Cambridge Assessment International Education

Cambridge IGCSE™

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

0417354429

GEOGRAPHY **0460/11**

Paper 1 Geographical Themes **October/November 2023**

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 **28** pages. Any blank pages are indicated.

DC (PQ/SW) 312729/3
© UCLES 2023

Section A

Answer **one** question from this section.

1 **(a)** Study Fig. 1.1, information about the number of emigrants from four different parts of the world.

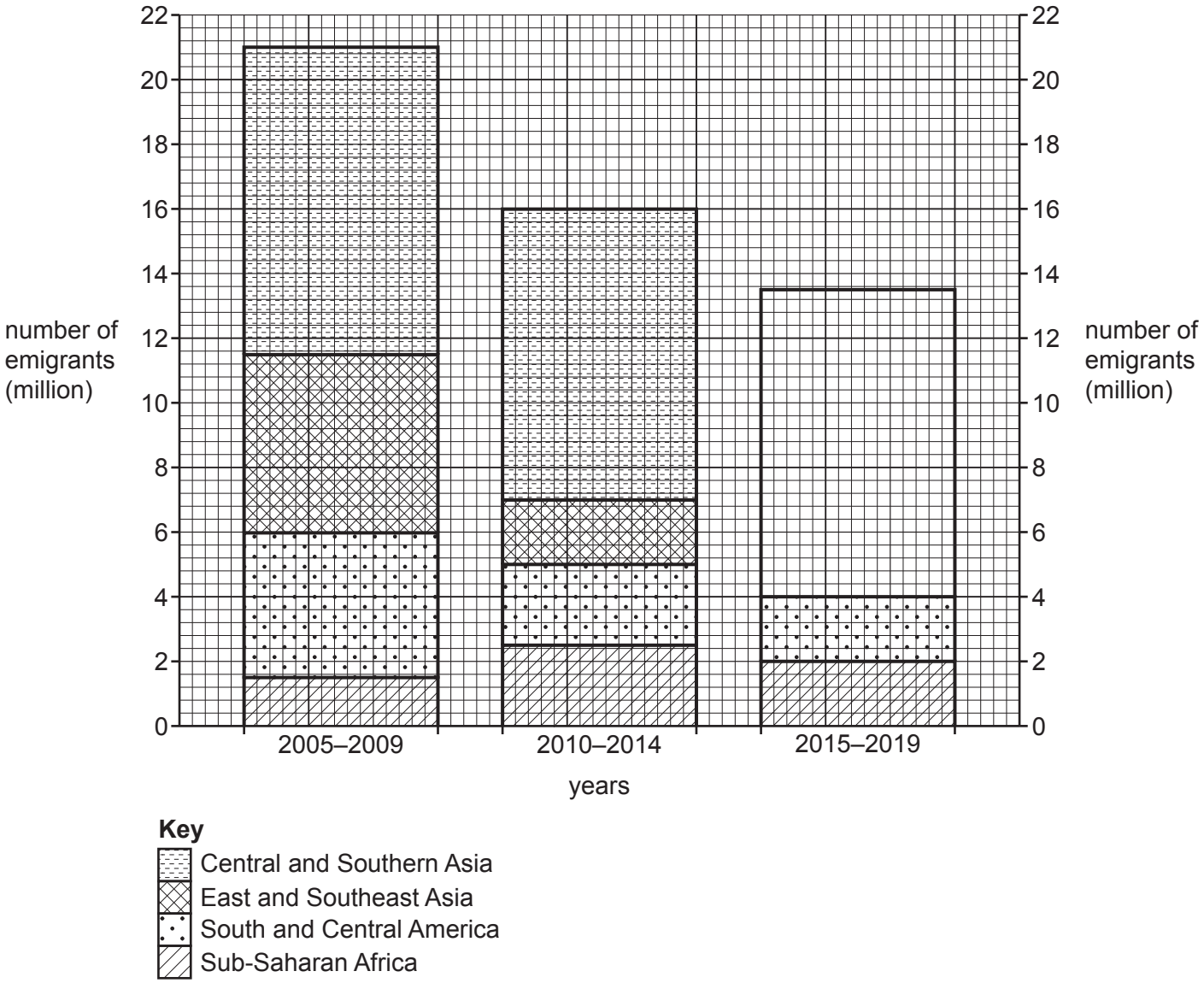


Fig. 1.1

(i) What was the total number of emigrants from the four parts of the world shown in Fig. 1.1 between 2005 and 2009?

..... million [1]

(ii) **Complete Fig. 1.1** to show the following information about the number of emigrants between 2015 and 2019.

East and Southeast Asia = 3 million
Central and Southern Asia = 6.5 million [2]

(iii) Using Fig. 1.1, describe the change in the number of emigrants from different parts of the world between the periods 2005–2009 and 2010–2014.
Do **not** use statistics in your answer.

.....

.....

.....

.....

.....

..... [3]

(iv) Suggest **two** advantages and **two** disadvantages for LEDCs of large numbers of people moving away from them.

advantage 1 .....

.....

advantage 2 .....

.....

disadvantage 1 .....

.....

disadvantage 2 .....

..... [4]

(b) Study Fig. 1.2, which shows information about the main migrations of workers in Southeast Asia.

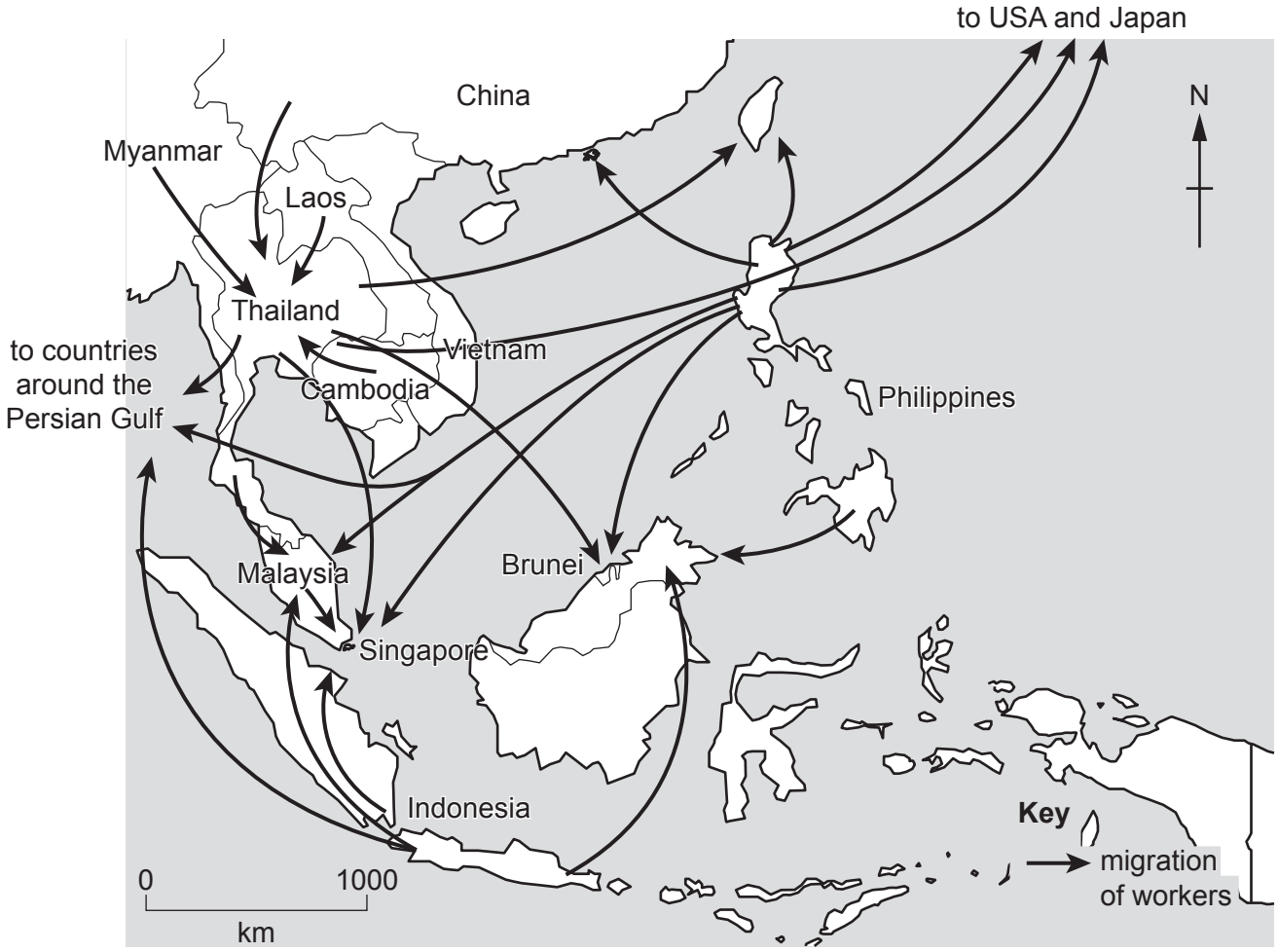


Fig. 1.2

(i) Identify the following:

– a country from which many workers migrate to Thailand

.....

– a country to which many workers migrate from the Philippines

.....

– a country which has many workers migrating both to and from it.

..... [3]

© UCLES 2023

(ii) Suggest reasons why many workers and their families move away from LEDCs such as the Philippines.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For a named country or area you have studied, explain why it has a **low population density**.

Name of country or area .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [7]

[Total: 25]

2 **(a)** Study Fig. 2.1 (Insert), a photograph of a settlement in Croatia (an MEDC in Europe).

(i) What type of rural settlement is marked by **X** on Fig. 2.1?

Circle **one** of the following.

dispersed linear nucleated [1]

(ii) Using evidence from Fig. 2.1, identify **two** resources which would have been useful for the people who first settled at **X**.

1 .....

2 ..... [2]

(iii) Describe the site and situation of settlement **X**.

.....

.....

.....

.....

.....

..... [3]

(iv) Suggest **two** reasons why the settlement at **X** has remained small and not grown into an urban area. Develop your answers.

1 .....

.....

.....

.....

2 .....

.....

.....

..... [4]

© UCLES 2023

(b) Study Fig. 2.2, a graph showing the results of a survey in the USA (an MEDC) about where people would like to live.

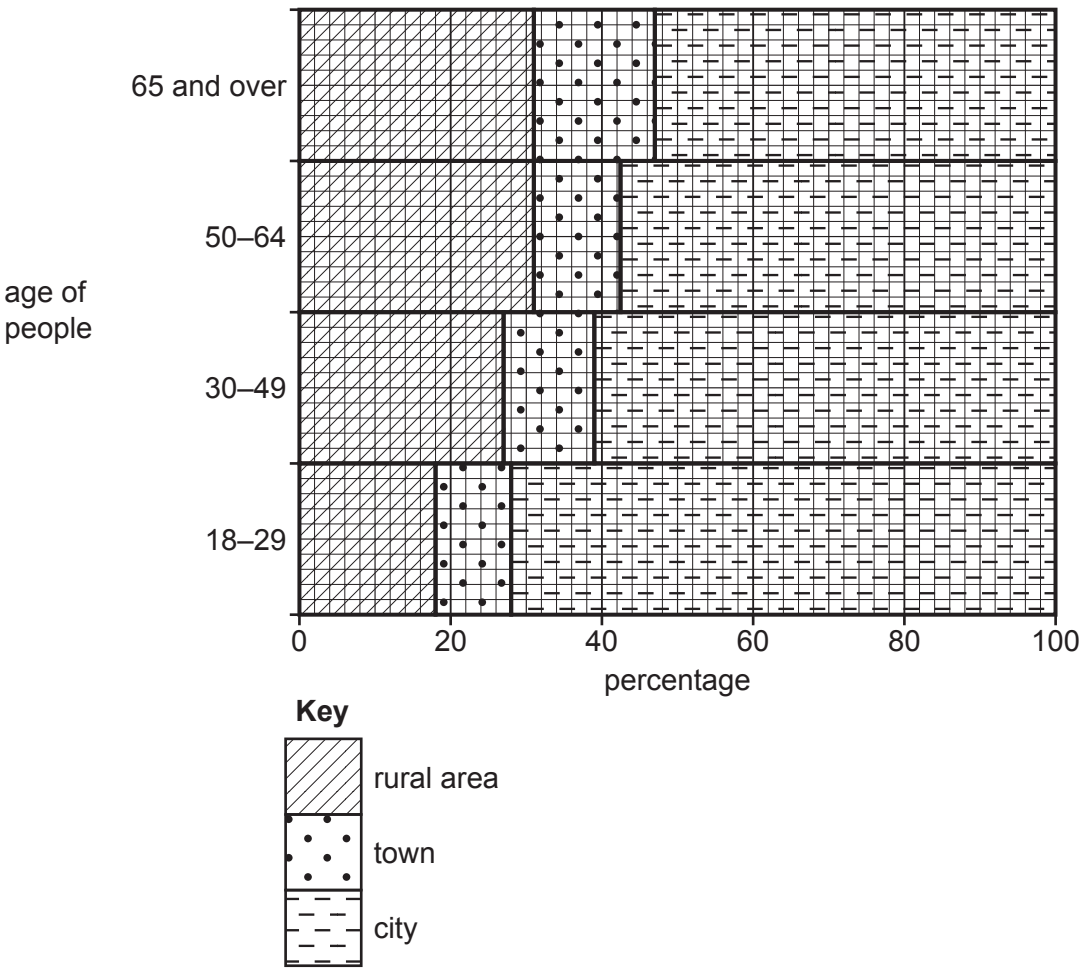


Fig. 2.2

(i) Using information from Fig. 2.2, compare the results of the people aged 18–29 and 50–64 who completed the survey.
Do **not** use statistics in your answer.

.....

.....

.....

.....

.....

..... [3]

(ii) Suggest reasons why many people aged 65 and over would like to live in a rural area.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For a named **urban area** you have studied in an **LEDC**, explain why large numbers of people migrate to it from surrounding rural areas.

Name of urban area ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [7]

[Total: 25]

© UCLES 2023

BLANK PAGE

Section B

Answer **one** question from this section.

3 **(a)** Study Fig. 3.1 (Insert), information about earthquakes which have occurred in and around Indonesia (an LEDC in Southeast Asia) between 1900 and 2019.

(i) How many earthquakes of a magnitude between 8.0 and 8.9 occurred in the area shown on Fig. 3.1 between 1900 and 2019?

..... [1]

(ii) Using Fig. 3.1, describe the distribution of earthquakes.

.....

.....

.....

..... [2]

(iii) Suggest **three** likely impacts of earthquakes in Indonesia.

1 .....

.....

2 .....

.....

3 .....

..... [3]

(iv) Explain why many people still live in areas where earthquakes occur.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 3.2 (Insert), a photograph of the main crater of Mount Vesuvius, a volcano in Italy.

(i) Describe the landscape of the crater shown in Fig. 3.2.

.....

.....

.....

.....

.....

..... [3]

(ii) Explain the advantages of living close to a volcano such as Mount Vesuvius.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For a named example of a volcano you have studied, explain why it has erupted.

Name of volcano .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [7]

[Total: 25]

4 **(a)** Study Fig. 4.1, which shows traditional instruments used in a weather station. Fig. 4.2 (Insert) is a photograph showing one of these instruments.

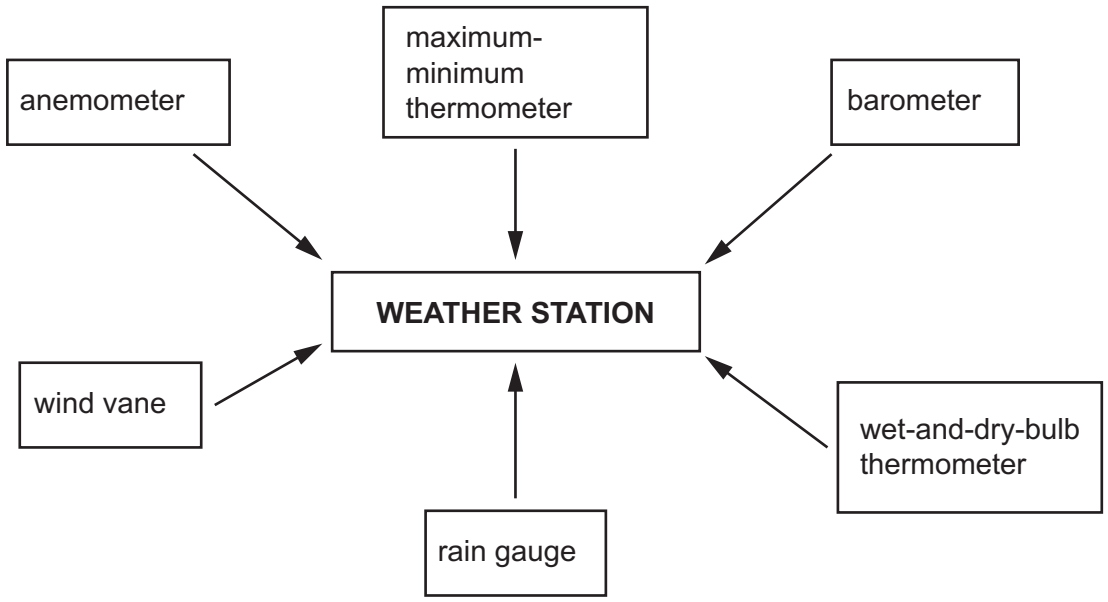


Fig. 4.1

(i) Which of the weather instruments listed in Fig. 4.1 is shown in Fig. 4.2?

..... [1]

(ii) Describe the method used to take readings from the weather instrument shown in Fig. 4.2.

.....

.....

.....

..... [2]

(iii) Identify the **three** weather instruments listed in Fig. 4.1 which are kept in a Stevenson Screen.

1 .....

2 .....

3 ..... [3]

© UCLES 2023

(iv) Explain why some weather instruments are kept in a Stevenson Screen.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 4.3, a diagram of a digital weather station which has been bought by a school. Fig. 4.4 (Insert) is a photograph showing where the weather station is going to be located.

Content removed due to copyright restrictions.

Fig. 4.3

© UCLES 2023

(i) Describe **three** benefits of using a digital weather station rather than traditional instruments.

1 .....

.....

2 .....

.....

3 .....

..... [3]

(ii) The school is considering locating the digital weather station at **X** in Fig. 4.4.
Explain the **disadvantages** of this site.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For an **equatorial area** you have studied, describe and explain the characteristics of the climate.

Name of equatorial area ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [7]

[Total: 25]

BLANK PAGE

Section C

Answer **one** question from this section.

5 **(a)** Study Fig. 5.1, a map showing information about the main coal-using countries.

Content removed due to copyright restrictions.

Fig. 5.1

(i) How much coal is used per year in Australia?

..... million oil-equivalent tonnes. [1]

(ii) Put the following countries in rank order of the amount of coal used per year.

Brazil China Russia United States

1st ..... most

2nd .....

3rd .....

4th ..... least [2]

(iii) Using Fig. 5.1, describe the global distribution of the main coal-using countries.

.....

.....

.....

.....

.....

..... [3]

(iv) Explain how the use of coal increases global temperatures.

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 5.2, a scatter graph showing the relationship between GDP per person and the use of electricity per person in 2019. GDP per person is a measure of wealth.

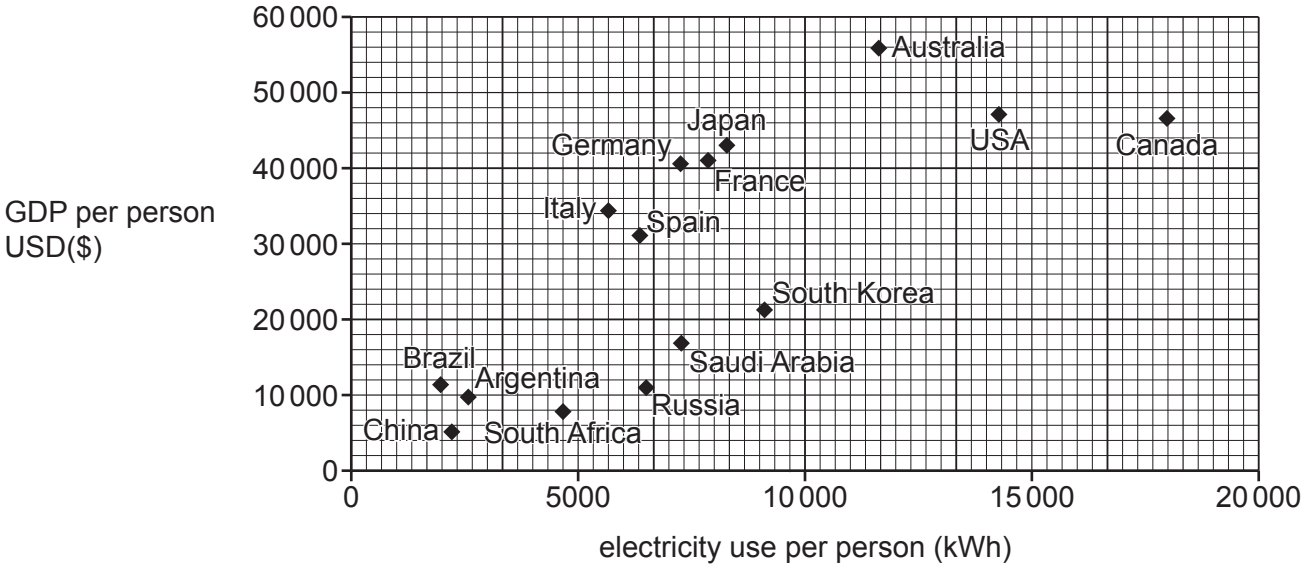


Fig. 5.2

(i) Describe the relationship between GDP per person and the use of electricity per person. Use statistics to support your answer.

.....

.....

.....

.....

.....

..... [3]

(ii) Explain why there is a relationship between the wealth of a country and the amount of electricity it uses.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

(c) For a named country you have studied, describe and explain the importance of renewable energy supplies.

Name of country ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [7]

[Total: 25]

6 **(a)** Study Fig. 6.1 (Insert), a map showing information about economic activity in South Korea.

(i) Which **one** of the following statements about the distribution of economic activity in South Korea is correct?
Tick (✓) **one** statement in the table.

	tick (✓)
all clustered in the east of the country	
close to the border with North Korea	
mainly on or close to the coast	
spread evenly across the country	

[1]

(ii) Using Fig. 6.1, identify the following:

– a major fishing port .....

– a location where hydro-electric power is generated. ..... [2]

(iii) Describe the similarities and differences in the economic activity at Kwangju and Ulsan.

similarities .....

.....

.....

differences .....

.....

..... [3]

(iv) Using evidence from Fig. 6.1, explain **two** different reasons for the growth of industry in the north-east of South Korea, in and around Mukhojin-ni.

1 .....

.....

.....

.....

2 .....

.....

.....

..... [4]

© UCLES 2023

(b) Study Fig. 6.2, information about the value of production from selected industries in South Korea.

Content removed due to copyright restrictions.

Fig. 6.2

(i) Compare the value of production from the car assembly and metals production industries in South Korea in 2007, 2012 and 2017. Use statistics to support your answer.

.....

.....

.....

.....

.....

..... [3]

(ii) Many of the industries shown in Fig. 6.2 are part of transnational corporations. Describe the advantages and disadvantages of transnational corporations for LEDCs.

advantages .....

.....

.....

.....

.....

disadvantages .....

.....

.....

.....

..... [5]

(c) Name and locate an economic activity you have studied.
Explain how this economic activity threatens the natural environment.

Name of economic activity ....

Location ....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

.... [7]

[Total: 25]

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.

© UCLES 2023