

Surname	Centre Number	Candidate Number
Other Names		0



GCSE

C112U20-1



S19-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	

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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GCSE

C112U20-1A



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.

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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.

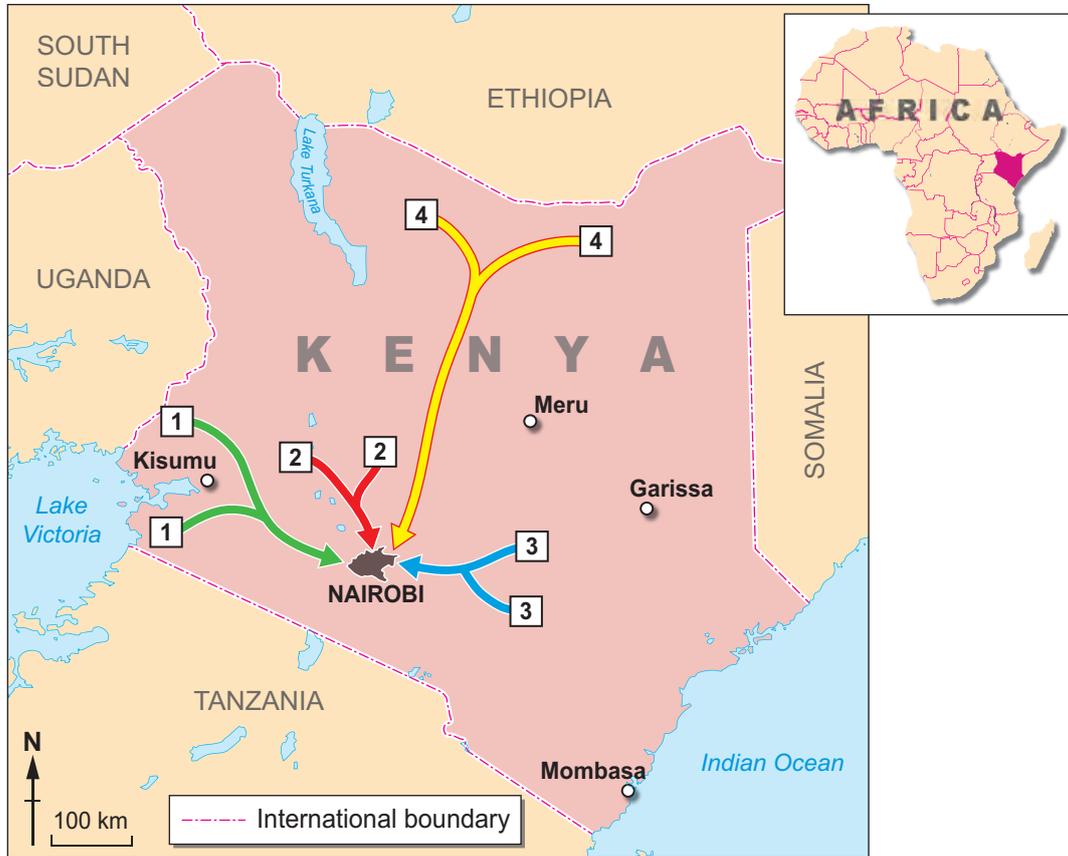
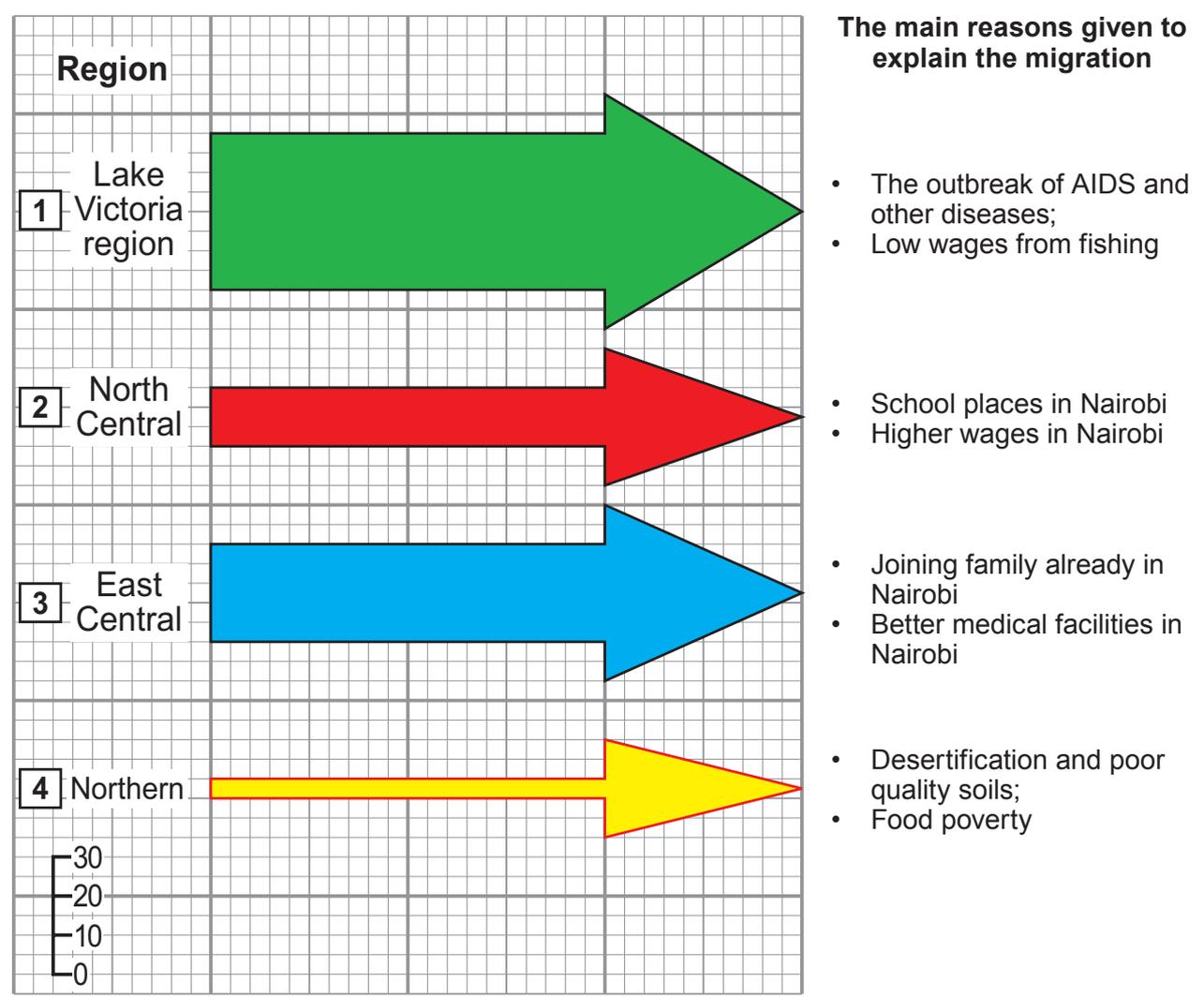
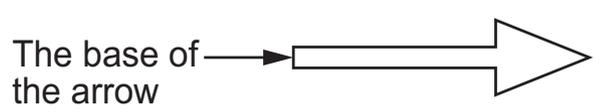


Figure 2
The % (percentage) of the population of the Kibera district in Nairobi who have migrated from different regions.



30
20
10
0

Use the width of the base of the arrow to find the %
15% of migrants come from other regions



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Figure 3
The pattern of slums distributed across Nairobi.

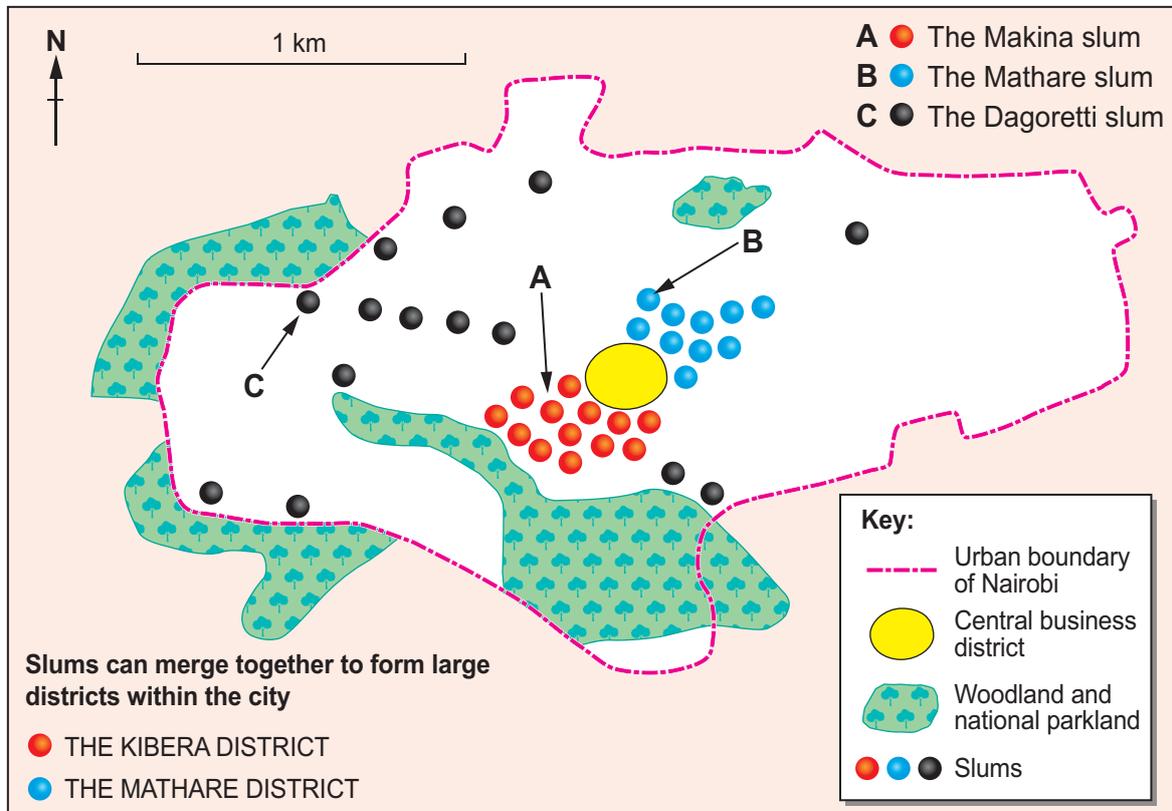


Figure 4
The Mathare slum, one of the oldest in Nairobi.



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

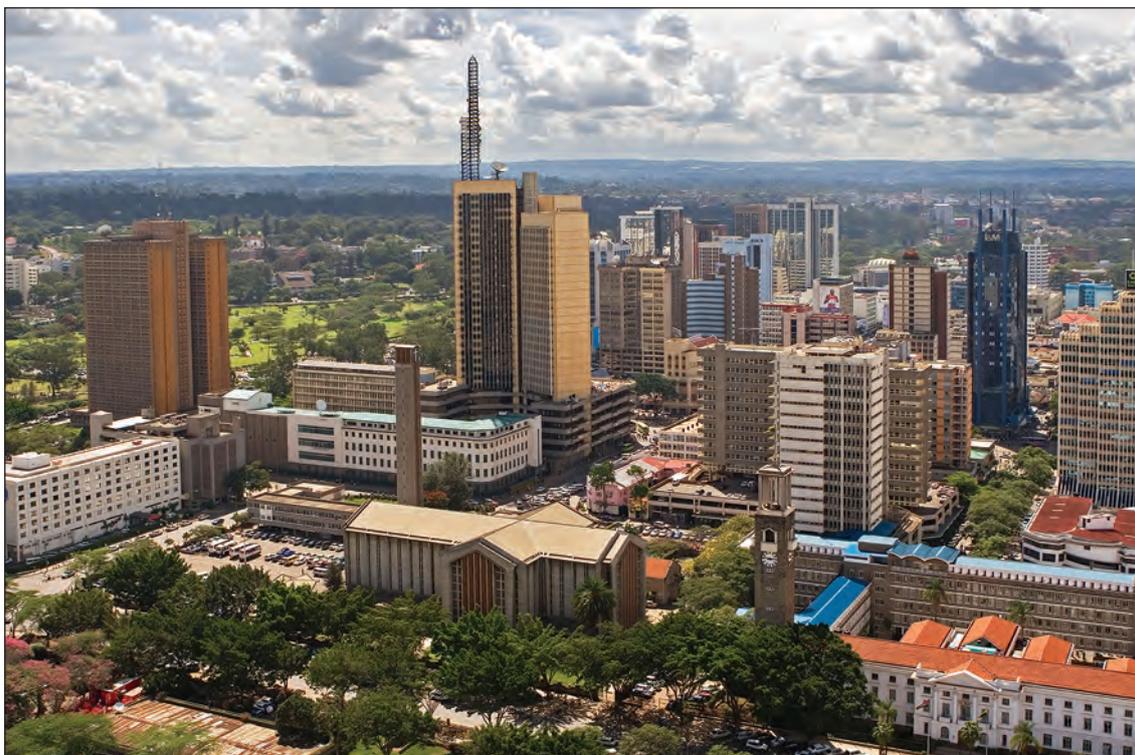


Figure 6
Development indicators comparing the lives of residents who live in Nairobi's slums with those who live in more wealthy areas.

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.

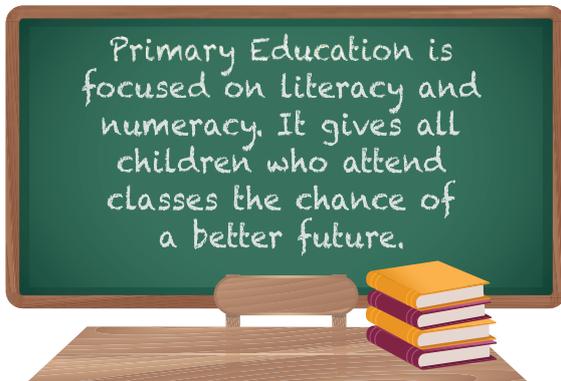


- The business shown here was started up in one of the Kibera slums.
- Scrap metal is made into low-cost cooking equipment.

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.