EXAM PAPERS PRACTICE

Boost your performance and confidence with these topic-based exam questions

Practice questions created by actual examiners and assessment experts

Detailed mark scheme

Suitable for all boards

Designed to test your ability and thoroughly prepare you

Level: CIE IGCSE Geography
Subject: Geography
Topic: IGCSE Geography
Type: Topic Question

Geography CIE IGCSE
To be used for all exam preparation for 2025+

GEOGRAPHY IGCSE

Key skills

Paper 1

Question 1

Describe the human causes of flooding

[4 marks]

Question 2

Describe methods used to manage the impacts of river flooding

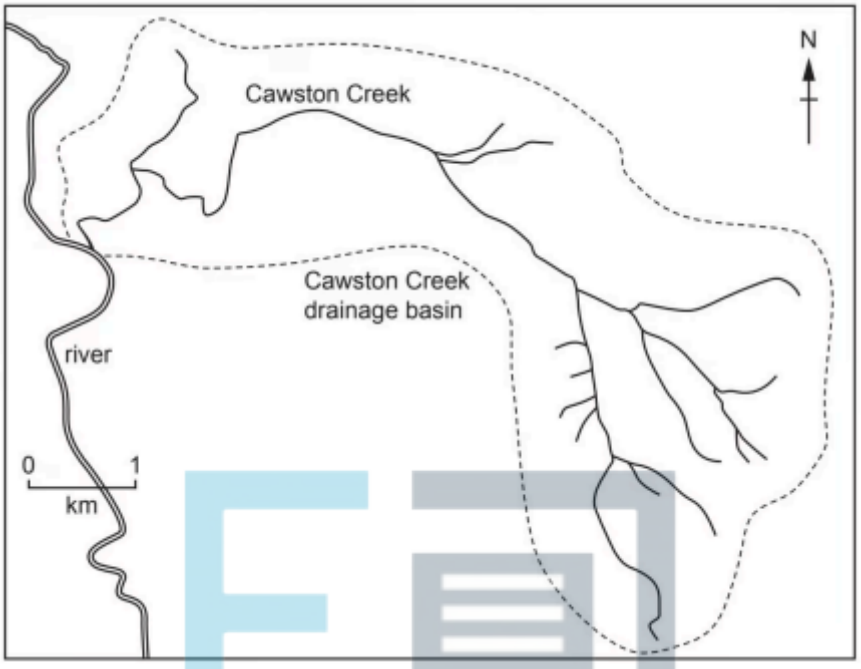
[4 marks]

Question 3

Cawston Creek is a small river in Canada. On the outline map, Fig. 3.2 below, mark with

arrows and label the following:

- a source (label S)
- a confluence (label C)
- a tributary which is less than 1km long (label T)
- the watershed (label W)



[4 marks]

Question 4

State two different methods to reduce river flooding. For each method explain how it works.

Method 1.....

Explanation .....

Method 2 .....

Explanation .....

[4 marks]

Question 5

Describe the changes in the characteristics of a river from its source to its mouth using the following headings:

width .....

depth .....

speed of flow .....

gradient.....

[4 marks]

Question 6

Study Fig. 3.1, which shows different parts of a river and its valley.

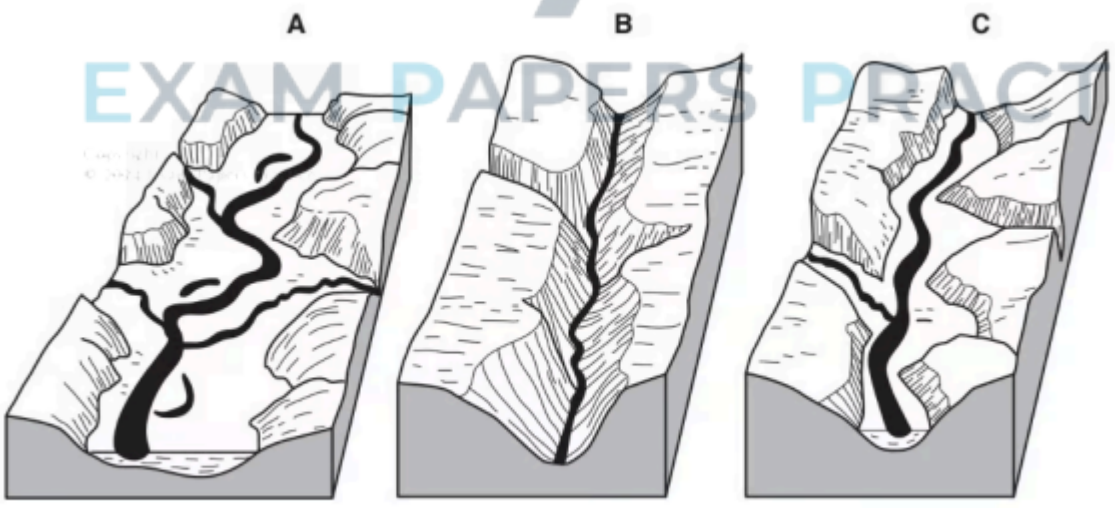


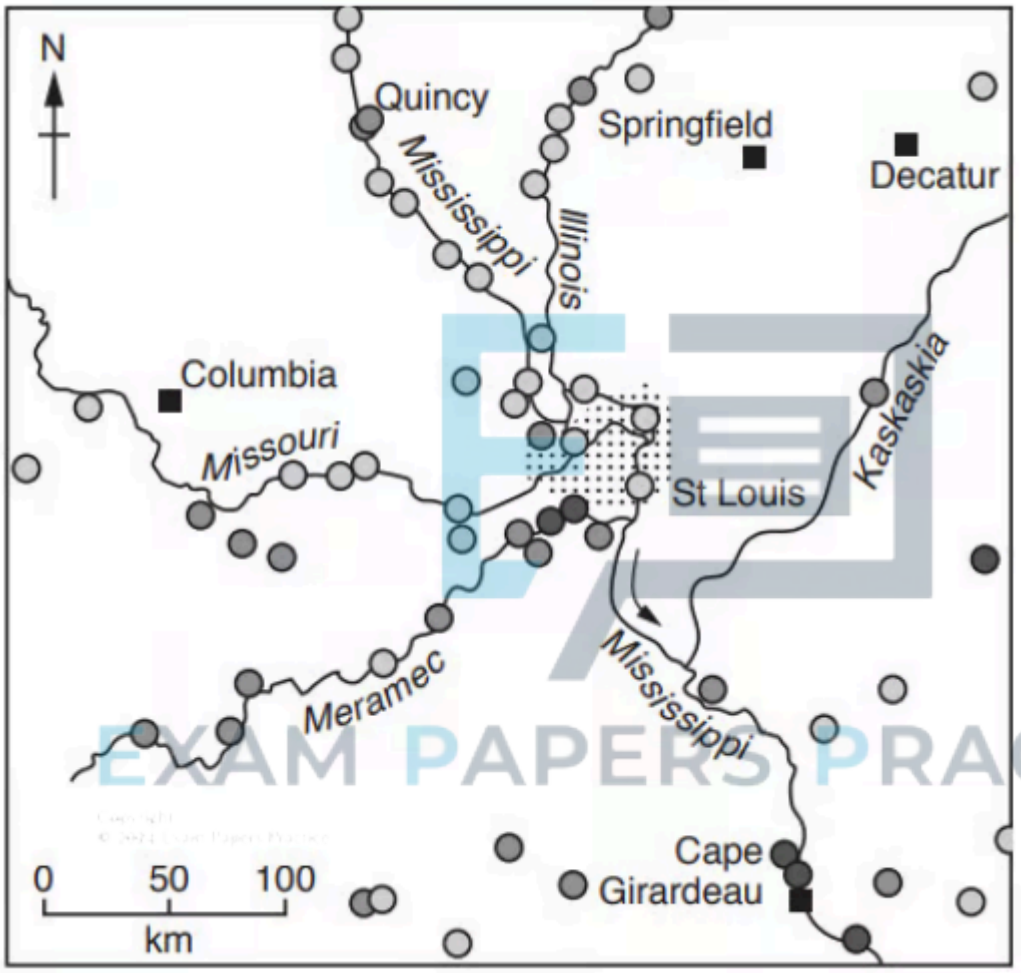
Fig. 3.1

Explain why deposition is likely to take place in the area shown in A in Fig. 3.1.

[4 marks]

Question 7

Study Fig. 4.1, which is information about flooding which was predicted for the area around the Mississippi River, USA, in December 2015.



Key

- major flooding
- moderate flooding
- minor flooding
- urban area of St Louis
- settlement
- direction of flow

Fig. 4.1

Suggest how the urban area of St Louis could be protected from flooding.

[4 marks]

Question 8

Study Fig. 4.1, which is a photograph of part of a river.

Figure 4.1

Suggest how the course of the river shown in Fig. 4.1 may change in the future as a result of natural processes.

[4 marks]

Question 9

Explain how rivers erode their valleys.

[5 marks]

Question 10

Study Fig. 4.2, which is a photograph of a river in an upland area.

Fig 4.2

Explain how the river shown in Fig. 4.2 is likely to carry out erosion.

[5 marks]

Question 11

Study Fig. 3.2, which is a photograph showing a waterfall.

Figure 3.2 High Force, River Tees

Suggest how the waterfall shown in Fig. 3.2 was formed.

[5 marks]

Question 12

Study Figs. 3.2, 3.3 and 3.4, which are photographs of three different rivers.

Fig 3.2

Fig 3.3

Fig 3.4

Explain why living on a delta or near a river may be hazardous for people.

[5 marks]

Question 13

Study Fig. 4.2, a map of Lake Mary, an oxbow lake next to the Mississippi River.

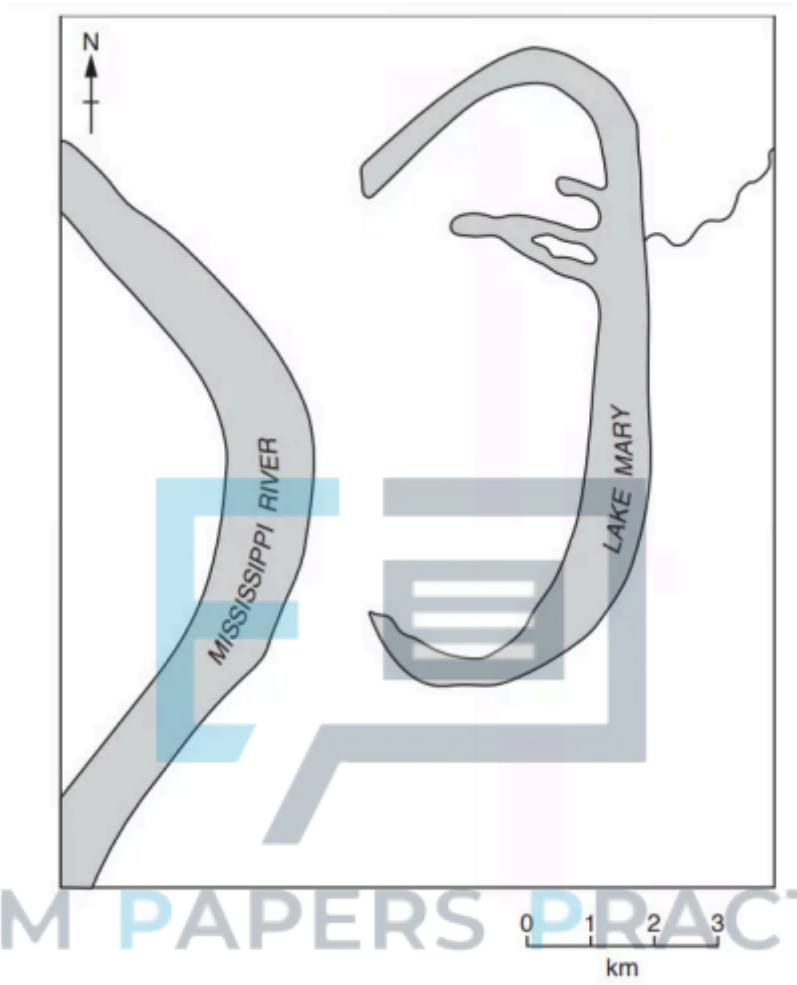


Fig. 4.2

Explain how an oxbow lake is formed. You may include a labelled diagram or diagrams.

[5 marks]

Question 14

Study Fig. 4.2, which is a map of the delta of the Pearl River in China.

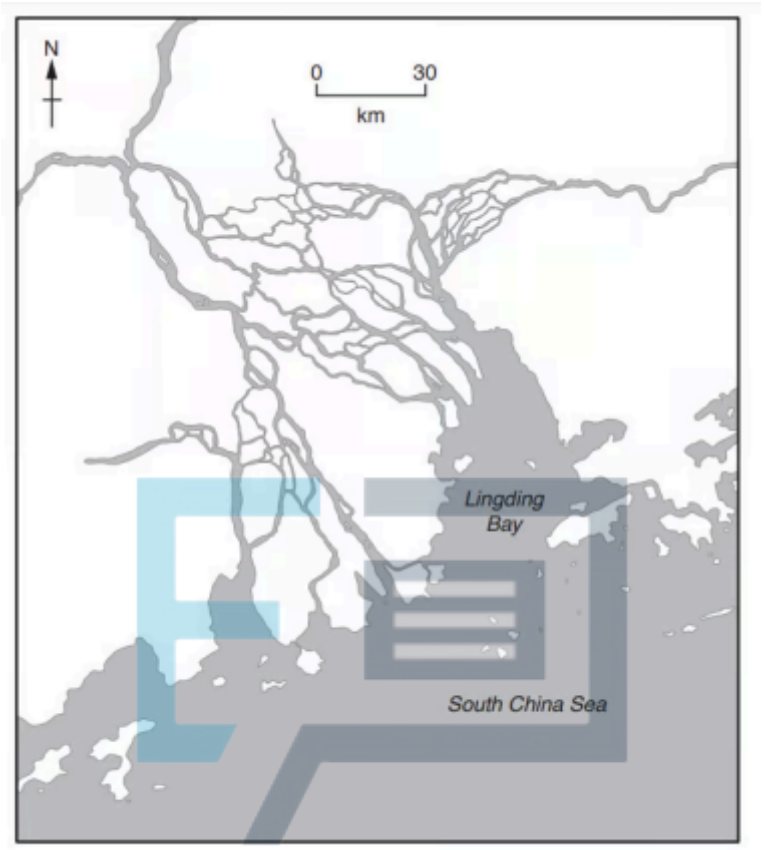


Fig. 4.2

Explain how a delta is formed. You may include a labelled diagram.

[5 marks]

Question 15

Study Fig. 4.3, which is a map of an area in Asia where river flooding occurred.

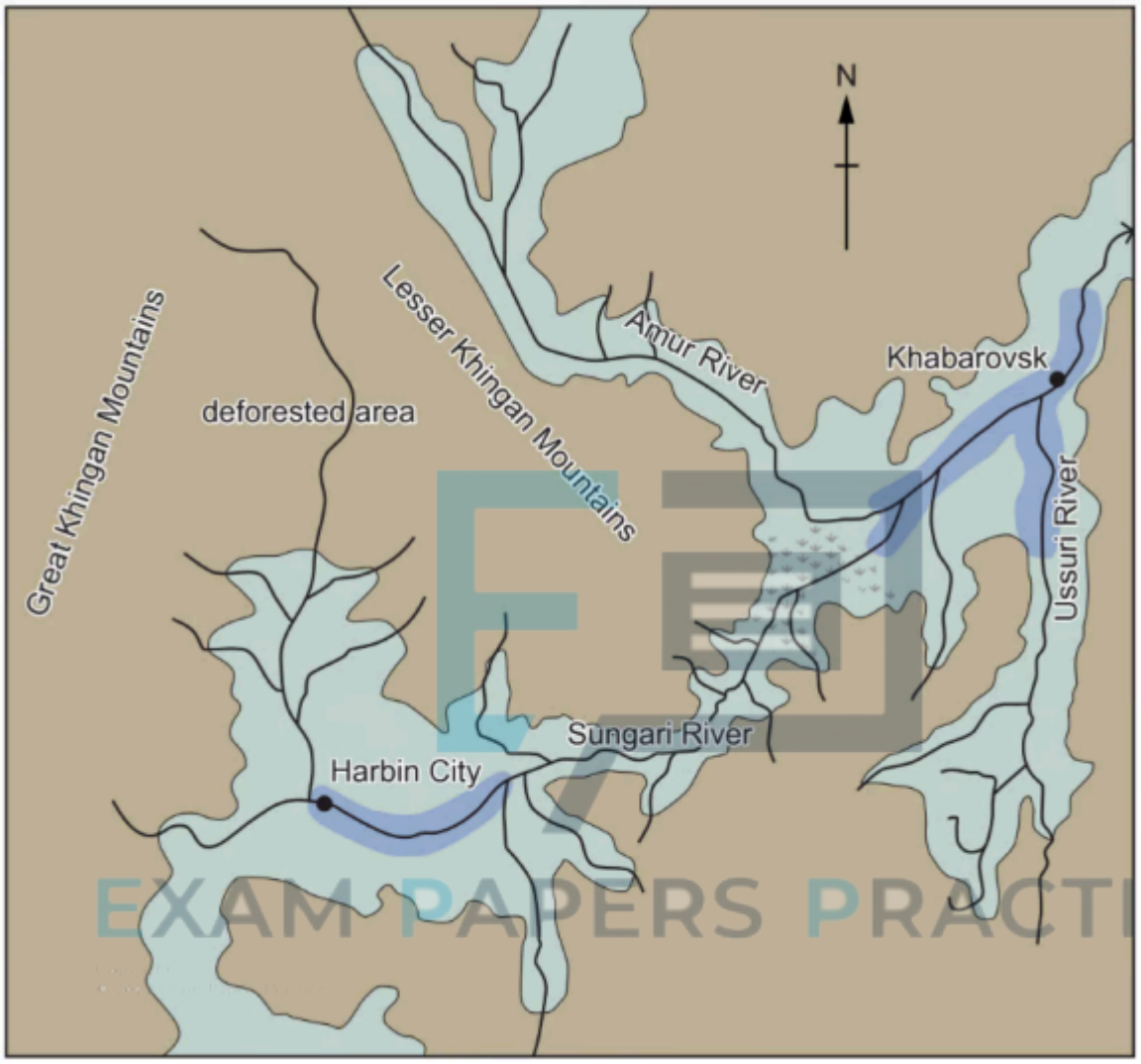


Fig. 4.3

(i) Suggest reasons why the rivers flooded in the areas shown in Fig. 4.3.

[4]

(ii) Suggest the methods which could be used in the area shown in Fig. 4.3 to prevent flooding.

[5]

[9 marks]

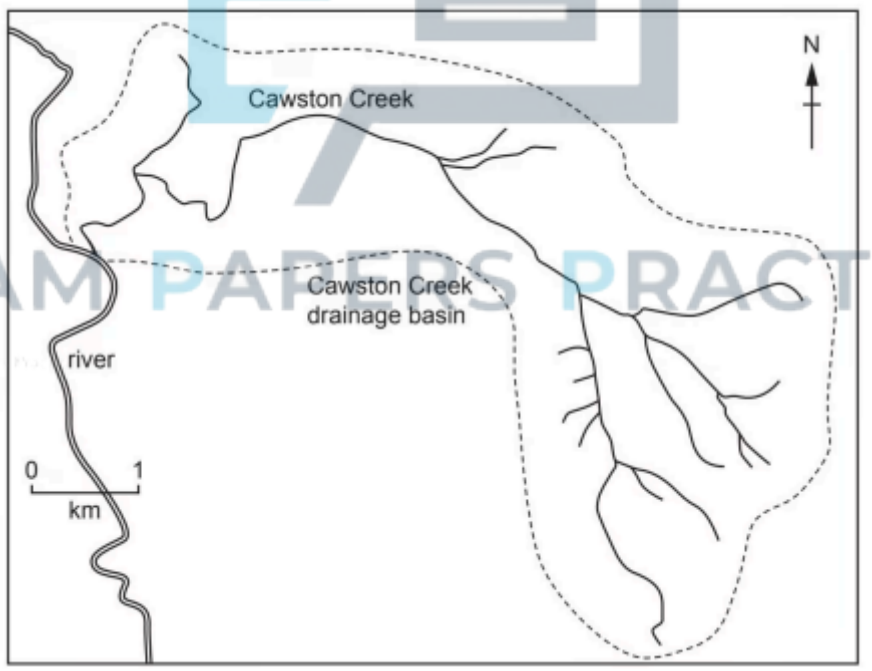
Paper 2

Question 1

Cawston Creek is a small river in Canada. On the outline map, Fig. 3.2 below, mark with

arrows and labelthe following:

- a source (label S)
- a confluence (label C)
- a tributary which is less than 1km long (label T)
- the watershed (label W)

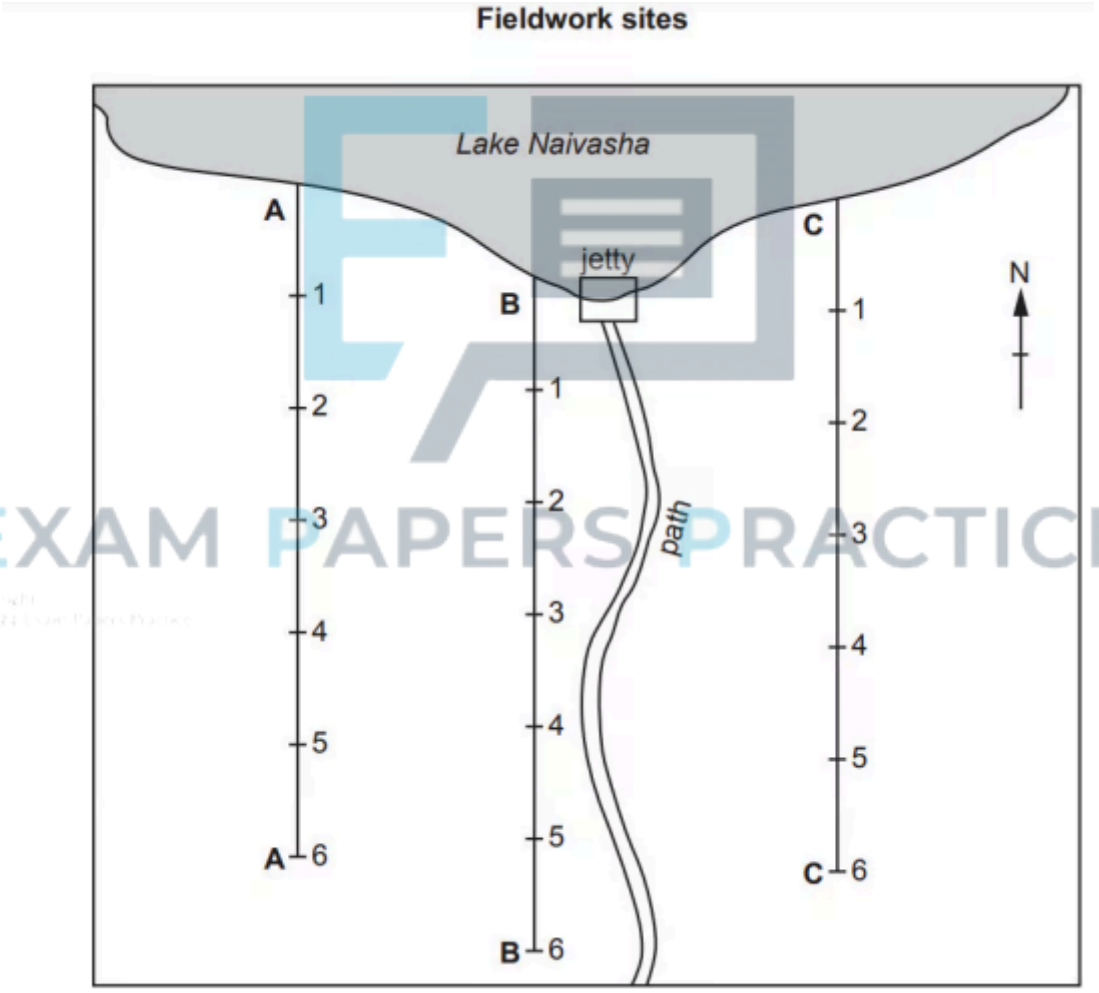


[4 marks]

Paper 4

Question 1

The class of students did their fieldwork along transect lines going down to the shore of the lake. The class was divided into three groups and each group worked on a different transect line. These are shown in Fig. 2.1.



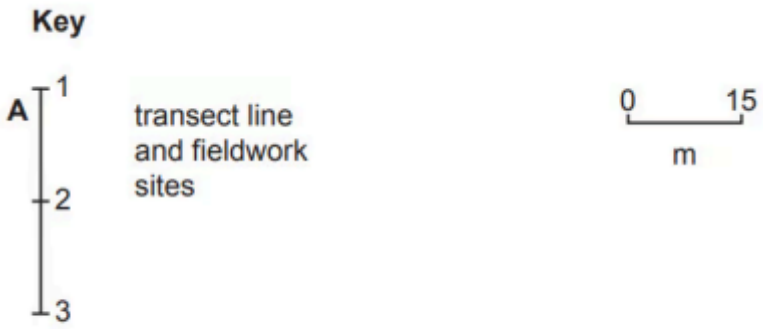


Fig 2.1

To investigate Hypothesis 1,the students identified six fieldwork sites increasing distances away from the lake. At each site they measured the rate (speed) of infiltration by using the equipment shown in Fig. 2.2,.

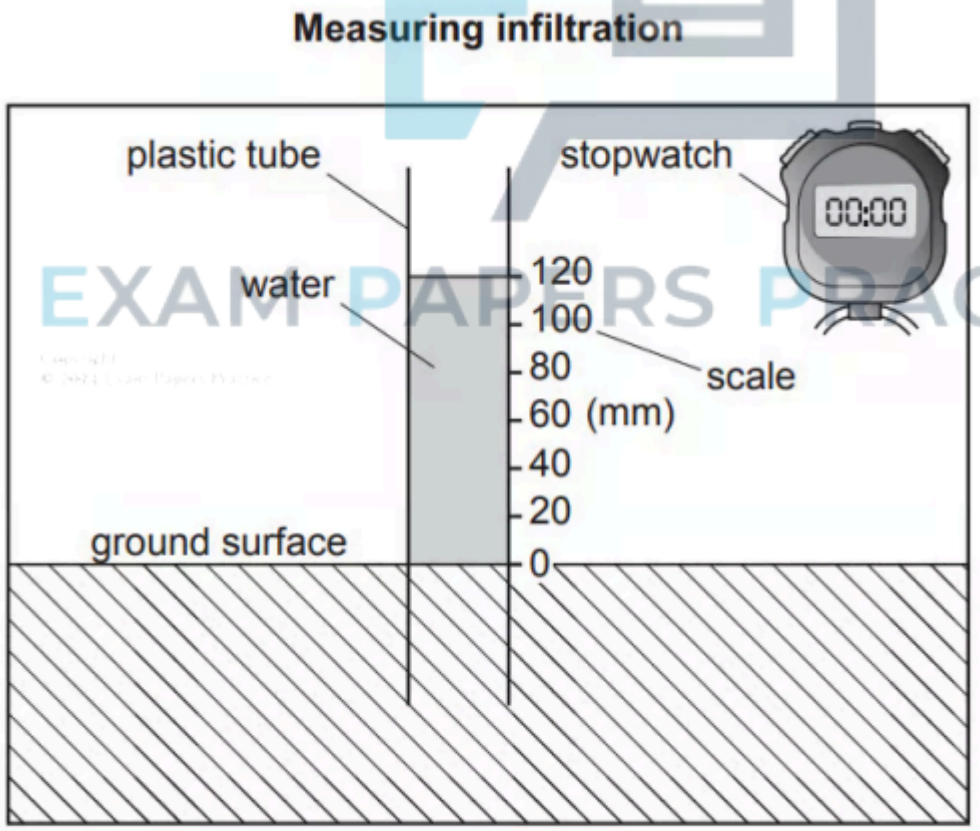


Fig 2.2

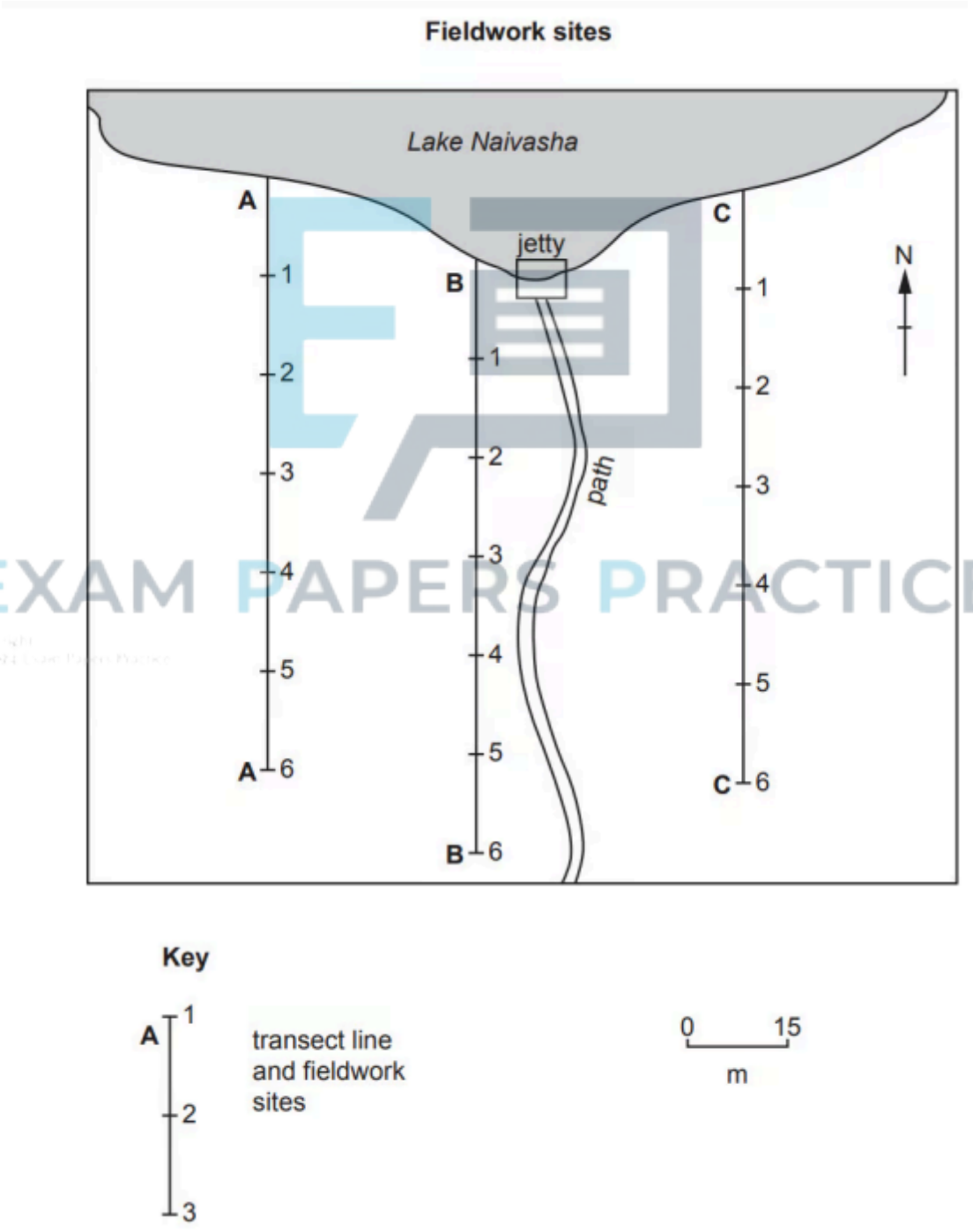
Describe how the students measured infiltration.

[4]

[4 marks]

Question 2

The class of students did their fieldwork along transect lines going down to the shore of the lake. The class was divided into three groups and each group worked on a different transect line. These are shown in Fig. 2.1.



To investigate Hypothesis 2: The rate of infiltration is greater on steeper sloping land,the students measured the slope gradient at each site along the transect lines.

Describe a method to measure the slope gradient. Refer To the equipment the students would use.

[4]

[4 marks]

Question 3

Students were studying theBradshaw model which describes how the characteristics of a river change downstream.

To investigate Hypothesis 1: River velocity increases downstream,the students used the following equipment:

float	stop-watch
tape measure	two ranging poles

Describe how the students used this equipment to measure river velocity.

[4]

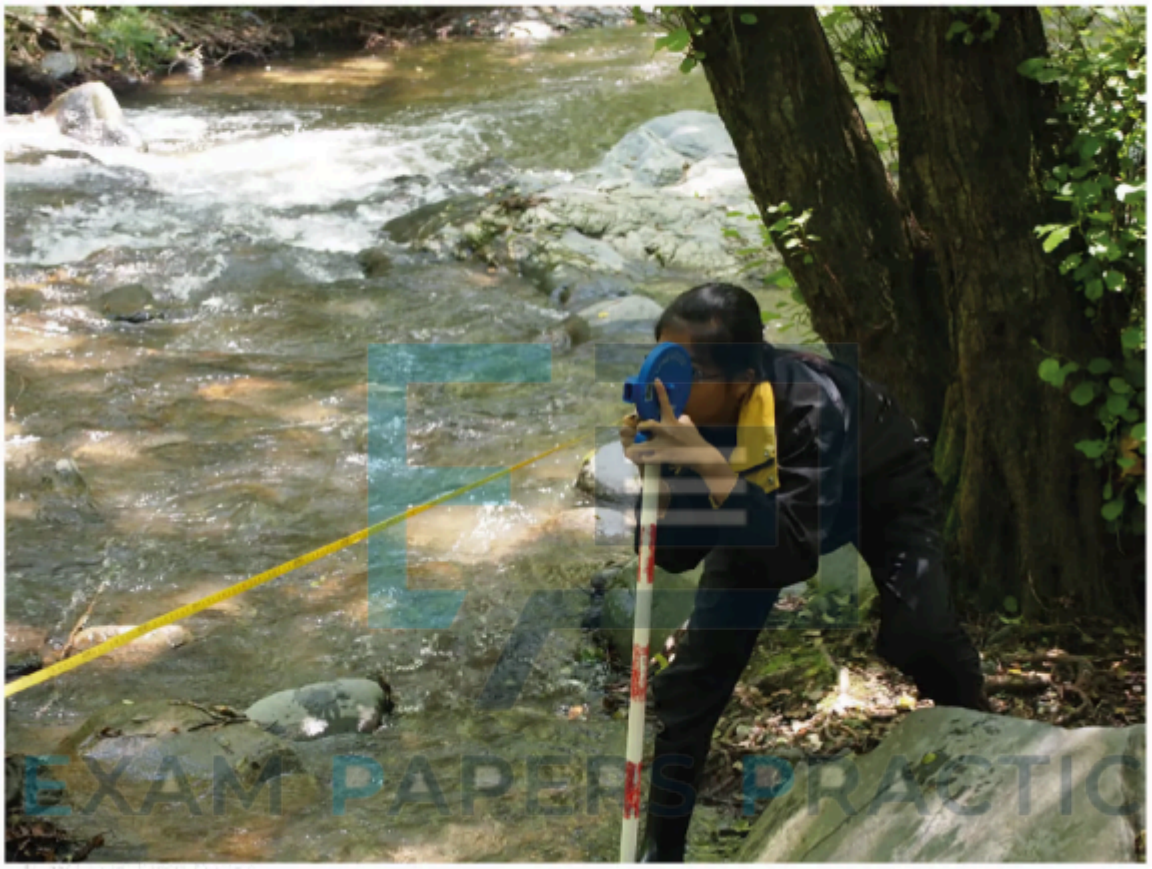
[4 marks]

Question 4

To test Hypothesis 2: The gradient of the river bed decreases downstream,the students used the method shown in Fig.
2.2 below.

Fig. 2.2 for Question 2

Measuring the gradient of the river bed



Describe how they measured gradient.

[4]

[4 marks]

Question 5

Students were studying theBradshaw model which describes how the characteristics of a river change downstream. The students decided to investigate another characteristic included in theBradshaw model. Describe how they could measure channel size (width and depth) at different sites downstream.

[4 marks]

Question 6

To investigate Hypothesis 2: Average velocity of river flow increases downstream,the students measured the velocity at each site using the equipment shown in Fig.1.3.

Equipment used to measure river velocity (not to scale)

Fig 1.3

Describe how they measured velocity.

[4]

[4 marks]

Question 7

The students selected six sites along the river approximately 2 kilometres apart to do their fieldwork.

In pairs they measured the width of the river channel at each site using a tape measure.

Nextthey measured the depth of the river. In the space below draw an annotated (labelled) diagram to explain how they would do this.

[4]

[4 marks]