



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

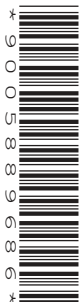
CANDIDATE
NAME

CENTRE
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GEOGRAPHY

Paper 1

0460/12

May/June 2014

1 hour 45 minutes

Candidates answer on the Question Paper.

Additional Materials: 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 page at the end of this booklet. The question number(s) must be clearly shown.

Answer **three** questions.

The Insert contains Photographs A, B and C for Question 2 and Photograph D for Question 4.

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.

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

This document consists of **29** printed pages, **3** blank pages and **1** Insert.

QUESTION 1

- 1 (a) Study Fig. 1, which shows information about four countries which have a low population density.

Country	Total population	Area (sq. kms)	Population density (people per sq. km)
Angola	20 609 294	1 246 700	16.5
Australia	22 730 400	7 702 466	3.0
Finland	5 420 030	303 893	17.8
Mongolia	2 736 600	1 564 100	1.7

Fig. 1

- (i) Using Fig. 1, identify the country which is most sparsely populated.

.....

[1]

- (ii) Using **only** evidence from Fig. 1, explain why countries with a large population may have a lower population density than countries with a smaller population. You should refer to examples and statistics.

.....

[2]

- (iii) Give **three** other reasons why countries may have a low population density.

1

2

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[3]

(b) Study Fig. 2, which shows information about world population and the extinction of species of plants and animals.

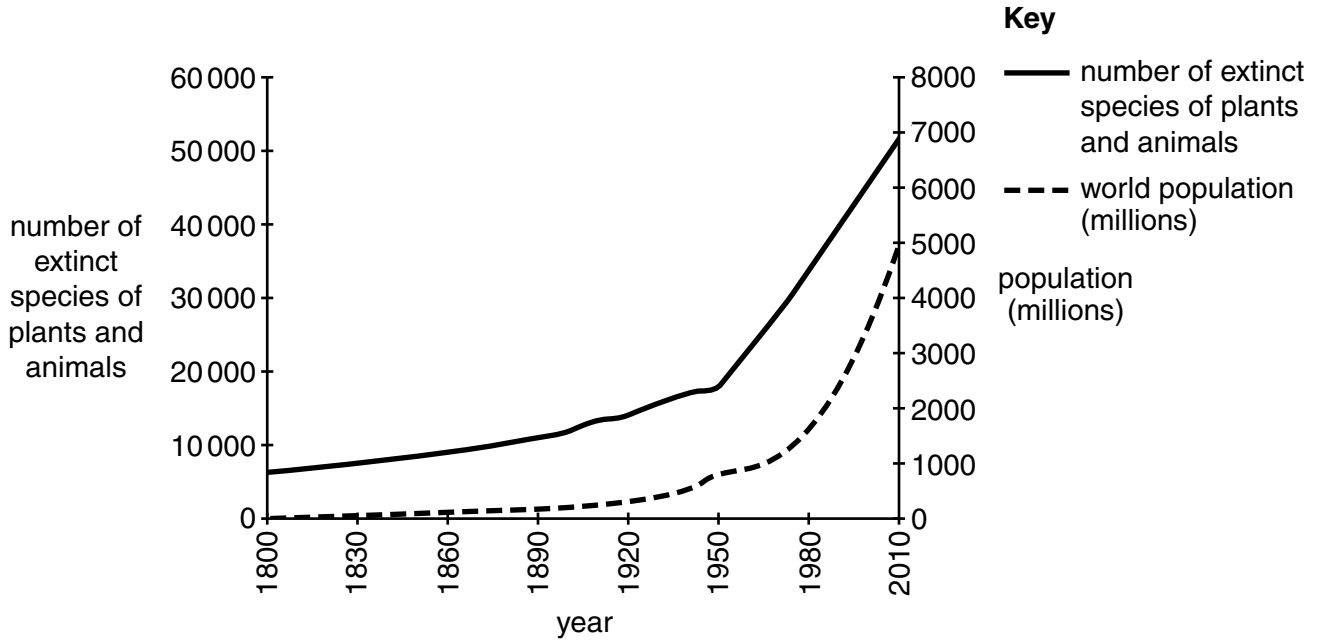


Fig. 2

(i) Describe the relationship between world population and the number of extinct species of plants and animals. You should include statistics and years in your answer.

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- (ii) Explain the relationship between world population and the number of extinct species of plants and animals.

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- (iii) Many areas in the world are now overpopulated.
Describe the problems faced by people in countries which are overpopulated.

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(c) For a named country you have studied, explain why the distribution of its population is uneven.

Name of country.....

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[7]

[Total: 25 marks]

END OF QUESTION 1

QUESTION 2

2 (a) Study Fig. 3, which shows a settlement hierarchy.

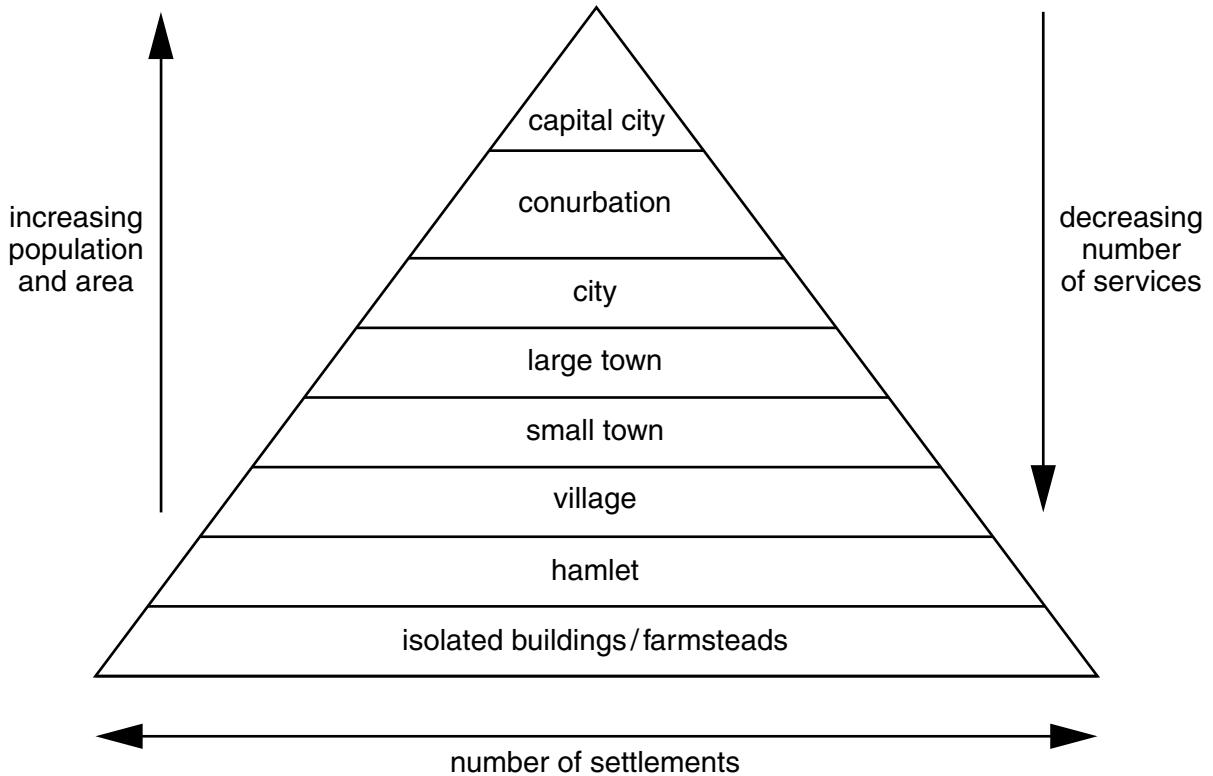


Fig. 3

(i) What is meant by *settlement hierarchy*?

.....
 [1]

(ii) Using evidence from Fig. 3, tick the **two** statements which are true about settlement hierarchies.

the smaller the area of a settlement the larger the population	<input type="checkbox"/>
the larger the size of the settlement the fewer of that type of settlement there are	<input type="checkbox"/>
there are fewer small settlements than large ones	<input type="checkbox"/>
the larger the size of the settlement the greater the number of services found there	<input type="checkbox"/>
the lower down the hierarchy the larger the settlements are	<input type="checkbox"/>

[2]

(iii) Describe **three** ways in which the **type** of services in a large town are likely to differ from those in a village.

1

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..... [3]

(b) Study Photographs A, B and C (Insert), which show three different types of shops in the Central Business District (CBD) of Madrid, the capital city of Spain (MEDC).

(i) For each photograph state whether it shows a specialist shop, a convenience store or a comparison shop.

Photograph A

Photograph B.....

Photograph C..... [3]

(ii) Explain why shops and services in the CBD of a capital city may have a large sphere of influence.

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(iii) In many CBDs there are pedestrian zones.

Explain the benefits and problems of pedestrian zones.

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QUESTION 3

3 (a) Study Fig. 4, which shows information about the area around the Red Sea.

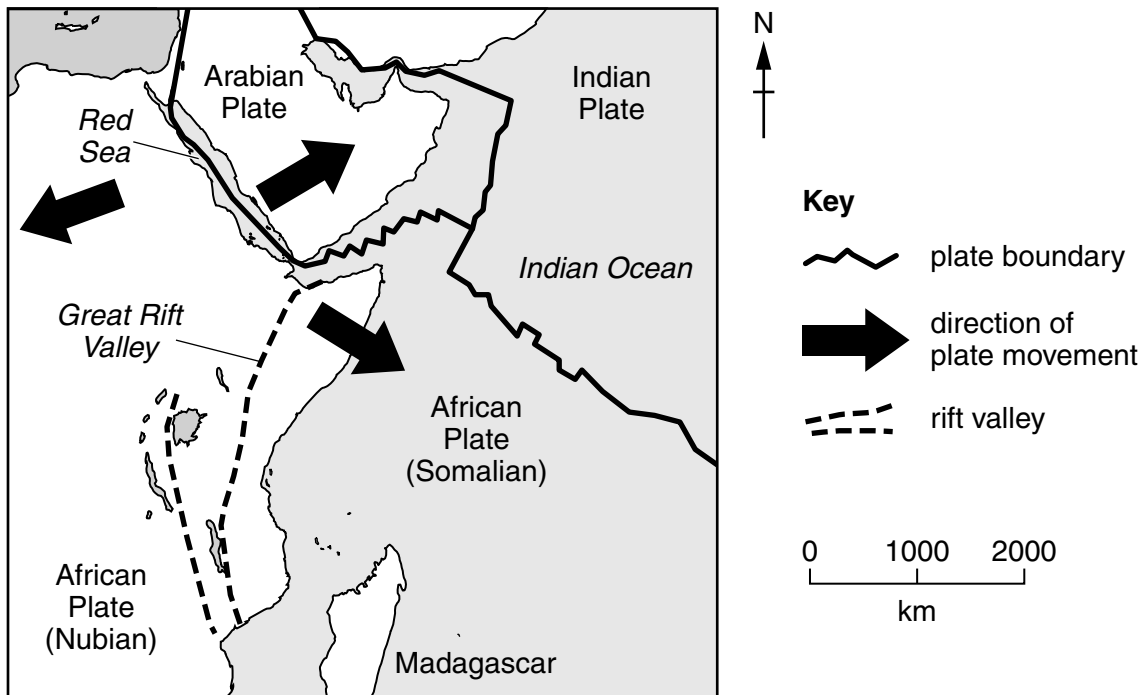


Fig. 4

(i) What type of plate boundary passes through the Red Sea?

Choose from the following:

Conservative Constructive Destructive

..... [1]

(ii) Explain why plate movement, such as that shown on Fig. 4, occurs.

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 [2]

(iii) Explain why earthquakes occur close to plate boundaries.

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 [3]

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

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[4]

(b) Study Fig. 5, a poster displayed in a school in Mumbai, India.

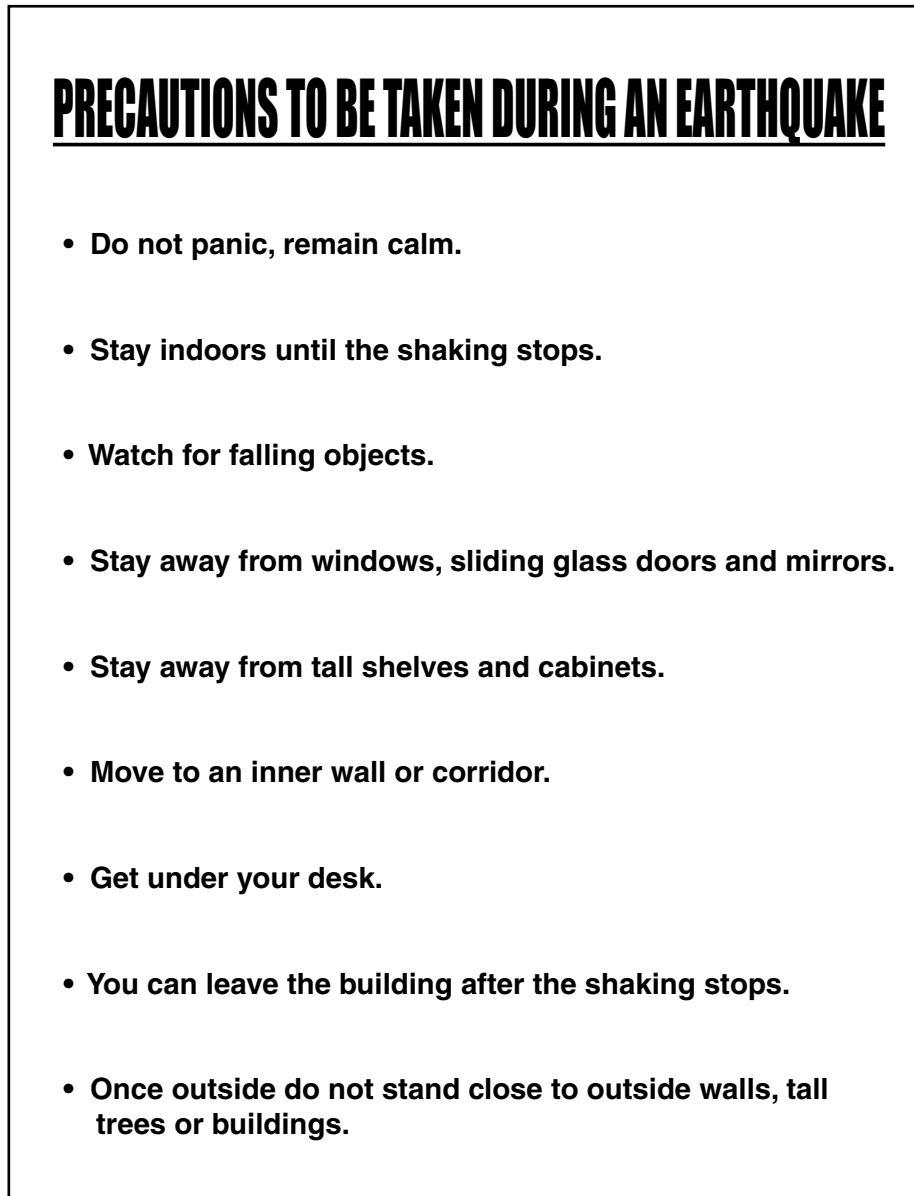


Fig. 5

(i) Explain how the advice given in the poster may reduce the numbers of deaths and injuries if an earthquake occurs.

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- (ii) Explain why earthquakes of the same magnitude (strength) are likely to cause more deaths and injuries in an LEDC than an MEDC.

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QUESTION 4

4 (a) Study Fig. 6 which shows the flood plain of the River Wye in the UK.

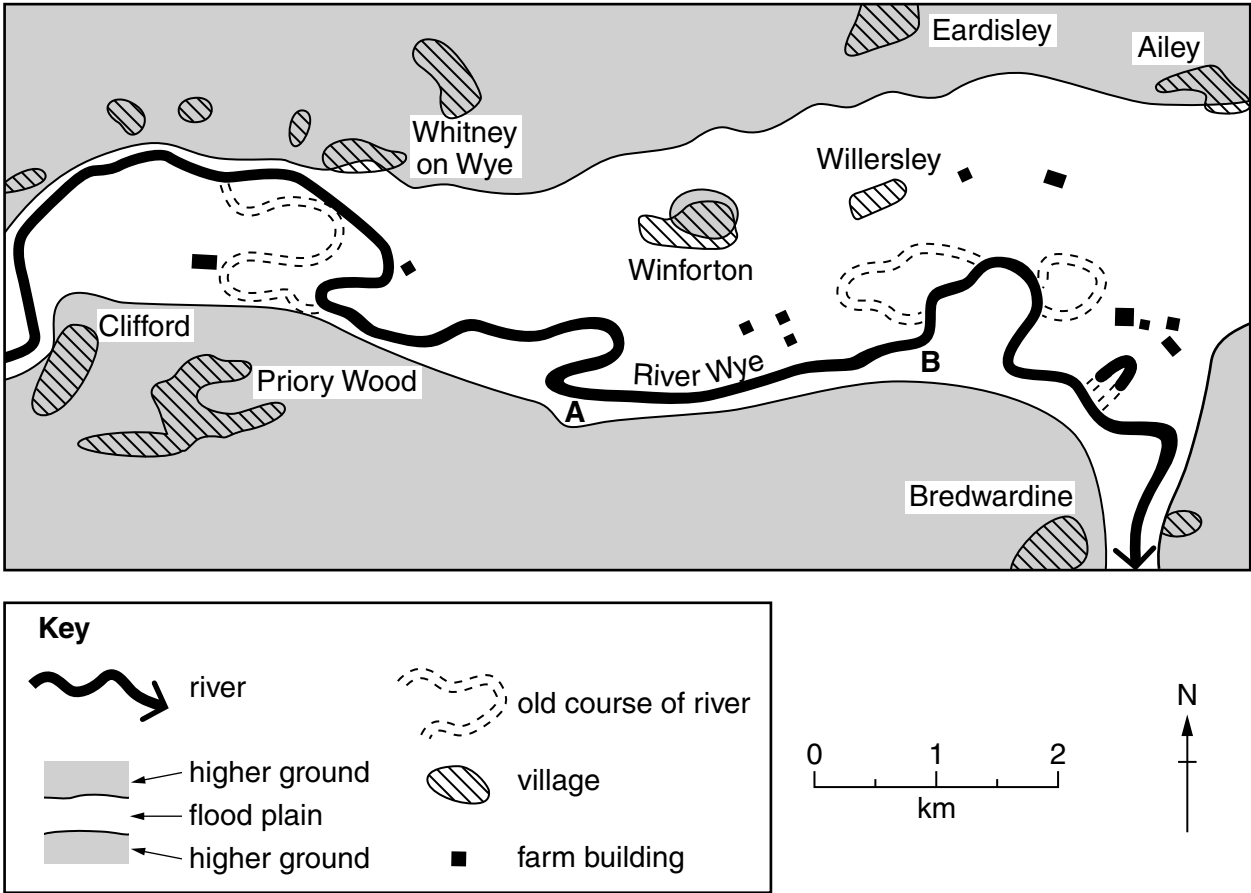


Fig. 6

(i) What is the distance along the river from point **A** to point **B**?
kms [1]

(ii) Identify **two** different pieces of evidence that the river has changed its course.
 1

 2 [2]

(iii) On Fig. 6 mark and label the following:
 - a meander (label M);
 - the village which is most likely to be completely flooded (label V);
 - the farm building most likely to need protection from river erosion (label F).

(iv) Describe the advantages for people of living on a flood plain.

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(b) Study Photograph D (Insert), which shows a river and its valley.

(i) Describe **three** different features of the river and its valley.

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(ii) Explain how the river may erode its banks and bed.

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QUESTION 5

- 5 (a) Study Figs 7A and 7B (page 20), which show information about areas in Italy which attract tourists.

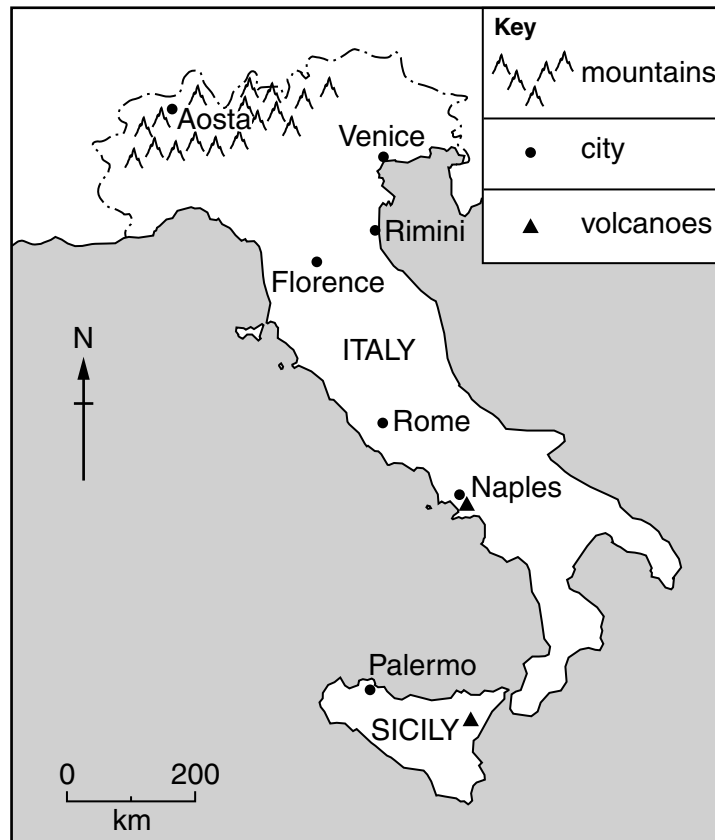


Fig. 7A

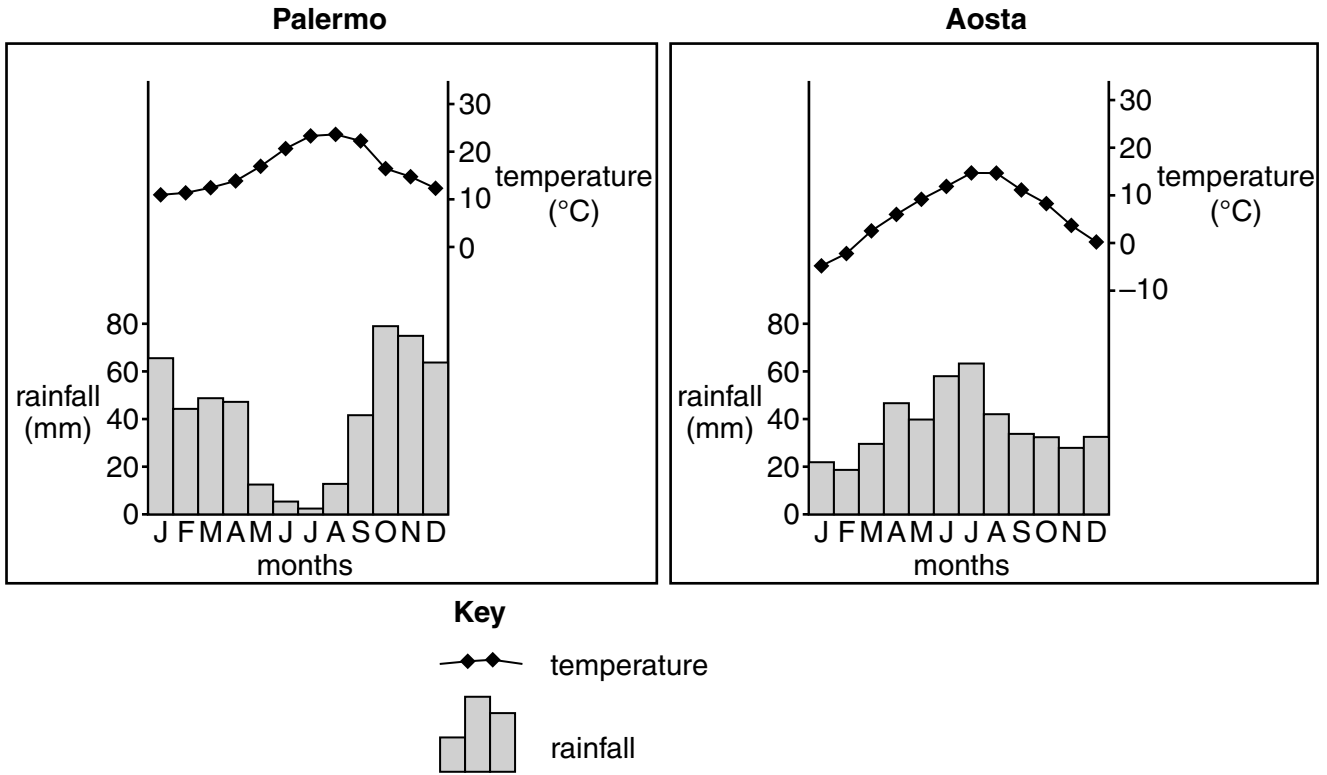


Fig. 7B

(i) Identify from Fig. 7A an example of a physical (natural) attraction which tourists are likely to visit in Italy.

..... [1]

(ii) Italy has many large cities.
State **two** different types of attraction for tourists which are found in many cities.

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(iii) Using **only** evidence from the climate graph for Palermo on Fig. 7B, explain why it attracts large numbers of tourists between May and August.

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(iv) Using Figs 7A and 7B **only**, suggest reasons why Aosta attracts tourists all year round.

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(b) Study Fig. 8, which shows three advantages of tourism for local people.

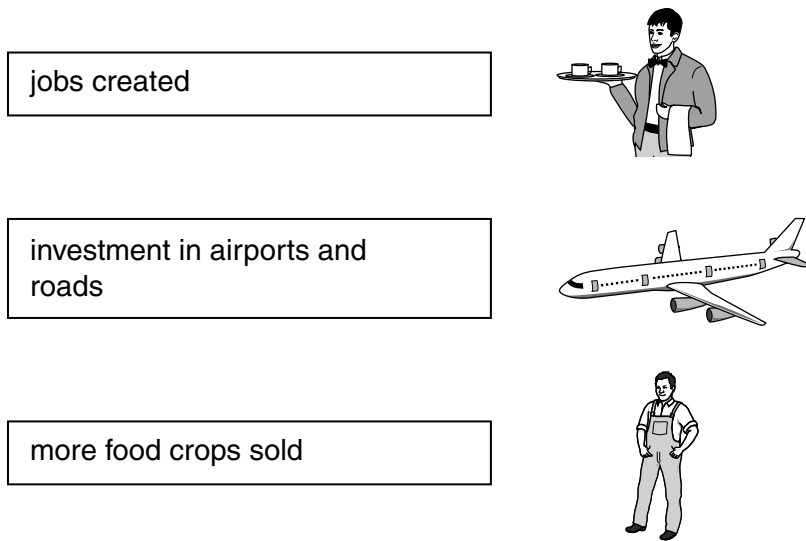


Fig. 8

(i) Explain in your own words how the following benefit **local** people:

more food crops sold;

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jobs created;

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investment in airports and roads.

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(ii) Explain the problems tourism may cause for local people.

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(c) For a named area you have studied, explain how tourism is damaging the natural environment.

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[Total: 25 marks]

END OF QUESTION 5

QUESTION 6

6 (a) Study Fig. 9, which shows information about coffee production in Brazil.

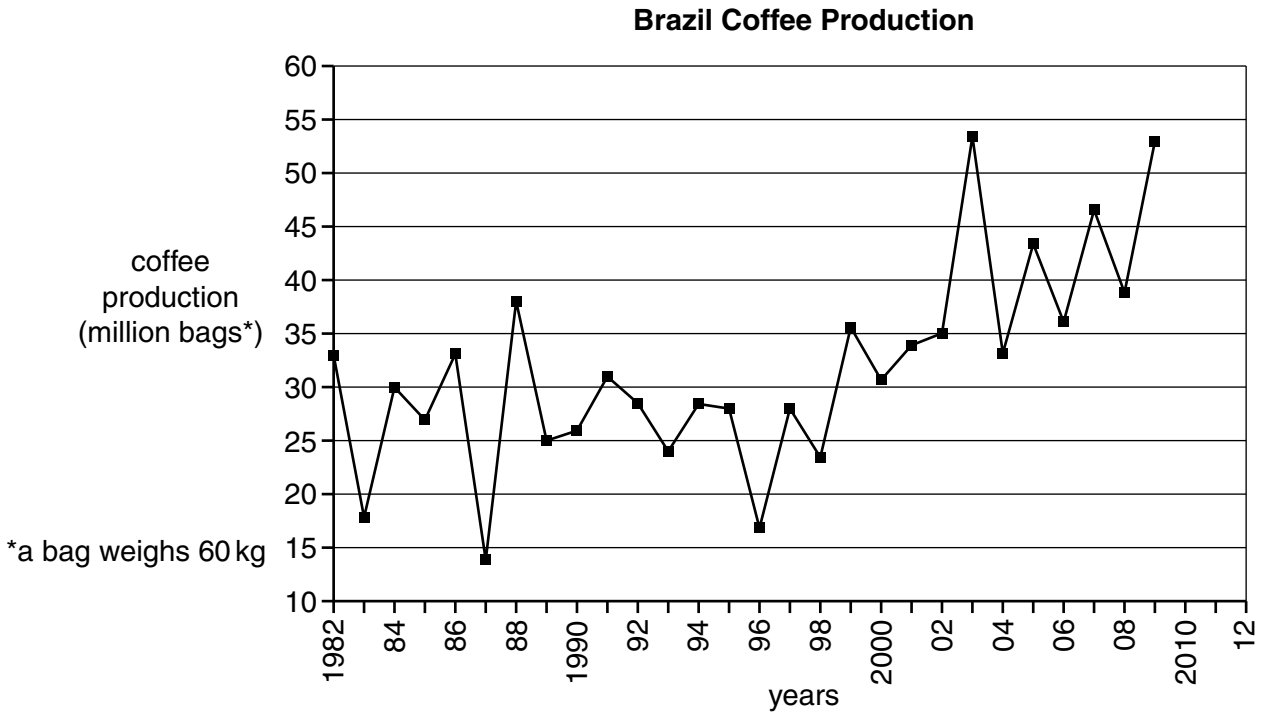


Fig. 9

(i) Coffee production is an example of commercial farming. What is meant by *commercial farming*?

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..... [1]

(ii) Complete Fig. 9 by plotting the following information about coffee production in Brazil.

2010	45 million bags
2011	54 million bags
2012	49 million bags

[2]

(iii) Suggest reasons why coffee production varies from year to year.

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(iv) Describe different methods of soil conservation which can be used by commercial farmers.

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(b) Study Fig. 10, which shows information about where coffee is produced in Brazil.

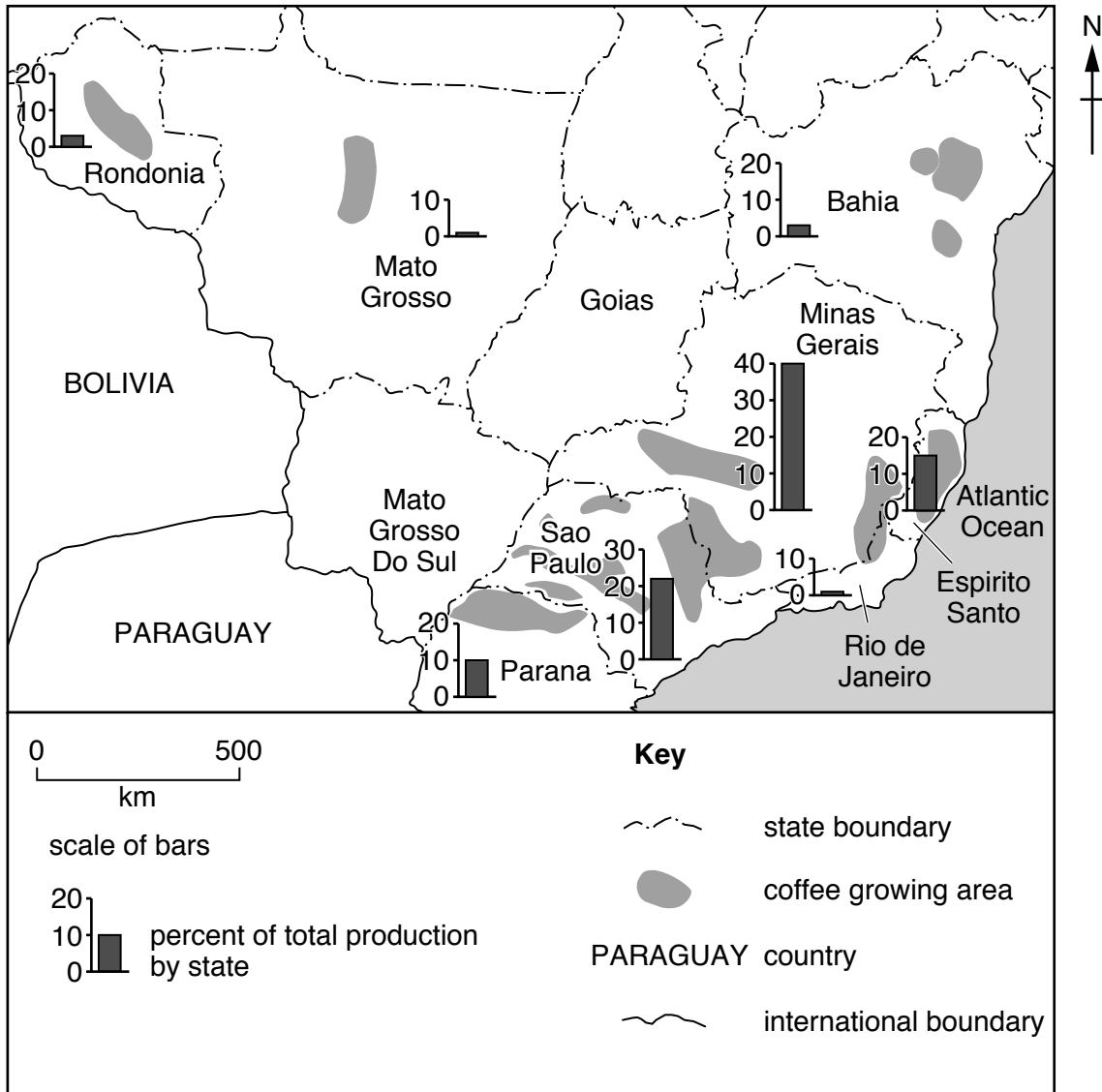


Fig. 10

(i) Describe the distribution of coffee production in Brazil. You should use statistics from Fig. 10 in your answer.

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(ii) Explain why agricultural land use varies from place to place.

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(c) For a named country or area you have studied, describe the impacts of water shortages on the people and economic development.

Name of country or area.....

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[Total: 25 marks]

END OF QUESTION 6

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Copyright Acknowledgements:

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Question 1 Fig. 2	© http://www.biologicaldiversity.org/campaigns/overpopulation/extinction_and_population_graph.html
Question 2 Fig. 3	© http://www.geographylwc.org.uk/GCSE/igcse/Settlement/sethierarchy.html
Question 3 Fig. 4	Adapted from: © The Times; 20 July 2006.
Question 6 Fig. 9	© http://www.commodityandderivativeadv.com/andyftp/Coffee_20110331_rjo.pdf
Question 6 Fig. 10	© http://www.spectrumcommodities.com/education/commodity/kc.html

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