



Topic Tests

for AS and A Level AQA Geography

Hazards

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.....

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.....

.....

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.....

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Teacher's Introduction

These ZigZag Education Topic Tests for Geography are written to be used for continued assessment during the teaching of the given topic. Each resource covers the full content of the specification for the named topic, spread across a number of tests. The final test in each resource is synoptic, and spans a range of content from across the named topic, ideal as an end of topic recap and revision exercise. The tests are provided in a non-write on format.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Each test should take one lesson length to complete, with an optional extension section that can be used to challenge more able students, or as a follow-up homework task for the whole class. The number of tests in each resource takes into account the weight of the topic within the spec, allowing one test to be used every fortnight over a two year course of study when using the full resource range.

This resource has seven tests on **Hazards** for the **AS / A Level AQA** Geography specifications (AS 7036 – **Section 3.3.1** / A Level 7037 – **Section 3.1.5**). Every key aspect of this topic within the specification is covered in this resource.

The resource is designed to be **co-teachable** with both AS and A Level students. The tests are not designed to mirror the exams, but in the extension sections the longer answer questions *do* follow the exam format in terms of command word and marks allocated. For this reason, some tests have a different extension section for AS and A Level students if the exam structure differs significantly between qualification levels.

Suggested answers for each test are included. For 'closed' questions, where only one answer is acceptable, a model answer has been provided. For 'open' and extended questions, indicative content is given.

When to Use This Resource

This resource can be used at the end of teaching a sub-topic, or the end of the whole unit to consolidate knowledge. Students can also re-use these tests towards the end of the course as part of a programme of revision.

How to Use This Resource

The tests can be completed individually in class, or set as homework tasks to enable you, as a teacher, to diagnose your students' strengths and weaknesses in certain areas. Each test covers a range of question types, and draw upon a wide range of stimulus material. The tests can be marked by a teacher or by students, as answers are provided.

The Benefits to the Student

Students can be confident they have been tested on every key aspect of the specification. After completing a test, they will know which areas they are strong in, and which require further work, and can set their own goals for future learning. The answer sections also provide students with an indication of what a good answer entails.

Differentiation

In order to support lower ability students whilst pushing the more able each test has been written in two sections.

- The first section has approximately 40 marks and has been written to test knowledge of the core elements of the specification.
 - These questions are for all students and the difficulty or complexity generally increases throughout the test.
- The second section has approximately 10 further marks of extension questions to challenge higher ability students.
 - These questions more closely follow the exam style, with command word use and allocated marks mirroring the longer exam questions.
 - In some cases the extension section is longer (up to 20 marks) to provide a long-answer practice in cases where the exam requires it. The initial test may then be slightly shorter to retain balance.
 - Where the AS exam structure differs, an alternative extension section is provided in keeping with the required format.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other geography resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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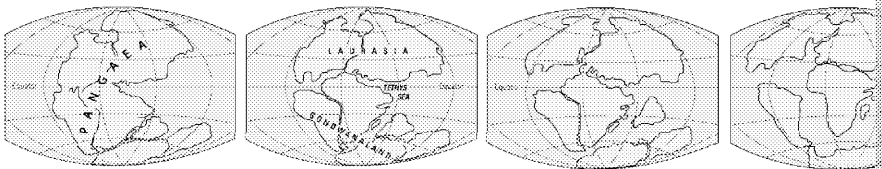
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Test 2 – Plate Tectonics

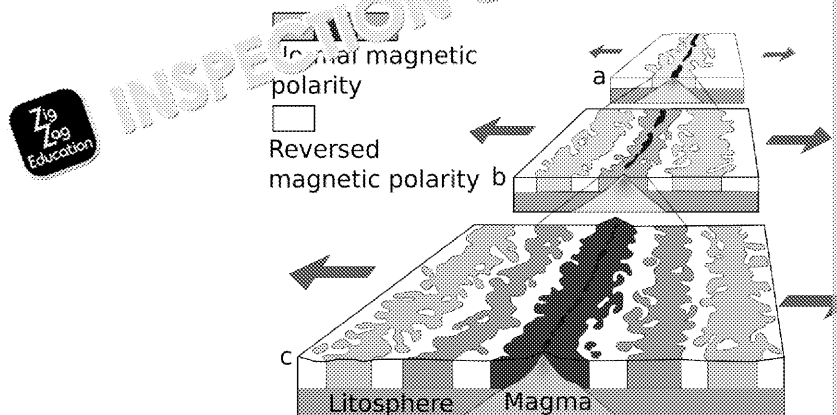
- Using the diagram on handout sheet 2, add the following labels:
 - Lithosphere
 - Asthenosphere
 - 'Liquid' and 'solid' to describe the cores
- Give **one** fact (**not** demonstrated on the diagram above) for each of the following:
 - Crust
 - Lithosphere
 - Asthenosphere
 - Mantle
 - Core
- Give **two** reasons for the high temperature of the Earth's core.
- Label the following four tectonic plates on the map on handout sheet 2:
 - Antarctic
 - Cocos
 - Nazca
 - Pacific
- Although not the first person to see a pattern among the continents, who is credited with the theory of plate tectonics in 1912 (photo below)?



- The diagram below shows the breakup of the supercontinent, Pangea. Give evidence that supported this theory in 1912.



- Use the diagram below to outline evidence for sea-floor spreading following the Mid-Atlantic Ridge.



- State why the area of the Earth's crust stays the same over time.

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- Draw three simple diagrams which show plate movement at convergent (destructive), constructive and conservative plate boundaries.
- Copy and complete the table. For each of the following, state the type of plate boundary feature is located and explain why they are found at that type of boundary.

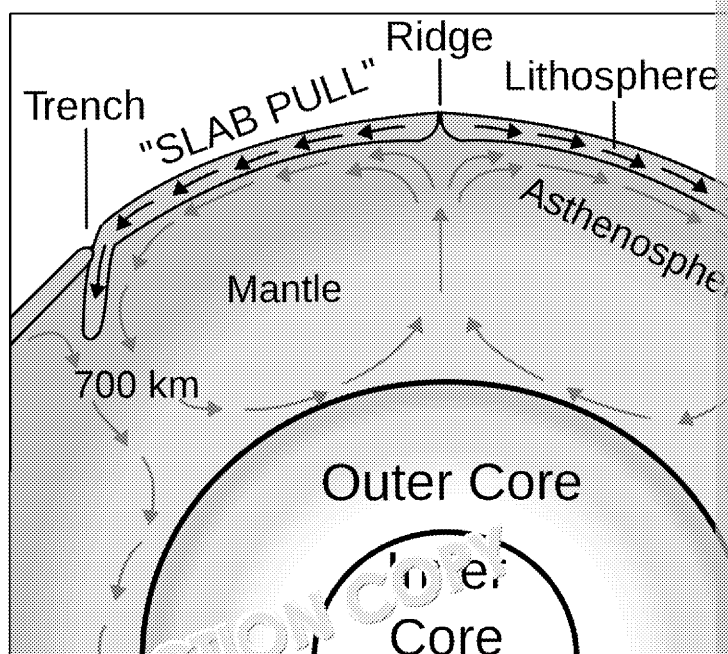
Feature	Boundary	Explanation
Young fold mountains		
Rift valleys		
Ocean ridges		
Deep sea trenches		
Island arcs		

- Explain why volcanic features are found at both constructive and destructive margins and conservative margins.



Extension Questions

- Using the diagram below, assess the role of convection currents within the mantle in plate movement.



- Suggest why destructive or constructive plate margins are the most hazardous.

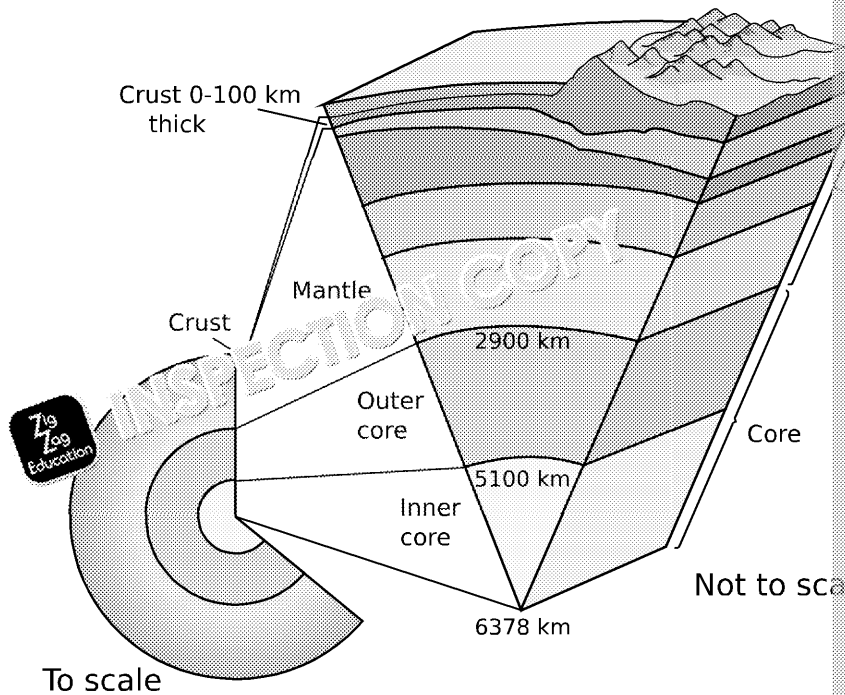


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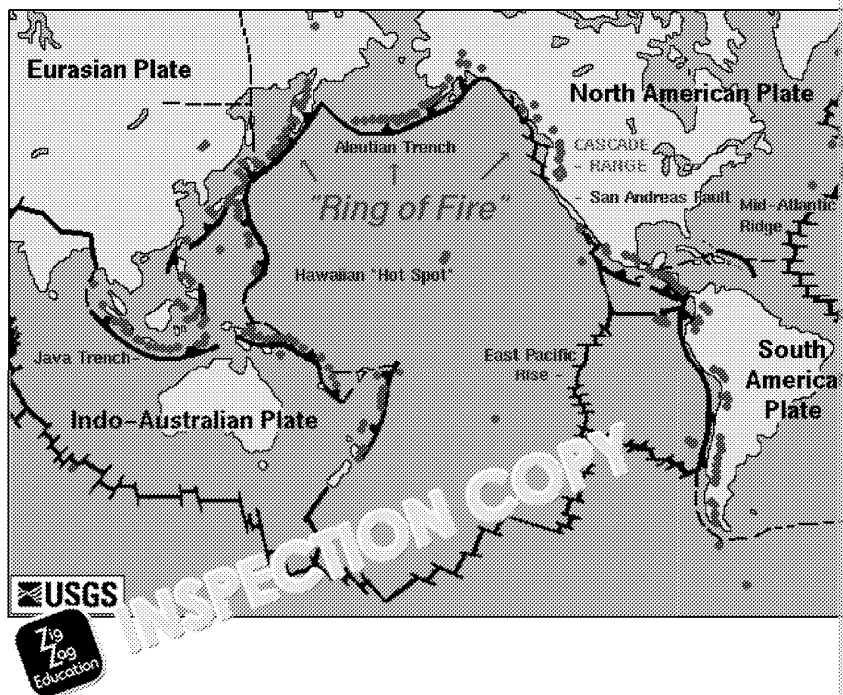


Handout Sheet 2 – Plate Tectonics

Q1.



Q4.



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Preview of Questions Ends Here

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Answers

Test 1 – Hazards and Their Consequences

1. a. 4 marks
Allow any suitable locations for each event, such as in tectonically active areas (do allow hotspots too), tropical storms in regions between 5° and 30° latitude, wildfires in locations such as the USA, savannas and grasslands of Africa and Australia.
- b. 4 marks
 - Tectonic activity and volcanoes usually occur at plate margins (1 mark), where plates move past each other allowing friction to build (1 mark), magma wells up where rock is destroyed where plates collide (1 mark).
 - Tropical storms occur between 5° and 30° latitude (north and south) (1 mark), where there is enough moisture (1 mark) and the Coriolis force is sufficient (1 mark).
 - Wildfires often occur in forests and arid grasslands (1 mark), but also occur in urban areas (1 mark). Lightning strikes can set the trees ablaze (1 mark).
2. 3 marks
Natural hazards endanger people's life and property (1 mark).
Characteristics include (1 mark each):
 - Usually difficult to predict, or give little warning.
 - Impacts are predictable and characteristic of the type.
 - Many of the deaths and effects are secondary.
 - Most people don't choose to live in areas affected by the hazard.
 - Any other valid point(s).
3. 6 marks
Allow any six points, or three developed points.
 - Cultural beliefs may be different between countries, e.g. acceptance (or even fear) of different socioeconomic groups).
 - Different levels of forecasting, protection and preparation types.
 - Resilience may be higher in developed countries.
 - Some people may have fewer choices of where they are located within some countries.
 - Residents in developing countries may feel as if they have less control.
 - Levels of fear and fatalism are likely to differ between developed and developing countries.
 - Any other suitable point(s).
4. 4 marks
Fatalism is the notion that events cannot be controlled (1 mark), and, therefore, the occurrence of an event may be implemented (1 mark), rather than adaptation – vulnerability (1 mark), and help protect against the effects of a hazard (1 mark).
5. 2 marks
 - Education of the public
 - Shelters
 - Evacuation plans
 - Sufficient supplies, food, water, sanitation, etc.
 - Any other valid point(s)
6. 4 marks
Allow one mark per point, or two marks for explained points.
 - Education of the public so that residents understand the effects and can survive with the events.
 - Shelters and evacuation centres allow residents shelter should the hazard occur, which have supplies of essential goods for healthy life, including food, water, etc.
 - Plans and rehearsals in preparation allow organisers to highlight any problems and allowing smoother action during a time of crisis.
 - Communities may be better suited to prepare than national-scale incentives, as they have better understanding and knowledge of their local population and area.

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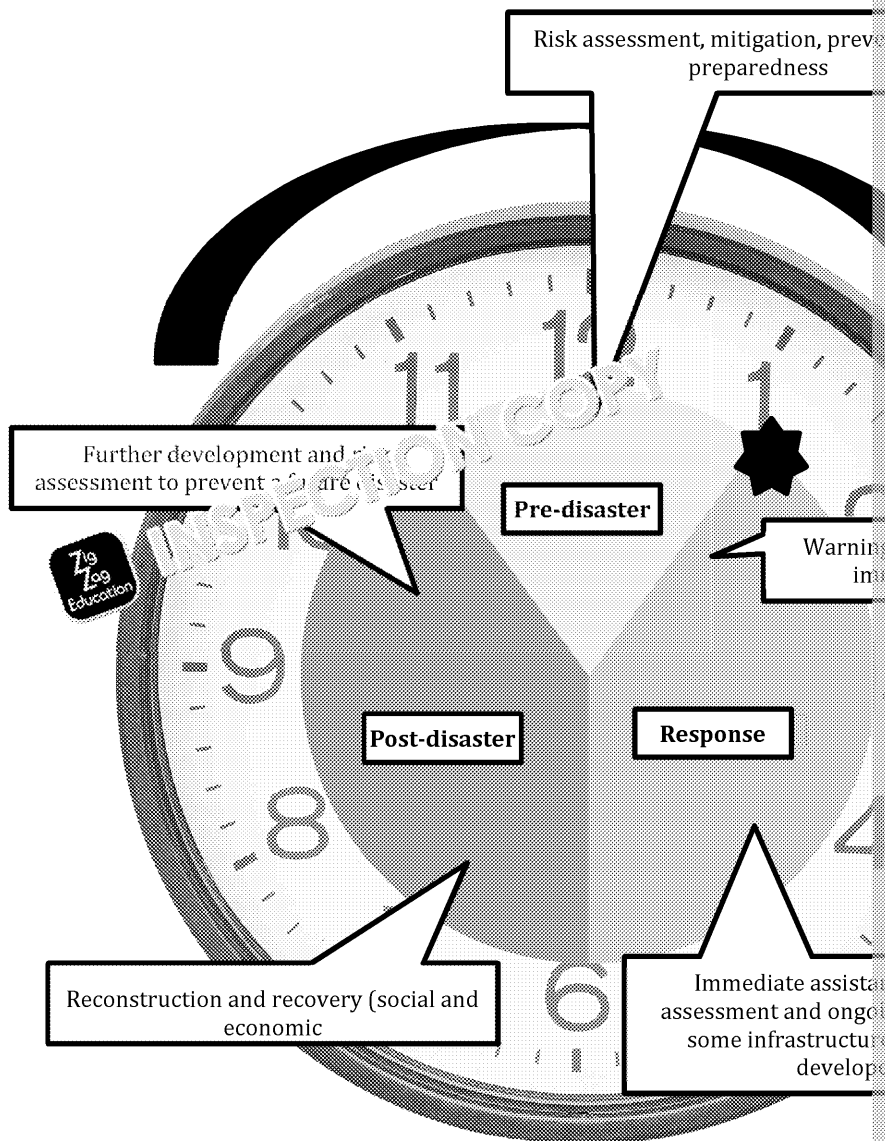


7. 2 marks
Allow any two from the following: (1 mark each)
 - Individuals
 - Local community
 - Local government
 - National government
 - International community, such as governments and charities
8. 4 marks
Allow a comparison between the developed and developing world – such as the level of disaster preparation, and the level of technology available. For example, forecasting in a developing country is less advanced than in a developed country, and spreading word of a developing hazard through communication networks are poor, or the country has a low uptake of television and radio media, etc.
9. 1 mark – The Park Model
Plus any 5 further marks:
 - Disasters quickly reduce the quality of life (1 mark), as services are unavailable and damaged and injuries and fatalities occur (1 mark each).
 - Disasters cause a reduction in economic activity (1 mark) – as workplaces are damaged and transport capability are reduced, and the workforce may be unable to return to work.
 - Immediately after the disaster, relief efforts take place (1 mark) to rescue the injured, provide immediate aid, healthcare, etc. (1 mark each).
 - Later comes the rehabilitation, after the quality of life, etc. has reached its lowest point. Once rehabilitation takes place, quality of life and economic output increase once again.
 - Rebuilding to normal (or sometimes as an improvement from before – build better, etc. (1 mark) takes a long time – sometimes years to fully recover from a disaster.
10. 3 marks
The level of recovery is of course dependent on the socioeconomic status of the country and the type of event. However:
 - Rapid onset events may lead to a small reduction in quality of life, but improve the recovery.
 - Slow onset events may have the largest impact on quality of life, and recovery is slow.
 - Onset speed in between the two may reduce quality of life to a medium degree but return to normal afterwards.

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11. 8 marks



Allow any two points from the list below (1 mark each):

- Sometimes, media coverage could start before the event – such as the increased coverage of warning, preparation and evacuation, etc.
- Most of the coverage occurs immediately after the event.
- Coverage trails off in the weeks after the event.
- There may be some coverage on the anniversary of the event – e.g. 6 months later, especially if the event is particularly significant

Extension Question

12. 9 marks

Allow any two points from the list below, supported by a detailed discussion, based on:

- The level of economic development in countries, communications.
- The level of domestic expertise, or the reliance on the international community.
- Level of communication between departments.
- The amount of money that is available to spend on shelters and the stockpiling of supplies.
- The quality of housing and infrastructure before the event.
- Any other valid suggestion(s).

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