



Cambridge International AS & A Level

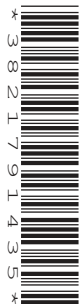
GEOGRAPHY

9696/21

Paper 2 Core Human Geography

October/November 2020

1 hour 30 minutes



You must answer on the enclosed answer booklet.

You will need: Answer booklet (enclosed)
Insert (enclosed)

INSTRUCTIONS

- Answer **four** questions in total:
Section A: answer **all** questions.
Section B: answer **one** question.
- Follow the instructions on the front cover of the answer booklet. If you need additional answer paper, ask the invigilator for a continuation booklet.
- Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

INFORMATION

- The total mark for this paper is 60.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains all the resources referred to in the questions.

LICs = low income countries.

MICs = middle income countries.

HICs = high income countries.

This document has **4** pages. Blank pages are indicated.

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Section A

Answer **all** questions in this section. All questions carry 10 marks.

Population

- 1 Fig. 1.1 shows total fertility rates (TFR) and fertility policy, by world region, in 2016.
- (a) Using Fig. 1.1, name the world regions with countries classified as having a high TFR. [1]
 - (b) Describe the relationship between TFR and type of fertility policy shown in Fig. 1.1. [4]
 - (c) Explain the policies governments may use to lower fertility rates. [5]

Migration

- 2 Fig. 2.1 shows the percentage of female migrants of all international migrants, by age and region, in 2017.
- (a) Using Fig. 2.1, state the lowest percentage of female international migrants from LICs/MICs. [1]
 - (b) Compare the percentage of female international migrants by age for LICs/MICs and HICs shown in Fig. 2.1. [4]
 - (c) Explain how international migration can have negative impacts on source areas. [5]

Settlement dynamics

- 3 Fig. 3.1 shows average journey distance to school, by settlement type and age group, in England, UK, an HIC in Europe, in 2015.
- (a) Using Fig. 3.1, state the average journey distance to school for age group 11–16 for villages. [1]
 - (b) Using evidence from Fig. 3.1, describe the relationship between type of settlement and distance travelled to school. [4]
 - (c) Explain the issues for the provision of services in rural areas. [5]

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Section B

Answer **one** question from this section. All questions carry 30 marks.

Population

- 4 (a) (i) Define the term *infant mortality rate* (IMR). [3]
- (ii) Briefly explain why IMR and fertility rate may be related. [4]
- (b) Using examples, explain why infant mortality rates are high in some countries. [8]
- (c) 'The concept of optimum population is important in understanding population-resource relationships.'
- With the aid of examples, how far do you agree? [15]

Migration/Settlement dynamics

- 5 (a) Describe the impacts of urban-rural migration on rural areas. [7]
- (b) With the aid of examples, explain the role of pull factors in urban-rural migration. [8]
- (c) Assess the extent to which counterurbanisation influences the structure of urban settlements. [15]

Settlement dynamics

- 6 (a) With the aid of one or more examples, describe **three** characteristics of cities at a high position within the hierarchy of world cities. [7]
- (b) With reference to your case study of **one** shanty town (squatter settlement) in an LIC or MIC, explain the challenges of its management. [8]
- (c) For the shanty town (squatter settlement) chosen in (b), assess the success of attempts to solve the challenges of its management. [15]

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