

GCE  
Edexcel GCE  
Geography B (6472)

Summer 2006

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Mark Scheme (Results)

## Brief Explanation of Criteria Based Mark Schemes

These are used for the extended writing end parts of all questions, and for selected open-ended responses within questions.

Three criteria bands are used:

<b>Highest criteria band answers:</b>
Will show a good range, depth of detail, relevance, precision, answering the question in a logical structured way.
<b>Medium criteria band answers:</b>
Will show some of these characteristics but have limitations on a number of features, especially at the bottom of the band, whereas at the top of the band, they will have many features of the highest band material.
<b>Lowest criteria band answers:</b>
Will be limited in range, vague, using basic terminology and expression, lacking in detail, often of peripheral relevance with limited reference to rubric.

There is no restriction to the number of candidates achieving each band. It is possible that in some tasks, 40% of candidates may achieve highest band work, but because of a lack of consistency or performance, or particular strengths and weaknesses, the performance will not be sustained across a whole paper.

The **first** stage in marking therefore is to decide on the band, and **secondly** to decide on the position in the band. Note that not all points mentioned in the criteria description need to be met for an answer to be placed in the band.

## Quality of Written Communication

Structure, clarity, the use of geographical terminology and the correct use of grammar, spelling and punctuation, will be assessed within the mark scheme for section (c) of each question.

QUESTION 1

1. Study Figure 1(a) on page 2 in the Resource Booklet. This shows percentage population change between 1991 and 2001 in the rural areas of Scotland.

(a) (i) State two characteristics of a rural area. (2)

Geographically isolated from services / low threshold services ① Low accessibility ① Low population / settlement density ① High % of primary sector employment ① farmland / open land ① Dispersed housing ① Lots of green space ①. Accept other realistic suggestions. Accept pollution if qualified, Do not accept 'it's not urban'.

1+1

(ii) Name the area with the greatest population loss and the area with the greatest population gain. (2)

Greatest loss = Western Isles (① mark)

Greatest gain = Lothian (① mark)

(iii) Suggest reasons for the population change in rural districts with: (6)

1. Population losses of over 1.5%

2. Population gain.

Loss:

Answers may focus on mobility and opportunity deprivation - poor access to services especially on islands (education, health), plus limited job opportunities in areas distant from major urban areas. Rural depopulation is the result. Lack of affordable housing.

Gain:

Counter-urbanisation likely to be suggested as some areas are close to major urban centres, plus retirement to peaceful, attractive but still accessible rural areas. Some might argue movement from the isolated islands to more accessible mainland for Highland and Grampian. No movements cities/CBDs allowed.

Reward ① for each basic reason, ① for an extended point / example up to max 2.

3x2 = 6

(b) Study Figure 1(b) below. It shows three rural development schemes for western Scotland.

(i) For each scheme, suggest how it might contribute to reducing rural decline. (6)

Information for examiners

A. Communities Scotland

Providing or improving homes for local people, plus providing homes for rent may assist those on lower incomes to stay in some areas; some might argue that these homes would go to locals not second home owners.

B. Highland Youth Voice

Providing a voice / activity for young people who may feel isolated / bored. Gives young people a mechanism to press for new services / change in rural areas. Possible social value of meeting others in areas of low population density. Population of the future.

C. Hi wide

Improves communication in isolated areas; access to information (health, education etc.) via internet and reducing need to move away. May be used by rural small businesses for marketing, keeping employment in the area. Teleworking.

Reward ① for basic point ① for extended point linked to reducing depopulation / decline.

3x2 = 6

(ii) Suggest the types of data you might use to investigate rural decline. (4)

Information for examiners

The data can be primary or secondary, but needs to be linked to measuring rural decline. Many will be familiar with Cloke's index or rurality which uses:

<i>Population over 65; population density; migration patterns (in / out) Questionnaire could be suggested but needs to state what it might ask. Use of census</i>
<i>Commuting; occupational structure (P,S,T); unemployment rates and change (census)</i>
<i>Household amenities: rising number of dependents: closed down services: Use of questionnaire surveys: changing land use (surveys)</i>

Expect some of these and others.

Level 3	4	A range (2-3) of appropriate data linked to rural decline; data types are well chosen and show understanding
Level 2	2-3	Some range, but less well chosen / linked to rural decline. Possible list
Level 1	1	One or two types of data named, probably not very appropriate (list)

(c) With reference to one named rural area in an LEDC, examine the causes of rural change. (10)

Information for examiners

Very much dependent on the choice of area. Possible examples include rural Ghana (Zaari), the Masai Mara and many others.

Changes are likely to include some of the following:

- Change in farming practices due to Land Reform and/or commercialisation of farming (field sizes, move to cash crops, consolidation of farms)
- Some might mention improvements in farming due to the adoption of sustainable farming / intermediate technology (irrigation schemes, bunds, drought resistant crops) - possibly linked to the need to feed a growing population
- RUM may feature due to poverty, lack of land due to population growth, dam construction or commercial farming
- Cultural change caused by tourism development, plus increasing dependency on tourists as more game reserves are created
- Population issues linked to AIDS, famine and poverty or improving health / education reducing birth rates (Kerala)

Level 3	9-10	Structured examination which covers a range of causes of change. Well exemplified with detail linked to named rural area
Level 2	5-8	Some structure in an examination which does focus on causes although increasingly general and less well linked to specific to chosen area Max L 2 if only named area is country
Level 1	1-4	One or two general ideas on causes; poorly located area (possibly country)

If urban - rubric

QUESTION 2

2. Study Figure 2(a) on page 3 in the Resource Booklet. It shows changing rural landscapes in two LEDCs, India and Sierra Leone.

(i) State two possible benefits and two possible costs to rural areas of large-scale rural development projects, of the type shown in Photograph A. (4)

Benefits

Employment in construction/maintenance①  
Irrigation ①, domestic / industrial water supply ① HEP ① Controlling flooding ①

Costs

Loss of farmland ①, loss of ecosystem ① by flooding  
Loss of homes / forced migration ① Debt ①

Accept general idea of top-down development for costs and benefits

4 x 1 = max 4

(ii) Suggest reasons why the forest was cleared for farmland in Photograph B (3)

- Population pressure; too many mouths to feed
- Exhaustion of land elsewhere due to over farming
- Desire to farm more land → more profit (commercialisation)
- Lack of available land due to land reform, plantation development or other developments
- development of protected areas → moved off land elsewhere

\* note that the land is steep and probably not well suited for farmland.

\* do not accept 'for wood' or similar as the caption clearly states 'for farmland'.

Reward ① for a basic point, ① for extension up to max 3.

(iii) The change in Photograph B has been described as having short term benefits but long term costs for this rural area. Use Photograph B and your own knowledge to assess this statement. (5)

**Short term benefits** - increase in area of land to produce food; burning would produce nutrient rich soil which would crop well for a few years; could alleviate food shortage problems initially.

**Long term costs** - land becomes infertile so more land has to be cleared; issues of soil erosion on the steep slopes hastening the need to seek new areas; the timber resource has been removed and may not grow back if the land is exhausted / eroded; issues of ecosystem destruction / loss of biodiversity, impact of flooding or hydrological cycle, global warming.

Level 3	5	A genuine assessment with a broad balance of <i>short-term</i> benefits and <i>long-term</i> costs. Uses own ideas and/or technical language to add weight to assessment.
Level 2	3-4	Some attempt to assess; mentions both aspects but lacks broad balance. May neglect the time element. Max 3 if only costs / benefits
Level 1	1-2	One or two ideas only

(b)(i) Explain what is meant by appropriate (intermediate) technology. (2)

Simple to build and use ①, low cost to buy and run ① appropriate to local skills ① and resources ①  
Sustainable ①, example ①

1+1 Max 2

(ii) Using examples suggest ways in which appropriate (intermediate) technology might: (6)

A-provide alternatives to the construction of large dams:

Micro hydro schemes (e.g. Nepal) are an obvious alternative energy suggestion - they are small scale and designed for local needs.

Water conservation / water harvesting schemes e.g. contour bunding or village storage tanks; tube wells and hand water pumps - these are all local ways of ensuring a water supply or supplying an irrigation system.

B-reduce the need for deforestation.

Farming methods such as crop rotation, manuring is a possibility to avoid soil exhaustion; if deforestation for wood then biogas digesters / sustainable forest management (replanting/ coppicing). Local education schemes such as mobile libraries could educate on forest management techniques and sustainable farming methods. Agro-forestry. Fuel efficient stoves.

Level 3	3	Appropriate, named and extended example; explanatory
Level 2	2	Example with less depth
Level 1	1	A basic statement / idea only

Apply twice (2 X 3 = Max 6)

Accept realistic alternative answers.

(c) With reference to specific examples, examine how conflicts can arise in rural areas through one of the following:

- The development of recreation and tourism
- The development of mineral extraction and quarrying
- The intensification of agriculture

(10)

Information for examiners

**Recreation and Tourism** - conflicts can arise through the development of Honeypot sites (Malham, Windermere) between local people and newcomers / visitors; use of rural areas can generate conflict with farmers due to access / erosion issues (right to roam); development of Centreparks etc. could be seen as negative by local people; protected areas such as Peak District can suffer excessive visitor numbers and this conflicts with conservation aims; employment can be positive but often seasonal and this issue of house prices and second home owners -v- locals is likely to feature. An LEDC context is possible in terms of cultural impacts / exploitation and dependency on tourism, as well as impacts on ecology.

**Quarrying and mineral extraction**- the superquarry issue in Harris and other proposed quarries could be an issue with conflict between economic development -v- traditional landscape and uses. National Parks have restrictions on quarrying and / or a policy not to renew licences with may conflict with the need for employment.

**Agricultural intensification** - farming can generate waste leading to water pollution; economic activity and jobs conflicting with environmental concerns; the issue of hedgerow removal may be mentioned as a source of conflict. Some consider set-aside to be a form of rural dereliction. In LEDCs plantations may reduce subsistence farming and create dependency. Forest clearance conflicts with the need to conserve areas of forest.

Level 3	9-10	Structured examination which examines a range of developments in detail, with a focus on the conflicts generated. Well located examples with linked detail.
Level 2	5-8	Some structure in an examination which focuses on problems more than conflict. Some range of issues but less certain detail.
Level 1	1-4	One or two general ideas on problems ; poorly located areas of the could be anywhere variety

\*If more than one chosen, mark all and credit the best

### QUESTION 3

3. Study Figure 3(a) on page 4 in the Resource Booklet. It shows urban-rural flows in LEDCs.

(i) Explain what is meant by the rural-urban continuum.

(2)

The gradual ① change from an area with rural characteristics / landuse to an area with urban characteristics / landuse ①, through an area of mixed characteristics/ landuses ①

Do not accept explanation of RUF.

1 for a basic statement, 1 for a more extended explanation/example Max 2

(ii) Choose two of the flows (1,2,3) shown in Figure 3(a). For each flow, suggest reasons why it occurs.

(6)

#### Information for examiners

**MONEY AND MANUFACTURED GOODS (1)** examples could be:

Manufactured goods are generally made in urban areas and sent to rural areas (farm equipment, fertilizers), whilst money moves into the rural areas to supplement low incomes either personally (remittances) or as Aid. Aid is also used to provide rural development.

**RAW MATERIALS & FARM PRODUCE (2)** examples could be:

Raw materials (there is a quarry shown) such as minerals, ores, building materials are used to supply the urban area, and food is sent to feed those that do not produce their own food. The latter is the surplus from the rural area.

**PEOPLE (3)** The diagram shows movement of people between the urban and rural areas, so examples could be migration due to rural poverty (RUM), the need for rural development; there is a large market in the urban area which rural people take advantage of. Accept limited counterurbanisation.

Reward 1 mark for a valid explanation; 2 marks for an extended explanation. Max 2 if clearly MEDC context.

2x3

(iii) People living at 'X' on Figure 3(a) consider their quality of life to be better than those living at 'Y'. Suggest reasons for this.

(3)

- Greater access to services (healthcare, education)
- Greater job opportunities and opportunity to gain wealth
- Work is less arduous and less dependent on external forces (weather)
- Greater access to amenities such as shops, entertainment
- Housing likely to be better and connected to water / electricity supply

List acceptable.

3 x 1 Max 3

(b) Study Figure 3(b). It is a cartoon about the situation of women in the rural areas of many LEDCs.

(i) Summarise the messages shown in the cartoon.

(3)

Women are burdened ① by a large number of (physically demanding) tasks ①; these tasks are central to survival ① e.g. food production and preparation, which leads to a hard life ① (sad face, bent posture).

Reward ① for a basic point; ① for extended point to a maximum of 3

(ii) Choose two of the women's 'roles' shown in Figure 3 (b). For each role, explain how the situation might be improved by small-scale rural development projects. (6)

Information for examiners

There is a very wide range of possibilities here.

The project must be small scale, and expect examples although they are not specifically asked for:

- Fuel wood - biogas digesters; micro hydro; sustainable forest management → reduced time spent collecting wood
- Cooking - fuel efficient stoves → health benefits; kitchen co-operatives → shared labour / time saving
- Agricultural production - small scale mechanisation → reduced physical labour
- Craft making - co-operatives; fair trade → increased income and security
- Mother - barefoot doctors; health clinics → better health and lower risks
- Water - tube wells → less time spent collecting / safer, healthier more reliable supply
- Marketing - cooperatives → collective bargaining; increased income; social support

For each choice:

Level 3	3	Appropriate, specific suggestion linked to the 'burden' and states how lives would be improved. Possible example.
Level 2	2	Appropriate suggestions but in less depth; may be more generic. Less clear statement on how it would improve lives
Level 1	1	Basic suggestion only; may be inappropriate; not linked to improving lives.

2 x 3 = 6

(c) With reference to specific examples in MEDCs, examine the impacts of urban-to-rural migration (counterurbanisation). (10)

Information for examiners

Impacts can be + / -

Allow some examination of the impact on urban areas.

**Social / Cultural**

- The impact of commuters in rural villages; conflicts between old and new groups over new buildings (village suburbanisation) and traditional rural activities.; commuters may help keep some rural village services open e.g primary schools. If they replace a rural population rather than add to it, services may decline due to use in towns
- Population structure may change (younger if commuters; older if retirees)
- *Falling urban populations*

**Economic**

- Rising house prices, beyond the pockets of the host population; some employment may be saved by rural turnaround
- Possibility of greater employment diversification
- *May increase pace of decentralisation of business to be closer to workforce (M4/M11)*

**Environmental**

- Issues of commuting being unsustainable and leading to increased pollution and congestion
- Building on green sites in villages (infill) and larger rural developments such as Cambourne - there are issues of loss of ecology and amenity and changed character of rural landscapes
- *Increased traffic flow into the city can cause higher pollution levels*

LEDC areas - rubric

Rural to urban migration - rubric. Credit rural - urban impacts.

Level 3	9-10	Structured examination which covers several impacts. Well exemplified with detail linked to chosen examples. Probably sees +/- aspects
Level 2	5-8	Some structure in an examination that describes some impacts. The detail is less strongly linked to chosen examples.
Level 1	1-4	One or two general ideas, poorly linked to chosen examples; generic.



**QUESTION 4**

4. Study Figure 4(a) below. It shows centripetal and centrifugal forces in an MEDC city. The average age of residents at three locations is also shown.

(i) With reference to Figure 4(a) suggest why centrifugal and centripetal forces occur in MEDC cities. (4)

Centrifugal	Centripetal
<ul style="list-style-type: none"> <li>• High value of land (bid rent model) with lower land values further out</li> <li>• Congestion / Poor Access / Access via new motorways and ring roads at urban edge</li> <li>• Lack of space to expand / Greenfield sites on urban edge</li> <li>• Falling customer base as low resident population.</li> <li>• Building restrictions (Listed, Conservation area etc.)</li> <li>• New developments such as urban edge retail parks.</li> <li>• Accept people and activities</li> </ul>	<ul style="list-style-type: none"> <li>• Prestige of a central locations.</li> <li>• Linkages to other businesses; clustering</li> <li>• Concentration of potential customers / walk past trade.</li> <li>• CBD regeneration and pedestrianisation; increased CBD attractiveness.</li> <li>• Gentrification and reurbanisation brining in new types of customers to city centres.</li> <li>• Accept people and activities</li> </ul>

Reward 1 mark for each valid suggestion, 2 marks for an extended point.  
2x2

(ii) Suggest reasons for the average age of residents at the three locations shown on Figure 4(a). (6)

Information for examiners

A range of processes/reasons can be used to explain the age differences.

Inner city residents average age is 31:

- Student population living in drawn into centre by cheap rented accommodation
- Recent immigrants living in low cost housing. / young first time buyers seeking cheap property
- Gentrification and renewal could have reduced the average age in recent years

Inner Suburbs average age is 36

- Process of filtering; moving up the housing ladder and therefore outwards
- Some might suggest a mixed zone with older and younger residents producing a 'middle' group
- Couples in their 30s with young children

Outer suburbs average is 43

- Older families with teenage children or children moved out seeking larger homes and greenspace in the suburbs. Attracted to urban edge by new services (leisure, shopping, transport access)
- Retirement to the peace of the suburbs (suburbanisation)

Award 1 mark for a basic reason (up to 2), 1 mark for an extended point / example.

2x3 = 6

(figures based on Leicester)

(b) Study Figure 4(b) on page 5 in the Resource Booklet. It shows government spending on urban regeneration schemes in the UK between 1991 and 2002.

(i) Explain what is meant by urban regeneration. (2)

It is planned ① renewal of the fabric of an urban area ①; it normally involves renewing the built environment ① but often has wider social / economic aims ① credit example ①

Reward 1 + 1 for extension.

(ii) Analyse the main trends in government spending on urban regeneration shown in Figure 4(b) (4)

Information for examiners

- Total spending fluctuates between £1100 and £1700 million, however the trend is up, with an extra \$500 million spent in 01-02 compared to 91-92
- Some programmes have been phased out - UDC spending declined from over £800m in 91-92 to 0 by 98-99; similar pattern for city challenge though without the gradual decline
- English Partnerships spending broadly stable at between £50-150m each year; housing improvement spending varies between £75m and nearly £600m per year
- SRB shows rapid rise from 95-96 onwards to dominate spending in 2001-02. (dominance of UDC spending replaced by SRB dominance)

Level 3	4	Structured analysis which utilises the data fully and identifies the key trends. Comments on the changing relative dominance of spending. Ref to data directly.
Level 2	2-3	Some structure; identifies key trends and uses some data but not in full. Some gaps.
Level 1	1	One or two basic statements without data support.

(iii) Suggest why the government's 'priorities for action' in 2002 have changed from those in 1992. (4)

Information for examiners

- Priorities change from a focus on infrastructure, commercial property and derelict land (*economic*) in 1991-92 (about 80% of spending) to a *wider* focus on communities (jobs, training, housing, health etc.) and environment (*social and environmental*) by 01-02 (over 90% of spending)
- Reasons are to do with criticisms that earlier regeneration failed to address the needs of communities
- Equally much of the 'clearing up' following deindustrialisation had been completed by the mid 1990s
- Some might suggest the change of government in 1997 changes the focus
- Credit the idea of a change in policy
- Some may suggest that the areas being regenerated have changed from industrial to residential

Level 3	4	Recognises the change and suggests reasons for the changing priorities linked to economic -v- community regeneration.
Level 2	2-3	States the change and suggest some reasons but less complete.
Level 1	1	Likely to only state the changes. Lift offs.

(c) For a named urban regeneration scheme in an MEDC city, examine its impact on the economy and the environment. (10)

Information for examiners

Impacts can be +/-

Expect Newcastle Quayside, Cardiff Bay, Salford Quays etc.

- Economic impacts should focus on the provision of new jobs and opportunities. Development of new infrastructure and buildings (offices, industrial units) to aid economic growth. Flagship developments to boost an areas image and therefore tourism → economic growth. Regenerating centres to encourage shoppers to return → creating retail jobs
- Some might argue that the economic impact has been partly negative (jobs not for locals, house price inflation)
- Environmental impacts are cleaning up derelict / contaminated land (also links to economic); renewing the fabric of disused buildings and finding new uses (Tate, Baltic in Gateshead); general environmental improvements with parks, pedestrian areas and tree planting. Some transport schemes (DLR, supertrams) can be seen as environmentally sound

Level 3	9-10	Structured account with a broad balance of Eco / Env impacts; detailed locations and knowledge of regeneration specific to chosen example.
Level 2	5-8	An examination with some structure which examines some impacts; may be unbalanced eco/env. Less certain detail. <b>Only 1 aspect eco/env max 7.</b>
Level 1	1-4	One or two statements of impacts; could be anywhere.

Rubric for non urban eg Eden

**QUESTION 5**

5. Study 5(a) on page 6 in the Resource Booklet. This map shows quality of life in the World's 100 largest cities.

(a)(i) Which continent has the most cities with : good quality of life?  
poor quality of life? (2)

- ⓪ Europe
- ⓪ Asia

(ii) Describe and suggest reasons for the pattern of quality of life shown on Figure 5(a). (6)

Information for examiners

- Cities with good or very good quality of life are virtually all north of the Brandt line in MEDCs
- Exceptions are in South East Asia (the cities are Taipei, HK and Singapore) and Turkey (Ankara)
- Cities with fair quality of life are south of the Brandt line, in NICs such as Mexico, Brazil, South Africa and China
- The only exception is in Europe (Naples)
- Cities with poor QoL are concentrated in South and SE Asia (especially in India and Africa)
  - ❖ Reasons will focus on wealth, as there is a broad correlation between low income nations and poorer urban quality of life. Extended reason might be lack of employment and good housing
  - ❖ A 'safety' net exists in MEDCs and NICs which explain better QoL eventhough poverty still exists
  - ❖ Lack of money to manage rapid growth and urban problems in LEDCs

\*Annotate script with D & R

Level 3	5-6	A structured description which covers all 3 categories and ranges across the map; may identify some anomalies / patterns with continents or countries. Range of reasons linked to pattern on the map.
Level 2	3-4	Some structure but description less thorough; likely to be more 'broad brush'. Some range of reasons for low / high areas. May 'lift off' the key to the map rather than fully explain.
Level 1	1-2	Basic description; probably lacks N/S idea; reasons simply poor / rich.

(b) Study Figure 5(b). It shows three spheres, each with three indicators, used to calculate an urban quality of life index for the World's megacities.

(i) Explain what is meant by the term megacity. (2)

An urban area of over 8/10 million people ⓪ (some texts now say 4 million so credit).

As an extension mark for ⓪ - many are growing rapidly; have major environmental / social problems; are a result of several urban areas merging.

Not world city; Not 1 million.

1 plus 1 for extension

(ii) Choose one indicator from each 'sphere' and explain how it can be used to measure quality of life. (6)

Information for examiners:

Candidates need to pick one from each sphere and explain it measures quality of life.

SOCIAL	ECONOMIC	ENVIRONMENTAL
<p>1-Persons per room- measure of overcrowding; link to issues of health and privacy.</p> <p>2-Infant mortality rate - measure of healthcare and nutrition.</p> <p>3-Percentage of children in secondary school - access to education and therefore future economic prospects.</p>	<p>4-Food costs as % of income - if HIGH then less money to spend on non-essential items.</p> <p>5-Telephones per 100 people- relates to communications and ability to seek jobs, call for help.</p> <p>6-Traffic speed at rush hour- if low then slows down economy; creates congestion and stress.</p>	<p>7-Percentage of homes with water supply- clear link to health and disease / sanitation.</p> <p>8-Air Quality - incidence of respiratory illness (young/ old) and related health problems.</p> <p>9-Noise pollution- nuisance, stress and general pollution issue.</p>

Reward ① for a basic explanation, ① for an extended point especially one that qualifies the measure with high / low etc., linked to QoL.

3x2 max 6.

(iii) Cities in LEDCs often contain residential areas with high levels of poverty and deprivation. State one typical location of these residential areas. (1)

Locations include:

- The urban edge, on previously farmland or wasteland, often along roads
- Inner city slums (tenements)
- Unwanted / dangerous land (steep slopes, former landfills, along railway lines)
- Beyond the official urban boundary

Reward 1 mark for a realistic location.

Do not accept named city or 'favela' or squatter.

(iv) Suggest reasons for the location you have identified. (3)

Reasons include:

- Poverty: low wages in the informal sector mean residents cannot afford anywhere else. They built on any land they can to avoid paying rent
- Lack of an alternative: with no / limited housing policy residents must find their own place to live.
- Constant RUM and high internal growth continually adds to the pressure on the scarce legal housing resource
- In the case of inner city areas, residents often rent for a short time then move out to unused areas as their funds dry up
- Locations which give access to the centre via nearby roads (for employment)
- Space: only available space is the land no other function wants as it is too undesirable

Level 3	3	A range of specific, realistic reasons, which explains
Level 2	2	Several reasons but less specific link between reason and location.
Level 1	1	One basic reasons only; undeveloped statement

\* Allow transfer of mark for LOCATION from (1v) to (iii).

(c) Examine some of the challenges of managing a named city in an LEDC today.

(10)

Information for examiners

Cities are likely to be Mexico City, Sao Paulo / Rio, Mumbai, Cairo amongst others

Some may go for a soc/eco/env challenge structure

A L3 answer must focus on the challenges of management; some linkage to 'today' is desirable in terms of up to date knowledge (current urban growth rates for instance)

**The question is 'some of' so full coverage is not required. L3 range could be achieved with all 'environmental' challenges for instance.**

Lists of problems are likely to be L2 at best.

Possibilities include:

- Environmental challenges of waste management (Cairo); the provision of water to a rapidly growing population (Mexico City - the subsidence issue may be mentioned.) The challenge of controlling air pollution from rapid vehicle and industrial growth (difficulty of monitoring and applying legislation) - Mexico City is a well known case
- Social challenges of controlling rapid urban growth from RUM/Internal growth; the housing and health challenges of shanty and squatter settlements and the difficulties of incorporating areas which are illegal. The huge costs of providing social housing
- Economic challenge of jobs and the low incomes in the informal sector (may be linked to poor health and safety); financial challenge of large numbers of workers outside the formal tax system. There is a general management challenge posed by areas which have spilled beyond the official boundary of the city. The challenge of providing transport and controlling it when much is informal

Level 3	9-10	Focussed on management challenges. A structured examination of a range of challenges with quality detail on the issues.
Level 2	5-8	Some structure in an examination which focuses more on the range of problems than the management challenges. Detail is linked to chosen city.
Level 1	1-4	One or two basic statements; a list of problems which could apply to any LEDC city.

Rubric if MEDC