



## EXAM PAPERS PRACTICE

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Level: CIE IGCSE Geography

Subject: Geography

Topic: IGCSE Geography

Type: Topic Question

2002



1583

Geography CIE IGCSE

To be used for all exam preparation for 2025+

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# GEOGRAPHY

# IGCSE

## Key skills

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## Paper 1

### Question 1

Explain how a wave cut platform is formed

[5 marks]

### Question 2

Study Fig. 3.2, a map of Tobago, in the Caribbean, which shows coral reefs.

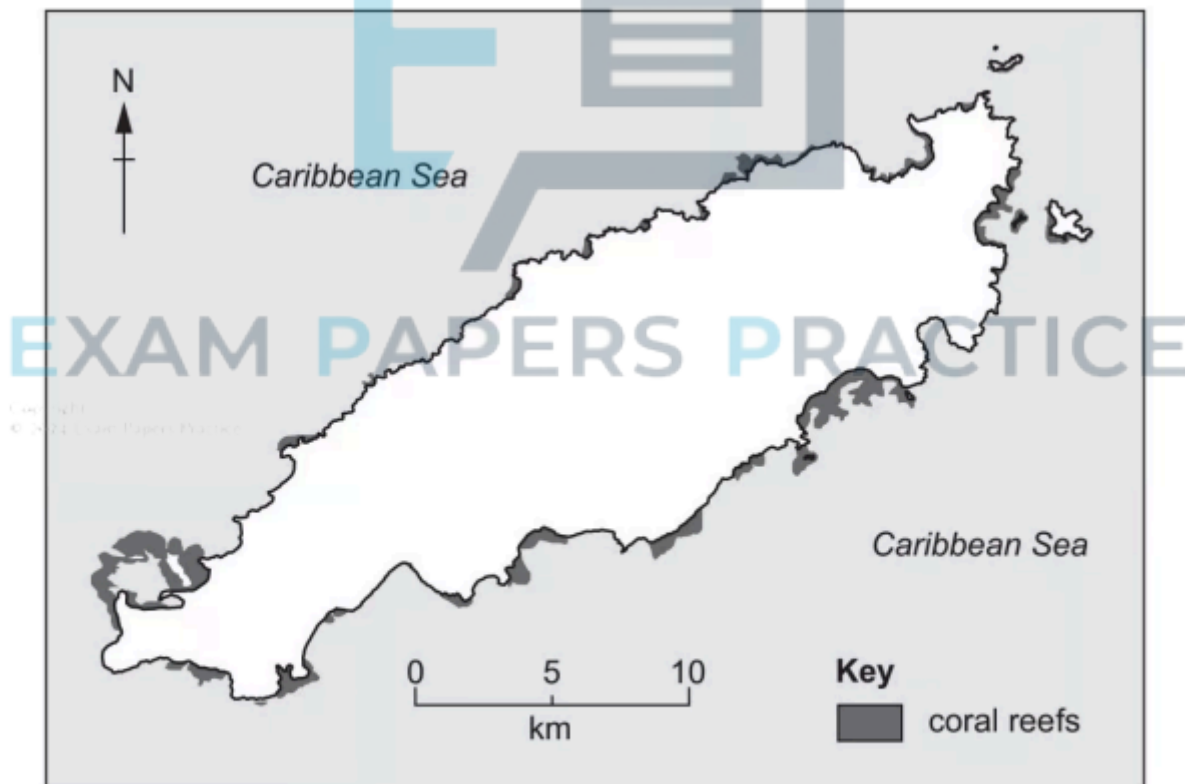


Fig. 3.2

Describe the conditions required for the development of coral reefs.

[5 marks]

**Question 3**

Study Fig. 3.2, which is a photograph showing an area of coastline in the northwest of England.



Suggest why bays and headlands have formed along the coastline shown in Fig. 3.2.

**[5 marks]**

**Question 4**

Study Photograph 3.2 (below), which shows an area where coastal erosion is taking place.



Explain why coastal erosion is much more rapid on some coasts than others.

**[5 marks]**

**Question 5**

Study Fig. 3.2 (below), which is a photograph showing an area of mangroves.



Describe the conditions which are required for the development of a mangrove swamp.

**[5 marks]**

**Question 6**

Study Fig. 4.2 (below), which is a photograph of an area of coastal sand dunes.



Suggest how the coastal sand dunes shown in Fig. 4.2 were formed.

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**[5 marks]**

### Question 7

Study Fig. 3.2, which is a photograph showing an area of coastline in the northwest of England.



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Using evidence from Fig. 3.2, explain how coastal erosion has been managed.

[5 marks]

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### Question 8

Study Fig. 4.1, which shows Golden Bay on New Zealand's South Island.

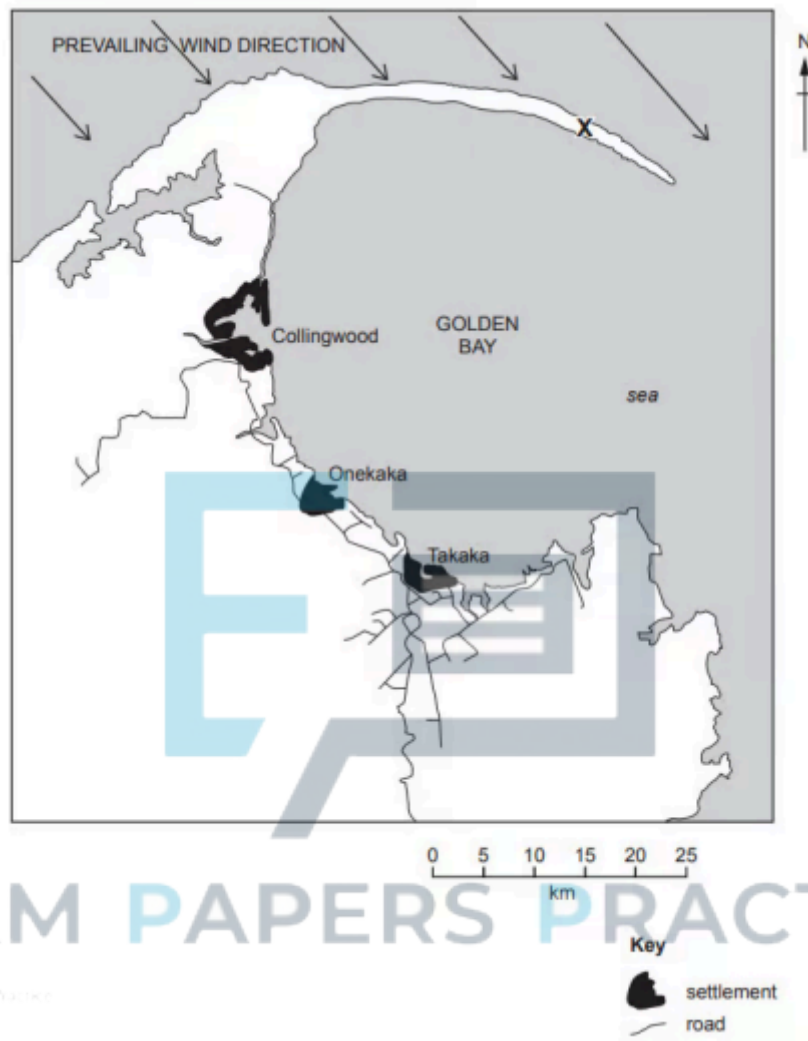


Fig.4.1

Suggest Reasons why there are many beaches in Golden Bay.

[4 marks]



**Question 9**

Study Figs. 4.2, 4.3 and 4.4 (Insert), which are photographs which show different features formed on a headland.



Fig.4.2



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Fig.4.3



Fig.4.4

Explain how coastal landforms on a headland, such as those shown in Figs. 4.2, 4.3 and 4.4, are formed by coastal erosion.

**[5 marks]**

**Paper 2**

**Question 1**

Study Fig 1, which shows a beach area



**Fig 1 - a beach**

Describe the beach shown

**[3 marks]**



**Question 2**



**Fig 1, St Bees, Cumbria**

Study Fig 1, which shows a photograph taken at StBees, Cumbria

Describe this area

**[3 marks]**

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**Question 3**



**Fig 1 - Sea defences**



Study Fig 1, which shows sea defences

Explain how two of the coastal management strategies shown protect the coast from erosion

[4 marks]

Question 4

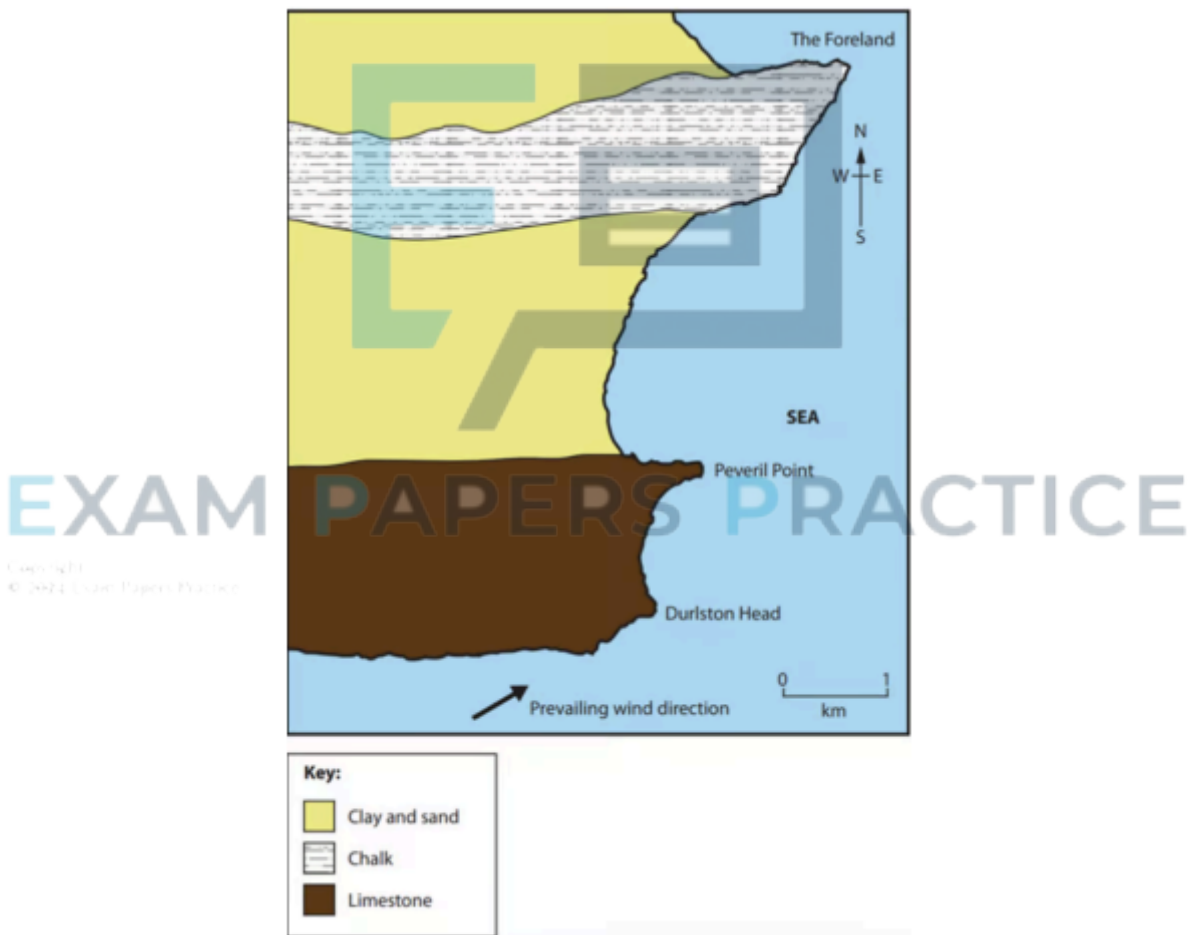


Fig 1

Study Fig 1, which shows a discordant coastline

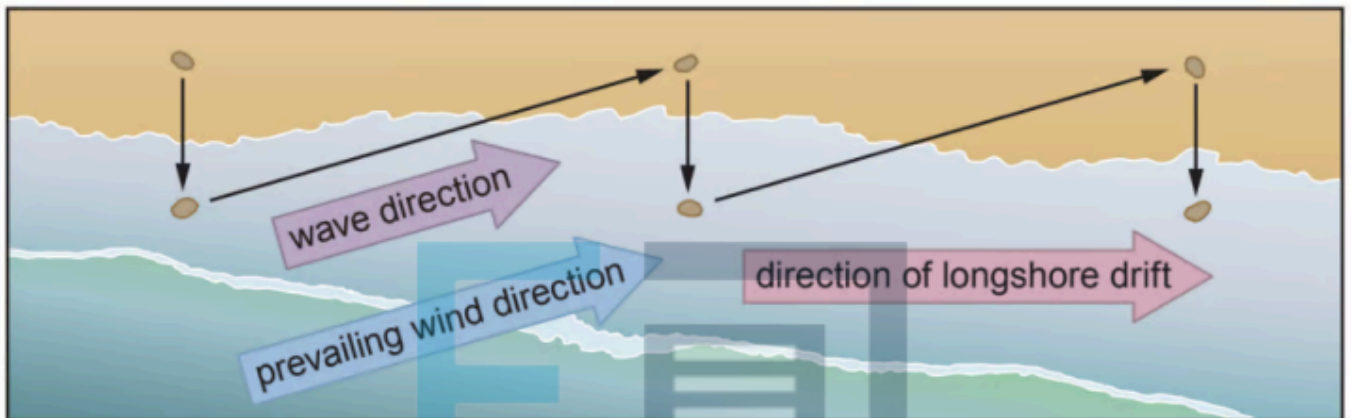
Explain how The Foreland will change overtime. You may include a diagram in your answer

[5 marks]

**Question 5**

Describe and explain the process of longshore drift which is shown in Fig. 2.8 (below).

**Longshore drift**



**Key**

 movement of pebble  


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[4 marks]

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**Question 6**

Students measured a beach profile from the edge of the sea to the cliff.

Describe how they would measure the profile using the following equipment:

- two ranging poles
- a clinometer
- a tape measure

[4 marks]

**Question 7**

Suggest reasons why people live along the coastline.

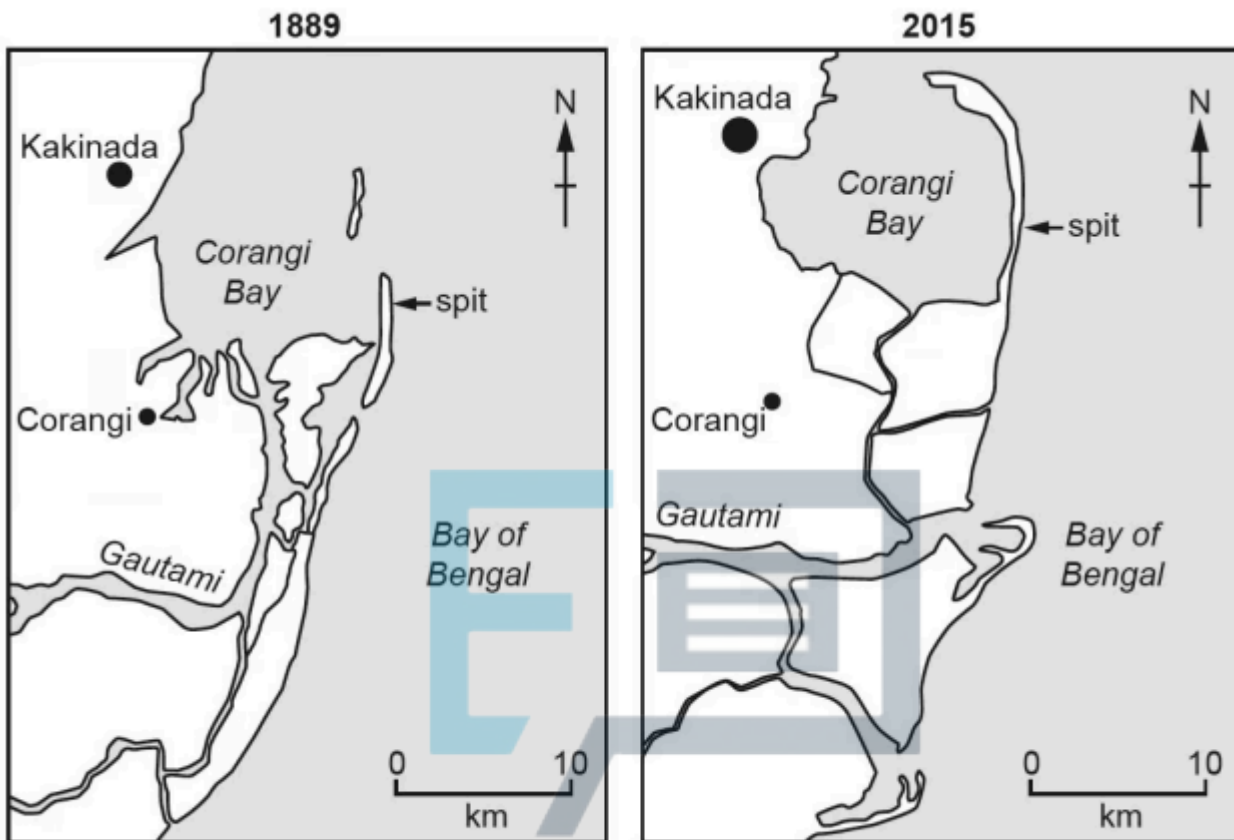


[4 marks]

**Question 8**

Study Fig. 4.5, which shows the Godavari sand spit in Andhra Pradesh, India.





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Fig. 4.5

(i) Describe how the Godavari sand spit changed between 1889 and 2015.

[3]

(ii) Suggest how coastal processes changed the Godavari sand spit between 1889 and 2015.

[5]

[8 marks]

## Paper 4



### Question 1

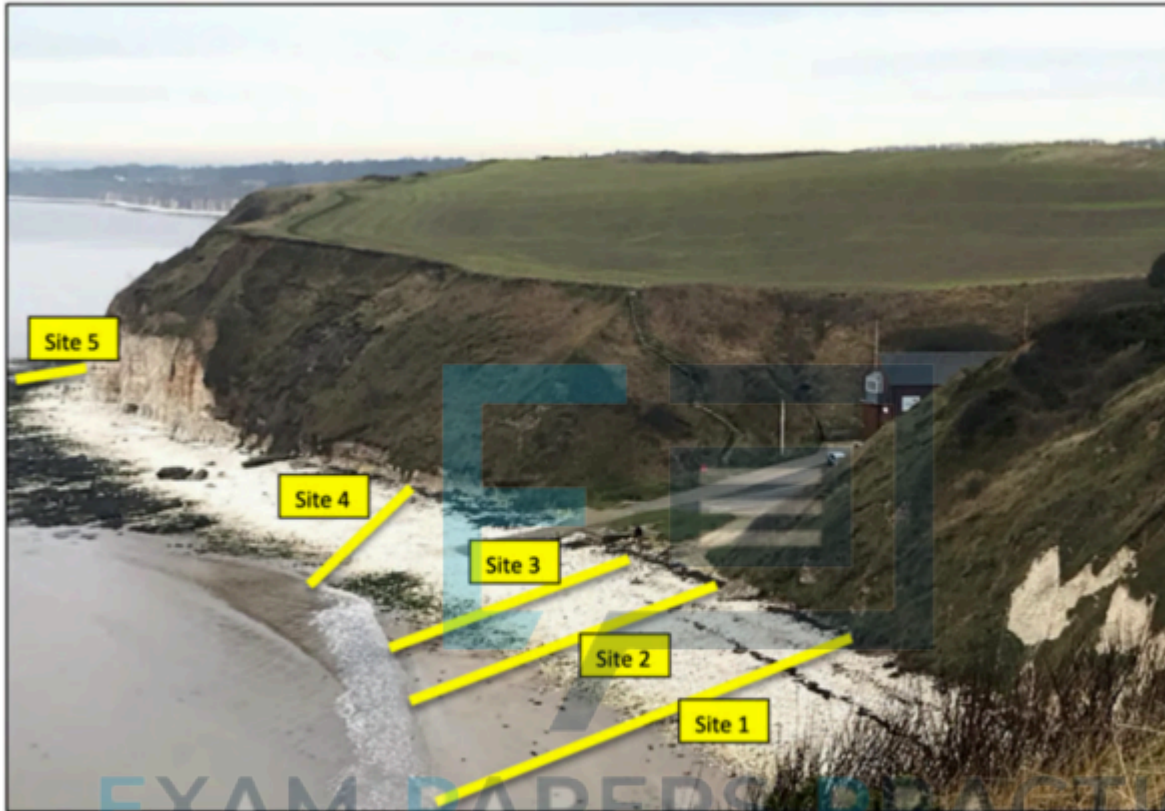


Fig 1 – Stratified sampling

- (i) Study Fig 1, which shows that students used stratified sampling to sample the beach.

What 2 other types of sampling could be used to investigate the beach?

[2]

- (ii) Suggest one advantage and one disadvantage of both types of sampling you have named

[4]

[6 marks]

### Question 2

To extend their fieldwork, students decided to investigate the type of waves at the beach. Describe how this would be done using the following equipment: float and stopwatch

[3 marks]



Question 3

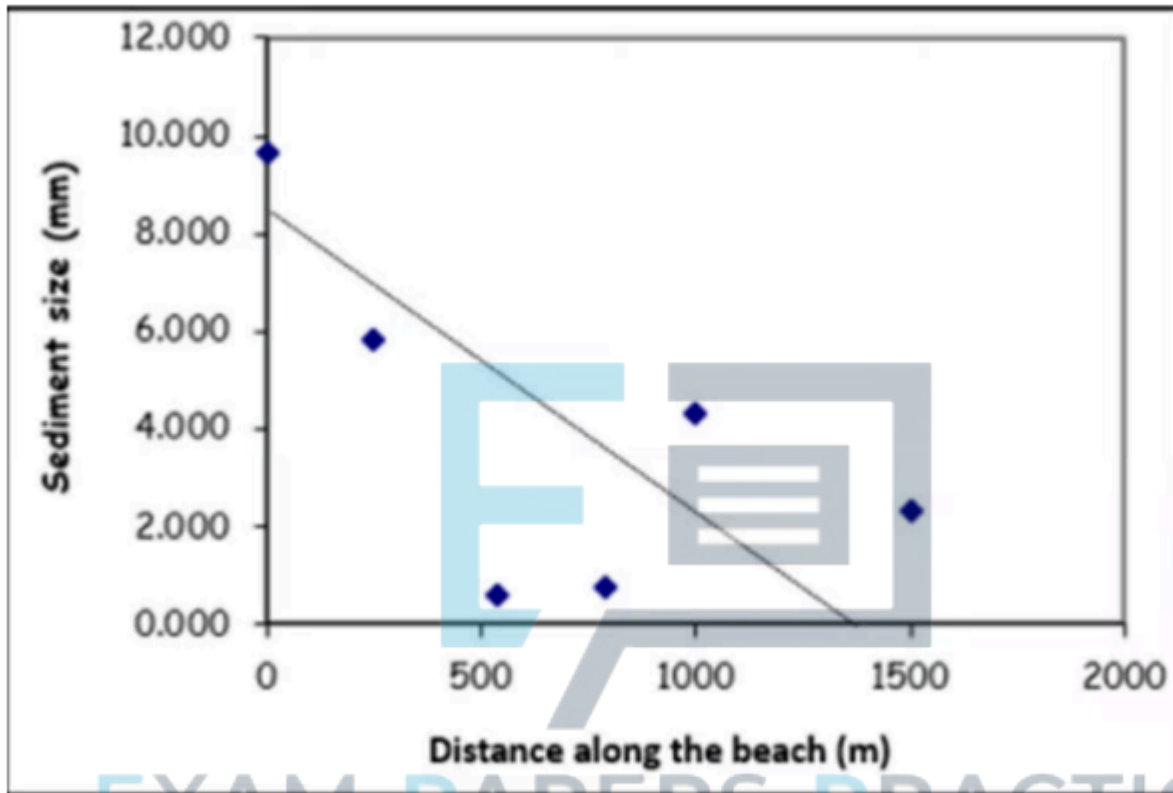


Fig 1 - Results of data collection

Students measured sediment size along the beach.

Suggest how students measured the sediment size along the beach

[5 marks]

Question 4

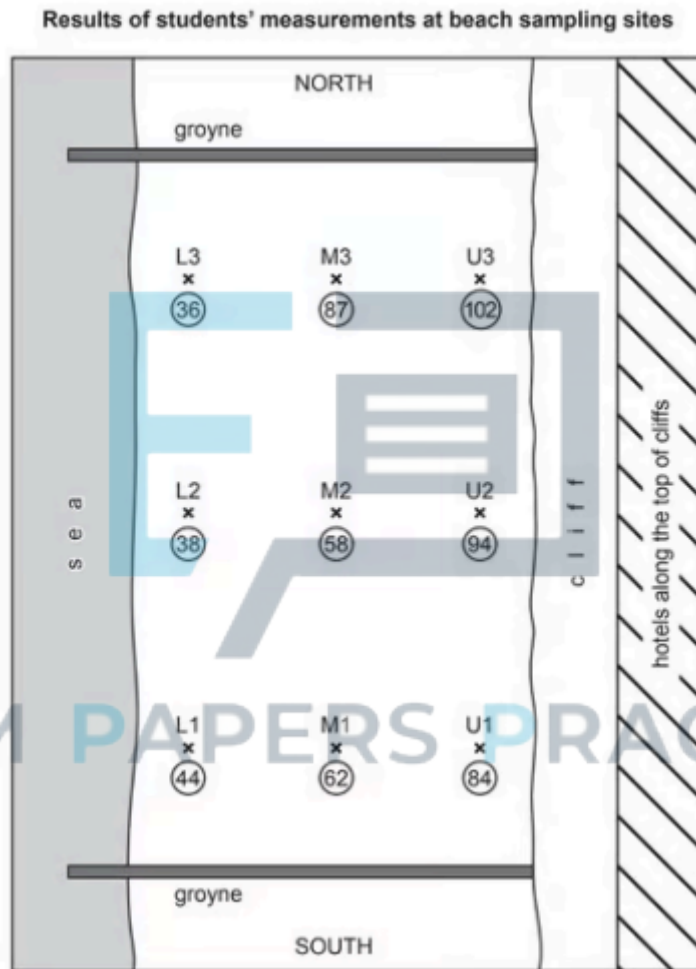
Suggest one source of qualitative data you could investigate at the coast and explain how you would use the data

[3 marks]

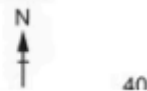


Question 5

(i) The results of the students' measurements for the nine sites are shown in Fig. 2.4.



Key  
x pebble measuring site



L lower beach  
M middle beach  
U upper beach

(36) average size of pebbles at the site (mm)

Fig 2.4

Do these results support Hypothesis 1: The pebbles get smaller from the cliff towards the sea? Support your decision with evidence from Fig. 2.4.

(ii) Explain why the size of pebbles varies in the area between the sea and the cliff. [3]

[3]  
[6 marks]

**Question 6**

Movement of pebbles along a beach, which was tested in Hypothesis 2, is influenced by longshore drift. The students had learned that longshore drift is usually affected by the prevailing wind direction.

Hypothesis 2: The pebbles get smaller from south to north in the section of the beach between two groynes.

- (i) How could the students have checked the wind direction when they did their fieldwork? [2]
- (ii) Describe and explain the process of longshore drift which is shown in Fig. 2.8.

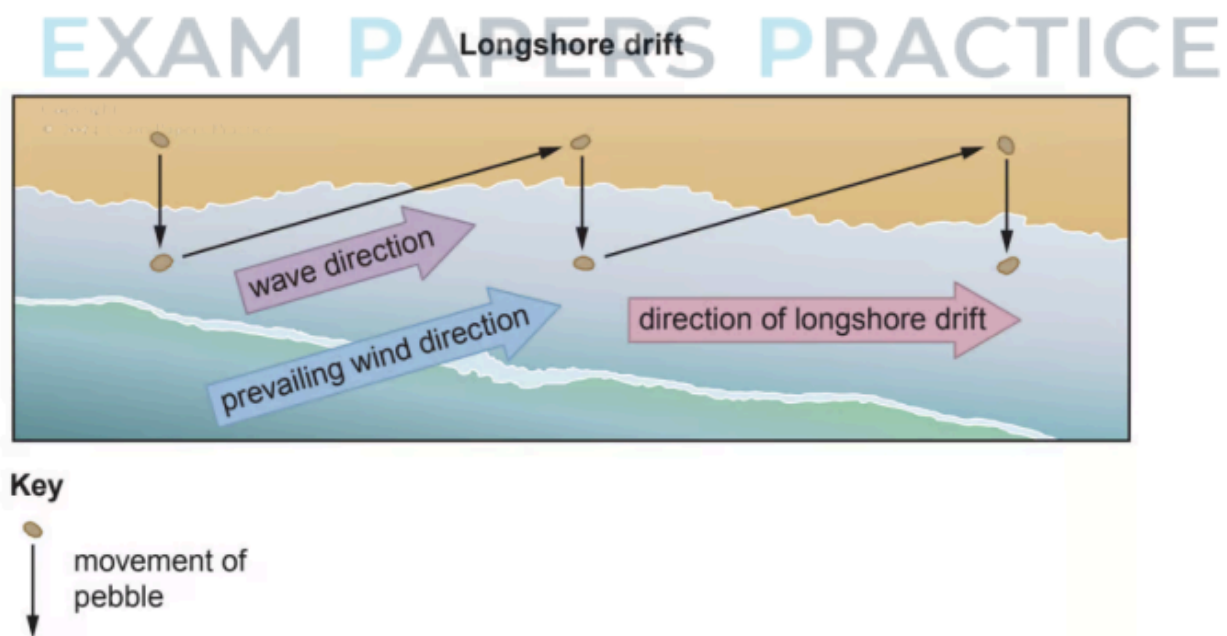


Fig 2.8

[4]  
[6 marks]

### Question 7

As an extension activity the students measured the beach profile from the edge of the sea to the cliff. Describe how they would measure the profile using the following equipment:

- two ranging poles
- a clinometer
- a tape measure

[4 marks]



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### Question 8

The students tested the following hypotheses through fieldwork at two areas of the coast shown in Fig. 2.1

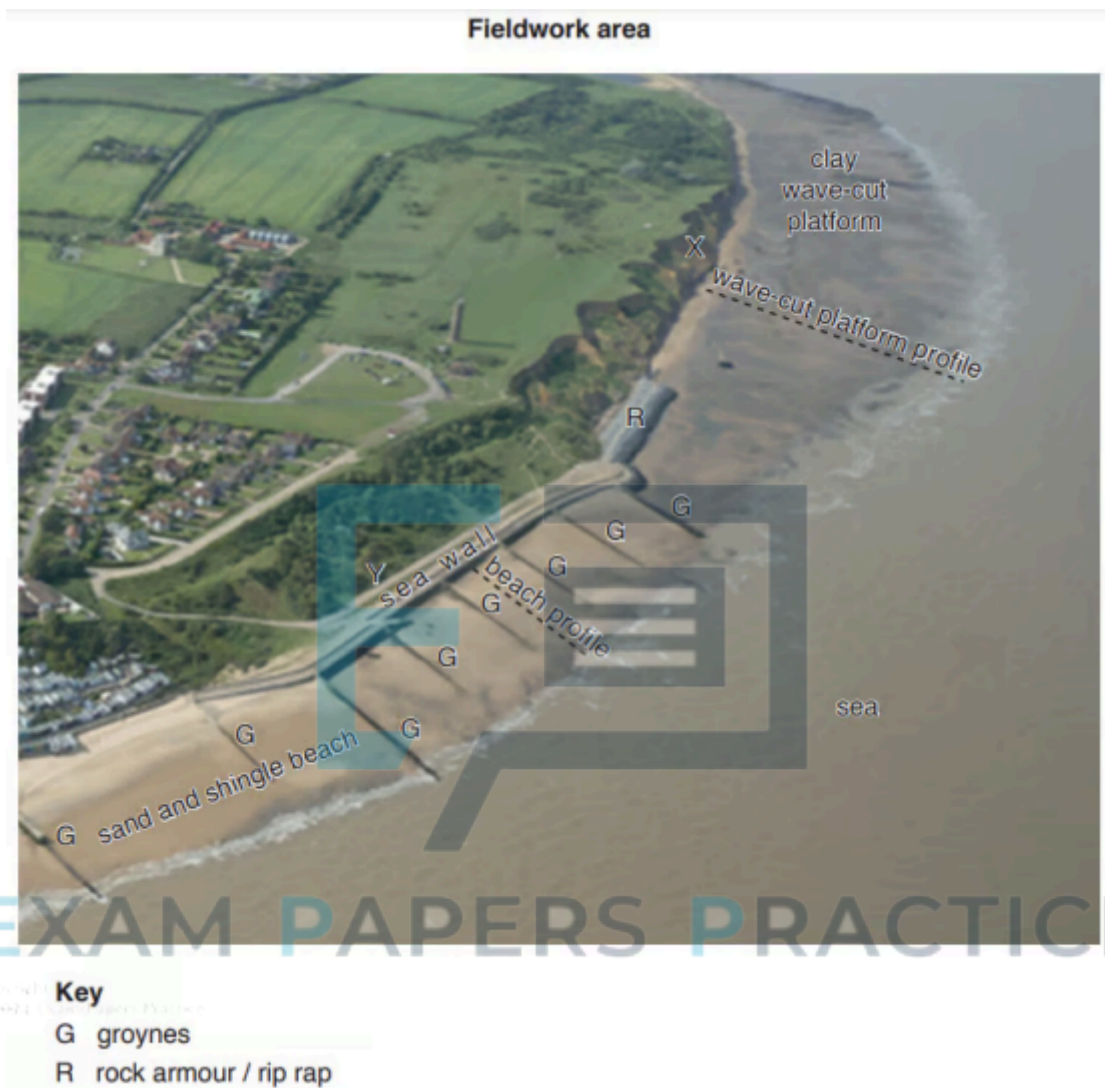


Fig 2.1

Hypothesis 1: The beach profile is steeper than the wave-cut platform profile.

Hypothesis 2: Infiltration is faster on the beach than on the wave-cut platform.

To investigate Hypothesis 1, the students measured the profile of the beach and the profile of the wave-cut platform. Fig. 2.2 shows a student doing this task.



A student measures the beach profile



Fig 2.2

- (i) Describe how the students would measure the profile. [4]
- (ii) The students used the results to draw the two profiles shown in Fig. 2.3. What conclusion would the students make about **Hypothesis 1**: *The beach profile is steeper than the wave-cut platform profile*? Use evidence from Fig. 2.3 to support your decision.

**Beach profile**



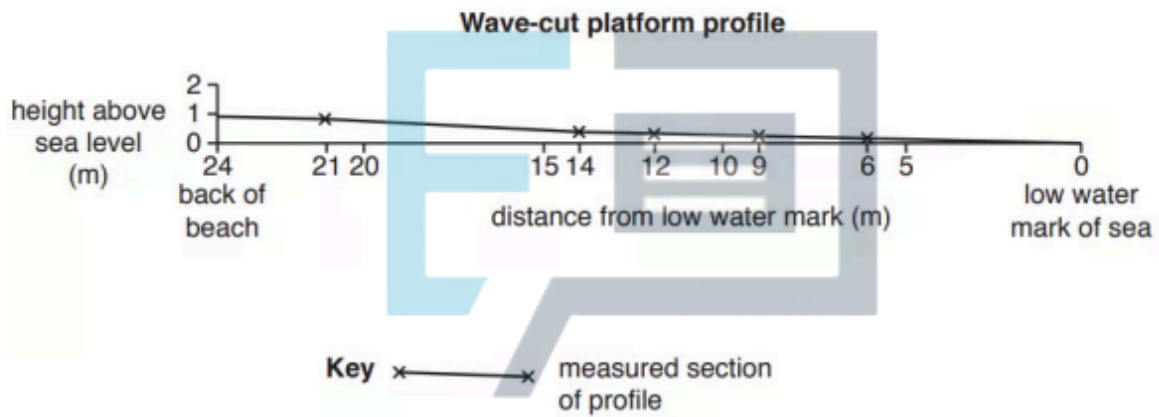
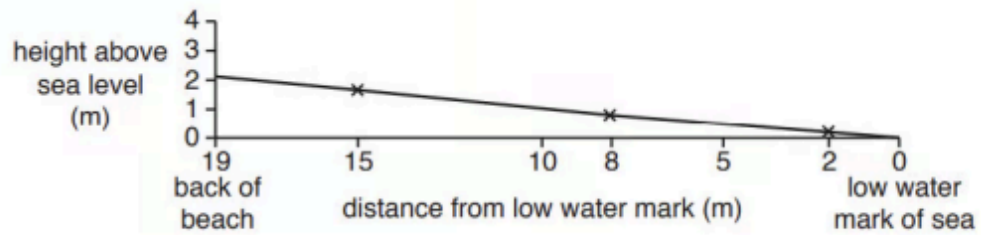


Fig 2.3

[3]

[7 marks]

**Question 9**

To investigate Hypothesis 2: Infiltration is faster on the beach than on the wave-cut platform, the students measured the rate at which water infiltrated (soaked into) the ground. Their method is described in Fig. 2.4.



**How to measure infiltration**

- 1 Use a mallet to hammer a tube into the ground.
- 2 Pour water into the tube up to a height of 12cm (120mm).
- 3 Time for one minute.
- 4 Measure how many millimetres the water level in the tube has fallen.
- 5 Record the result and repeat the test twice more.

**Fig. 2.4 for Question 2**

- (i) The students made their measurements at four points (A-D) along each profile from the sea to the cliff. To make their results reliable they measured infiltration three times at each point. Their results are shown in Table 2.2. On Fig. 2.5 below **plot the results** of measurement 3 at points A and B along the beach profile.

**Table 2.2**

**Results of infiltration measurements**

| Decrease in water level in one minute (mm) |   |             |     |     |                               |    |                   |    |   |
|--|---|-------------|-----|-----|-------------------------------|----|-------------------|----|---|
|  |   | Beach       |     |     |                               |    | Wave-cut platform |    |   |
| Measuring point along profile              |   | Measurement |     |     | Measuring point along profile |    | Measurement       |    |   |
|  |   | 1           | 2   | 3   |                               |    | 1                 | 2  | 3 |
| Sea<br>↓<br>Cliff                          | A | 30          | 42  | 58  | A                             | 0  | 6                 | 3  |   |
|  | B | 60          | 68  | 85  | B                             | 2  | 8                 | 12 |   |
|  | C | 75          | 94  | 90  | C                             | 5  | 2                 | 2  |   |
|  | D | 90          | 102 | 120 | D                             | 10 | 5                 | 10 |   |

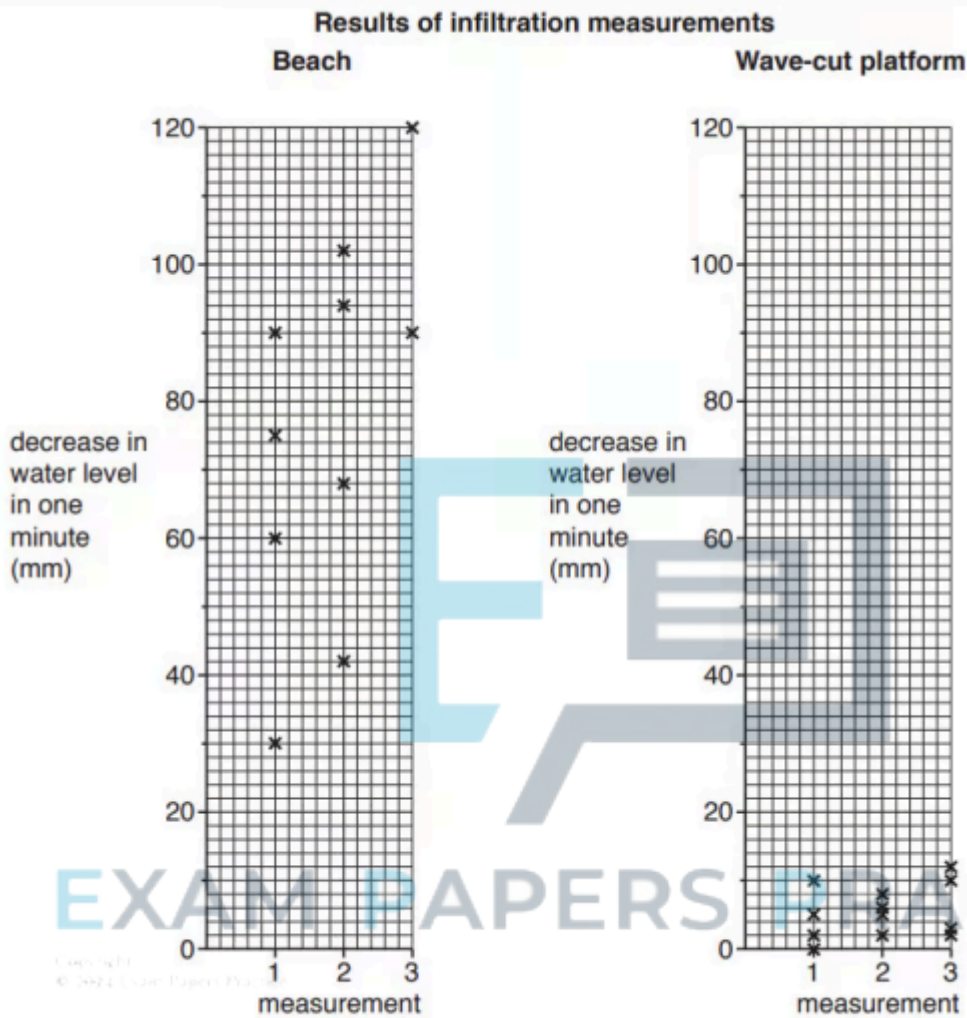


Fig. 2.5

[2]

- (ii) What conclusion would the students make about **Hypothesis 2**: *Infiltration is faster on the beach than on the wave-cut platform*? Tick your decision below

| Conclusion                        | Tick (✓) |
|-----------------------------------|----------|
| Hypothesis 2 is correct           |          |
| Hypothesis 2 is partially correct |          |

|                           |  |
|---------------------------|--|
| Hypothesis 2 is incorrect |  |
|---------------------------|--|



[1]

(iii) Use evidence from Fig. 2.5 and Table 2.2 to support your conclusion to **(d)(ii)**.

[2]

(iv) Which **one** of the following pairs correctly explains the difference between the infiltration times on the beach and the wave-cut platform? Look at Fig. 2.1 (below) to help you to answer.

|   |  | Tick (✓) your choice |
|---|--|----------------------|
| Groynes prevent longshore drift so sand and shingle build up a beach which water infiltrates through quickly. | The wave-cut platform made of clay is at the surface due to the removal of beach material, and water infiltrates slowly. |                      |
| The beach material is clay which slows water infiltration through the wave-cut platform.                      | The sand and shingle beach material forms a steep slope which increases infiltration.                                    |                      |
| The wave-cut platform is uncovered and water quickly infiltrates into the ground.                             | The beach builds up behind groynes and prevents infiltration.  |                      |

[1]



Fieldwork area



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**Key**

- G groynes
- R rock armour / rip rap

[6 marks]

**Question 10**

The students wanted to find out what people thought about coastal protection in the area. They produced a questionnaire which is shown in Fig. 2.6).



Questionnaire about coastal protection

Questionnaire

I am a student and I am doing this questionnaire as part of my Geography coursework. Please will you answer the following questions about coastal protection in this area?

- Are you aware that the cliffs are being eroded?  
Yes  No
- Do you think that the cliffs should be protected against erosion by the sea?  
Yes  No  Don't know
- Coastal protection is very expensive. Do you think it is worth spending so much money?  
Yes  No  Don't know
- Which one of these protection methods would you prefer to be used?  
Groynes   
Breakwater   
Rip rap / rock armour   
Sea wall
- Who do you think should pay for the protection work?  
Local government   
National government   
Residents of the area   
Visitors to the area

Thank you for your time

The results of the questionnaire are shown in Table 2.3.

**Table 2.3**  
**Results of the questionnaire**

Question 1: Are you aware that the cliffs are being eroded?

|     |     |
|-----|-----|
| Yes | 85% |
| No  | 15% |



Question 2: Do you think that the cliffs should be protected against erosion by the sea?

|            |     |
|------------|-----|
| Yes        | 71% |
| No         | 21% |
| Don't know | 8%  |

Question 3: Coastal protection is very expensive. Do you think it is worth spending so much money?

|            |     |
|------------|-----|
| Yes        | 67% |
| No         | 27% |
| Don't know | 6%  |

Question 4: Which one of these protection methods would you prefer to be used?

|                       |     |
|-----------------------|-----|
| Groynes               | 38% |
| Breakwater            | 20% |
| Rip rap / rock armour | 13% |
| Sea wall              | 29% |

Question 5: Who do you think should pay for the protection work?

|                       |     |
|-----------------------|-----|
| Local government      | 19% |
| National government   | 51% |
| Residents of the area | 11% |
| Visitors to the area  | 19% |

- (i) Use the results of Question 4 to complete the divided bar graph in Fig. 2.7 below. [2]
- (ii) Use the results of Question 5 to complete the pie graph in Fig. 2.8 below. [2]
- (iii) Write a report about coastal protection based on what the students found out from their questionnaire. Refer to the results in Table 2.3 but do not copy them out. [4]

[4]  
[8 marks]



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