

# Cambridge International AS & A Level

GEOGRAPHY 9696/22

Paper 2 Core Human Geography

May/June 2022

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.

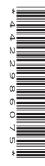
#### **INFORMATION**

- 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.



#### Section A

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

## **Population**

- 1 Fig. 1.1 shows average calorie consumption per person per day, for USA and China, 1968–2018.
  - (a) Using Fig. 1.1, state the number of years China had an average calorie consumption per person per day below 2000 kcal. [1]
  - (b) Compare the changes in average calorie consumption per person per day for USA and China shown in Fig. 1.1. [4]
  - (c) Suggest why an increase in calorie consumption per person per day may create problems for a country. [5]

## **Population/Migration**

- 2 Table 2.1 shows the reasons for internal migration for males and females in India, an MIC in Asia, in 2011.
  - (a) Compare the reasons for internal migration for males and females shown in Table 2.1. [3]
  - (b) Suggest **two** reasons for the difference in percentage between males and females moving for work in India as shown in Table 2.1. [3]
  - (c) Explain why improvements in communications in an area may increase the rate of internal migration. [4]

#### **Settlement dynamics**

- **3** Fig. 3.1 is a photograph which shows a car manufacturing site in Brazil, an MIC in South America, in 2018.
  - (a) State **three** different pieces of evidence from Fig. 3.1 which suggest that this is a recently developed manufacturing site. [3]
  - (b) Suggest why the location of the manufacturing site shown in Fig. 3.1 is suitable for modern-day manufacturing. [3]
  - (c) Explain why services might locate in the central business district (CBD) of urban areas. [4]

© UCLES 2022 9696/22/M/J/22

#### Section B

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

## **Population**

- **4** (a) Describe the changes in the birth rate in the demographic transition model (DTM). [7]
  - (b) With the aid of examples, explain why infant mortality rates fall with the increased economic development of an area. [8]
  - (c) 'The main impact of a youthful population on a country is economic.'

With the aid of examples, how far do you agree with this statement?

[15]

# Population/Migration

- **5** (a) Describe different ways of classifying types of migrants. [7]
  - **(b)** With the aid of examples, explain why the level of internal migration has increased in many HICs.
  - (c) 'The impact of the migration of a population into an area is always negative for the receiving/ destination area.'
    - With the aid of examples, to what extent do you agree with this view? [15]

## Population/Migration/Settlement dynamics

- **6 (a)** Describe the causes of re-urbanisation. [7]
  - **(b)** With the aid of examples, explain the consequences of re-urbanisation. [8]
  - (c) With the aid of examples, to what extent do political factors affect the location of activities within urban areas? [15]

© UCLES 2022 9696/22/M/J/22

4

### **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.

© UCLES 2022 9696/22/M/J/22