Answer all questions in the space provided.
The following is a list of geographical terms in English with their meaning in Maltese.

<table>
<thead>
<tr>
<th>English</th>
<th>Maltese</th>
</tr>
</thead>
<tbody>
<tr>
<td>plan</td>
<td>pjanta</td>
</tr>
<tr>
<td>scale</td>
<td>skala</td>
</tr>
<tr>
<td>caravan site</td>
<td>sit għall-karavans</td>
</tr>
<tr>
<td>battlefield</td>
<td>sit tal-battalja</td>
</tr>
<tr>
<td>grid boxes</td>
<td>kaxxi kwadrati</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>ir-Renju Unit</td>
</tr>
<tr>
<td>aquaculture</td>
<td>akkwakultura</td>
</tr>
<tr>
<td>eroded</td>
<td>jitghawwar/jitkarrak</td>
</tr>
<tr>
<td>cliff</td>
<td>rdum</td>
</tr>
</tbody>
</table>

**Question 1**

Examine well Figure 1 showing a classroom.

![Figure 1](image-url)
Draw the plan of this classroom (not to scale) in the empty box on page 2 to show:

a. The teacher’s desk
b. The chairs and tables of the students
c. The window
d. The pot on the window sill
e. On your plan of the classroom, include a door on the opposite side of the window.
f. Give the position of the globe by marking X on your plan.
g. Give the position of the bird by marking Y on your plan.
h. Imagine that you are one of the students and you made a model of a volcano using waste materials. Include a plan of this volcano in your plan of the classroom.

Question 2

a. Fill in the compass directions in the blanks below using Figure 2 on page 3.
   i. The caravan site is to the __________________ of the police station.
   ii. The church is __________________ of the police station.
   iii. The lighthouse is to __________________ of the church.
   iv. The hospital is to the __________________ of the forest.
   v. The battlefield is to the __________________ of the church.
b. Name the map symbols found in the following grid boxes:
   i. 1853 ____________
   ii. 2055 ____________
   iii. 1956 ____________  (6)

c. Draw the map symbols for any three of the following features in the correct grid box in Figure 2.

<table>
<thead>
<tr>
<th>Picnic site</th>
<th>2053</th>
<th>Parking</th>
<th>1655</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campsite</td>
<td>1653</td>
<td>School</td>
<td>1857</td>
</tr>
<tr>
<td>Bridge</td>
<td>1554</td>
<td>Telephone</td>
<td>1953</td>
</tr>
</tbody>
</table>

(6)

d. The scale of the map is 1cm representing ½ km.

Measure the distance from the middle of each symbol named below.
Draw a circle round the correct answer.

i. **Police station** to the **caravan site**: 3km  6km  3m  30km
ii. **Police station** to the **church**:  5km  1km  2km  20km  (6)
Question 3

Imagine that your cousins from Australia are coming to Malta for a holiday. Mark on the given map of Malta (Map 1) the letters a to h corresponding to the places listed below.

Map 1

a. St Paul’s Bay, the place where your cousins will be staying.
b. Valletta, the capital city of Malta.
c. Rabat (Victoria), the largest settlement in Gozo.
d. Mdina, the old capital city of Malta.
e. Sliema, a tourist and shopping centre.
f. Ghadira Bay, a popular sandy beach in Malta.
g. Ir-Ramla l-Ħamra, a popular sandy beach in Gozo.
h. Marsaxlokk, a fishing village in Malta.
**Question 4**

Examine the following map of Europe (Map 2) and then work out the exercises below.

Map 2

a. In the following sentences, fill in the missing names of the countries.

i. Two Mediterranean countries in the European Union (EU) are _________________ and _________________.

ii. Two EU member states with a coast on the Atlantic Ocean are _________________ and _________________.

iii. Two member states on the eastern margin of the EU are _________________ and _________________.

iv. Two countries, shown on the map, which are not in the EU are _________________ and _________________.

v. Two EU member states that are islands in the Mediterranean Sea are _________________ and _________________.

(10)
b. Name the capital cities of the following EU member states.

<table>
<thead>
<tr>
<th>EU Member States</th>
<th>Capital cities</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td></td>
</tr>
<tr>
<td>Belgium</td>
<td></td>
</tr>
<tr>
<td>The Netherlands</td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td></td>
</tr>
<tr>
<td>Austria</td>
<td></td>
</tr>
</tbody>
</table>

(10)

**Question 5**

Answer the following questions on fishing with the help of Photo 1.

![Photo 1](https://via.placeholder.com/150)

a. Is using kannizzati a traditional or modern type of fishing? Why?

_____________________________________________________________________
_____________________________________________________________________

(3)
b. Name **two** objects that the fisherman needs to make the kannizzati. Explain the use of these **two** objects in the kannizzati type of fishing.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

(4)

c. Why is the kannizzati type of fishing not practised throughout the year?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

(2)

d. Imagine that you are a fisherman. Would you use the kannizzati type of fishing? Explain why.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

(2)

e. Why was aquaculture introduced in Malta?

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

(3)
**Question 6**

a. In the second column write down the name of the right type of rock with the help of the description given in the first column.

b. At Dingli Cliffs all the five layers can be seen. In the third column write the numbers 1 to 5 to show how the layers of rock can be seen at Dingli Cliffs. Begin from the layer found on top.

<table>
<thead>
<tr>
<th>Description of the layers of rock found in Malta</th>
<th>Name of Rock</th>
<th>Numbers to show position from top (1) to bottom (5) of cliff</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the second oldest rock and the most commonly found rock on the surface of the Maltese Islands. It is cut into blocks for building.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This layer has an orange colour when exposed. When broken down it forms golden sands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This layer of rock lies above the Globigerina Limestone formation. It erodes easily when wet. It is the only impermeable rock found in Malta.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This layer is the oldest rock found in the Maltese Islands. It is crushed to make spalls (gravel for building).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the youngest of the five types of rock layer and is often found on hilltops.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(10)
**Question 7**

Link the pictures showing traffic problems in Column A to the pictures showing their possible solutions in Column C. Write the matching number (1, 2 or 3) in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic Problems</td>
<td>Possible solution to each traffic problem by writing the number (1, 2 or 3) from Column C</td>
<td>Possible solutions</td>
</tr>
<tr>
<td><img src="image1" alt="Traffic Problem" /></td>
<td><img src="image2" alt="One Way" /></td>
<td><img src="image3" alt="Possible Solution" /></td>
</tr>
<tr>
<td><img src="image4" alt="Traffic Problem" /></td>
<td><img src="image5" alt="Solution" /></td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="Traffic Problem" /></td>
<td><img src="image7" alt="Solution" /></td>
<td></td>
</tr>
</tbody>
</table>

(6)
Question 8

Imagine that you are a meteorologist. Name three of the weather instruments and give some information about each. Some ideas that you can include can be: location; what it measures; units of measure. You may also include labelled diagrams.