



Cambridge International AS & A Level

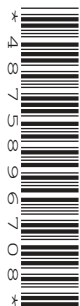
GEOGRAPHY

9696/21

Paper 2 Core Human Geography

May/June 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 Table 1.1 shows percentage of total live births by age group of mother in the USA, an HIC, in 1965 and 2015.
- (a) Using Table 1.1, compare the pattern of live births by age group of mother in 2015 with that in 1965. [3]
- (b) Suggest **two** reasons for the changes in the pattern of live births by age group of mother shown in Table 1.1. [3]
- (c) Explain why birth rates may vary with the income of the parents. [4]

Migration

- 2 Fig. 2.1 shows the location of immigrants by region of residence in Brazil, an MIC in South America, in 2010.
- (a) Using Fig. 2.1, describe the distribution of immigrants in Brazil in 2010. [3]
- (b) In 2010 Brazil received 700,000 migrants. Using the data in Fig. 2.1, calculate how many migrants settled in the North region. Show your working. [2]
- (c) Explain how both distance and cost can influence internal migration. [5]

Settlement dynamics

- 3 Fig. 3.1 is a photograph which shows an out-of-town retail park in an HIC in 2017.
- (a) Describe **three** features of the retail park shown in Fig. 3.1. [3]
- (b) Using evidence from Fig. 3.1, suggest the factors which may have attracted retailing to this location. [3]
- (c) Explain the issues for urban areas resulting from the development of out-of-town retail parks. [4]

Section B

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

Population

- 4 (a) (i) Define the concept of carrying capacity. [3]
- (ii) Briefly explain **two** causes of food shortages. [4]
- (b) With the aid of examples, explain the factors that lead to increasing food production in an area. [8]
- (c) 'Increasing wealth is putting excessive pressure on food production.'
With the aid of examples, how far do you agree? [15]

Population/Migration/Settlement dynamics

- 5 (a) Contrast the features of urban-rural migration with the features of rural-urban migration in HICs. [7]
- (b) Explain the impact of rural-urban migration on population structures of LICs/MICs for both source and receiving/destination areas. [8]
- (c) With the aid of examples, how far do you agree that it is the number of rural-urban migrants that cause the greatest problem for receiving/destination areas? [15]

Migration/Settlement dynamics

- 6 (a) (i) Define the terms *counterurbanisation* and *re-urbanisation*. [4]
- (ii) Briefly explain **two** consequences for urban areas of re-urbanisation. [3]
- (b) With the aid of examples, suggest why the location of retailing and other services in many urban settlements is challenging. [8]
- (c) With the aid of examples, assess the extent to which governments influence the structure of urban settlements. [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.