

Cambridge International Examinations

Cambridge International General Certificate of Secondary Education

CANDIDATE NAME				
CENTRE NUMBER		CANDIDATE NUMBER		
GEOGRAPHY			0460/11	
Paper 1		October/November 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 and Fig. 1B for Question 1, and Photographs D and E for Question 3.

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 26 printed pages, 2 blank pages and 1 Insert.



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(a) Study Fig. 1A, which shows information about the population density in Australia, and Fig. 1B (Insert) which shows information about the population distribution in Australia.

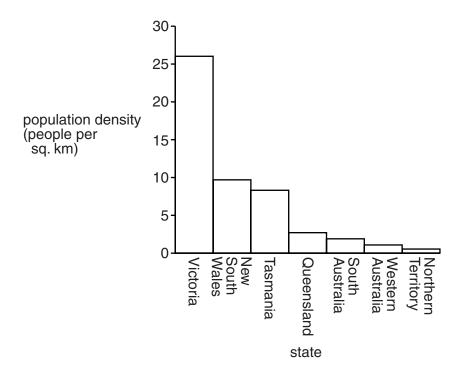


Fig. 1A

(I) Using Fig. 1A, compare the population density of victoria and New South Wales.	
[
ii) What is the difference between population density and population distribution?	
[2	2]
ii) Using Fig. 1B (Insert), describe three features of the distribution of Australia's population	n.
1	
2	
3	
[3]

(b)	Stu	dy Photographs A, B and C (Insert), which show areas which are sparsely populated.
	(i)	Give one reason why each of the areas shown has a low population density. You should choose a different reason for each photograph.
		Photograph A
		Photograph B
		Photograph C
		[3]
	(ii)	Explain how climate can influence population density.
		[4]
	(iii)	Explain why many coastal areas are densely populated.
		r

(c)

For a named country you have studied, explain why it has a high rate of population growth.
Name of country
[7]

[Total: 25 marks]

END OF QUESTION 1

(a) Study Fig. 2, which shows information about the settlement hierarchy in Meath County in the Republic of Ireland.

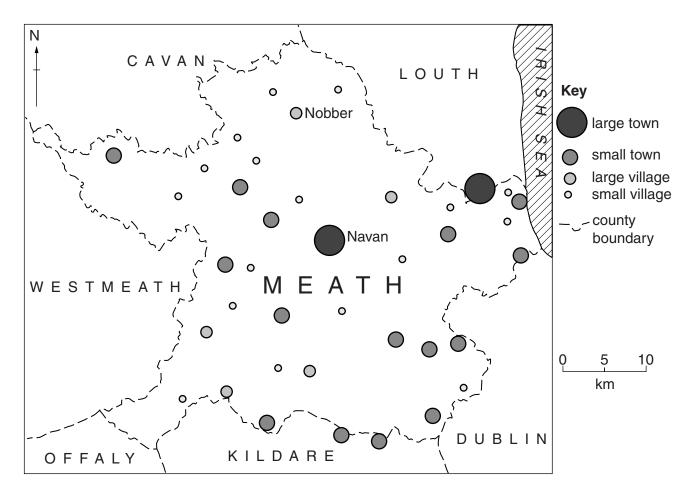


Fig. 2

(i)	What is meant by settlement hierarchy?
	[1]
(ii)	Describe the relationship between settlement size and number of settlements in Meath County. Use evidence from Fig. 2 to support your answer.
	[2]

(iii)	Describe three likely differences between the services in Navan and Nobber.
	1
	2
	3
	[3]
(iv)	Dublin is the capital city of the Republic of Ireland. Suggest reasons why many people who live in Meath County will travel regularly to Dublin, even though it is 50 kilometres away.
	[4]

(b) Study Fig. 3, which shows the advantages of the rural-urban fringe for economic development.

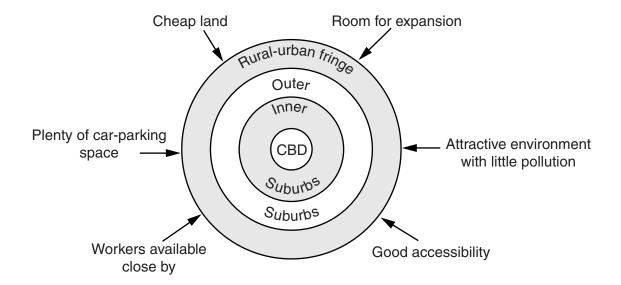


Fig. 3

explain why it is important to a developer who is building an out-of-town shopping centre in the rural-urban fringe.
Advantage 1
Advantage 2
Advantage 3
[3]

Choose three of the advantages shown in Fig. 3. For each of the advantages chosen,

(ii)	Explain the likely impacts of a new out-of-town shopping centre on services in other parts of the urban area.
	15

(c)	For a named example you have studied of a town or city in an MEDC, describe the environmental problems which have occurred in the rural-urban fringe as a result of urban sprawl.
	Name of city
	[7]
	[Total: 25 marks]

(°C)

(a) Study Fig. 4A, a table of data collected at a school weather station in Southern Africa during a week in August.

Day	Maximum temperature (°C)	Minimum temperature (°C)	Relative humidity (%)	Air pressure (mb)	Wind direction	Wind speed (km per hour)
Sunday	10	5	74	1014	NW	2
Monday	13	7	98	992	NW	12
Tuesday	11	4	97	996	W	9
Wednesday	9	3	72	1004	S	4
Thursday	8	3	66	1012	SW	2
Friday	12	4	63	1018	NW	2
Saturday	10	6	59	1020	W	1

Fig. 4A

Which day had the highest range of temperature?

[1]

Using Fig. 4A, complete the graph below (Fig. 4B) which shows maximum and minimum (ii) temperatures.

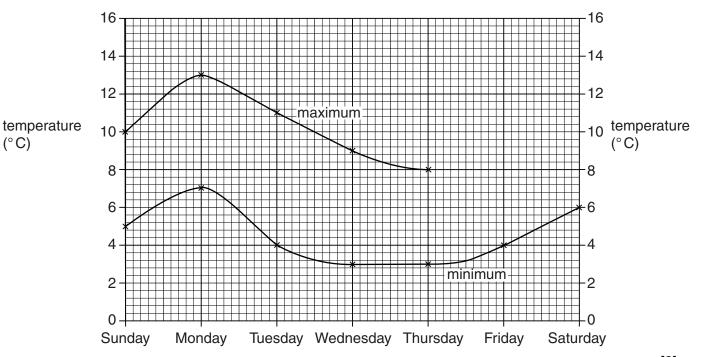


Fig. 4B

(111)	following instruments:	n Fig. 4A which is measured by each of	tne
	Wind vane		
	Barometer		
	Wet and dry bulb thermometer (hygrometer)	[3]
(iv)	Describe how information about the amount	t of precipitation (rainfall) can be collected	
			[4]

(b)	Stu	dy Photographs D and E (Insert), which show different types of cloud.	
	(i)	Describe three differences between the clouds shown in Photographs D and E.	
		1	
		2	
		3	
			[3]
	(ii)	Explain why more cloud forms in tropical rainforest areas than in tropical deserts.	
			[5]

(c)	For a named country or area where drought occurs, describe its impacts on people and the natural environment.
	Country or area
	[7]
	[Total: 25 marks]

(a) Study Fig. 5, which shows major plates and zones of tectonic activity.

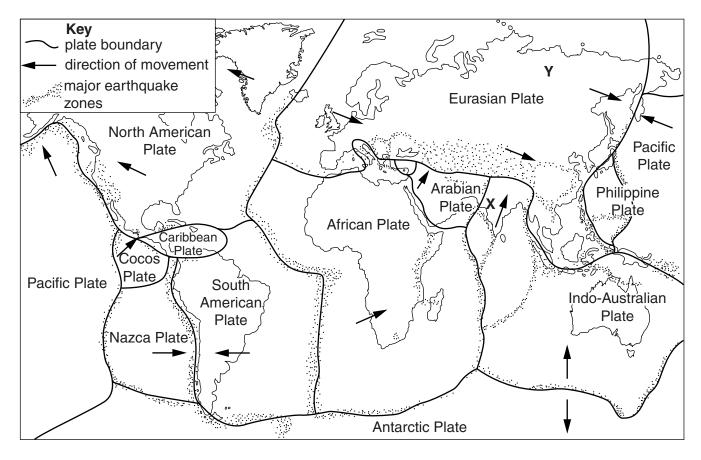


Fig. 5

(i)	What is a tectonic plate?	
	[
(ii)	On Fig. 5 label the following:	
	a constructive (divergent) boundary (label with "P");	
	a destructive (convergent) boundary (label with "Q").	[2]
(iii)	Explain fully why major earthquakes are more likely to occur in the area marked ${\bf X}$ of Fig. 5 than in the area marked ${\bf Y}$.	on
		•••
	·	

(iv)	Explain why volcanic erupti	ons occur on destructive (c	convergent) plate boundaries.
			[4
(b) Stu	dy Fig. 6, an article about a	natural disaster.	
	c activity triggers a sudden gases rise to the surface.		NOT TO SCALE
			Gas cloud blows across the land and kills or injures those who come into contact with it.
	LAKE NYOS		
			Site of gas release
② Gases co	llect in	Hot magma releases gases. • Hydrogen sulphide	Bamenda CENTRAL CAMEROON (AFRICAN Yaounde REP.
lake bed s		Carbon dioxide Carbon monoxide	GUINEA GABON CONGO
	people died in their		0 250 500 km
Nyos eru	en the volcanic Lake upted on Thursday ending a cloud of		
poisonous	s gases into the air. ficial death toll rose		
military re	to 1,534, although eports put the figure		
	er 300 victims were		
_	ated in hospital for urns after breathing mes.		

(i)	Describe the processes which caused the disaster shown in Fig. 6.
	[3]
(ii)	Explain why people continue to live in areas of volcanic activity.
	[5]

(c)

Describe the impacts of an earthquake on an area you have studied.
Area where earthquake occurred
[7]
[Total: 25 marks]

(a) Study Fig. 7, which shows information about the main export earnings of Switzerland (an MEDC) in 2011.

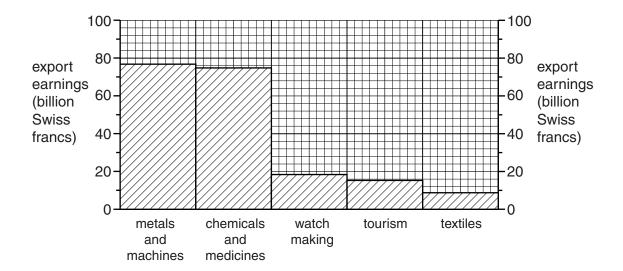


Fig. 7

(i)	How much was earned from tourism in Switzerland in 2011?	
	billion Swiss Francs	[1]
(ii)	Describe two ways in which tourism can earn money for a country.	
	1	
	2	
		[2]
(iii)	Give three different ways in which tourism creates employment.	
	1	
	2	
	3	
		เสา

((iv) Explair	ı why tourism	n leads to	o the developr	nent of a co	untry's infrastruc	ture.
							[4
/I- \	Ot at 51 0						_
(D)	Study Fig. 8	, wnich shov	vs an are	ea in Switzeria	nd wnich at	tracts many tour	ISTS.
Key							N
	land over 1000 m					Lake/	
	land below 1000 m	~ <u>-</u>			/	Brienz	
	mountain		_ake_ Thun	Interlaken	\[\frac{1}{2} - \frac{1}{2} \]		
-	summit	***			‡		
	glacier (ice and		777	111111	******	++++++	# # # # # # # # # # # # # # # # # # #
*بر	snow)				\ †	engen NR	Grindelwald
M R	railway mountain			Lauterbru	nnen 🔭	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	
IVI I	railway				Z	Eiger	
***	cable car			Schilthorn		7777	
TAKKA	chair lift			3500m ▲•••	Mürren	Jungfrau - /	シンジン
	lake	0	5	10		4166m	
Mürren	village/ town		km				- 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1
				Eig 0			

Fig. 8

(i)	Identify three different natural (physical) attractions for tourists in the area shown Fig. 8.	wn by
	1	
	2	
	3	[3]

	(ii)	Suggest how tourism can cause problems for residents of towns like Interlaken.
		[5]
(c)	For	a named country or area you have studied, describe the impacts of tourism on the natural
	envi	ronment.
	Nan	ne of area or country
		[7]

[Total: 25 marks]

(a) Study Fig. 9, which shows access to safe water and energy consumption per person in selected countries.

Country Bolivia (LEDC)		Population with access to safe water (percentage)	Energy consumption per person (kgs oil equivalent)
		83	480
Canada	(MEDC)	100	7100
Ecuador (LEDC)		85	726
Mexico	(LEDC)	77	1437
Nicaragua	(LEDC)	79	250
USA	(MEDC)	100	6700

Fig. 9

(i)	Identify the country shown on Fig. 9 with the lowest percentage of the population with access to safe water.	h
	[1]
(ii)	Compare the energy consumption per person in Canada and Ecuador. You should us statistics in your answer.	е
	[2	
(iii)	Explain why more energy is used per person in MEDCs than in LEDCs.	
	[3	₹1

(iv) Suggest reasons why it is important for LEDCs to improve water supplies.				
		•		
		• •		
		••		
		• •		
		• •		

(b) Study Fig. 10, which shows information about water supply in Southern California (USA) in 1990 and 2020 (estimated).

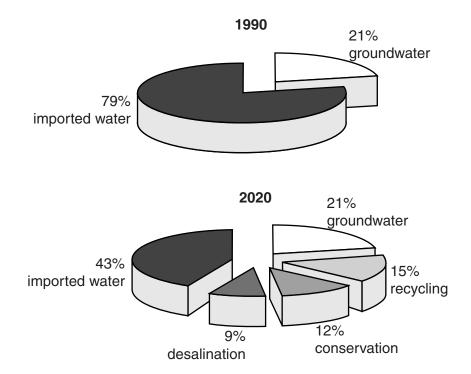


Fig. 10

(i)

What is meant by the following methods of water supply?	
Use of groundwater	
	••••
Desalination	
	••••
Recycling	
	[3]

(ii)	The conservation of water is becoming increasingly important. Describe methods which can be used to conserve water.
	re-

(c)	For a named area or country you have studied, describe how it obtains its energy.
	Name of area or country
	[7]

[Total: 25 marks]

Additional Page

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.		

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Copyright Acknowledgements:

Question 1 Fig. 1B © http://sgrhs.unisa.edu.au/student/prep_rural_prac/1-major_issues.htm

Question 1 Photographs A–C S. Sibley © UCLES.

Question 2 Fig. 2 http://www.meath.ie/CountyCouncil/Publications/PlanningandDevelopmentPublications/CountyMeathDevelopmentPlan2007-

2013-Adopted/

Question 2 Fig. 3 http://igeogers.weebly.com/changing-hic-cities.html

Question 3 Photographs D-E S. Sibley © UCLES.

Question 6 Fig. 10 http://www.westbasin.org/water-reliability-2020/planning/water-reliability

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