**IB URBAN LAND USE MODEL PREZI’S**

**LEARNING OBJECTIVES**

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| **2. Urban land use** | |
| • Residential areas | * Explain the location of residential areas in relation to wealth, ethnicity and family status (stage in life cycle). * Examine patterns of urban poverty and deprivation (such as slums, squatter settlements, areas of low cost housing and inner city areas). * Examine the causes and effects of the movement of Socio-economic groups since the 1980s. |
| • Areas of economic  activity | * Explain the spatial pattern of economic activity, the zoning of urban and suburban functions and the internal structure of the central business district (CBD). * Describe the informal sector; its characteristics and location in urban areas. * Examine the causes and effects of the movement of retailing, service and manufacturing activities to new locations, including brownfield sites. |

**Deadline**

Tuesday 10th September

**Research**

You need to make use of a variety of different sources of information, including the internet, books, text books, maps, newspapers and magazines. You will need to refer to at least one of each of these sources in your bibliography.

For referencing we will be using the Harvard system.

**The Land Use Models**

Burgess

Hoyt

North American Land use Model

Harris & Ullman

Mann’s model for a British City

Mediterranean Land Use Model

Latin American Land Use Model

North African Land Use Model

Post Modern Land Use Model

**TASK:** Create a prezi about one of the following Land Use Models. Identify and describe the different residential and economic activities within each zone. You will need to explain the spatial pattern of both. You then need to apply the land use model to a specific City and evaluate the strengths and weaknesses of this model.

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| **KNOWLEDGE & UNDERSTANDING** | No relevant knowledge, | Little knowledge and/or understanding, which is largely superficial or of marginal relevance; no or irrelevant examples and case studies | Some relevant knowledge and understanding, but with some omissions; examples and case studies are included, but limited in detail | Relevant knowledge and understanding, but with some omissions; examples and case studies are included, occasionally generalized | Generally accurate knowledge and understanding, but with some minor omissions; examples and case studies are well chosen, occasionally generalized | Accurate, specific, well-detailed knowledge and understanding; examples and case studies are well chosen and developed |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **APPLICATION & ANALYSIS** | No evidence of application; the question has been completely misinterpreted or omitted | Very little application; important aspects of the question are ignored | Little attempt at application; answer partially addresses question | Some attempt at application; competent answer although not fully developed, and tends to be descriptive | Appropriate application; developed answer that covers most aspects of the question | Detailed application; well- developed answer that covers most or all aspects of the question |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** | **9-10** |
| **SYNTHESIS & EVALUATION** | No evaluation | No evaluation | No evaluation | No evaluation or unsubstantiated evaluation | Beginning to show some attempt at evaluation of the issue, which may be unbalanced | Good and well- balanced attempt at evaluation |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **SKILLS** | None appropriate | Very low level; little attempt at organization of material; no relevant terminology | Few or no maps or diagrams, little evidence of skills or organization of material; poor terminology | Basic maps or diagrams, but evidence of some skills; some indication of structure and organization of material; acceptable terminology | Acceptable maps and diagrams; appropriate structure and organization of material; generally appropriate terminology | Appropriate and sound maps and diagrams; well structured and organized responses; terminology sound |
| **0** | **1** | **2** | **3** | **4** | **5** |
| **ENQUIRY** | There is no evidence that sources have been consulted or data gathered, and no evidence of planning in the investigation. | There is little evidence that sources have been consulted or data gathered, and little evidence of planning in the investigation. | A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned. | A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation. | A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned. | An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned. |
| 0 | 1 | 2 | 3 | 4 | 5 |
| **EFFORT** | **No effort** | **Poor** | **Unsatisfactory** | **Satisfactory** | **Good** | **Very Good** |
| **0** | **1** | **2** | **3** | **4** | **5** |