



Topic Tests for AS and A Level AQA Geography:

Changing Places

zigzageducation.co.uk

**POD
7259**

Publish your own work... Write to a brief...
Register at **publishmenow.co.uk**

Contents

Thank You for Choosing ZigZag Education.....	
Teacher Feedback Opportunity.....	
Terms and Conditions of Use	
Teacher's Introduction.....	
Topic Tests	
Test 1 – The Nature and Importance of Places	
Test 2 – Changing Places: Relationships and Connections	
Test 3 – Changing Places: Meaning and Representation	
Test 4 – Place Studies	
Test 5 – Overview	
Answers	
Test 1 – The Nature and Importance of Places	
Test 2 – Changing Places: Relationships and Connections	
Test 3 – Changing Places: Meaning and Representation	
Test 4 – Place Studies	
Test 5 – Overview	

INSPECTION COPY

COPYRIGHT
PROTECTED



Teacher's Introduction

These ZigZag Education Topic Tests for Geography are written to be used for continuing teaching of the given topic. Each resource covers the full content of the specification across a number of tests. The final test in each resource is synoptic, and spans a range of named topics, ideal as an end-of-topic recap and revision exercise. The tests are prepared by experienced teachers.

Each test should take one lesson length to complete, with an optional extension section to challenge more-able students, or as a follow-up homework task for the whole class. This resource takes into account the weight of the topic within the spec, allowing one to plan over a two-year course of study when using the full resource range.

This resource has five tests on **Changing Places** for **A Level AQA Geography 3.2.1/ A Level 7037 – Section 3.2.2**. Every key aspect of this topic within the specification is covered.

The resource is designed to be **accessible** with both AS and A Level students. To mirror the exam, but in the extension sections the longer-answer questions *do* follow the command words and marks allocated. For this reason, some tests have a different structure to the AS exam if the exam structure differs significantly between qualification levels.

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

When to Use This Resource

This resource can be used at the end of teaching a subtopic, or at the end of the whole course. Students can also reuse these tests towards the end of the course as part of a program of revision.

How to Use This Resource

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

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.

Free Updates

Register your email address to receive updates made to this resource or other Geography resources we have purchased, and details of any purchases.

* resulting from minor specification changes and peer reviews, or occasional errors.

Go to [zzed.uk/free](https://www.zzed.uk/free)

Differentiation

In order to support lower-ability students while pushing the more able each test has two sections.

- The first section has approximately 40 marks and has been written to test knowledge of the specification.
 - The questions are for all students and the difficulty or complexity generally increases towards the end of the section.
- The second section has approximately 10 further marks of extension questions for more-able students.
 - These questions more closely follow the exam style, with command words and marks similar to the longer exam questions.
 - In some cases the extension section is longer (up to 20 marks) to provide a more detailed answer where the exam requires it. The initial test may then be slightly shorter to allow for this.
 - Where the AS exam structure differs, an alternative extension section is provided in the required format.

INSPECTION COPY

COPYRIGHT
PROTECTED



Test 2 – Changing Places: Relationships and

1.
 - a. Provide an example of a body or organisation that could generate change and that operates on the following scales.
 - i. National scale
 - ii. International scale
 - iii. Global scale
 - b. For one of the organisations you wrote for 1a, how can they cause change in place?
 - c. Why might the people in a place oppose the changes imposed by the organisation noted in 1a?
 - d. What might be an effective way for these organisations to impose change on a place, creating conflict?
2. Places are often described as being 'dynamic'. What does this mean?
3. Read the excerpt below and answer the following questions.

In 1863, the railway station in Blackpool opened, creating a sudden influx of holidaymakers to the seaside town. Up until the mid-twentieth century, it was most common for people to go on holiday within the country, and so with the arrival of rail services, Blackpool became a fashionable holiday destination. A large number of tourist attractions were built to cater for the growing number of visitors, including piers, theatres and shops. Blackpool became the most popular seaside resort by 1951 and its population boomed to 147,000.

By the mid- to late twentieth century, UK holiday makers began to take holidays abroad, opposed to within the UK. This was largely as a result of changing tastes and opportunities to travel abroad. Blackpool continues to be a destination for holidaymakers within the UK, and the economy is still largely supported by the tourism industry. A proportion of the population are still employed in the tourism sector but in many people have to work more than one job. However, most (but not all) holidaymakers have limited disposable income and a holiday in Blackpool is not quite as glamorous as it was. The population of Blackpool is only slightly smaller than it was in 1951 and its growth began to level off. The city has been ranked as one of the UK's most popular seaside resorts. Efforts are still being made to maintain the tourism industry with the opening of the Blackpool Zoo in 1972, Blackpool Sea Life Centre in 1990. The traditional attractions such as Blackpool Tower and Blackpool Pleasure Beach are still open to the public.

- a. What regional connections did Blackpool develop in the nineteenth century?
- b. How do you think the meaning of Blackpool changed between 1863 and 1951?
- c. What evidence is there of continuity and change in Blackpool throughout the twentieth century?
- d. How can Blackpool be used as an example to show how connections between places can cause change in a particular place?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Extensions Questions (AS Level)

6. Using the terms 'continuity' and 'change', outline what is meant by the term it is used.
7. In relation to a place that you have studied, analyse how its connections and contributed to change.

Extensions Questions (A Level)

6. Using the terms 'continuity' and 'change', outline what is meant by the term it is used.
7. In relation to a place that you have studied, analyse how its connections and contributed to change.

INSPECTION COPY

COPYRIGHT
PROTECTED



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 – The Nature and Importance

1. Place as a location refers to the geographical position of a place [1], whereas place as a specific character/meaning attached [1]. A sense of place refers to the way a place is perceived and how people connect to a place [1].
2. Two of the following points:
 - To have a strong relationship with a place [1]
 - To be very familiar with a place [1]
 - To identify with a place [1]
3. Students can give a range of answers; some suggested answers include:
 - They have not visited that place [1]; e.g. a far away town/city/country [1].
 - They do not feel comfortable in that place [1]; for example, a dangerous place [1].
 - They are unfamiliar with that place [1]; for example, a place of worship for a different religion or a place of work [1].
4.
 - a. A place that is geographically close [1] or has emotional meaning to a person [1].
 - b. A place that is geographically far away [1] or that a person does not have an attachment to [1].
 - c. A place that a person has physically been in or visited [1].
 - d. A place that a person has not experienced but has knowledge of through books or media [1].
5. One mark can be awarded for each correctly identified false statement, and a full explanation of why it is false.

False statements:

 - Near places are always familiar places – This is false because some places may not feel at ease or comfortable when you are there [2].
 - Media places accurately portray reality – This is false because the reality of a place may differ from how a place is portrayed by the media [2].
 - You always have an outsider's perspective in far places – This is false because you can have an attachment to a place even if it is geographically far away [2].
6. Endogenous factors refer to internal factors of the place itself [1], whereas exogenous factors refer to external factors [1].
7.
 - a. Endogenous factors [1]
 - b. Two of the following points:
 - Relief [1]; altitude [1]; aspect [1]; drainage [1]; soil/rock type [1]; availability of resources [1]
 - c. A maximum of two 2 marks from two different examples below:

Relief

 - If a place is very hilly it may be more remote [1].
 - Large cities usually emerge on flat areas [1].
 - Places may become popular due to the relief, e.g. The Peak District [1].
 - The relief may affect the type of activities which take place, e.g. hiking [1].

Altitude

 - A place is at high altitude it may be more remote [1].
 - Mountain resorts develop a character due to their altitude [1].
 - Seaside towns develop a distinct character due to their low altitude/proximity to the sea [1].

Aspect

 - Aspect may create impressive sunsets or sunrises [1].
 - Aspect affects local climate [1].

Drainage

 - Places may be prone to flooding [1].
 - Places may be unsuitable for building development [1].
 - Places with poor drainage may be popular wildlife spots, e.g. marshes [1].

INSPECTION COPY

COPYRIGHT
PROTECTED



Soil/rock type

- Places may become famous for their rock type, e.g. white cliffs of Dover [1].
- Rock type can create distinct landmarks, e.g. Lulworth Cove [1].
- Soil type can affect land-use, e.g. agriculture on fertile land [1].

Natural resources

- Affects development, e.g. mining/industrial town [1]
- Can affect how wealthy a place is [1]
- Can affect a place's links with other places [1]

8. a. Endogenous factor [1]

b. Five of the following points:

- Religion [1]
- Culture [1]
- Language [1]
- Political decisions/systems [1]
- Educational attainment [1]
- Crime rates [1]
- Employment opportunities [1]
- Customs and societies [1]
- Community activities [1]
- Level of income [1]

9. Six of the following points:

- Investment from TNCs [1] – the place may affect the culture/consumption pattern [1].
- Migration [1] – if lots of people move from a similar area to the same place it may affect the religion/customs/culture [1].
- Trade of commodities/resources [1] – people begin consuming commodities from elsewhere [1].
- Temporary movement of people [1] – people may buy holiday homes in certain areas, impacting on the community [1].
- Impact of larger cities on surrounding areas [1] – people may live in a certain area to work, creating dormitory towns [1].

Extension Questions

10. Three of the following points:

- Contribute to a person's identity [1]
- People-place relationship [1]
- Sense of belonging [1]
- Being part of a community [1]
- Provides a sense of well-being [1]
- Emotional attachment [1]

11. Suggested answers:

- Location – being on a river, town likely developed as a port town [1].
- History – the place may have historical importance, indicated by the ship and the castle [1].
- Events/festivals – indicated by the photo of the hot air balloons [1].
- Landscape – reference to physical environment, e.g. geology has created the town [1].
- People – the (Bristolian) culture [1].
- The style/age of the buildings [1].

12. Students *must* use the 'insider perspective' and 'outsider perspective' in the answer. The answer can only receive a maximum of 7 marks.

Suggested answer:

People who live in the town will have an insider's perspective [1]. They are likely to have a strong attachment to the town [1] and the town is likely to be an important part of their identity [1]. They are more likely to support the decision for regeneration [1].

People who do not live in the town, such as businesses or government agencies, will have an outsider perspective [1]. They are more likely to support the decision [1] because they are likely to experience the benefits and have no emotional attachment to the place [1]. Someone with an outsider perspective is more likely to consider the consequences of the changes on the people who live in the town [1].

The statement is true to the extent that there will be some support for the regeneration, but it is not completely true as this support will not be unanimous [1].

**COPYRIGHT
PROTECTED**



Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.