COMMON ENTRANCE • KEY STAGE 3

CE

13+

Geography

ENDORSED BY

ISEB

Independent Schools Examinations Board

Exam Practice Questions and Answers

Belinda Froud-Yannic

GALORE PARK

Contents

Introduction

I hope you find this book a useful tool for improving your marks in geography. Your teacher may ask you to answer some of the questions in class or as homework. You could also try some yourself as revision before your examination.

The book is split into the different topic areas covered in the syllabus. At the end of the book there is some advice on the coursework which you prepare as part of your examination.

It would be a good idea to use these practice questions in combination with the *Common Entrance 13+ Geography Revision Guide*. You could revise a chapter from the guide and then test yourself using the questions in this book. Remember to check your answers in the Exam Practice Answers section.

If you find that you are getting some answers wrong, ask your teacher to explain the correct answers to you.

The Common Entrance 13+ Geography exam

The Common Entrance 13+ Geography exam is one hour long. The paper is split into four sections:

- location knowledge
- Ordnance Survey
- physical geography
- human and environmental geography

You should answer all the questions in all four sections.

The location knowledge and Ordnance Survey sections are each worth 10–15 marks and the physical geography and human and environmental geography sections are each worth 25–30 marks. Another 20 marks come from your fieldwork investigation. This makes a total of 100 marks. Your Common Entrance paper will be marked by the senior school that you hope to attend. The school will work out your final percentage and turn this into a grade (A, B, C, etc.). The percentage required to obtain a particular grade differs between schools.

Location knowledge

- It is best to start with this section of the exam as it can be completed quickly and easily if you have learnt your locations.
- You should spend about **8 minutes** on this section.
- Make sure that you read the questions carefully. If, for instance, you are asked for the name of a country do *not* write the name of a city!
- If you are asked to mark something on a map, such as a line of latitude or a mountainous area, do not forget to label it.
- Make sure that you practise marking the locations on the continent and world maps in this book.
- This is the most straightforward section to revise for as it is just a case of learning and practising. Quizzes with your family and friends will also help you to revise.

Ordnance Survey

- Ensure that you have a sharp pencil, a ruler and a scrap of paper or a piece of string.
- It is important that you have a flat surface onto which you can place the OS map. You may need to move some items from your desk onto the floor.
- You should spend **10–12 minutes** on this section.

- Make sure that you read the instructions carefully and double check all your answers. If the question asks for a distance, do *not* give a direction as your answer!
- Ensure that you always add the correct units to any answer. Use kilometres (km) for distance and metres (m) for altitude.
- Give a six-figure reference for any spot (small) features such as a post office or milestone but a four-figure reference for large features such as woodlands or towns.
- Ensure that you look carefully at the word 'from' in a direction question so that you do not 'go' the wrong way.
- If you are asked to describe a route, remember to break the route into sections and give altitudes, directions and distances, and mention any features that you pass.

Physical geography and human and environmental geography

- You should spend **35–40 minutes** on this section.
- Only two of the three themes will be tested in each of these topic areas.
- Some questions may refer back to the OS map; other questions may use resources such as photos, graphs or diagrams. You must study these carefully before answering the question. (Remember that the line on a climate graph is the temperature and the blocks are the rainfall.)
- You will be given marks for including examples and for drawing relevant diagrams, even if the question does not specifically ask you to do this.
- If you are asked a question about a case study, make sure that you make your answer specific by using names of places and actual figures from the case study.

General points

- Always read the questions carefully, underlining, circling or highlighting key words or phrases.
- Look at the number of marks available in order to assess how much to write for each answer. If you use bullet points to answer a question that offers a high mark, you must make sure that the bullet points include sufficient detail.
- Do not leave blanks. If you do not know the answer, take an educated guess. Wrong answers do not lose marks.
- Make sure that all your diagrams are clearly annotated (labelled with explanations). There are certain diagrams that it is essential you know how to draw. These are clearly marked throughout this book.
- Whenever possible, include impressive geographical terms from the lists of 'words you need to know'. These create a good impression and will gain you higher marks.
- Organise your time so that you have time to check your answers at the end.

Command words

Make sure you completely understand these words and phrases. Cover up the definitions with a sheet of paper in order to test yourself.

annotate	add descriptive explanatory labels
choose	select carefully from a number of alternatives
complete	finish, make whole
define	give an exact description of
describe	write down the nature of the feature
develop	expand upon an idea
explain	write in detail how something has come into being and/or changed
give	show evidence of
identify	find evidence of
list	put a number of examples in sequence
mark and name	show the exact location of and add the name
name	give a precise example of
select	pick out as most suitable or best
shade and name	fill in the area of a feature and add the name
state	express fully and clearly in words
study	look at and/or read carefully
suggest	propose reasons or ideas for something

These words are only used in the scholarship exam:

discuss	present viewpoints from various aspects of a subject
elaborate	similar to expand and illustrate
expand	develop an argument and/or present greater detail on
illustrate	use examples to develop an argument or theme

Tips on taking the exam

Know what to expect in the exam

- Use past papers to familiarise yourself with the format of the exam.
- Make sure you understand the language that examiners use.

Before the exam

- Have all your equipment and pens ready the night before. You will need: ruler, calculator, red, yellow and blue colouring pencils, two normal pencils and two ink pens, either blue or black.
- Make sure you are at your best by getting a good night's sleep before the exam.
- Have a good breakfast in the morning.
- Take some water into the exam if you are allowed.
- Think positively and keep calm.

During the exam

- Have a watch on your desk. Work out how much time you need to allocate to each question and try to stick to it.
- Make sure you read and understand the instructions and rules on the front of the exam paper.
- Allow some time at the start to read and consider the questions carefully before writing anything.
- Read all the questions at least twice. Don't rush into answering a question before you have had a chance to think about it.
- If a question is particularly hard, move on to the next one. Go back to it if you have time at the end.
- Check your answers make sense if you have time at the end.

This page intentionally left blank

Exam Practice Questions

1 Tectonics (earthquakes and volcanoes)

1 Which option best completes each of the following sentences?

a) The layer of the Earth between the crust and the outer core is called the _____. (1)

mantle **inner core** **magma** **plate**

b) When two oceanic plates move away from each other

_____. (1)

a constructive boundary is formed **a collision boundary is formed**

a destructive boundary is formed **a conservative/sliding boundary is formed**

c) A destructive plate boundary occurs when

_____. (1)

two continental plates meet **two oceanic plates meet**

plates move towards each other **plates move away from each other**

d) Volcanoes can be found at _____. (1)

conservative/sliding boundaries **destructive boundaries only**

destructive and constructive boundaries **collision and constructive boundaries**

e) When an oceanic plate sinks under a continental plate

_____. (1)

a destructive plate boundary is formed **a constructive plate boundary is formed**

a collision plate boundary is formed **a conservative/sliding plate boundary is formed**

f) At destructive plate boundaries _____. (1)

only volcanoes are formed **volcanoes and earthquakes are formed**

earthquakes can happen but not volcanoes **ocean ridges are formed**

g) A subduction zone forms at a _____. (1)

destructive plate boundary **constructive plate boundary**

collision plate boundary **conservative/sliding plate boundary**

2 Copy and complete the following sentences by choosing the correct words from the list below.

magma	**lava**	**liquid**	**solid**	**convection currents**
continental drift	**ocean trench**	**focus**	**destructive**	**constructive**
collision	**seismometer**	**barometer**		

a) The area of deep sea water where the oceanic plate subducts under the continental plate is known as the _____. (1)

b) A subduction zone is found in a _____ plate boundary. (1)

c) Molten rock found under the Earth's crust is known as _____. (1)

d) The mantle is made of _____ rock. (1)

e) A _____ is used to measure the power of earthquakes. (1)

f) The movement of magma in the mantle is known as _____. (1)

3 Copy and complete the following sentences by choosing the correct word from the list below.

granite **occur** **heavier** **conservative/sliding** **do not occur**
constructive **trenches** **lighter** **fold mountains**

a) Volcanoes _____ at plate boundaries. (1)

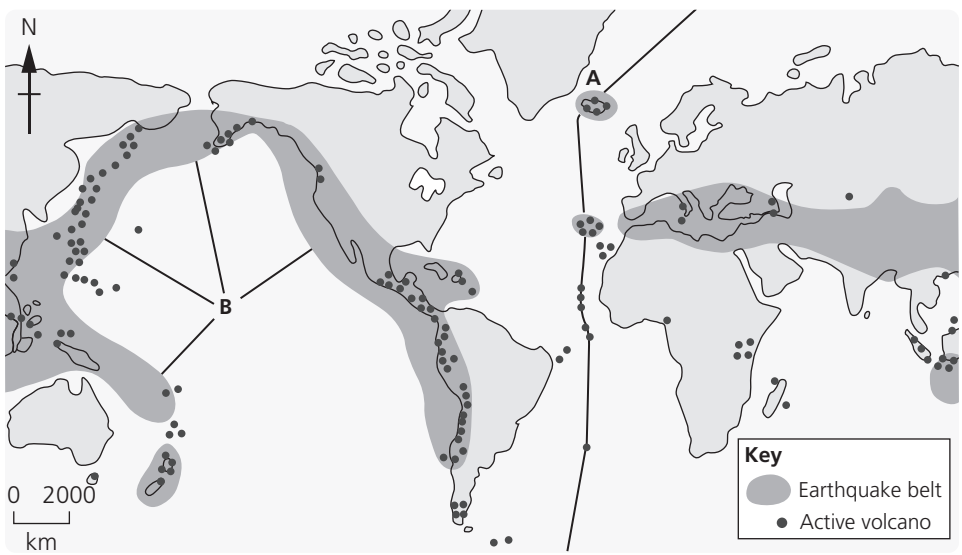
b) Continental plates are _____ than oceanic ones. (1)

c) When two continental plates collide, _____ are formed. (1)

d) Earthquakes are likely to occur at _____ plate boundaries, when plates rub together. (1)

e) Continental plates are made of _____ whereas oceanic plates are made of basalt. (1)

4 Look at the map below that shows the distribution of the world's earthquakes and volcanoes.



a) Describe the distribution of the earthquakes and volcanoes. (4)

b) i) What do geographers call area A? (1)

ii) What do geographers call area B? (1)

c) Explain why volcanoes and earthquakes only occur in certain areas. (5)

5 Define the following terms:

a) tectonic plate (1)

b) tsunami (1)

c) seismic wave (1)

d) epicentre (1)

6 a) Explain how volcanoes occur. (5)

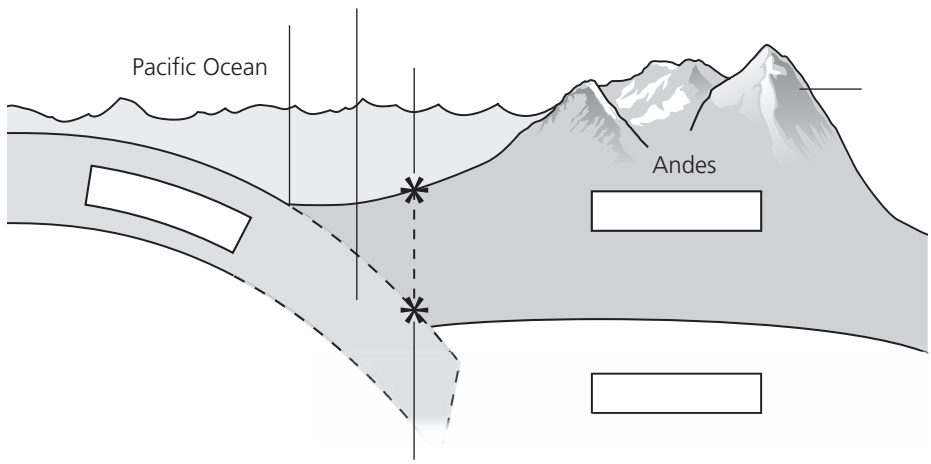
b) Describe how humans can be affected by volcanic eruptions. (4)

c) Describe how the environment can be affected by volcanic eruptions. (4)

7 Explain why people in low-income countries suffer more from the effects of volcanoes and earthquakes than people in high-income countries. (4)

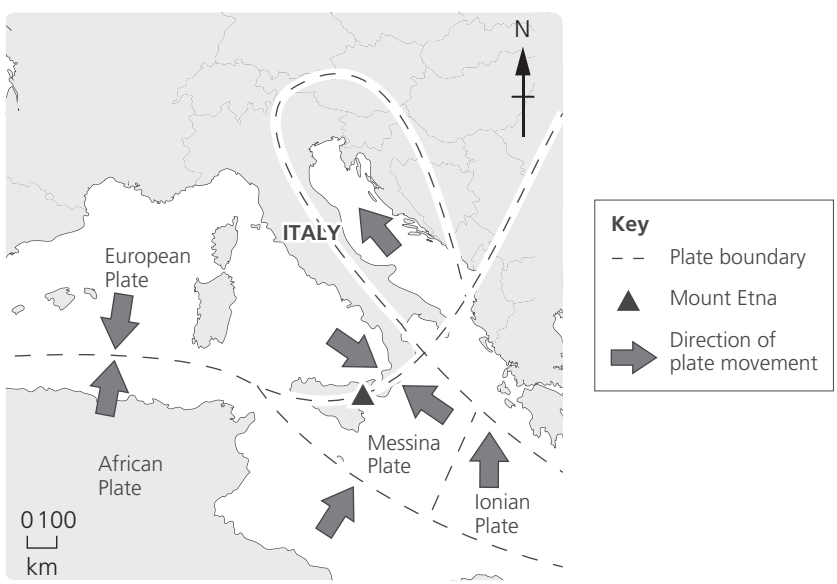
8 a) The diagram below shows a destructive plate boundary. Copy the diagram and finish it by adding labels in the blank boxes and at the ends of label lines, using the words below. (4)

Nazca Plate (oceanic)	**Fold mountains**	**Subduction zone**	**Mantle**
South American Plate (continental)	**Focus**	**Epicentre**	**Ocean trench**



b) Add arrows to show the direction of movement of the plates. (2)

9 The map below shows plate movement around Italy.



a) Why do plates move? (1)

b) Which two plates meet to form Mount Etna? (1)

c) Is the boundary between these two plates constructive or destructive? Give a reason for your answer. (2)

10 a) At which type of boundary does an ocean trench form? (1)

b) Which type of boundary is the Pacific Ring of Fire? (1)

c) Which type of boundary is the Mid-Atlantic Ridge? (1)

d) Which type of boundary is the San Andreas Fault? (1)

e) Which type of boundary formed the Himalayas? (1)

f) Which term best defines the movement of tectonic plates? (1)

11 For each of the following, state whether it is a **cause** or an **effect** of volcanoes and earthquakes.

a) Cheap geothermal energy can be produced. (1)

b) Plates lock together at a conservative/sliding boundary. (1)

c) A tsunami occurs. (1)

d) People are evacuated. (1)

e) Two continental plates collide. (1)

12 Copy the table below and match the following words to the appropriate type of volcano. (3)

extinct **active** **dormant**

A volcano which will never erupt again	
A volcano which could erupt but has not erupted recently	
A volcano which is erupting or showing signs of activity	

13 Copy and complete the following paragraph using some of the words below. (10)

mantle	**Pangea**	**focus**	**rind**	**volcanoes**	**magma**
outer core	**plate boundary**	**inner core**	**crust**	**plates**	**convection currents**
continental drift	**molten**	**earthquakes**	**floods**		

The Earth is made up of layers. The centre of the Earth is known as the _____. Outside of this layer is the outer core. Around this is the _____ which is made up of molten _____. This liquid rock is continuously moving as _____. The outermost layer is called the _____. This is broken into _____ which gradually move due to the magma moving beneath them. This movement of plates is known as _____. The place where two or more plates meet is known as a _____. At these places _____ and _____ can occur.

14 What is the difference between the focus and the epicentre of an earthquake? (2)

15 Why do people live in areas that are prone to earthquakes and volcanoes? (4)

16 What can humans do to try to lessen the damage and loss of life caused by volcanoes and earthquakes? Use specific examples in your answer. (4)

17 Outline the problems faced by people who live near the Pacific Ring of Fire. (4)

18 The table below shows information about some major earthquakes.

Date	Location	Richter scale	Deaths
December 2004	Southeast Asia	8.9	300 000
October 1989	California, USA	7.1	63
January 2010	Haiti	7.0	210 000
September 1985	Mexico City	8.1	30 000

Why does the level of damage and the number of deaths caused by an earthquake vary so much? **(3)**

19 **a)** Why do earthquakes occur? (You may use an annotated diagram to help explain this if you wish.) **(4)**

b) What can humans do to prepare for earthquakes? **(3)**

c) What are the possible effects of earthquakes? **(6)**

20 How do the human responses differ when a natural disaster such as a volcanic eruption or an earthquake occurs in a high-income country and a low-income country? **(3)**

2 Meteorology (weather and climate)

1 Which option best completes each of the following sentences?

a) Relief rainfall occurs _____. (1)

in mountainous areas **in desert areas**

in the east of England **in rainforests**

b) Convectional rainfall occurs _____. (1)

in rainforests every day **in Scotland in winter**

in rainforests once a month **in Scotland in summer**

c) Frontal rainfall occurs _____. (1)

when two warm air masses meet **when a cold air mass rises over a warm air mass**

when two cold air masses meet **when a warm air mass rises over a cold air mass**

d) Precipitation is _____. (1)

the movement of water through soil **when water vapour turns to liquid**

when water turns to vapour **rain, snow, hail or sleet**

e) Interception is _____. (1)

the movement of water through soil **when rain hits a roof or tree before landing**

the release of water vapour from trees **when water flows over the ground**

f) Infiltration is _____. (1)

when water turns to vapour **the vertical movement of water through soil**

when water vapour turns to liquid **when water flows over the ground**

g) Condensation occurs when _____. (1)

water turns to vapour **heating turns water vapour into a liquid**

water vapour is released from trees **cooling turns water vapour into a liquid**

h) Altitude is _____. (1)

the height above sea level **the direction something is facing**

the shape of the land **a type of precipitation**

i) In the UK, we experience a rain shadow effect _____. (1)

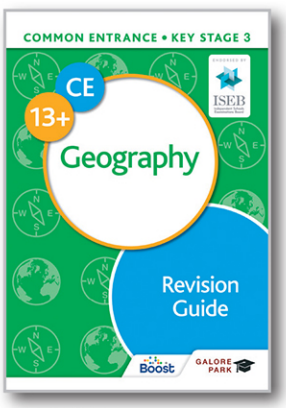
where there is most rainfall **in the west of England**

in the east of England **in the rainforest**

Improve exam technique and build confidence to ensure success in the CE 13+ Geography exams with these practice questions in the style of the ISEB exams.

- **Boost confidence with ISEB exam-style questions:** Practise a wealth of questions arranged by topic covering all areas of the specification.
- **Hone exam technique:** Familiarise pupils with the format and style of questions in the exam.
- **Easily mark practice questions:** Answer guidance has been designed to be clear and easy to follow for teachers, parents or tutors marking practice questions, in line with the ISEB mark scheme.
- **Improve exam results:** Includes model answers with advice and guidance for achieving top marks.

Pair with Common Entrance 13+ Geography Revision Guide for comprehensive exam preparation.



ISBN 978-1-3983-2210-3

GALORE PARK
t: 01235 400555
e: customer.services@galorepark.co.uk
w: galorepark.co.uk