Cambridge IGCSE

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

CANDIDATE NAME									
CENTRE NUMBER						CANDIDATE NUMBER				

0921182253

GEOGRAPHY **0460/21**

Paper 2 **October/November 2017**

1 hour 30 minutes

Candidates answer on the Question Paper.

Additional Materials: Ruler
Protractor
Plain paper
Calculator

1:25 000 Survey Map Extract is enclosed with this Question Paper.

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 the booklet. The question number(s) must be clearly shown.

Answer **all** questions.

The Insert contains Photographs A and B for Question 4, and Photograph C for Question 6.
The Survey Map Extract and the Insert are **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 **17** printed pages, **3** blank pages and **1** Insert.

CAMBRIDGE International Examinations

1 Study the map extract for Vangsvatnet, Norway. The scale is 1:25 000.

Fig. 1 shows some of the features around the lake of Vangsvatnet. Study Fig. 1 and the map extract, and answer the questions on the opposite page.

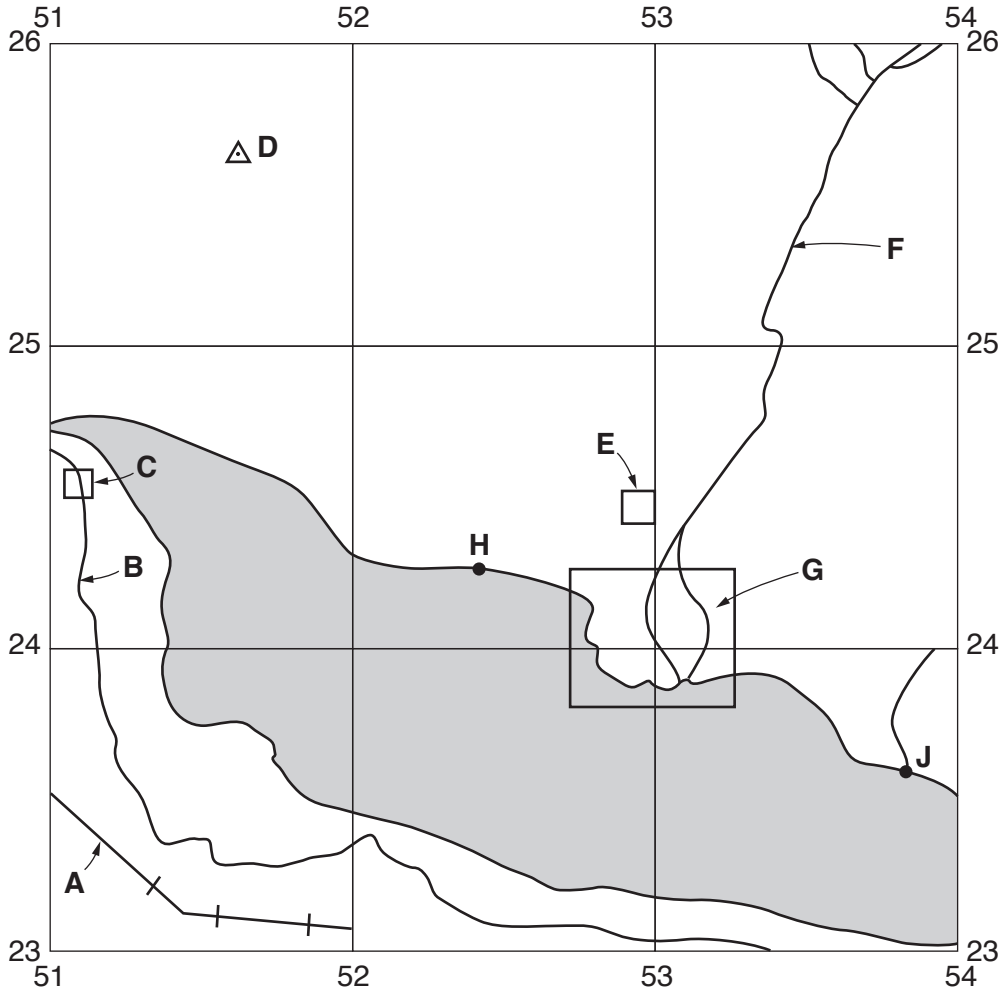

Fig. 1

(a) Using the map extract, identify the following features shown in Fig. 1:

(i) feature **A**;

.....[1]

(ii) feature **B**;

.....[1]

(iii) feature **C**;

.....[1]

(iv) the height above sea level at trigonometric point **D**;

.....[1]

(v) feature **E**;

.....[1]

(vi) the name of river **F**;

.....[1]

(vii) the feature of the river in area **G**.

.....[1]

(b) A person walks along the edge of the lake from **H** to **J**. How far does the person walk? Circle **one** correct answer below.

1500 m 1800 m 2100 m 2400 m [1]

(c) Describe the route of the railway from the western edge of the map to the settlement at Bulken.

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.....[2]

[Turn over

(d) Fig. 2 shows an area in the north west of the map extract. Describe the relief of this area.

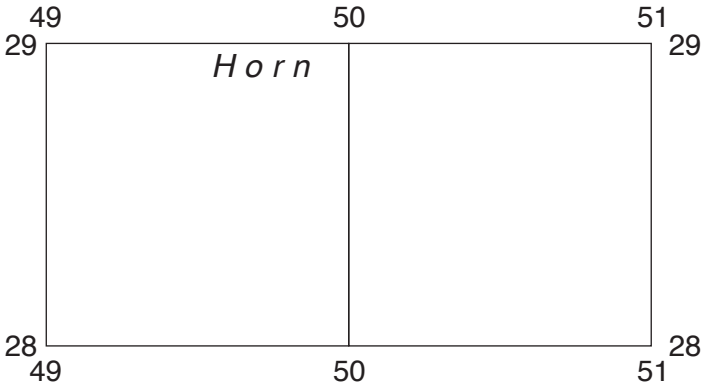

Fig. 2

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.....[5]

(e) Describe the distribution of cultivation and forest in the area shown by the map extract.

Cultivation .....

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Forest .....

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.....[5]

[Total: 20 marks]

2 Fig. 3 shows the population structure of Angola, an LEDC. Fig. 4 shows the population structure of Japan, an MEDC.

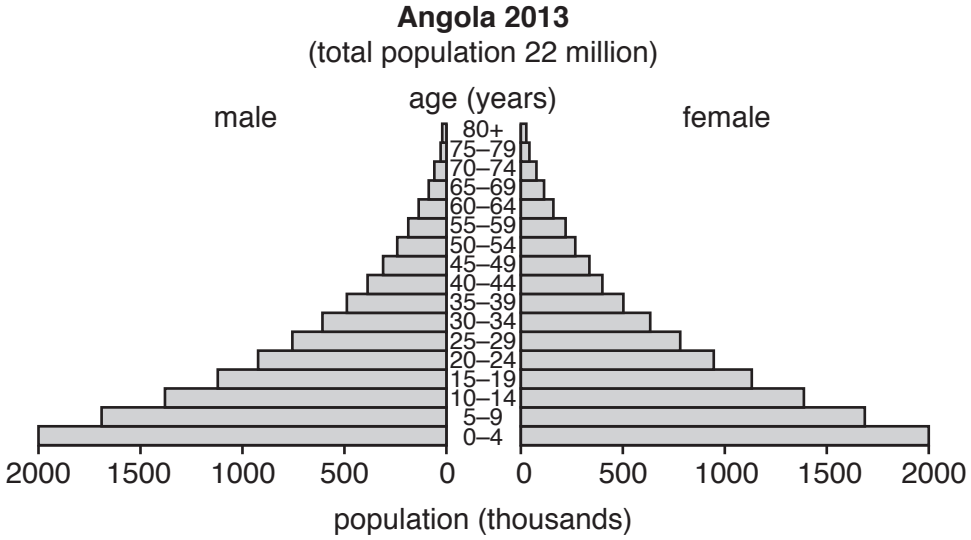

Fig. 3

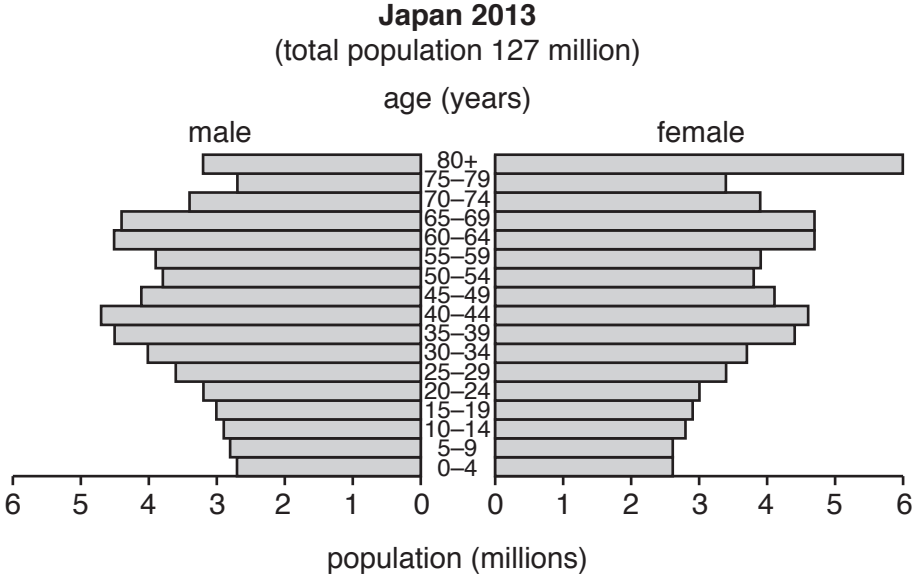

Fig. 4

(a) Using Figs. 3 and 4, state the number of:

(i) females aged 35–39 in Angola; ..... [1]

(ii) males aged 30–34 in Japan. ..... [1]

(b) Describe the differences between the population of Angola and the population of Japan in:

(i) the proportion of the population aged 0–14;

.....

.....[1]

(ii) the proportion of the population aged 65 and over.

.....

.....[1]

(c) Fig. 5 shows an estimate of the population structure of Japan in 2030.

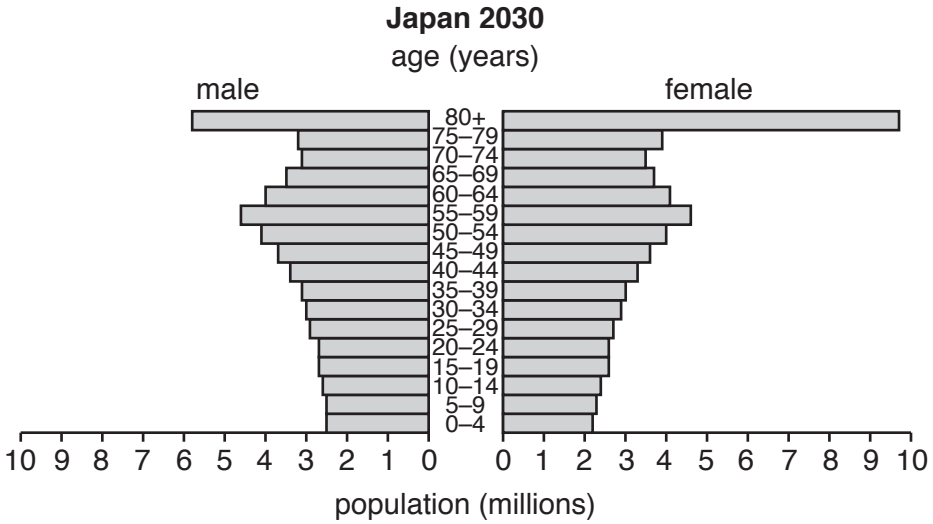

Fig. 5

(i) Using Figs. 4 and 5, describe how Japan's population structure is expected to change between 2013 and 2030.

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.....[2]

(ii) Suggest **two** problems the changes you have described in **(c)(i)** may cause.

1 .....

.....

2 .....

.....[2]

[Total: 8 marks]

3 Fig. 6 is a map showing plates, plate boundaries and the directions of plate movement.

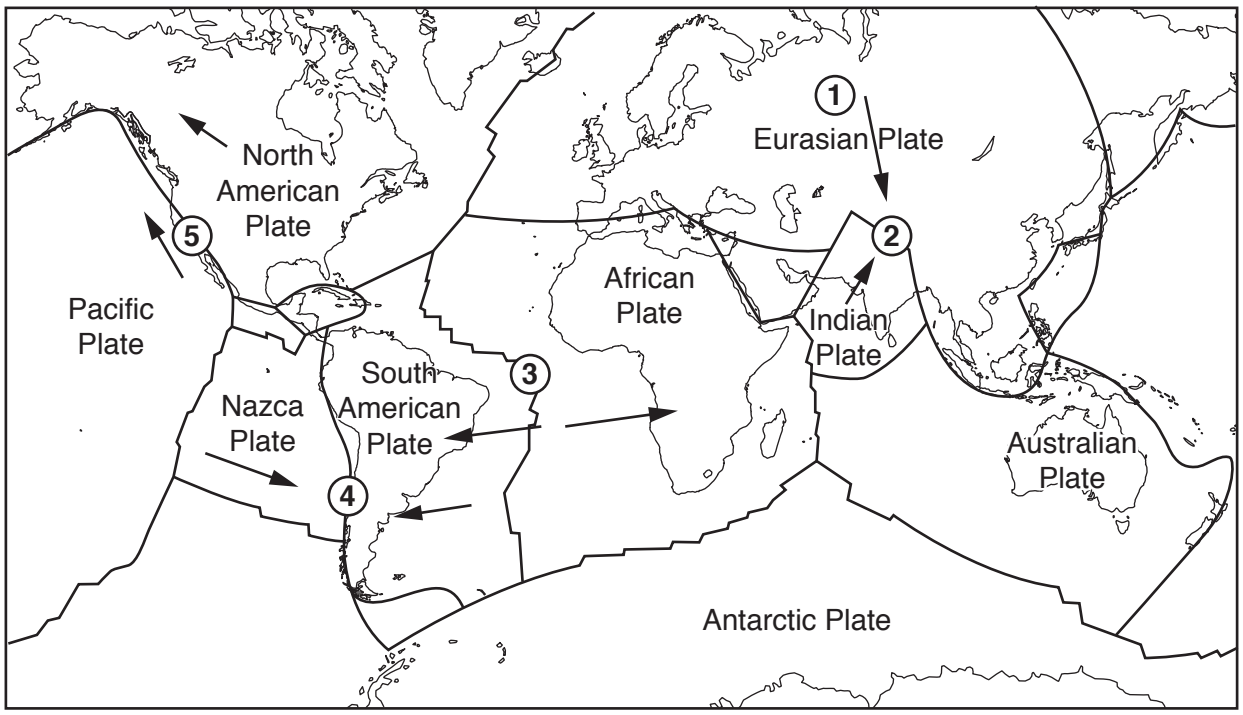

Fig. 6

(a) Five places, **1**–**5**, are marked in Fig. 6. For each question write **one** number in each box below.

Which number on the map shows a:

(i) place where earthquakes are unlikely to occur; [1]

(ii) place where plates are sliding past each other; [1]

(iii) subduction zone; [1]

(iv) place where sea floor spreading is happening? [1]

(b) On April 25 2015 a major earthquake occurred in Nepal at place **2** in Fig. 6. Suggest why an earthquake happened at this location.

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.....[2]

(c) Fig. 7 shows the pattern of intensity of the earthquake in 2015 in Nepal. Intensity is a measure of the severity of the earthquake effects.

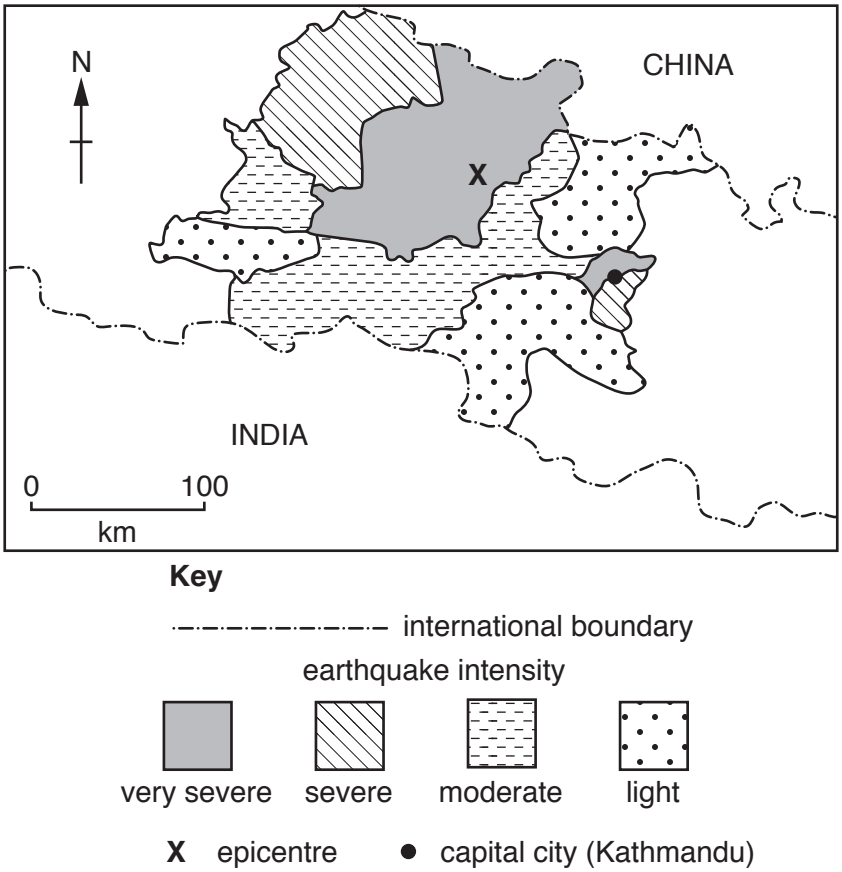

Fig. 7

Suggest reasons for the pattern of intensity shown in Fig. 7.

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.....[2]

[Total: 8 marks]

4 **(a)** Photograph A (Insert) shows a weather station at a school in Zimbabwe.

(i) Name the box labelled **X** in Photograph A.

..... [1]

(ii) Name **one** instrument kept inside the box.

..... [1]

(iii) What does instrument **Y** measure?

..... [1]

(iv) Identify instrument **Z**.

..... [1]

(v) What does instrument **Z** measure?

..... [1]

(b) Photograph B (Insert) shows a digital weather station.

(i) How is data collected and recorded at this type of weather station?

.....

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.....

.....

.....[2]

(ii) Explain **one** disadvantage of the location of the weather station in Photograph B.

.....

.....

.....[1]

[Total: 8 marks]

5 Employment can be classified as *primary*, *secondary*, *tertiary* and *quaternary*.

(a) Give **one** example of each type of employment. Choose from the following list:

designing

mining

manufacturing

transport

Primary .....

Secondary .....

Tertiary .....

Quaternary .....

[3]

(b) Fig. 8 shows how employment structure changes as a country becomes more economically developed.

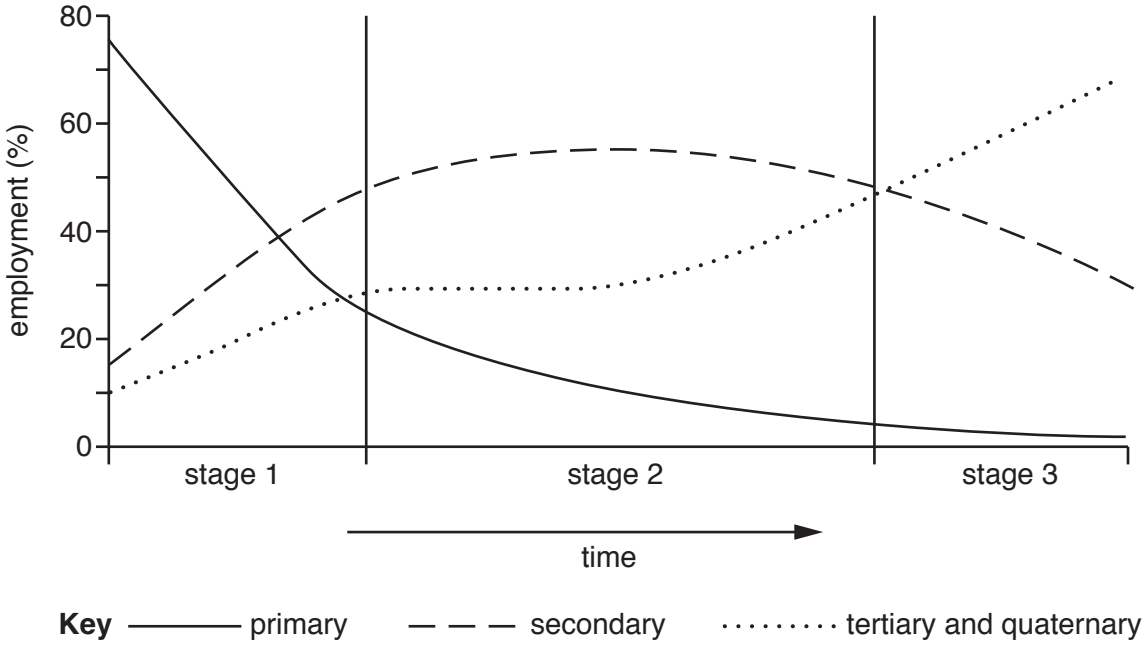

Fig. 8

Describe the changes shown by Fig. 8.

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.....[3]

(c) Fig. 9 shows the employment structure of two countries **X** and **Y**. For each country, give its stage of economic development, **1**, **2** or **3**, as shown on Fig. 8.

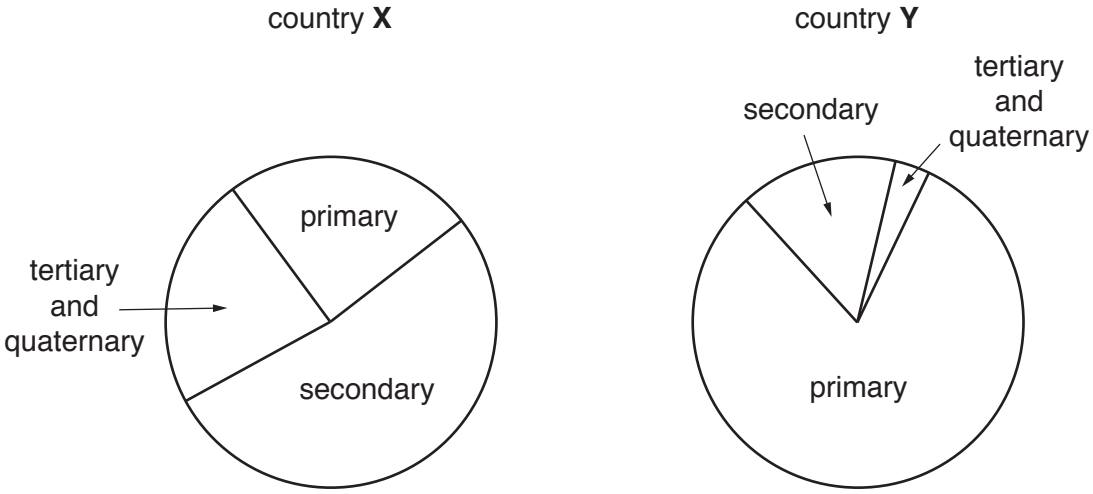

Fig. 9

Country **X** stage .....

Country **Y** stage ..... [2]

[Total: 8 marks]

6 **(a)** Table 1 gives information about the number of under-nourished people in the world.

Table 1

	1990–1992 (millions)	2012–2014 (millions)
World	1014	805
MEDCs	20	15
LEDCs	994	790
Africa	182	226
Asia	742	525
Latin America & Caribbean	68	37

(i) Using Table 1, describe how the number of under-nourished people in MEDCs and LEDCs has changed.

.....

.....

.....

.....

.....[2]

(ii) 'Food shortages are spread evenly across the world.'

To what extent do you agree? Give evidence from Table 1 to support your answer.

.....

.....

.....

.....

.....[2]

(b) Study Photograph C (Insert), which shows an agricultural area.

(i) Which **two** of the following terms describe the farming system shown in Photograph C? Tick **two** boxes.

	Tick (✓)
subsistence	
arable	
pastoral	
mixed	
intensive	

[2]

(ii) Suggest how food production could be increased in the area shown in Photograph C.

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.....[2]

[Total: 8 marks]

Additional Pages

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

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