

Surname	Centre Number	Candidate Number
Other Names		0

**GCSE**



C112U20-1



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

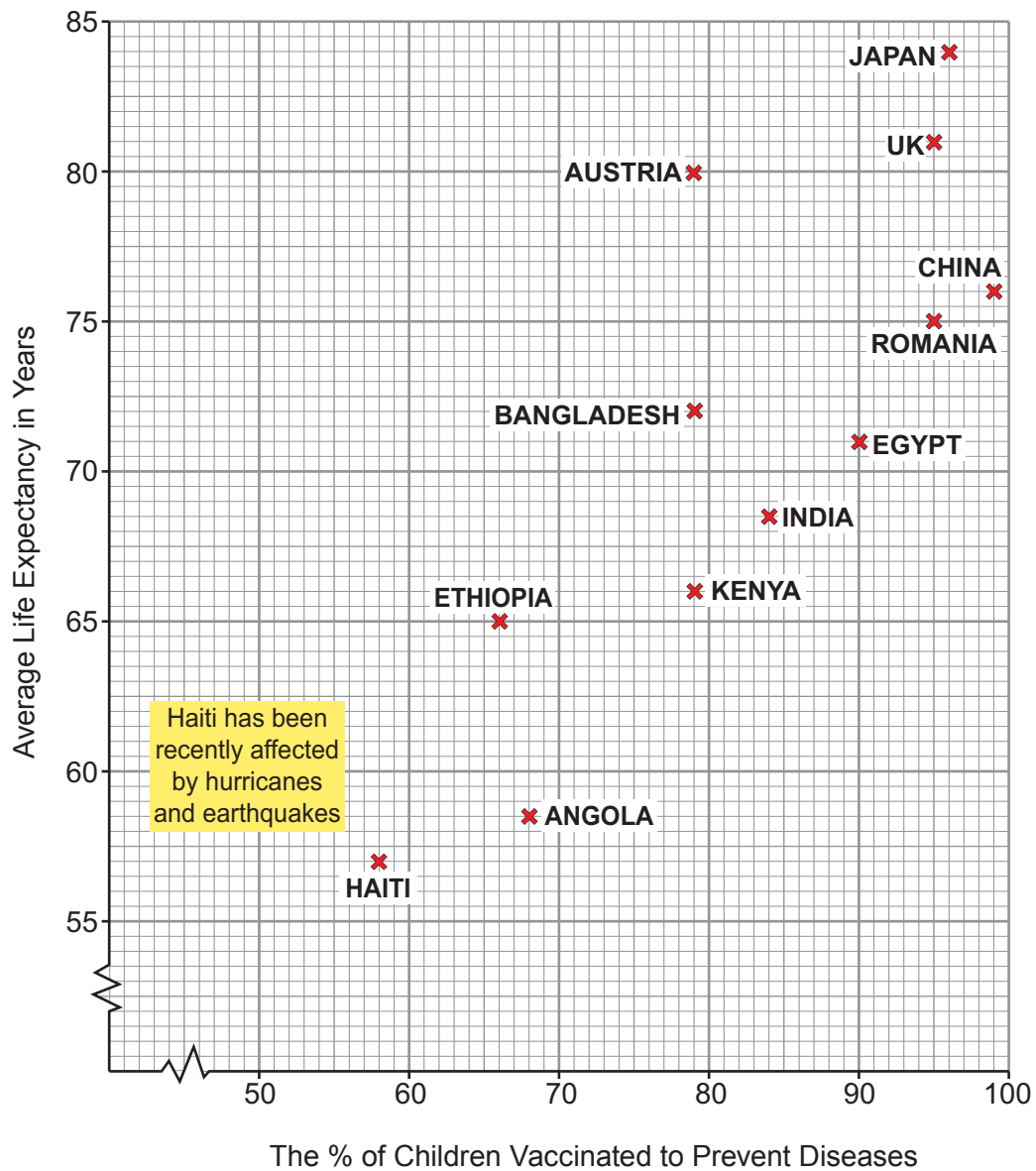
## Feature 2

Feature 3 \_\_\_\_\_

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



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**



**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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(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**

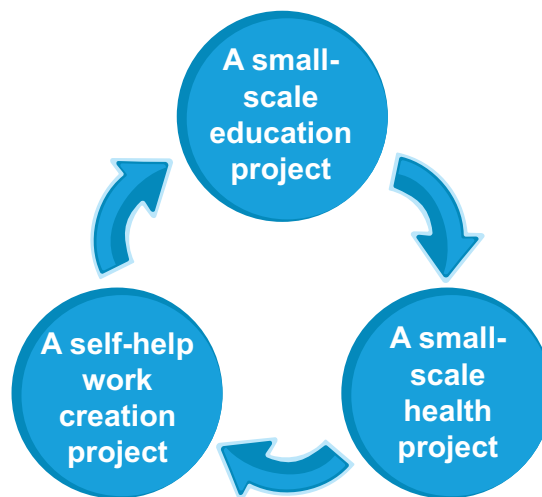


### Part C

*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:



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.







**END OF PAPER**



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## GEOGRAPHY B – Component 2

WEDNESDAY, 5 JUNE 2019 – AFTERNOON

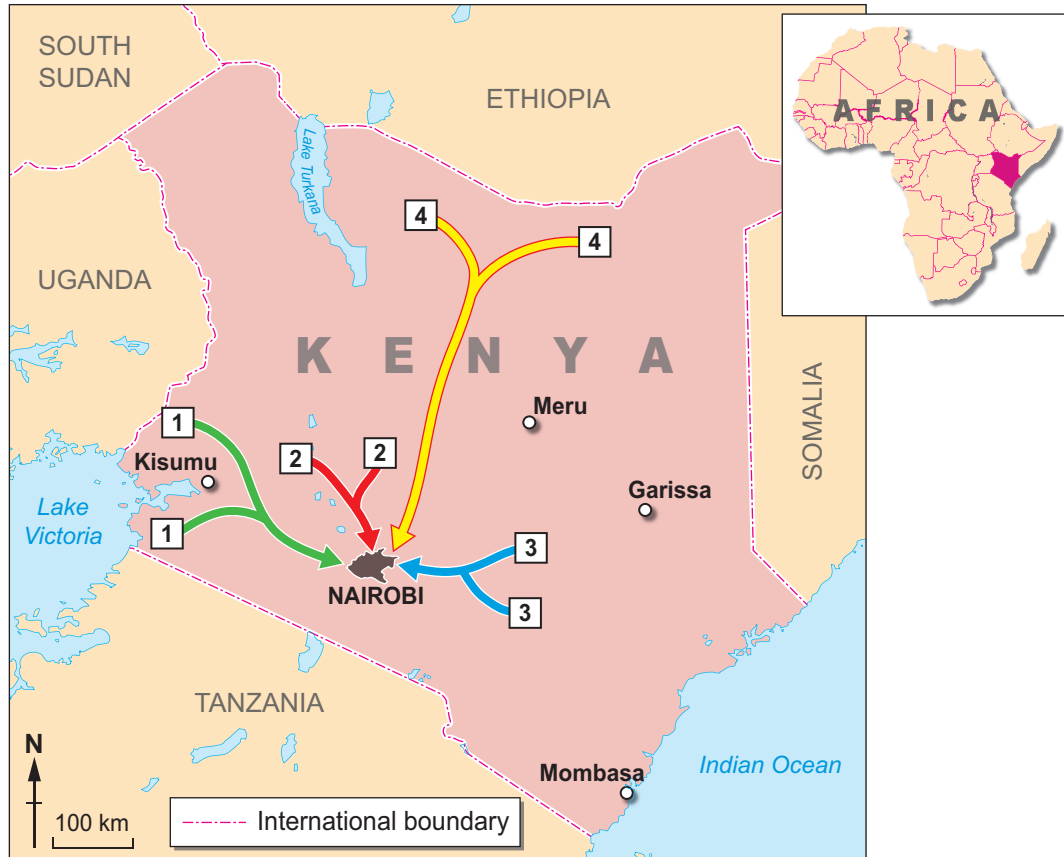
### RESOURCE FOLDER

This folder is for use with questions in Component 2.  
This folder need not be handed in with your answer booklet.

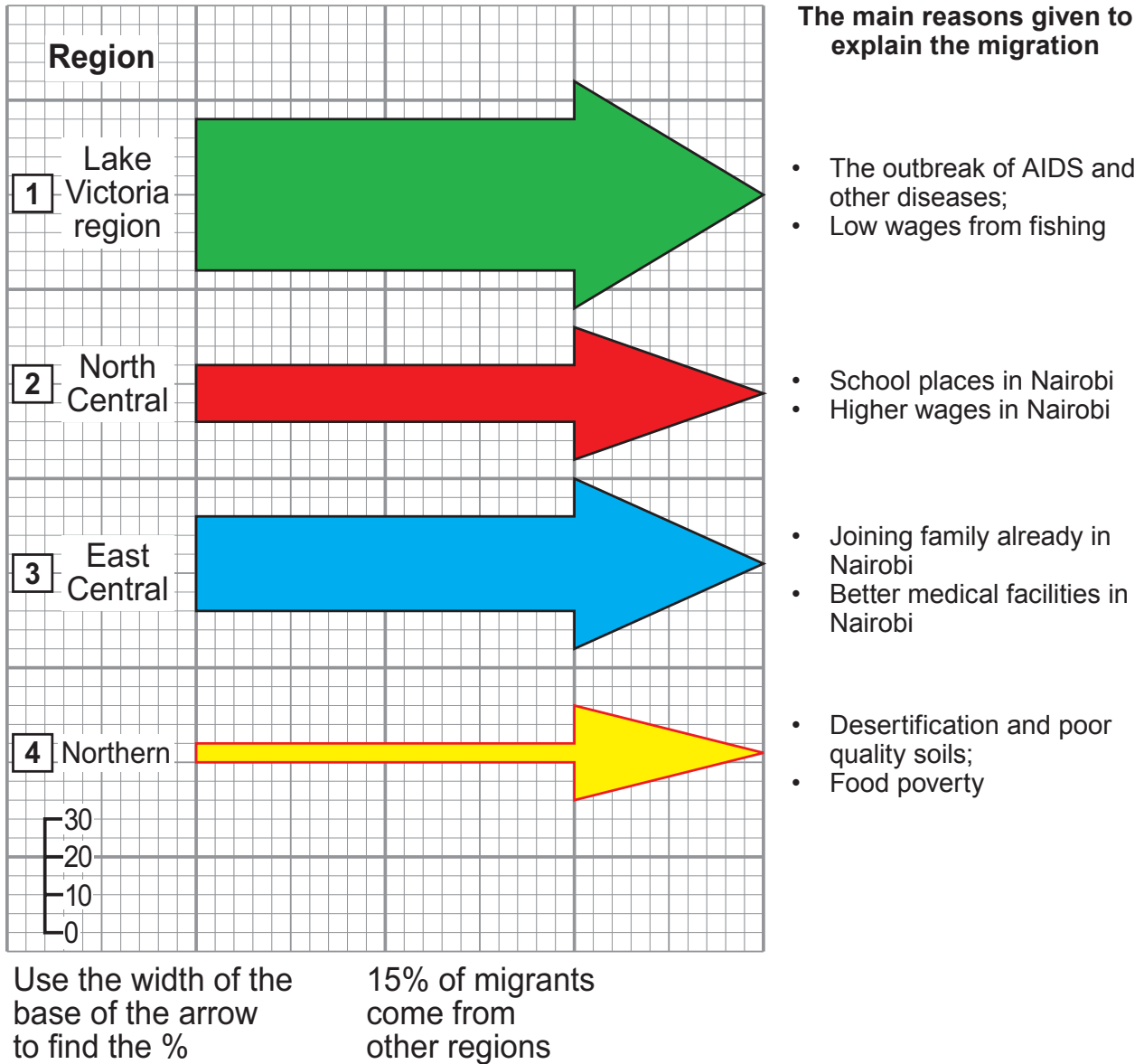


Dagoretti: a new slum (shanty town) growing on the western edge of Nairobi, Kenya.

**Figure 1**  
Migration flows within Kenya. Most migrants settle in slum areas, such as the Kibera district in Nairobi.



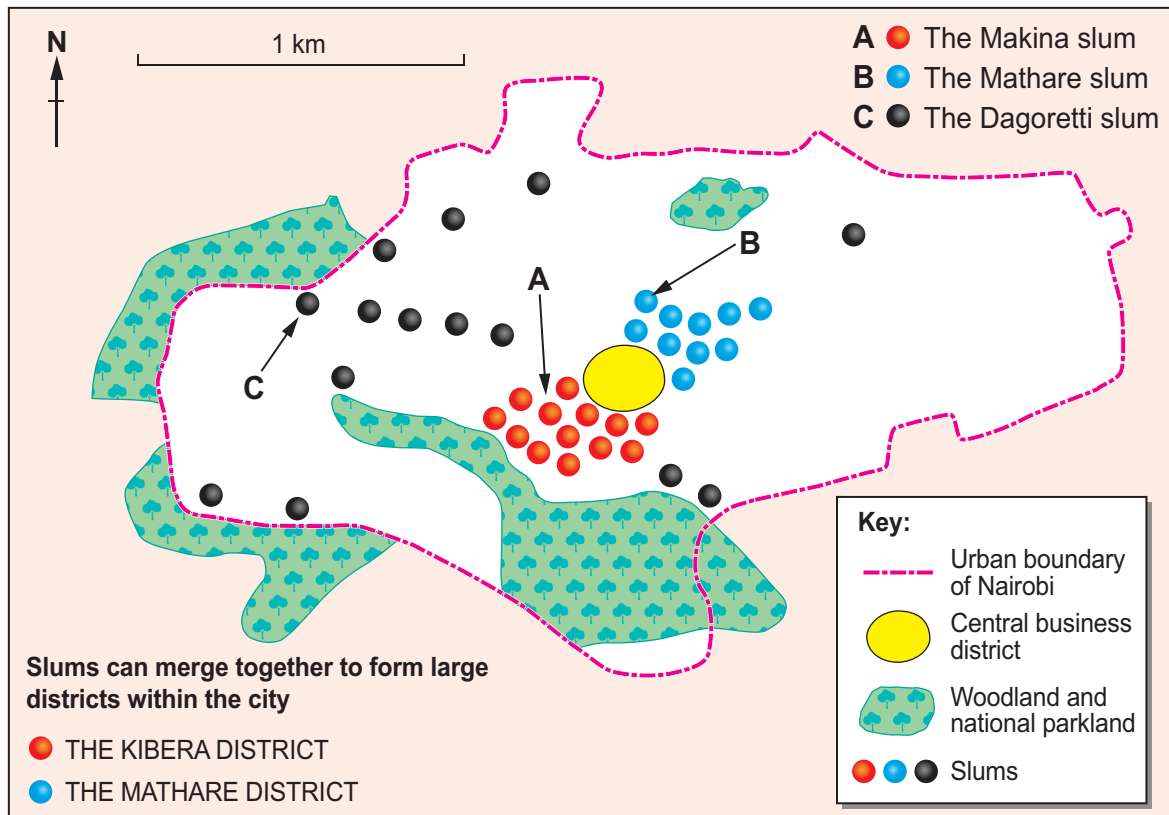
**Figure 2**  
The % (percentage) of the population of the Kibera district in Nairobi who have migrated from different regions.



The base of the arrow →



**Figure 3**  
The pattern of slums distributed across Nairobi.



**Figure 4**  
The Mathare slum, one of the oldest in Nairobi.





**Figure 5**  
The centre of Nairobi, an example of a global city.



**Figure 6**  
Development indicators comparing the lives of residents who live in Nairobi's slums with those who live in more wealthy areas.

Development Indicator	Slums	More wealthy areas
Average Life Expectancy.	56	70
Percentage of children vaccinated* against major diseases.	35%	80%
Regular attendance at primary school.	35%	85%
Percentage of population in formal work**.	22%	75%

**\*Vaccination** by injection or mouth drops gives protection against major diseases such as typhoid.

**\*\*Formal work** is work with regular wages which are taxed by the government.

**Figure 7: A small-scale health project**



**A three year health programme will:**

- **Vaccinate residents to prevent disease;**
- **Drain pools of stagnant water to prevent mosquitoes from breeding;**
- **Provide mosquito nets to prevent malaria.**



The Dagoretti slum. A new slum growing on the western edge of Nairobi, Kenya

- Poor waste disposal in slum areas is to blame for many water-borne diseases.
- Death rates are high and those who survive are too weak to work or attend school.
- Medicines are too expensive for most residents.

- Frequent drop-in clinics will vaccinate the residents to prevent diseases such as polio, typhoid, diphtheria and tetanus.
- It is cheaper to prevent disease than to spend money on treating people who fall ill.



- Malaria is a preventable disease caused by the bite of an infected mosquito.
- Mosquitoes breed in stagnant water.
- The impact of climate change (increasing temperatures) is partly responsible for the huge increase in Malaria across Kenya.

- Nets, treated with insecticide are cheap and can be made locally. They are easily erected inside the most basic home.
- The nets need to be treated on a regular basis to be fully effective.
- Areas of stagnant water can be sprayed to kill the mosquitoes, but the strong chemicals used, require the slum to be temporarily cleared.



Figure 8: A self-help work creation project



A three year work creation programme will:

- Provide funds to allow people to start up their own business;
- Provide training and make the best use of the available resources in the slum;
- Encourage formal work. This provides people with a regular, taxed income.

- The charity offers low-cost, low-risk loans to help people set up small-scale businesses.
- The loan needs to be paid back after three years.

These loans avoid the need for residents to borrow money from other sources, which have a higher rate of interest.

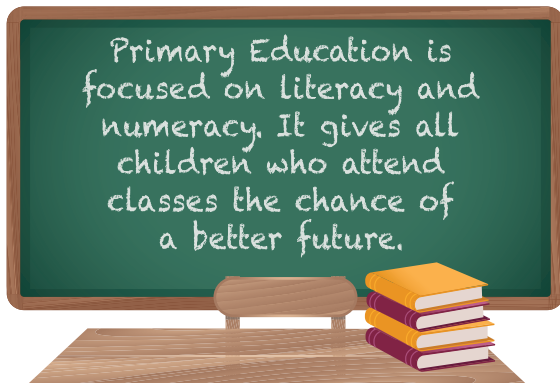


- The business shown here was started up in one of the Kibera slums.
- Scrap metal is made into low-cost cooking equipment.

Successful start up loans, have allowed a range of businesses to grow up in Nairobi. These include:

- brick making from local clay, so homes can be made more secure;
- handicraft gifts (bracelets, wood carvings etc) to sell to tourists;
- slum tours where local guides charge a small fee for tourists to visit the slums.

**Figure 9: A small-scale education project**



**A three year education programme will provide:**

- **funds to allow slum children to attend lessons;**
- **a basic classroom with visiting teachers for three years;**
- **a free uniform and a meal to encourage attendance.**

- Many children in the slums receive no formal schooling.
- This is particularly true for the children of migrants who have recently arrived in Nairobi from rural areas.

- Educated children have a much better chance of gaining work in the formal sector.
- Jobs have regular wages and benefits such as uniforms and training.
- Formal work is also taxed by the government.



- A learning programme takes place in classrooms with desks and chairs made from recycled materials.
- Paper and writing equipment are provided through fundraising.

- As well as paying for the visiting teachers, the school provides a free uniform and a free meal at lunchtime.
- Pupils leave the school with a certificate of attendance.