

FORM 4

GEOGRAPHY (GENERAL)

TIME: 1h 30min

Name: _____

Class: _____

Answer all questions in the space provided.

- 1 (a) On the world map (Map 1 on page 4), shade and name the following two seas:
the **Mediterranean Sea** and the **North Sea**.

(2)

- (b) The countries listed below have their coastline touching either the North Sea or the Mediterranean Sea. Place the countries that have a coastline with the North Sea in the first column and those touching the Mediterranean Sea in the second column.

Malta, Greece, Denmark, Netherlands, Italy, Great Britain

<i>North Sea</i>	<i>Mediterranean Sea</i>

(3)

- (c) Briefly describe how the Mediterranean or the North Sea is being polluted.

(4)

- (d) On the world map, mark and shade the **Sahara desert**.

(2)

- (e) List **three** factors that influence the population density of the Sahara desert.

(3)

- (f) Name the country shaded and marked by the letter **A**.

(1)

- (g) Describe why the population density of country **A** is dense.

(3)

- (h) Name the countries marked by the letters **B**, **C** and **D** which are major oil producing countries.

B	
C	
D	

(3)

- (i) Why do you think it is difficult to drill for oil in countries marked **C** and **D**?

Country C _____

Country D _____

(4)

- (j) Briefly describe what can happen if oil tankers run aground or an oil pipeline bursts.

(3)

- (k) Name the cities lettered **E**, **F** and **G** on Map 1. Choose your answers from:

Addis Ababa, Seoul, Madras, Mexico City, São Paulo.

E	
F	
G	

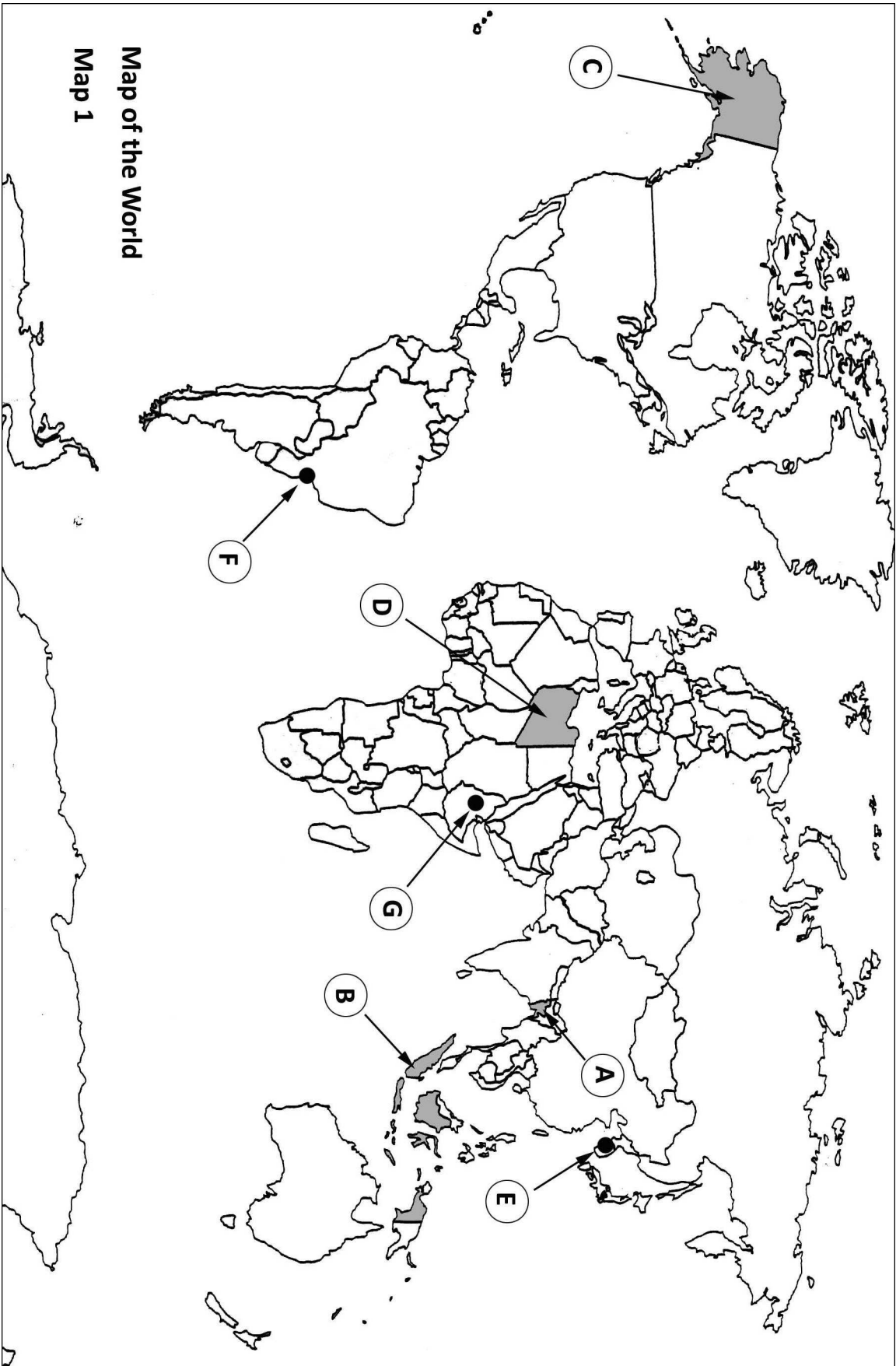
(3)

- (l) Which city mentioned in question (k) above is found in South America?

(1)

- (m) Explain why cities such as the ones named in (k) above are growing at a very fast rate.

(4)



Map of the World
Map 1

2. (i) Complete these sentences on the process of weathering.

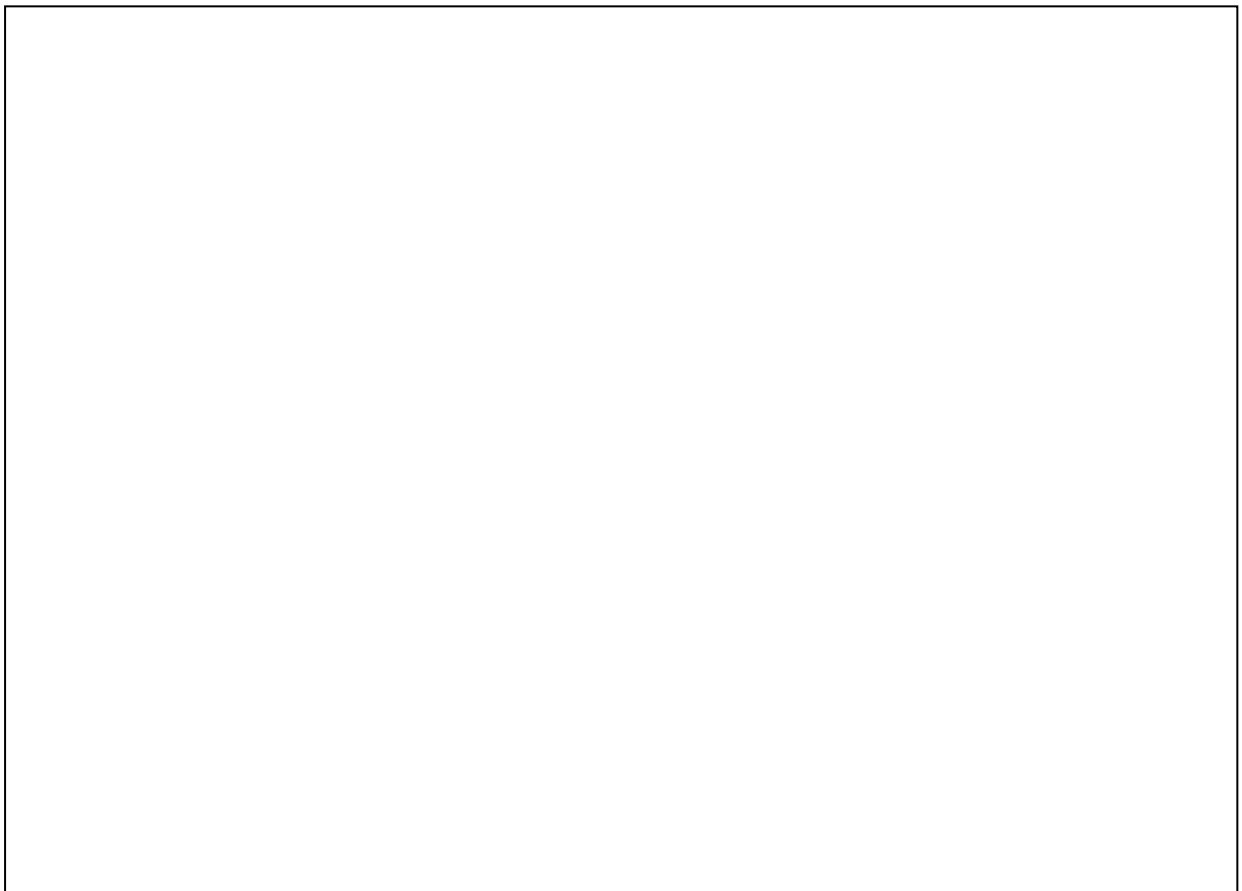
(a) **Onion-skin weathering** _____

(b) **Chemical weathering** _____

(c) **Biological weathering** _____

(9)

(ii) By means of labelled diagrams, show how **freeze-thaw weathering** can break up rocks.



(6)

3. Look carefully at the photo below. It shows a river moving along its course.



- (a) Name some ways by which rivers can be useful to people.

(4)

- (b) Describe how the river seen in the picture can erode and move material downstream.

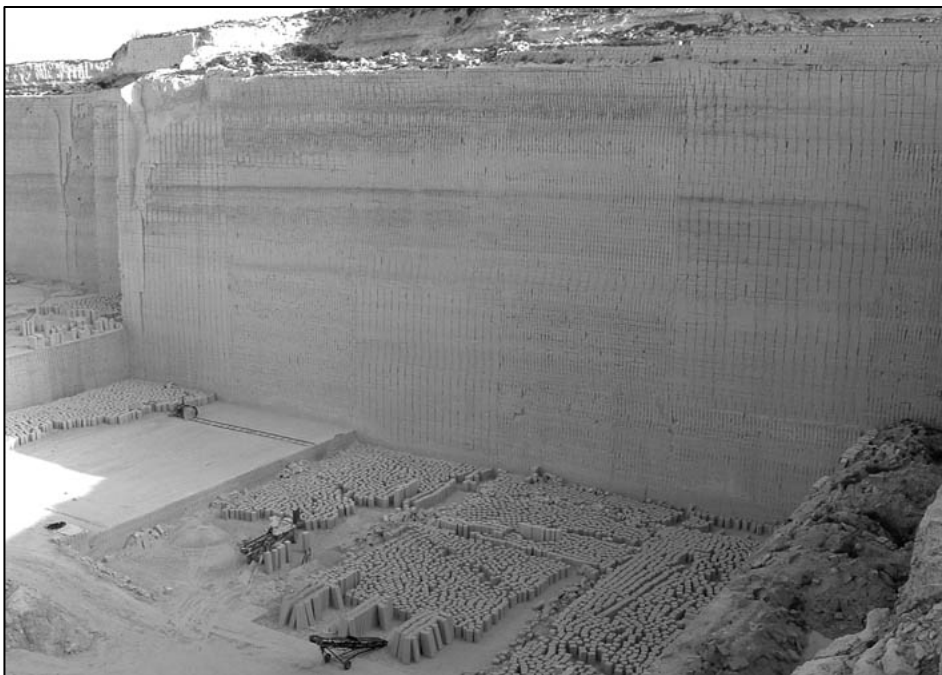
(4)

- (c) Give the proper geographical term used to describe the following features of a river valley.

Where a river starts.	
The shape of a river valley in its upper course.	
The bottom of a river channel.	
The sides of a river channel.	

(4)

4. Look carefully at the photos below.



(a) Name the natural resource that is being quarried.

(b) Under which type of industry does this occupation fall?

(2)

(c) Why is such an industry important to the economy of Malta?

(2)

(d) Describe how such a quarry can create negative effects on the environment and people.

(4)

(e) Suggest some attempts that are being made in Malta to improve the damage caused by such quarries.

(2)

5. (a) What are **industrial estates**?

(2)

(b) Name two industrial estates in the Maltese Islands.

(2)

(c) Describe three ways by which the industries and factories located in these areas can create pollution and damage the environment.

(6)

6. Look carefully at the graph entitled **World Population** on page 10 showing how the world population changed over time. (Note that 1,000,000,000 = 1 billion)

(a) Underline the correct word from the brackets to describe the world population.

(i) The population of the world is (*increasing, decreasing, stable*).

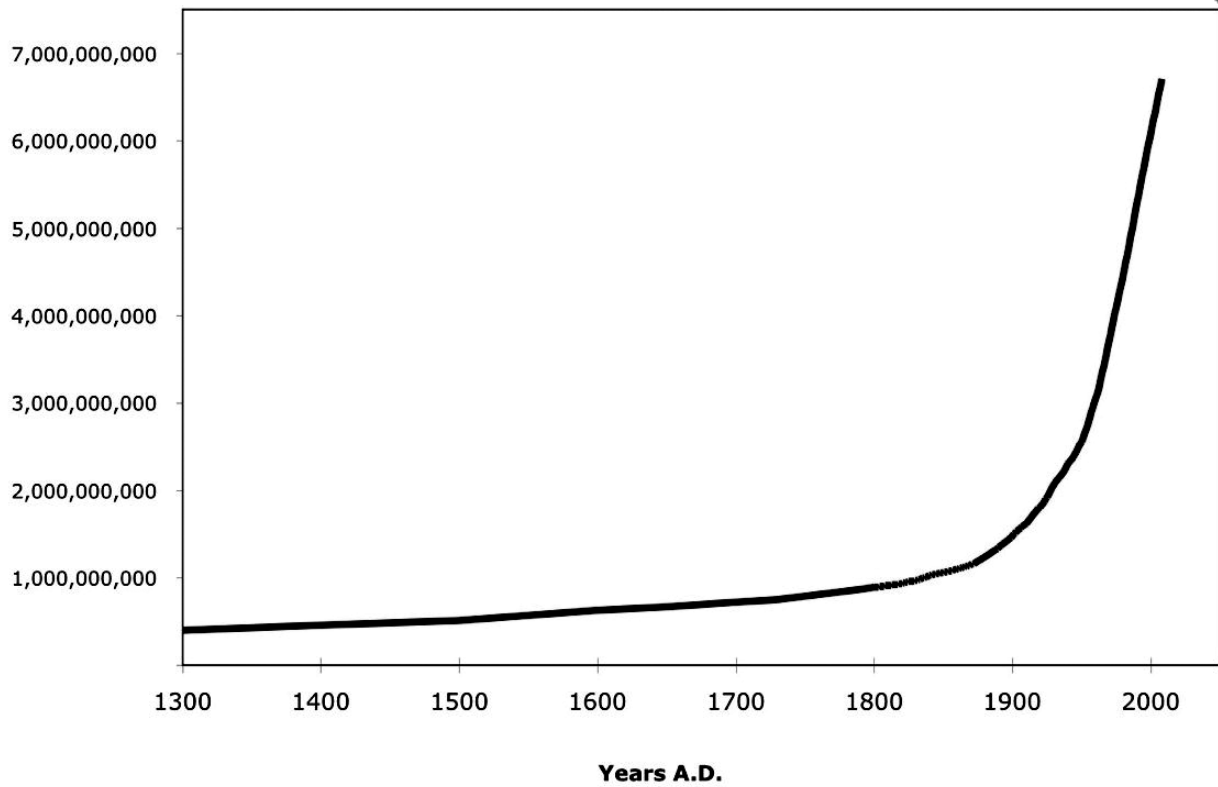
(ii) There were less than 1000 million people in the year (**2000, 1994, 1500**).

(iii) In recent years the population of the world is growing at a (**slow, fast, medium**) rate.
This is known as population (**explosion, ladder, examination**).

(iv) In 1850 there were (**1, 3, 6**) billion people living on this planet and now it is over (**6, 8, 9**) billion.

(6)

World Population



- (b) Which of the following things can result in an increase in the population numbers of a country? Tick (✓) the correct answers.

Food shortages	
New hospitals	
War	
Birth Control programmes	
Traditions for large families	
Improved water supplies	
Good harvests	

(4)

7. (a) What is the difference between an **endangered** and an **extinct** species? Give an example for each.

(4)

- (b) What can be done to protect species that are endangered?

(2)