



Cambridge IGCSE[™]

| CANDIDATE NAME | | | | | |
|-------------------|--|--|---------------------|--|--|
| CENTRE NUMBER | | | CANDIDATE NUMBER | | |

GEOGRAPHY 0460/21

Paper 2 Geographical Skills May/June 2025

1 hour 30 minutes

You must answer on the question paper.

You will need: Insert (enclosed) Plain paper

1:50 000 survey map (enclosed) Protractor Calculator Ruler

INSTRUCTIONS

- Answer all questions.
- 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 page at the end of this booklet; the question number or numbers must be clearly shown.

INFORMATION

- The total mark for this paper is 60.
- 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 16 pages. Any blank pages are indicated.

DC (PQ/CB) 345231/4 © UCLES 2025

[Turn over







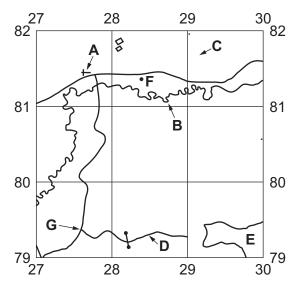


Fig. 1.1

Using the map extract, identify the following features shown in Fig. 1.1:



(b) Give the six-figure grid reference of the road junction **G**, shown in Fig. 1.1.

Tick (✓) one box.

| | tick (✓) |
|--------|----------|
| 280815 | |
| 803265 | |
| 275793 | |
| 795273 | |

3

| (c) | Study the settlement of Kungsbacka. Suggest reasons for its growth. |
|-----|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | [5] |
| (d) | Identify three services provided for locals in Kungsbacka. |
| | 1 |
| | 2 |
| | 3 |

[3]

[1]

| | d the river Kungsbackaån. Describe the features of the river Kungsbackaån. |
|------|--|
| | |
| | |
| | |
| | |
| | |
| | [3] |
| Stu | dy the settlement of Anneberg in the north of the map extract. |
| (i) | What is the distance (in kilometres) along the railway line between the station in Anneberg and the station in grid square 2578? |
| | kilometres [1] |
| (ii) | What is the compass bearing from the railway station in Anneberg to the railway station in grid square 2578? |
| | [1] |
| | [Total: 20] |

(f)



BLANK PAGE



(i)

(ii)

2

| 1811| | 1818| | 1811| | 1811| | 1811| | 1811| | 1811| | 1811| | 1811| | 1811| | 1811|

Fig. 2.1 (Insert) shows the global distribution of car production.

| Using Fig. 2.1, describe the global distribution of car production. |
|---|
| |
| |
| |
| |
| |
| |
| [3] |
| |
| Suggest one reason for the pattern of distribution. |
| |
| [4] |

(b) Fig. 2.2 shows the top 10 car-producing countries in Europe.

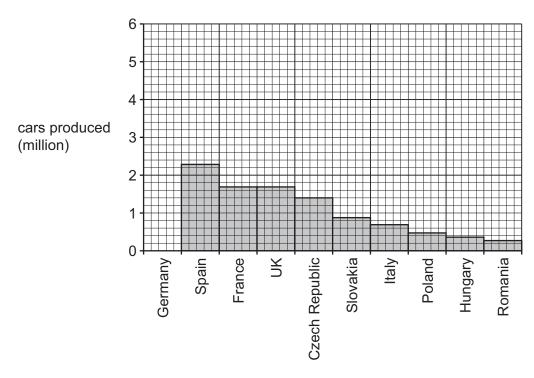


Fig. 2.2

(i) Complete Fig. 2.2 to show that Germany produced 5.6 million cars. [1]

| 0000007 ^ | |
|---------------|--|
| | |

for the location of this factory.

7

| 1 | |
|---|------|
| | |
| | |
| | |
| | |
| | |
| | [3] |

[Total: 8]



3 Fig. 3.1 (Insert) shows an area of coast in France, Europe. Fig. 3.2 shows a student's field sketch of the area of coast.

8

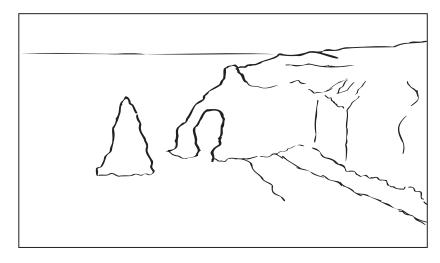


Fig. 3.2

| (a) | Using Fig. 3.1 to help you, label four coastal features on Fig. 3.2. | [4] |
|-----|---|-----|
| | | |

| Suggest now feature A snown in Fig. 3.1 is likely to change in the future. Give reasons for your answer. |
|--|
| |
| |
| |
| |
| |
| |
| |
| [4] |

[Total: 8]

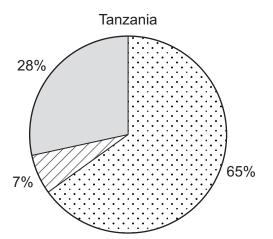
* 0000800000009 *

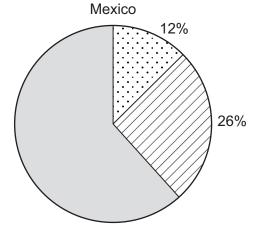
BLANK PAGE

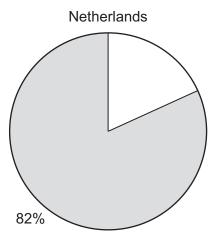


(a) Fig. 4.1 shows the employment structure of three countries in 2019.

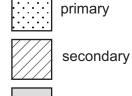
10











tertiary

Fig. 4.1

| | | % | | | | | | |
|-------|------------------------------|----------------------------------|--|-------------|--------------|-------------|--------------|-----------|
| (ii) | Complete the | e pie graph f | or the Netherla | ands usin | g the fo | ollowing d | ata: | |
| () | · | | | | | J | | |
| | | | primary | 2% 16% | | | | |
| | | | secondary | 1076 | | | | |
| (iii) | State one pie | ece of eviden | ce from Fig. 4. | 1 that indi | cates t | hat the Ne | etherlands i | s an l |
| ` , | | | | | | | | |
| | | | | | | | | |
| (:) | la sous ME | -DCti- | | | | | | |
| (iv) | | | es, there are f a quaternary | | | / industrie | es. Which | one |
| | Tiels (1) and | box. | | | | | | |
| | Tick (✓) one | | | | | | | |
| | rick (✓) one | | | tials | | | | |
| | iick (✔) one | | e nilot | tick | (✓) | | | |
| | TICK (V) one | airlin | e pilot | tick | (✓) | | | |
| | TICK (V) one | airlin | chnician | tick | (/) | | | |
| | iick (✔) one | airlin biote scho | chnician ol teacher | | (/) | | | |
| | TICK (V) one | airlin biote scho | chnician | | (/) | | | |
| • | /e three reaso | airlin biote scho veter | chnician ol teacher rinary surgeon | | | try emplo | yment in T | - anza |
| LEI | /e three reaso DC. | airlin biote scho veter | chnician ol teacher rinary surgeon arge amount o | of primary | indus | | | |
| LEI | /e three reaso | airlin biote scho veter | chnician ol teacher rinary surgeon arge amount o | of primary | indus | | | |
| LEI | /e three reaso DC. | airlin biote scho veter | chnician ol teacher rinary surgeon arge amount o | of primary | indus | | | |
| 1 | /e three reaso DC. | airlin biote scho veter | chnician ol teacher rinary surgeon arge amount o | of primary | indus | | | |
| 1 | ve three reaso DC. | airlin biote scho veter | chnician ol teacher rinary surgeon arge amount o | of primary | indus | | | |

| Osing Fig. 5.1, describe the pattern of precipitation. | |
|--|---|
| | |
| | |
| | |
| | |
| | |
| | |
|] | 3 |

12

Fig. 5.1 (Insert) shows the total precipitation over 24 hours in Germany in 2021.

(b) The precipitation led to severe flooding across Germany. One of the regions most affected was the Ahr valley, south of Cologne. Fig. 5.2 shows a cross-section of the Ahr valley.

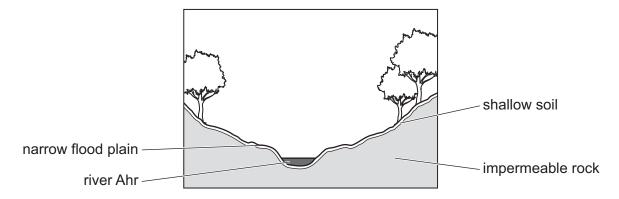


Fig. 5.2

| sing Fig. 5.2, explain why the Ahr valley experienced severe flooding. |
|--|
| |
| |
| |
| |
| [3] |

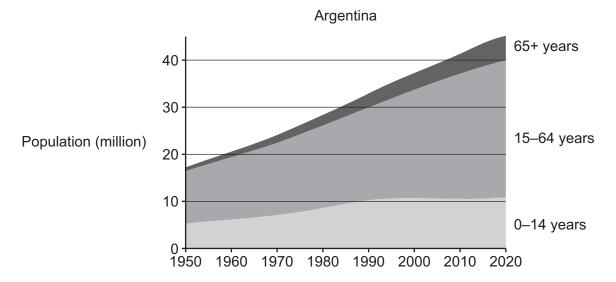
(i)

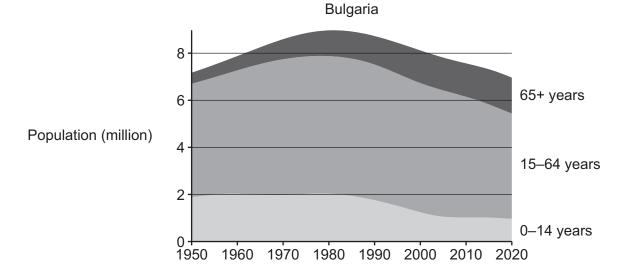
(ii) Suggest two ways that flooding on the river Ahr can be managed.

| 21 |
|----|

[Total: 8]

Fig. 6.1 shows the population structure of three countries between 1950 and 2020.





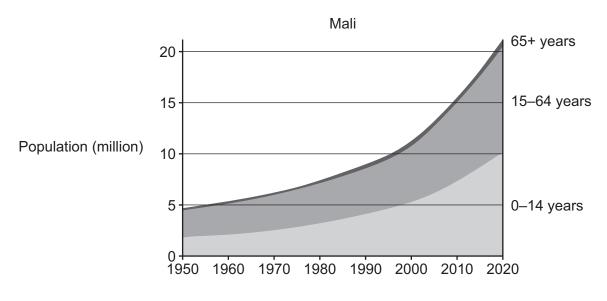


Fig. 6.1



(a) Using Fig. 6.1, which of the three countries had:

| | | overall population decline | |
|-----|-------|--|-----|
| | | fastest population growth | |
| | the | smallest population in 1950 | |
| | the I | largest population in 2000 | |
| | a de | ecreasing birth rate? | |
| | ••••• | | [5] |
| (b) | Wha | at was the total number of people aged 64 and below in Argentina in 2020? | |
| (c) | (i) | Suggest one problem caused by the population structure of Bulgaria. | [1] |
| | (ii) | Suggest one problem caused by the population structure of Mali. | [1] |
| | | | |

[Total: 8]

Additional page

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

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 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.

