

GEOGRAPHY

Paper 2 Core Human Geography

9696/21

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 Fig. 1.1 shows average calorie consumption per person per day (kcal) for South America, 2006–10. Fig. 1.2 shows the countries of South America.
- (a) Using Fig. 1.1, state:
- (i) the number of countries where average calorie consumption per person per day was 2500–3000 kcal [1]
 - (ii) the number of countries that had calorie consumption below that defined as 'healthy'. [1]
- (b) Describe the pattern of calorie consumption shown in Fig. 1.1. [3]
- (c) Suggest why, as a country develops, its people's calorie consumption tends to increase. [5]
- [Total: 10]

Population/Migration/Settlement dynamics

- 2 Fig. 2.1 shows the simplified age/sex structure of a rural area in an HIC in 1975 and 2015.
- (a) Using Fig. 2.1, state which age group:
- (i) increased the most between 1975 and 2015 [1]
 - (ii) decreased the most between 1975 and 2015 [1]
 - (iii) had the greatest imbalance between males and females in 1975. [1]
- (b) Give evidence from Fig. 2.1 that shows the area experienced both rural-urban and urban-rural migration. [3]
- (c) Explain why migration into and out of some rural settlements can occur at the same time. [4]
- [Total: 10]

Settlement dynamics

- 3 Fig. 3.1 shows part of a residential area in Athens, Greece, an HIC in Europe.
- (a) Describe **two** problems of urban living shown in Fig. 3.1. [4]
- (b) Briefly explain why an urban area may experience renewal. [3]
- (c) Explain **one** issue that urban renewal may create in urban settlements. [3]
- [Total: 10]

Section B

Answer **one** question from this section.

Population

- 4 (a) Compare recent changes in life expectancy in LICs/MICs and HICs. [7]
- (b) For your chosen case study of **one** country's population policy, explain the nature of the population problem(s) experienced by the country. [8]
- (c) For the country chosen in (b), evaluate the success of the population policy. [15]
- [Total: 30]

Migration

- 5 (a) Compare the characteristics of voluntary and forced (involuntary) international movements of people. [7]
- (b) Using examples, explain the pattern of international refugee flows. [8]
- (c) Evaluate the impacts of **one** international migration stream on its destination(s). [15]
- [Total: 30]

Settlement dynamics

- 6 (a) Describe the characteristics of central business districts (CBDs). [7]
- (b) Explain why CBDs have distinct functional zones. [8]
- (c) With the aid of examples, assess the extent to which retailing is still located in the central areas of urban settlements. [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 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.