

Cambridge  
International  
AS & A Level

**Cambridge Assessment International Education**  
Cambridge International Advanced Subsidiary and Advanced Level

**GEOGRAPHY**

**9696/22**

Paper 2 Core Human Geography

**May/June 2019**

**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 average calorie consumption per person per day (kcal) for selected world regions and the world in 1965, 1988, 2015 and projected for 2030.
- (a) Using Table 1.1, name the world region in which calorie consumption per person per day increased the most between 1965 and 2015. [1]
- (b) Compare the changes in average calorie consumption per person per day shown in Table 1.1 for Sub-Saharan Africa and Europe. [4]
- (c) Suggest **two** reasons why there may be a limit to the increase in calorie consumption. [5]
- [Total: 10]

## Population/Migration/Settlement dynamics

- 2 Fig. 2 shows simplified age/sex structures for two urban settlements in 2017. Fig. 2.1 is in an HIC and Fig. 2.2 is in an LIC. Both settlements had experienced rural-urban migration.
- (a) Using Fig. 2.1 and Fig. 2.2, calculate the difference between the two settlements in the percentage of the population aged:
- (i) 61 and over [1]
- (ii) 16–30 years. [1]
- (b) Compare the age/sex structures shown in Fig. 2.1 and Fig. 2.2. [4]
- (c) Suggest **two** reasons why the age/sex structures shown in Fig. 2 are different. [4]
- [Total: 10]

## Settlement dynamics

- 3 Fig. 3.1 shows a squatter settlement along a railway line in Mumbai, India, an MIC in South Asia.
- (a) Describe the characteristics of the buildings shown in Fig. 3.1. [3]
- (b) Suggest **two** reasons for the settlement shown in Fig. 3.1. [2]
- (c) Explain the **economic** challenges for a city trying to manage settlements like the one shown in Fig. 3.1. [5]
- [Total: 10]

**Section B**

Answer **one** question from this section.

**Population**

- 4 (a) (i) Explain the concept of optimum population. [3]
- (ii) Describe **two** consequences of overpopulation. [4]
- (b) Explain the role of constraints in relation to sustaining population. [8]
- (c) 'Countries are challenged more by underpopulation than by overpopulation.'  
With the aid of examples, how far do you agree? [15]
- [Total: 30]

**Population/Migration**

- 5 (a) Describe how distance influences migration. [7]
- (b) Explain the nature of obstacles and barriers, other than distance, that limit migration. [8]
- (c) With the aid of examples, assess the extent to which a person's age is the greatest constraint on migration. [15]
- [Total: 30]

**Migration/Settlement dynamics**

- 6 (a) Explain why the population of some cities is decreasing. [7]
- (b) With the aid of examples, describe the consequences of population decrease for urban settlements. [8]
- (c) 'Urban renewal is the answer to urban problems.'  
With the aid of one or more examples, how far do you agree? [15]
- [Total: 30]

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