



# Cambridge International AS & A Level

---

## GEOGRAPHY

9696/22

Paper 2 Core Human Geography

May/June 2025

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. Any blank pages are indicated.

## Section A

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

### Population/Migration

- 1 Fig. 1.1 shows the population change for Australia (an HIC in Oceania) and Romania (an MIC in Europe), 1980–2020.
- (a) Using Fig. 1.1, compare the population change for Australia and Romania. [3]
  - (b) Suggest **two** reasons for the population change in Romania between 1990 and 2020. [3]
  - (c) Explain why some countries with large areas have relatively low population numbers. [4]

### Population/Migration/Settlement dynamics

- 2 Fig. 2.1 shows the percentage of the population who were born in another country, 2015.
- (a) Describe the pattern of population who were born in another country shown in Fig. 2.1. [4]
  - (b) Suggest **two** reasons why some countries attract a high number of international migrants. [2]
  - (c) Explain why international migrants are often concentrated in inner city areas of the receiving/destination country. [4]

### Settlement dynamics

- 3 Fig. 3.1 is a photograph which shows a settlement in the Comas district of Lima, Peru, an MIC in South America.
- (a) Suggest **three** problems for the people living in the settlement shown in Fig. 3.1. [3]
  - (b) Suggest **two** advantages for the people of living in the settlement shown in Fig. 3.1. [2]
  - (c) Explain why it is often difficult for a government to improve shanty towns (squatter settlements). [5]

## Section B

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

### Population

- 4 (a) (i) Outline the concept of 'carrying capacity'. [3]
- (ii) Explain why it is difficult to assess the carrying capacity of an area. [4]
- (b) With the aid of examples, explain the difficulties for an area caused by overpopulation. [8]
- (c) 'A high birth rate in LICs will prevent their economic growth.'
- With the aid of examples, how far do you agree with this statement? [15]

### Migration/Settlement dynamics

- 5 (a) Describe the causes of urban to urban migration. [7]
- (b) With the aid of examples, explain why **intra-urban** migration (within the same urban area) has increased in recent years. [8]
- (c) With the aid of examples, how far do you agree that it is difficult for governments to manage **rural to urban** migration? [15]

### Population/Migration/Settlement dynamics

- 6 (a) Describe the characteristics of central business districts (CBDs). [7]
- (b) With the aid of examples, explain why there are challenges for many CBDs. [8]
- (c) 'There is a limit to how large a city can grow in size.'
- With the aid of examples, how far do you agree with this statement? [15]

**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](http://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.