

Cambridge
International
AS & A Level

Cambridge International Examinations
Cambridge International Advanced Subsidiary and Advanced Level

GEOGRAPHY

9696/21

Paper 2 Core Human Geography

May/June 2018

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.

Section A

Answer **all** questions in this section.

Population

- 1 Fig. 1.1 shows the top six causes of death for LICs and HICs in 2012.
- (a) Using Fig. 1.1:
- (i) state which causes of death are found in both LICs and HICs [2]
 - (ii) state the number of deaths per 100 000 population from HIV/AIDS in LICs. [1]
- (b) Using evidence from Fig. 1.1, suggest **two** reasons why the physical environment can be a factor in the causes of death in LICs. [3]
- (c) Explain why death rates of females have decreased in many LICs/MICs. [4]
- [Total: 10]

Population/Migration

- 2 Table 2.1 shows the percentage of international migrants by selected age groups for HICs and LICs in 1990, 2000 and 2010.
- (a) Using Table 2.1, state the percentage of international migration in 2010 that was 34 years and under for:
- (i) HICs [1]
 - (ii) LICs. [1]
- (b) Suggest **two** reasons why there were less young international migrants (34 years and under) in HICs than in LICs. [3]
- (c) Suggest how education influences international migration. [5]
- [Total: 10]

Population/Migration/Settlement dynamics

- 3 Fig. 3.1 shows population growth in Chicago, USA, an HIC, 1880–2010.
- (a) State the population of Chicago in 1980. [1]
- (b) Using data from Fig. 3.1, describe the changes in the population of Chicago from 1880 to 2010. [3]
- (c) Explain why population has moved out of the inner areas of cities in HICs. [6]
- [Total: 10]

Section B

Answer **one** question from this section.

Population

- 4 (a) Describe how food shortages occur. [7]
- (b) Explain **two** ways of reducing food shortages. [8]
- (c) 'The concept of carrying capacity is irrelevant in the modern technological age.'
- With the aid of examples, to what extent do you agree? [15]
- [Total: 30]

Migration

- 5 (a) (i) Describe the process of chain migration. [3]
- (ii) Explain **two** consequences of the process of chain migration. [4]
- (b) Explain how economic factors act as constraints to migration. [8]
- (c) With the aid of examples, assess the extent to which push factors are more important than pull factors in causing migration. [15]
- [Total: 30]

Settlement dynamics

- 6 For your case study of a rural settlement or rural area:
- (a) describe the issues of its development and growth (or decline) [7]
- (b) explain the issues described in (a) [8]
- (c) assess the effectiveness of the responses to the issues. [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 International Examinations Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cie.org.uk after the live examination series.

Cambridge International Examinations is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.