



## 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:**                     **MEMO**                    

**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 \_\_\_ **Hospital** ✓ \_\_\_

**Identify**

b. C4 \_\_\_ **Fire Station/prison** ✓ \_\_\_

(2) **2**

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

a. City Hall \_\_\_ **C2** ✓ \_\_\_

**Apply**

b. The library \_\_\_ **B2** ✓ \_\_\_

**3**

c. Hope Street \_\_\_ **C3** ✓ \_\_\_

(3)

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

\_\_\_ **Title** ✓ \_\_\_

\_\_\_ **Scale** ✓ \_\_\_

\_\_\_ **Key** ✓ \_\_\_

**1**

\_\_\_ **Direction (N)** ✓ \_\_\_

(4)

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

a. Nelspruit High School SE ✓

b. Promenade Hotel S ✓

c. Paragon Hotel NE ✓

d. The Flower Clock SW ✓

(4)

3

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

Large scale. ✓ It shows a lot of detail over a small area ✓

5

\_\_\_\_\_ (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.

Turn right ✓ into Branders. ✓ Pass a church on your left/right. ✓ Turn right ✓ into

4

Ferreira. ✓ Turn left into Samora Machel ✓ The library will be on your right. ✓

The Flower clock will be on your right ✓

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (8)

7. Calculate the straight line distances between:

a. The Police station and the City Hall

5,5 / 5,6 / 5,7 cm x 150m = 825/840/855m ✓

3

b. The Fire station and the Promenade Hotel

4,5/4,6/4,7/4,8/4,9/5/5,1cm x 150m = 675/690/705/720/735/750/765m ✓ .

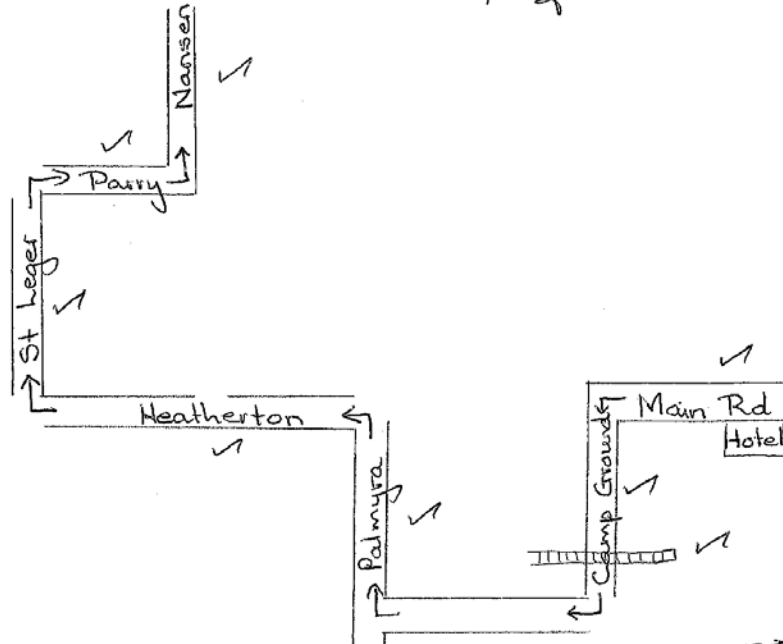
(4)

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)

The hotel has been inserted for you. (8÷2=4)



3  
draw

Hotel

**SECTION B**

**Natural disasters**

**[33]**

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

Roads / railway lines / pipelines ✓

Electricity / water ✓

Gas / sewerage ✓ (any 3)

1

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

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

2

Reorganise

Crust	Mantle	Core
b ✓	a ✓	d ✓
c ✓	f ✓	e ✓

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.



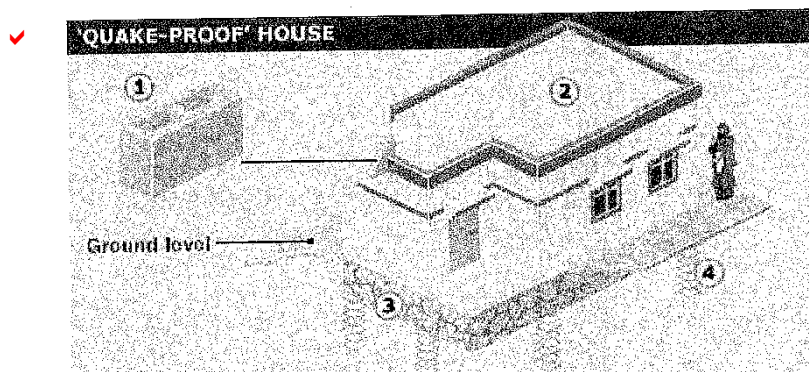
(4)

<u>Rich country</u>	<u>Poor country</u>
1. Buildings are made to stand the force of and earthquake. ✓	1. Buildings are poorly made.
2. Emergency teams are trained to deal with the effects of an earthquake.	2. They are poor emergency plans and poorly trained emergency workers. ✓
3. Communication systems are good.	3. 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.
4. There are special meeting places or evacuation points in cities where people must go if an earthquake or tsunami happens.	4. 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.

(any 4)

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

(5)



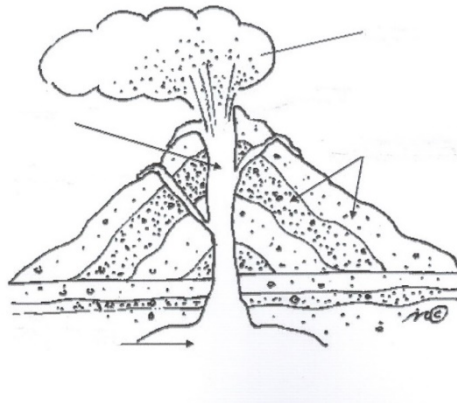
3

Draw

- a. **Hollow concrete bricks** help to cause minimal damage if they fall in an earthquake ✓ .
- b. **Roof** made from reinforced cement concrete ✓ .
- c. **Foundations** made of stones ✓ .
- d. Reinforced steel **corner pillars** providing strength and flexibility ✓ .

(4 + 1 for drawing)

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



a. \_\_\_Ash cloud ✓ \_\_\_\_\_

b. \_\_\_Lava ✓ \_\_\_\_\_

c. \_\_\_Magma (chamber) ✓ \_\_\_\_\_

d. \_\_\_Vent ✓ \_\_\_\_\_

1

Name

(4)

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

your answer.

(2)

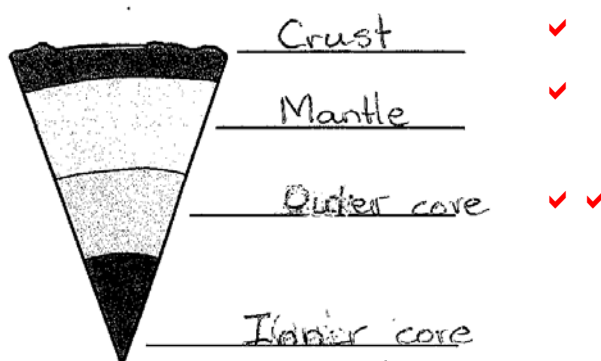
E.g. Earthquake – sudden, unexpected / causes more damage. ✓ ✓

5

\_\_\_\_\_ (any logical answers) Tell why

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

(4)



3

Illustrate

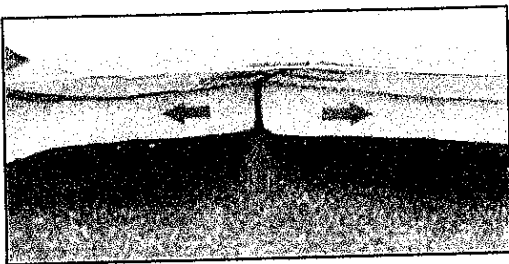
8. What do you predict for the future of South Africa- will we experience more or less natural disasters? Justify your answer. (1)

e.g. More due to pollution / climate change (any logical answer) ✓ 5

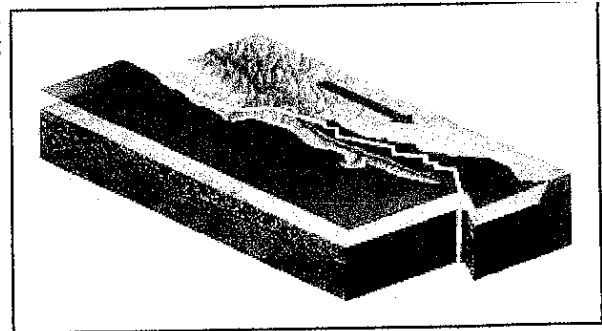
Predict

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

Divergent movement



Transform movement



3

Draw

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

Focus – the point where the earthquake starts (underground). Epicentre – point 4

directly ✓ above the focus.

Compare

### 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.

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 earthquakes and tsunami warning systems ✓
- c) Having emergency plans that shut down dangerous industries such as power stations and gas supplies ✓ . 1
- d) Training rescue workers to help survivors ✓ . Recall, Write

**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

5

Select

1.	2.	3.	4.	5.	6.
G ✓	D ✓	B ✓	E ✓	F ✓	A ✓

**Please check your work carefully!**

