
GEOGRAPHY

9696/23

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 Fig. 1.1 shows average calorie consumption per person per day (kcal) for selected countries in 2015.
- (a) Using evidence from Fig. 1.1:
- (i) state the difference in calorie consumption between USA and Ethiopia [1]
 - (ii) name the country which was closest to the healthy calorie consumption per person per day of 2500kcal. [1]
- (b) Describe the pattern of average calorie consumption per person per day shown in Fig. 1.1. [3]
- (c) Suggest why **both** low calorie consumption **and** high calorie consumption can have harmful consequences. [5]
- [Total: 10]

Population/Migration

- 2 Fig. 2.1 shows the destination of Nigerian citizens living outside Nigeria, by country, in 2014. Nigeria is an MIC in West Africa.
- (a) Using Fig. 2.1:
- (i) state the percentage of Nigerian citizens who were living in the UK [1]
 - (ii) calculate the difference in percentage between those Nigerian citizens living in Italy and those living in Ghana. [1]
- (b) Describe the pattern of Nigerian citizens living outside Nigeria shown in Fig. 2.1. [3]
- (c) Explain how education influences the decision to migrate internationally. [5]
- [Total: 10]

Settlement dynamics

- 3 Fig. 3.1 is a photograph which shows part of Singapore, an HIC city state, in Southeast Asia.
- (a) Describe the land use shown in Fig. 3.1. [4]
- (b) Suggest **two** reasons for the high density development shown in Fig. 3.1. [2]
- (c) Describe the challenges for a city of trying to provide sufficient infrastructure (**either** power **or** transport). [4]
- [Total: 10]

Section B

Answer **one** question from this section.

Population

- 4 (a) Describe the links between economic development and changes in infant mortality rate. [7]
- (b) With the aid of one or more examples, outline the issues caused by a youthful population. [8]
- (c) With the aid of one or more examples, assess the extent to which decreasing death rates are causing overpopulation. [15]

[Total: 30]

Population/Migration

- 5 (a) Describe how age affects migration. [7]
- (b) With the aid of examples, explain why migration decreases with distance from the source area. [8]
- (c) 'International migration is difficult in the modern world.'
- With the aid of examples, how far do you agree with this statement? [15]

[Total: 30]

Population/Migration/Settlement dynamics

- 6 (a) Explain why many rural settlements in **HICs** are increasing in population. [7]
- (b) With the aid of examples, describe the consequences of population increase for rural settlements. [8]
- (c) With the aid of one or more examples, assess the extent to which population pressure on rural settlements can be reduced. [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.