Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

2722461467

GEOGRAPHY **0460/11**

Paper 1 Geographical Themes **October/November 2021**

1 hour 45 minutes

You must answer on the question paper.

You will need: Insert (enclosed)
Calculator
Ruler

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.

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

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

DC (DH/FC) 199597/6
© UCLES 2021

[Turn over

Section A

Answer **one** question from this section.

1 **(a)** Study Fig. 1.1, which shows different examples of human migration within and from an LEDC.

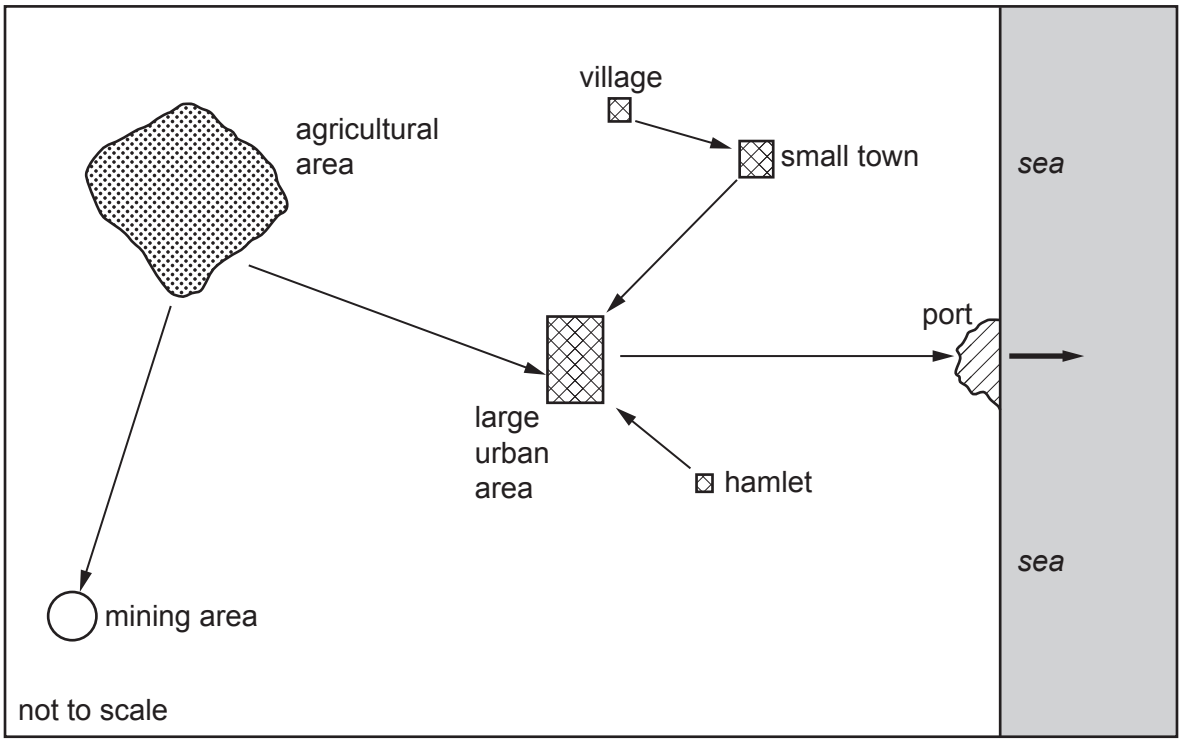


Fig. 1.1

(i) What is meant by *human migration*?

.....

..... [1]

(ii) Identify **two** areas or types of settlement shown in Fig. 1.1 which have experienced negative net migration

1 .....

2 ..... [2]

(iii) Give **three** different reasons why international migration takes place from LEDCs.

1 .....

.....

2 .....

.....

3 .....

..... [3]

(iv) Explain why some countries encourage immigration to them but other countries limit the number of immigrants entering the country.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 1.2, which shows a population pyramid of people who have migrated to Manila, in the Philippines (an LEDC in Asia).

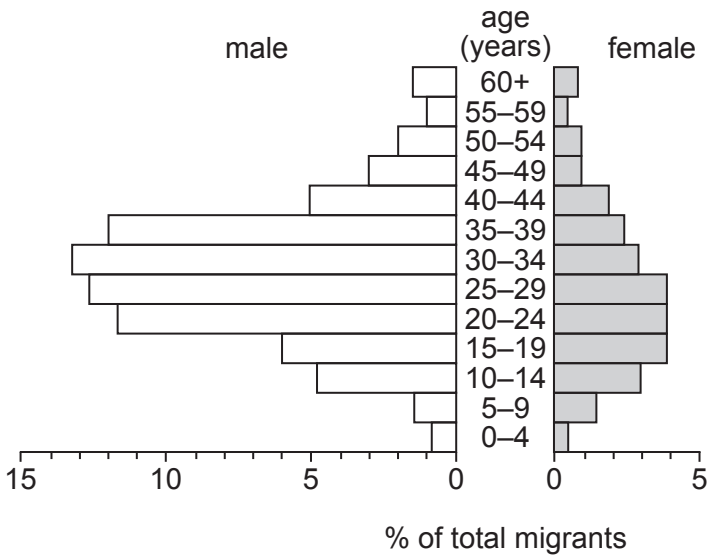


Fig. 1.2

(i) Using Fig. 1.2 **only**, describe the population structure of the people who have migrated to Manila.

.....

.....

.....

.....

.....

..... [3]

(ii) Describe the impacts of migration to urban areas in LEDCs **on the rural areas** from which people have migrated.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

© UCLES 2021

(c) For an example of **international** migration you have studied, describe the difficulties faced by migrants when moving to, and settling in, a new country.

Migration from ..... to .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

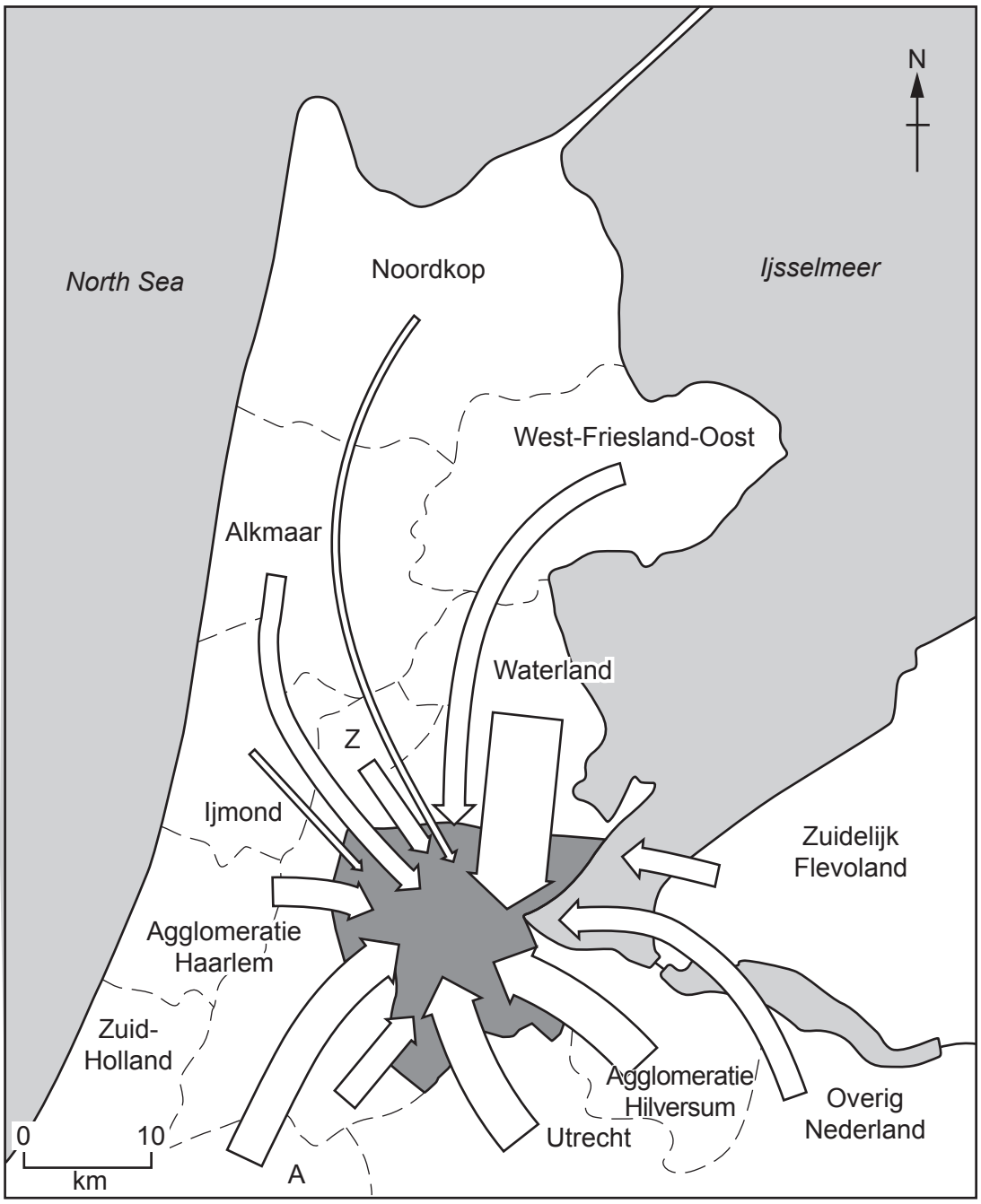
.....

.....

..... [7]

[Total: 25]

2 **(a)** Study Fig. 2.1, which is a map showing numbers of commuters to Amsterdam, a city in the Netherlands (an MEDC in Europe).
A commuter is a person who travels daily to work.



Key

number of commuters into Amsterdam

10 000
5 000
0

– – – – district boundary

Amsterdam

Z Zaanstrech

A Alphen aan den Rijn

Fig. 2.1

(i) Put the following regions in rank order according to the number of commuters travelling from them into Amsterdam.

Alkmaar Noordkop Waterland

1st ..... most commuters

2nd .....



3rd ..... fewest commuters [1]

(ii) Describe the relationship between distance from Amsterdam and the number of commuters. Refer to named districts in your answer.

.....

.....

.....

..... [2]

(iii) Explain why large numbers of commuters may cause traffic congestion in urban areas.

.....

.....

.....

.....

.....

..... [3]

(iv) Explain why it is important to reduce traffic congestion in urban areas.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 2.2, which shows strategies which can be used to reduce traffic problems in Amsterdam.

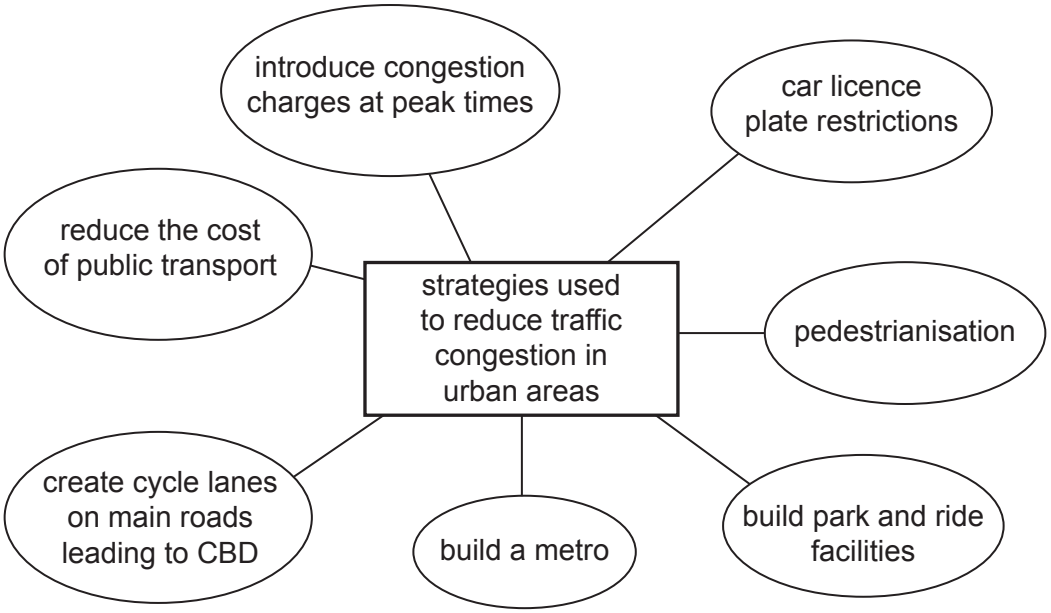


Fig. 2.2

(i) Choose any **three** of the strategies shown in Fig. 2.2.
For each strategy you have chosen explain its meaning.

Strategy 1 .....

.....

.....

Strategy 2 .....

.....

.....

Strategy 3 .....

.....

..... [3]

(ii) Which of the strategies shown in Fig. 2.2 do you consider to be the best one to reduce traffic congestion in Amsterdam?
Justify your answer by referring to the advantages of the strategy you have chosen.

Strategy chosen .....

Justification .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For a named urban area you have studied, describe the problems caused by **urban sprawl**.

Name of urban area ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [7]

[Total: 25]

© UCLES 2021

TURN PAGE FOR QUESTION 3

Section B

Answer **one** question from this section.

3 **(a)** Study Fig. 3.1, which shows four climatic zones.

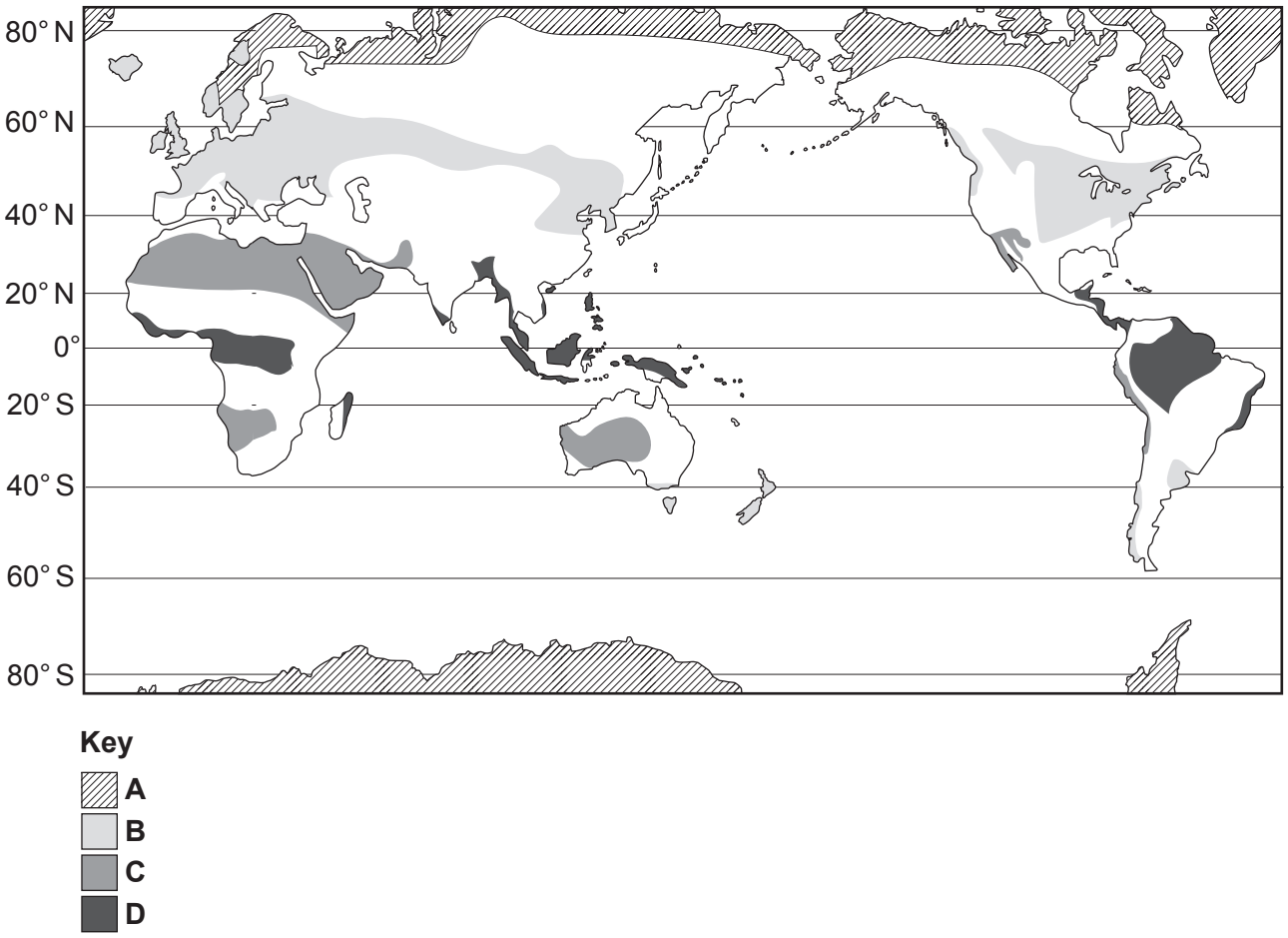


Fig. 3.1

(i) Which zone in Fig. 3.1, **A**, **B**, **C** or **D**, has an equatorial climate?

..... [1]

(ii) Arrange the following statements in the correct sequence to describe the typical daily weather pattern of areas with an equatorial climate:

by sunset the sky is clear

cumulus clouds are formed

heavy rain falls

sky becomes covered by clouds

sun rises in a clear sky

1 .....

2 .....

3 .....

4 .....

5 ..... [2]

© UCLES 2021

(iii) Explain why there is little seasonal variation in climate in equatorial areas.

.....

.....

.....

.....

.....

..... [3]

(iv) Describe the processes which result in convectional rainfall in equatorial areas.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 3.2, which shows part of the ecosystem in an area of tropical rainforest.

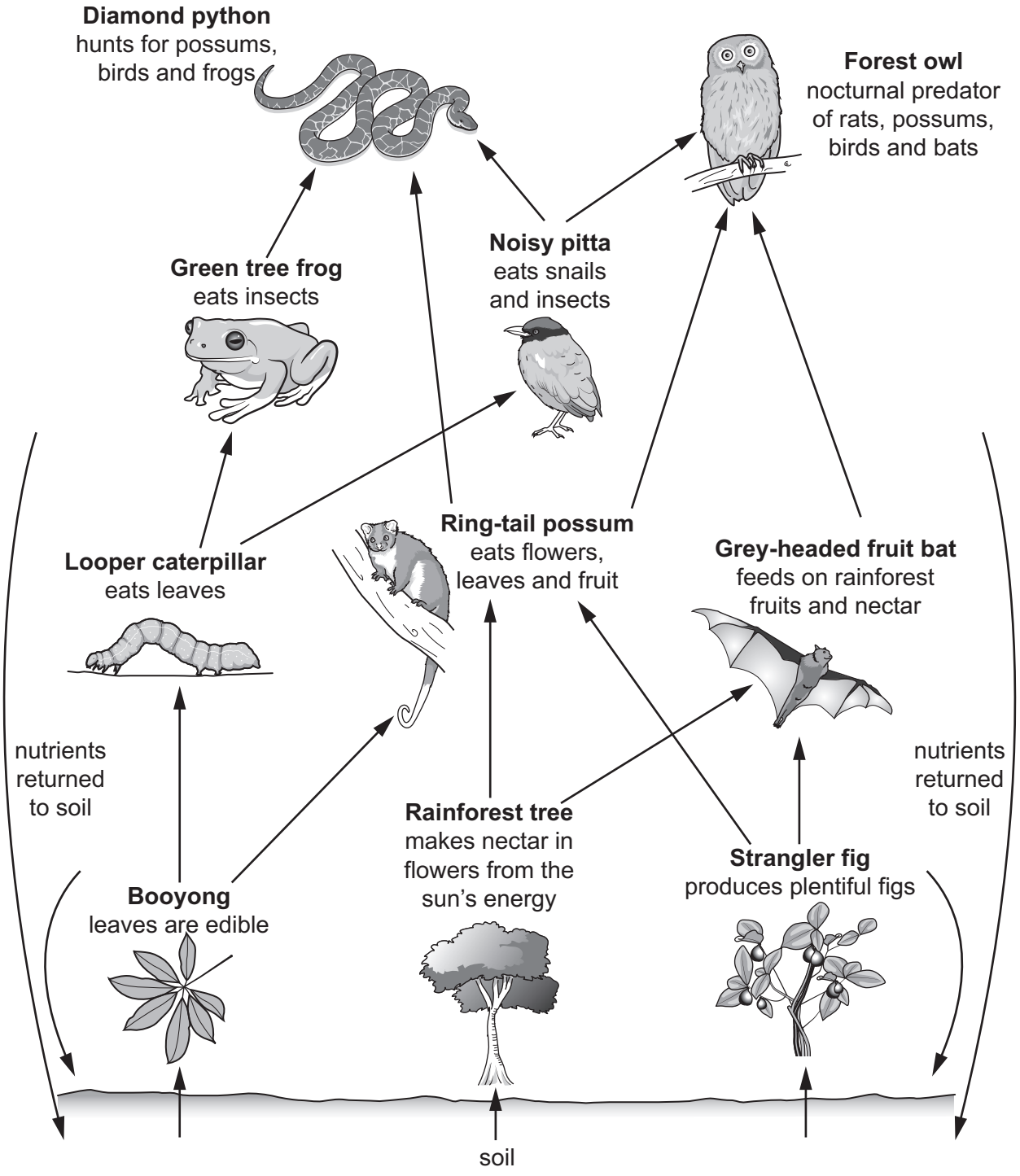


Fig. 3.2

(i) Using Fig. 3.2 **only**, describe **three** different ways in which vegetation, soil and wildlife depend on each other in a tropical rainforest.

1 .....

.....

2 .....

.....

3 .....

..... [3]

(ii) Describe the main characteristics of the natural vegetation in a tropical rainforest.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For an area of tropical rainforest you have studied, explain why deforestation is taking place.

Area of tropical rainforest .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [7]

[Total: 25]

TURN PAGE FOR QUESTION 4

4 **(a)** Study Figs. 4.1 and 4.2, which show information about plate boundaries and volcanoes.

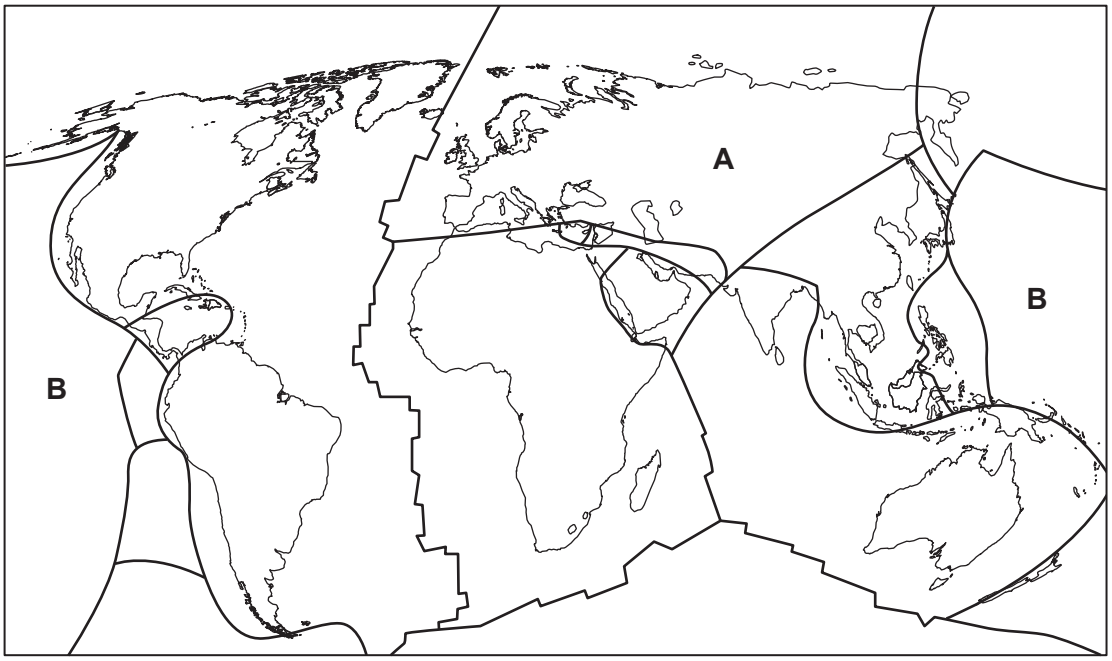


Fig. 4.1

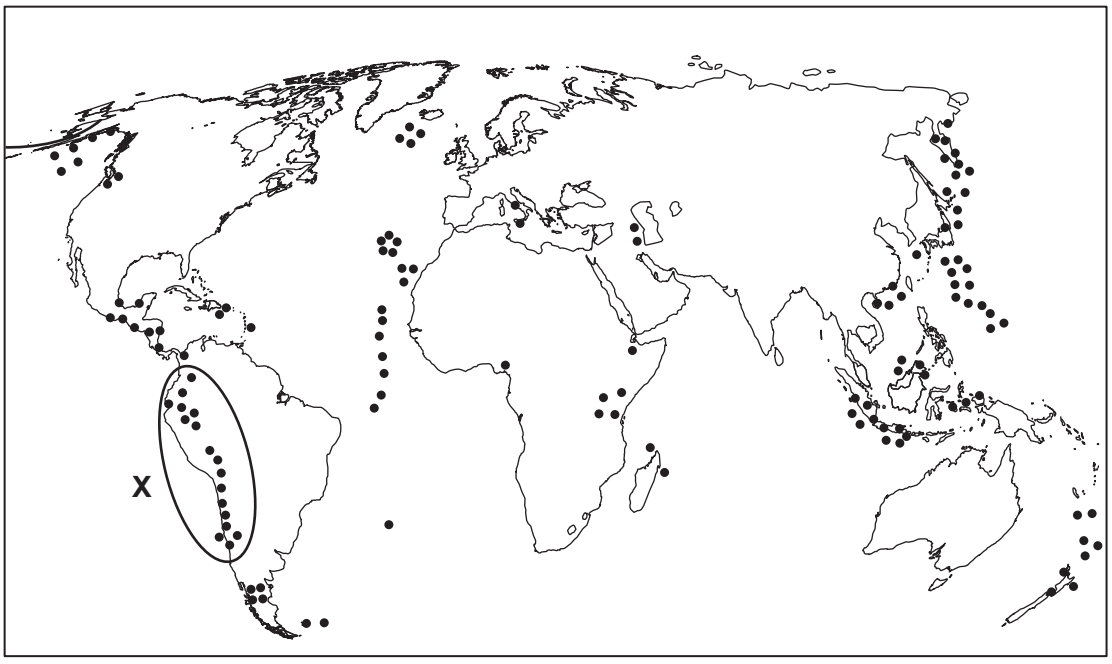


Fig. 4.2

(i) Using Fig. 4.1, define the term *plate*.

.....

..... [1]

(ii) Name the plates labelled **A** and **B** in Fig. 4.1.

Choose from the following list.

African Plate	Caribbean Plate	Eurasian Plate
Indo-Australian Plate	Nazca Plate	Pacific Plate

A .....

B ..... [2]

(iii) Describe the distribution of the active volcanoes shown in Fig. 4.2.

.....

.....

.....

.....

.....

..... [3]

(iv) Area **X** on Fig. 4.2 is a destructive (convergent) plate boundary. Explain why there are active volcanoes in the area labelled **X**.

.....

.....

.....

.....

.....

.....

.....

..... [4]

© UCLES 2021

[Turn over

(b) Study Fig. 4.3, which shows an area affected by an earthquake.

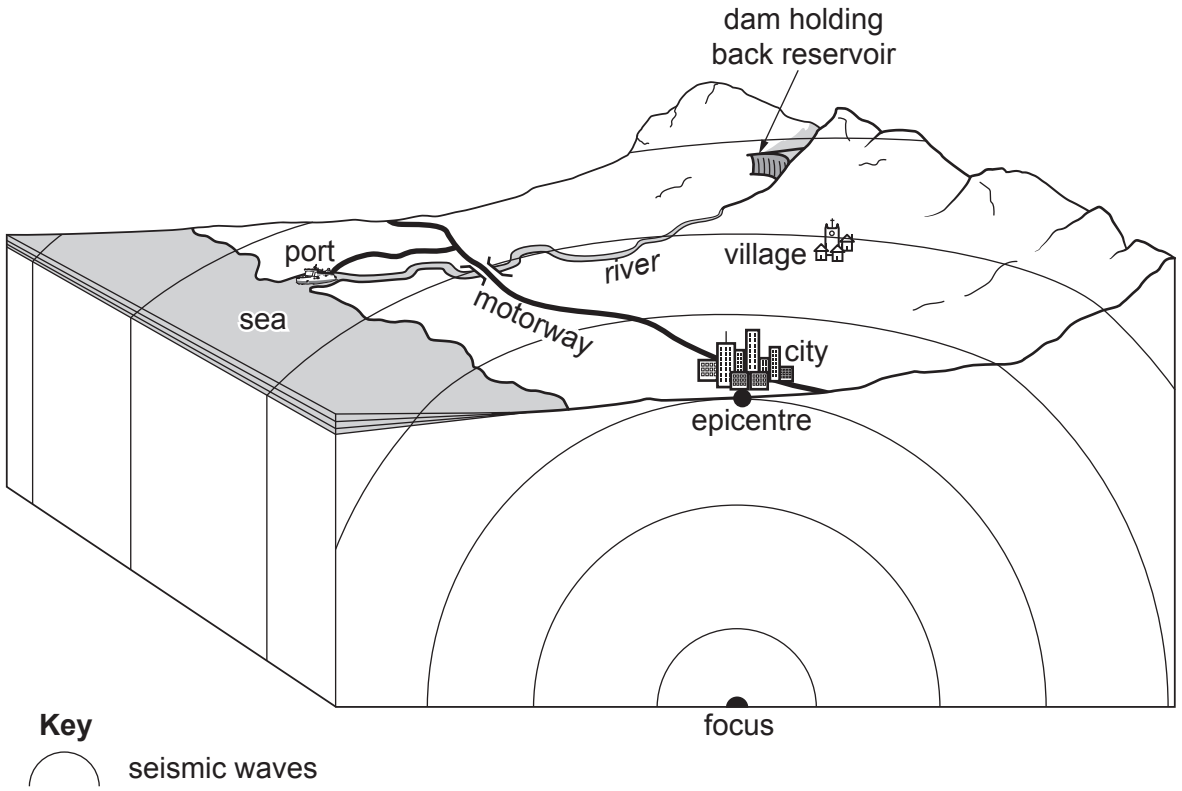


Fig. 4.3

(i) State **three** problems that may be caused by the earthquake for people who live in the area shown in Fig. 4.3.

1 .....

.....

2 .....

.....

3 .....

..... [3]

(ii) Explain why many people continue to live in dangerous areas where earthquakes are likely to occur.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) Describe the positive and negative impacts of **volcanic activity** for people living close to a named volcano you have studied.

Name of volcano ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [7]

[Total: 25]

Section C

Answer **one** question from this section.

5 **(a)** Study Fig. 5.1 (Insert), which shows agricultural land use in Syria.

(i) Identify the most common agricultural land use in Syria.

..... [1]

(ii) Identify **two** crops grown within 50 km of Damascus, the capital city of Syria.

1 .....

2 ..... [2]

(iii) Using evidence from Fig. 5.1 **only**, suggest **three** reasons why farming is a more successful economic activity close to Latakia (population 383 000) than it is near Tadmur (population 51 000).

1 .....

.....

2 .....

.....

3 .....

..... [3]

(iv) Syria has recently experienced civil war. Explain why war may cause a country's food supply to decrease.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Figs. 5.2 and 5.3 (Insert), which are photographs of two different types of farm.

(i) Describe **three** differences between the farms shown in Figs. 5.2 and 5.3.

	Fig. 5.2	**Fig. 5.3**
Difference 1	....	....
Difference 2	....	....
Difference 3	....	....

[3]

(ii) Explain why relief influences agricultural land use.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For a named country or region you have studied, describe the **effects** of food shortages.

Name of country or region ....

.... [7]

[Total: 25]

6 **(a)** Study Fig. 6.1, which shows some of the industrial processes involved in assembling jet engines.

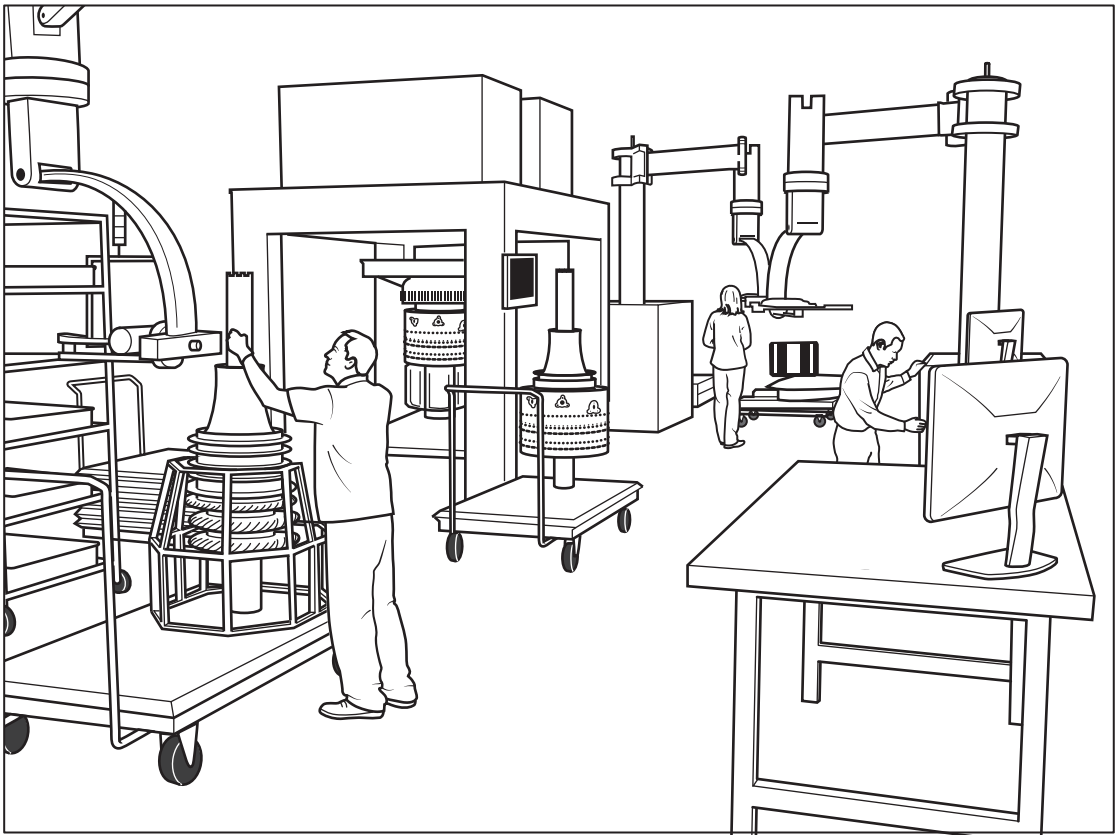


Fig. 6.1

(i) What is meant by *industrial processes*?

.....

..... [1]

(ii) Using Fig. 6.1 **only**, describe **two** characteristics of the assembly industry shown.

1 .....

.....

2 .....

..... [2]

(iii) Suggest reasons why assembly industries such as that shown in Fig. 6.1 might cause fewer problems for the local natural environment than manufacturing and processing industries.

.....

.....

.....

.....

.....

..... [3]

(b) Study Figs. 6.2 and 6.3 (Insert), which are photographs of two different factories.

(i) Describe **three** differences between the factories shown in Figs. 6.2 and 6.3.

	Fig. 6.2	**Fig. 6.3**
Difference 1	.....	.....
	.....	.....
	.....	.....
Difference 2	.....	.....
	.....	.....
	.....	.....
Difference 3	.....	.....
	.....	.....
	.....	.....

[3]

(ii) Explain why raw materials and markets may influence the location of manufacturing industry.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(iii) The owner of the factory shown in Fig. 6.2 is considering moving the industry to a different location. Suggest reasons for this.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For an economic activity in a named area you have studied, describe how the environmental risks are being managed.

Name of area ....

Economic activity ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [7]

[Total: 25]

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.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

© UCLES 2021

© UCLES 2021

BLANK PAGE

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 the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

© UCLES 2021