



# Cambridge IGCSE®

CANDIDATE  
NAME

CENTRE  
NUMBER

--	--	--	--	--

CANDIDATE  
NUMBER

--	--	--	--



## GEOGRAPHY

0460/01

Paper 1 Geographical Themes

For examination from 2020

SPECIMEN PAPER

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 **32** pages. Blank pages are indicated.



## Section A

Answer **one** question from this section.

- 1 (a) Study Fig. 1.1, which shows information about the birth and death rates of three countries in 2013.

Country	Birth rate (per 1000 of population)	Death rate (per 1000 of population)
Kuwait	20.9	2.1
South Africa	19.3	17.2
Vietnam	16.8	5.9

**Fig. 1.1**

- (i) What is meant by *South Africa has a death rate of 17.2*?

.....  
 .....  
 ..... [1]

- (ii) Using Fig. 1.1, identify the following:

– the country with the lowest birth rate; .....

– the country with the highest rate of natural population growth. .... [2]

- (iii) Give **three** reasons why death rates vary from country to country.

1 .....

.....

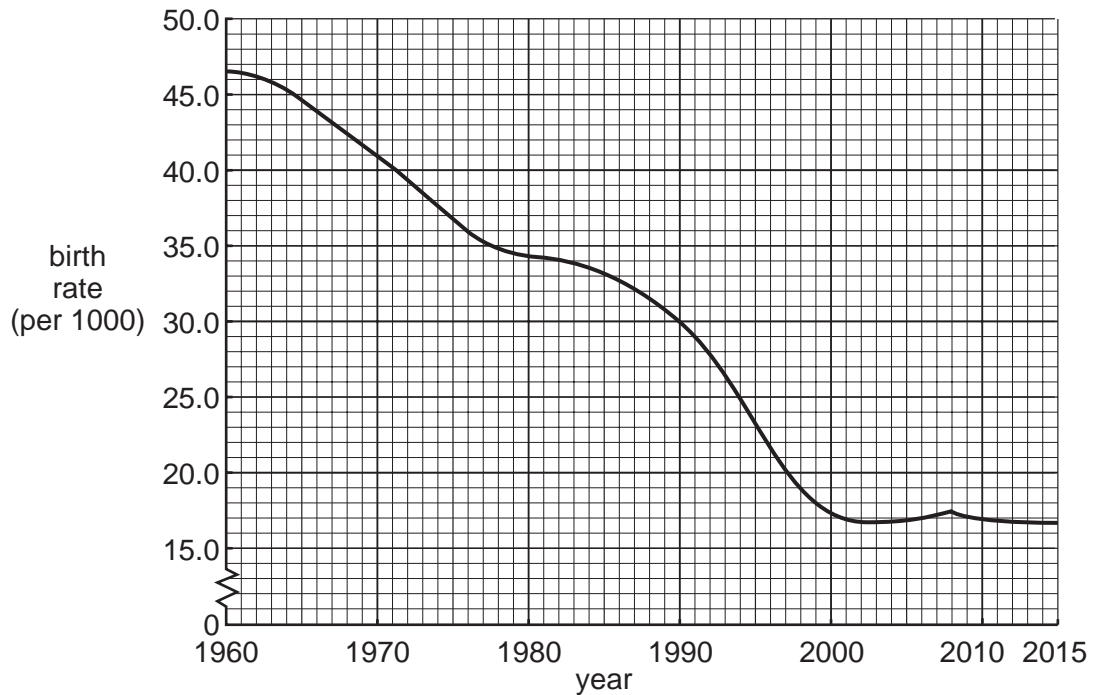
2 .....

.....

3 .....

..... [3]

- (b) Study Figs. 1.2 and 1.3, which show information about birth rates in Vietnam (an LEDC in South East Asia).



**Fig. 1.2**

The communist government of Vietnam is penalising couples who have more than two children. In the early 1960s it imposed a two-child limit for couples and there have been campaigns to promote contraception and abortion in the country since 1997.

By 2000, the birth rate had been reduced considerably by the use of fines and confiscation of land. The original policy ended in 2003 but was revived in 2008 after an increase in the birth rate.

Villagers in Thua Thien-Hue province are being fined for having more than two children under the government two-child policy. Catherine Pham Thi Thanh, 44, said that since 1996 she has been fined a total of 3800 kilograms of rice for having six children. This is a great loss for the family which makes an annual profit of only 700 kilograms of rice from their farm.

**Fig. 1.3**

- (i) Using Fig. 1.2 **only**, describe the reduction in the birth rate of Vietnam between 1960 and 2015. Include statistics in your answer.

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

- (ii) Suggest how government policies and other factors may have reduced Vietnam's birth rate.

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

- (iii) Explain why the governments of some MEDCs are now concerned that birth rates are too low in their countries.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]



- 2 (a) Study Fig. 2.1, which shows information about four areas of rural settlement in Malta (an MEDC in Europe).



Fig. 2.1

- (i) What is meant by a *rural* settlement?

.....  
 .....  
 ..... [1]

- (ii) Use evidence from Fig. 2.1 **only**, to identify **two** similarities between the settlements of Tas-Salih and Bingemina.

1 .....  
 .....  
 2 .....  
 ..... [2]



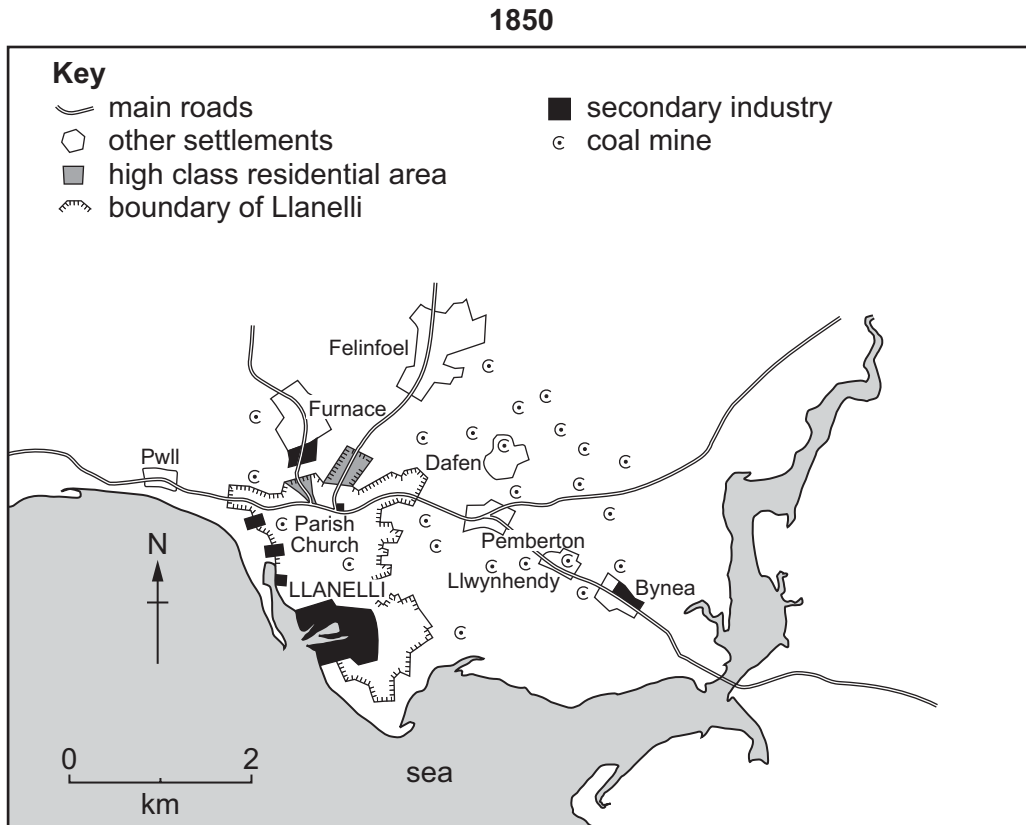
(iii) Describe the main features of an area of dispersed rural settlement such as L-Andrijiet.

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

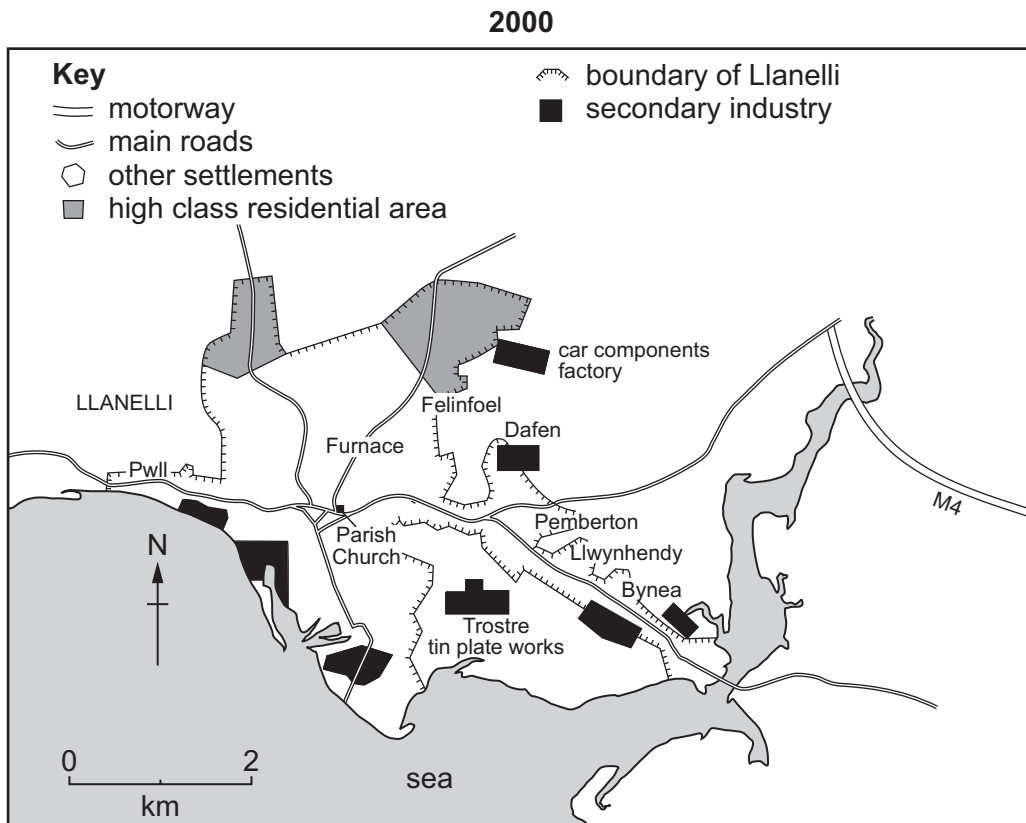
(iv) Suggest reasons for the growth of a nucleated settlement such as Ta' Mrejnu.

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

(b) Study Figs. 2.2 and 2.3, which show information about Llanelli, an urban settlement in the UK, in 1850 and 2000.



**Fig. 2.2**



**Fig. 2.3**

(i) Using evidence from Figs. 2.2 and 2.3 **only**, describe the main changes which have taken place in Llanelli between 1850 and 2000.

.....

.....

.....

.....

.....

.....

..... [3]

(ii) Suggest reasons for Llanelli's function as an industrial town.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]



**Section B**

Answer **one** question from this section.

**3 (a)** Study Photograph 3.1 (Insert), which shows a beach where coastal deposition is taking place.

**(i)** What is meant by *coastal deposition*?

.....  
.....  
..... [1]

**(ii)** The waves shown on Photograph 3.1 are constructive waves. Describe **two** characteristics of constructive waves.

1 .....  
.....  
2 .....  
..... [2]

**(iii)** Use the labelling on Photograph 3.1 to explain how longshore drift occurs.

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

(iv) Spits are formed by longshore drift.

Describe the main features of a spit.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]







- 4 (a) Study Fig. 4.1, which shows information collected in June 2012 and June 2013 at a weather station in Maleny, Australia.

	2012	2013
Rainfall (mm)	267.2	164.6
Days with rainfall	16	14
Evaporation (mm)	40.4	58.1
Humidity (%)	77	78
Minimum temperature (°C)	5.8	5.0
Maximum temperature (°C)	21.2	21.8
Wind direction	SSW	SSW
Sunshine hours (per month)	85	80

**Fig. 4.1**

- (i) Using evidence from Fig. 4.1, underline the weather element in the list below which showed the greatest difference between June 2012 and June 2013.

rainfall      sunshine hours      temperature      wind direction      [1]

- (ii) Which weather instrument is used to measure:

– humidity; .....

– wind direction? ..... [2]

- (iii) Describe how information about the amount of rainfall is collected at a weather station.

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

(iv) Some weather instruments are kept in a Stevenson screen.

Explain how the features of the Stevenson screen ensure that the information collected by these instruments is accurate.

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 4.2, a climate graph for Indian Wells, an area of hot desert in California, United States.

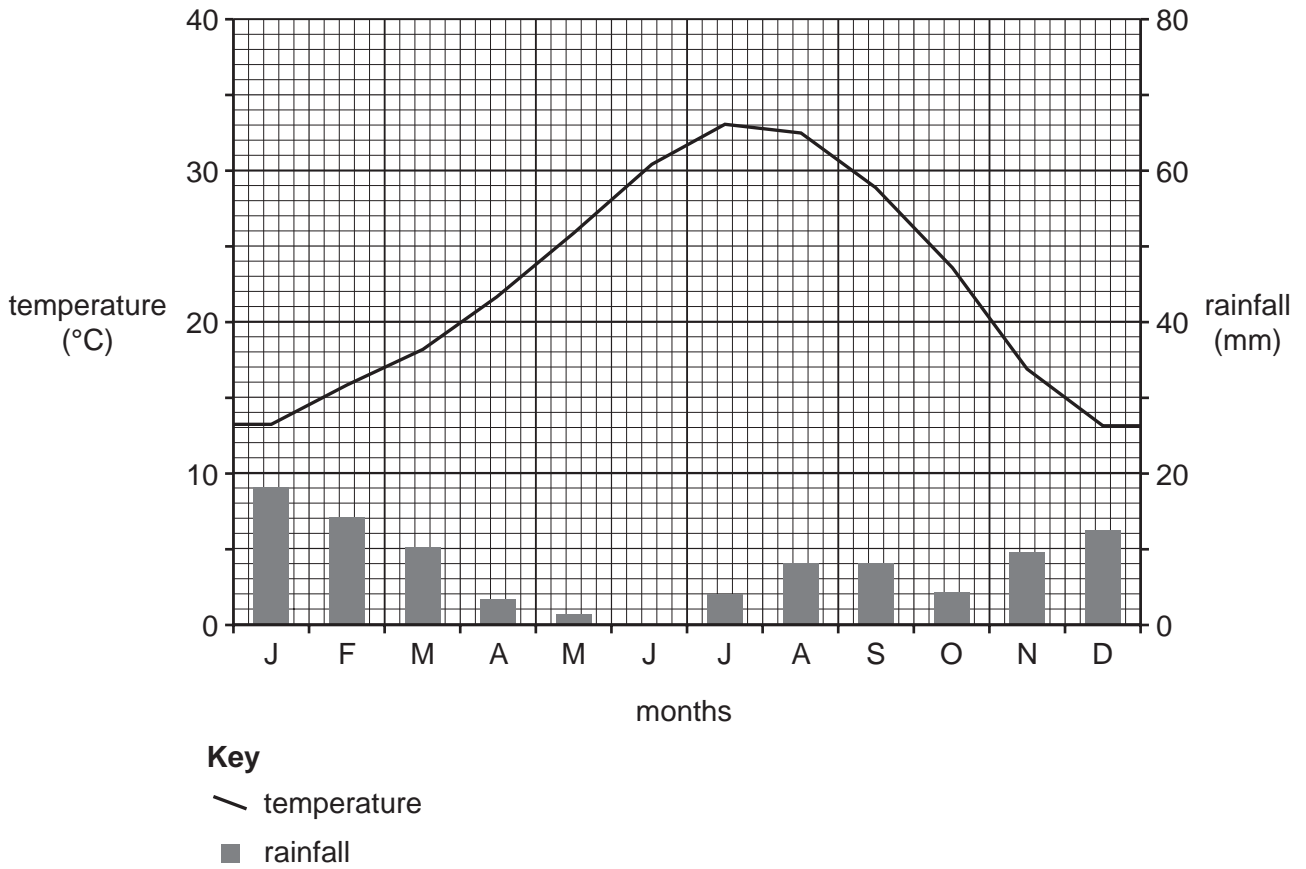


Fig. 4.2

(i) Using Fig. 4.2 **only**, describe the main features of the climate of Indian Wells. Include statistics in your answer.

.....

.....

.....

.....

.....

.....

.....

..... [3]





Section C

Answer **one** question from this section.

5 (a) Study Fig. 5.1 (Insert), a map showing the Human Development Index (HDI).

(i) Put the following countries in rank order according to their HDI.

Brazil                  Canada                  China                  Sudan

1 <sup>st</sup>	.....	highest	
2 <sup>nd</sup>	.....	↑	
3 <sup>rd</sup>	.....	↓	
4 <sup>th</sup>	.....	lowest	[1]

(ii) Describe the main differences in HDI between North and South America.

.....

.....

.....

..... [2]

(iii) Explain why HDI is a good measure of development.

.....

.....

.....

.....

.....

..... [3]

(iv) Explain why there are differences in levels of development between countries.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [4]

(b) Study Fig. 5.2, which shows indicators of development for selected countries in Africa.

Country	Life expectancy (years)	Energy use per person (kg. of oil equivalent)	Number of doctors (per 100 000 people)	Adult literacy (percentage)
Angola	55	606	8	67
Egypt	73	735	212	58
Ethiopia	61	299	3	43
Kenya	64	494	13	85
South Africa	50	2587	69	87
Tanzania	61	465	2	78
Uganda	54	776	5	70

**Fig. 5.2**

(i) Identify the country which:

– has the lowest percentage of people who can read and write;

.....

– is likely to have the poorest access to a doctor;

.....

– has the lowest energy use per person.

.....

[3]

(ii) Which country, listed in Fig. 5.2, do you consider has the highest level of development? Justify your answer.

Country .....

Justification .....

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

[5]





- 6 (a) Study Fig. 6.1, which shows information about economic activities and threats to the natural environment.

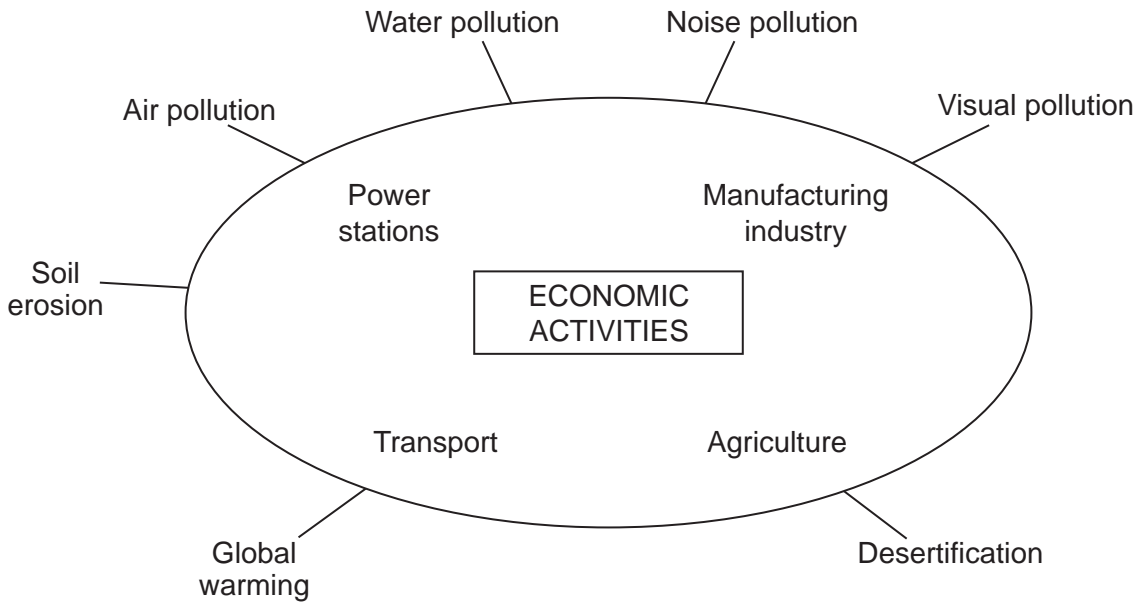


Fig. 6.1

- (i) What is meant by *visual pollution*?

.....  
.....  
..... [1]

- (ii) Suggest **two** ways in which agriculture may cause soil erosion.

1 .....  
.....  
2 .....  
..... [2]

(iii) Name **three** different economic activities shown in Fig. 6.1 and explain how each one may pollute water.

Economic activity 1 .....

.....  
.....

Economic activity 2 .....

.....  
.....

Economic activity 3 .....

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

(iv) Explain how the economic activities shown in Fig. 6.1 may cause global warming.

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

(b) Study Fig. 6.2, which shows advice about conservation of natural resources.



Fig. 6.2

(i) Explain how following the advice given in Fig. 6.2 can help to conserve natural resources.

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

(ii) Explain the importance of conserving natural resources and the natural environment.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [5]







## BLANK PAGE

---

*Copyright Acknowledgements:*

Figure 1.2 © www.timetric.com  
Figure 1.3 © www.christiantelegraph.com/issue6379  
Figures 2.2 & 2.3 © Spencer Thomas; *Town and Around*; Westgate Educational Publishing Co; 1981.  
Figure 4.1 © www.malenyweather.com  
Figure 4.2 © www.climate-data.org  
Photographs 3.1 & 3.2 S J Sibley © UCLES.

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.

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.