WJEC Geography
Unit 2 – Environmental and Development Issues

Walking Talking Mock

Time: 1 hour 30 minutes
Total marks: 83

Section A

THEME 5: Weather, climate and ecosystems
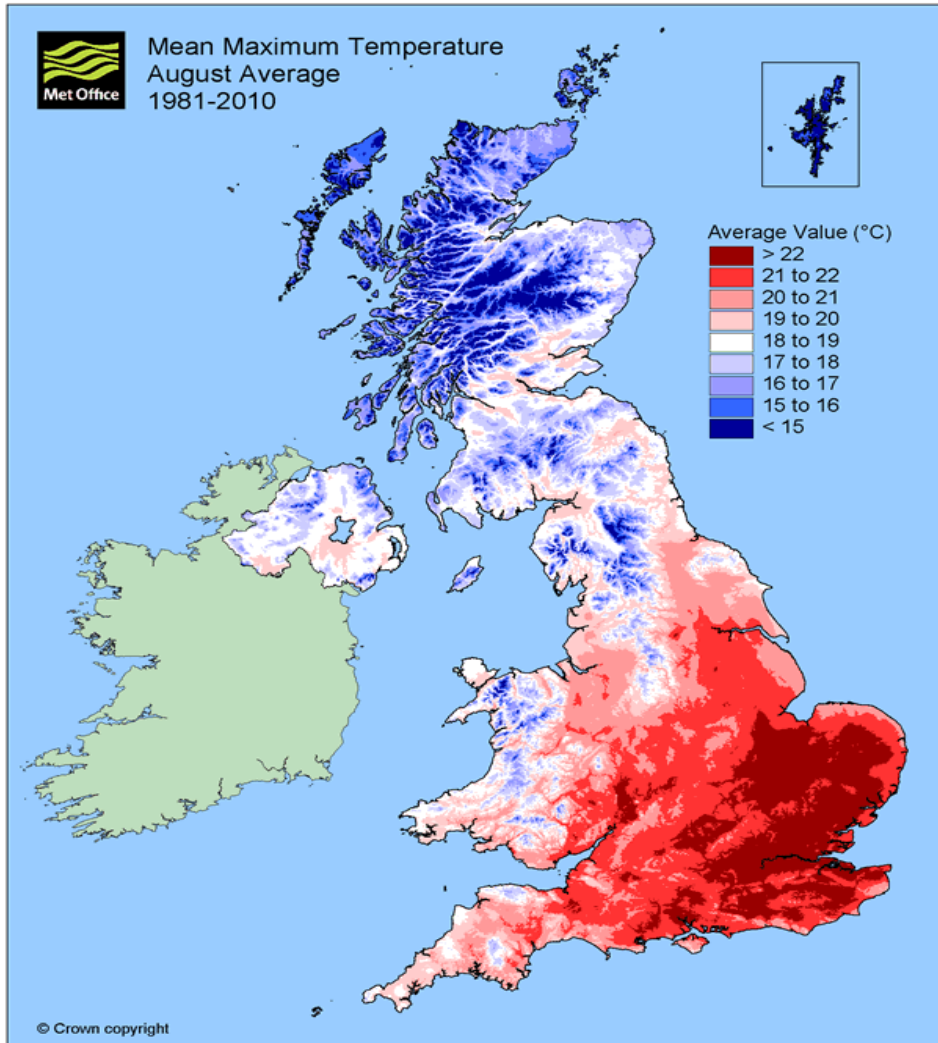
THEME 6: Economic development

Section B Options

THEME 7: Social development

OR

THEME 8: Environmental challenges

Study

Mean Maximum Temperature
August Average
1981-2010

Met Office

Average Value (°C)
- > 22
- 21 to 22
- 20 to 21
- 19 to 20
- 18 to 19
- 17 to 18
- 16 to 17
- 15 to 16
- < 15

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Your task – group
Think, pair, share
What does the map show?
What does the key show?
What pattern does it show?

Study = look at the map, pick out any patterns. You'll need to have done this to answer an upcoming question

1. (a) (i) Complete the following passage using three words or figures from the box below. (3)

- The hottest temperatures are in the ……………………………….. of England.

- The temperature in the coldest parts of Scotland is …………………………….. degrees Celsius.

- The south of the UK is generally hotter than the north of the UK due to ……………………………… .

latitude
altitude
south-east
15-16
west
North
less than 15
aspect
21-22

Tips

- Only use the words from the box

- Circle the words you think are correct before you write them in

1. (a) (i) Complete the following sentences using **three** terms from the box below. (3)

The hottest temperatures are in the south-east of England.

The temperature in the coldest parts of Scotland is less than 15 degrees Celsius.

The south of the UK is generally hotter than the north of the UK due to latitude.

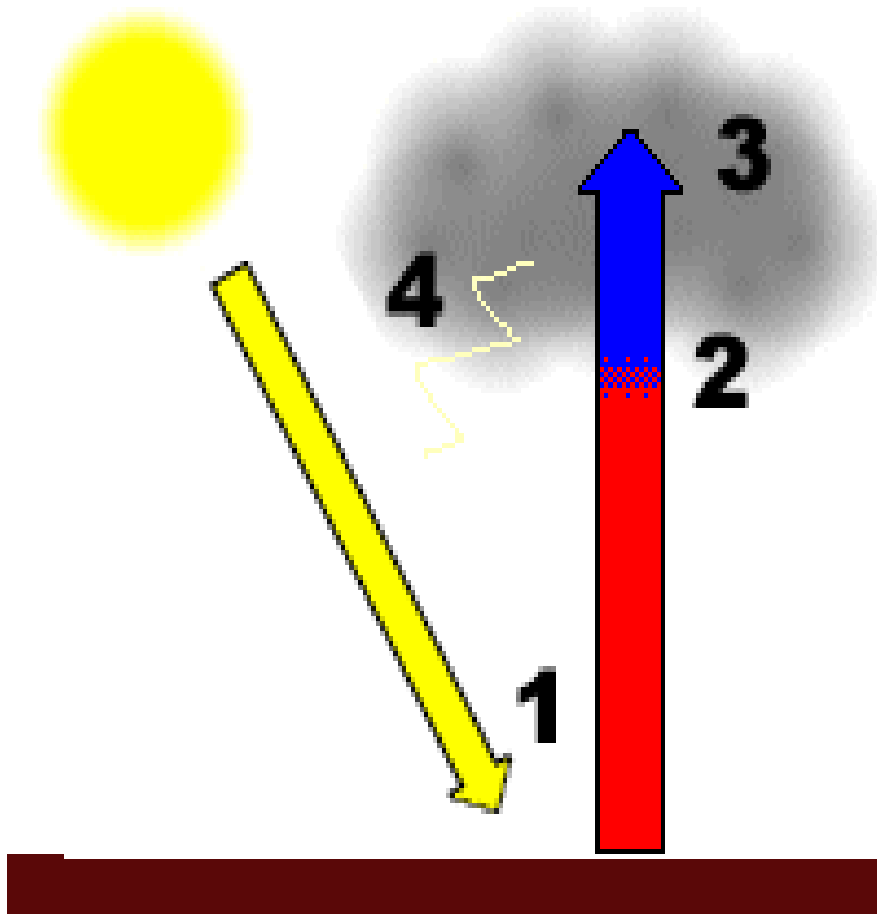> **You won't need these words!**
>
> altitude
> 15-16
> west
> North
> aspect
> 21-22

Study

(ii) Write the four correct numbers from Diagram 1.2 alongside each correct label in the table below. One of the labels is incorrect. (4)

Label	Number
As the air rises it cools and water vapour condenses	
Heavy rain storms occur. These usually include thunder and lightening	
The sun heats the ground and warm air rises	
Air is forced to rise over the mountain	
When the condensation point is reached large clouds are formed	

Tips

- Work out which sentence is incorrect
- Think about the sequence of events needed to create clouds and rain

(ii) Write the four correct numbers from Diagram 1.2 alongside each correct label in the table below. One of the labels is incorrect. (4)

Label	Number
As the air rises it cools and water vapour condenses	2
Heavy rain storms occur. These usually include thunder and lightening	4
The sun heats the ground and warm air rises	1
Air is forced to rise over the mountain	x
When the condensation point is reached large clouds are formed	3

Tips
- Work out which sentence is incorrect
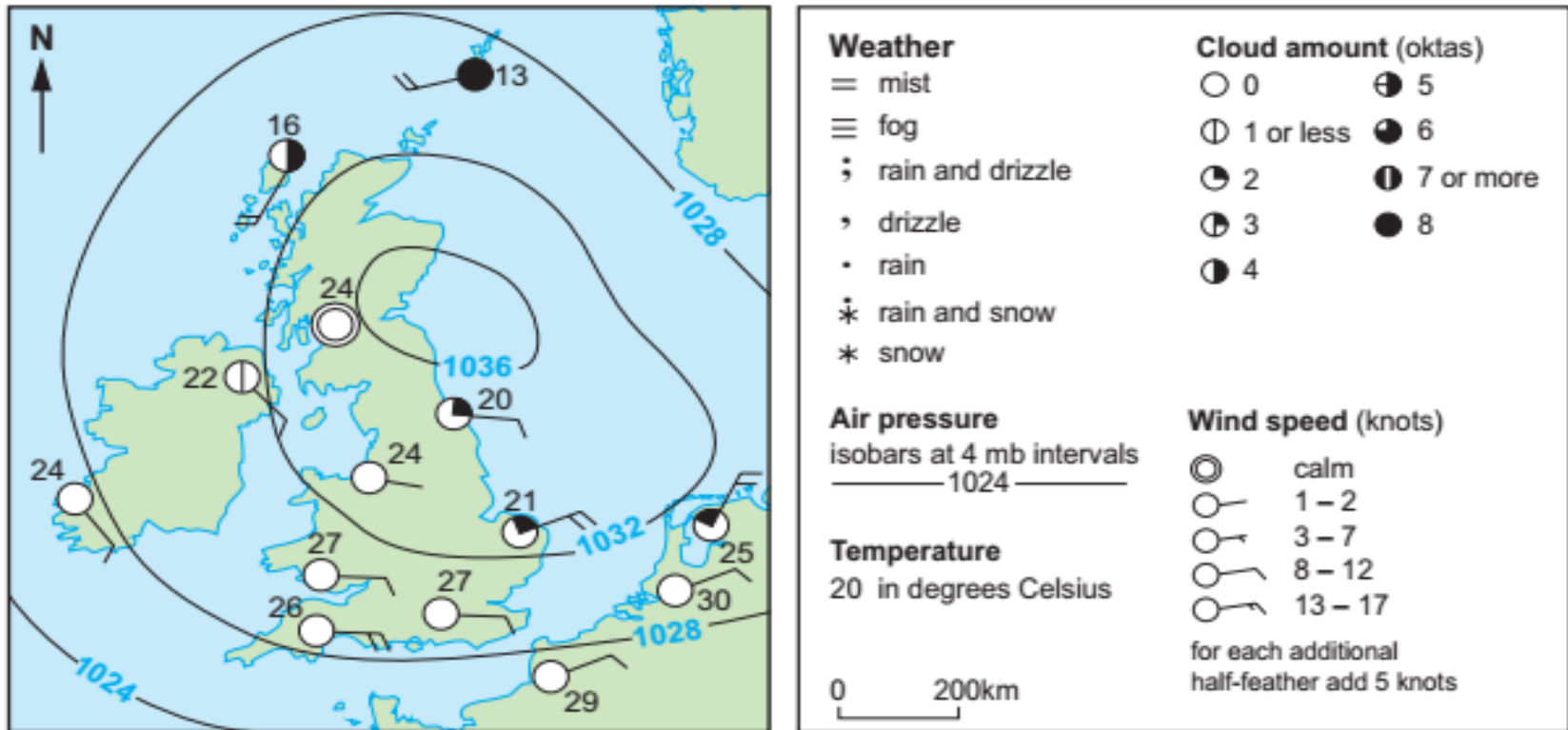- Think about the sequence of events needed to create clouds and rain

State

- (iii) State one way in which distance from the equator affects temperature (1)

Accepted responses

✓ Closer to the equator the higher the temperature (1)
✓ Further from the equator the lower the temperature (1)

Study

Weather
= mist
≡ fog
; rain and drizzle
, drizzle
· rain
* rain and snow
* snow

Air pressure
isobars at 4 mb intervals
——— 1024 ———

Temperature
20 in degrees Celsius

0   200km

Cloud amount (oktas)
○ 0   5
◑ 1 or less   ● 6
◔ 2   7 or more
◑ 3   ● 8
◑ 4

Wind speed (knots)
◎   calm
○—   1 – 2
○—   3 – 7
○—   8 – 12
○—   13 – 17

for each additional
half-feather add 5 knots

Your task – group -Think, pair, share
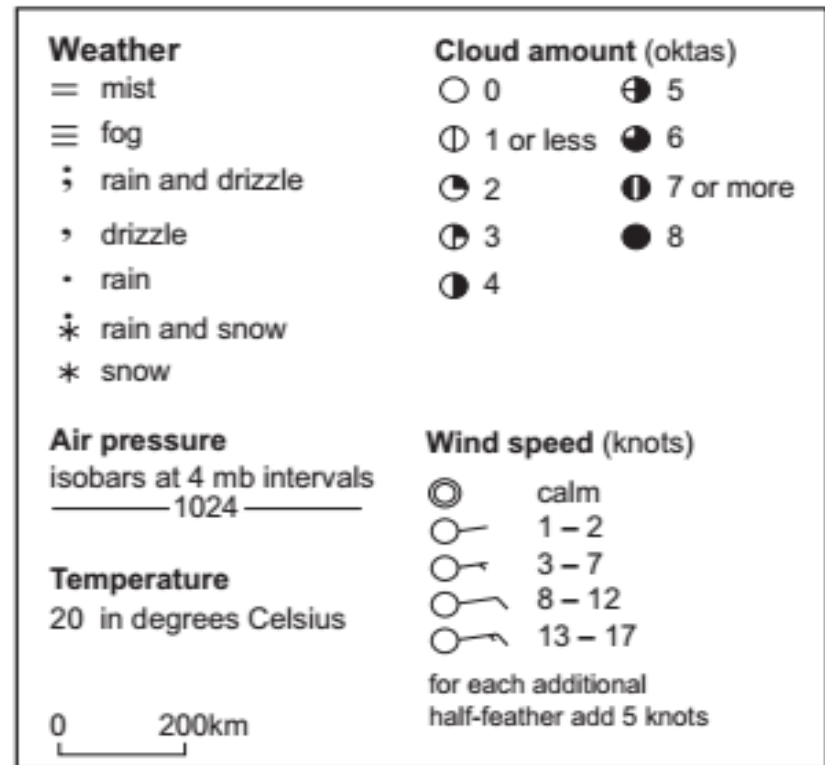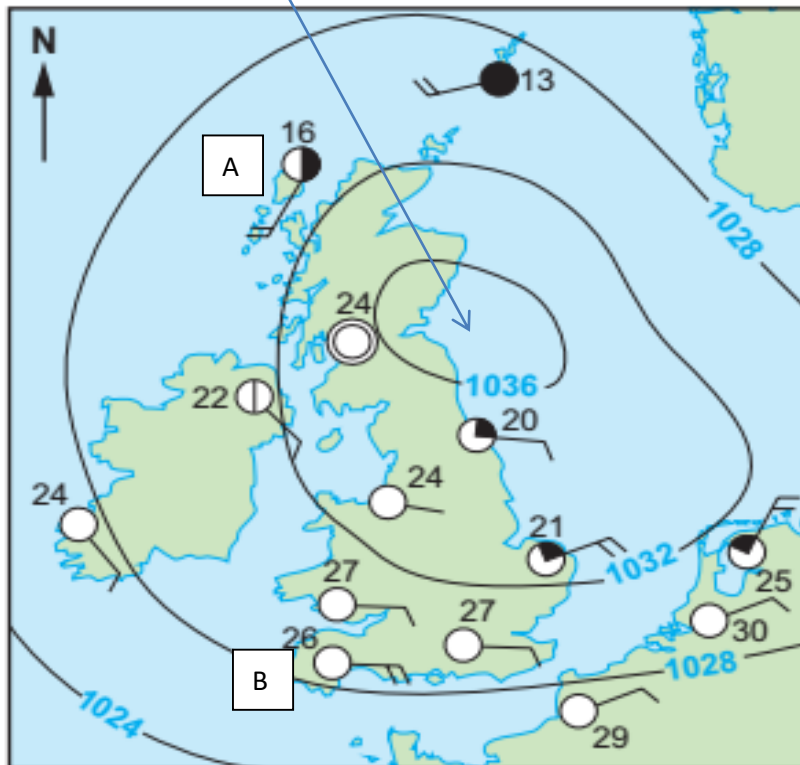What does the map show?
What does the key show?
What pattern does it show?

Study = look at the map, pick out any patterns. You'll need to have done this to answer an upcoming question

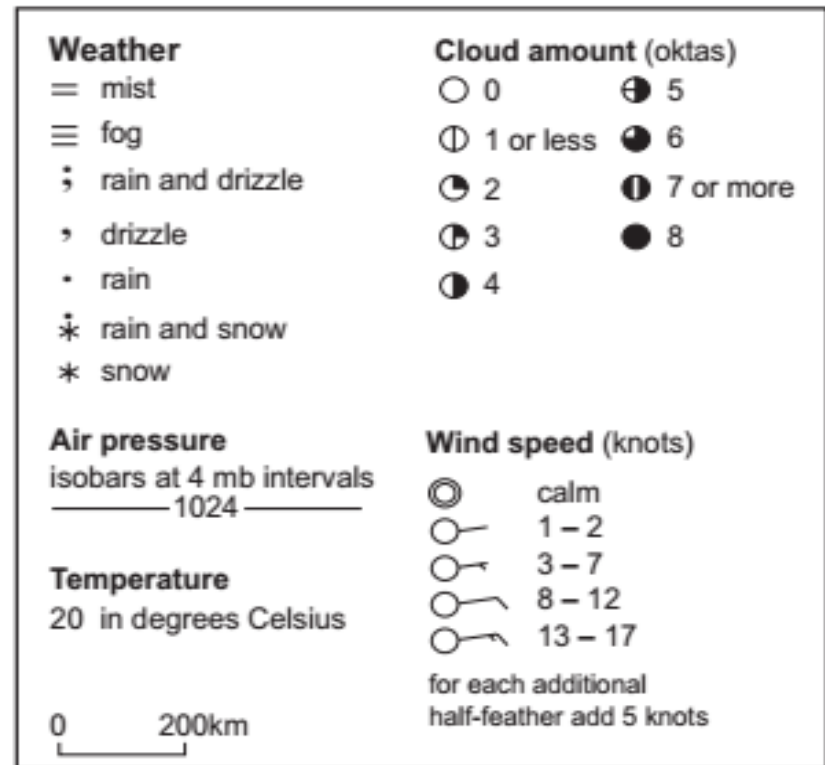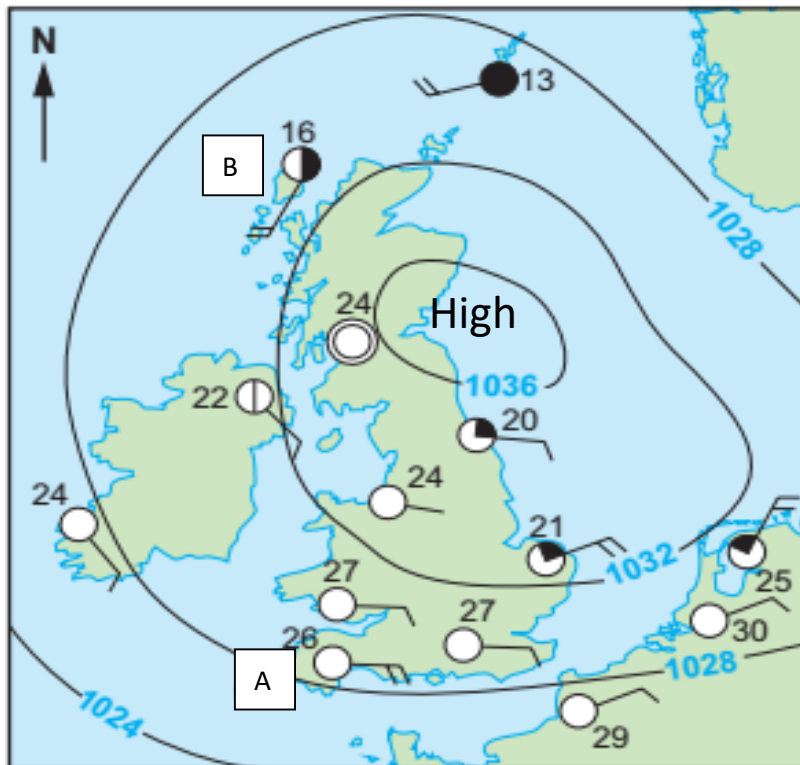# (b) (i) Complete the weather map by adding the word 'High' to the area of highest pressure

Tips

- Look at the isobars
- The highest pressure will be in small area above the highest number

Weather

= mist
≡ fog
⁏ rain and drizzle
, drizzle
· rain
✳ rain and snow
✱ snow

Cloud amount (oktas)

○ 0
◐ 1 or less
◕ 2
◔ 3
◑ 4
⊕ 5
● 6
◗ 7 or more
● 8

Air pressure
isobars at 4 mb intervals
———— 1024 ————

Temperature
20 in degrees Celsius

Wind speed (knots)

◎ calm
○— 1 – 2
○— 3 – 7
○— 8 – 12
○— 13 – 17

for each additional
half-feather add 5 knots

0   200km

(b) (i) Complete the weather map by adding the word 'High' to the area of highest pressure

Tips

- Look at the isobars
- The highest pressure will be in small area above the highest number

N

13

16
B

High

1028

24
22
1036
20

24

24
21

1032
25

27

27

26
A
30

1028

29

1024

Weather		Cloud amount (oktas)	
=	mist	○ 0	◉ 5
≡	fog	◐ 1 or less	● 6
⁙	rain and drizzle	◔ 2	◕ 7 or more
⁌	drizzle	◑ 3	● 8
•	rain	◕ 4	
✱	rain and snow		
✳	snow		

Air pressure
isobars at 4 mb intervals
——— 1024 ———

Temperature
20 in degrees Celsius

0   200km

Wind speed (knots)

◎   calm
○—   1 – 2
○—   3 – 7
○—   8 – 12
○—   13 – 17

for each additional
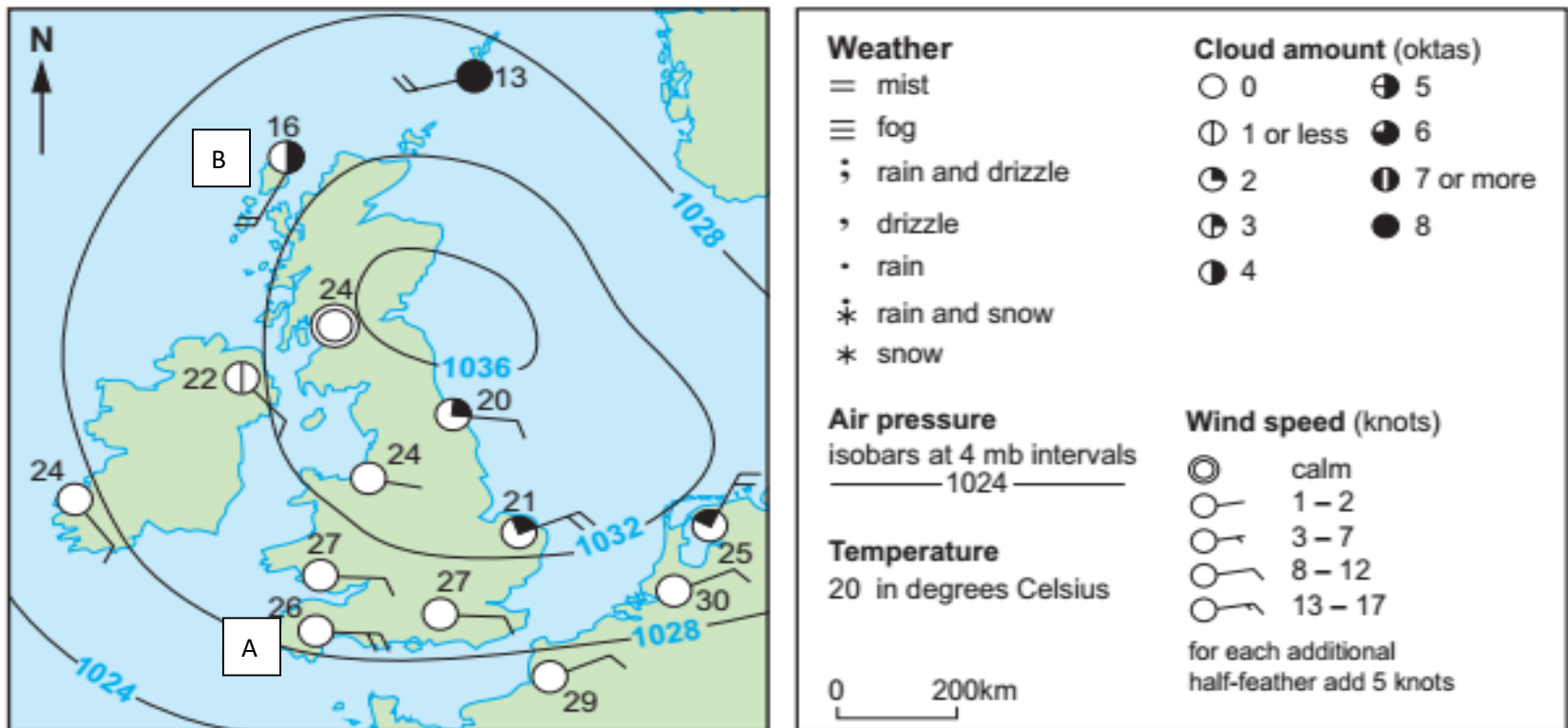half-feather add 5 knots

Calculate

(ii)   Calculate the difference in temperature between station A and B.

Tips

- Locate station A – write down temperature
- Locate station B – write down temperature
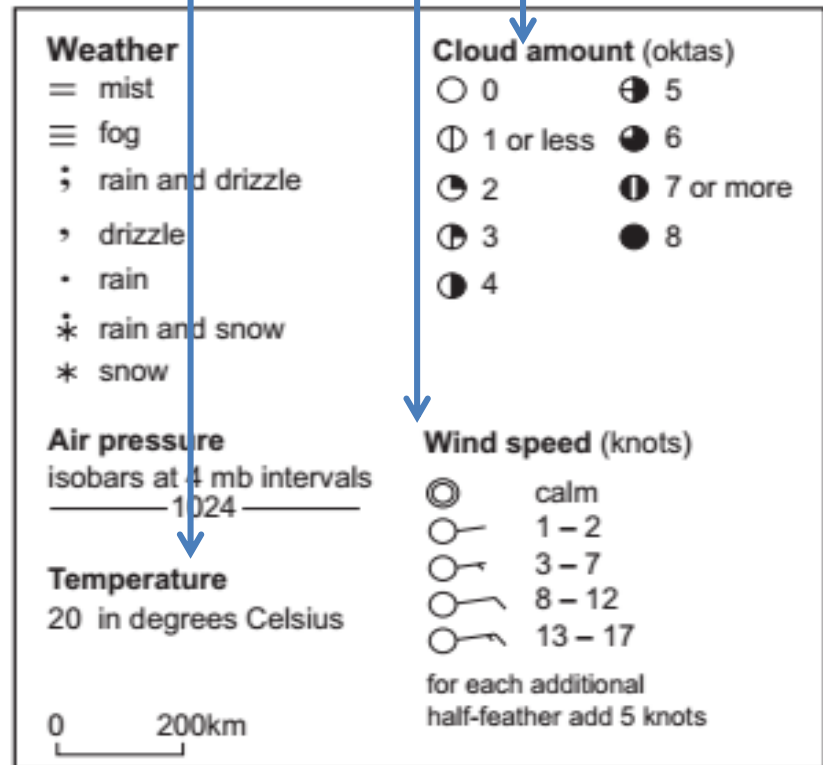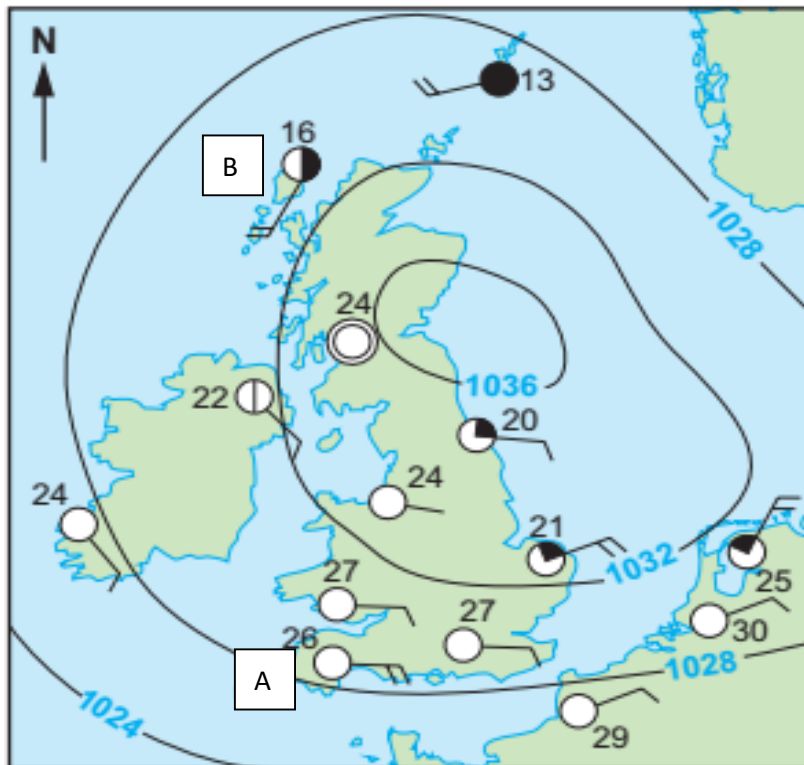- Use subtraction to work out the difference in temperature
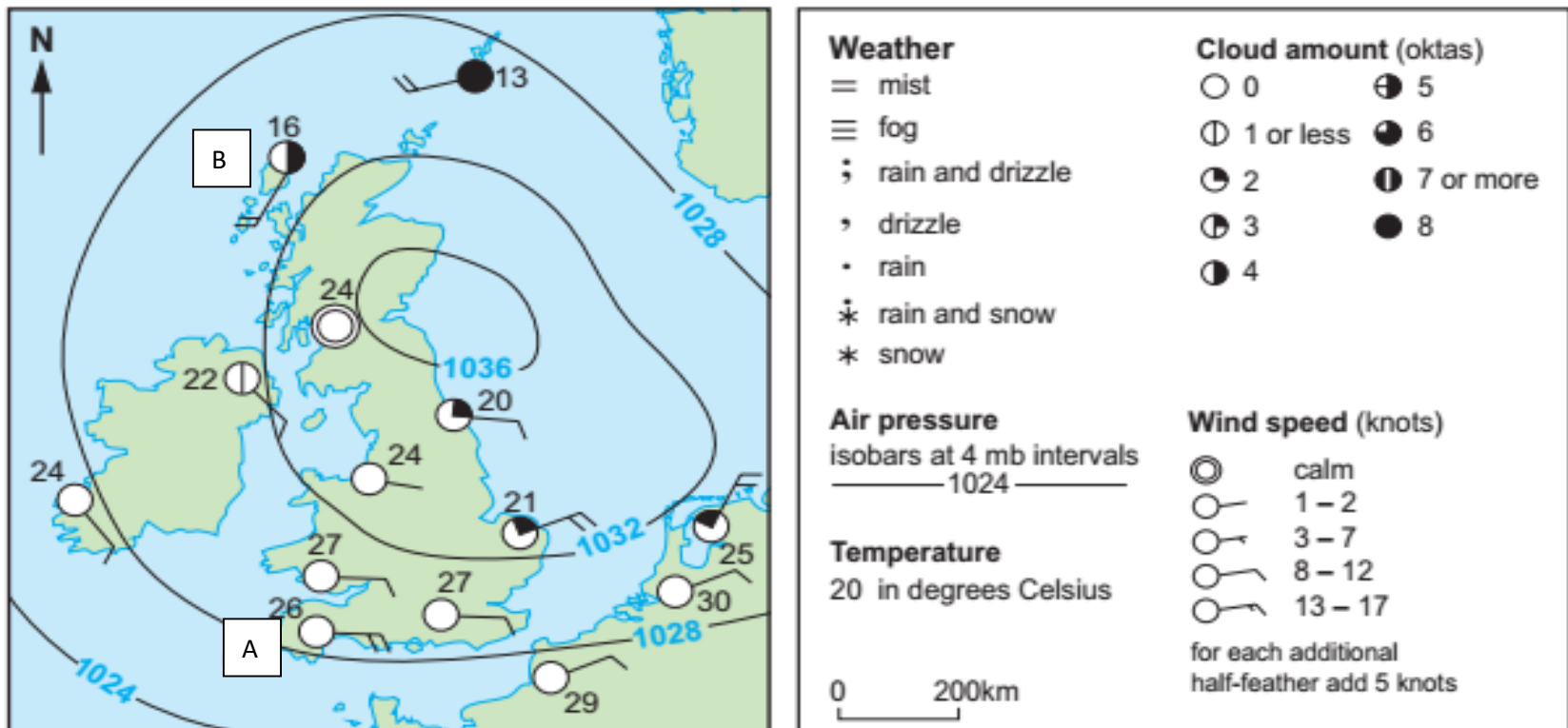
- Station A – 16

- Station B – 26

- 26-16 = 10

- (iii)   Use the key from Weather Map 1.3 to complete the table below.

The amount of cloud at Station A was	
The wind speed at Station A was	
The wind direction at Station A was	
The temperature at Station A was	

Weather
= mist
≡ fog
; rain and drizzle
, drizzle
· rain
* rain and snow
* snow

Air pressure
isobars at 4 mb intervals
——— 1024 ———

Temperature
20 in degrees Celsius

0   200km

Cloud amount (oktas)
○ 0   5
① 1 or less   6
◑ 2   7 or more
◑ 3   8
◑ 4

Wind speed (knots)
◎   calm
○–   1 – 2
○–   3 – 7
○–   8 – 12
○–   13 – 17

for each additional
half-feather add 5 knots

- (iii)   Use the key from Weather Map 1.3 to complete the table below.

| The amount of cloud at Station A was	0 oktas
The wind speed at Station A was	18-22 knots
The wind direction at Station A was	easterly
The temperature at Station A was	26 degrees Celcius

Give

(iv) Give **one** reason why it is dry at Station A (2)

Tips
- Think why we get DRY weather
- What type of pressure do we have?
- What is air doing when it is DRY?
- What will no be present when it is DRY?

✓There is high pressure (1)

✓*so air sinks (1)*

✓*as it sinks the air warms (1)*

✓*water evaporates(1)*

✓*lack of cloud and rain (1)*

Study
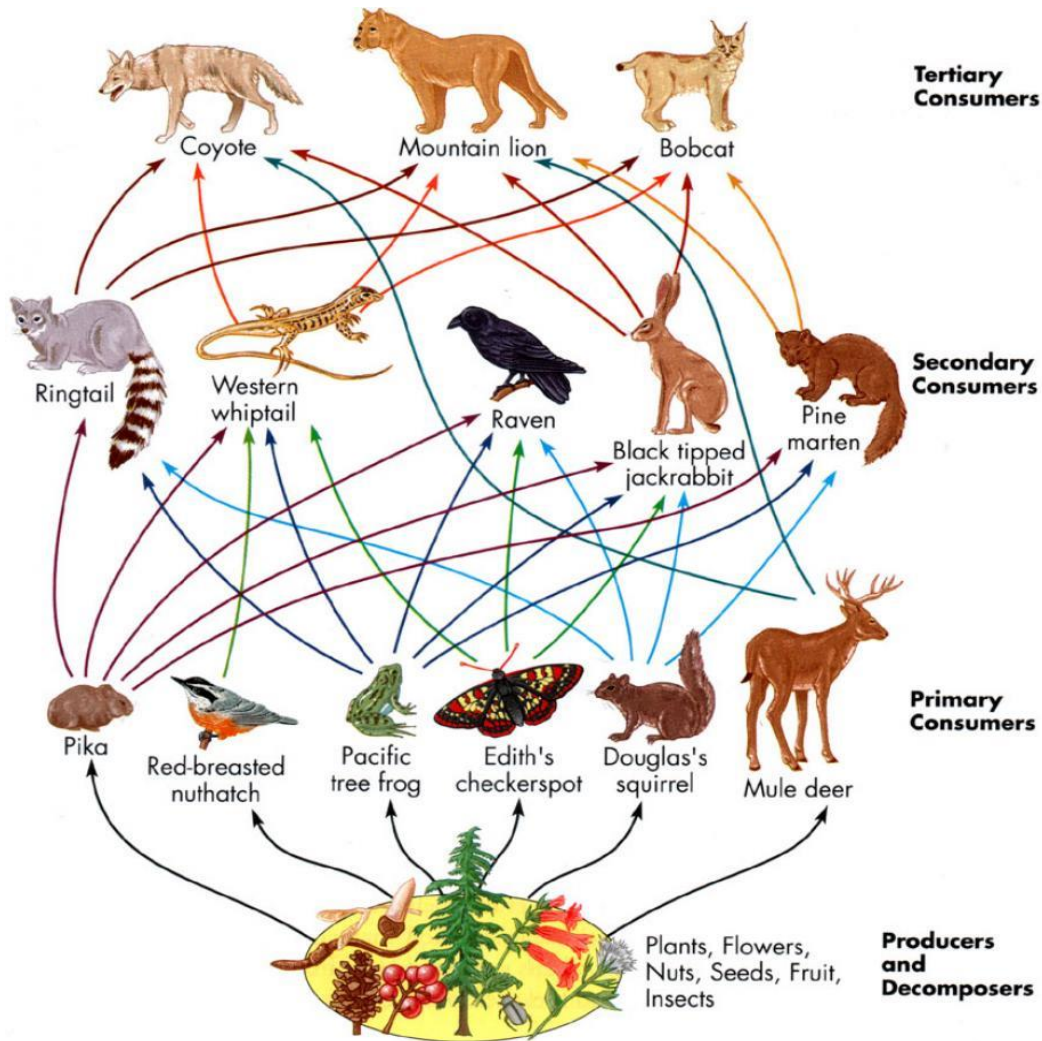
Give

(c) (i) Give **two** reasons why there are less tertiary consumers than primary consumers. (4)

Tips

- Give two reasons
- Expand on each point
- Use connectives

✓ Tertiary consumers are generally larger animals (1)
✓ *that feed by eating a variety of smaller animals (1)*

✓ A small number of dominant animals control the food chain (1)
✓ *if there was too many tertiary consumers the amount of secondary consumer would decrease too quickly (1)*
✓ *this is not sustainable (1)*

Study

Study = look at the image, pick out any key features
You'll need to have done this to answer an upcoming question

Study

(ii) Suggest why plant growth the explosive in the environment shown in photograph 1.5 (2)

✓ The temperature is warm all year round (1) *which means crops can grow quickly all year (1)*
✓ There is reliable rainfall all year round (1) *allowing photosynthesis to continue all year (1)*
✓ Plants have all the nutrients they need (1)

Tips

- The image shows large amounts of plant life
- The image shows a plentiful water supply

Evaluate

(iii)   Evaluate the success of one energy production method in one ecosystem you have studied. (6)

Evaluate – give the strengths and weaknesses. Make a decision on the success

Your task – (Individually)
- Decide on an ecosystem you have studied (i.e. tropical rainforest)
- Decide on one method of energy production (i.e. Hydro-Electric Power)
- Make a list of advantages and disadvantages of that form of energy in your ecosystem
- Make a decision as to whether the form of energy production is a success or not

(iii) Evaluate the success of one energy production method in one ecosystem you have studied. (6)

Type of answer	Mark	Description
Perfect	5-6	First sentence names the ecosystem and the form of energy production. A variety of advantages and disadvantages of the form of energy production in the named ecosystem. Answer evaluates the form of energy production.
Good	3-4	First sentence names the case study. Identifies advantages and disadvantages of energy production in a named ecosystem. The answer may be imbalanced.
Basic	1-2	Simple statements show basic understanding of one form of energy production. Answer may lack clarity and/or detail.
Wrong	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Define

2. (a) (i) Define the term NIC. (1)

✓ Newly industrialised country (1)

Tips
- The theme of the topic is economic development
- How do we classify countries?

Suggest

(ii) Suggest two reasons for the fast growth of NICs such as Bangladesh. (4)

Tips

- Give two reasons
- Expand on each point
- Use connectives

- ✓ NIC governments have encouraged overseas MNCs to invest in factories (1)
- ✓ *this is called foreign direct investment (1)*
- ✓ *creating export processing zones (1)*
- ✓ *where exports are duty free (1)*
- ✓ *which reduces prices (1)*
- ✓ Large supplies of cheap labour (1)
- ✓ *saves money (1)*

Define

(b) The United Nations (UN) aims to assist in human development and in 2015 set up the Sustainable Development Goals to end extreme poverty.

Reducing extreme poverty can be achieved through bilateral aid and multilateral aid.

(i) Define the following terms:
Bilateral aid
Multilateral aid

Bilateral aid: Support is given directly from the government of one country to another (1)

Multilateral aid: Financial support is given by a large number of different governments to a large organisation like the United Nations who then use this money to support countries in need (1)

Suggest

(ii) Suggest two reasons why countries give aid. (4)

- ✓ Diplomacy and good relations (1) *aid improves relations within countries (1)*
- ✓ Tactics (1) *if a country wants to become a member of the United Nations giving aid will reflect well on them (1)*
- ✓ Economics (1) *this is an opportunity to build relations and then sell products to these countries (1)*

Tips

- Think of reasons why countries GIVE aid
- What type of country will these be?
- Give 2 points
- Expand each point
- Use connectives

Study

Local authority	Earnings per week (£)	
	Men	Women
Aberdeen	657	411
South Tyneside	480	324
Hull	470	299
Liverpool	478	369
Solihull	575	328
Gwynedd	367	300
Powys	426	296
Cardiff	479	344
Cornwall	402	266
Bristol	533	370
Mid Devon	468	254
North Norfolk	436	221
Winchester	575	363
Thanet	404	273
Hounslow	681	464
Westminster	706	565
City of London	1,045	780

North
South

Define

(c)(i) Define the 'North – South Divide'.

Refers to the perceived economic and social differences between south England and the rest of the UK (1)

Describe

(ii) Describe the location of the 'North – South Divide'. (2)

✓ linear (1)
✓ diagonal (1)
✓ from the south Wales border to the east of England (1)
✓ between the north and south (1)

Tips

- Use compass directions
- Use named places in the UK

Suggest

(iii) Suggest one way that the data from Figure 6.4 could be represented on a graph. (2)

Local authority	Earnings per week (£)	
	Men	Women
Aberdeen	657	411
South Tyneside	480	324
Hull	470	299
Liverpool	478	369
Solihull	575	328
Gwynedd	367	300
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Mid Devon	468	254
North Norfolk	436	221
Winchester	575	363
Thanet	404	273
Hounslow	681	464
Westminster	706	565
City of London	1,045	780
North		
South		

Your task – group Think, pair, share

How can we present numerical data?
Which techniques would best suit the data in Figure 6.4

✓ Bar chart (1)
✓ will allow the data sets to be shown clearly (1)
✓ discrete data (1)
✓ credit ruling out other data representation methods (1)

✓ Credit other methods

Outline

(iv) A student has decided to represent the data shown in Figure 6.4 on a map using proportional circles. Outline the positives and negatives of proportional circle maps as a method of data representation. (4)

Your task – group Think, pair, share

What are proportional symbols?
What are the positives of using them?
What are the negatives of using them?

✓ Visually present data (1)
✓ Locate data on a map (1)
✓ don't show variations at other locations (1)
✓ may require scale (1)
✓ easy to understand (1)
✓ Credit other valid responses

Examine

(d)Examine potential solutions to maintaining a sufficient water supply. You should refer to place(s) you have studied.

The accuracy of your writing will be assessed in your answer to this question. (3)

Important prompt words

Examine
Solutions
Maintaining

Type of answer	Mark	Description
Perfect	7-8	Your answer shows thorough understanding of the problems and solutions associated with water supply. Answer refers to maintaining water supply in **a named place**. The response has clear purpose, is fluent and logically structured.
Good	5-6	Your answer shows thorough understanding of the problems and solutions associated with water supply. Answers are beginning to examine the solutions. Meaning is clear. The response has purpose, is organised and well structured.
Okay	3-4	Your answer shows understanding of problems and solutions to maintaining water supply. Meaning is generally clear. The response is structured.
Basic	1-2	Your answer gives simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.
Wrong	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

Band	Marks	Performance descriptions for writing accurately
High	3	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	2	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	1	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in writing accurately does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

SECTION B: OPTIONS

Answer one question in this section, either Theme 7 **or** Theme 8.

Do not answer both as you won't have time!
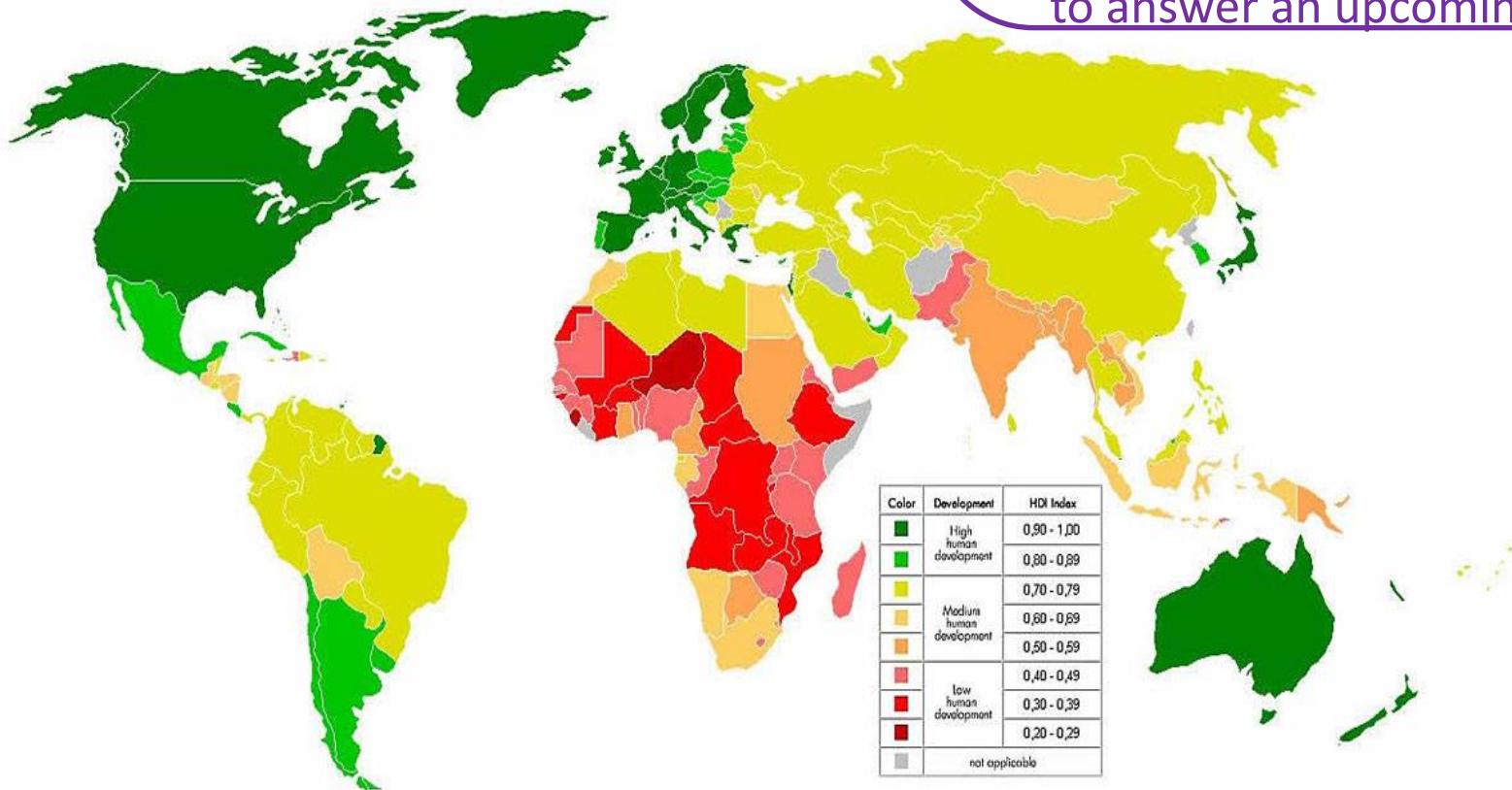
THEME 7: Social development
Study

Color	Development	HDI Index
	High human development	0,90 - 1,00
		0,80 - 0,89
		0,70 - 0,79
	Medium human development	0,60 - 0,69
		0,50 - 0,59
	Low human development	0,40 - 0,49
		0,30 - 0,39
		0,20 - 0,29
	not applicable	

Define

3 (a) (i) Define the Human Development Index. (1)

Measures a countries wealth, education and average life expectancy (1)

Suggest

(ii) Suggest one negative of HDI as a measure of development. (2)

✓ A more accurate measure than other measures of development (1)

✓ *Because it takes into account more than one factor (1)*

✓ Credit other valid responses.

Tips

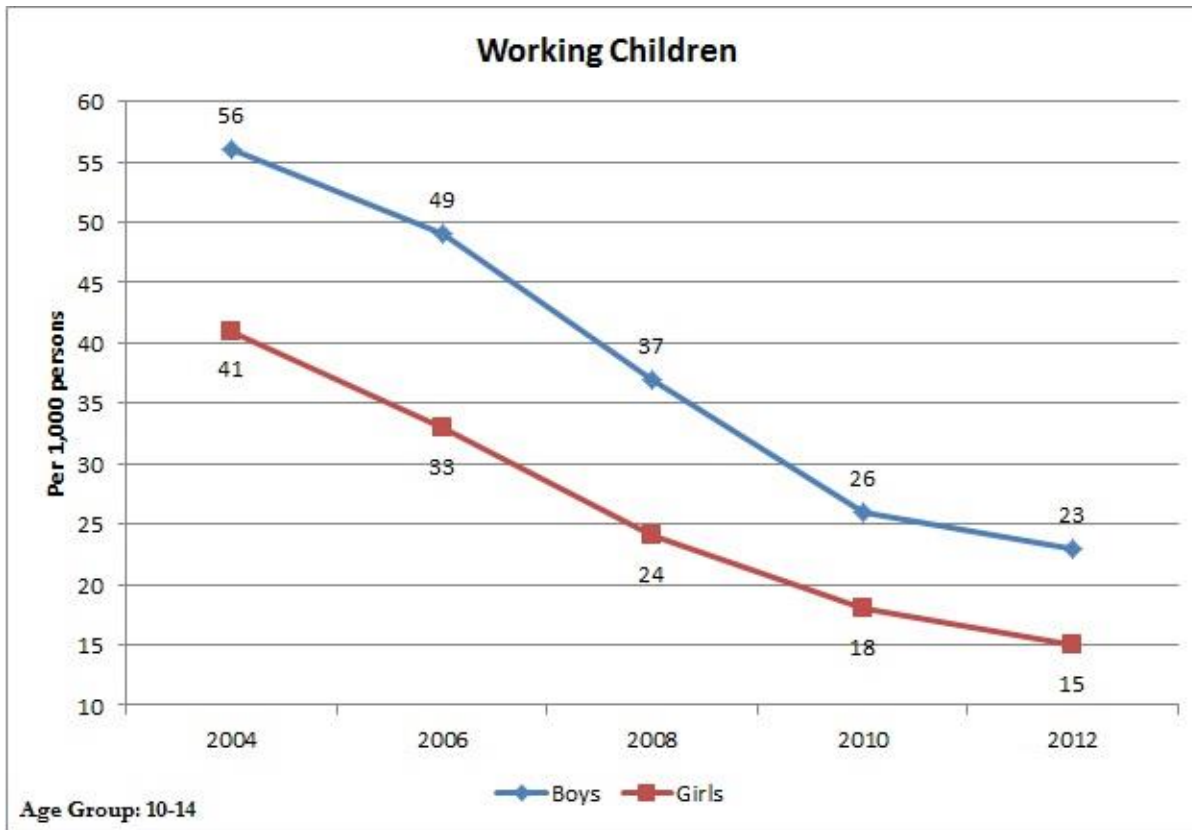- Give one negative and expand on it

- Use connectives

Describe

(iii) Describe the distribution of global HDI shown in Figure 7.1. (3)

- ✓ Countries with the highest GNI are in North America, Europe and Australasia (1)
- ✓ credit anomalies (1)
- ✓ the lowest HDI are in Africa (1)
- ✓ accurate use of the key for quantification (1)

Tips
- Describe the general pattern
- Which areas have the lowest HDI?
- Which areas have the highest HDI?
- Use the figures in the key

Study

Working Children

Age Group: 10-14

Boys: 56 (2004), 49 (2006), 37 (2008), 26 (2010), 23 (2012)
Girls: 41 (2004), 33 (2006), 24 (2008), 18 (2010), 15 (2012)

Your task – group Think, pair, share
What does the graph show?
What pattern does it show?

Study = look at the graph, pick out any patterns. You'll need to have done this to answer an upcoming question

Outline

(b)(i) Outline what the term child labour means. (2)

Tips

- Come up with two clear points

- Key terms are *child* and *labour*

✓ Children who work (1)

✓ In jobs such as mining (1)

✓ in low income/ developing countries (1)

✓ credit one accompanying fact (1)

Describe

(b)(ii) With reference to Figure 7.2, describe the trend of children working from 2004 to 2012. (4)

Tips

- Describe the general pattern
- What has happened the amount of working girls?
- What has happened to the amount of working boys?
- Use the figures

✓ There are less children working than boys (1)
✓ quantity difference (1)
✓ both girls and boys working have declined from 2004 to 2012 (1)
✓ Credit other valid responses.

Suggest

(iii) A student is going to conduct research into the number of child labour workers across the globe. **Suggest** one more piece of data that they may need to collect to help with their investigation.

Tips

- Only needs one piece of evidence
- Give a reason why you chosen that piece of evidence

✓ Literacy rates (1)
✓ *to show how many people are being educated* (1)
✓ *therefore not in work* (1)

✓ Information on individual countries (1)
✓ *to see which areas have more child workers* *(1)*

Name

(c) (i)Name a country that does not have water security. (1)

Tips
- Think about dry countries
- Think about poor countries

✓ Countries in Africa such as;
✓ Burkina Faso
✓ Chad
✓ Mali
✓ South Sudan
✓ Niger

✓ Countries in the Middle East such as;
✓ Iran
✓ Iraq
✓ Syria

Suggest

(ii) Suggest one reason why this country has water insecurity. (1)

Tips
Think about why a place would not have enough water

✓ climate (1)
✓ political unrest (1)
✓ economics (1)

✓ Credit other valid responses

Explain

(iii) Explain one way water insecurity impacts the country you have named. (2)

Tips

- Make one clear point
- Elaborate on your answer
- Use connectives

✓ higher death rate (1)
✓ lower life expectancy (1)
✓ because not enough water to drink (1)

✓ Credit other valid responses.

Assess

(d) Assess how the child labour crisis should be tackled. (6)

Tips

- Come up with a variety of strategies
- Link strategies to places
- Compare the success of different strategies

Assess

What strategies can be used to tackle child labour?

Draw a spider diagram with your chosen strategies. Link each strategy to a place.

(d) Assess how the child labour crisis should be tackled. (6)

Type of answer	Mark	
Perfect	5-6	Answer shows thorough understanding of the problems with child labour and expands on how this can be solved. The chosen solutions are explained in detail and are fully justified and linked to specific places. Meaning is clear. The response has purpose, is organised and well structured.
Good	3-4	Answer shows some understanding of the problems with child labour and expands on how this can be solved. Meaning is generally clear. The response is structured.
Basic	1-2	Answer gives simple statements that show basic understanding. Meaning may lack clarity in parts. Statements are linked by a basic structure.
Wrong	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

THEME 8: Environmental challenges

Study
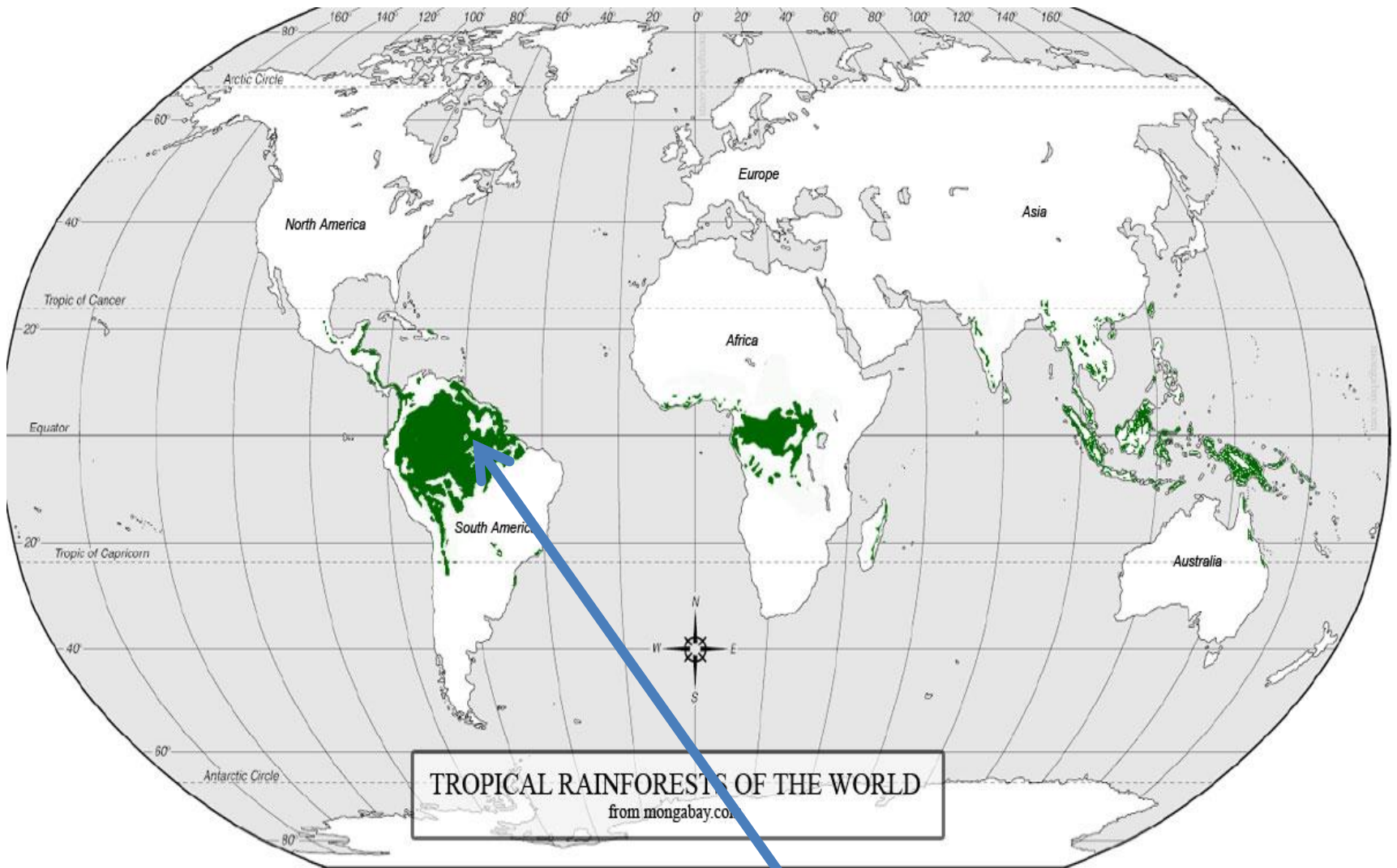

TROPICAL RAINFORESTS OF THE WORLD
from mongabay.com
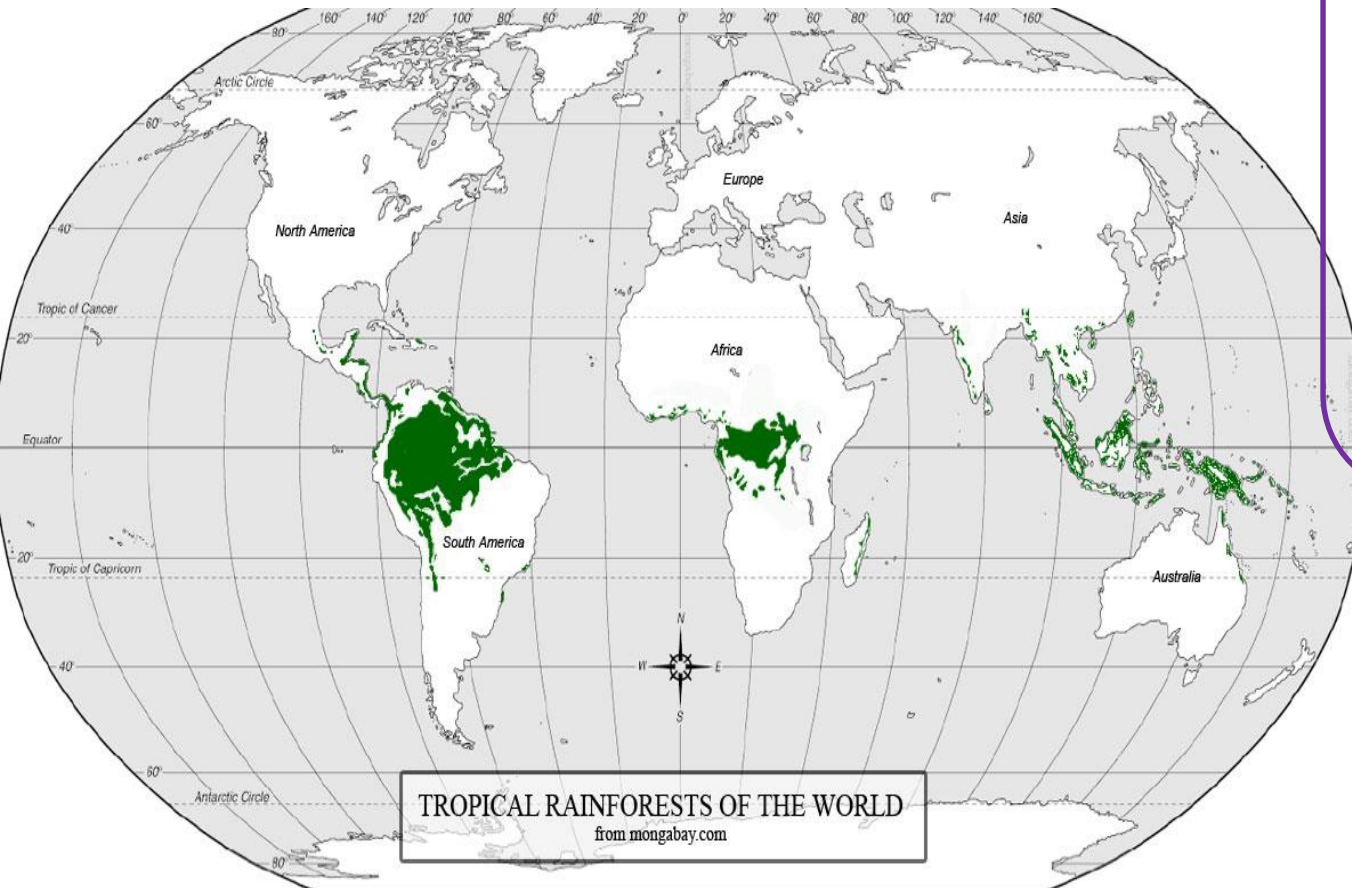
Your task – group Think, pair, share
What does the map show?
What pattern does it show?

Study = look at the map, pick out any patterns. You'll need to have done this to answer an upcoming question

TROPICAL RAINFORESTS OF THE WORLD
from mongabay.com

4 (a) (i) **Label** the Amazon rainforest on the map above (1)

Complete

Use the map to complete the box below. (2)

	Latitude
Southern most point of global rainforests	………….. degrees south
Northern most point of global rainforests	………….. degrees north

Use the map to complete the box below. (2)

Northern most point

Southern most point

TROPICAL RAINFORESTS OF THE WORLD
from mongabay.com
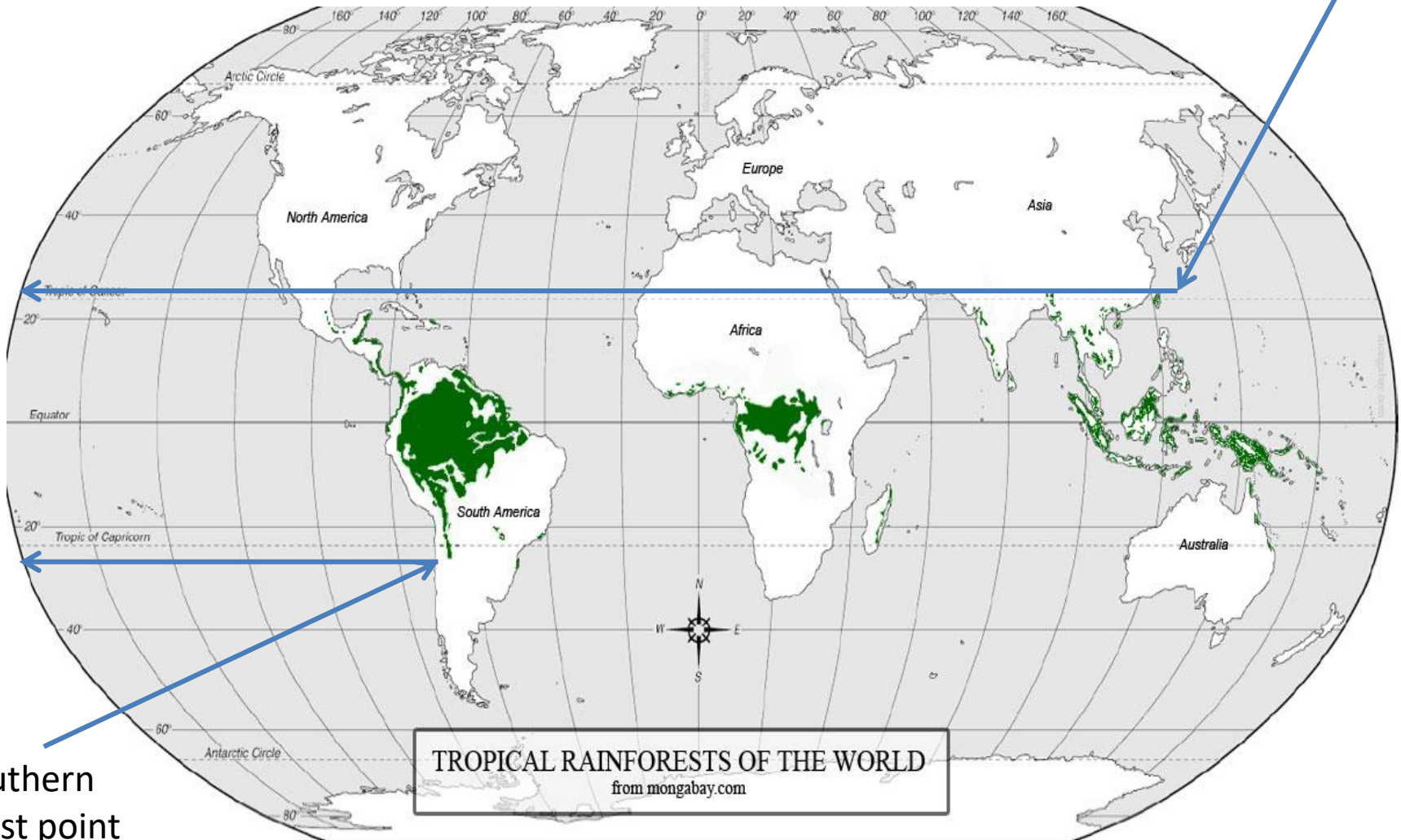
Describe

(iii) Describe the location of the world's rainforests. (2)

Tips

- What are the all close too?
- Name places

✓ Near the equator (1)

✓ Between the tropics (1)

✓ Accurate named location (1)

(b) The rainforest is being cut down at an alarming rate.
(i) What is the name given to this process? Tick (√) the correct answer. (1)

	Tick (√)
Afforestation	
Global warming	
Deforestation	

(b) The rainforest is being cut down at an alarming rate.
(i) What is the name given to this process? Tick (√) the correct answer. (1)

	Tick (√)
Afforestation	
Global warming	
Deforestation	√

Outline

(ii) Outline **two** reasons why the rainforest is being cut down.
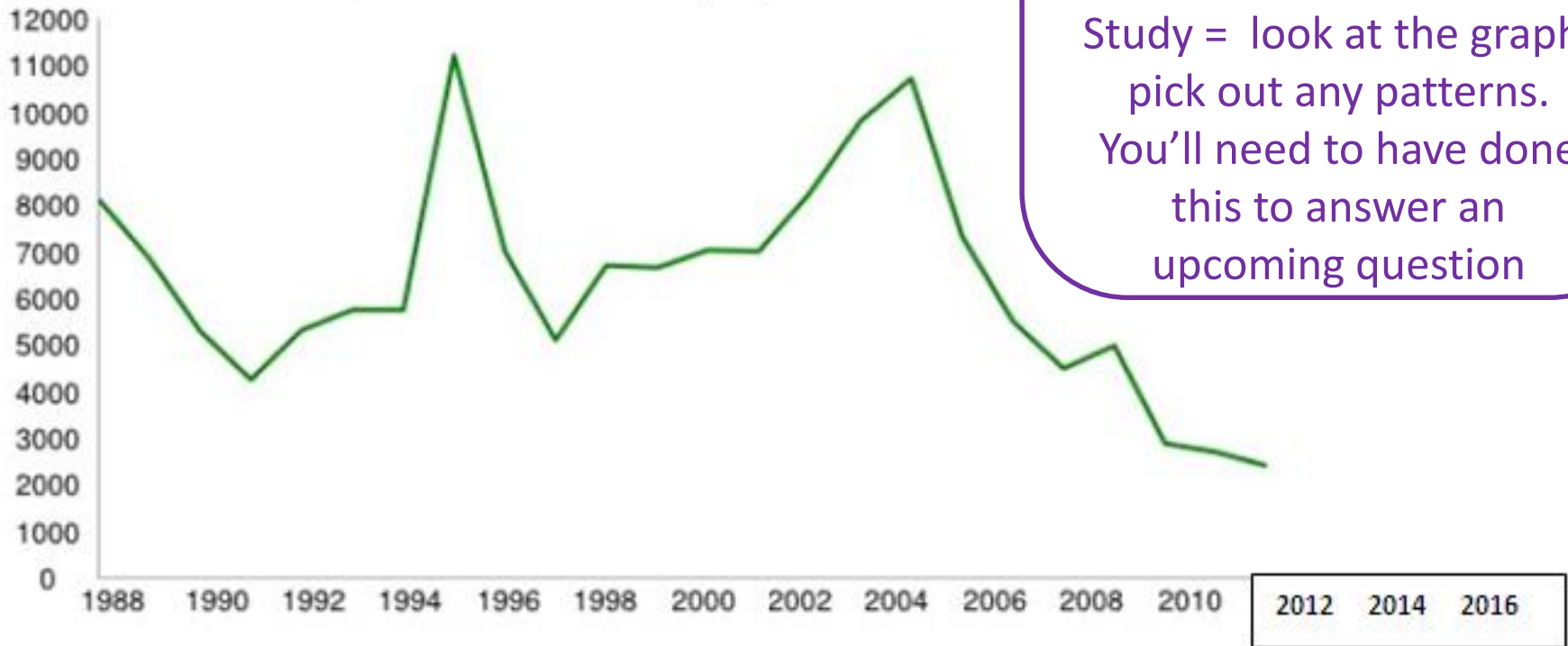
Tips

- One mark per reason
- Make sure you give two separate reasons

✓ Land is need for farming (1)

✓ Land is needed for housing (1)

✓ Logging companies selling the wood (1)

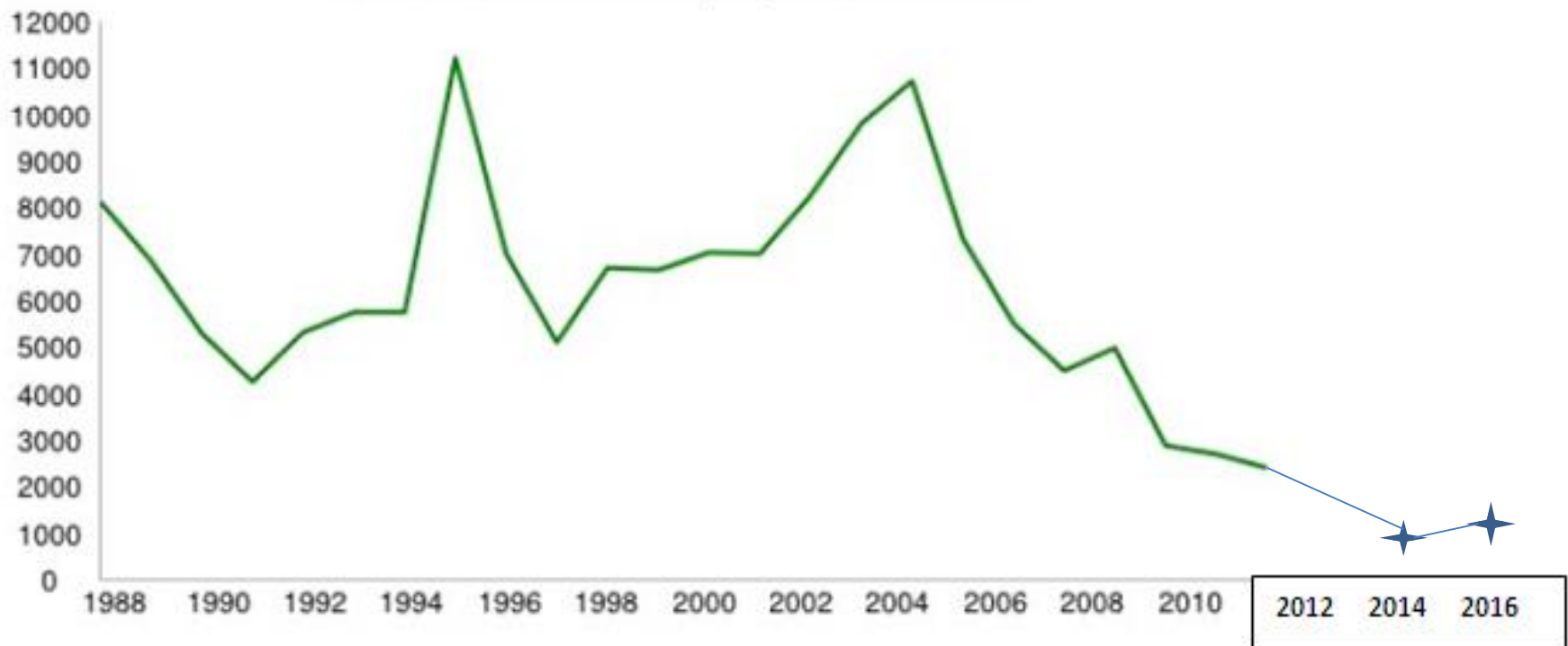# Study

Graph 4.2 Amazon Rainforest loss

(c) (i) Add the following information to Graph 4.2 (2)

Graph 4.2 Amazon Rainforest loss

Year	Rainforest loss (in square miles)
2014	1000
2016	1500

Describe

(ii) Describe the pattern of rainforest loss shown on Graph 4.2

Tips

- Describe the general pattern
- When was the peak?
- When was the fastest change?
- Use the figures

✓ Fluctuated from (1) from 1988-2004 (1)
✓ Fallen since 2004 (1)
✓ Quantification (1)

How

(iii) How can UK consumers having more choice have benefits for people living in LIC's?

Tips

- Social benefits

- Economic benefits

Task

Make a list of the possible benefits for people in LIC's

Think of the places that could be discussed to develop your answer

How

Potential points to discuss

✓ more jobs becoming available (particularly in factories)
✓ higher paid jobs
✓ multiplier effect as people are wealthier
✓ local suppliers can benefit
✓ other TNC's could move to the area

✓ Examples such as Ford in India could be used where 88 Indian suppliers feed the Ford plant.

(iii) How can UK consumers having more choice have benefits for people living in LIC's?

Band	Marks	Descriptor
3	5-6	Answer shows detailed understanding of the effects on people in LIC's. Specific examples are given. Meaning is clear. The response has purpose, is organised and well structured.
2	3-4	Answer shows understanding of the effects on people in LIC's. Response contains some elaboration. Meaning is generally clear. The response is structured.
1	1-2	Answer has simple statements that show basic understanding. Meaning may lack clarity in parts. Statements are linked by a basic structure.
0	0	Award 0 marks if the answer is incorrect or wholly irrelevant.

How far do you agree?

(iv) 'Ecotourism doesn't do enough to enough to protect habitats'   (6)

How far do you agree with this statement?

Suggested locations

- Kjata Tjuta National Park and the honeypot site of Uluru
- Sustainable tourism in the Arctic
- Peruvian ecotourism projects in the rainforest

Important prompt words –

Ecotourism – tourism that operates in a sustainable way

Habitats – the environment in which certain plants and animals need to survive

How far do you agree?

Ways in which ecotourism protects habitats

Ways in which ecotourism doesn't do enough to protect habitats

Make a decision – how far do you agree?

Fully, Partially, Not at all

(iv) 'Ecotourism doesn't do enough to enough to protect habitats'   (6)

How far do you agree with this statement?

Band	Marks	Descriptor
3	5-6	Makes a judgement that is very clearly supported by detailed evidence. Meaning is clear. The response has purpose, is organised and well structured
2	3-4	An opinion is given. The response applies some evidence to support the answer. Meaning is generally clear. The response is structured.
1	1-2	Simple statements showing basic understanding of the issue. Meaning may lack clarity in parts. Statements are linked by a basic structure.
0	0	Award 0 marks if the answer is incorrect or wholly irrelevant.