Zig Zag Education

Geography

GCSE (9–1) | AQA | 8035

Topic Tests
for GCSE AQA Geography

The Living World

zigzageducation.co.uk

POD 6721

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Contents

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Teacher's Introduction

This resource has four tests on the *Section B: The Living World* element of the AQA G
Every aspect of the specification is covered in this resource.

These topic tests are designed to test the students' knowledge and enable the te
and whole-class strengths and weaknesses in certain areas. Each test covers a ra
point, and there is a wide variety of stimulus material. These tests are not intende
but to follow an examination style.

Mark schemes for each topic test can be found at the back of this resource. For
one answer is acceptable, a model answer has been provided. For 'open' and ex
lower marking criteria have been included.

When to Use This Resource
This resource can be used at the end of the unit when the students have revised or a
confidence in a particular topic area. The students can also use the tests for revision
There is scope to provide your students one test every two weeks if using the whole
study.

Each test has approximately 50 marks and takes about 50–60 minutes. Each test ha
marks of general questions for all students, and approximately 10 marks of extensio
able.

How to Use This Resource
The tests can be completed individually in class or even as a small group. However,
homework tasks.

At the end of the test the students can mark their own or each other's work using th
can make a note of their scores, which enables a monitoring of progress.

The Benefits to the Student
The students can be confident they have been tested on every aspect of the specific
students will know which areas they are strong in, and which require further work.

Students can use the tests before studying a topic to assess their level of understanc
progress through their lessons the tests can be used to see how they have improved
the tests as an additional revision aid by masking the answers and quizzing themselv
tests, or from the given answer sheets.

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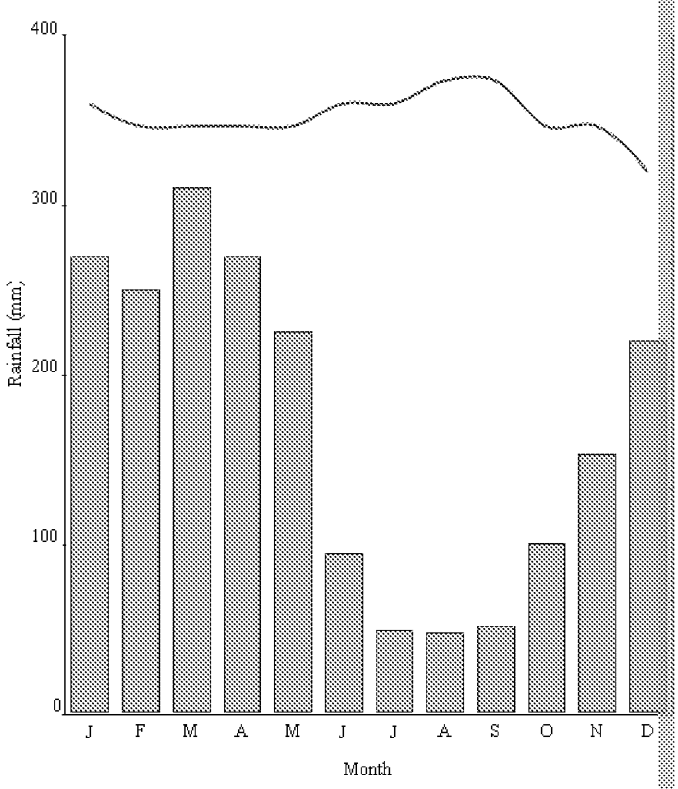
Test 2 – Tropical Rainforests

1. Study the climate graph below which shows annual temperature and



Describe the climate in Brazil.

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2. Name the type of soil found in tropical rainforests.

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3. Suggest how the high rainfall affects soils within the rainforest.

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4. Tropical rainforests are said to be 'stratified'. Explain what this mean

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5. The plants which live in a particular ecosystem are adapted to their su
is the case within a tropical rainforest.

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6. Give two ways in which animals are adapted to the tropical rainfores

1: .....

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2: .....

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7. Give a definition for the term 'deforestation'.

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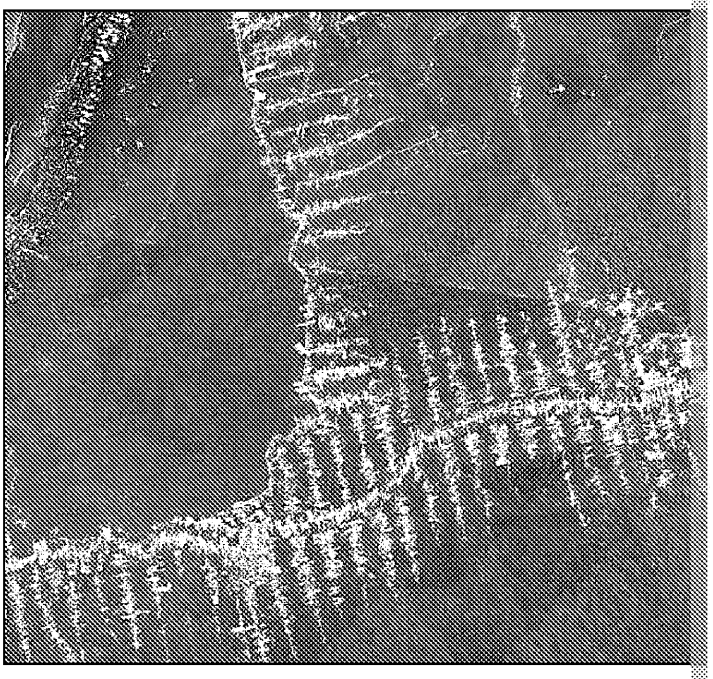
8. The aerial photograph below shows the process of deforestation in th
Suggest **two** possible causes of this deforestation, and identify **two** pr
may cause.



Cause 1: .....

Cause 2: .....

Effect 1: .....

Effect 2: .....

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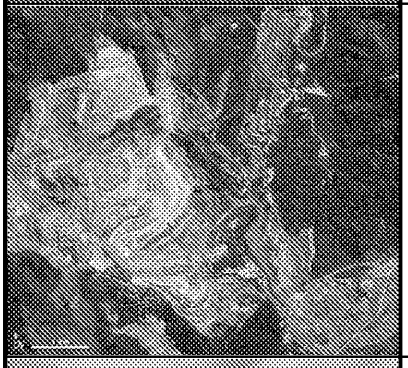
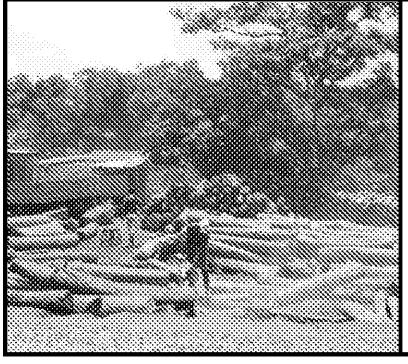
9. Complete the table below which shows four causes of rainforest destr
and provide **two** ways that damage is caused by the activity.

	Identification	(P
		**1:** **2:**
		**1:** **2:**
		**1:** **2:**
		**1:** **2:**

10. Explain why rainforest soils quickly deteriorate after deforestation ha

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11. Explain why 'slash-and-burn' is sustainable.

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12. There are many ways that sustainable management can take place wi

Choose two techniques from the list below, and explain how they can rainforest.

1. Debt reduction
2. Replanting
3. Selective logging
4. International agreement
5. Ecotourism
6. Education
7. Conservation

Choice 1: .....

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Choice 2: .....

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Extension Questions

13. Discuss the role of the international community in protecting rainfores

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14. Explain why ecotourism can be beneficial to the environment.

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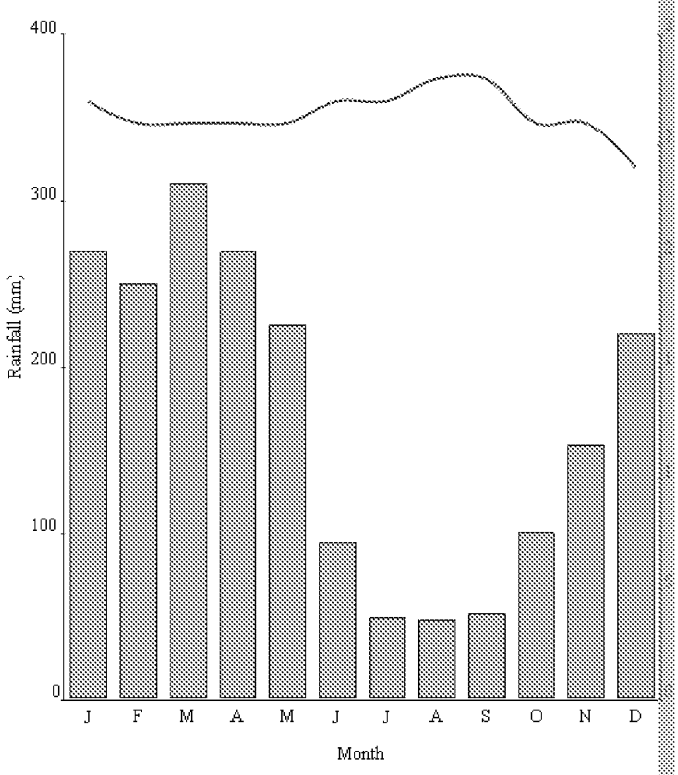
Test 2 – Tropical Rainforests

1. Study the climate graph below which shows annual temperature and



Describe the climate in Brazil.

2. Name the type of soil found in tropical rainforests.

3. Suggest how the high rainfall affects soils within the rainforest.

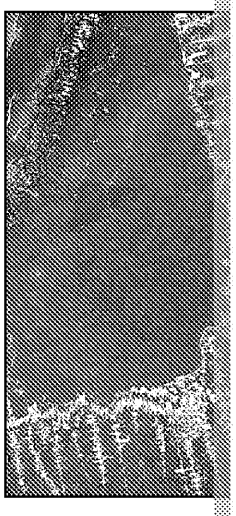
4. Tropical rainforests are said to be 'stratified'. Explain what this mean

5. The plants which live in a particular ecosystem are adapted to their su is the case within a tropical rainforest.

6. Give two ways in which animals are adapted to the tropical rainfores

7. Give a definition for the term 'deforestation'.

8. The aerial photograph (right) shows the process of deforestation in the Amazon rainforest.



Suggest **two** possible causes of this deforestation, and identify **two** problems that this deforestation may cause. *4 marks*

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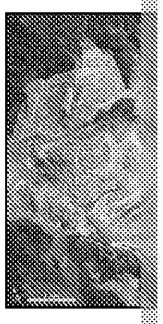
9. The photos below show four causes of rainforest destruction. Identify ways that damage is caused by the activity.

1



3

10. Explain why rainforest soils quickly deteriorate after deforestation ha

11. Explain why 'slash-and-burn' is sustainable.

12. There are many ways that sustainable management can take place wi

    Choose two techniques from the list below, and explain how they can rainforest.

    1. Debt reduction
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    3. Selective logging
    4. International agreement
    5. Ecotourism
    6. Education
    7. Conservation

Extension Questions

13. Discuss the role of the international community in protecting rainfore

14. Explain why ecotourism can be beneficial to the environment.

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Answers

Test 1 – Biomes and Their Distribution

1. An ecosystem is the interaction of an organism and its non-living (abiotic) ecosy
(1 mark). Biomes are large-scale, global ecosystems (1 mark).

2. Biotic:
- Plants
- Animals
- Fungi
- Bacteria
- Insects
- Reptiles
- Insects
- Any other valid example(s).

Abiotic:
- Air
- Water
- Soil
- Warmth
- Light
- Shelter
- Any other valid example(s).

3. Food chains are very simple and show one lineage of predators, prey and produ
show a complex structure with the interactions between different organisms (1

4. Allow any suitable food chain, one mark per suitable plant or animal.
e.g. grass → rabbit → fox
grass → sheep → human

5.

Type	Example *(allow any one pe*
Producer	Tree
Consumer	Fox; Squirrel; Snake; Fro Accept beetle (assuming it eats livi
Scavenger	Worm; Centipede Accept beetle (assuming it eats dea
Decomposer	Toadstool (fungi)

6. Woodland ecosystem

7. The sun

8a. Small scale

8b. Allow any two items from the list below:
- Food – e.g. berries, seeds, leaves.
- Shelter – protection from rain, places to hide from predators, to build nests
- Flowers for butterflies and other insects.
- Any other valid function(s).

8c. Allow any two examples – students can either give a type (e.g. small mammals)
Examples can be within the same category (e.g. a mouse and a shrew).
- Small mammals (e.g. mice and similar species, hedgehogs, weasels and sto
- Birds (e.g. hedge sparrows.
- Amphibians (e.g. frogs and toads)
- Insects, slugs and spiders
- Any other valid example(s).

8d. Allow a 'corridor' in effect (1 mark). Allow for a long strip of continuous habita
could be dangerous or hard to traverse (1 mark) – e.g. exposed to predators, or

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8e.
- Decrease in the food supply for animals which leave the hedgerow for a foo
  Therefore, their populations may decline (1 mark).
- Run-off may wash pesticides into the hedgerow environment (1 mark), dec
  within the hedgerow (1 mark).

Allow any other explained example.

9. Allow any three (or similar) points from the paragraph below:
Trees and plants take in nutrients from the soil (1 mark) and store it in their bio
dies, or periodically loses leaves, the material is broken down by decomposers (
returned to the soil (1 mark), ready to be absorbed by plants once again (1 mar

10. Allow one mark per biome, allow general regions or located examples:
- Polar – high north, northern and central Greenland.
- Tundra – high north – North America, coastal Greenland, northern Russia.
- Tropical rainforest – equatorial regions – northern South America, West Af
- Desert – approximately 30° north and south of the equator, e.g. western Un
  Middle East, central Australia.

11. Any two from each of the following:
- Polar: close to the poles, meaning that it is very cold (especially winter) (1
  dilute (1 mark), there is a greater distance from the sun (1 mark), and it is
  (1 mark). It is very dry at the poles, as air descends (1 mark).
- Tundra: also close to the poles, but further away than the polar biome – it i
  windy because of air rushes from the high pressure at the poles (1 mark) a
  polar cells meets the Ferrel cells (1 mark).
- Tropical rainforest: at the equator there is little seasonality (1 mark), altho
  from the migration of the ITCZ (Intertropical Convergence Zone) (1 mark)
  the equator (1 mark) because the equator is closer to the sun than the pole
  causes air to rise (1 mark), providing the uplift for convectional rainfall to
- Desert: located at the 'horse latitudes' – air of high pressure where air sink
  and Ferrel cells (1 mark). This leads to clear skies all year round (1 mark)

12. Allow any two points from two of the items below:
Polar:
- Land covered in ice (including ice sheet)
- Very cold all year round
- Short food chains
- Animals likely to be white in colour for camouflage (polar bears, Arctic har
- Very few species supported
- Very dry – 'polar desert'
- Dark all day at midwinter, light all day at midsummer
- Any other valid point(s)

Tundra:
- Cold
- Windy
- Short growing seasons
- Permafrost
- Active layer thaws in summer
- Thick peat
- Dwarf species
- Little vegetation
- Low biodiversity
- Any other valid point(s)

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Tropical rainforest:

- Very high vegetation – up to 2,500 mm or more per year
- Hot – upper 20 degrees C
- Very humid
- Wet (convectional rainfall, afternoon and evening rainfall)
- High biodiversity
- Multi-layered vegetation
- Some trees are very tall – around 50 metres high
- Year-round growing season
- Little seasonality
- Rapid nutrient cycling
- Infertile soils and rapid leaching (2 marks)
- Any other valid point(s)

Desert:

- Very sparse vegetation
- Vegetation highly specialised to low rainfall
- Dry throughout the year
- Very hot during the daytime
- Night can be cold under clear skies, sometimes even frost!
- Low humidity
- Surface covered in sand or pebbles (often)
- Any other valid point(s)

Extension questions

13. The student will need to form an opinion. The student is likely to discuss the m
    - Discussion of Köppen climate classification and similarities to that map.
    - Discussion of adaptations of plants and animals to climate.
    - Discussion that biomes are historical features, which, however, can be moc deforestation in Madagascar leading to grassland ecosystems).

    High-level answer:
    - Good explanation and opinion.
    - Well supported by facts and exemplar material.
    - Well illustrated with technical, geographical terms, and statements are wh

    Lower-level answer:
    - Less judgement or opinion.
    - Some facts presented, with one or two insightful examples provided.
    - Some facts may be incorrect or contradictory, with fewer instances of geog

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Preview of Answers Ends Here

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