



# Cambridge International AS & A Level

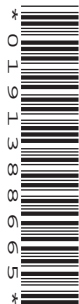
## GEOGRAPHY

9696/21

Paper 2 Core Human Geography

May/June 2021

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.

## Section A

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

### Population

- 1 Fig. 1.1 shows total fertility rate (TFR) for Brazil, an MIC in South America, between 1960 and 2015.
- (a) Using Fig. 1.1:
- (i) calculate the change in TFR between 1960 and 2015. Show your working. [2]
  - (ii) state the first year in which the TFR was equal to the natural replacement level. [1]
- (b) Suggest **two** reasons why the TFR has decreased since 1960. [2]
- (c) Explain why a high TFR may cause problems for a country. [5]

### Migration/Settlement dynamics

- 2 Fig. 2.1 is a photograph which shows a rural area in Norway, an HIC in Europe, that has had population decline due to out-migration.
- (a) Using Fig. 2.1, suggest **three** push factors that caused migrants to move from the area. [3]
- (b) Using Fig. 2.1, suggest **three** pull factors that could attract people into the area. [3]
- (c) Explain why the rate of rural-urban migration often varies with the age of the migrant in LICs/MICs. [4]

### Population/Migration/Settlement dynamics

- 3 Table 3.1 shows population data for part of an urban area of a city in an HIC, 1990 and 2020.
- (a) Using Table 3.1, state **three** changes in the urban population between 1990 and 2020. [3]
- (b) Suggest **two** reasons for the change in the urban population shown in Table 3.1. [2]
- (c) Explain why population numbers may increase in outer urban areas of cities in LICs/MICs. [5]

## Section B

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

### Population

- 4 (a) (i) Describe how to calculate dependency ratio. [3]
- (ii) Explain why the dependency ratio may vary within a country. [4]
- (b) With the aid of examples, explain why the dependency ratio is changing in many LICs. [8]
- (c) 'Changes in food production have had the biggest impact on reducing mortality.'
- With the aid of examples, how far do you agree? [15]

### Migration/Settlement dynamics

- 5 (a) (i) Describe the process of stepped migration. [3]
- (ii) Explain why stepped migration is less likely to occur in international migration. [4]
- (b) Explain why people migrate within urban settlements (intra-urban movements). [8]
- (c) 'Residential segregation is the main impact of intra-urban population movements.'
- With the aid of examples, to what extent do you agree with this view? [15]

### Settlement dynamics

- 6 (a) With the aid of examples, describe how environmental factors affect the location of activities in urban areas. [7]
- (b) Explain why manufacturing has changed location in urban areas. [8]
- (c) With the aid of examples, assess the extent to which planning controls are the most important influence on the structure of urban settlements. [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](http://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.