



Cambridge
International
AS & A Level

Cambridge Assessment International Education
Cambridge International Advanced Subsidiary and Advanced Level

GEOGRAPHY

9696/22

Paper 2 Core Human Geography

October/November 2019

1 hour 30 minutes

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Section A

Answer **all** questions.

Section B

Answer **one** question.

Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

All the resources referred to in the questions are contained in the Insert.

LICS = low income countries.

MICs = middle income countries.

HICs = high income countries.

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is 60.

This document consists of **3** printed pages, **1** blank page and **2** Inserts.

2

Section A

Answer **all** questions in this section.

Population

- 1** Fig. 1.1 shows dependency ratios in Singapore, an HIC city state in Southeast Asia, 1970–2030.
- (a) Using Fig. 1.1, state:
- (i) the youth dependency ratio in 2005 [1]
 - (ii) the year in which youth dependency and aged dependency are predicted to be the same. [1]
- (b) Describe the trend in the total dependency ratio shown in Fig. 1.1. [4]
- (c) Explain **two** issues caused by ageing populations. [4]
- [Total: 10]

Migration/Settlement dynamics

- 2** Table 2.1 shows impacts of remittances from rural-urban migrants on Imo and Abia, two states in Nigeria, an MIC in West Africa, in 2012. Fig. 2.1 shows the states.
- (a) Name the district shown in Table 2.1 which had the greatest impact from remittances. [1]
- (b) Using Table 2.1, compare the impacts of remittances on Imo State with the impacts on Abia State. [3]
- (c) Outline how push factors and pull factors cause rural-urban migration in LICs/MICs. [6]
- [Total: 10]

Settlement dynamics

- 3** Fig. 3.1 shows a hierarchy of world cities in the USA, an HIC in North America, based on business air travel.
- (a) Name the world city which was top of the hierarchy shown in Fig. 3.1. [1]
- (b) Describe the pattern of flows and hierarchy of world cities shown in Fig. 3.1. [4]
- (c) Explain how economic factors caused the growth of world cities. [5]
- [Total: 10]

3

Section B

Answer **one** question from this section.

Population

- 4 (a) (i) Describe the variation in natural increase rate in Stages 1–5 of the demographic transition model (DTM). [4]
- (ii) Give **two** reasons why changing the natural increase rate can be difficult. [3]
- (b) For **one** country, outline the need for, and the main elements of, its population policy regarding natural increase. [8]
- (c) To what extent was natural increase changed by the population policy you outlined in (b)? [15]

[Total: 30]

Migration/Settlement dynamics

- 5 (a) With the aid of examples, describe **two** intra-urban migrations (within urban settlements). [7]
- (b) Explain why residential segregation occurs in many urban areas. [8]
- (c) With the aid of examples, evaluate the view that counterurbanisation is caused by the high cost of living in urban areas. [15]

[Total: 30]

Settlement dynamics

- 6 (a) With the aid of one or more examples, describe **three** types of location for manufacturing within urban settlements. [7]
- (b) Explain why urban locations for manufacturing have changed over time. [8]
- (c) Assess the relative importance of the different challenges in **one** shanty town (squatter settlement) in an LIC or MIC. [15]

[Total: 30]

BLANK PAGE

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.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education 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 Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.