GCSE

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C112U20-1

S19-C112U20-1

eduqas
Part of WJEC

GEOGRAPHY B – Component 2
Problem Solving Geography

WEDNESDAY, 5 JUNE 2019 – AFTERNOON

1 hour 30 minutes

For Examiner's use only		
	Maximum Mark	Mark Awarded
Part A	37	
Part B	23	
Part C	12	
SPaG	4	
Total	76	

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ADDITIONAL MATERIALS

Resource Folder.

In addition to this paper you may use a calculator and a ruler if required.

INSTRUCTIONS TO CANDIDATES

Answer **all** of the questions in this examination.

Use black ink or black ball-point pen. Do not use gel pen. Do not use correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Write your answers in the spaces provided in this booklet.

If additional space is required you should use the lined page(s) at the end of this booklet. The question number(s) should be clearly shown.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [ ] at the end of each question or part-question.

You are reminded that assessment will take into account your ability to spell, punctuate and use grammar and specialist terminology accurately in your answer to Part C.

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LDE*(S19-C112U20-1)

In recent years Kenya, a large country in east Africa, has experienced rapid urbanisation (the movement of people from rural areas to cities).

The capital city, Nairobi, has been the fastest growing city. Many migrants have settled in slums (shanty towns) spread across the city. This has created many challenges for the city authorities and for charities who work in the slums.

Part A:	provides information on the causes and the effects of this migration. 37 marks
Part B:	provides information about the way both local authority and charity projects attempt to improve the lives of people who live in the slums. 23 marks
Part C:	asks you to suggest how three projects should be phased (staggered), over a nine-year period in the new slum of Dagoretti. 16 marks
	Total 76 marks

Part A – Provides information about the causes and the effects of migration to Nairobi.

*You are advised to spend about **35 minutes** on this part.*

(a)   Study **Figure 1** on **page 2** and **Figure 2** on **page 3** of the Resource Folder.

(i)   Use the information to **Tick (✓)** the **three** correct statements in the table below. [3]

Statement	Tick (✓)
Kenya is located on the west coast of the African continent.	
The capital city, Nairobi, is located in south central Kenya.	
The main reasons people give for leaving the East Central region are 'push' factors.	
The main reasons people give for leaving the Lake Victoria region are 'push' factors.	
15% of the population of Kibera migrated from the North Central region.	
30% of the population of Kibera migrated from the North Central region.	

(ii) Describe **one** way that the map in **Figure 1** could be adapted (changed) to more clearly show migration flows in Kenya. [3]

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(iii) Migrants from the northern region of Kenya suggest that desertification was an important reason for leaving. What is desertification? [2]

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(iv) Other parts of the world also suffer from desertification. Describe the global distribution of regions at risk of desertification. [3]

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(b) Study **Figure 3** on **page 4** of the Resource Folder.

Describe the pattern of slums located in Nairobi. Fill in the gaps using **four** of the words in the box below. [4]

two	focused	western	woodland	Nairobi
one	concentrated	northern	Kibera	
scattered	three	eastern	Mathare	

The slums are .... across the city, but there are none near

the .... boundary. The cluster of slums to the south west

of the CBD are collectively known as the .... district. One

of the newest slums, Dagoretti, is .... km from the CBD.

(c) Study **Figure 4** on **page 4** of the Resource Folder. The Mathare slum is one of the oldest slums in Nairobi.

Use evidence from the photograph to show how peoples' lives can be improved over time in slum areas such as this. [4]

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(d) **Figure 5** on **page 5** of the Resource Folder shows the centre of Nairobi, an example of a global city. [3]

List **three** features common to **all** global cities.

Feature 1 ....

Feature 2 ....

Feature 3 ....

(e) Study the data in **Figure 6** on **page 5** of the Resource Folder. It shows development indicators comparing the lives of residents who live in Nairobi.

(i) Explain why life expectancy varies between the slums and more wealthy areas. [6]

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The scatter graph below compares two sets of data. The aim was to see if there is a link between life expectancy and vaccination rates in different countries.
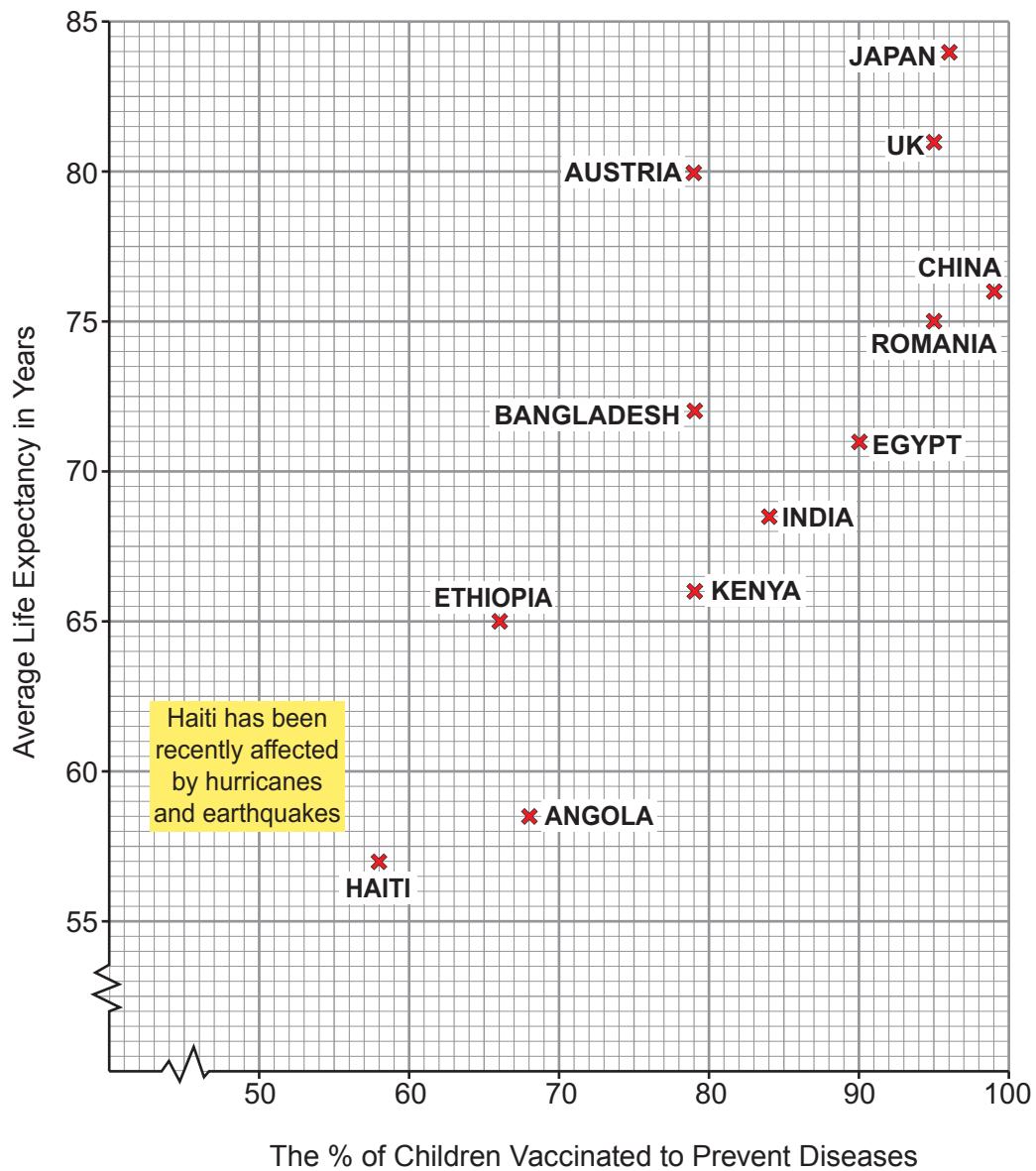
(ii)   On the graph, draw the line of best fit to show the relationship between the two variables.   [2]

(iii) Identify **two** conclusions you can reach about the relationship between the two variables. [2]

Conclusion 1 ....

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Conclusion 2 ....

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(iv) Suggest why it is sometimes difficult to reach firm conclusions when investigating links between two data sets such as those shown on the scatter graph. You should refer to Haiti in your answer. [5]

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End of Part A

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Turn over.

Part B – Provides information about the way both local authority and charity projects attempt to improve the lives of people living in the slums of Nairobi.

*You are advised to spend about **30 minutes** on this part.*

Fact Box

The **authorities** in Nairobi struggle to keep pace with the rate of migration into the city.

➢   The rate of internal migration within Kenya continues to rise.

➢   Nairobi has limited funds to improve the slums. Some **large-scale** projects such as slum clearance schemes have been used, but these only touch a small proportion of the population.

(a)   Describe how a slum clearance scheme in a NIC or LIC you have studied affected people living there. [4]

Name or location of the slum clearance scheme: ....

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Fact Box

Charities in Nairobi work to help those not fortunate enough to benefit from large-scale projects.

➢ **Small-scale charity** projects involve **health**, **self-help work creation** and **education** schemes (development aid).

➢ Limited funds mean that they need to focus on small areas, often in the newest slums.

➢ The most successful projects are phased (staggered) over a period of time.

(b) Study **Figure 7** on **page 6** of the Resource Folder. It gives information about a small-scale health project.

(i) Suggest **one** reason why it is difficult to set up vaccination programmes in rapidly growing cities such as Nairobi. [3]

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(ii) Poor waste disposal contributes to problems including the spread of malaria.

Use evidence from **Figure 7** to suggest why it will be difficult to overcome the problem of malaria in slums. [3]

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(C112U20-1) **Turn over.**

(c) Study **Figure 8** on **page 7** of the Resource Folder. It gives information about a self-help work creation project.

   (i)   Explain why people who borrow from a charity to start their own business need three years to pay back the loan. [3]

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   (ii)   Give **two** reasons to explain why self-help schemes are likely to succeed. [4]

Reason 1 ....

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Reason 2 ....

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(d) Study **Figure 9** on **page 8** of the Resource Folder. It gives information about a small-scale education project.

(i) Explain why a more educated population is likely to attract multi-national companies into countries such as Kenya. [4]

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(ii) Suggest why free school meals and uniforms are given to slum children. [2]

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End of Part B

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Part C

*You are advised to spend about **25 minutes** on this part.*

A charity wants to support migrants who have settled in the new Dagoretti slum on the edge of Nairobi.

The charity will continue to use a combination of the three small-scale projects outlined in **Part B**. However, with limited funds they need to phase (stagger) these projects over a nine-year period. The three projects are:

A small-scale education project

A small-scale health project

A self-help work creation project
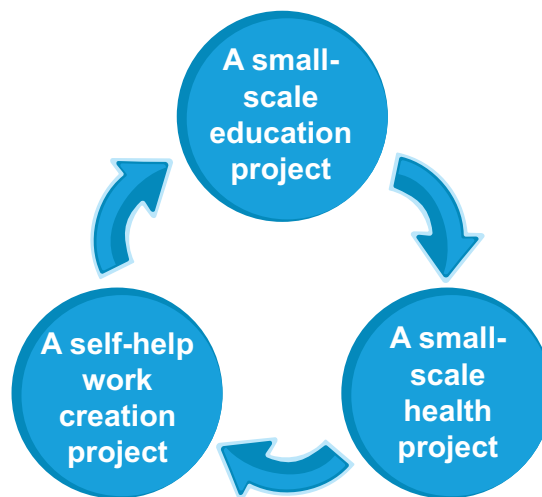
The charity needs to decide which project should be introduced in years 1-3; which should be introduced in years 4 - 6; which project should wait to be introduced until years 7 - 9.

Use the information in **Sections A** and **B** of this exam paper and the information in the Resource Folder to help you decide on the sequence that you would recommend to the charity.

Justify why you think this sequence would work well over the nine-year period. [12]

Your ability to spell, punctuate and use grammar and specialist terminology accurately will be assessed in your answer. [4]

You may use the space above to help organise your ideas. Your report should start on the next page.

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I think the **three** development projects for Dagoretti should be phased (staggered) this way:

In years 1 – 3: The .... project

In years 4 – 6: The .... project

In years 7 – 9: The .... project

I think this is the best order over the whole nine-year period because:

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End of Part C

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Question number	Additional page, if required. Write the question number(s) in the left-hand margin.

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