



## TOM NEWBY SCHOOL EXAMINATION



<b>Subject</b>	<b>Geography</b>	<b>Examiner</b>	<b>Miss M Albertyn</b>
<b>Date</b>	<b>13 June 2018</b>	<b>Total marks</b>	<b>75</b>
<b>Session</b>	<b>1</b>	<b>Duration</b>	<b>1½ hours</b>
<b>Grade</b>	<b>7</b>	<b>Moderator</b>	<b>Mrs W Pienaar</b>
<b>Special instructions/ Equipment</b>			

This Exam has been compiled using notes and information contained in the Tom Newby School book. The marking memorandum has been compiled accordingly. While alternative responses will be given due acknowledgement, the official memorandum will be considered a priority document to ensure uniformity of marking.

**NAME:** \_\_\_\_\_

**CLASS: 7** \_\_\_\_\_

### Instructions

- Read the questions carefully.
- Look at the mark allocation.
- Answer all the questions and work neatly.
- Take your time.
- Breathe, relax and all of the best!



### SECTION A

### Mapwork

**[31]**

Refer to the map on page 8 to answer the questions that follow.

1. Identify the important buildings found in the following grid squares:

a. D1 \_\_\_\_\_

b. C4 \_\_\_\_\_

(2)

2. Give the grid reference for the following places on the map:

a. City Hall \_\_\_\_\_

b. The library \_\_\_\_\_

c. Hope Street \_\_\_\_\_

(3)

3. Name the four map conventions found on this map.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(4)

4. Using the 8 compass points, give the direction from Police Station to:

a. Nelspruit High School \_\_\_\_\_

b. Promenade Hotel \_\_\_\_\_

c. Paragon Hotel \_\_\_\_\_

d. The Flower Clock \_\_\_\_\_

(4)

5. Is this is small scale map or a large scale map? Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_

(2)

6. Give clear directions from the College to the Flower Clock, by following the red lines on the map. Include two different types of landmarks.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(8)

7. Calculate the straight line distances between:

a. The Police station and the City Hall

\_\_\_\_\_

b. The Fire station and the Promenade Hotel

\_\_\_\_\_

(4)

8. Read the SMS message Lauren sent her friend giving directions to her home.



Draw your own sketch map to show the route from the hotel to Lauren's house. The hotel has been inserted for you. (Draw lightly in case you need to rub out.) (8÷2=4)

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## **SECTION B**

## **Natural disasters**

**[33]**

1. Earthquakes cause damage to infrastructure. Name 3 services that could be damaged by an earthquake. (3)

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2. Reorganise the following facts by writing each letter under the correct heading. (6)

- Convection currents occur here.
- Up to 60km thick
- Temperatures around 1200°C
- Possibly made of iron and nickel
- Temperatures of 5 500°C
- Hard and semi-molten rock

<b>Crust</b>	<b>Mantle</b>	<b>Core</b>

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3. The poorest people suffer the most from earthquake damage. Compare a rich and poor country by giving four differences, which explain why the poorest suffer the most.

(4)

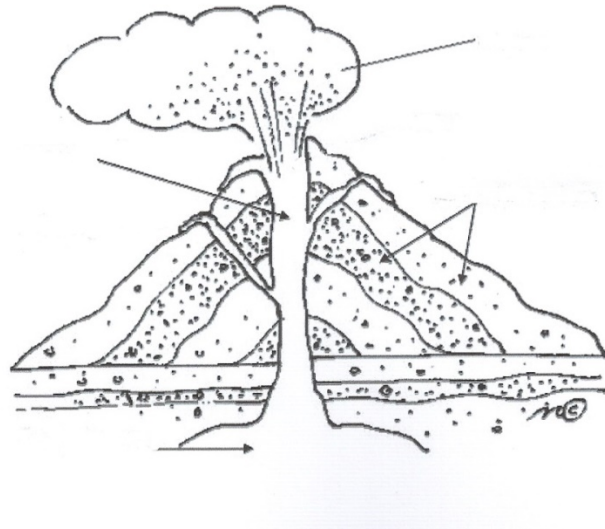


<b>Rich country</b>	<b><u>Poor country</u></b>
1.	1.
2.	2.
3.	3.
4.	4.

4. Draw a 'Quake-proof' house and label the 4 most important features needed for the house to withstand an earthquake.

(5)

5. State what the letters a-d represent on the diagram.



a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

(4)

6. What do you think is worse- a volcanic eruption or an earthquake? Justify your answer.

(2)

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7. Illustrate and label the 4 layers of the Earth's structure.

(4)

8. What do you predict for the future of South Africa- will we experience more or less natural disasters? Justify your answer. (1)

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9. Draw a divergent plate movement and a transform plate movement. (2)

Divergent movement

Transform movement

10. Compare the focus and the epicentre of an earthquake. (2)

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**SECTION C** **Paragraph** **(5)**

Write a paragraph explaining what people can do to reduce the impact of earthquakes. Ensure you include at least 5 facts.

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**SECTION D****Match the columns****[6]**

Choose the correct definition with the words in the second column. Write the correct letter under each number.

Definition	Words
1. Organization which assists after a natural disaster	a. Displacement
2. Volcanoes which erupt almost all the time	b. Richter Scale
3. Measures how strong an earthquake is	c. Extinct
4. Volcanoes that are inactive at this time	d. Active
5. Measures movement of the Earth's surface	e. Dormant
6. Forced away from where you live	f. Seismograph
	g. United Nations

1.	2.	3.	4.	5.	6.

**Please check your work carefully!**





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**CLASS:** 7

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<u>Rich country</u>	<u>Poor country</u>
Buildings are made to stand the force of an earthquake.	Buildings are poorly made.
Emergency teams are trained to deal with the effects of an earthquake.	There are poor emergency plans and poorly trained emergency workers.
Communication systems are good.	Communication systems are slow.
The government provides rescue equipment, food, water and blankets after an earthquake.	Days passed before rescue teams arrive in some areas.
There are special meeting places or evacuation points in cities where people must go if an earthquake or tsunami happens.	People do not know what to do when the earthquake happened.
Every home is encouraged to have an earthquake kit which includes: drinking water, clothes, dried food and other emergency supplies.	Too few doctors and medicines to treat all the injured people, so many people die. Others die from diseases that spread through the ruined settlements.

Ways to reduce the impact of earthquakes include:

a) Making stronger buildings.

Building structures should be designed in such a way that they can withstand tremors from the ground. Buildings in areas where there is a high risk of an earthquake are required to follow strict rules or regulations. These buildings have to have special foundations that allow the earth to move without the building collapsing. Some of the building regulations include:

- restricting their height .
- building wide roads between buildings helps to prevent the spread of fire during an earthquake and also allows buildings to sway without crashing into each other.
- gas and water pipes as well as electricity cables are well protected.

b) Developing earthquake and tsunami warning systems

c) Having emergency plans that shut down dangerous industries such as power stations and gas supplies.

d) Training rescue workers to help survivors.