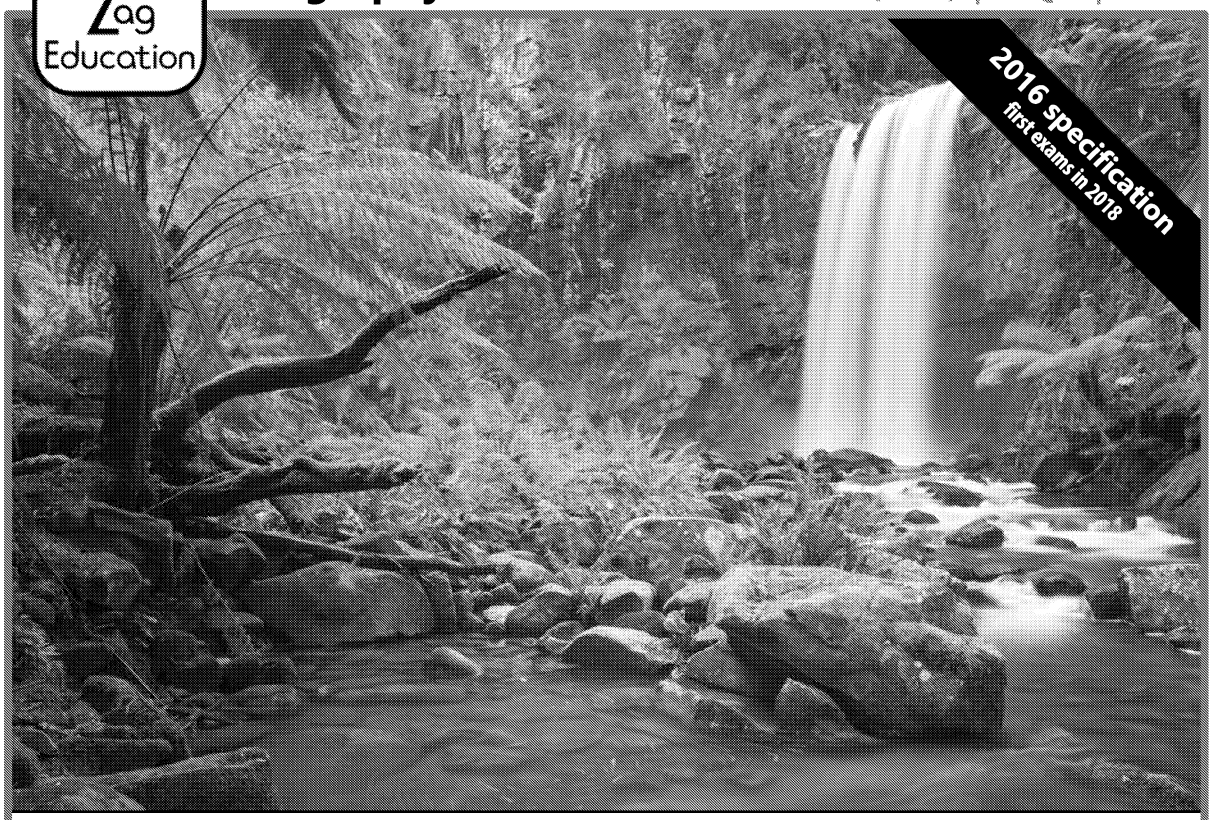
Zig Zag Education

Geography

GCSE (9–1) | AQA | 8035



Learning Grids for GCSE AQA Geography

Paper 1, Section B

The Living World

zigzageducation.co.uk

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Contents

Teacher's Introduction

These learning grids are a tool designed to help you deliver the **GCSE AQA Geography specification (8035)** for **Paper 1, Section B: The Living World**. This resource covers all of the content outlined in the specification, presented in spec order. The concept is that your students are assigned a topic to learn about as part of your scheme of work (or given a set of pages to read from a textbook), possibly for homework, and then asked to complete the learning grid which matches that section of the spec. These activities are particularly useful for your weaker students as they encourage students to *read* their notes or the textbook pages in order to find the required answers.

Each learning grid is cross-referenced to three of the most popular AQA-endorsed textbooks (HOD, OUP and CAM – see details below).

Completed grids are provided so that your students' answers can be self- or peer-marked or checked. The answers may also be useful to hand out to students during their revision to assist with any unanswered questions, or to ensure that students are revising from the correct answers.

Advantages of using these learning grids are:

- Some students will find this method of studying of great value, particularly if they find it difficult to absorb information in class – the learning grids are perfect for consolidation.
- The resulting grids contain a bullet-point summary that may be useful for revision.
- They are an easy-to-set, yet valuable, homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons as they require minimal preparation and minimal interaction from the cover teacher.
- They are an independent learning resource.

Textbook abbreviations:

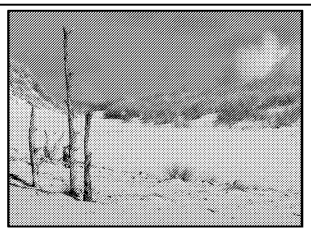
- **HOD** refers to Widdowson et al. *AQA GCSE (9–1) Geography.* (Hodder: 2016) ISBN 978–1471859922.
- **OUP** refers to Ross et al. *GCSE Geography AQA Student Book*. (Oxford University Press: 2016) ISBN 978–0198366614.
- **CAM** refers to Kitchen et al. *GCSE Geography for AQA Student Book.* (Cambridge University Press: 2016) ISBN 978–1316604632.

Selected Question and Answer Pages

For demonstration only, the sample answer pages immediately
follow their corresponding question pages

Learning Grid 1: Ecosystems: UK and Global Biomes

HOD:	pp. 58–65
OUP:	pp. 52–57
CAM:	pp. 61–65

		Question	Answer						
What are ecosystems?	1	Define the term 'ecosystem'.							
	2	Give two biotic and two abiotic components.	Biotic	1.					
				2.					
			Abiotic	1.					
				2.					
	3	Are ecosystems in a state of balance?							
Food chains and webs, and nutrient cycling	4	Order the following trophic levels within a food chain. Write a number under each one.	Primary consumers	Quaternary consumers	Primary producers	Tertiary consumers	Secondary consumers		
	5	Decomposers can be classed as detritivores or scavengers. But what is the role of a decomposer?							
	6	Choose <u>one</u> of the following ecosystems and construct a very simple food chain. All of these ecosystems are found in the UK. Allow any suitable food chain.	 Hedgerow	 Woodland	 Dune	 Pond			

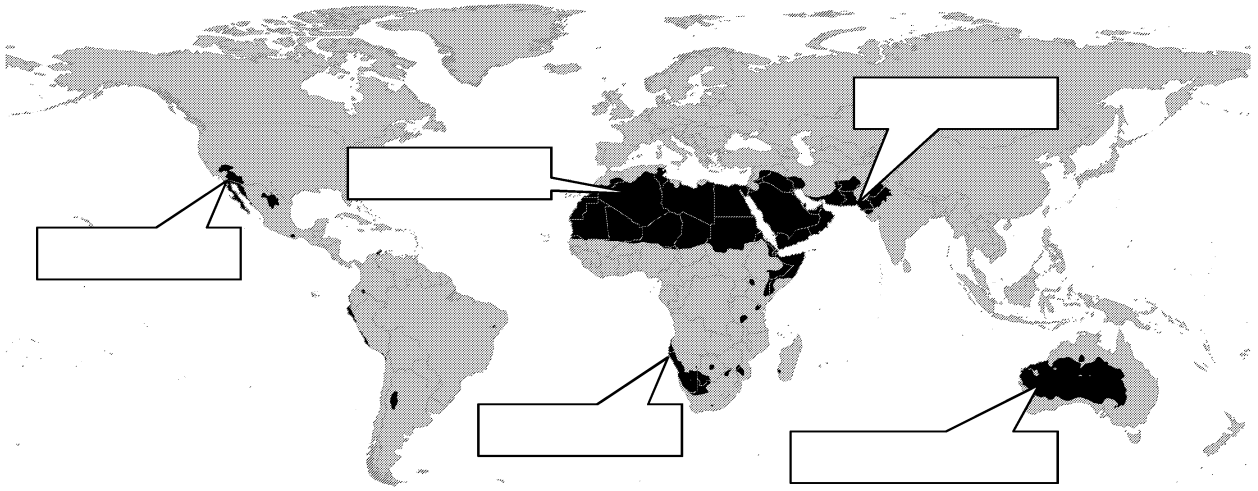
Learning Grid 1: Ecosystems: UK and Global Biomes

HOD:	**pp. 58–65**
OUP:	**pp. 52–57**
CAM:	**pp. 61–65**

		Question	Answer			
What are ecosystems?	**1**	**Define the term 'ecosystem'.**	The (inter)relationships between the living (biotic) and non-living (abiotic) components living in a region.			
	2	**Give two biotic and two abiotic components.**	**Biotic**	**1.** / **2.**	Any living plant, animal, insect, living component of soil, etc.	
			Abiotic	**1.** / **2.**	Any non-living component – sunlight, rock, water, weather/climate, soil minerals, etc.	
	3	**Are ecosystems in a state of balance?**	Yes – ecosystems try to reach a balance called an equilibrium. Disturbances shift an ecosystem away from equilibrium, but feedback loops restore the equilibrium.			
Food chains and webs, and nutrient cycling	**4**	**Order the following trophic levels within a food chain. Write a number under each one.**	**Primary consumers**	**Quaternary consumers**	**Primary producers**	**Tertiary consumers** / **Secondary consumers**
			2	5	1	4 / 3
	5	**Decomposers can be classed as detritivores or scavengers. But what is the role of a decomposer?**	They break down dead material, meaning that the nutrients are released for uptake by plants.			
	6	**Choose <u>one</u> of the following ecosystems and construct a very simple food chain.** **All of these ecosystems are found in the UK.** Allow any suitable food chain.	 **Hedgerow**	 **Woodland**	 **Dune**	
			e.g. blackberry > mouse > hawk	e.g. fallen leaf > worm > bird > hawk	e.g. marram gra snail > hedgeh fox	

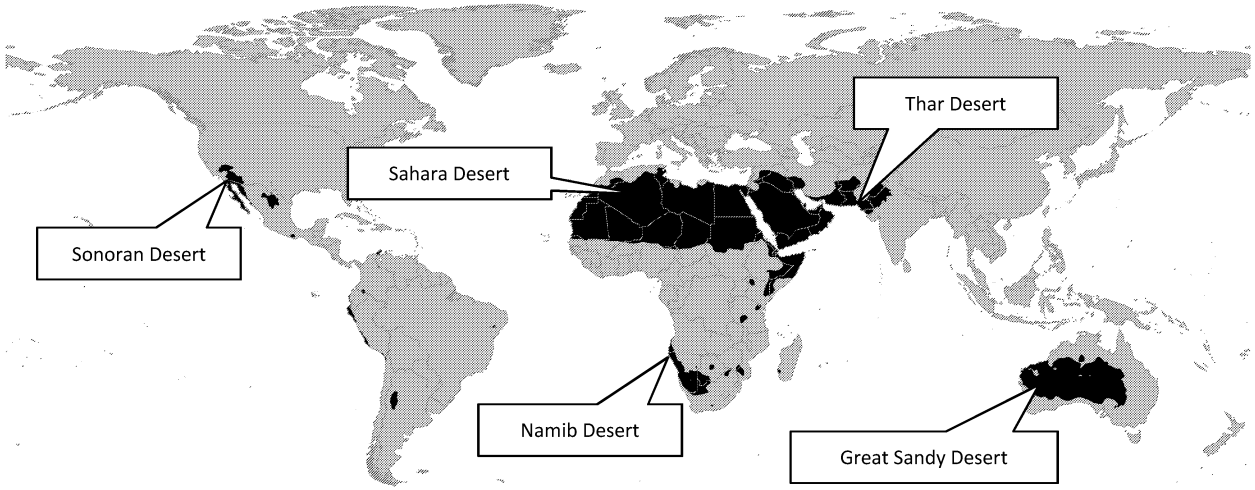
Learning Grid 4: Hot Deserts — An Overview

HOD:	pp. 82–85
OUP:	pp. 68–69
CAM:	pp. 82–85

		Question		Answer
Where are hot deseeds?	1	**Label the following hot deserts on the map:** • **Sahara Desert** • **Sonoran Desert** • **Great Sandy Desert** • **Thar Desert** • **Namib Desert**		
	2	**Describe the location of hot deserts.**		
	3	**Why are hot deserts located at these latitudes?**		
What are the conditions like in a hot desert?	4	**How much precipitation (rainfall) is there in a hot desert?**		
	5	**How hot are hot deserts?**	**Throughout the year:**	
			Throughout the day:	

Learning Grid 4: Hot Deserts — An Overview

HOD:	**pp. 82–85**
OUP:	**pp. 68–69**
CAM:	**pp. 82–85**

		Question		Answer
Where are hot deseeds?	**1**	**Label the following hot deserts on the map:** • **Sahara Desert** • **Sonoran Desert** • **Great Sandy Desert** • **Thar Desert** • **Namib Desert**		
	2	**Describe the location of hot deserts.**		Hot deserts are found around 30° north and south of the equator.
	3	**Why are hot deserts located at these latitudes?**		Air from the Hadley cells sinks, causing high pressure. This means that the skies are clear as cloud formation is inhibited. The land is strongly heated by the Sun during the day.
What are the conditions like in a hot desert?	**4**	**How much precipitation (rainfall) is there in a hot desert?**		That depends on the particular desert – some will receive no rainfall for years. Others have rainy seasons – but to be classified as a hot desert, an area must receive less than 250 mm (25 cm) per year.
	5	**How hot are hot deserts?**	**Throughout the year:**	During the summer, hot deserts live up to their name – temperatu and go to lows in the 20s. During the winter, deserts can still be warm, reaching into the 20s, There is a big range between the high and low temperatures.
			Throughout the day:	There is a huge range throughout the day! This is the diurnal rang temperature might be 30 °C, but at night under clear skies the hea and may go below freezing during some months of the year.

Question			Answer	
Can development coexist with conservation?	14	What is conservation?		
	15	Suggest why there might be tensions between conservationists and industry.		
	16	If you have studied an example of development vs conservation in a cold environment, complete the fact file.	Location	
			What resource is exploited?	
			What is the problem?	
			Who are the players – the people involved?	
			Has there ever been a disaster? What happened?	
			What are the measures put in place to prevent a disaster from (re)occurring?	

Question			Answer	
Can development coexist with conservation?	14	**What is conservation?**	Protection of a natural environment from damaging economic activity. This may be achieved through the development of national parks or wilderness areas, etc., government policy and protection techniques, etc.	
	15	**Suggest why there might be tensions between conservationists and industry.**	Commercial activity in cold environments has the potential to damage the fragile, often pristine environment. When there are several different stakeholders or interested parties, there is always the potential for conflict. The parties may include environmentalists, governments and private companies. For example, an oil company may wish to exploit an area which has significant environmental importance. In such a scenario, which matters more to a country – massive investment and job opportunities, or the protection of a landscape which some people may think is empty and useless without realising its environmental importance?	
	16	**If you have studied an example of development vs conservation in a cold environment, complete the fact file.**	**Location**	Allow any suitable location, such as Alaska, Antarctica, etc.
			What resource is exploited?	e.g. oil, minerals, fish
			What is the problem?	e.g. damage from extraction processes, disruption to fragile ecosystems, over-exploitation or unsustainable use of natural resources
			Who are the players – the people involved?	e.g. private companies, nation pressure groups, NGOs, indige
			Has there ever been a disaster? What happened?	e.g. oil spill
			What are the measures put in place to prevent a disaster from (re)occurring?	Allow a raft of different advan technology or management te

Additional Selected Question Pages

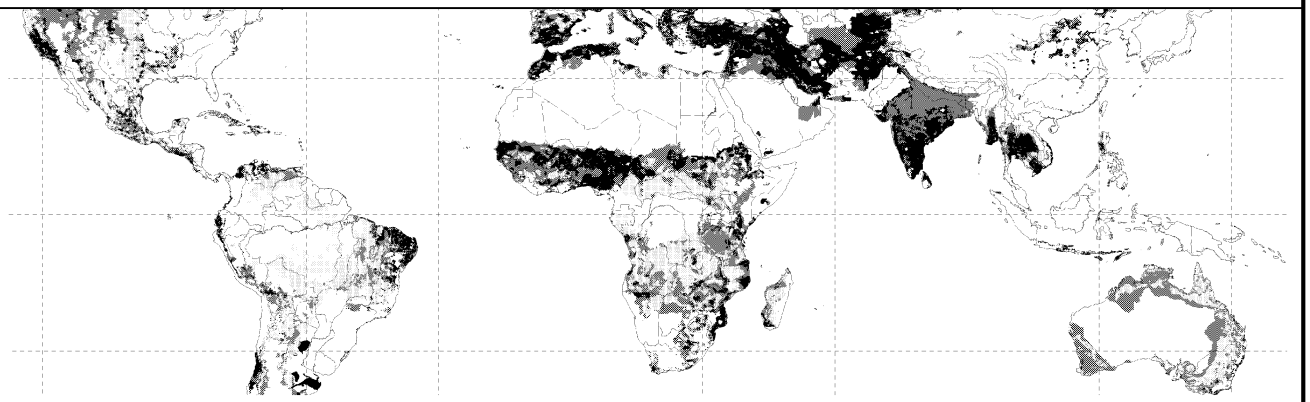
Learning Grid 5: Economic Uses, Challenges, Problems and Solutions within Hot Deserts

HOD:	pp. 88–97
OUP:	pp. 70–77
CAM:	pp. 86–95

Question			Answer	
Development in deserts	1	How long have people been using deserts?		
	2	Do many people live in deserts?		
	3	Give an example of a mineral which is extracted from deserts.		
	4	Give an example of each type of energy source which can be obtained in deserts.	Non-renewable	
			Renewable	
	5	What process is required in order to grow crops in the desert?		

Question			Answer	
Development in deserts (continued)	6	Give a problem caused by this process.		
	7	Give an example of a tourist attraction within a desert.		
	8	Give one advantage and one disadvantage of this type of use.	Advantage	
			Disadvantage	
Challenges in deserts	9	The high temperature in deserts can be a challenge. How many ways do you think that the temperature is a challenge to the following?	People	
			Businesses	

	Question		Answer	
Challenges in deserts (continued)	10	Can you think of any ways that the challenges can be overcome?		
	11	List three problems to people that are caused by a limited water supplies in deserts.	1.	
			2.	
			3.	
	12	Technology can be used to increase water supplies in deserts. Give an example of such a scheme.		
	13	Why might such schemes be expensive?		
	14	Deserts are very inaccessible places. What does this mean?		
	15	Why are deserts so inaccessible?		

	Question		Answer	
Causes of desertification	16	What is desertification?		
	17	Look at the map, which shows the risk of desertification caused by human activity. The darker the shading, the greater the risk. Describe the relationship between desert areas and the areas at risk of desertification.		
	18	Explain how each of the following can cause desertification.	Climate change	
			Population growth	
			Fuelwood	
			Overgrazing	
			Over-cultivation	
			Soil erosion	