



# Cambridge IGCSE™

CANDIDATE  
NAME



CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



## GEOGRAPHY

0460/13

Paper 1 Geographical Themes

October/November 2024

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 on page 3, population pyramids showing the population structure of the USA, an MEDC, and Nigeria, an LEDC.

- (i) What percentage of Nigeria's population is aged between 40 and 44?  
Underline your answer.

2.3%

4.5%

6.2%

9.8%

[1]

- (ii) Compare the young dependent population of the USA and Nigeria.  
Use statistics in your answer.

.....  
.....  
.....  
.....  
.....

[2]

- (iii) State **three** ways in which the **shape** of the pyramid of Nigeria is typical of an LEDC.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

- (iv) Explain why birth rates are high in LEDCs such as Nigeria.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

[4]



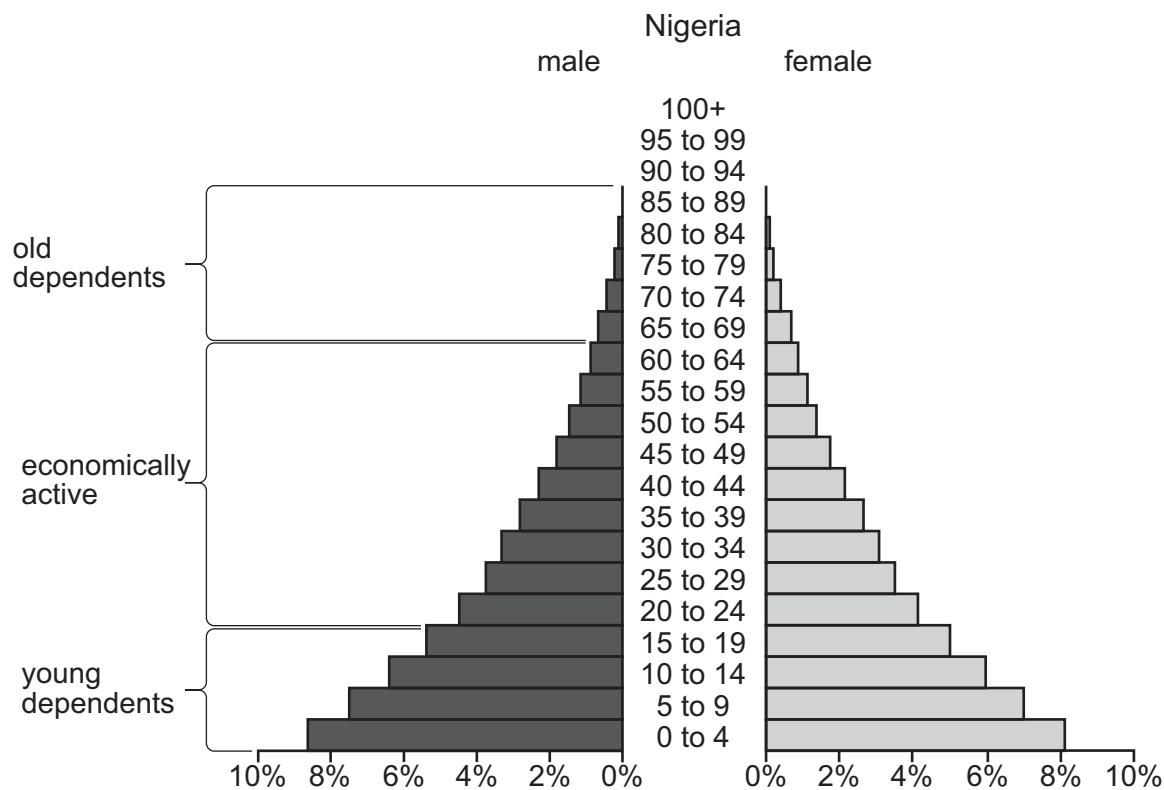
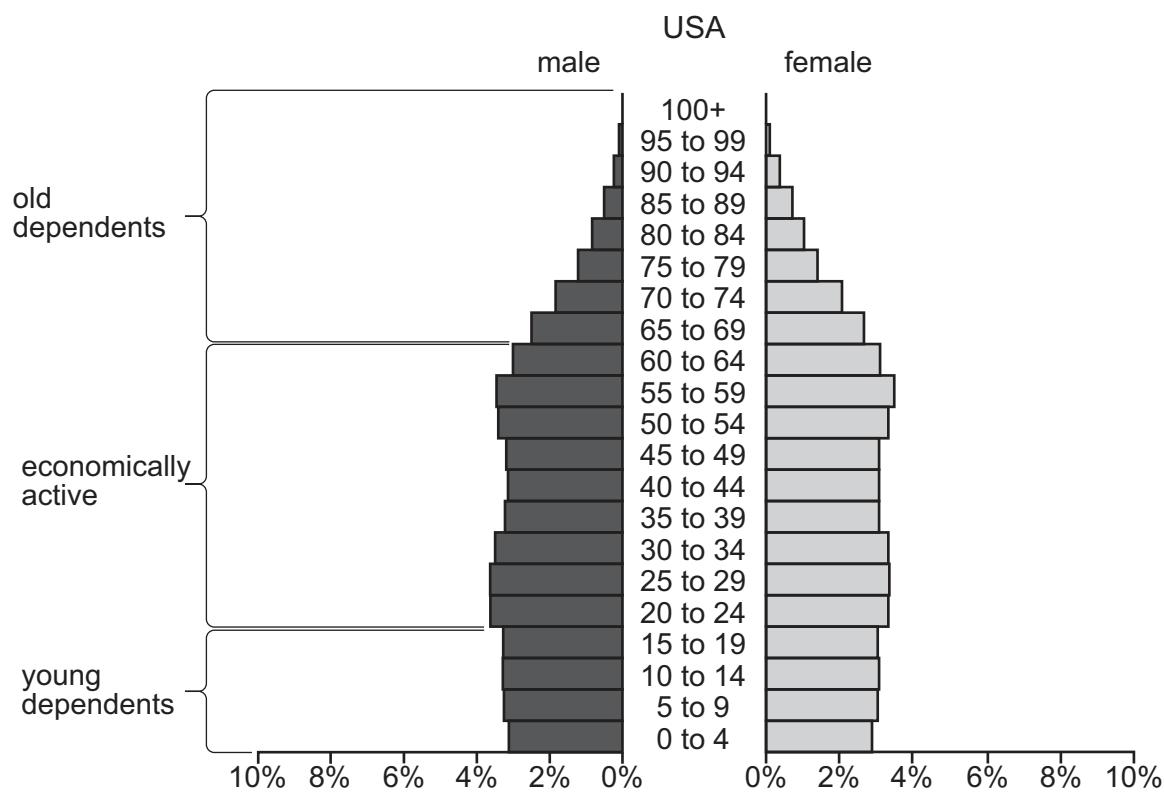


Fig. 1.1



- (b) Study Figs. 1.2, 1.3 and 1.4 (Insert), photographs taken in Lagos, a large urban area in Nigeria.

- (i) Identify which photograph, Fig. 1.2, 1.3 or 1.4, shows the area with the highest population density. Give reasons for your choice.

photograph chosen .....

reasons for choice .....

.....

.....

- (ii) Describe the impacts of high population density on the provision of services in cities such as Lagos.

.....

Digitized by srujanika@gmail.com

Digitized by srujanika@gmail.com

.....

Digitized by srujanika@gmail.com





(c) For a named country or area you have studied, explain why it is **sparsely** populated.

Country or area .....

[7]

[Total: 25]





- 2 (a) Study Figs. 2.1 and 2.2 (Insert), maps showing information about urbanisation in South and Central America in 1990 and 2030 (predicted).

- (i) What is meant by *urbanisation*?

.....

..... [1]

- (ii) Using Figs. 2.1 and 2.2, describe the change which is predicted in the percentage of people living in urban areas between 1990 and 2030 in Brazil. Use statistics in your answer.

.....

.....

.....

..... [2]

- (iii) Using Fig. 2.2, describe the distribution of cities with a predicted population of over 10 million for 2030 in South and Central America.

.....

.....

.....

.....

..... [3]

- (iv) Explain why the percentage of the total population living in cities is likely to continue growing rapidly between 2024 and 2030 in South and Central America.

.....

.....

.....

.....

.....

.....

.....

..... [4]





- (b) Study Fig. 2.3 (Insert), a photograph showing part of a squatter settlement in Accra, the capital city of Ghana (an LEDC in Africa).

- (i) Using evidence from Fig. 2.3, describe **three** features of the housing shown.

1 .....

.....

2 .....

.....

3 .....

[3]

- (ii) In some LEDCs the government is providing low-cost building materials to people living in squatter settlements like the one shown in Fig. 2.3.

Is this strategy likely to be successful in improving the quality of life for the people who live in squatter settlements? Justify your answer.

.....

.....

.....

.....

.....

.....

.....

.....

[5]





- (c) For a named area you have studied, describe the impacts of rural to urban migration on the rural area.

Name of area .....

[7]

[Total: 25]



\* 0000800000009 \*



9

**BLANK PAGE**



DO NOT WRITE IN THIS MARGIN



0460/13/O/N/24

[Turn over]



**Section B**

Answer **one** question from this section.

- 3 (a) Study Fig. 3.1, a map showing the distribution of areas of hot desert and tropical rainforest.

.....

**Content removed due to copyright restrictions.**

**Fig. 3.1**

- (i) Name the continent which has one long, narrow, hot desert along most of its west coast.

.....

[1]

- (ii) State **two** differences between the distribution of hot deserts and tropical rainforests.

1 .....

.....

2 .....

.....

[2]





- DO NOT WRITE IN THIS MARGIN
- (iii) Give a reason for each of the following features of tropical rainforest vegetation.

tall trees have buttress roots

.....  
.....

some trees have drip tip leaves

.....  
.....

small plants on the forest floor have wide leaves

.....  
.....

[3]

- DO NOT WRITE IN THIS MARGIN
- (iv) Describe **two** characteristics of **hot desert** vegetation. For each characteristic explain how it makes it possible for the vegetation to survive in an area of low rainfall.

characteristic 1 .....

.....  
.....  
.....

characteristic 2 .....

.....  
.....  
.....

[4]





- (b) Study Fig. 3.2, information about the reasons for deforestation of the Amazon and Congo tropical rainforests.

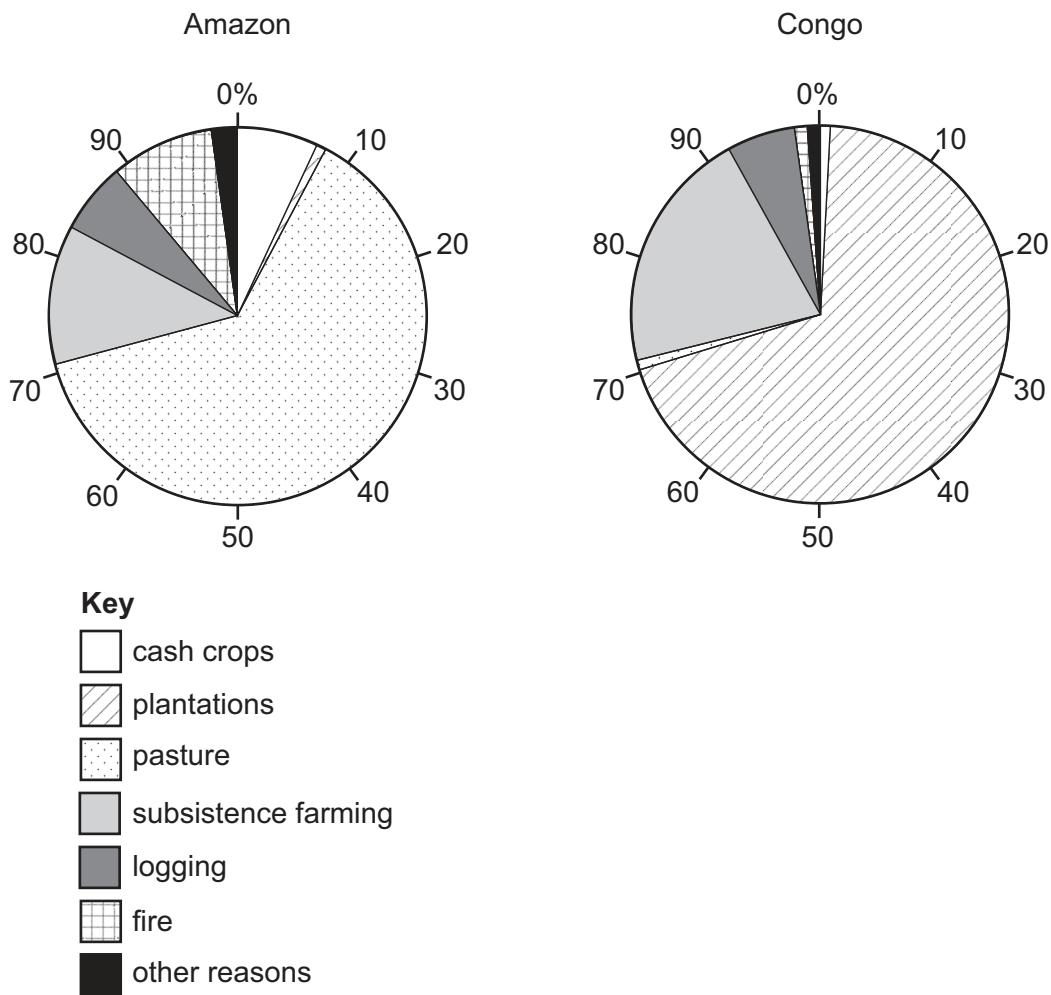


Fig. 3.2

- (i) Using Fig. 3.2, compare the reasons for deforestation in the Amazon and Congo tropical rainforests.  
Do **not** use statistics.

.....  
.....  
.....  
.....  
.....

[3]





(ii) Explain how large-scale deforestation affects the local natural environment of tropical rainforests.

[5]





- (c) Describe and explain the main features of the equatorial climate.

You should include climate statistics.

[7]

[Total: 25]





DO NOT WRITE IN THIS MARGIN





- 4 (a) Study Figs. 4.1 and 4.2. Fig. 4.1 shows information about instruments at a weather station in Karachi, Pakistan. Fig. 4.2 is a relative humidity table.

weather instrument	what it measures	reading on 25 February 2022
maximum-minimum thermometer	highest and lowest temperatures	highest = 30 °C lowest = 16 °C
wet- and dry-bulb thermometer (hygrometer)	relative humidity	dry-bulb = 30 °C wet-bulb = 27 °C
rain gauge	amount of precipitation	0 mm
barometer	atmospheric pressure	1016 mb
wind vane	wind direction	west
anemometer	wind speed	7 km per hour

Fig. 4.1

Content removed due to copyright restrictions.

Fig. 4.2

- (i) What was the diurnal (daily) range of temperature in Karachi on 25 February 2022?

..... °C

[1]

- (ii) Using Figs. 4.1 and 4.2, work out the relative humidity for Karachi on 25 February 2022. You should show your working out in the box provided. [2]

= ..... %





- DO NOT WRITE IN THIS MARGIN
- (iii) Using Fig. 4.1, identify **three** traditional weather instruments which are kept in a Stevenson Screen.

1 .....

2 .....

3 .....

[3]

- DO NOT WRITE IN THIS MARGIN
- (iv) Describe **two** features of a Stevenson Screen. For each feature explain how it ensures that the weather data recorded are accurate.

feature 1 .....

.....

.....

feature 2 .....

.....

.....

[4]





- (b) Study Figs. 4.3 and 4.4, which show displays of data at a weather station on two different days.

1 March 2022

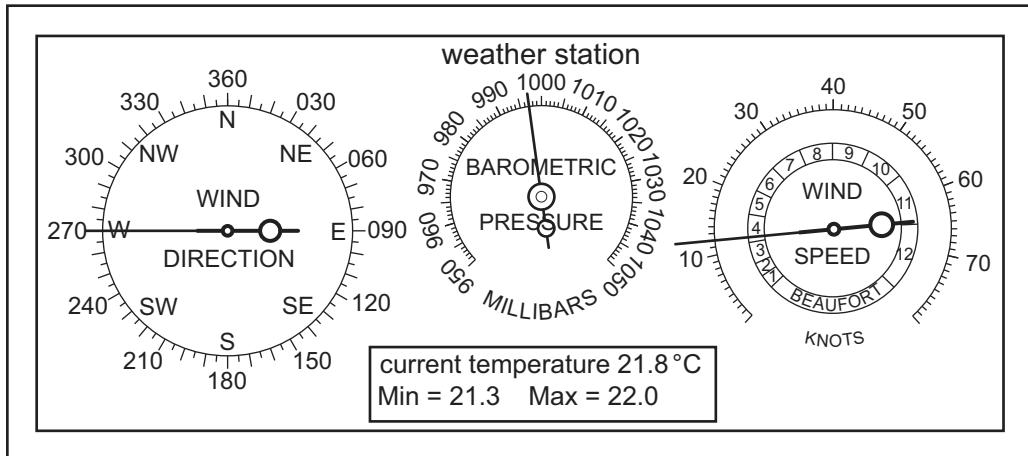


Fig. 4.3

4 March 2022

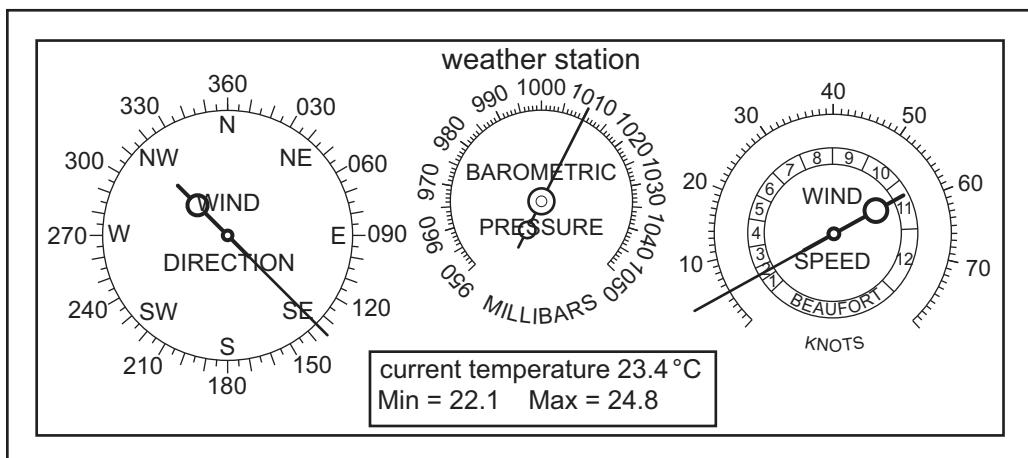


Fig. 4.4

- (i) Describe **three** changes between the weather on 1 March 2022 and 4 March 2022.  
Do **not** use statistics.

1 .....

.....

2 .....

.....

3 .....

.....





(ii) Explain the advantages of using digital instruments to collect weather data rather than using traditional instruments.

[5]





(c) For a named river you have studied, explain the reasons why it floods.

Name of river .....

[7]

[Total: 25]





DO NOT WRITE IN THIS MARGIN





## Section C

Answer **one** question from this section.

- 5 (a) Study Figs. 5.1 and 5.2. Fig. 5.1 is a map showing the route of a railway under construction in Malaysia, Asia.

Fig. 5.2 provides information about the railway.

Fig. 5.3 (Insert) is a photograph showing part of the area where the railway is being built.

**Content removed due to copyright restrictions.**

**Fig. 5.1**

DO NOT WRITE IN THIS MARGIN





DO NOT WRITE IN THIS MARGIN

Work on Malaysia's new East Coast Rail Link is expected to be complete by 2026.

Content removed due to copyright restrictions.

The

second is the Setiu Wetlands that is the main breeding ground for the endangered painted terrapin.

**Fig. 5.2**

- (i) Estimate the distance along the railway line that is under construction between Kota Bharu and Port Klang.  
Underline your answer.

75 km

280 km

650 km

1700 km

[1]

- (ii) Suggest **two** difficulties of building a railway through the area shown in Fig. 5.3.

1 .....

.....

2 .....

.....

[2]

- (iii) Using Fig. 5.2, describe the benefits of building a railway line between Kota Bharu and Port Klang.

.....

.....

.....

.....

.....

[3]

[Turn over]





- (iv) The route of the railway line will avoid Gombak Selangor Quartz Ridge and the Setiu Wetlands. Suggest how this should reduce the environmental impacts.

[4]

- (b)** Study Fig. 5.4 (Insert), which shows examples of transnational corporations (TNCs) in Malaysia.

- (i) Describe **three** typical features of a transnational corporation.

1 .....

.....

2 .....

.....

3 .....

.....

[3]

- (ii) Suggest advantages and disadvantages for Malaysia of having transnational corporations (TNCs) located in the country.

[5]





Refer to named examples.

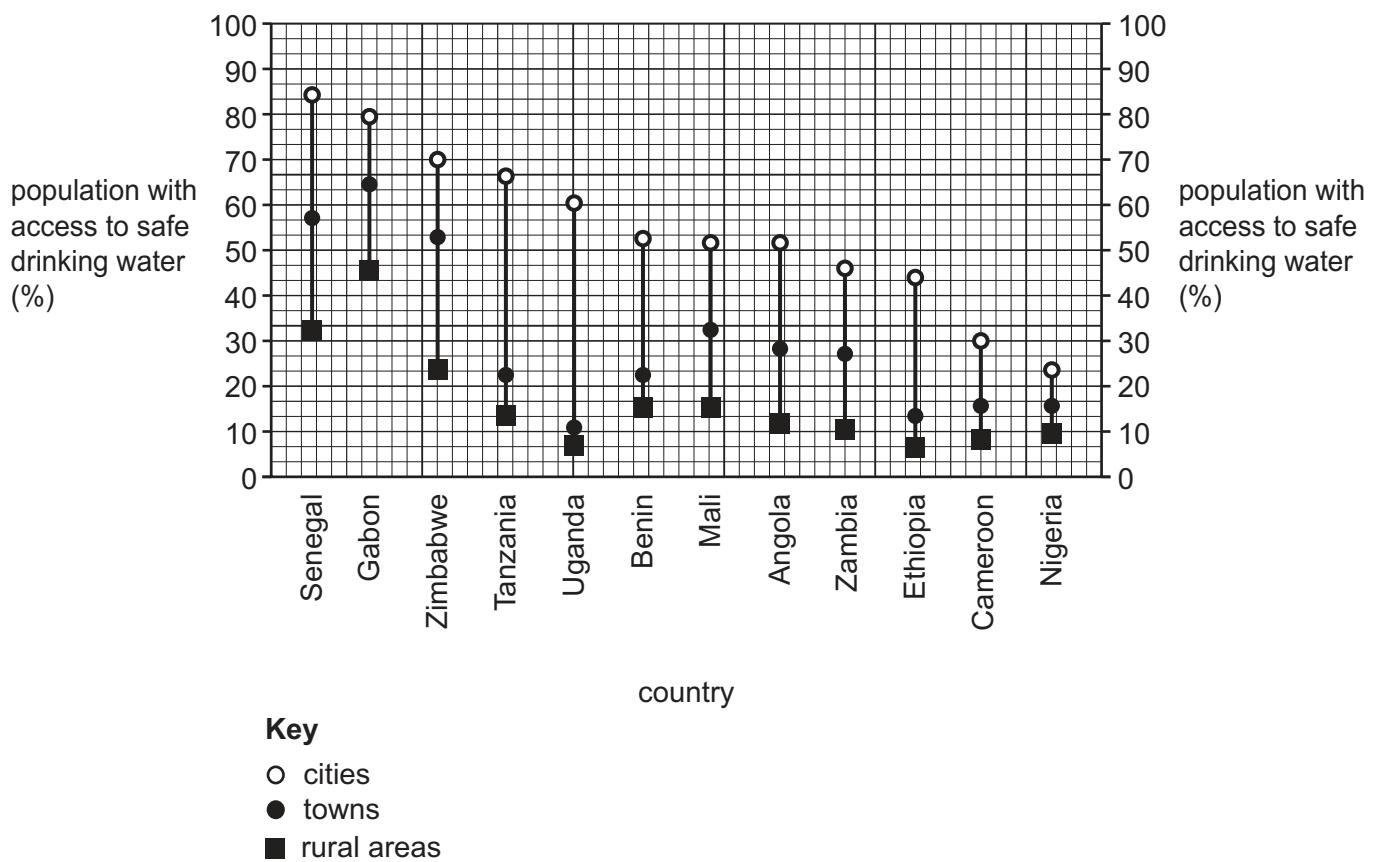
[7]

[Total: 25]





- 6 (a) Study Fig. 6.1, a graph showing information about access to safe drinking water in twelve African countries.



**Fig. 6.1**

- (i) What percentage of people have access to safe drinking water who live in cities in Zimbabwe?

..... %

[1]

- (ii) Name a country where

more than 50% of the population of towns have access to safe drinking water

.....

less than 10% of the population of rural areas have access to safe drinking water.

.....

[2]





- DO NOT WRITE IN THIS MARGIN
- (iii) Compare the access to safe drinking water in Benin and Uganda.  
Do **not** use statistics.

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

- (iv) Explain why it is important to improve access to safe drinking water in LEDCs.

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





- (b) Study Figs. 6.2, 6.3 and 6.4, sketches showing **three** methods of improving water supply in rural areas of Nigeria.

**Content removed due to copyright restrictions.**

**Fig. 6.2**

**Content removed due to copyright restrictions.**

**Fig. 6.3**

**Content removed due to copyright restrictions.**

DO NOT WRITE IN THIS MARGIN





**Content removed due to copyright restrictions.**

**Fig. 6.4**

- (i) Describe the method of water supply shown in each of Figs. 6.2, 6.3 and 6.4.

Fig. 6.2 .....

.....  
.....

Fig. 6.3 .....

.....  
.....

Fig. 6.4 .....

.....  
.....

[3]





- (ii) Some people consider the best method to improve water supply in rural areas of Nigeria is the one shown in Fig. 6.4.

Justify this view by referring to **two** advantages of the method shown in Fig. 6.4 and **one** disadvantage of each of the other two methods.

advantages of Fig. 6.4

.....  
.....  
.....  
.....  
.....  
.....  
.....

disadvantage of Fig. 6.2

.....  
.....

disadvantage of Fig. 6.3

.....  
.....

[5]





(c) For a named country or area you have studied, describe the importance of the different methods which are used to supply **energy**.

Name of country or area .....

[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.

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.

