



Cambridge International AS & A Level

GEOGRAPHY

9696/22

Paper 2 Core Human Geography

May/June 2024

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. Any blank pages are indicated.

2

Section A

Answer **all** questions in this section. All questions are worth 10 marks.

Population

- 1 Table 1.1 shows the top 10 countries with the highest rate of population increase in 2021.
- (a) Using Table 1.1:
- (i) Calculate the projected population growth in numbers that Tanzania would have in 2022 based on the 2021 rate of population increase. Show your working. [2]
 - (ii) Describe how the population growth rates for Angola and Chad may result in different population numbers in the two countries. [2]
- (b) Suggest **two** reasons why many countries in Africa have high rates of population growth as shown in Table 1.1. [2]
- (c) Explain why governments might find it difficult to decrease their country's population growth rate. [4]

Migration

- 2 Fig. 2.1 shows refugee movements for selected countries in 2019.
- (a) Using Fig. 2.1:
- (i) State **two** countries that had a net gain in refugees. [2]
 - (ii) Calculate the difference in refugee numbers from and to Pakistan in 2019. Show your working. [2]
- (b) Suggest **two** reasons why a country may be a source area and a receiving/destination area for refugees. [2]
- (c) Explain why governments may try to limit the number of refugees entering their country. [4]

Population/Settlement dynamics

- 3 Fig. 3.1 is a photograph which shows high-rise residences in an inner area of the city of Vancouver, Canada, an HIC in North America.
- (a) Suggest **three** advantages of living in high-rise residences as shown in Fig. 3.1. [3]
 - (b) Suggest **two** disadvantages of living in high-rise residences as shown in Fig. 3.1. [2]
 - (c) Explain why the population in the central business district (CBD) of many cities is decreasing. [5]

3

Section B

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

Population

- 4 (a) Describe the stages of the demographic transition model (DTM). [7]
- (b) With the aid of examples, explain why population change in LICs/MICs may **not** follow the demographic transition model (DTM). [8]
- (c) 'Economic factors are the main influence on population growth rates in a country.'
- With the aid of examples, to what extent do you agree with this statement? [15]

Population/Migration

- 5 (a) With the aid of examples, describe the main types of internal (within a country) migration. [7]
- (b) With the aid of examples, explain why the level of internal migration tends to increase as a country develops economically. [8]
- (c) With the aid of examples, assess the extent to which governments attempt to control international migration. [15]

Population/Migration/Settlement dynamics

- 6 For your chosen case study of a shanty town (squatter settlement) in an LIC or MIC:
- (a) Describe the characteristics of the shanty town (squatter settlement). [7]
- (b) Explain the challenges for the management of the shanty town (squatter settlement). [8]
- (c) Evaluate the responses to the challenges you explained in (b). [15]

BLANK 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 Assessment 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 (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 Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.