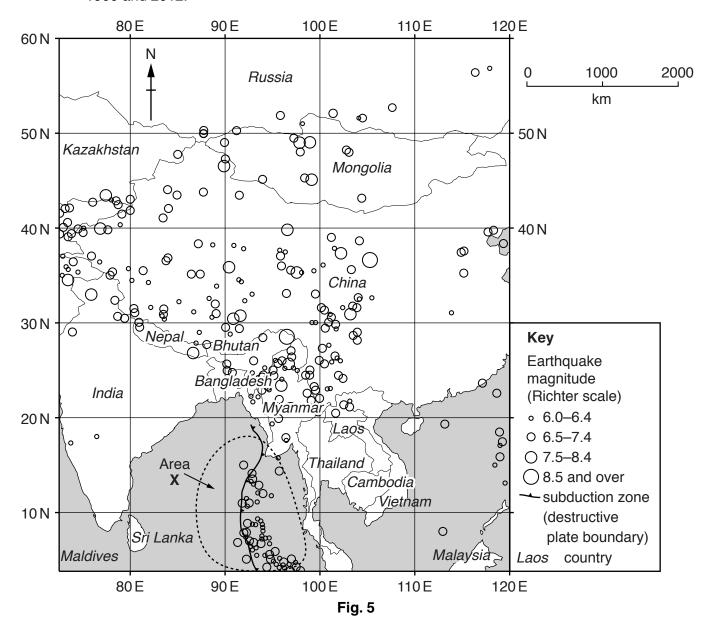
TURN PAGE FOR QUESTION 3

Section B

Answer **one** question from this section.

QUESTION 3

3 (a) Study Fig. 5, which shows the location of earthquakes in central and southern Asia between 1900 and 2012.



| (i) | What does the Richter scale measure? |
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- (ii) On Fig. 5, label the following:
 - an earthquake with a magnitude 8.5 or higher (label with A);
 - an earthquake of a magnitude less than 6.5 in India (label with **B**).

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| (iii) | Describe the distribution of earthquakes in Mongolia between 1900 and 2012. | |
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| (iv) | Explain why the area labelled X on Fig. 5 has experienced many earthquakes. | |
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(b) Study Fig. 6, which shows information about an earthquake.

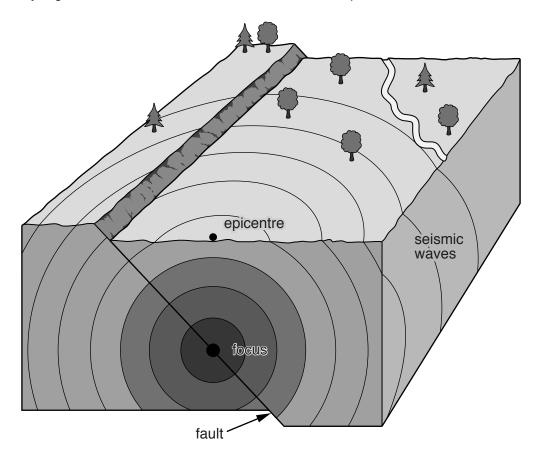


Fig. 6

| (i) | Define | the | follov | ving | terms: |
|-----|--------|-----|--------|------|--------|
|-----|--------|-----|--------|------|--------|

| - focus; | |
|------------------|-----|
| | |
| – epicentre; | |
| | |
| - seismic waves. | |
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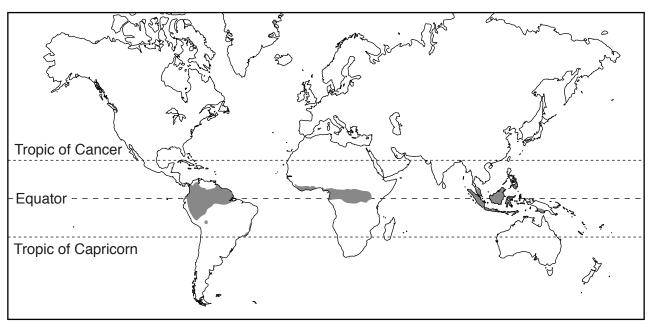
| Describe the effects on people of a powerful earthquake. |
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| (c) | Many people live in areas where there are likely to be earthquakes and volcanic eruptions. |
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| | For a named area you have studied, describe the opportunities provided by volcanoes. |
| | Name of area |
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TURN PAGE FOR QUESTION 4

QUESTION 4

4 (a) Study Fig. 7, which shows the location of areas of Equatorial climate.



Key

Equatorial climate

Fig. 7

| (i) | Name an area of Equatorial climate. | |
|------|---|-----|
| | | [1] |
| (ii) | Using Fig. 7, describe the global distribution of the Equatorial climate. | |
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| (iii) | Describe and explain the main characteristics of the Equatorial climate. |
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| | A Description |
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| | B Explanation |
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(b) Study Fig. 8, which shows information about deforestation of tropical rainforests.

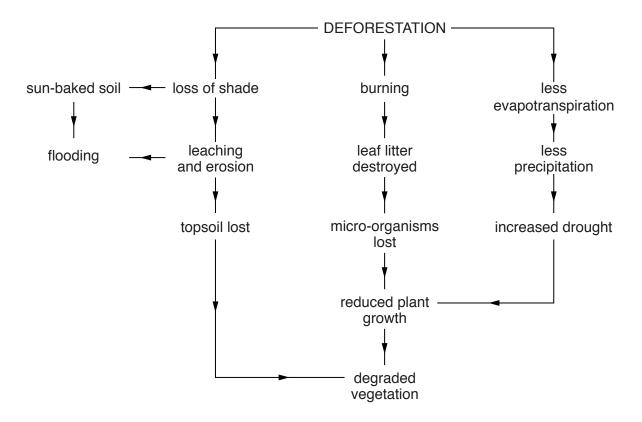


Fig. 8

| (i) | Using Fig. 8 only, explain how deforestation damages local ecosystems. |
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| (ii) | Explain how deforestation of tropical rainforests can have global effects on the natural environment. |
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| c) | Another climatic zone is the hot desert. |
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| | For a named area of hot desert you have studied, explain why the climate is hot and dry. |
| | Name of hot desert |
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TURN PAGE FOR QUESTION 5

Section C

Answer one question from this section.

QUESTION 5

5 (a) Study Fig. 9, which shows information about GNP per capita and access to clean water in ten LEDCs.

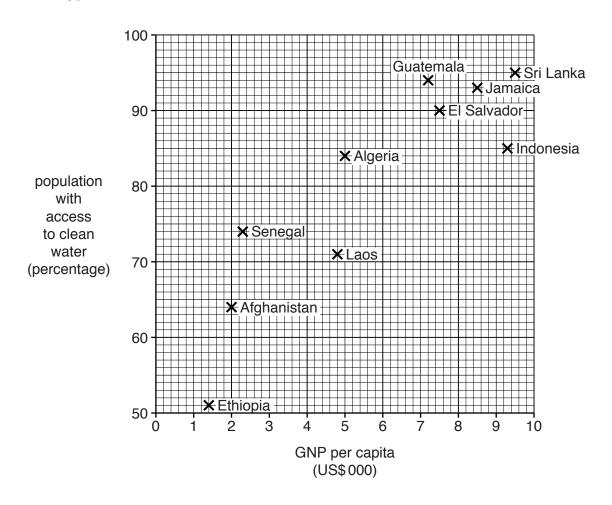


Fig. 9

| | access to clean water. | |
|------|--|-----|
| | | [1] |
| (ii) | Describe the general relationship between GNP per capita and the percentage of t population with access to clean water. Use statistics in your answer. | he |
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Identify the country with a GNP per capita of US\$7500 and 90% of the population with

| (iii) | State three ways in which people obtain water in LEDCs. | |
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| (iv) | Explain why providing a reliable supply of clean water may increase life expectancy. | |
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| (b) | Stud Afrid | dy Photographs A and B (Insert), which show the Maguga Dam in Swaziland (an LEDC in ca). |
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| | (i) | Describe three features of the Maguga Dam. |
| | | 1 |
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| | (ii) | Explain why dam building schemes are important to the economies of LEDCs. |
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| (c) | For a named area you have studied, state an economic activity which takes place which threatens the natural environment and explain how these threats are being managed. |
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| | Name of area |
| | Economic activity |
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QUESTION 6

6 (a) Study Fig. 10, which shows information about an agricultural system.

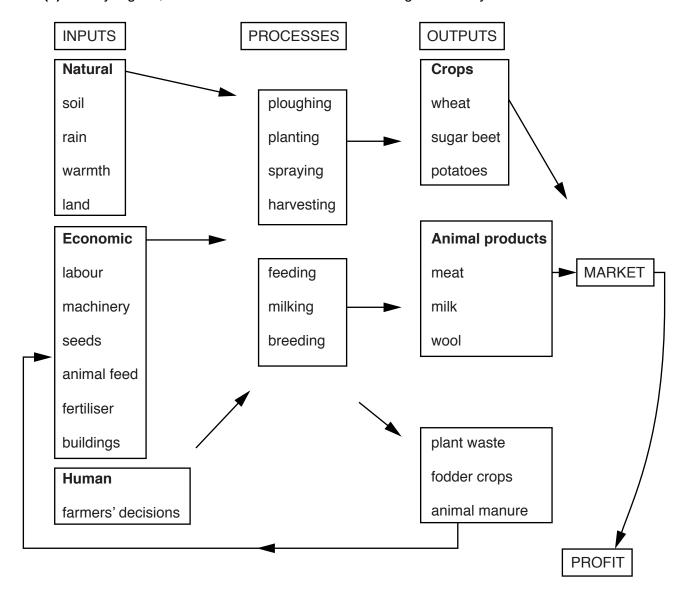


Fig. 10

| (i) | What is meant by <i>processes</i> in an agricultural system? | |
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| | | [1] |
| (ii) | Identify from Fig. 10: | |
| | - an output of an arable farm; | |
| | - an output of a pastoral farm. | [2] |

| (iii) | Suggest the likely advantages to a farmer of mixed farming. | |
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| (iv) | Using examples of different land uses, explain how relief influences farmers' decision | |
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| (b) | Study Fig. 11 (Insert), which shows information about land use in Pakistan (an LEDC in Asia | | |
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| | (i) | Compare the land use to the east and west of the Indus river. | |
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| | (ii) | Suggest reasons why some rice farmers in countries such as Pakistan are commercial farmers while others are subsistence farmers. | |
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| (0) | For a named country or region you have studied, describe the effects of food shortages or the people who live there. |
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Additional Pages

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