



# **GCSE Edexcel B Homework Pack**

## Topic 3: Challenges of an Urbanising World

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# Teacher's Introduction

This homework pack is designed to consolidate classroom learning gained during the teaching of **Topic 3: Challenges of an Urbanising World** for the **GCSE Edexcel B (1GB0)** specification. Each individual homework stands alone as a complete activity, and covers a particular area of the specification, allowing you to select a relevant homework to suit the lessons you have been teaching.



*This resource is a perfect companion to the ZigZag Education GCSE Edexcel B Teaching Pack: Topic 3: Challenges of an Urbanising World*

This resource is written as a companion to the ZigZag Education GCSE Edexcel B Teaching Pack for the same topic; each homework perfectly follows after every two lessons. Alternatively, this pack can be used independently alongside an original scheme of work. The activities are varied and engaging, and are often presented in scenarios that students choosing to pursue a career in geography might encounter.

The tasks enable students to practise skills (including research and writing up an investigation), exam technique and their application of knowledge and understanding through answer evaluation-style questions. They also contain material to broaden student knowledge and understanding. Activities employ both self-directed and creative tasks, as well as more formal, structured tasks. They are designed to help students understand how they will be assessed during examinations and practise structuring their answers to best demonstrate their ability.

Answers for each homework activity follow on from the worksheets. Assessment takes place through a variety of methods requiring different levels of teacher involvement. Some will require marking for attainment, while those incorporating self-assessment will require a review of students' understanding of their own work.

May 2018

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# Homework Overview

	Lesson number	Lesson title	Section of lesson	Lesson content
Edexcel B GCSE Topic 3: Challenges of an Urbanising World	Homework A	Can megacities cope with rapid growth?	A1	Key terms test: megacity, global primacy, squat
			A2	What happens with rapid pop
			A3	Megacities in d
	Homework B	Letter to the editor		The informal ec for the urban p
	Homework C	Rapid growth in Brazil – exam practice	C.1	Geographical s
			C.2	Knowledge and
			C.3	Application.
	Homework D	The growth of Rio de Janeiro		Consolidation of understanding of how urbanisation has grown and
Homework E	Investigating rapid urban growth	10.4	Create a hypothesis, research and write up how rapid urbanisation has created a megacity in a country.	
Homework F	Life in Rio de Janeiro		Opportunities and challenges of life in Rio de Janeiro	
Homework G	Final evaluation-style questions		Answer the evaluation-style questions relating to the case study of India.	

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# Meaningful Marking Overview

Lesson		A	B	C	D
Formal teacher marking of:		All	All	All	All
Student name	AO1	/6	/8	/6	/12
	AO2	/18	/8	/6	/10
	AO3	/10	/4	/16	/4
	AO4			/6	/10
Zig Zag Education	AO1	/6	/8	/6	/12
	AO2	/18	/8	/6	/10
	AO3	/10	/4	/16	/4
	AO4			/6	/10
	AO1	/6	/8	/6	/12
	AO2	/18	/8	/6	/10
	AO3	/10	/4	/16	/4
	AO4			/6	/10
	AO1	/6	/8	/6	/12
	AO2	/18	/8	/6	/10
	AO3	/10	/4	/16	/4
	AO4			/6	/10
Zig Zag Education	AO1	/6	/8	/6	/12
	AO2	/18	/8	/6	/10
	AO3	/10	/4	/16	/4
	AO4			/6	/10
	AO1	/6	/8	/6	/12
	AO2	/18	/8	/6	/10
	AO3	/10	/4	/16	/4
	AO4			/6	/10
Zig Zag Education	AO1	/6	/8	/6	/12
	AO2	/18	/8	/6	/10
	AO3	/10	/4	/16	/4
	AO4			/6	/10

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# Homework A: Can megacities cope with

## A.1 Keywords for urbanisation

Match the definitions and complete the sentences for the keywords you have used.

Keyword	Definition
Urbanisation	An urban area with more than ..... people living in it.
Migration	..... in an urban area has ..... economic activity than other parts of its country due to its much ..... size (often the largest city).
Megacity	Housing that has been built illegally out of whatever is available. These ..... areas usually have no amenities, sewage systems or energy supply. City authorities may refuse to provide waste disposal, healthcare or education because of the cost. They are called .....
Urban primacy	An ..... in the proportion of a population living in an urban area compared to ..... areas.
Global or World City	People moving to live in another place, usually for a better life, to escape ..... or disaster.
Squatter settlement	An ..... area that develops the ..... of a city (i.e. these areas do NOT have to be megacities).

global	increase	danger
disproportionate	better	10 million
.....	urban	sewerage

## A.2 What happens when a city is unable to accommodate rapid population growth?

Megacities in the developing world are growing fast. But when a megacity cannot accommodate the number of people arriving in the city those people have to make their own place to live. Squatter settlements and slums usually develop on the outskirts of the city or on land that cannot be developed easily, e.g. because it is unsafe, too steep, waterlogged or polluted.

A squatter settlement is an area of unplanned, unauthorised, unclean, unsafe, and unhygienic housing. City authorities often refuse to provide services such as water, health care, and electricity to these illegal areas.



Living conditions in these 'unofficial' parts of the city are often very poor. Waterways become polluted and diseased.

In Lagos, Nigeria, a huge floating slum has developed in the former fishing village of Makoko. It is home to millions of migrant workers who came to the city for a better life. The water they live on is so polluted that it is unsafe to drink and all sorts of wastes are dumped into the water. In July 2012 the Nigerian Government demolished part of the slum in an attempt to tackle the problem of sanitation, but new slums in the city are still growing.

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A city's ability to accommodate rapid population increase depends on its:

1. wealth – the amount of money the city has available to spend on building new services such as health and education (this includes both public and private money)
2. infrastructure – existing networks for transport, communications and utilities need to be extended and improved. Cities without good infrastructure will need to spend on systems for the existing population;
3. political leaders – the authorities that run the city (and the country) decide what to have to balance spending on homes, healthcare and education for the urban population. This will bring economic growth.

Fill in the table below to predict what life will be like for migrants arriving in a city that (a) can accommodate rapid population growth and (b) the city is **unable** to accommodate rapid population growth.

Score:

- 8 marks for correctly using the ideas you are given below
- Another 8 marks if you have written them into your own words
- 2 marks for every idea of your own (up to a maximum of 4)

Healthcare and education are available to everyone.	Homes are of good quality with clean water and sanitation.
There is not enough money to provide sufficient healthcare and education. Charities help the urban poor. Wealthier residents choose to pay for private services.	There are not enough homes so people cannot afford to buy property. They live in squatter settlements and shanty towns.
The city can afford to provide homes to people who can't afford to buy property.	There is enough money for the city to house the increasing population.
The city is able to attract new businesses which means there are many skilled and unskilled jobs.	There are not enough jobs to make a living however.

	(a) If the city is able to accommodate rapid population growth	(b) If the city is unable to accommodate rapid population growth
The provision of housing		
Access to health and education		
Employment opportunities		

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# Homework A: Answers

## Abbreviation of Assessment Objectives (AO):

1. Knowledge
2. Understanding
3. Application of knowledge and understanding
4. Skills

### A.1 Keywords for urbanisation

AO1 Credit 1 mark for each correctly sorted statement

Keyword	Definition
Urbanisation	An urban area with more than <b>10 million</b> people living in it.
Migration	When an urban area has <b>disproportionate</b> economic or political power due to its much <b>larger</b> size (often twice as big as the next largest).
Megacity	Housing that has been built illegally out of whatever people can afford. Urban areas usually have no amenities, e.g. clean water, <b>sewerage</b> . Local authorities may refuse to supply services such as waste disposal because of their illegal status. Sometimes called <b>slums</b> .
Urban primacy	An <b>increase</b> in the proportion of a population living in town and city areas.
Global or World City	People moving to live in another place, usually for a <b>better life</b> or <b>safer</b> than their current location, but also because of <b>danger</b> or disaster.
Squatter settlement	An <b>urban</b> area that influences the <b>global</b> economy irrespective of its size (it may not be megacities).

### A.2 What happens when a city is unable to accommodate rapid population growth?

AO2 Credit 1 mark for each correctly sorted statement

What happens when a city can accommodate rapid population growth?	If the city cannot accommodate rapid population growth?
<p>The provision of housing</p> <p>There is enough money to build new homes so the city can house the increased population.</p> <p>The city can afford to provide homes to people who can't afford to buy property.</p> <p>Homes are of good quality with access to energy, clean water and sanitation.</p>	<p>There are not enough homes so people end up in squatter settlements.</p>
<p>Access to health and education</p> <p>Healthcare and education are available to everyone.</p>	<p>There is not enough healthcare and education for everyone. Wealthier people get better services.</p>
<p>Employment opportunities</p> <p>The city is able to attract new businesses, which means there are many skilled and unskilled jobs.</p>	<p>There are not enough jobs so people have to make a living elsewhere.</p>

AO2 Credit an additional mark for every statement that students have written into their own words.

AO3 Credit an additional 2 marks for every relevant correct idea written by the students (maximum 4 marks).

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### A.3 Megacities in developed countries

A03 Award 1 mark for each of the following – marks should be awarded progressively, i.e. an argument against the judgement is not introduced.

Mark	Answer
1	Summarises a judgement
2	Gives an argument in support of the judgement
3	Gives an argument against the judgement
4	Explains the supporting argument for the judgement
5	Explains why the argument against the judgement is not as important as that supporting the judgement
6	Gives facts to support both the arguments for and against the judgement
7	Gives more than one argument in support of and against the judgement
8	Outlines how the answer might be different in a different situation or under different circumstances

Examples of arguments that could be included, *and further explanation*:

Arguments for	Arguments against
<p>Slow growth means that there is not a rapid population increase – there are fewer people to accommodate at once so less strain on resources – <i>there is enough money to ensure that everyone arriving can be accommodated.</i></p> <p>Megacities in developing countries are growing at much higher rates than in developed countries. <i>If the same level of growth were to happen in developed countries, there might not be enough money to cope with the scale of migration.</i></p>	<p>Megacities in developed countries are likely to have better infrastructure and be wealthy compared to developing countries. <i>They are better able to accommodate migration, build housing and invest in improving existing infrastructure.</i></p> <p>Developed countries are mostly democratic. <i>Decisions will be influenced by the will of the people, there is an incentive to prevent the growth of slums and there are strict planning regulations, land ownership laws and zoning laws.</i></p> <p>Megacities in developed countries experience high levels of urbanisation and have had time to improve infrastructure to accommodate those migrants. <i>This links back to the fact that developed countries have a long history of urbanisation.</i></p>

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# Homework B: Letter to the editor

The *Daily Rag*, a UK newspaper, has recently carried a story reporting how transnational corporations based in the UK are exploiting poor people in urban areas of emerging and developing countries. The story suggests that these factories should be closed and that people in the UK should not buy goods made in any of the following roles to play to respond to the news story.

Write in character outlining your thoughts on the story to the editor of the paper. Your letter should be published so don't be afraid to commit libel (that's saying anything untrue to damage someone's reputation). Be as informed and as accurate about the facts as you can be. You may use your own knowledge and understanding from lessons with your own research and make links to other subjects like Geography.



### Character 1

You are the director of an international charity working with lawyers in emerging and developing countries to bring about improvements to the working conditions of people working in factories. Your charity has many shocking stories of people being taken advantage of and even injured because of poor working conditions. It is not out to stop all manufacturing because it recognises that if people would not have a job at all.

### Character 2

You are the chief executive officer of a transnational corporation working in a number of emerging countries around the world. The company relies on cheap labour to run its factories in the UK until 1960, but couldn't afford to pay people here the minimum wage. Now it is working in 'partner' countries, as it calls them, for over 50 years and donates 1% of its profits to social improvement schemes. It is not required to do this.

You should include details of:

1. the scale of the informal economy in emerging and developing countries and why it exists
2. why the informal economy exists
3. the significance of rapid urbanisation, industrialisation and economic growth in the informal economy
4. what working conditions are like for people working in manufacturing in emerging countries (look on the Internet for stories to add detail to your work)
5. wider opportunities or challenges associated with poverty in urban areas that you can think of.

Use the framework to assess the quality of your work. Tick off each section to score 2 marks each time you add examples or facts from your own research. Get 24 marks for a perfect score.

	Have you said:
<b>The facts</b>	what the informal economy is?
	what the scale of the informal economy is?
	who relies on it for their livelihood?
	what working conditions are like for people working in the informal economy?
<b>The reasons</b>	why the informal economy exists?
	what impact rapid urbanisation is having on the informal economy?
	why industrialisation and economic growth impact on the informal economy?
	what role the informal sector are important for people living in poverty?
<b>The opinions</b>	whether closing factories in emerging and developing countries would prevent the exploitation of poor people?
	whether it would help prevent the exploitation of poor people if the UK stopped buying goods made in these factories?

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# Homework B: Answers

The framework provided with the lesson task sheet should be used by students to self-assess. Marking should be an evaluation of student self-assessment for:

1. accuracy of facts (AO1) – 8 marks;
2. detail and use of examples in reasoning (AO2) – 8 marks; and
3. justification of opinions (AO3) – 8 marks.

Award bonus marks for additional facts, examples and links to learning from other areas of the course. Examples of what students could include are outlined below under each section of the task.

	Have you provided...
The facts	<b>what the informal economy is?</b> People working without legal recognition
	<b>what the scale of the informal economy is?</b> In emerging and developing countries a large proportion of the urban population work in the informal economy – up to 80% in some cities.
	<b>who relies on it for their livelihood?</b> <ul style="list-style-type: none"> <li>• The urban poor</li> <li>• A large number of women who must fit work around looking after their families</li> <li>• Children who must work rather than go to school because their families are too poor to survive without the income that they can generate</li> <li>• Men who cannot get a job in the formal economy or choose to work for their families</li> <li>• Workers in the informal sector are generally unskilled in that they will have had little training or education to do the job they are required to do</li> </ul>
	<b>what working conditions are like for people working in the informal economy?</b> There is no legal protection so working conditions can be poor – no laws or enforcement to how much people should be paid, how long they should work, what holidays they are entitled to or health and safety in the workplace.
The reasons	<b>why the informal economy exists?</b> <ul style="list-style-type: none"> <li>• Governments do not have either the will or the resources to legislate and manage the economy</li> <li>• People need to make a living in order to meet their basic needs, e.g. shelter, food, clothing so will find ways to survive – they will be willing to work for little pay, long hours and poor working conditions if they have no alternative.</li> </ul>
	<b>what the impact of rapid urbanisation is having on the informal economy?</b> <ul style="list-style-type: none"> <li>• The informal economy is increasing as a result of rapid urbanisation because there are more people needing to make a living than jobs available in the formal economy</li> <li>• People migrating from rural areas may be unskilled and unable to get jobs in the formal economy</li> </ul>
	<b>why industrialisation and economic growth impact on the informal economy?</b> <ul style="list-style-type: none"> <li>• Manufacturing and service industries are locating in developing and emerging countries because wages are cheaper and companies don't have to follow such stringent health and safety legislation – this has created more jobs in the informal economy.</li> <li>• An increase in industry generates more wealth for the country (economic growth) – this is powered by the fact that companies can make more money by paying people low wages.</li> </ul> Award bonus marks if students are able to make links to Section 2.3 of the specific course materials: Approaches to development.
	<b>why jobs in the informal sector are important for people living in poverty?</b> They offer opportunities to make an income that would otherwise not exist.
The opinions	<b>whether closing factories in emerging and developing countries would help prevent exploitation of poor people?</b> Justification should reflect on the loss of income on the urban poor, i.e. they will not be able to afford shelter; afford food; afford healthcare; find alternative employment.
	<b>whether it would prevent the exploitation of poor people if the UK stopped manufacturing exports?</b> Justification should reflect on the impacts on industry of lack of income and consequences for the urban poor. Students could identify two options to discuss – that factories close (i.e. workers lose jobs and consequences of this as outlined above) or that factories improve (industry must improve working conditions if want to make a profit). Award bonus marks if students are able to make links to Section 2.3 of the specific course materials: Approaches to development.

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# Homework C: Urban growth in Brazil –

## C.1 Exam-style questions that will test your geography skills

1. Study **Figure C.1** on the resource sheet, a map of the population of Brazil. Describe the population of Brazil.

.....  
.....



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2. Study **Figure C.2** on the resource sheet, which shows the percentage of the population attending school in rural and urban areas of Brazil between 2004 and 2012.
- A. Between 2004 and 2012 the percentage of children attending school was stable in both rural and urban areas of Brazil.
  - B. The number of 15–17 year olds attending school in urban areas has been decreasing.
  - C. Rural areas have over 20% lower attendance of children at school than urban areas.
  - D. The greatest increase in school attendance for both 6–14-year-olds and 15–17-year-olds was experienced in urban areas.
  - E. The education system in Brazil educates over 80% of the country's children.

Which **two** of the statements above are true?

Statement ..... and statement .....

3. Study **Figure C.3** on the resource sheet, a bar chart showing the distribution of children attending school in rural and urban areas of Brazil between 2004 and 2012.

Describe **one** observation from the data about the changing distribution of school children in rural and urban areas of Brazil.

.....  
.....



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**C.2 Exam-style questions that will test your knowledge and understanding**

1. State one 'push factor' and one 'pull factor' of rural–urban migration that may be influencing the population in the state of Rio de Janeiro.

Push factor:

.....

Pull factor:

.....

2. Describe two ways in which economic change is likely to be influencing migration in your country.

First way:

.....

.....

Second way:

.....

.....

3. Study **Figure C.3** on the next page sheet, a bar chart showing the distribution of secondary education between rural and urban areas of Brazil.

Suggest two reasons why so many more of the children enrolling in secondary education live in urban than rural areas.

Reason 1

.....

Reason 2

.....

4. Explain how urban industrial areas can be a stimulus for economic development in their surrounding areas.

.....

.....

.....

.....

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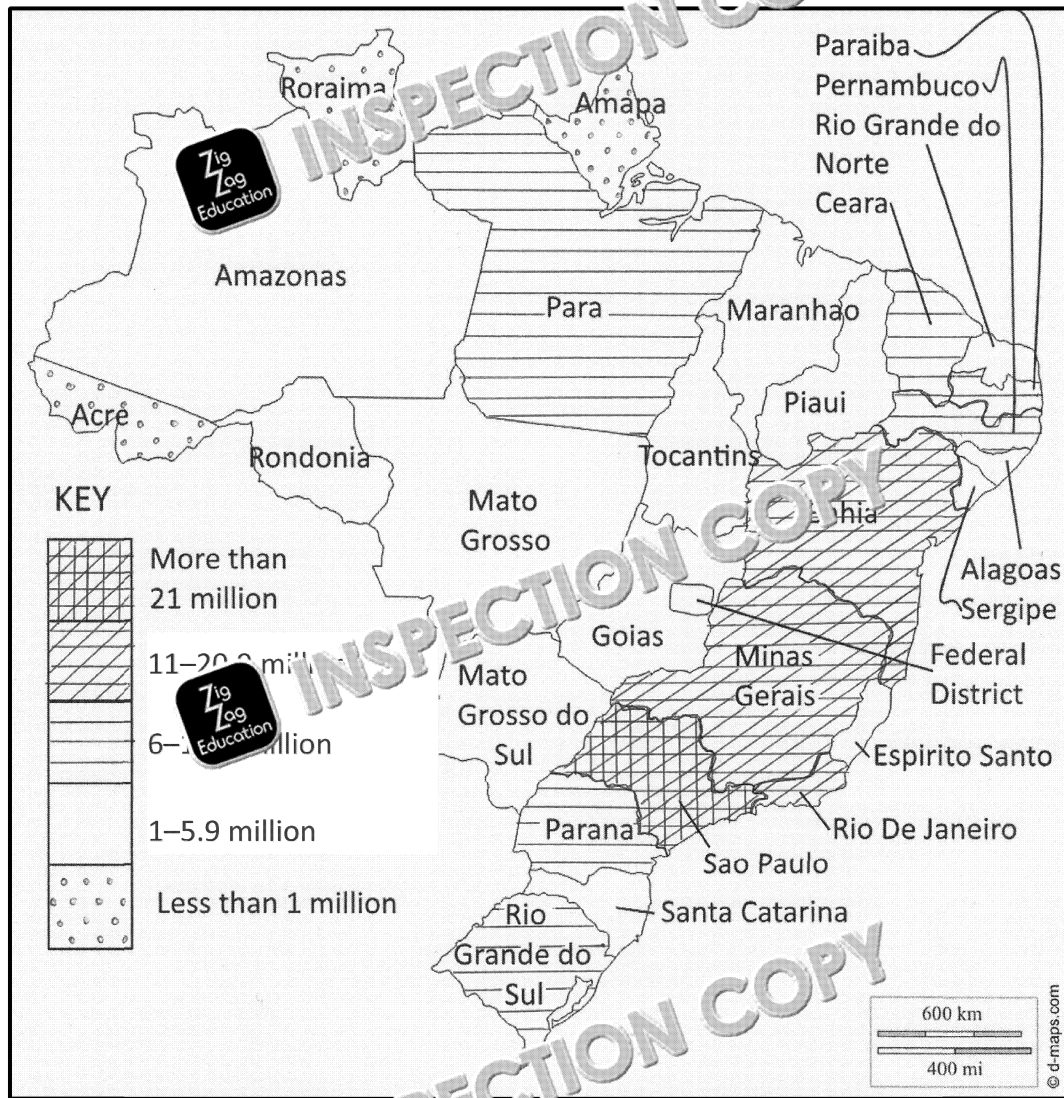




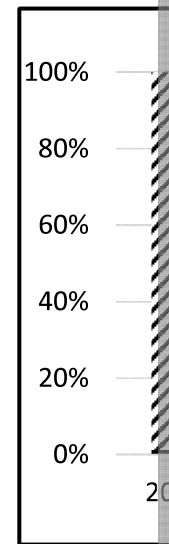
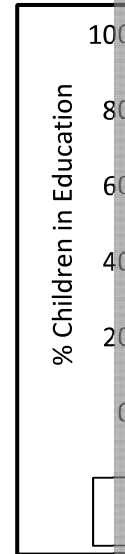




# Homework C: Resource S



Population Distribution of Brazil  
 Source: Brazil Institute of Geography and Statistics



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# Homework C: Answers

Question	AO	Answer
<b>C.1</b>		
1	AO4	<p>Credit 1 mark for an accurate description including figures and/or place names. For example:</p> <ul style="list-style-type: none"> <li>The most populated regions are along the south-east coast.</li> <li>Population decreases inland, with the least populated regions along the north-west borders of the country.</li> <li>Regions to the south and west of the country have between 6 and 10 million people.</li> <li>The state of Sao Paulo is the most populated with more than 20 million people.</li> </ul>
2	AO4	<p>Credit 1 mark each for:</p> <p>A. Between 2004 and 2012 the percentage of children attending secondary education was steady or increasing for all ages of children in Brazil.</p> <p>E. The education system in Brazil educates over 80% of the country's population until they are 17 years old.</p>
3	AO4	<p>Credit 1 mark for an accurate observation and one mark for making a valid inference from the graph. For example:</p> <ul style="list-style-type: none"> <li>Over 90% of students enrolling in secondary education are in urban areas.</li> <li>The proportion of all students enrolling in secondary education has increased from 1% to 4% between 2000 and 2012.</li> <li>The proportion of all students enrolling in secondary education has decreased by less than 5% between 2000 and 2012.</li> </ul>
<b>C.2</b>		
1	AO1	<p>Credit 1 mark for one push factor and one mark for one pull factor. For example:</p> <p><b>Push factors:</b> poor conditions in rural areas – lack of job opportunities and health services, drought and natural disaster</p> <p><b>Pull factors:</b> better conditions in urban areas – job opportunities, access to health services, access to resources</p>
2	AO1	<p>Credit 1 mark for each of two ways in which economic change is influencing migration:</p> <ol style="list-style-type: none"> <li>Low-skilled internal and international migrants are attracted to urban areas because of: <ul style="list-style-type: none"> <li>opportunities for employment in the construction industry</li> <li>improvements in living conditions for the urban poor</li> <li>jobs in the service sector working in low-skilled jobs for TNCs</li> </ul> </li> <li>The city attracts increasing numbers of skilled international migrants as the service sector develops. They are attracted to work for TNCs who have invested in infrastructure (ports, airports and roads) and established industrial zones.</li> </ol>
3	AO2	<p>Credit 1 mark for each correct reason:</p> <ul style="list-style-type: none"> <li>There are more children living in urban areas than rural areas. The majority of the population of Brazil live in urban areas.</li> <li>There are more secondary schools in urban areas than rural areas. Children are travelling from rural areas to go to school.</li> </ul> <p>It is incorrect to say that a higher proportion of children in urban areas attend secondary school. B.2 shows that the percentage of children at school at both 6–14 and 15–24 is a proportion to the total number of children in both rural and urban areas.</p>
	AO3	<p>Industrial zones stimulate economic growth because they provide jobs and income. People spend their income on other services and businesses, which creates more jobs. There is a multiplier effect, leading to growth in the economy and economic development of the country.</p>

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**C.3**

1. AO3 Award 1 mark for each of the following – marks should be awarded progressively if an argument against the judgement is not introduced.

Mark	Answer
1	Summarises a judgement
2	Gives an argument in support of the judgement
3	Gives an argument against the judgement
4	Explains the supporting argument further
5	Explains why the argument against the judgement is not as important as the supporting argument
6	Gives facts to support the arguments for and against
7	Gives more than one argument in support of and against the judgement
8	Explains how the answer might be different in a different situation or under different conditions

Urban growth creates wealth and well-being	Urban growth does not create wealth and well-being
<ul style="list-style-type: none"> <li>• Opportunities for jobs , e.g. skilled jobs in manufacturing and finance, and unskilled in construction and tourism.</li> <li>• Provision of access to resources, e.g. sanitation and energy – wealthy parts of the city are well catered for.</li> <li>• Access to services such as education and healthcare.</li> <li>• Public transport system allows people to travel to work and for leisure.</li> <li>• Cultural opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Unskilled migrants</li> <li>• Those who are poor have no access to resources</li> <li>• Children in poor families have to work.</li> <li>• Crime is high in some areas</li> <li>• Lots of people living in poor conditions – problems with pollution</li> </ul>

2. AO3 Award 1 mark for each of the following – marks should be awarded progressively if an argument against the judgement is not introduced.

Mark	Answer
1	Summarises a judgement
2	Gives an argument in support of the judgement
3	Gives an argument against the judgement
4	Explains the supporting argument further
5	Explains why the argument against the judgement is not as important as the supporting argument
6	Gives facts to support the arguments for and against
7	Gives more than one argument in support of and against the judgement
8	Outlines how the answer might be different in a different situation or under different conditions

Example reasons – with further explanation:

Yes	No
<p>People are living closer together – means less distance to travel to healthcare (doctors, nurses, clinics, hospitals)</p> <p>Emergency services are more useful – they can get to people in time because they are more likely to be closer to the ambulance, fire, police station.</p> <p>Schools are better attended because children do not have to travel long distances to reach them.</p> <p>Household services are closer together – means less distance to build pipes or cables.</p> <p>Reduced loss of energy, water, etc. – fewer pipes and cables – means saves waste, increases efficiency of provision).</p>	<p>People living in rural areas have less energy generation or waste transported long distances.</p>

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# Homework D: The growth of Rio de Janeiro

## Create a poster, PowerPoint or essay – your choice

Imagine you are going to represent Brazil at an International Summit on Urban Growth. Prepare a poster or create a PowerPoint presentation to inform delegates about:

1. Rio de Janeiro – its site, situation and connectivity and how these are important;
2. The structure of the megacity, in terms of land-use; and
3. How the city has grown and continues to grow.

Your work should draw on the knowledge and understanding you have gained in lessons and you should supplement this with your own research. Use the Internet and other resources (e.g. text books, the library).

You will assess your own work as you go, using a self-assessment form. When the teacher will check your attainment against what you believe you have achieved.

If you are having trouble getting started you can use this template to plan how to structure your PowerPoint slides. Don't forget to illustrate your work and use key

As far as possible

- Use the Internet and other resources (e.g. text books, the library).
- Use the Internet and other resources (e.g. text books, the library).
- Use the Internet and other resources (e.g. text books, the library).

## Title of your poster

### Rio de Janeiro

Map of Brazil – location of the megacity



Facts about Rio de Janeiro's site, situation and connectivity

Photo of Rio de Janeiro

### Reasons why the city is growing

You could supplement your facts with a trend in population of the city. For

- you could plot a graph in Excel using the link: [zzed.uk/8245-rio-p](http://zzed.uk/8245-rio-p)
- or the data at this link: [zzed.uk/8245-rio-p](http://zzed.uk/8245-rio-p)

Always say what your graph shows

The structure of the modern city. Give reasons for why this has changed (the landuse and function of the city since it was first established) and how the city has changed.

You should include an illustration of the landuse, function and building age

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# Homework D: The growth of Rio de Janeiro

Name:

Your poster or PowerPoint presentation will be assessed against the following criteria, so check that you

 Content	Marks available	Student's comment – say how you have achieved this aspect of the
Gives the location and characteristics of the city of Rio de Janeiro.	2	
Describes how site, situation and connectivity are important to it as a megacity.	4	
Describes the importance of the city nationally, regionally and globally.	4	
Outlines why the city has grown.	2	
Explains the changing structure of the city in terms of its landuse and function.	3	
Suggests different locations of housing for different ages within the megacity.	4	
Refers to existing knowledge and understanding to predict how the megacity may change in future.	4	
Includes a map to show the location of Rio de Janeiro.	1	
Includes an original diagram of the structure of the megacity (that means drawn by you).	3	
Uses relevant graphs to provide evidence of trends in population growth.	3	
Uses photographs to illustrate the facts and discussion (it's really important that you don't just put photos in to make it look good – analyse them or refer to them in your writing).	3	
 Total Marks	36	

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# Homework D: Answers

This task has a self-assessment form as part of the task (page 19).

Teacher assessment should follow self-assessment and take the form of either a tick in a grid or a comment on how the student could improve their work.

AO	Content	Mark allocation
AO1	Gives the location and characteristics of the city of Rio de Janeiro.	2 1 for location; 1 for characteristics, e.g.
	Describes how site, situation and connectivity are important to it as a megacity.	4 1 for site; 1 for situation; 1 for connectivity; 1 for interpretation of i
	Describes the importance of the city nationally, regionally and globally.	4 1 for importance nation 1 for importance region 1 for importance global 1 for reflection of overa
	Outlines why the city has grown.	2 1 for identifying proces 1 for recognising proces development.
AO2	Explains the changing structure of the city in terms of its land use and function.	6 Identification (1) and ex (1) – any three to make Physical features, speci use of land – make city r mountain ranges, and a Changes to the econom oil extraction, and terti changing function of cit areas beyond city core by the city as it has gro Evolution as a major to city, e.g. carnival, beach UNESCO site – areas to become the wealthiest. The building of the brid to continue growing on
	Suggests different locations of buildings of different ages within the megacity.	4 Identifies what is where located here (1) – any t example: New office blocks and c side in the CBD due to i the city. Newest favelas located for rural migrants arri permanent housing. Mid twentieth-century zone as city grew and a

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AO	Content		Marks
A03	Refers to existing knowledge and understanding to predict how the megacity may change in the future.	4	<p>Gives a reasonable prediction – any two to make total 4.</p> <p>Continue to grow to the coast of Guanabara bay increase.</p> <p>Increasing density in all redeveloped – lack of a development likely to increase.</p> <p>City will grow upwards, are so far from the CBD advantage of building upwards.</p> <p>Possible reclamation of to site new development areas.</p>
A04	Includes a map to show the location of Rio de Janeiro.	1	Map with title.
	Includes an original diagram of the structure of the megacity (that means drawn by you).	3	Diagram shows location of quality housing, industrial areas.
	Uses relevant graphs to provide evidence of trends in population growth.	3	Graphs should be meaningful to the poster title (1), highlight show understanding of trends (1), show (1).
	Uses photographs to illustrate the facts and discussion (it's really important that you don't just put photos in to make it look good – annotate them or refer to them in your writing).	3	Photographs should be relevant to the poster title (1), annotated to show understanding of what they show (1).
<b>Total Marks</b>		<b>36</b>	



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# Homework E: Investigating rapid urbanisation

You are going to undertake an investigation to find out whether rapid population growth has a positive or negative impact on either the people, the environment or the economy of one of the megacities. All the megacities listed are from either emerging or developing countries. Choose the megacity and the impact you are most interested in finding out about. Follow the step-by-step instructions below and use the template to help you structure an excellent write-up.

Megacity	Country
Mexico City	Mexico
Mumbai	India
Al-Qahirah (Cairo)	Egypt
Dhaka	Bangladesh
Karachi	Pakistan

Megacity
Buenos Aires
Manila
Lagos
Kinshasa
Jakarta

## Step 1 (2 mins): Create a hypothesis

What do you expect to discover, e.g. will rapid population growth be good or bad for the people/environment/economy of your megacity? Use your knowledge and understanding from your lessons to help you predict what you will find.

Get started on your investigation by visiting the Urbanisation website: [zzed.uk/](http://www.zzed.uk/)

## Step 2 (5 mins): Plan your methodology

What do you need to know and how will you find it out? Make a list of questions to consider the opportunities and challenges that people living in your megacity may face. What do people live for? What do people do for entertainment and education like in the megacity? Plan what you will go to find the answers – the Internet, search engines, etc or go to the library.

## Step 3 (25 mins): Make your research

Keep a record of what you find where. Do not copy and paste – make your own notes so that when you write up you are creating your own work.

Use a range of different sources, e.g. books or websites. Use a range of the results, e.g. primary and secondary. Use a whole range of split primary and secondary quotes.

## Step 4 (15 mins): Write up your findings

Your write up should include:

**Introduction** – explain what you expect is happening to the population of the megacity and outline your hypothesis.

**Results** – display your findings in a useful way, e.g. using a graph to show how the population is growing, a table to list the opportunities and challenges you have read about. If you are using information from the Internet or books you must make a note of where it came from (e.g. the name of the website or book and author).

**Discussion** – talk about what you have found out and what it tells you about life for people living in the megacity. Practice writing descriptively, analytically and critically. Evaluate your work by considering whether life is the same for everyone living in the megacity – if it isn't the same, state how and why it is different.

Writing descriptively

Writing analytically  
found following  
studied. Identify

Writing critically  
what you have  
could consider  
environme  
good or bad

## Step 5 (8 mins): Conclusion

Write a conclusion summarising what you have found out and how it relates to your hypothesis. Finally, say whether your hypothesis was right or wrong and why this is.

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## Structuring your write-up and assessing your own work

Use this form to help you structure your write-up and assess your own work before you start.

✓ Tick every box you believe you have completed. Calculate the marks you got for each section.

	The basic investigation write-up (1 mark)	The detailed write-up also includes... (+1 mark)	The excellent write-up also includes.... (+2 marks)
<b>Introduction</b>	What is your hypothesis?	Do you know about megacities and rapid population growth?	Why does this make you believe your hypothesis will be right?
<b>Methodology</b>	How did you find your results?	What were the advantages and disadvantages of your methods?	Why might your results not be reliable?
<b>Results</b>	Have you plotted any quantitative data?	Have you described any pattern(s) you can see?	Have you referenced where you found your data and recognised any problems with your results?
	Have you created a table of qualitative data, e.g. opportunities and challenges?	Have you explained the information to say what it tells you?	Have you referenced where you found your data and recognised any problems with your results?
	Have you found any relevant images, e.g. maps or photos?	Have you annotated the images to say what they show you about your megacity?	Have you referenced where you found your data and recognised any problems with your results?
<b>Discussion</b>	Have you broken down your findings into themes or ideas to talk about, e.g. life for the poor, life for the wealthy, increasing inequalities?	Have you made links between your results and the themes or ideas you have identified?	Have you compared contrasting results?
<b>Conclusion</b>	Have you said what your findings tell you about your hypothesis – is it true or false?	Have you explained the reasons why your findings tell you your hypothesis is true or false?	Have you said what more you'd like to know that might influence your conclusions?

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# Homework E: Answers

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AO1, AO2, AO3 and AO4 This task has a self-assessment form as part of the task (page 23)

Teacher assessment should follow self-assessment and take the form of either a tick in a grid or a comment on how the student could improve their work.



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# Homework F: Life in Rio de Janeiro

You are a resident of Rio de Janeiro – give yourself a Portuguese name and identify yourself as young, male or female – it's up to you. Write a diary entry (at least 500 words) explaining why it is like that. Use the assessment framework to help you work out the marks available. Your diary entry must:

- (a) describe who you are, where you live and what you do each day
- (b) describe the opportunities you have for living in Rio de Janeiro
- (c) describe the challenges you face on a daily basis
- (d) explain how you see other people in the city who are experiencing life in Rio de Janeiro
- (e) express your hopes you have for the future – what needs to happen to improve your life and how you help those less fortunate than yourself?

Use your imagination but make sure that your facts are correct. You can supplement your writing with your own research and discuss what you have written with your friends. This time you are writing from a contrasting character's point of view.

Here are a few questions you could ask yourself to help you get started:

Do you live in a favela or a gated community?

How well educated are you?

Were you ever in a favela? If so, what were the reasons for this?

Do you have clean water and a toilet that takes sewage away or do you live near an open sewer and have to come to the water from a standpipe?

How well do you know your neighbours – do you ask them for help in hard times? Do you keep yourself safe?

What do you do each day? If you are a child, how do your parents earn a living?

Do you find yourself exposed to crime a lot? Are there people around you who are running drugs or are you afraid to go to certain parts of the city because you fear being mugged?

How do you feel about tourists? Do you see them as a potential source of income – you could sell them stuff or take them on a tour of your local area. Or do you let them mind their own business?

What is your house made of? Do you have anywhere to play?

Do you have enough money to make improvements to your house? Do you need to borrow money from microcredit schemes? Are you able to get a loan from a bank because you don't have a decent living? Or do you not need to make any improvements because your house is in such great condition?

How much damage do you suffer during extreme weather conditions? Do you feel at risk?

What will you do to improve your life?

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## Life in Rio de Janeiro assessment framework

Use this framework to help you construct your diary entry. Your teacher will use the criteria outlined in the task.

Make sure you:		For example, tell us:
(a)	describe who you are	your age, gender and socioeconomic status
	describe where you live	which neighbourhood/city you live in (can you give the name of the neighbourhood) and what your accommodation is like
	describe what you do each day	<p>about your job, e.g. did you need a qualification, what are your working conditions like?</p> <ul style="list-style-type: none"> <li>If you don't have a job, then say how your household earns an income.</li> <li>To gain a bonus mark, give more detail and use knowledge from your learning.</li> </ul>
(b)	describe three opportunities you have living in Rio de Janeiro	<p>what these are.</p> <ul style="list-style-type: none"> <li>You can refer to your learning from Lesson 10: Opportunities and challenges of living in a megacity.</li> <li>To gain bonus marks, use examples from your case study of Rio de Janeiro.</li> </ul>
(c)	describe three challenges you face on a daily basis	<p>what these are.</p> <ul style="list-style-type: none"> <li>You can refer to your learning from Lesson 10: Opportunities and challenges of living in a megacity.</li> <li>To gain bonus marks, use examples from your case study of Rio de Janeiro.</li> </ul>
(d)	describe how life is different for other people in the city	<p>what it is like for people at the opposite end of the socioeconomic scale.</p> <ul style="list-style-type: none"> <li>You can refer to your learning from Lesson 11: Inequality in a megacity.</li> </ul>
	explain why this is different from your own experience	<p>why they have such a different quality of life – think about how your experience of the opportunities and challenges of living in a megacity might be different.</p> <ul style="list-style-type: none"> <li>You can refer to your learning from Lesson 11: Inequality in a megacity.</li> </ul>
	explain why these inequalities persist	<p>why conditions for the poor are not getting better faster</p> <ul style="list-style-type: none"> <li>You can refer to Lesson 12: Managing the megacity.</li> <li>To gain bonus marks, use examples from your case study of Rio de Janeiro.</li> </ul>
(e)	suggest how things could change	<p>why your suggestions would work and give examples of how they would be achieved</p>
<b>Total marks</b>		

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# Homework F: Answers

AO1, AO2, and AO3 This task has a self-assessment form as part of the task (page 26). Teacher assessment should follow self-assessment and take the form of either a tick in a grid or a comment on how the student could improve their work.

Indicative content will vary depending on the character or characters that the student has chosen. Refer to the indicative content for accurate information. Focus marking on how students have answered the question.

Question	AO	Answer
(a) Parts 1–3	AO1	<p>Clear description of:</p> <ul style="list-style-type: none"> <li>• character, e.g. age, name, gender (1)</li> <li>• location, e.g. favela or wealthy neighbourhood, location within city (1)</li> <li>• occupation, e.g. employed, school, unemployed (1)</li> </ul> <p>Second mark for extra detail, e.g. formal sector, informal sector, with a child, etc. (1)</p>
(b) and (c)	AO1 AO2	<p>Credit marks for three opportunities and three challenges with detail on their character (1 mark each):</p> <p>Should reflect on learning from Lesson 10. For example:</p> <ul style="list-style-type: none"> <li>• Economic opportunities – employment, industrialisation and growth in the quaternary sector of the economy</li> <li>• Social opportunities – housing, health, education, access to services</li> <li>• Economic challenges – unemployment, work conditions, skills mismatch vs informal economy</li> <li>• Social challenges – overcrowding, crime, lack of health and education</li> <li>• Environmental challenges – traffic congestion, air pollution, water scarcity</li> </ul> <p>Credit 1 bonus mark for each reference to Rio de Janeiro as an example</p>
(d) Part 1	AO2	<p>Describe the conditions for people at opposite end of socio-economic spectrum</p>
(d) Part 2	AO2	<p>Reasons for why challenges and opportunities are different, e.g. access to services</p> <p>There are variations even within the urban poor, e.g. those recently arrived will be more likely to be located in the new favelas on the outskirts of the city. Conditions are worse than for those already living in the older favelas.</p>
(d) Part 3	AO3	<p>Consider impacts of corruption, criminality, conflict over investment on reducing inequalities between socio-economic groups</p> <p>Credit 1 bonus mark for each reference to Rio de Janeiro as an example</p>
(e)	AO3	<p>Credit 1 mark for each of two suggestions and 1 mark for a relevant conclusion</p>

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# Homework G: End of unit evaluation-style questions

The aim of this homework is to help you develop your technique for answering the questions you will be set in your final examinations.

You will find questions asking you to evaluate statements and scenarios in all of your papers (10- and 12-mark answers). Paper 3 will also test you on how well you can apply your knowledge of what you have learnt using new information. Read the **Guide to Answering Evaluation Questions** and study the **Resource Sheet**. You will be using the information on the resource sheet to apply your knowledge and your understanding about:

- urbanisation and its impact on the world
- the opportunities and challenges created by urban growth

You should try to answer and then mark at least two evaluation-style questions during the lesson – you may manage more. There are three 8-mark questions and one 12-mark question. Decide what score you are aiming to achieve (the maximum possible is 36 marks). Choose the question that will help you to make the most detailed answer you can – you can look back at your previous lessons to find information that will help you answer the question.

When you have constructed your answer, swap the question for the mark scheme and mark your answer. Try to get the score you are aiming for or higher by answering as many questions as you can during the time you have.

1. With the help of the information on the resource sheet, suggest why rural-urban migration is more important than natural increase when explaining the increasing rate of urbanisation in emerging economies.
2. *Urbanisation in India creates opportunities that can improve the quality of life for people living in rural areas.* Use the information on the resource sheet and your own understanding to discuss this statement.
3. *Environmental pollution caused by the growth of cities in India is causing more problems for people living in rural areas than people living in cities.* Say how much you agree or disagree with this statement. Use the information on the resource sheet and your own understanding to support your answer.
4. Four politicians are standing for election as the new mayor of Delhi. Read the information on the resource sheet. You live in Baljeet Nagar, one of Delhi's largest slums. Who do you think is best to make your life in Delhi better?

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## Guide to Answering Evaluation-style Questions

Evaluation-style questions want you to show you can apply your knowledge and understanding of the resource you are given in the exam or your past learning. They are usually worth 8-12 marks and are using 'levelling'. You will get more marks the more detail you give. Do this by:

- (a) showing you understand the subject by explaining the reasons behind your thoughts
- (b) referring to information you know or have been given

Follow the steps\* to help you learn how to write a 'detailed' answer to each evaluation-style question.

For an 8-mark evaluation-style question – often phrased as a comparison, asking you to choose between two options or to what extent you agree with a statement – follow the six steps below.

Step	Description
1	State the facts – say what you think the answer is and what you know that supports your answer.
2	Refer to the resource or a specific example from your existing knowledge or experience. Give a page number if you are referring to the information you have been given for the question.
3	Show you understand the issues that the question is raising – explain how the question is asking you to think about the issue.
4	Add more detail to your answer by writing about at least one more idea or point that you have learnt about the issue to get more ideas.
5	Say why you have dismissed the opposite argument / point of view / position.
6	Make sure you have used key terms wherever possible and that they are spelled correctly.

12-mark questions usually ask you to evaluate a scenario and make a recommendation. For example, in Paper 3, they require you to evaluate a scenario and make a recommendation. You can make links between different areas of your Geography course.

Step	Description
1	State the facts – say what you think the answer is and what you know that supports your answer.
2	Refer to the resource or a specific example from your existing knowledge or experience. Give a page number if you are referring to the information you have been given for the question.
3	Say what it is about the other options that made you dismiss them.
4	Show you understand the issues that the question is raising – explain how the question is asking you to think about the issue and how you will make your choice.
5	Add more detail to your answer by giving more reasons.
6	Explain why the other options were not the best in your opinion.
7	Make links between different areas of your studies and make sure you have explained them.
8	Check you have used key terms whenever possible and that they are spelled correctly.
9	Say how options within the scenario could be different, i.e. what could change to affect your thinking (e.g. costs, resources involved, how it is being done, how long it takes, etc.)?

\*The steps correspond to marks but they will lead you towards a 'detailed' answer.

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## Homework G: Resource Sheet

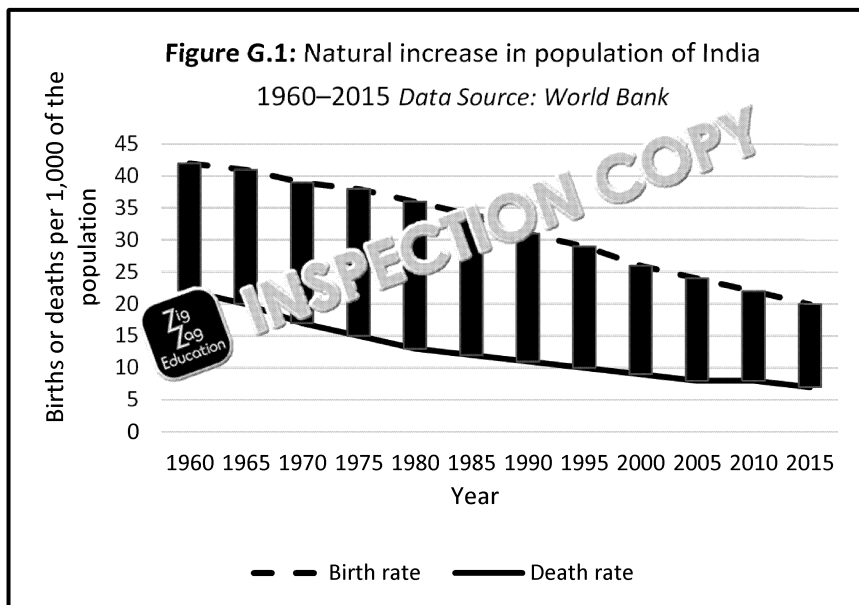


Figure G.1: Natural increase in population of India

Rural  
Urban

Figure G.2: Rural population growth rate in India

Rural population growth rate in India has not been as high as in the past due to high rural-urban migration and the decline of the rural population growth rate.

### DELHI SLUM WALKING TOURS

Baljeet Chalna brings you a four-hour walking tour of our largest and most interesting slum. Witness the desperate conditions that people are living in, without clean water, sanitation or electricity, and help your young guide, a street kid, to improve his English. Buy a yoga lesson or buy a hand-made bag made by local women at the Yoga Education Training Centre and Women's Empowerment Programme.

Meet Tuesdays, 2pm, Shadipur metro station.

### INDIA TODAY

Latest figures show that India is a developing country as there are no major cities in rural areas and the government's strategy of rural development has led to rural-urban migration. The death rate has decreased due to improved medical facilities but the birth rate remains high due to low levels of income, religious beliefs and lack of knowledge of family planning.

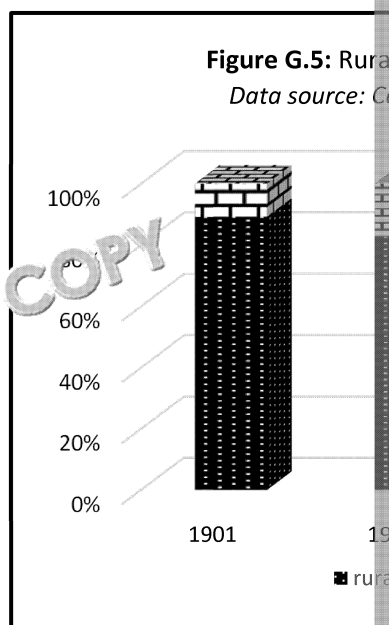
Figure G.4: Account from Ananya, aged 29

I moved to Delhi from Northern India to get married. There was no work in my village, and my five brothers inherited my parents' land. There was nothing for me. I could have gone to Punjab to work in the fields but I thought Delhi would be more exciting.

Now I pick rags all day, and make very little money. My husband works on building sites and I can find work. We stay here so that our children can go to school. I believe it is important that they get an education. Girls in my village were not allowed to go to school but my daughters will have a better future.

Figure G.5: Rural population growth rate in India

Data source: Census of India



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**Deepika Swaraj**

**Age: 40**

Mrs Swaraj believes that health and education should be the priority for Delhi. She has promised to increase the budget for spending on schools and hospitals by 10%

during her administration. She will offer incentives to Indian doctors who have to travel abroad to return to Delhi in the form of subsidised housing, and waive their taxes for the next two years. She wants to see more schools in the poorest places, which means inviting business to invest in new school buildings and facilities in slum areas.

She has a good environmental track record having been an environmental lawyer for 15 years, and was responsible for making sure several large polluting industries stopped emitting waste into the Yamuna river. She has said she wants to reduce the 58% of its waste that Delhi dumps into the river by funding new sewage treatment and waste-to-energy plants in the city. She will pay for these by raising taxes on the biggest businesses. Her opponents say she doesn't understand the importance of these big businesses to Delhi and India's economy and that they will go elsewhere if she taxes them.



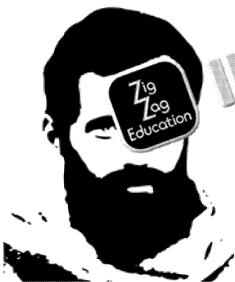
**Kapil Yadav**

**Age: 55**

Mr Yadav has been a member of the Delhi Legislative Assembly for 15 years. He has been a member of the Delhi Metro Rail Corporation since its formation in 2002. He has been a member of the Delhi Metro Rail Corporation since its formation in 2002.

His campaign relies on getting Delhi moving. He wants to see the airport, and the metro with satellite cities. He wants to bring more people into the city that live here.

His campaign relies on the more wealthy the city. Mrs Swaraj care about the people in the slums. Mr Yadav promises to demolish the slums – the city will be more attractive. Many wealthy people in the slums is the right thing. The city will be more attractive for a loan. He hopes the city will be held in Delhi.



**Rajesh Dasgupta**

**Age: 35**

Mr Dasgupta is a champion of the people. He leads a non-governmental organisation that works to improve the lives of the urban poor by empowering them to learn new skills and set

up their own businesses in Delhi. He wants the people of Delhi to come together to find solutions to the problems that exist in the city. He believes that by supporting communities they can make their own choices about how things should be improved rather than the authorities telling them what to do. This includes setting up community energy production and waste management schemes. He promises to commit a large proportion of the city budget to funding such schemes.

He'd introduced a scheme to allow every family to have a bicycle, and build a new cycle network through the city so people can commute to work safely. His opponents say he is not thinking big – there are lots of more important problems that need to be sorted out and that working his way is ineffective.



**Anshu Malik**

**Age: 45**

Ms Malik is a film producer and an environmental activist. She has been a member of the Delhi Legislative Assembly for 10 years. She has been a member of the Delhi Legislative Assembly for 10 years.

clean water and sanitation to prevent further environmental damage.

Her strategy will be to use international aid agencies to invest in projects that improve the lives of the people in the slums. She is committed to strict environmental regulation. She supports the infrastructure of the city, including some major roads and public transport to prevent congestion. New routes. People who visit there are campaign groups means that they will be visited them and listen to their concerns. She has determined that Delhi is so polluted that people

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## Homework G: Mark Scheme – Question

With the help of the information on the resource sheet, suggest why rural–urban migration is more important than natural increase when explaining the increasing rate of urbanisation in a developing country (e.g. India's economy).

Give yourself:	
1 mark	<p>for showing you know that rural–urban migration, natural increase and death rate are changing. You may have said...</p> <ul style="list-style-type: none"> <li>• natural increase is increasing</li> <li>• the proportion of people in rural areas compared to urban areas is decreasing</li> </ul>
2 <sup>nd</sup> mark	<p>if you referred to the resource sheet. You may have said...</p> <ul style="list-style-type: none"> <li>• Figure 8.5 shows that there is a larger proportion (20% more) of the population in rural areas in 2011 than in 1951</li> <li>• Figure 8.1 shows death rate and birth rate are both decreasing from 1951 to 2011. The rate of natural increase has been decreasing</li> </ul>
3 <sup>rd</sup> mark	<p>if you showed you understand how rural–urban migration, natural increase and death rate are related to one another. You may have said something along the lines of...</p> <ul style="list-style-type: none"> <li>• the proportion of people in urban areas compared to rural areas is increasing. If natural increase is decreasing the change must be due to people moving from the countryside to the city, i.e. rural–urban migration.</li> </ul>
If you successfully did everything to get the first 3 marks, give yourself:	
2 more marks	<p>if you explained your ideas with reference to the resource sheet and your own understanding. You may have said something like...</p> <ul style="list-style-type: none"> <li>• Figure 8.4 describes the reasons why many people in rural areas migrate to urban areas. India is a developing country therefore a large number of rural people want to migrate to urban areas – this combined with the fact that the rate of natural increase is decreasing suggests that rural–urban migration is the most important factor in explaining the increasing rate of urbanisation.</li> </ul>
If you successfully did everything to get the first 5 marks, give yourself:	
2 more marks	<p>if you recognised that rural–urban migration might not be more important than natural increase. You may have said...</p> <ul style="list-style-type: none"> <li>• Figure 8.3 clipping entitled 'India Today' suggests that rural–urban migration and natural increase are both slowing while natural increase continues to be high because of the large population compared to many other countries. You could argue that since birth rate is high many people might believe natural increase is in fact the more important factor in explaining the increasing rate of urbanisation; and/or</li> <li>• Figure 8.3 clipping entitled 'India Today' suggests that the government's policies in urban areas and there aren't enough jobs in urban areas so the reasons for rural–urban migration have been weakened. Some people might argue that natural increase is more important in explaining the increasing rate of urbanisation.</li> </ul>
Give yourself:	
1 more mark	<p>if you used key terms correctly in your answer. In this case you should have used the following terms: natural increase, rural–urban migration, push and pull factors.</p>

Ask your teacher for advice if you have written something you believe should get a higher mark than the scheme.



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## Homework G: Mark Scheme – Question

**Urbanisation in India creates opportunities that can improve the quality of life for poor people.** Use the information on the resource sheet and your own understanding to discuss this statement.

Give yourself:

1 mark	for saying why you think that urbanisation in India does or does not create opportunities that can improve the quality of life for poor people
2 <sup>nd</sup> mark	if you referred to the resource sheet. You may have said... <ul style="list-style-type: none"> <li>Figure 8.2 shows that although literacy rate is increasing in rural areas, it is still lower than in urban areas, suggesting that there is a better opportunity of getting an education in urban areas.</li> <li>in figure 8.4 Ananya talks about the jobs they have found since they moved to the city. Although she has found unskilled but there was nothing where they came from.</li> <li>in figure 8.4 Ananya talks about the education she wants for her children.</li> </ul>
3 <sup>rd</sup> mark	for giving explanations for your thinking – examples are listed in the table

If you successfully did everything to get the first 3 marks, give yourself:

2 more marks	if you have given <u>more than one</u> reason to support your argument and explained how you used the resource or your existing knowledge
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If you successfully did everything to get the first 5 marks, give yourself:

2 more marks	if you showed you understand the issues raised in the question. In this case you must <u>discuss</u> so you must give the opposite side to the argument you have already used. You must also do the opposite for improving quality of life – examples are listed in the table which you've already used.
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Give yourself:

1 more mark	if you used key terms correctly in your answer. In this case you should have used terms such as economic opportunities, social opportunities and sanitation.
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Key to text in table: **Bold** – reason for mark; *italic* – reference to resource or previous knowledge

### Examples of knowledge and understanding you could have used to formulate your answer

Urbanisation <u>does</u> create opportunities for improving the quality of life of the poor	Urbanisation <u>does not</u> create opportunities for improving the quality of life of the poor
<ul style="list-style-type: none"> <li>✓ <b>Creates jobs and provides a market for people to set up their own businesses to sell goods and services</b> – own knowledge – <i>enables people to improve their income and, therefore, their standard of living, i.e. they can afford to pay for better housing, diet, health and education, and take leisure time.</i></li> <li>✓ <b>Education is more widely available and easier to access</b> – own knowledge – <i>enables people to become better qualified so that they can seek more highly skilled jobs than they would otherwise have been able to do. More highly skilled jobs pay better salaries so people can improve their standard of living.</i></li> <li>✓ <b>More people living together in urban areas means that it is easier to provide services and access to them</b> – own knowledge – <i>those able to pay for services and resources will find networks available because it is more economically viable for companies to supply urban areas, where there are lots of customers close together.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>The poor live in squatter settlements with no clean water, sanitation or electricity</b> – own knowledge – <i>the article entitled 'Delhi Slum Walk' states that although the opportunities of urbanisation are many, some people can't afford to live in the better areas of the city. Having to live in slums puts people at risk of disease and makes it difficult to help improve their quality of life.</i></li> <li>✓ <b>There are not enough jobs</b> – own knowledge – <i>the article entitled 'India Today' – the article states that many people in the city struggle to find work. The jobs that are dangerous or unhealthy and do not improve their quality of living. The jobs are unlike those in rural areas where people do not have sufficient income to improve their quality of life.</i></li> <li>✓ <b>Conditions in rural India are better</b> – own knowledge – <i>the article entitled 'India Today' states that there may be more opportunity for people to improve their quality of life if they stay in rural areas. Investment in improving healthcare and transport in rural areas could help.</i></li> </ul>

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## Homework G: Mark Scheme – Question

**Environmental degradation caused by the growth of cities in India is causing a problem more than people are facing in rural areas. Say how much you agree or disagree with this information on the resource sheet and your own understanding to support your decision.**

You can answer this question either way – agree or disagree. You are being marked on your thinking and use evidence to back up your decision.

Give yourself:	
1 mark	for saying whether you think that the environmental degradation being caused is more problems to public health in urban than rural areas. You need to say what knowledge you based your decision on.
2 <sup>nd</sup> mark	if you referred to the resource sheet. You may have said... <ul style="list-style-type: none"> <li>Figure 8.3 clipping entitled 'Smog Alert' shows that air pollution is a serious problem in cities.</li> </ul>
3 <sup>rd</sup> mark	For giving explanations for your thinking – examples are listed in the table below.
If you successfully did everything to get the first 3 marks, give yourself:	
4 <sup>th</sup> mark	if you have given more than one reason to support your argument and explained how you used the resource or your existing knowledge. There are lots of opportunities to do this with other work you will have studied for your Geography GCSE.
If you successfully did everything to get the first 5 marks, give yourself:	
5 <sup>th</sup> mark	if you showed you understand the issues raised in the question. In this case you need to make a decision, so say why you didn't decide the 'other way' and explain why you chose the other column in the table than that which you've already used.
Give yourself:	
1 more mark	if you used key terms correctly in your answer. In this case you could have used pollution, degradation, health problems, and climate change.

Key to text in table: **1** = 1 mark; **2** = 2 marks; **3** = 3 marks; **4** = 4 marks; **5** = 5 marks; Plain text – reference to resource or previous knowledge.

Example of knowledge and understanding of impact of environmental degradation on public health	
Agree	Disagree
<p><b>Growth of cities leads to an increase in transport because there are more people trying to get around – this causes air pollution and the production of greenhouse gases (climate change)</b> – Figure 8.3 clipping entitled 'Smog Alert' – <i>air pollution is much worse for people in cities because they have to breathe it every day and it can cause health problems such as respiratory diseases.</i></p> <p><b>Growth of cities leads to increase in number of people and industries, who all produce waste. If this waste is not disposed of correctly, it can pollute the air, land and water bodies, rivers and the sea. This is a problem for public health. In some areas people may not have clean water for drinking water and bathing.</b></p>	<p><b>People in some rural areas face problems with sanitation or waste disposal. They are equally susceptible to diseases from air pollution, e.g. cholera and malaria.</b></p> <p><b>Although growth of cities causes more pollution, there is better access to health care for and cure people – people are more likely to be able to access health care if something wrong they can get it.</b></p> <p><b>Although air pollution in cities is a problem, the impacts of climate change and natural disasters caused by greenhouse gases is a bigger problem in rural areas.</b></p>

Ask your teacher for advice if you have written something you believe should get a higher mark in the scheme.

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## Homework G: Mark Scheme – Question

Four politicians are standing for election as the new mayor of Delhi. Read their resource sheet. You live in Baljeet Nagar, one of Delhi's largest slums. Who do you think would make your life in Delhi better?

Use evidence from the resource sheet and your own understanding to explain your decision.

You can choose any of the candidates. You are being marked on how well you can use evidence to back up your decision.

Give yourself:	
1 mark	for saying who you would vote to be mayor and one reason why.
2 <sup>nd</sup> mark	if you have given more than one reason why you would vote for this person.
3 <sup>rd</sup> mark	if you have explained your thinking, i.e. made links between life in the slum and the candidate's plans.
4 <sup>th</sup> mark	if you have given more than one reason to support your argument and explained how the resource or your existing knowledge supports your argument.
If you successfully did everything to get the first 4 marks, give yourself:	
2 more marks	if you've shown you understand the issues raised in the question. In this case you should make a judgement about who would make the most positive change to your life. You should also explain how you understand the other politicians could bring benefits for you and what you would like to see.
2 more marks	if you've identified possible problems that the politician you have chosen might face in a wider city.
If you successfully did everything to get the first 8 marks, give yourself:	
1 more mark	if you used key terms correctly throughout your answer. In this case you should use terms such as: pollution, degradation, biodiversity and climate change.
1 more mark	if you've made links to other areas of your Geography studies. In this case you should explain how you understand the importance of resource management.
2 more marks	if you have suggested why you might change your mind – what would have happened if there was more money available or if a particular candidate promised to do more.

For each candidate you could have considered any of the issues identified in the resource sheet. You don't need to have included everything, but you should have used similar facts and figures to support a candidate, outline why you didn't choose the other candidates and explain the candidate's plans.

Ask your teacher for advice if you have written something you believe should get a higher mark in the scheme.




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Key to text in table: **Bold** – facts from the resource; Plain text – make life better in the slum; *Italics* – make life better in the slum

	Mrs Swaraj	Mr Yadav	
<p>What about life in your slum that you think will make better?</p> 	<p><b>Improve health and education:</b></p> <ul style="list-style-type: none"> <li>Will help more people find jobs and live longer, healthier lives.</li> </ul> <p><b>Reduce pollution from sewage and waste:</b></p> <ul style="list-style-type: none"> <li>Helps reduce the occurrence of disease and keep rats and other vermin away.</li> </ul>	<p><b>Make it easier to get to work if you have a job outside the slum.</b></p> <p><b>Demolish the slums:</b></p> <ul style="list-style-type: none"> <li><i>Breaks up communities and people lose their homes and may have to travel much further to work.</i></li> </ul>	<p><b>Empower entrepreneurs:</b></p> <ul style="list-style-type: none"> <li>Helps improve standards of living.</li> </ul>
<p>What they've done in the past</p>	<p><b>Environmental lawyer tackling pollution</b></p>	<p><b>Expert on urban change</b></p>	<p><b>Working with the government</b></p>
<p>Criticisms of their plans</p>	<p><b>Risks driving away big business that the city relies on for jobs and taxes.</b></p>	<p><b>Doesn't cater for the poor of the city.</b></p>	<p><b>Too small to make a difference to the amount of slum</b></p>
<p>What they've said they will do that made you think they will/won't help</p>  	<p><b>Invite business to build schools in slums:</b></p> <ul style="list-style-type: none"> <li>Provides education.</li> </ul> <p><b>Tax big business to fund sewerage treatment plants:</b></p> <ul style="list-style-type: none"> <li>Provides income to fund the changes that will help improve the environment and health of slums.</li> <li><i>Might drive big business away; means fewer jobs in the city, but are these jobs the urban poor would do anyway?</i></li> </ul>	<p><b>Rely on multiplier effect, i.e. more people, more growth, more jobs:</b></p> <ul style="list-style-type: none"> <li><i>Doesn't benefit the poor directly.</i></li> <li>There may be more people needing unskilled workers to look after them.</li> </ul> <p><b>New cheap houses on the outskirts of the city:</b></p> <ul style="list-style-type: none"> <li>Provides better-quality housing to those poor who can afford it.</li> <li><i>Doesn't help the very poorest people.</i></li> <li><i>People must travel to work.</i></li> </ul> <p><b>Improve transport infrastructure including the airport and metro system:</b></p> <ul style="list-style-type: none"> <li>Travel times should become quicker.</li> <li><i>Cost of travel is likely to increase as a result of improvements.</i></li> <li><i>The poor don't use the airport.</i></li> </ul>	<p><b>Communities will be able to deal with waste:</b></p> <ul style="list-style-type: none"> <li>Provides jobs for the poor.</li> <li>Reduces pollution.</li> <li>Works with the government to improve standards of living.</li> </ul> <p><b>Own-a-house scheme:</b></p> <ul style="list-style-type: none"> <li>Provides jobs for the poor.</li> <li>It helps improve standards of living.</li> </ul>

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# Homework G: Answers

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The answers are provided in the mark schemes for the questions given on the worksheets help them understand how to structure evaluation-style questions; however, it may be to answer and mark all of the questions. You may want to set the task so that they only mark undertake to mark the rest.



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