



EXAM PAPERS PRACTICE

## Hazardous environments -1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Time:

Total Marks Available:

Total Marks Archived:

Level: IGCSE Mathematics A

Subject: Geography

Exam Board: Edexcel IGCSE Geography- it is however suitable for use by mathematics student of other boards

Topic: Hazardous environments-1

Type: Topic Questions

To be used by all students preparing for Edexcel IGCSE Geography- Students of other Boards may also find this useful

# Questions

Q1.

Answer the question with a cross in the box you think is correct . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .

## Hazardous environments

(i) Identify **one** characteristic of a tropical cyclone.

(1)

- A area of very high pressure
- B very little rainfall
- C low wind speeds
- D eye in the centre

(ii) State **one** factor that can affect tropical cyclone formation.

(1)

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(Total for question = 2 marks)

Q2.

## Investigating coastal environments

A group of students has undertaken a geographical enquiry exploring changes along a section of coastline.

The students used annotated field sketches as part of their data collection. Explain

**one** advantage and **one** disadvantage of this type of technique.

(4)

Advantage

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Disadvantage

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(Total for question = 4 marks)

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Q3.

**Hazardous environments**

**Answer the question with a cross in the box you think is correct . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .**

(i) Identify a way to help plan for tropical cyclone hazards.

(1)



<input type="checkbox"/>	<b>A</b> Monitor earth movement with a seismograph.
<input type="checkbox"/>	<b>B</b> Satellite technology to track development of storms.
<input type="checkbox"/>	<b>C</b> Send emergency aid to countries that experience cyclones.
<input type="checkbox"/>	<b>D</b> Monitor any changes in groundwater levels.

(ii) State **one** reason why people continue to live in areas at risk from natural hazard events.

(1)

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(iii) Explain **one** economic impact of a tropical cyclone hazard.

(2)

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(Total for question = 4 marks)

Q4.

**Hazardous environments**

Explain how volcanoes are formed at a destructive plate boundary.

(4)

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(Total for question = 4 marks)

Q5.

**Hazardous environments**

Explain **one** long-term impact of a tropical cyclone.



(2)

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(Total for question = 2 marks)

Q6.

**Hazardous environments**

Explain the formation of a volcano at a destructive plate margin.

(4)

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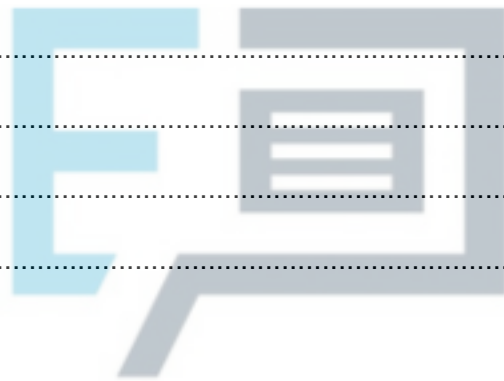
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EXAM PAPERS PRACTICE

(Total for question = 4 marks)

Q7.

**Hazardous Environments.**

Explain why some countries are more vulnerable than others to the impacts of natural hazards.

(4)

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**(Total for question = 4 marks)**

Q8.

**Hazardous environments**

Explain why volcanoes do not always form on plate boundaries.

(4)

EXAM PAPERS PRACTICE

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**(Total for question = 4 marks)**

Q9.

**Investigating coastal environments**

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A group of students has undertaken a geographical enquiry exploring changes along a section of coastline.

(i) State **one** secondary data source that the students might have used when undertaking this enquiry.

(1)

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(ii) Identify **one** possible disadvantage of the secondary data source identified in (i).

(1)

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Study Figure 5a in the Resource Booklet. It shows the data collected for their investigation into beach sediment.

(iii) Use the data in Figure 5a to find the mean height of the sand accumulations on the **North** side of Groyne 3.

Give your answer to one decimal place.

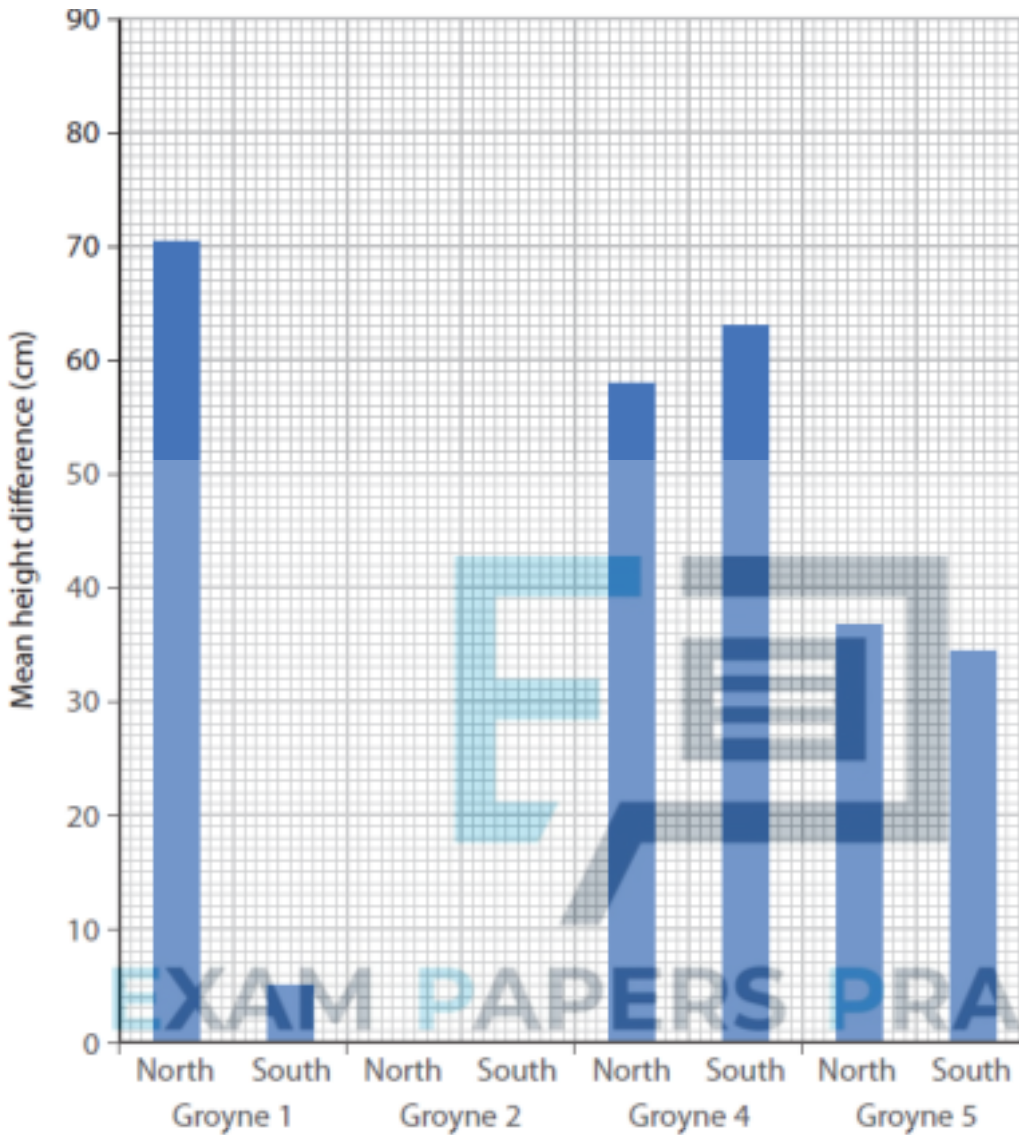
You must show all your workings in the space below.

(2)

North side ..... cm

(iv) Use the data in Figure 5a to plot the data for Groyne 2 (both North and South) on Figure 5b. (2)





**Figure 5b**  
**Mean height difference between the top of selected groynes and the surface of the sand (cm)**

(v) The groynes (Groynes 1–5) were selected randomly along the section of coast. Suggest **one** reason why an alternative sampling method might be chosen to select the groynes.

(2)

Sampling method .....

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**(Total for question = 8 marks)**

Q10.

Answer the question with a cross in the box you think is correct . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .

**Hazardous environments**

Identify a type of plate boundary.

- A** asymmetrical
- B** constructive
- C** hot spot
- D** mantle



(1)

EXAM PAPERS PRACTICE

**(Total for question = 1 mark)**

Q11.

**Hazardous environments**

Answer the question with a cross in the box you think is correct . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .

Identify **one** characteristic of a hotspot.

(1)

<input type="checkbox"/>	<b>A</b> Volcanoes are constantly erupting
<input type="checkbox"/>	<b>B</b> There is a plume of magma below the surface
<input type="checkbox"/>	<b>C</b> Tectonic plates are moving past each other
<input type="checkbox"/>	<b>D</b> Many fold mountains are found there

(Total for question = 1 mark)

Q12.

**Hazardous Environments.**

Study Figure 3b in the Resource Booklet.

Identify **one** feature of this building that makes it more tsunami resistant.

EXAM PAPERS PRACTICE (1)

(Total for question = 1 mark)

Q13.

**Hazardous environments**

Study Figure 3b in the Resource Booklet.

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Identify **one** hazard associated with the volcanic eruption.

(1)

(Total for question = 1 mark)

Q14.

Hazardous environments

Answer the question with a cross in the box you think is correct . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross

Identify **one** type of tectonic hazard.

(1)

<input type="checkbox"/>	<b>A</b> Hurricane
<input type="checkbox"/>	<b>B</b> Drought
<input type="checkbox"/>	<b>C</b> Flooding
<input type="checkbox"/>	<b>D</b> Earthquake

(Total for question = 1 mark)



Q15.

**Hazardous Environments**

Answer the question with a cross in the box you think is correct (  ). If you change your mind about an answer, put a line through the box (  ) and then mark your new answer with a cross (  ).

Identify the statement below that best describes the characteristics of the eye of a tropical cyclone.

(1)

- A** low pressure and low wind speed
- B** low pressure and high wind speed
- C** high pressure and high wind speed
- D** high pressure and low wind speed

(Total for question = 1 mark)

Q16.

**Hazardous environments**

Answer the question with a cross in the box you think is correct  . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross  .

Identify the factor that produces the occurrence of an earthquake.

(1)

<input checked="" type="checkbox"/>	<b>A</b> Ocean surface movement
<input checked="" type="checkbox"/>	<b>B</b> Tsunami wave formation
<input checked="" type="checkbox"/>	<b>C</b> Tectonic plate movement
<input checked="" type="checkbox"/>	<b>D</b> Average temperature change

(Total for question = 1 mark)

Q17.

**Hazardous Environments**

(i) State **one** method of measuring tropical cyclones.

(1)

- A** Decibel scale
- B** Saffir-Simpson scale
- C** Richter scale
- D** Volcanic Explosivity Index

(ii) Define what is meant by **wind shear**.

(1)

(iii) Explain **one** reason why cyclones form in the Tropics.

(2)

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**(Total for question = 4 marks)**

Q18.

**Hazardous environments**

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Study Figure 3a in the Resource Booklet.

Suggest **two** factors that have led to the frequency of tropical cyclones shown in Figure 3a.

(4)

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2.....  
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(Total for question = 4 marks)