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Cambridge IGCSE

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

0125536721

GEOGRAPHY **0460/12**

Paper 1 **October/November 2019**

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 Figs. 2.1, 2.2 and 2.3 for Question 2, and Figs. 3.1 and 3.2 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.

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

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

This document consists of **30** printed pages, **2** blank pages and **1** Insert.

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Section A

Answer **one** question from this section.

1 **(a)** Study Fig. 1.1, which shows information about international and internal migration in Bolivia (an LEDC) in South America.

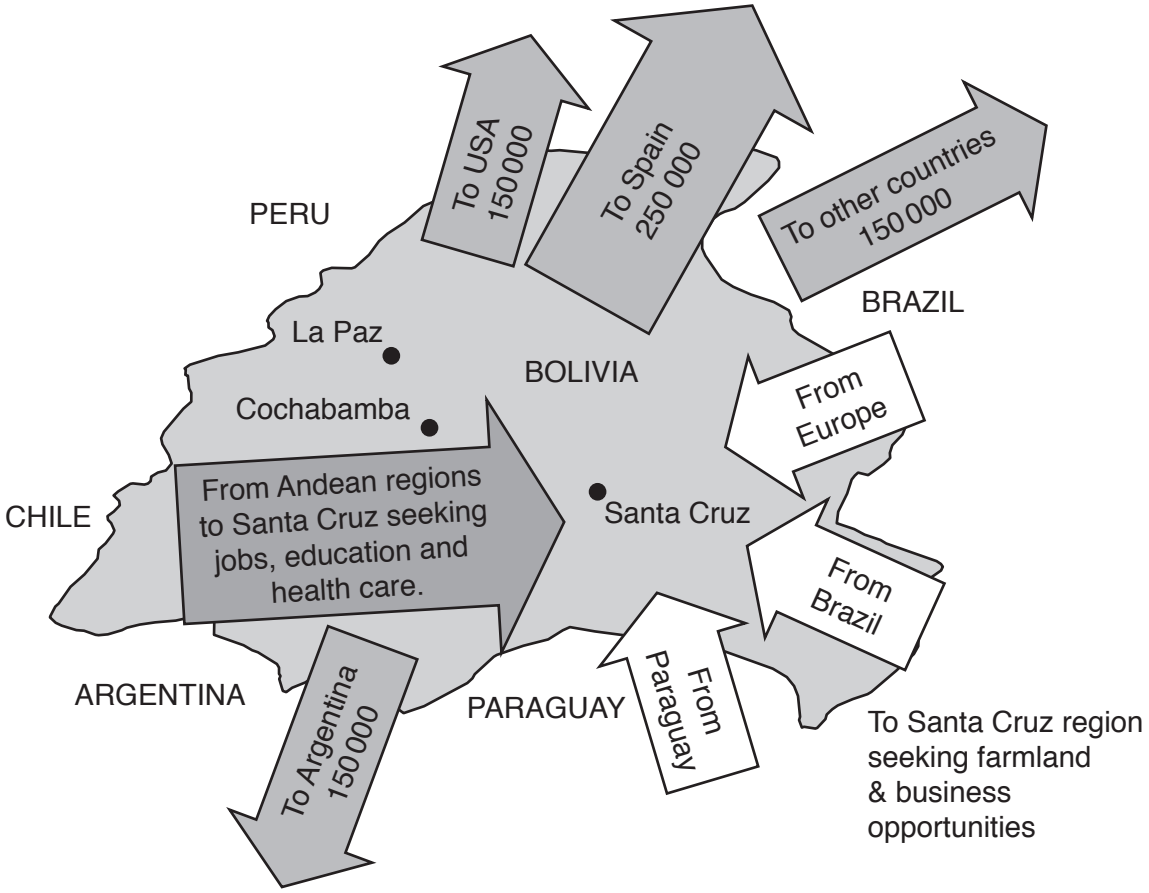


Fig. 1.1

(i) Explain the difference between international and internal migration.

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..... [1]

(ii) Name from Fig. 1.1:

- an example of international migration

  ..... to .....

- an example of internal migration.

  ..... to ..... [2]

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(iii) Identify from Fig. 1.1 **three** different reasons why there are large amounts of migration to Santa Cruz.

1 .....

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2 .....

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3 .....

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(iv) Describe the problems which may be faced by migrants when they arrive in Santa Cruz.

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(b) Study Fig. 1.2, which shows information about Arlington County, an area in the USA.

Arlington County is home to the USA's largest Bolivian community. In Arlington there are apartment buildings filled with people who have migrated from towns in the Cochabamba Valley in Bolivia, hence the nickname 'Arlibamba'. There are many Bolivian restaurants and food shops, such as Pike Pizza, a converted pizza restaurant that now sells traditional Bolivian food. This is one of many meeting places for the Bolivian community. They are also places to watch the Bolivian national soccer team play games on TV.

Bolivians have formed several football leagues in the Arlington region. Over 2000 players and fans come out each Sunday to participate. Many of the teams are named after towns in Bolivia like Real Santa Cruz.

An aim of one of the Arlington football leagues is to improve life in the small villages in the Esteban Arce province of Bolivia. Most people there live off basic agriculture and remittances from abroad. Teams send their winnings back home to fund schools, infrastructure and churches. It has been estimated that villages in Bolivia received over US $20 000 a year from donations from the league.

Fig. 1.2

(i) Identify **three** different types of amenity in Arlington County which have been established for Bolivian migrants.

1 .....

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2 .....

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(ii) Explain how migration to the USA is likely to have affected small villages in Bolivia and the people who still live there.

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(c) For an example of a country you have studied, explain why **natural** population growth rates are high.

Name of country .....

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2 **(a)** Study Figs. 2.1, 2.2 and 2.3 (Insert), which are photographs of three different services.

(i) Which of the photographs shows a low-order service?
Circle **one** of the answers below.

Fig. 2.1 Fig. 2.2 Fig. 2.3 [1]

(ii) Put the three services shown in Figs. 2.1, 2.2 and 2.3 in rank order according to the size of their spheres of influence.

1st ..... largest

2nd .....

3rd ..... smallest [2]

(iii) State the smallest **type** of settlement where the services shown in each of Figs. 2.1, 2.2 and 2.3 would be located.

Fig. 2.1 .....

Fig. 2.2 .....

Fig. 2.3 ..... [3]

(iv) Explain why people will only travel a short distance for some services.

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(b) Study Fig. 2.4, which shows information about the relationship between settlement size and the number of services in them.

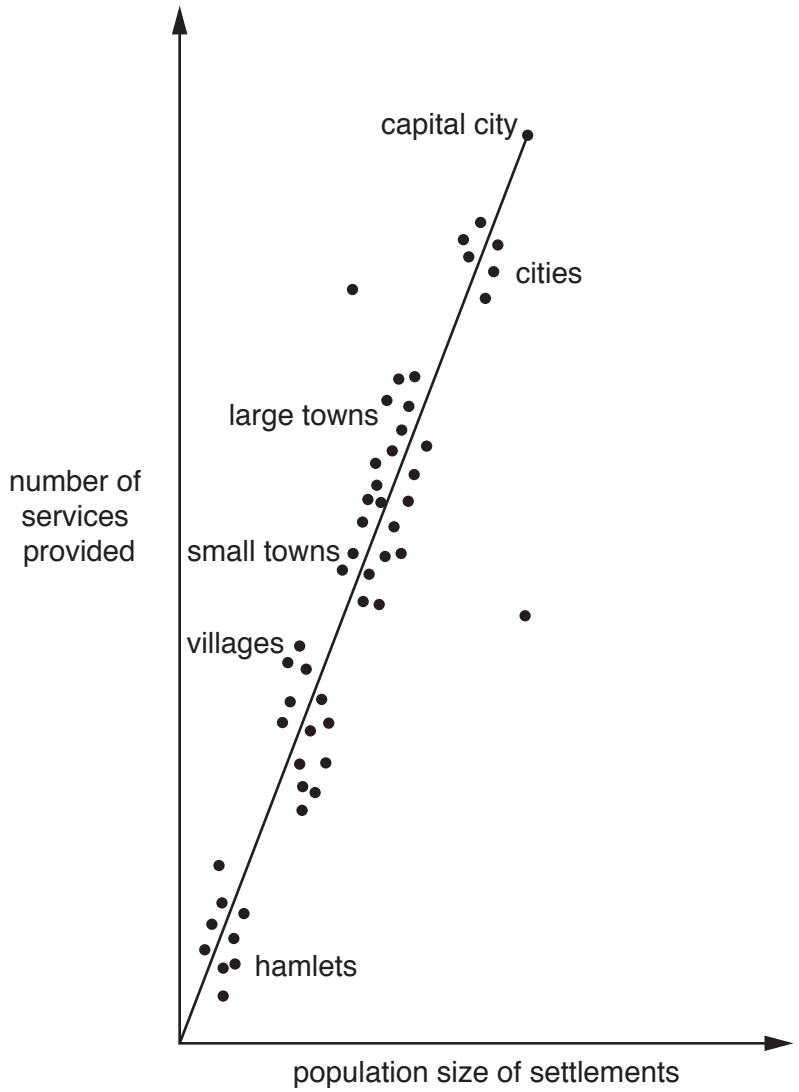


Fig. 2.4

(i) Describe the relationship shown by Fig. 2.4. Refer to different types of settlement in your answer.

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(ii) Explain why there is a relationship between settlement size and the number of services provided.

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(c) For a named urban area, describe the causes of a problem faced by the residents and explain how the authorities in that urban area are attempting to solve it.

Name of urban area .....

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Section B

Answer **one** question from this section.

3 **(a)** Study Fig. 3.1 (Insert), which is a photograph of a Stevenson screen.

(i) Which of the following weather instruments is kept in a Stevenson screen? Circle **one** of the answers below.

anemometer barometer rain gauge wind vane [1]

(ii) Some instruments kept in a Stevenson screen are digital. Give **two** advantages of using digital weather instruments rather than traditional ones.

1 .....

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2 .....

..... [2]

(iii) Describe **three** features of a Stevenson screen which ensure that the information collected is reliable.

1 .....

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2 .....

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3 .....

..... [3]

(iv) State **two** factors which should be considered when deciding on the site of a Stevenson screen. For each factor explain why it is important.

1 .....

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(b) Study Fig. 3.2 (Insert), which is a photograph of an instrument used in a weather station.

(i) Name the instrument shown in Fig. 3.2 and explain how it is used to collect weather data.

Name of instrument .....

How it is used .....

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..... [3]

(ii) Explain how a student could observe and record **cloud types and amounts** at his school over a period of one week.

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(c) For a named coastal area you have studied, describe the impacts of a tropical storm.

Name of coastal area .....

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4 **(a)** Study Fig. 4.1, which is information about flooding which was predicted for the area around the Mississippi River, USA, in December 2015.

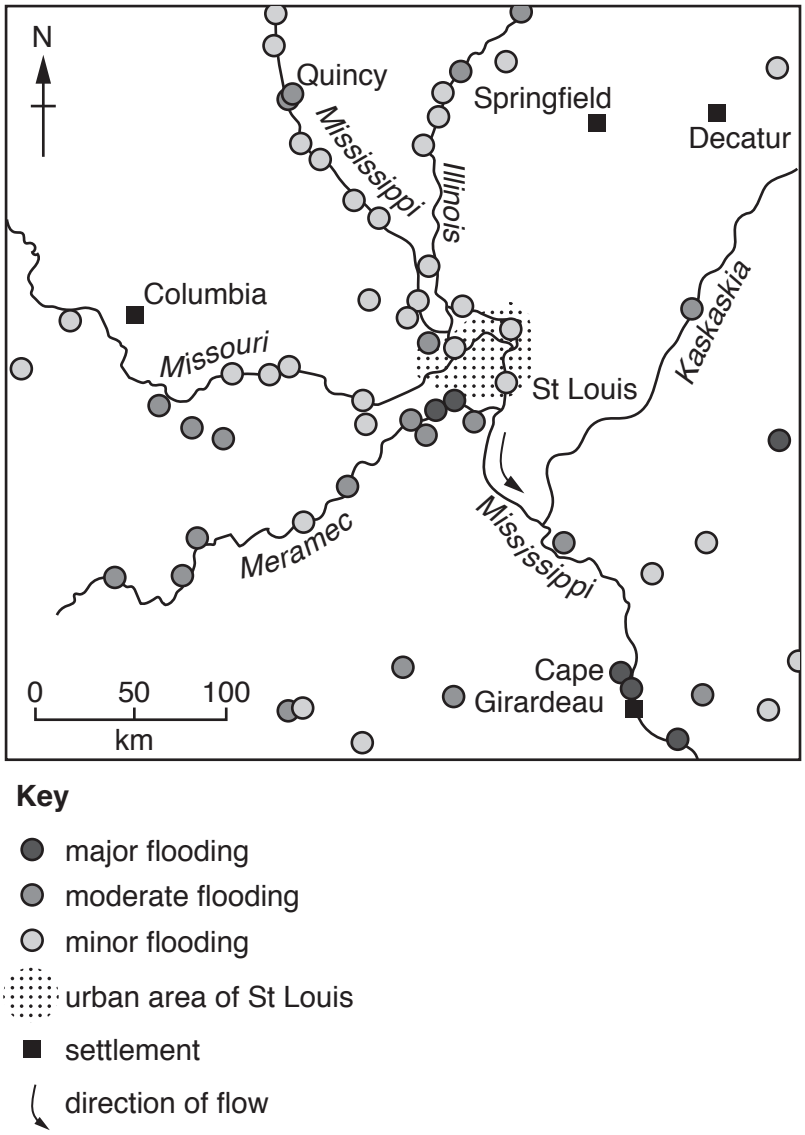


Fig. 4.1

(i) Which of the following statements is true about the area shown in Fig. 4.1?
Tick **one** answer in the table below:

Quincy is at the source of the Mississippi	
St Louis is at the confluence of the Mississippi and the Missouri	
The Mississippi is a tributary of the Meramec	
The mouth of the Kaskaskia river is at Cape Girardeau	

[1]

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(ii) Suggest **two** reasons why most of the major flooding predicted was at Cape Girardeau.

1 .....

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2 .....

..... [2]

(iii) Describe **three** likely impacts of flooding in the rural areas between St Louis and Cape Girardeau.

1 .....

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(iv) Suggest how the urban area of St Louis could be protected from flooding.

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(b) Study Fig. 4.2, a map of Lake Mary, an oxbow lake next to the Mississippi River.

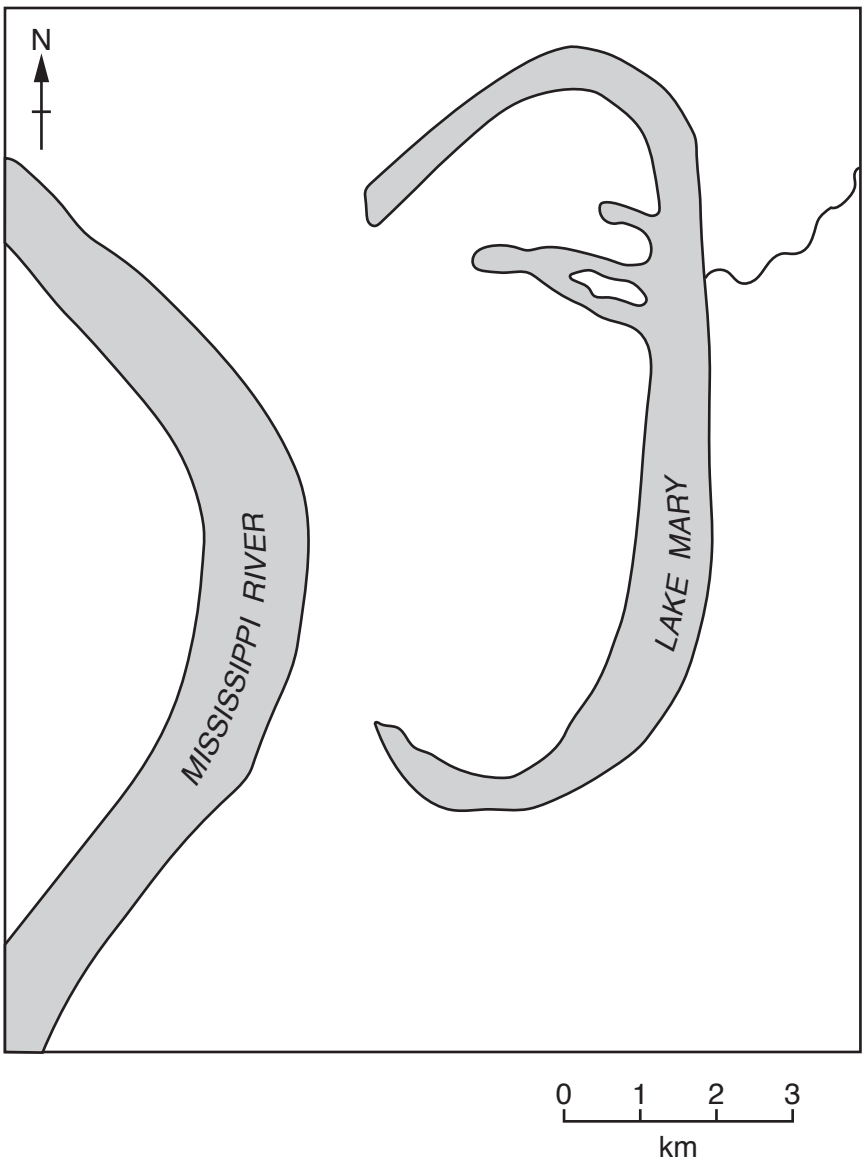


Fig. 4.2

(i) Using Fig. 4.2 **only**, describe the characteristics of Lake Mary.

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(ii) Explain how an oxbow lake is formed. You may include a labelled diagram or diagrams.

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(c) For a named river you have studied, describe the benefits of living on or close to its flood plain or delta.

Name of river .....

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Section C

Answer **one** question from this section.

5 **(a)** Study Fig. 5.1, which is information about the changes in the employment structure of Australia (an MEDC) between 1950 and 2015.

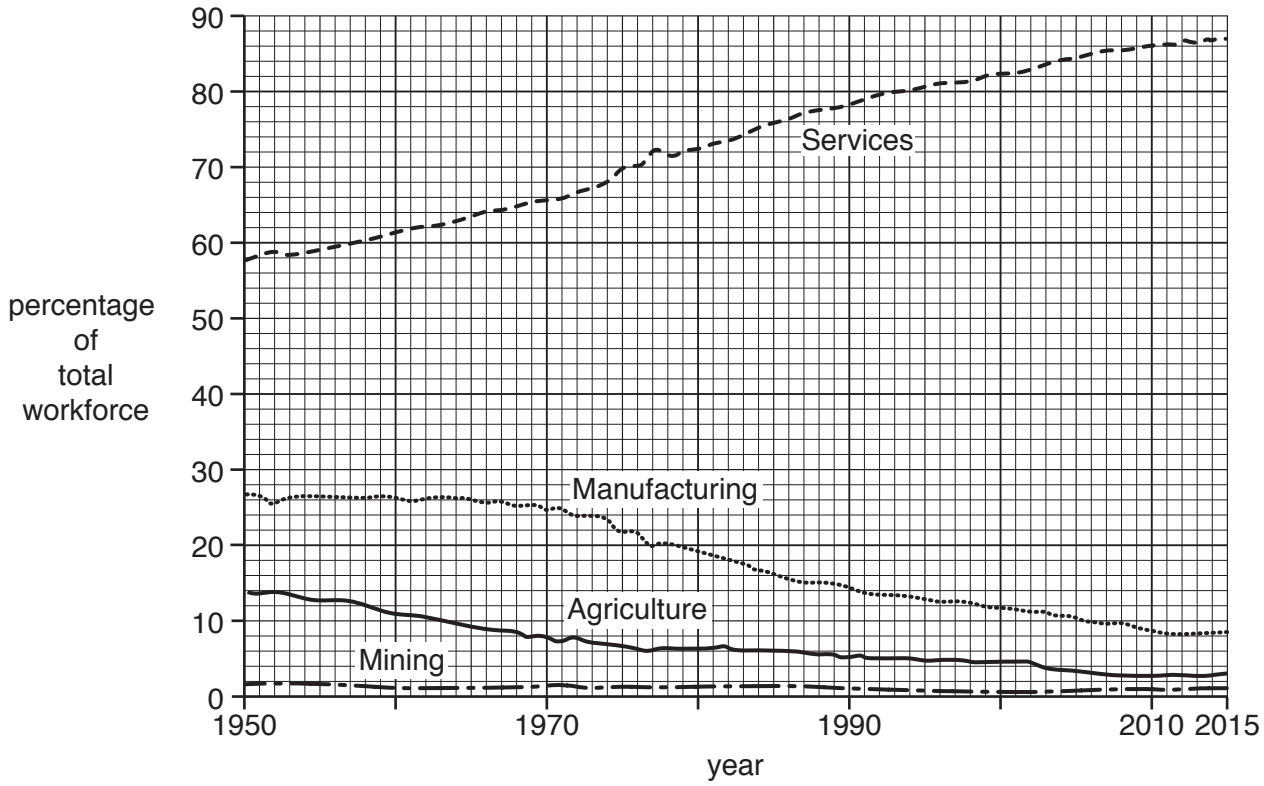


Fig. 5.1

(i) What is meant by the term *employment structure*?

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..... [1]

(ii) Give **one** example of each of the following:

- a manufacturing industry .....
- a job in the service sector ..... [2]

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(iii) Describe the main changes which have taken place in Australia's employment structure between 1950 and 2015.

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(iv) Suggest reasons for the changes which have taken place in Australia's employment structure between 1950 and 2015.

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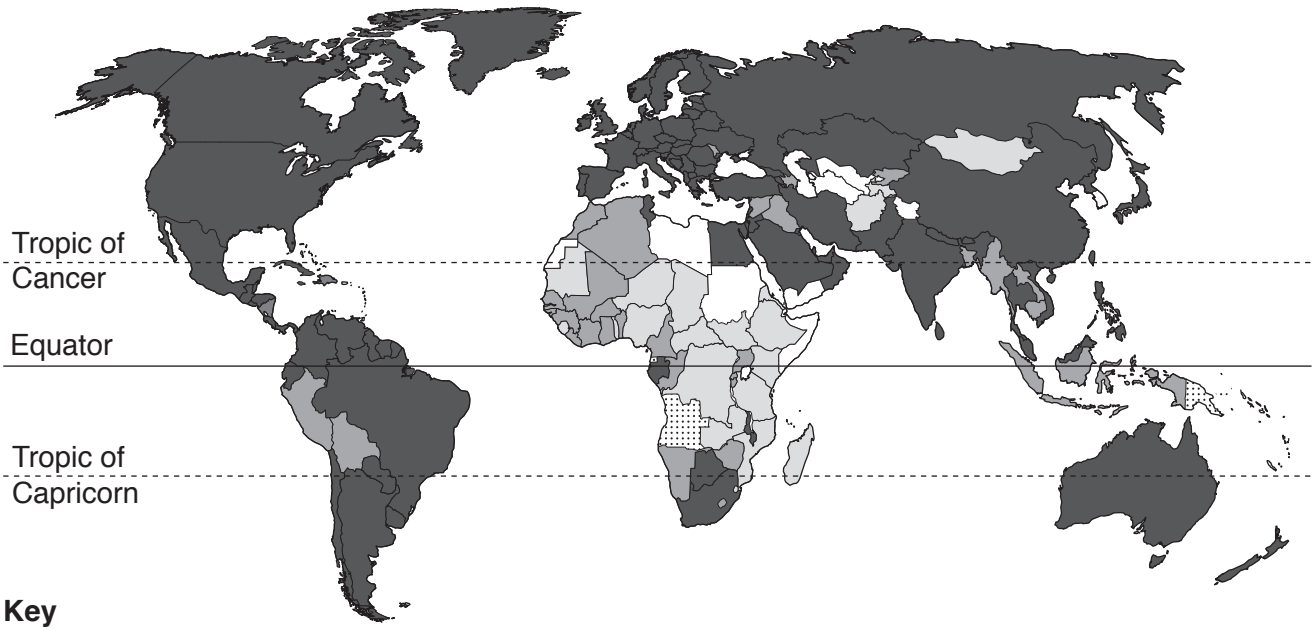
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(b) Study Fig. 5.2, which is a map showing information about the percentage of the population in each country with access to clean drinking water.



Key

population with access to clean water (%)

- 91–100 %
- 76–90 %
- 50–75 %
- less than 50 %
- insufficient data available

Fig. 5.2

(i) Describe the distribution of countries where 75% or less of the population have access to clean drinking water.

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(ii) Explain how poor water supply may affect the development of a country.

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(c) Energy is another important resource.
For a named country or area you have studied, describe and explain the importance of different sources of **energy**.

Name of country or area .....

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6 **(a)** Study Fig. 6.1, which shows information about desertification.

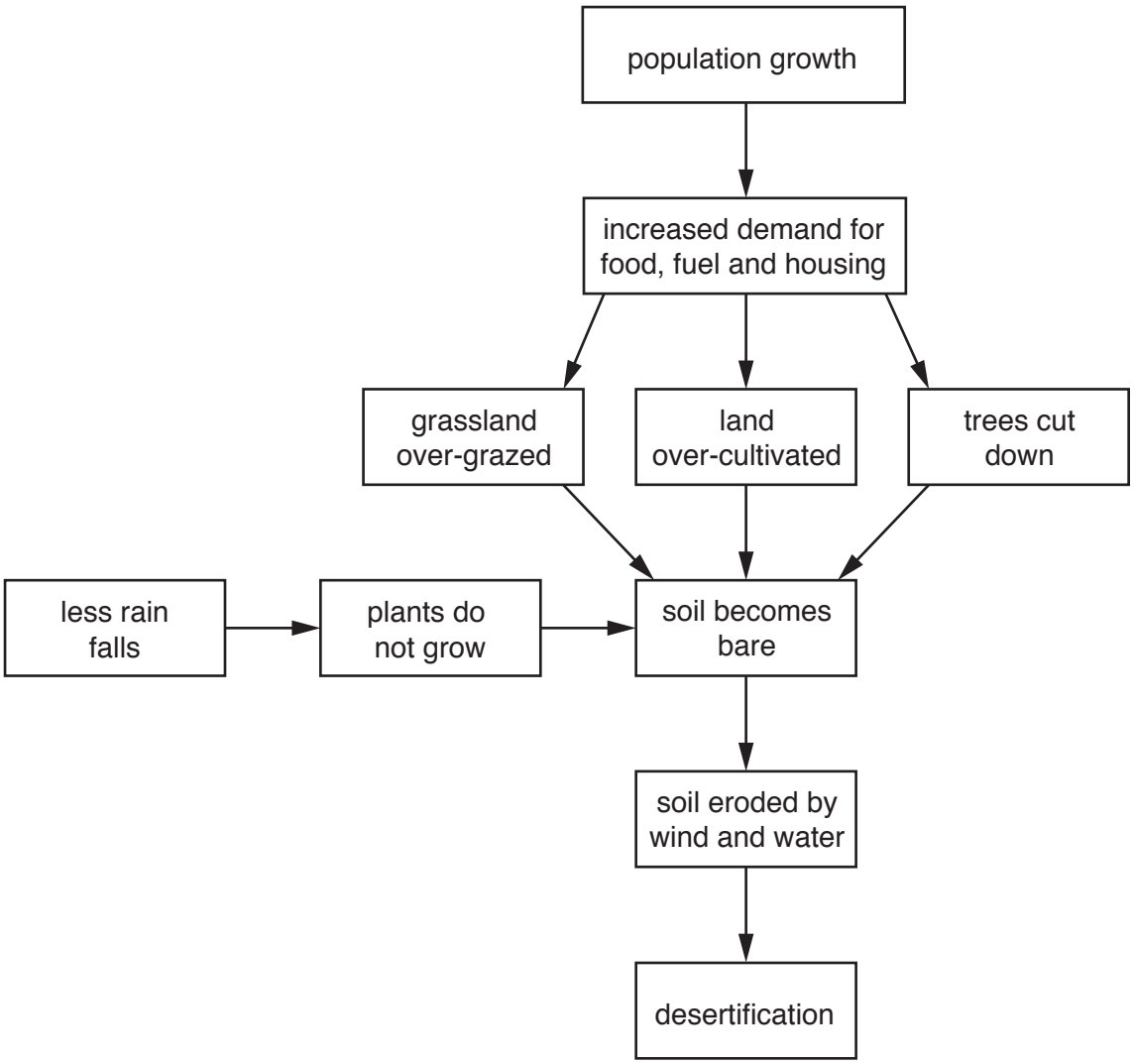


Fig. 6.1

(i) What is meant by *desertification*?

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..... [1]

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(ii) Using information from Fig. 6.1 **only**, explain how the following can cause desertification.

A Climate change .....

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..... [2]

B Population growth .....

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..... [3]

(iii) State **two** methods which people in rural areas of LEDCs could use to reduce desertification.
For each of your chosen methods, explain why you think it will be successful.

1 .....

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(b) Study Fig. 6.2, which shows information about human influence on the greenhouse effect.

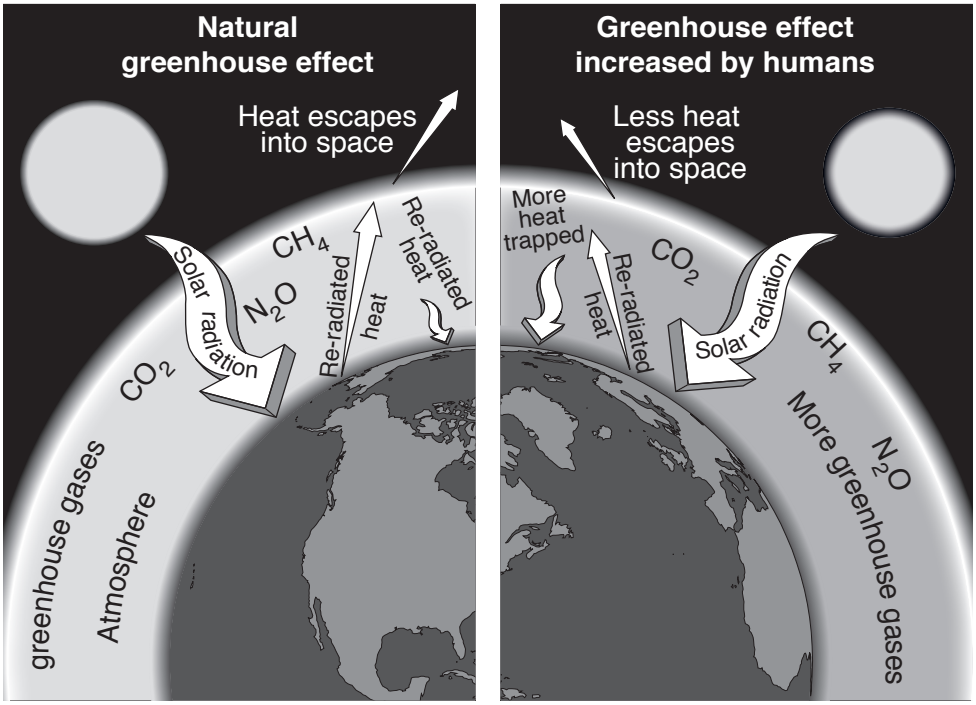


Fig. 6.2

(i) Using Fig. 6.2 **only**, explain how humans are influencing the natural greenhouse effect.

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(ii) Explain why greenhouse gases are building up in the atmosphere.

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(c) Describe the problems caused by the increase in the greenhouse effect (global warming). You should refer to named areas affected.

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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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