Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME	
CENTRE NUMBER	CANDIDATE NUMBER

7243028446

GEOGRAPHY **0460/12**

Paper 1 **February/March 2017**

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 pages at the end of this booklet. The question number(s) must be clearly shown.

Answer **three** questions, **one** from each section.

The Insert contains Photograph A for Question 2, Fig. 5 and Photograph B for Question 3, Photograph C for Question 5 and Photograph D for Question 6.
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.

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

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 **27** printed pages, **1** blank page and **1** Insert.

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CAMBRIDGE International Examinations

Section A

Answer **one** question from this section.

QUESTION 1

1 (a) Study Fig. 1, which shows information about international migration to four MEDCs.

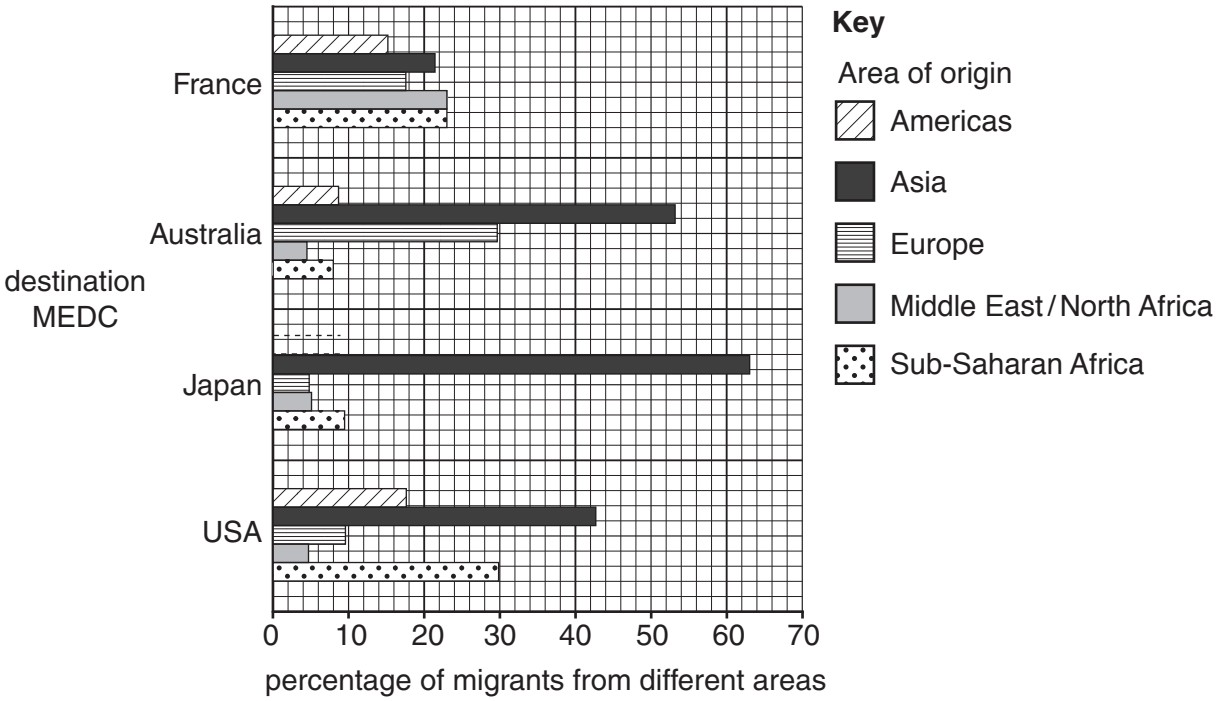

Fig. 1

(i) Complete the bar for Japan to show the following information:

20% of migrants to Japan are from the Americas. [1]

(ii) Identify the country which attracts:

– the greatest percentage of migrants from Asia; .....

– the same percentage of migrants from the Middle East / North Africa and Sub-Saharan Africa. ..... [2]

(iii) Using evidence from Fig. 1 **only**, compare the pattern of international migration to France and the USA.

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(iv) Suggest reasons for the percentages of people who migrate to France and the USA from different areas.

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(b) Study Fig. 2, which shows information about migrant workers in Qatar.

Amnesty International has criticised Qatar's construction sector as work begins on building the stadiums for the 2022 football World Cup.

Amnesty International states that migrant workers in Qatar, one of the richest countries in the world, often do not get paid their wages, work in dangerous conditions and live in poor-quality accommodation.

A recent report includes statements from Nepalese workers employed by a company delivering supplies to a construction project. The workers said they were "treated like animals", working up to 12 hours a day, seven days a week, during Qatar's hot summer months.

Migrant workers have to live in labour camps which are overcrowded. The toilet and washing facilities are so basic and dirty that some men use buckets of water to wash.

One migrant worker from Nepal said, "The company I work for doesn't care about us. We don't get safety shoes, helmets, safety gloves, good accommodation or good food. Also our pay is low – only US$9 per day – and we often work seven days per week".

Fig. 2

(i) Using Fig. 2 **only**, identify **three** different difficulties faced by migrant workers in Qatar.

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(ii) Suggest reasons why, despite these difficulties, many workers migrate to Qatar from LEDCs such as Nepal, India and Bangladesh.

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(c) For a named country you have studied, explain why rapid **natural** population growth is taking place.

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[Total: 25 marks]

END OF QUESTION 1

QUESTION 2

2 **(a)** Study Fig. 3 and Photograph A (Insert). Fig. 3 shows information about an improvement project in Porto, a city in Portugal (an MEDC in Europe). Photograph A (Insert) shows an area of housing in the Bairro da Sé district in Porto.

The Porto Urban Pilot Project focused on the historic "Bairro da Sé" district, close to the centre of the city. The neighbourhood had been one of the most deprived districts in Porto, with poor-quality housing, overcrowding, high crime rates and drug abuse. The project aimed to solve these problems through measures designed to improve the urban environment, create economic activity in the area and integrate the socially excluded into neighbourhood life. At the same time, the project aimed to introduce measures which fully respected, maintained and even enhanced the area's cultural identity and heritage.

Fig. 3

(i) In which **one** of the following urban zones is Bairro da Sé?

Underline your answer.

Central Business District (CBD) Inner city

Outer suburbs Rural-urban fringe [1]

(ii) Using Fig. 3 **only**, identify **two** urban problems in Bairro da Sé.

1 .....

2 .....[2]

(iii) Part of Bairro da Sé is shown in Photograph A (Insert). Describe **three** features of the housing shown.

1 .....

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2 .....

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(b) Study Fig. 4, which shows statistics about housing in Porto and Lisbon (the capital city of Portugal).

	Percentage of housing in Porto	Percentage of housing in Lisbon
Very run-down housing	7.8	7.2
Houses needing major repair	2.4	2.0
Overcrowded housing	14.2	24.5
Houses lacking water supplies	9.9	6.3
Houses without a bath or shower	12.8	8.8

Fig. 4

(i) Using evidence from Fig. 4 **only**, identify the city which has the poorest quality housing. Justify your answer.

Name of city .....

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(ii) Explain why many people live in poor-quality housing in urban areas.

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(iii) Describe attempts which have been made to reduce housing problems in urban areas.

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(c) For an urban area you have studied, describe a change in land use which has taken place and explain its impacts.

Name of urban area .....

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[Total: 25 marks]

END OF QUESTION 2

Section B

Answer **one** question from this section.

QUESTION 3

3 **(a)** Study Fig. 5 (Insert), which is a map of the Kelantan drainage basin in Malaysia (an LEDC in Asia).

(i) What is meant by a *drainage basin*?

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.....[1]

(ii) In December 2014 flooding occurred in many parts of the Kelantan drainage basin. Using evidence from Fig. 5 **only**, suggest **two** reasons why flooding is more likely in area **X** than **Y**.

1 .....

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2 .....

.....[2]

(iii) Suggest **three** different hazards which are likely to have been caused by flooding in area **X** in December 2014.

1 .....

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2 .....

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3 .....

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(iv) Explain why many people still live in places like area **X**, even though flooding is likely to occur.

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(b) Study Photograph B (Insert), which shows a meander.

(i) Describe the features shown on Photograph B which are typical of a meander.

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(ii) Explain why both erosion **and** deposition are likely to occur on the meander shown in Photograph B.

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(c) For a named river you have studied, describe what has been done to reduce the risk of flooding.

Name of river .....

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[Total: 25 marks]

END OF QUESTION 3

QUESTION 4

4 (a) Study Fig. 6, which shows a cross section of an area affected by an earthquake.

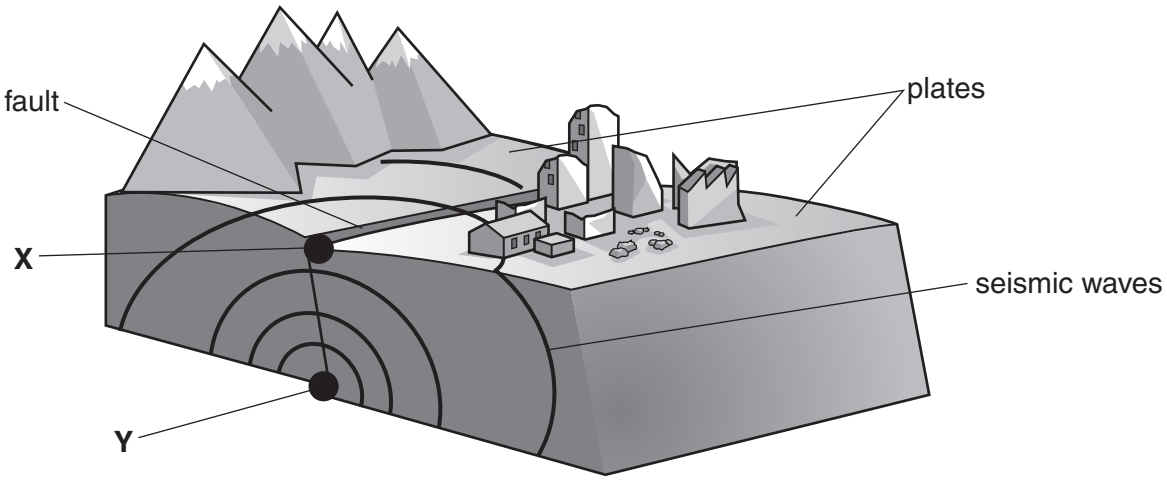

Fig. 6

(i) Tick the **one** statement in the table below which is the correct definition of an earthquake.

A fracture in the rocks which make up the Earth's crust	
A weakness in the Earth's crust through which molten magma erupts	
Large slabs of rock which make up the outer layer of the Earth's surface	
The shaking of the ground caused by sudden movement in the Earth's crust	

[1]

(ii) Identify the features of an earthquake labelled **X** and **Y** on Fig. 6.

X .....

Y ..... [2]

(iii) Describe **three** different hazards faced by people who live in areas affected by earthquakes.

1 .....

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(iv) State and explain **two** ways which can be used to reduce the impacts of earthquakes.

1 .....

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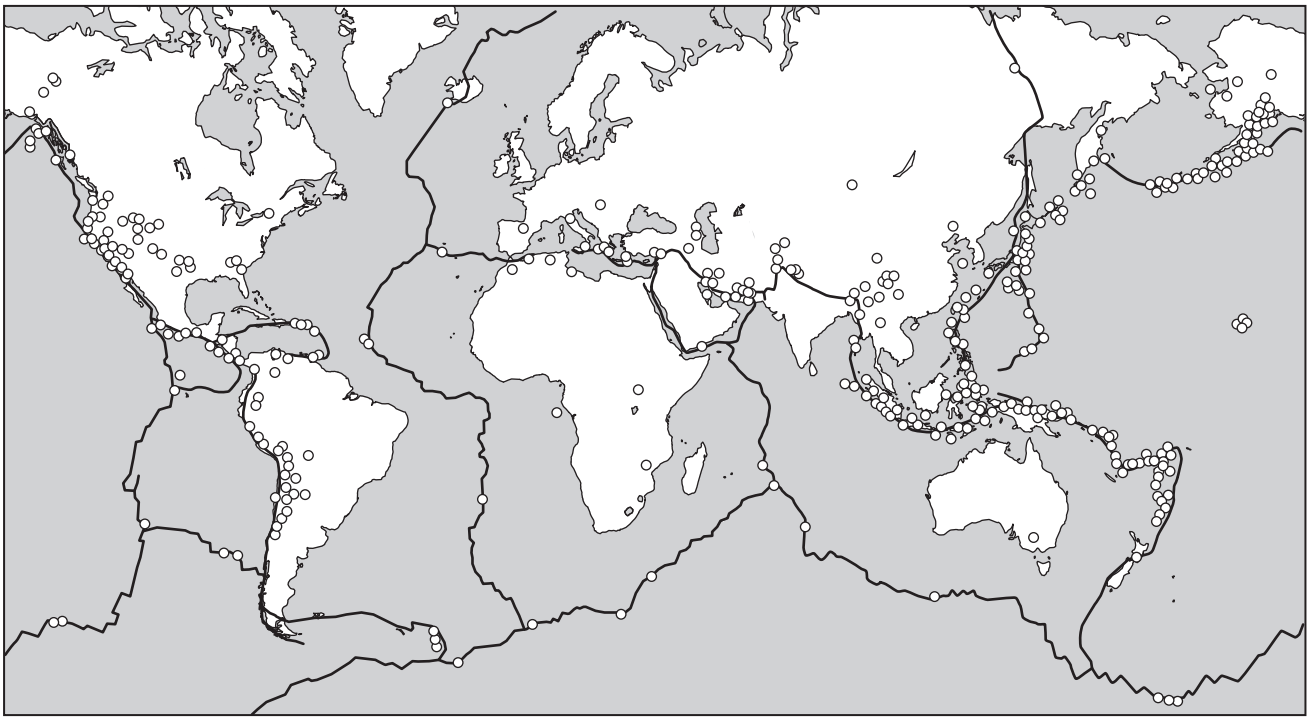
(b) Study Fig. 7, which shows the global distribution of earthquakes (of 2.5 or more on the Richter Scale) between April 16th and May 13th 2013.



Key

earthquake of 2.5 or more on Richter Scale

plate boundary

Fig. 7

(i) The global distribution of earthquakes is uneven.
Describe the distribution of earthquakes shown on Fig. 7.

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(ii) Explain why the global distribution of earthquakes is uneven.

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(c) Another natural hazard is a volcanic eruption.
For a named volcano you have studied, explain the causes of an eruption.

Name of volcano .....

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[Total: 25 marks]

END OF QUESTION 4

TURN PAGE FOR QUESTION 5

Section C

Answer **one** question from this section.

QUESTION 5

5 **(a)** Study Figs. 8A and 8B, which are maps showing information about domestic and international tourism in India.

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(i) Complete Fig. 8B using the following information. Use the key provided.

The percentage of international tourists visiting Maharashtra is 21%. [1]

(ii) Explain the difference between the terms *domestic* and *international* tourist.

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.....[2]

(iii) Using Figs. 8A and 8B **only**, name a state which:

– has between 10.1% and 20% of both domestic and international tourists;

.....

– has a greater percentage of international than domestic tourists;

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– has the largest percentage of domestic tourists.

..... [3]

(iv) Explain why the growth of tourism in an area leads to the development of its infrastructure.

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(b) Study Photograph C (Insert), which was taken in Mauritius, an island in the Indian Ocean which is visited by many tourists from countries in Europe, such as the UK and Germany.

(i) Describe the **physical** attractions for tourists from Europe which are shown in Photograph C.

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(ii) Explain how the human landscape can also attract tourists to an area.

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(c) For a named area you have studied, describe the problems caused by tourism for local people and the local natural environment.

Name of area .....

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[Total: 25 marks]

END OF QUESTION 5

QUESTION 6

6 (a) Study Fig. 9, which shows information about the employment structure of two European countries, France and Italy.

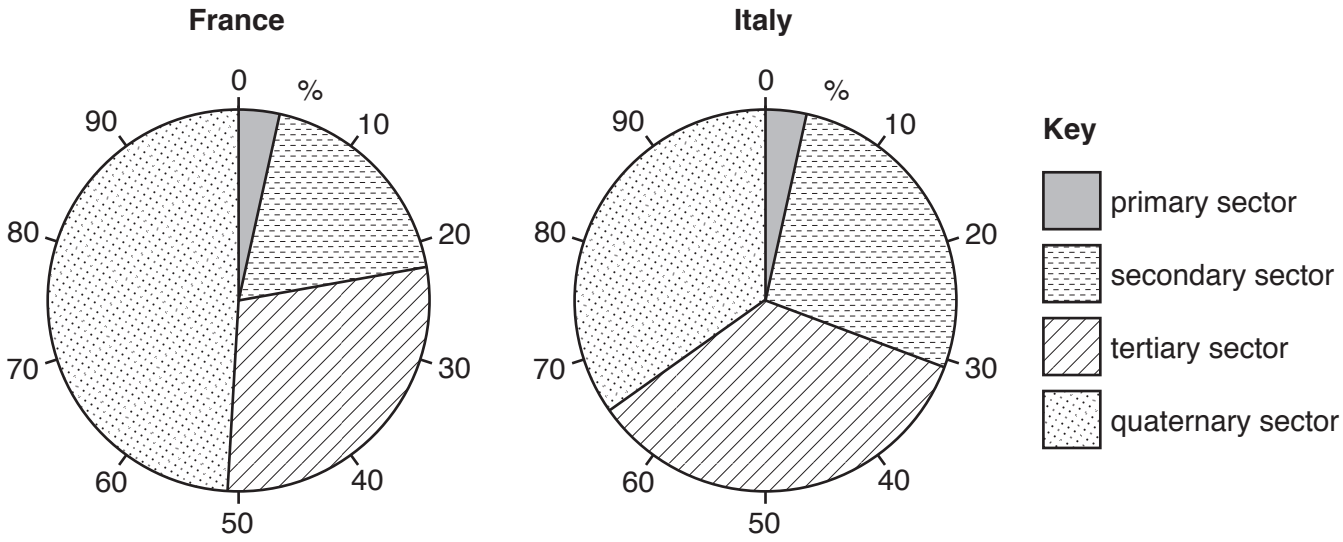

Fig. 9

(i) What percentage of the workforce of France is employed in the secondary sector?

..... % [1]

(ii) Which sector:

– employs the smallest percentage in both France and Italy;

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– employs a larger percentage of the workforce in France than in Italy?

..... [2]

(iii) Match each example of a job in the table below with the correct sector by using arrows. The first one has been completed for you.

Example of job	Sector
School teacher	Primary
Research worker for a firm making computer software	Secondary
Workers harvesting tea on a plantation	Tertiary
Worker on the production line in a factory making jam.	Quaternary

[3]

(iv) Explain why quaternary industry has become important in countries where economic development is rapid.

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(b) Study Photograph D (Insert), which was taken in Madeira, an island in the Atlantic Ocean.

(i) State **three** different types of job created by the economic activity shown in the photograph.

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2 .....

3 .....[3]

(ii) Suggest how the economic activity shown in Photograph D could pose threats to the natural environment.

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(c) For an example of an economic activity in a named area you have studied, describe how the threats to the natural environment are being managed.

Name of area .....

Economic activity .....

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[Total: 25 marks]

END OF QUESTION 6

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.

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