



Cambridge International AS & A Level

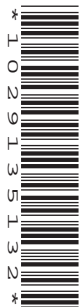
GEOGRAPHY

9696/22

Paper 2 Core Human Geography

October/November 2020

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. Blank pages are indicated.

Section A

Answer **all** questions in this section. All questions carry 10 marks.

Population

- 1 Fig. 1.1 and Fig. 1.2 show the proportion of population aged 60 or over, by country, in 2015 and projected for 2050.
 - (a) Using Fig. 1.1, state the continent with the lowest overall proportion of the population aged 60 or over in 2015. [1]
 - (b) Describe the changes in pattern of areas with 0–9% of the population aged 60 or over between Fig. 1.1 and Fig. 1.2. [4]
 - (c) Suggest **two** reasons why the proportion of population aged 60 or over is low in some countries. [5]

Migration

- 2 Fig. 2.1 shows the contribution of natural increase and net migration to population change in Europe, 1950–2019 and projected for 2020–49.
 - (a) Using Fig. 2.1, state the decade in which net migration became higher than natural increase. [1]
 - (b) Describe how net migration and natural increase influence the net change of population shown in Fig. 2.1. [4]
 - (c) Explain how international migration can have positive impacts on receiving/destination areas. [5]

Settlement dynamics

- 3 Fig. 3.1 shows the percentage of urban population, by city size, for world regions in 2014.
 - (a) Using Fig. 3.1, describe the variations in percentage of urban population in megacities by world region. [2]
 - (b) Using Fig. 3.1, compare the percentage of urban population, by city size, for Europe with that of Asia. [3]
 - (c) Explain **two** planning issues in urban areas in LICs/MICs. [5]

Section B

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

Population

- 4 (a) (i) Define the term *food security*. [3]
- (ii) Suggest **two** ways in which food security in a country can be threatened. [4]
- (b) Using examples, explain the roles of technology and innovation in overcoming food shortages. [8]
- (c) 'The issues of a youthful population are easier to manage than the issues of an ageing population.'
- With the aid of examples, how far do you agree? [15]

Migration

- 5 (a) Describe the impacts of rural-urban migration on rural areas. [7]
- (b) With the aid of examples, explain the role of push factors in rural-urban migration. [8]
- (c) Assess the extent to which distance influences patterns of international migration. [15]

Settlement dynamics

- 6 (a) Compare the process of counterurbanisation with the process of re-urbanisation. [7]
- (b) Explain the impacts of counterurbanisation on the competition for land in urban and nearby rural areas in HICs. [8]
- (c) 'Residential segregation in urban settlements in HICs is caused by economic factors.'
- With the aid of examples, how far do you agree? [15]

BLANK PAGE

The boundaries and names shown, the designations used and the presentation of material on the 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 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.