

**Cambridge IGCSE™**CANDIDATE
NAMECENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--

GEOGRAPHY**0460/13**

Paper 1 Geographical Themes

May/June 2026**1 hour 45 minutes**

You must answer on the question paper.

You will need: Insert (enclosed)
Calculator
Protractor

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. Do **not** use correction fluid or tape.
- 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.

LEDCs – Less Economically Developed Countries

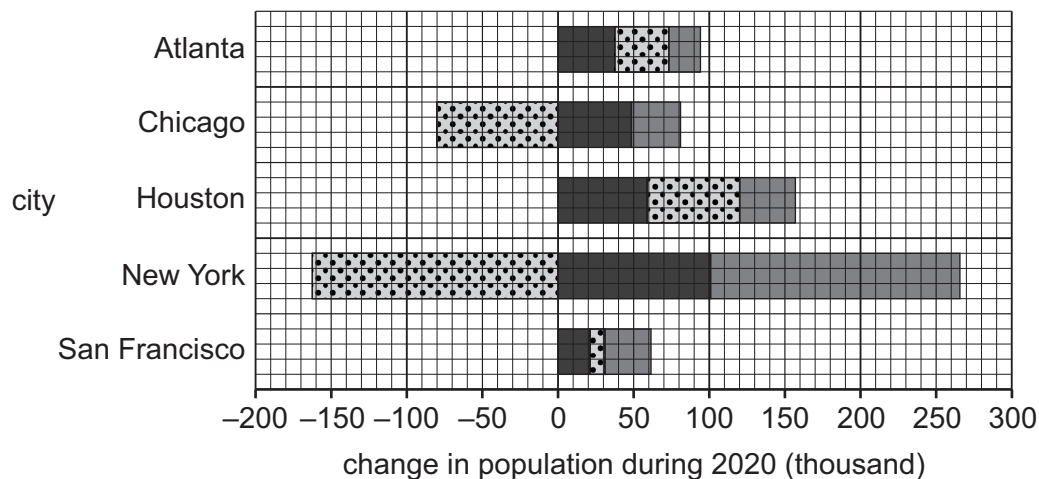
MEDCs – More Economically Developed Countries

This document has **36** pages. Any blank pages are indicated.

Section A

Answer **one** question from this section.

- 1 (a) Study Figure 1.1, which shows information about the change in the population of selected cities in the USA (an MEDC) during 2020 as a result of natural increase and migration.



key

- natural increase
- net internal migration
- net international migration

Figure 1.1

- (i) Identify the total increase in the population of Houston.

..... thousand [1]

- (ii) Calculate the total population change of New York. You should show your calculations in the box below.

= thousand

[2]



(iii) Suggest **three** reasons why many people have migrated from large urban areas in the USA, such as New York and Chicago.

1

.....

2

.....

3

.....

[3]

(iv) Explain **two** ways in which large amounts of migration may change the population structure of large urban areas.

1

.....

.....

.....

2

.....

.....

.....

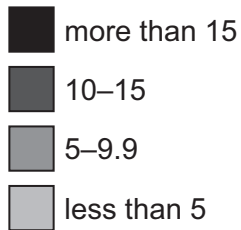
[4]



- (b) Study Figure 1.2, which shows the percentage of population of the states in the USA who were born in other countries.

key

percentage of population born in other countries (%)

**Figure 1.2**



- (i) Put the following states in rank order of their percentage of population who were born in other countries:

Arizona

Montana

Texas

Wisconsin

.....

high

.....

.....

.....



low

[3]

- (ii) Describe the attractions of large urban areas in MEDCs, such as the USA, for migrants from LEDCs.

..... [5]





- (c)** Explain why a large amount of migrants from other countries may cause problems for a named country you have studied.

name of country

[7]

[Total: 25]





Turn over





- 2 (a) Study Figure 2.1, information about land use in an urban area in an MEDC.

Content removed due to copyright restrictions.

Figure 2.1

- (i) What percentage of the land in the CBD is used for shops?

.....% [1]

- (ii) Identify the **two** land use zones with the greatest percentage of industry and warehouses.

1

2

[2]





(iii) Put the following land uses in rank order of their percentage in the outer suburbs:

offices open space residential shops

.....	high
.....	↑
.....	↓
.....	low

[3]

(iv) Study Figures 2.2 and 2.3 (Insert), photographs taken in different land use zones of an urban area in Spain.

Suggest which land use zone of the urban area shown in Figure 2.1 each of the photographs was taken in.

Give reasons for your choices.

Figure 2.2 taken in land use zone

reason

.....

.....

Figure 2.3 taken in land use zone

reason

.....

.....

[4]





(b) Study Figure 2.4 (Insert), a photograph taken in the rural-urban fringe of a city in Jordan, a country in the Middle East.

(i) Identify **three** land uses in the rural-urban fringe shown in Figure 2.4.

- 1
- 2
- 3 [3]

(ii) Describe the effects of land use changes in the rural-urban fringe on the local natural environment.

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]





- (c)** For a named urban area you have studied, describe the causes and effects of housing shortages.

name of urban area

..... [7

[Total: 25]



Section B

Answer **one** question from this section.

3 (a) Study Figure 3.1 (Insert), a photograph of a coastal landform.

(i) Identify the type of coastal landform labelled **X** in Figure 3.1.

..... [1]

(ii) Describe **two** features of the coastal landform labelled **X** in Figure 3.1.

1

.....

2

.....

[2]

(iii) Suggest how the landform labelled **X** in Figure 3.1 was formed.

.....

.....

.....

.....

.....

..... [3]

(iv) The area shown in Figure 3.1 is located on a headland. Explain why headlands and bays form along some coastlines.

.....

.....

.....

.....

.....

.....

.....

..... [4]





Turn over

(b) Study Figure 3.2, a map showing the sand spit at Walvis Bay, on the coast of Namibia.

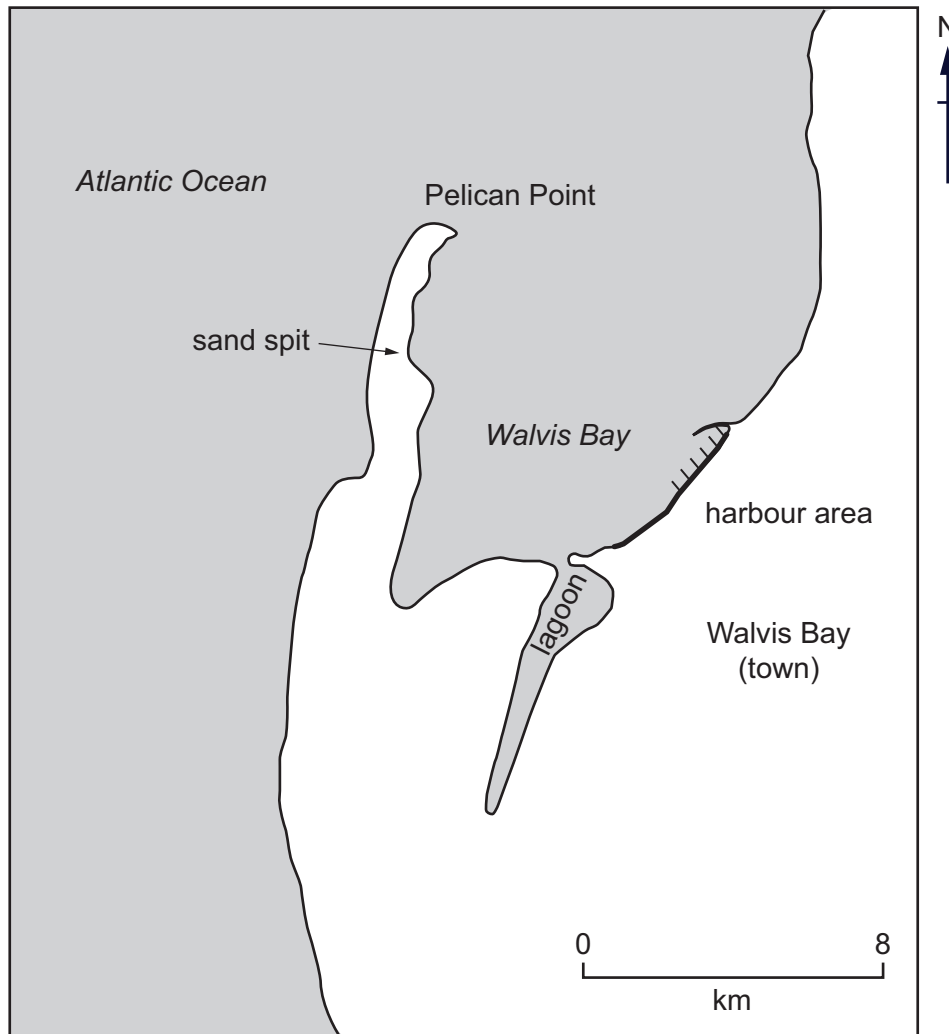


Figure 3.2

(i) Using Figure 3.2 **only**, describe the main features of the sand spit.

.....

.....

.....

.....

.....

..... [3]





(ii) Suggest how the sand spit has developed at Walvis Bay.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]





- (c)** For a named coastline you have studied, describe and explain the strategies used to manage coastal erosion.

area of coastline

..... [7

[Total: 25]





Turn over

4 (a) Study Figure 4.1, a map of the Earth's tectonic plates.

key

▲ active volcanoes

— plate boundaries

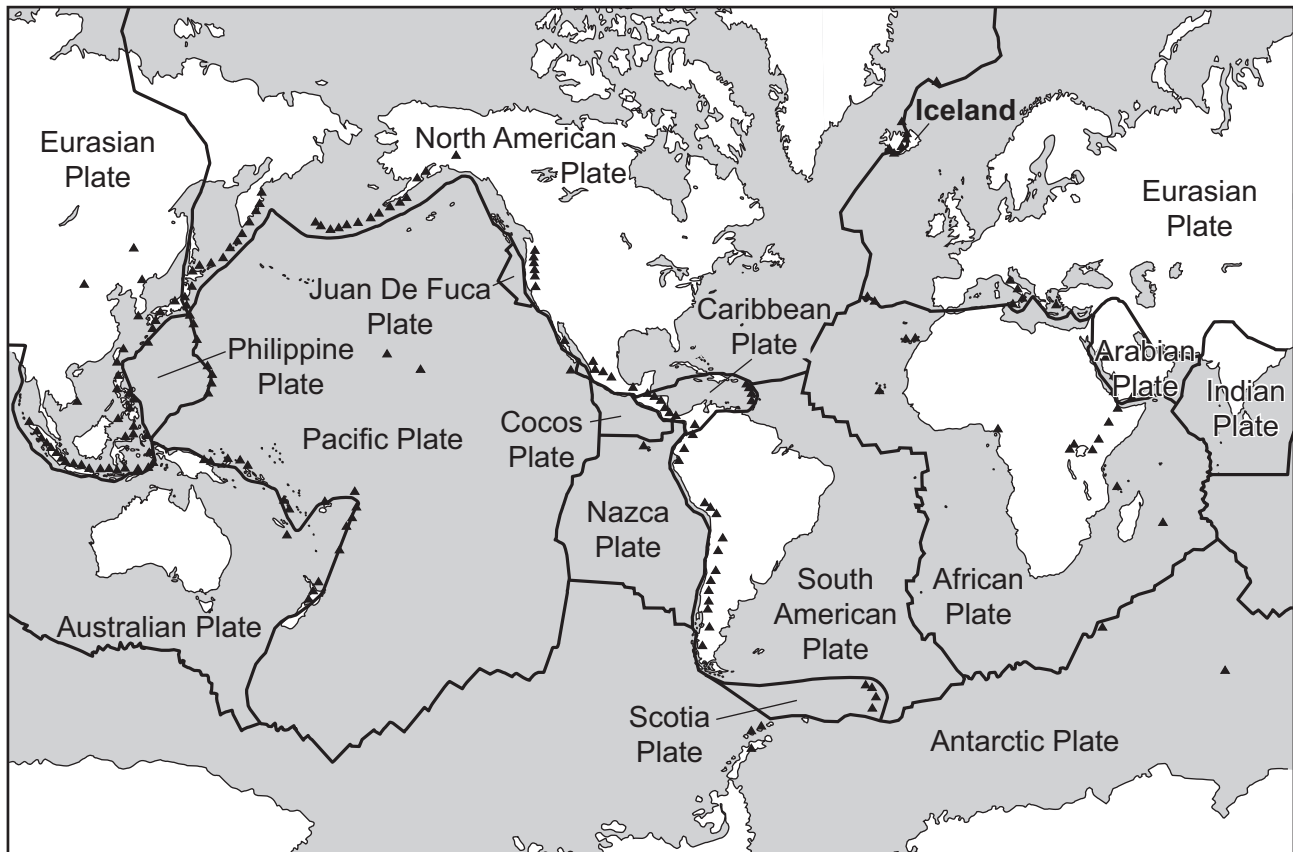


Figure 4.1

(i) Iceland is located on a divergent (constructive) plate boundary. Draw **two** arrows on Figure 4.1 to show the direction of movement of the North American and Eurasian Plates.

[1]

(ii) Describe the processes which occur at divergent (constructive) plate boundaries.

.....

.....

.....

..... [2]





(iii) Using Figure 4.1 **only**, identify the **three** areas where there are active volcanoes.

Tick the **three** correct answers in the table.

	tick (✓)
centre of North America	
east coast of Asia	
east of Africa	
north coast of Asia	
south coast of Africa	
south-west coast of Europe	
west coast of South America	

[3]

(iv) Explain why volcanoes erupt at convergent (destructive) plate boundaries.

.....

.....

.....

.....

.....

.....

.....

..... [4]



(b) Study Figures 4.2 and 4.3, information about a volcanic eruption in Iceland.

key

- ★ capital city
- ▲ active volcano
- town

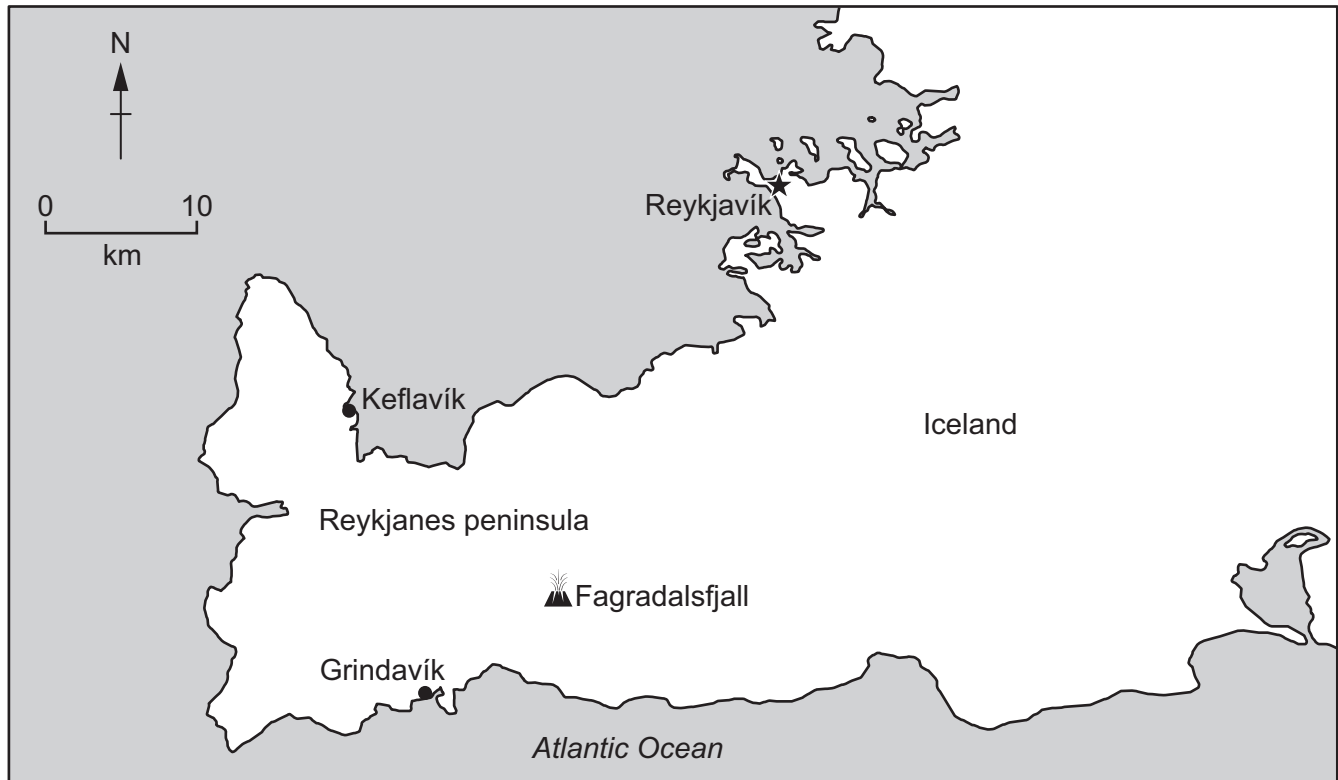


Figure 4.2

A town in Iceland, home to 4000 people, could be heavily damaged by an eruption of the Fagradalsfjall volcano which is expected within hours or days, experts have said.

Yesterday magma moved under the Earth's crust and caused many small earthquakes. The earthquakes have already caused damage to roads and buildings in Grindavík and its surroundings, and a large crack damaged Grindavík golf course.

The town is close to the Svartsengi geothermal plant, the main supplier of electricity to 30 000 residents in the area, as well as a freshwater reservoir. It is also near the Blue Lagoon spa resort, a popular tourist destination.

'We are really concerned about all the houses and the infrastructure in the area,' the head of Iceland's Civil Protection and Emergency Management said. 'The magma is now at a very shallow depth, so we're expecting an eruption within a couple of days. There is a fissure (crack) about 15km long, and an eruption could happen anywhere along it.'

Figure 4.3





(i) Using Figure 4.2, describe the location of Grindavík.

.....

.....

.....

.....

.....

..... [3]

(ii) Using Figure 4.3, suggest the likely problems caused for residents of Grindavík by the eruption of the Fagradalsfjall volcano.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]





DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

Section C

Answer **one** question from this section.

- 5 (a) Study Figure 5.1, which shows the employment structure of Kenya, an LEDC in Africa.

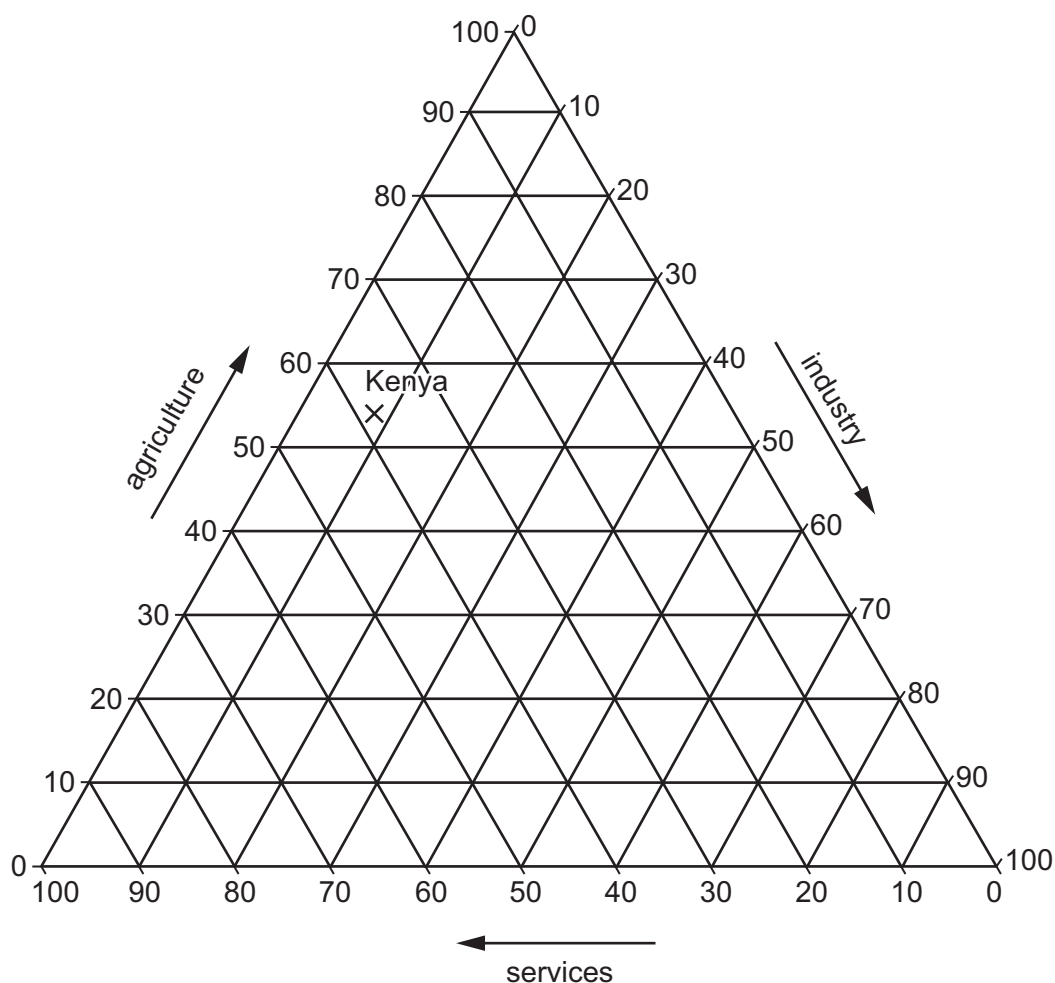


Figure 5.1

- (i) On Figure 5.1, draw a cross to show the employment structure of New Zealand using the following information.

type of employment	percentage
agriculture	6
industry	20
services	74

[1]



- (ii) What percentage of the working population is employed in industry and services in Kenya?

industry%

services%
[2]

- (iii) Identify **three** differences between the employment structure of New Zealand and Kenya. Do **not** use statistics in your answer.

1
.....
2
.....
3
.....
[3]

- (iv) Suggest reasons why employment in agriculture in LEDCs, such as Kenya, has been decreasing.

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



(b) Study Figure 5.2, which shows information about the production of cars.

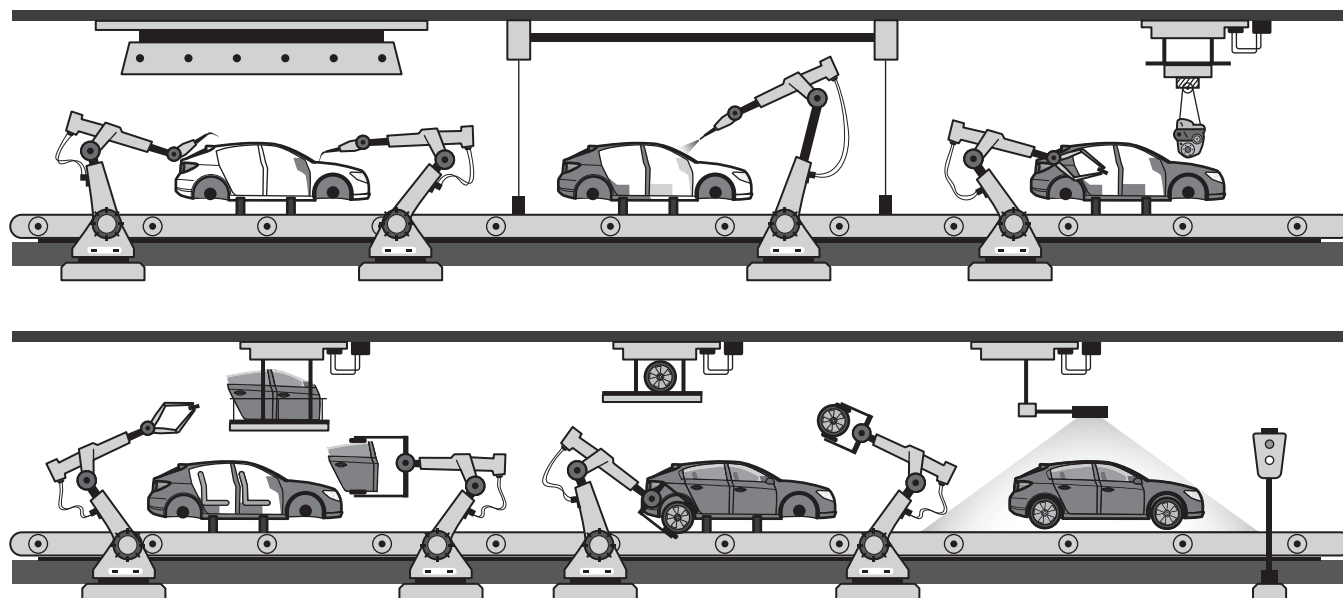


Figure 5.2

- (i) The production of cars is an example of an assembly industry. Using Figure 5.2, describe how cars are produced.

.....

.....

.....

.....

.....

..... [3]





(ii) Many car manufacturers are transnational corporations (TNCs).

Suggest the likely advantages and disadvantages of these TNCs for people who live in the countries where car assembly industries are located.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [5]

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN

DO NOT WRITE IN THIS MARGIN





- (c) Name and briefly describe the location of a factory or industrial zone you have studied. Explain the reasons for its location.

name of factory or industrial zone

location

.....

.....

reasons for location

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [7]

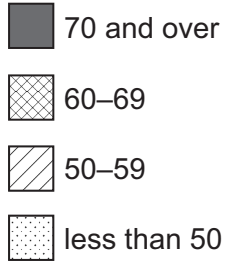
[Total: 25]



- 6 (a) Study Figures 6.1 and 6.2, information about the average life expectancy of countries in Africa in 2000 and 2020.

key

life expectancy (years)



2000

Figure 6.1



2020

Figure 6.2

- (i) Which of the following countries had a life expectancy of 74 years in 2020?
Circle your answer.

Angola

Morocco

Niger

Somalia

[1]

- (ii) Complete Figure 6.2 to show the following information.

country	life expectancy in 2020
Madagascar	64
Mali	59

[2]





(iii) Using Figures 6.1 and 6.2, describe the changes in life expectancy in Africa between 2000 and 2020.

.....

.....

.....

.....

.....

..... [3]

(iv) Explain why life expectancy is a good indicator of development.

.....

.....

.....

.....

.....

.....

..... [4]



- (b) Study Figure 6.3, information about the education of the world's population from 1960 to 2020.

key

-  no formal education
-  some basic education

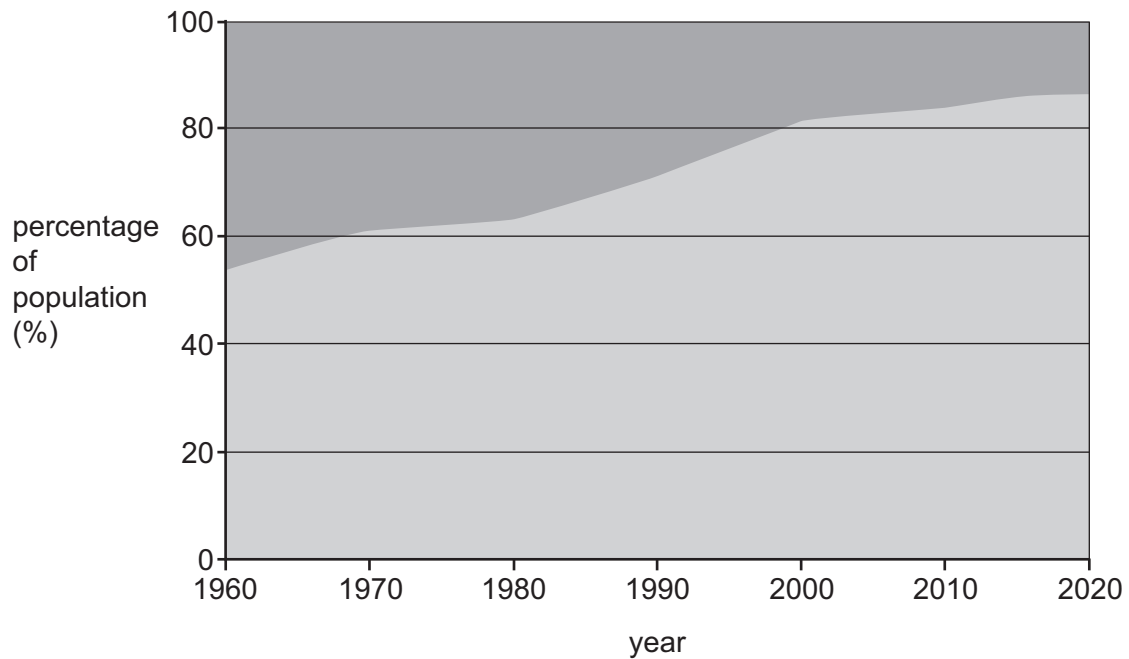


Figure 6.3

- (i) Using Figure 6.3 **only**, describe the changes which have occurred between 1960 and 2020. You should use statistics in your answer.

.....

.....

.....

.....

.....

..... [3]



- (ii) Study Figure 6.4, which shows three plans which the government of a country in Southern Asia is considering to improve levels of education in rural areas.

Plan 1 Make school attendance free for all children up to 16 years.
Plan 2 Build new schools in every large village.
Plan 3 Invest in online learning programmes for children of all ages.

Figure 6.4

Choose **one** plan that you think will be most effective to improve levels of education in rural areas. Explain your choice by referring to the advantages of your chosen plan and the disadvantages of the plans you have rejected.

plan chosen

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[5]

..... [7

© Cambridge University Press & Assessment 2026



Additional page

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

[illegible]



Additional page

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

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.



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

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.



The boundaries and names shown, the designations used and the presentation of material on any maps contained in this question paper/insert do not imply official endorsement or acceptance by Cambridge International Education concerning the legal status of any country, territory, or area or any of its authorities, or of the delimitation of its frontiers or boundaries.

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 (Cambridge University Press & Assessment) 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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in our Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge International Education is the name of our awarding body and a part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.

