

Cambridge  
International  
AS & A Level

**Cambridge International Examinations**  
Cambridge International Advanced Subsidiary and Advanced Level

**GEOGRAPHY**

**9696/22**

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 Table 1.1 shows the top five causes of death in the USA (an HIC) and Mali (an LIC in Africa) in 2013.
- (a) Briefly describe **two** differences in the causes of death between the USA and Mali shown in Table 1.1. [2]
- (b) Using evidence from Table 1.1, suggest the impacts of the causes of death on the population structure of Mali. [3]
- (c) Explain why death rates are increasing in many HICs. [5]
- [Total: 10]

### Migration

- 2 Fig. 2.1 shows international migration by age group and gender for the UK (an HIC) in 2013.
- (a) Using Fig. 2.1, state which age group had:
- (i) the largest difference between numbers of immigrants and emigrants [1]
- (ii) more female immigrants than male immigrants. [1]
- (b) Suggest **two** reasons why the number of international migrants decreases over the age of 44 years as shown in Fig. 2.1. [3]
- (c) Explain why the level of education may influence a person's decision to migrate internationally. [5]
- [Total: 10]

### Settlement dynamics

- 3 Fig. 3.1 shows the rail network in Singapore (an HIC in Southeast Asia) in 2016.
- (a) Using evidence from Fig. 3.1, explain why Dhoby Ghaut is the main interchange station. [2]
- (b) Describe the differences shown in Fig. 3.1 between the MRT and LRT networks. [3]
- (c) Explain the challenges for a city to provide **either** power infrastructure **or** transport infrastructure. [5]
- [Total: 10]

### Section B

Answer **one** question from this section.

#### Population

- 4 (a) (i) Explain the concept of food security. [3]
- (ii) Describe **two** consequences of food shortages. [4]
- (b) Explain the role of technology and innovation in increasing food production. [8]
- (c) 'Natural hazards are the greatest constraint to sustaining population.'  
With the aid of examples, to what extent do you agree with this statement? [15]
- [Total: 30]

#### Population/Migration

- 5 For your case study of an international migration stream:
- (a) describe the character [7]
- (b) explain the causes [8]
- (c) evaluate the impacts on both source areas and destination areas. [15]
- [Total: 30]

#### Migration/Settlement dynamics

- 6 (a) Explain why the population of many large cities is decreasing. [7]
- (b) Suggest why urban renewal occurs in many cities in HICs. [8]
- (c) 'Residential segregation within urban areas is mainly caused by differences in income.'  
With the aid of examples, how far do you agree? [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](http://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.