

# GCSE Geography



## Living World - Past Papers

Short / Data: [Questions](#) & [Answers](#)

Linked Ideas: [Questions](#) & [Answers](#)

Paragraph / Extended: [Questions](#) & [Answers](#)

# Short / Data Response Questions

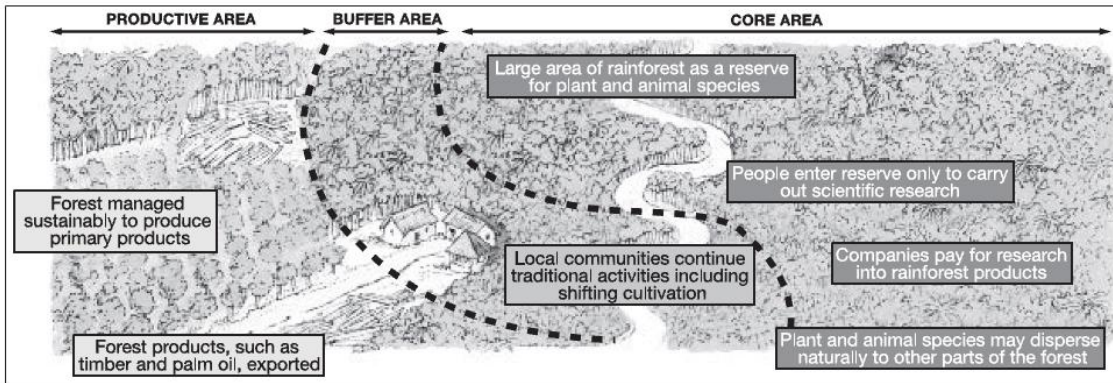
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| <p>2010<br/>Old<br/>(a i)<br/>Qu</p> <p><a href="#">Goto<br/>Ans</a></p>  | <p>Study <b>Figure 15</b>, on the insert, which shows the location of tropical rainforests.</p> <p>State <b>two</b> facts about the location of tropical rainforests</p> <p>1 .....</p> <p>.....</p> <p>2 .....</p> <p>.....</p> <p style="text-align: right;">(2 marks)</p>  |
| <p>2010<br/>Old<br/>(a ii)<br/>Qu</p> <p><a href="#">Goto<br/>Ans</a></p> | <p>Study <b>Figure 16</b> which shows the structure of a tropical rainforest.<br/>Label <b>Figure 16</b> to show <b>three</b> of the layers of a tropical rainforest.</p> <p style="text-align: center;"><b>Figure 16</b></p> <div data-bbox="517 1055 1050 1568" data-label="Image"></div> <p style="text-align: right;">(3 marks)</p> |

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| <p>2008<br/>(c)<br/>Qu</p> <p><a href="#">Goto</a><br/><a href="#">Ans</a></p>    | <p>Describe <b>one</b> way in which forests can be managed sustainably.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;"><i>(2 marks)</i></p>   |
| <p>2007<br/>(b)<br/>Qu</p> <p><a href="#">Goto</a><br/><a href="#">Ans</a></p>    | <p>Explain why large areas of tropical rainforest are being chopped down.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;"><i>(3 marks)</i></p>   |
| <p>2006<br/>(5b i)<br/>Qu</p> <p><a href="#">Goto</a><br/><a href="#">Ans</a></p> | <p>What is the meaning of the term ‘deforestation’?</p> <p>.....</p> <p>.....</p> <p style="text-align: right;"><i>(1 mark)</i></p>  |
| <p>2005<br/>(b i)<br/>Qu</p> <p><a href="#">Goto</a><br/><a href="#">Ans</a></p>  | <p>Study <b>Figures 17a</b> and <b>17b</b>, on the insert, which show an area of tropical rainforest in 1975 and the same area in 1992.</p> <p>(i) How do the colours on the satellite images show the amount of deforestation that has taken place between 1975 and 1992?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: right;"><i>(3 marks)</i></p> |

2004  
(a ii)

[Goto  
ans](#)

(a) Study **Figure 15**, which shows a plan to protect an area of tropical rainforest in Brazil.



**Figure 15**

(ii) Suggest how this plan may protect the rainforest ecosystem.

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*(3 marks)*

## 4-mark linked Questions

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| <p>2010<br/>Old<br/>(b)<br/>Qu</p> <p><a href="#">Goto<br/>Ans</a></p> | <p>Describe how deforestation affects the hydrology (water cycle) of a forest.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>(4 marks)</p> |
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| <p>2008<br/>(b)<br/>Qu</p> <p><a href="#">Goto<br/>Ans</a></p> | <p>Deforestation is the cutting down of trees. Describe the effect of deforestation on soils.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>(4 marks)</p> |
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2006  
(b ii)  
Qu

Describe the effects of deforestation on the local people in the tropical rainforest.

[Goto  
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(4 marks)

2004  
(a i)  
Qu

(a) Study **Figure 15**, which shows a plan to protect an area of tropical rainforest in Brazil.

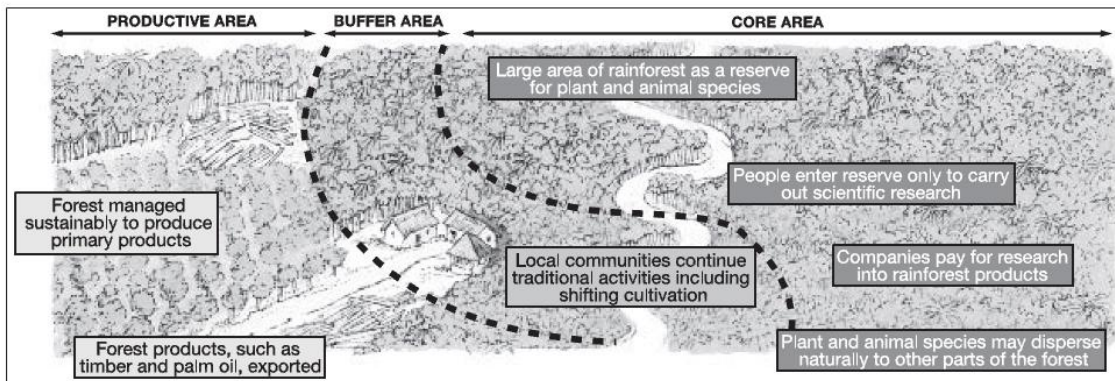


Figure 15

Describe the advantages of the plan shown in **Figure 15** for the local people in Brazil.

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*(4 marks)*

## 6-8 mark - Extended Questions





Describe the structure and characteristics of the vegetation of tropical rainforest.

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*(6 marks)*

2005  
(b ii)

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ans](#)

Describe and give your views about possible solutions that may reduce the amount of deforestation in the future.

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*(6 marks)*

## Short / Data Response Answers

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| <p><b>2010 old</b><br/>5 (a i)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p>  | <p>Any 2 valid facts such as found near Equator, (both north and south) / mainly within tropics (1), large areas within South and central America, Africa and Asia (1), smaller areas in Australia (and Madagascar) (1)<br/>2 x 1 max 1 for named location</p>   |
| <p><b>2010 old</b><br/>5 (a ii)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p> | <p>Any 3 valid labels that relate to the different layers in the forest. e.g. emergent/tallest trees, canopy, undercanopy, shrub layer, herb layer/ground layers.<br/>3 x 1</p>  |
| <p><b>2008</b><br/>5 (c)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p>        | <p>Any valid way – 1 per basic point; 1 + 1 per developed point, e.g. replanting (1) replace each tree used by planting at least one sapling so that trees can regrow (1). Selective logging (1) – cut down trees of certain age only allowing others to reach maturity (1).</p>   |
| <p><b>2007</b><br/>(b)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p>          | <p>3 x 1 or developed points, max 2 for a list, e.g. quarrying, timber, road building, plantations, ranches, settlement, reservoirs, etc. Developed points e.g. in order to develop Brazil is expanding into the rainforest to extract more minerals for export e.g. Carajas. Overpopulation in cities such as Rio de Janeiro has led to setting up settlements in the rainforest and attracting people to move. A well-developed point can achieve 3 marks.</p> |
| <p><b>2006</b><br/>5 (c i)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p>      | <p>Removal of trees.</p>   |
| <p><b>2005</b><br/>4 (b i)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p>      | <p>Mostly blue, i.e. forested in 1975 / lines of yellow in 1992 / two larger patches of yellow/ c. 25% deforested/ along the road/ inland from river or starts at river or around the river.</p>   |
| <p><b>2004</b><br/>5 (a ii)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p>     | <p>3x1 forest managed, products exported, nature reserve created, locals continue shifting cultivation, limited access to reserve, companies pay for research, divided into 3 zones.</p>   |

## 4-mark linked Answers

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| <p><b>2010 old</b><br/>4 (b)</p> <p><a href="#">Goto Qus</a></p>                  | <ul style="list-style-type: none"> <li>• Cutting the trees down means that the trees are not there to intercept the rainfall. This reaches the ground more quickly. Their loss means that they do not take the water from the soil, so increasing amount held there. The increased speed with which the water reaches the soils and the reduction in the amount used means there is an increase in overland flow. This means that the water gets to the rivers faster and the risk of flooding is increased. 4 marks</li> </ul> <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>• Simple statements. These are generalised and separate. e.g. <i>Trees can't stop water reaching ground anymore. They don't use the water in the ground.</i></li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>• Develops points and uses appropriate terminology. Links are made between one effect and the next in a sequence. e.g. <i>Chopping trees down reduces the amount of interception so water reaches the ground faster. The absence of trees means that water is not being taken out of the soils as before. These are wetter and so there is more surface runoff. This means the water reaches the rivers faster.</i></li> </ul> |
| <p><b>2010 Old</b><br/>(b)</p> <p><b>Ans</b></p> <p><a href="#">Go to Qus</a></p> | <ul style="list-style-type: none"> <li>• Cutting the trees down means that the trees are not there to intercept the rainfall. This reaches the ground more quickly. Their loss means that they do not take the water from the soil, so increasing amount held there. The increased speed with which the water reaches the soils and the reduction in the amount used means there is an increase in overland flow. This means that the water gets to the rivers faster and the risk of flooding is increased.</li> </ul> <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>• Simple statements. These are generalised and separate. e.g. <i>Trees can't stop water reaching ground anymore. They don't use the water in the ground.</i></li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>• Develops points and uses appropriate terminology. Links are made between one effect and the next in a sequence.</li> <li>• e.g. <i>Chopping trees down reduces the amount of interception so water reaches the ground faster. The absence of trees means that water is not being taken out of the soils as before. These are wetter and so there is more surface runoff. This means the water reaches</i></li> </ul>                 |
| <p><b>2008</b><br/>4 (b)</p> <p><a href="#">Goto Qus</a></p>                      | <ul style="list-style-type: none"> <li>• Two components should be identified here – soil erosion as a result of the protective cover of the forest being removed and the rain hitting the ground directly. The roots no longer being present mean that there is nothing to hold the soil in place. In addition, the removal of the trees takes away the source of nutrients, as there is no leaf fall. Nutrients present are quickly leached downwards or washed out via throughflow leaving the soil infertile. 4 marks</li> </ul> <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>• Basic statements, possible listing, e.g. <i>soil will be washed away, it will become infertile.</i></li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>• Clear developed statements, aware of sequence of events, e.g. <i>there is no protection from the leaves and no roots to hold the soil in place so it is washed away.</i></li> </ul>   |
| <p><b>2006</b><br/>4 (b ii)</p> <p><a href="#">Goto Qus</a></p>                   | <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>• Basic statements. <i>Locals lose land, get jobs.</i></li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>• Clear statements.</li> <li>• <i>Local people lose their land so their food supply is lost, soil erosion makes soil infertile so locals can't grow crops, in some areas the locals have been forced to live in reservations, people get jobs e.g. in mining and logging.</i></li> </ul>   |

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| <p><b>2004</b><br/>5 (a i)</p> <p><a href="#">Goto</a><br/><a href="#">Qus</a></p> | <p><b>Level 1 Basic (1-2 marks)</b></p> <ul style="list-style-type: none"><li>• Basic ideas probably not going much further than information provided</li><li>• e.g. loggers can't chop down trees in research area, profits may go down, small rea only for logging, large area as reserve, fewer animals in buffer areas, allows part of the forest to be removed/developed.</li></ul> <p><b>Level 2 Clear (3-4 marks)</b></p> <ul style="list-style-type: none"><li>• Clear statements, explaining disadvantages</li><li>• e.g. the reserve may restrict the land available for shifting cultivation so that land is cleared more often, more disturbance from scientists and developers may bring western diseases and a change in the culture of the local people.</li></ul> |
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## 6-8 mark - Extended Answers

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| <p>2010<br/>old<br/>(c)<br/><br/>Qu<br/><br/><a href="#">Go to qu</a></p> | <ul style="list-style-type: none"> <li>• Need to identify what ecotourism is – allows visitors into an area in small numbers, where the environment is cared for and protected and the benefits of this small scale activity benefit the local people – and so it is seen as sustainable – potential for long term, without harming the environment, but allowing locals to develop their economy. Limiting numbers, having locals as guides, ensuring waste / litter is disposed of properly, using local built accommodation, having basic transportation as used by locals; educating visitors about the forest and the species in it and how to care for it are examples of how ecotourism can lead to sustainable development with the locals able to use the forest in the long term. Examples may be referred to e.g. from Brazil, Ecuador.</li> <li>• Explanation will relate the activities to the way in which they are sustainable e.g. by having rules about waste, water sources will not be contaminated; local built accommodation will use local raw materials and will not intrude on the environment. This section will develop from the description probably prefixed by words such as because, so, due to, as a result etc.</li> </ul> <p><b>Level 1 (Basic) 1–4 marks</b></p> <ul style="list-style-type: none"> <li>• Simple statements, perhaps list like at lower end. Some idea about what ecotourism is. Some idea about how tourism can be sustainable. Knowledge of basic informatio. Simple understanding Few links; limited detail; uses a limited range of specialist terms</li> <li>• Limited evidence of sentence structure. Frequent spelling, punctuation and grammatical errors.</li> </ul> <p><b>Level 2 (Clear) 5–6 marks</b></p> <ul style="list-style-type: none"> <li>• Develops statements. Links are clearly made between the idea of ecotourism and how it can lead to sustainable development. There are illustrations of this. There may be the beginnings of explanation.</li> <li>• Knowledge of accurate information. Clear understanding. Answers have some linkages; occasional detail/exemplar; uses some specialist terms where appropriate Clear evidence of sentence structure. Some spelling, punctuation and grammatical errors.</li> </ul> <p><b>Level 3 (Detailed) 7–8 marks</b></p> <ul style="list-style-type: none"> <li>• Fully developed statements. Links are clearly made between the idea of ecotourism and how and why it can lead to sustainable development. Detailed illustrations to demonstrate points made. Knowledge of accurate information appropriately contextualised and/or at correct scale</li> <li>• Detailed understanding, supported by relevant evidence and exemplars Well organised, demonstrating detailed linkages and the inter-relationships between factors.</li> <li>• Range of ideas in a logical form; uses a range of specialist terms where appropriate</li> <li>• Well structured response with effective use of sentences. Few spelling, punctuation and grammatical errors.</li> <li>• Level 3 does not always equate to full marks, a perfect answer is not usually expected, even for full marks.</li> </ul> |
| <p>2010<br/>(old)<br/><br/><a href="#">Goto ans</a></p>                   | <ul style="list-style-type: none"> <li>• Response here refers to forest in general – it is not restricted to TRF. The question does not suggest that they are preserved, but that they are used in a sustainable way.</li> <li>• Answers will depend on type/area used but likely to refer to replanting so that each tree cut down is replaced by at least another maintaining of stocks.</li> <li>• Selective logging where trees of a certain size are used, instead of young trees. Ensuring that all parts of the tree are used and not wasting any e.g. in coniferous areas using smallest wood at top for chipboard, thinner part for paper, thicker trunk for sawn timber and bark for gardens. Areas that are used for resources in an ongoing way may be protected e.g. where latex is extracted or for medicines or even for tourism.</li> <li>• Using areas of forest for ecotourism where areas are not cut down but are used in their existing state/people visit to learn about them. This is increasing in TRF, but is also important in coniferous (and deciduous) woodlands in the UK e.g. Centre Parks in Lake District is forest based.</li> <li>• Traditional uses of e.g. slash and burn in rain forest or other valid examples.      6 marks</li> </ul> <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>• Simple statements. Describes management.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>e.g. replanting trees – so that one is planted as one is cut down. Only cut down larger trees.</li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>Develops points and begins to link statements. Uses more specific terminology. Describes management and begins to link/describes how it makes forest sustainable.</li> <li>e.g. replanting trees – so that one is planted as one is cut down. This means that stocks are kept up. Only cut down larger trees, so that smaller trees have time to grow.</li> </ul> <p><b>Level 3 (5-6 marks)</b></p> <ul style="list-style-type: none"> <li>Developed points with precision and clear understanding. Uses appropriate terminology. Describes management and is clearly aware of link between the strategy and sustainability.</li> <li>e.g. replanting trees – so that one is planted as one is cut down. This means that stocks are kept up. Doing this over a long period of time means that the forest is always present to be used, but it is not damaged. Some uses do not require the trees to be cut down. Providing forest walks and activities such as wildlife or conservation centres with log cabins and other facilities allows the forest to be used without any trees being chopped down and yet an income is provided for the population.</li> </ul> |
| <p>2007<br/>(a)</p> <p><a href="#">Go to<br/>qus</a></p> | <p><b>Level 1 (1-2 marks)</b></p> <ul style="list-style-type: none"> <li>Basic, e.g. there are tall trees, a canopy, ferns and small shrubs - may be only types or structure.</li> </ul> <p><b>Level 2 (3-4 marks)</b></p> <ul style="list-style-type: none"> <li>Clear achieved by developed points, may still be imbalanced, e.g. the tallest trees are emergents, then there is a canopy of trees at about 30 metres high, etc., Mahogany grows.</li> </ul> <p><b>Level 3 (5-6 marks)</b></p> <ul style="list-style-type: none"> <li>Detailed in structure and types included,</li> <li>e.g. the tallest trees are emergents about 40 metres tall. Then there is a canopy of trees at about 30 metres high including trees such as teak and mahogany. Below the canopy there are smaller trees and shrubs and a fern layer. The forest floor can be quite bare unless at a riverbank or clearing. Lianas grow from the floor to the top of the trees, they are creepers.</li> </ul>  |
| <p>2005</p> <p><a href="#">Go to<br/>qus</a></p>         | <p><b>Level 1: (1 – 2 marks)</b></p> <ul style="list-style-type: none"> <li>May only list, e.g. replanting, recycling, fuel wood alternatives, forest reserves.</li> </ul> <p><b>Level 2: (3 – 4 marks)</b></p> <ul style="list-style-type: none"> <li>Clear – may still be an imbalance only describe and no views, e.g. Governments may create forest reserves in which developments are banned. Allow comments for views and some comment, e.g. This would preserve the forest and its plants and animals. .</li> </ul> <p><b>Level 3: (5 – 6 marks)</b></p> <ul style="list-style-type: none"> <li>Detailed – includes at least two possible solutions and some comment, e.g. developing alternatives to fuel wood would prevent deforestation as well as improving the life of indigenous people who often have to travel long distances to collect firewood. Countries of the MEDC need to alter their terms of trade and reduce the dependency on tropical hardwoods from the rainforests as well as other products used for medicines, foods and chemicals. If MEDCs also paid more for the products or encouraged the LEDCs to process them before export then deforestation may slow down, preventing the damage to the forests and its wildlife, etc.</li> </ul>   |