Name:_____ ( )	Class:_____TG: _____

SERVE·LEAD·EXCEL

GREENDALE SECONDARY SCHOOL
Preliminary Examination 2024

HUMANITIES **2260/02**

Paper 2 Geography **21 August 2024**

INSERT

Secondary 4 Express **1 hour 45 minutes**

READ THESE INSTRUCTIONS FIRST

This Insert contains additional resources referred to in the questions.

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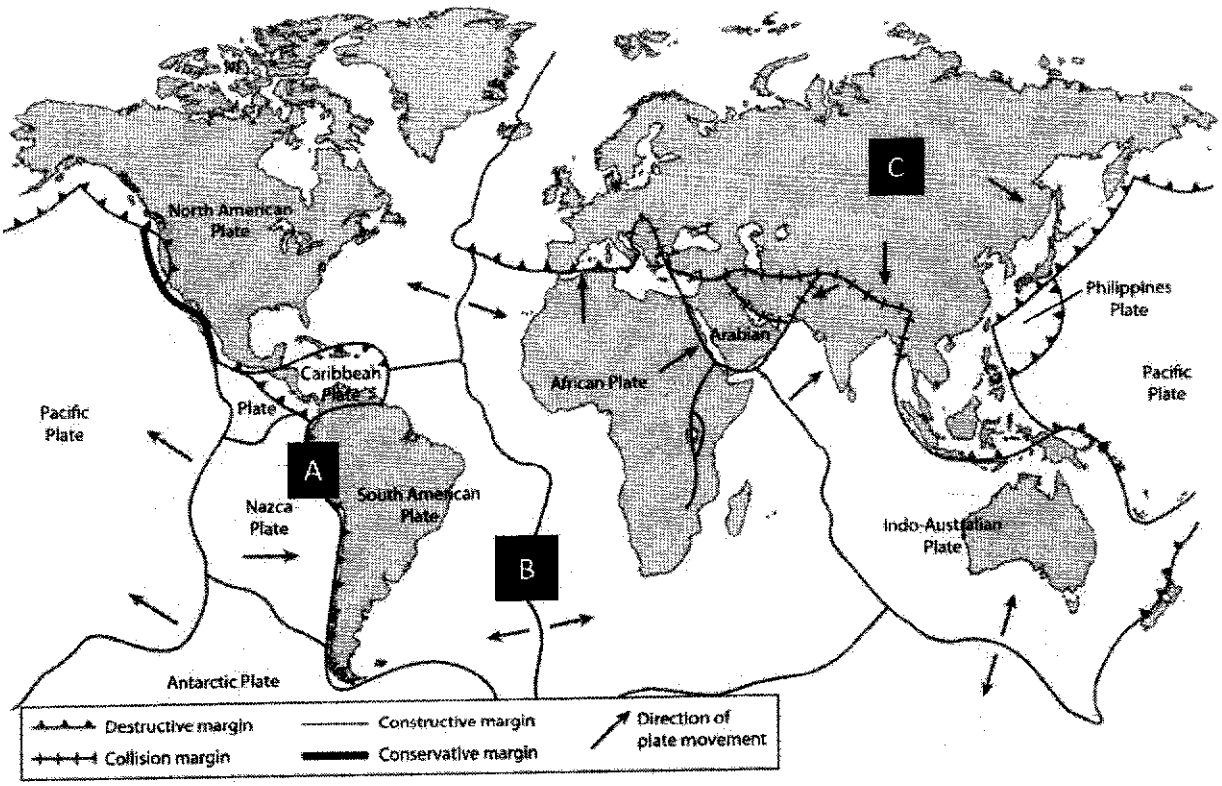
Fig. 2.2 for Question 2

Zhujiajiao, a cultural town in Shanghai, China



Fig. 4.1 for Question 4

Tectonic plate boundaries in the world



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GREENDALE SECONDARY SCHOOL
Preliminary Examination 2024

HUMANITIES **2260/02**

Paper 2 Geography **21 August 2024**

Secondary 4 Express **1 hour 45 minutes**

Candidates answer on the Question Paper

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your index number and name on all the work you hand in.
Write in dark blue or black pen.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, glue or correction fluid.

Answer **three** questions in total:
Answer Question 1 **and** Question 2
Answer **either** Question 3 or Question 4.

The Insert contains additional resources referred to in the questions.

The number of marks is given in brackets **[ ]** at the end of each question or part question.

Parent's Signature:

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Date: _____

Examination Marks	
Question 1	14
Question 2	18
Question 4	18
Total	50

This document consists of **17** printed pages and **1** blank page.
Greendale Secondary School 2024

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Answer Question 1 **and** Question 2.

1 Geography in Everyday Life

(a) Study Fig. 1.1, which shows elephants crossing a railway track in India.

Elephants crossing a railway track in India

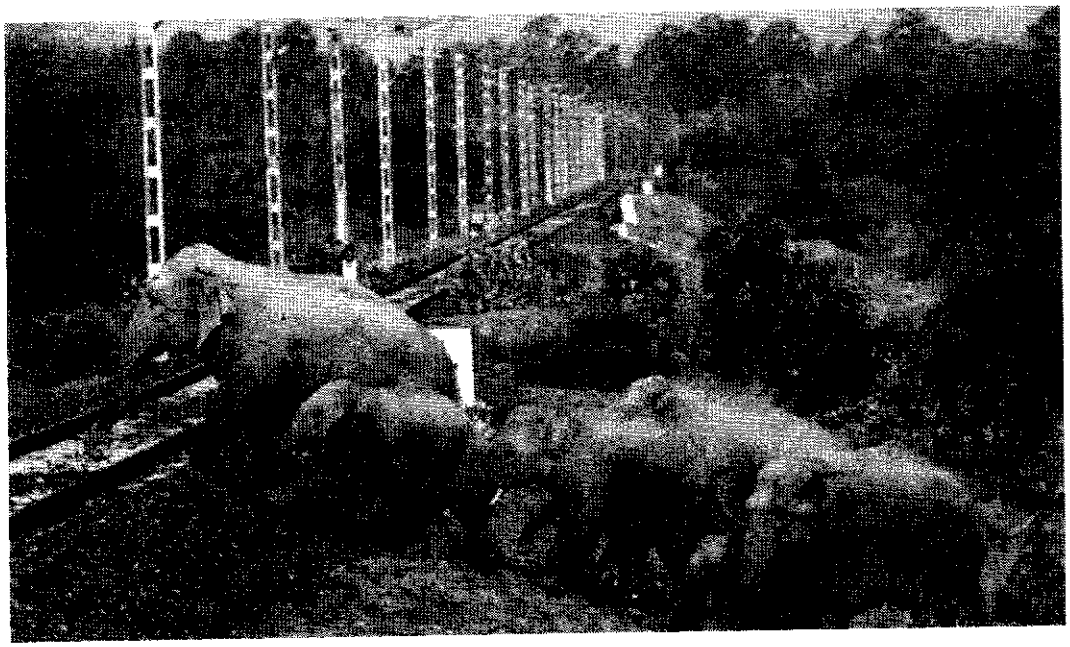


Fig. 1.1

Using Fig. 1.1, describe how local communities and nearby nature areas can negatively affect each other.

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(b) Study Fig. 1.2, showing information on a fire incident which happened in Yishun in January 2024.

Fire incident in Yishun, January 2024

- Orange flames, charred walls and thick black smoke were seen.
- Electricity supply to some flats in had been cut off for more than 17 hours.
- Fires broke out at three floors of a block.
- Many residents gathered at the void deck as they waited for firefighting operations to conclude.
- Medical staff provided treatment to several residents.

Fig. 1.2

(i) With reference to Fig. 1.2, describe the impacts of fire hazards on residents of urban neighbourhoods.

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(ii) With reference to Fig. 1.2, suggest strategies that Yishun can adopt to improve community resilience against such hazards.

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(c) A group of students wanted to investigate the main reason why tourists from Asia visit Singapore. They went to Jewel on 3 consecutive days, beginning from a Monday afternoon to administer a questionnaire from 12pm to 1pm. Students stood at the main entrance of Jewel and approached 100 Asian-looking tourists. The questionnaire is shown in Table 1.1 below.

Table 1.1

Question 1: What is your age?
• 20 to 39 years old • 40 to 59 years old • 60 to 79 years old • 80 years old and above
Question 2: Who are you travelling with?
• Friends • Family • Colleagues • Others: Please specify _____
Question 3: Why did you choose to visit Singapore?
• Leisure • Visit Family • Business • Education • Others: Please specify _____

Evaluate the validity of the students' findings on the main reasons why tourists from Asia visit Singapore.

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2 Tourism

(a) Study Fig. 2.1, which shows changes in the world disposable income per person and total international tourists between 1990 and 2017.

World disposable income per person and total international tourists, 1990 to 2017

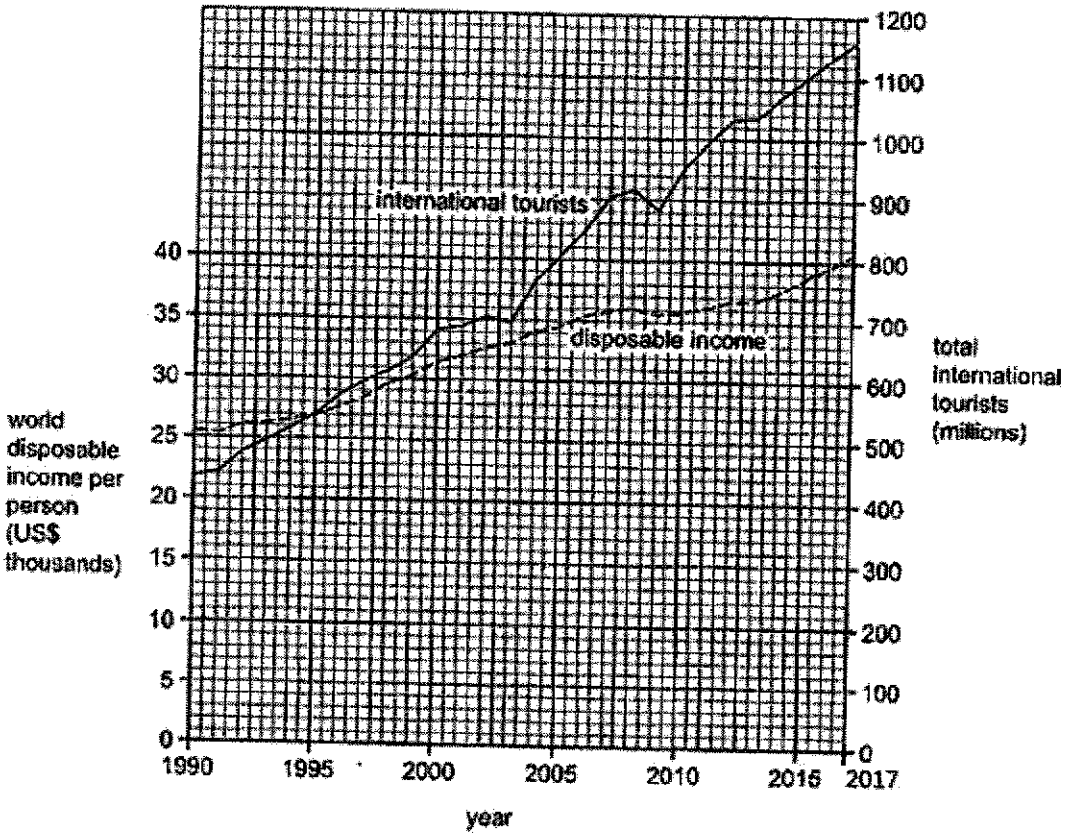


Fig. 2.1

Using Fig. 2.1, compare the changes between world disposable income per person and total international tourists between 1990 and 2017.

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(b) Account for the role of globalization in driving tourism growth.

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(c) Study Fig. 2.2 (Insert), which shows Zhujiajiao, a famous cultural watertown located in Shanghai, China.

With reference to Fig. 2.2, explain why tourists are drawn to such locations.

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(d) Study Fig. 2.3, which shows features of Bhutan's tourism policy.

Features of Bhutan's tourism policy

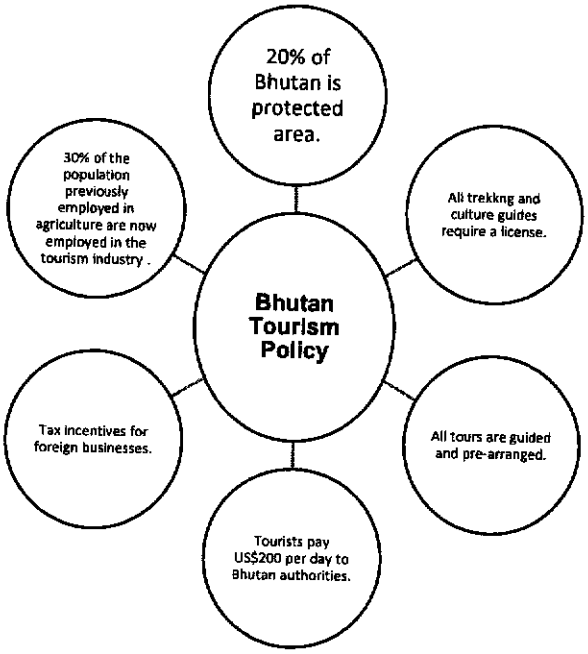


Fig. 2.3

Using Fig. 2.3, explain how Bhutan's tourism policy benefits its people and the environment.

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(e) Using example(s), explain how Less Developed Countries (LDCs) may be less effective in ensuring sustainability in tourism.

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Answer either Question 3 **or** Question 4.

3 Climate

(a) Study Fig. 3.1, which shows the degree to which the Earth's surface temperatures in 2020 have changed relative to the average temperature between 1951 and 1980.

The degree to which the Earth's surface temperature in 2020 have changed relative to the average temperature between 1951 and 1980

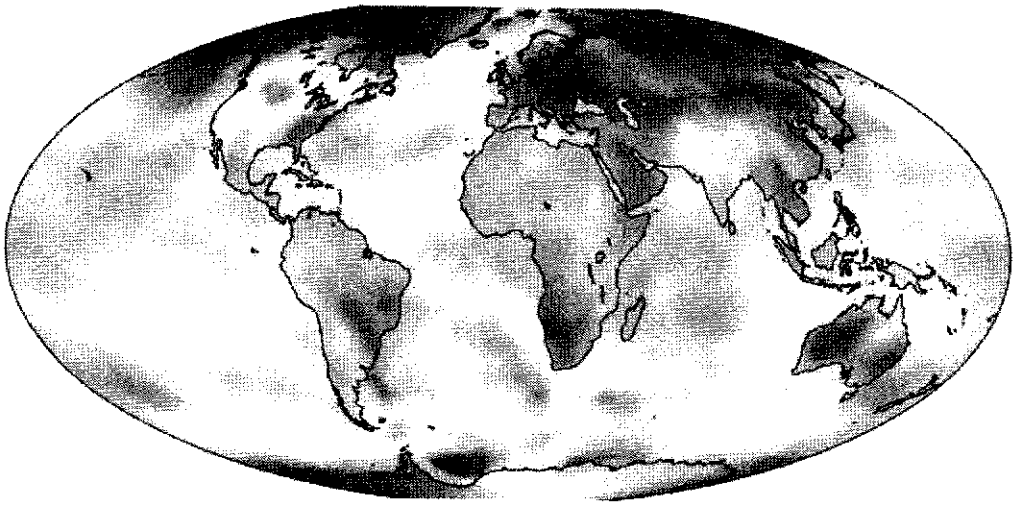


Fig. 3.1

(i) Using Fig. 3.1, describe the change in the Earth's surface temperature.

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(ii) With reference to Fig. 3.1, suggest reasons for the change in the Earth's surface temperatures

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(b) Study Fig. 3.2, which shows the perception of global warming among four different groups of Americans.

Perception of global warming among four different groups of Americans

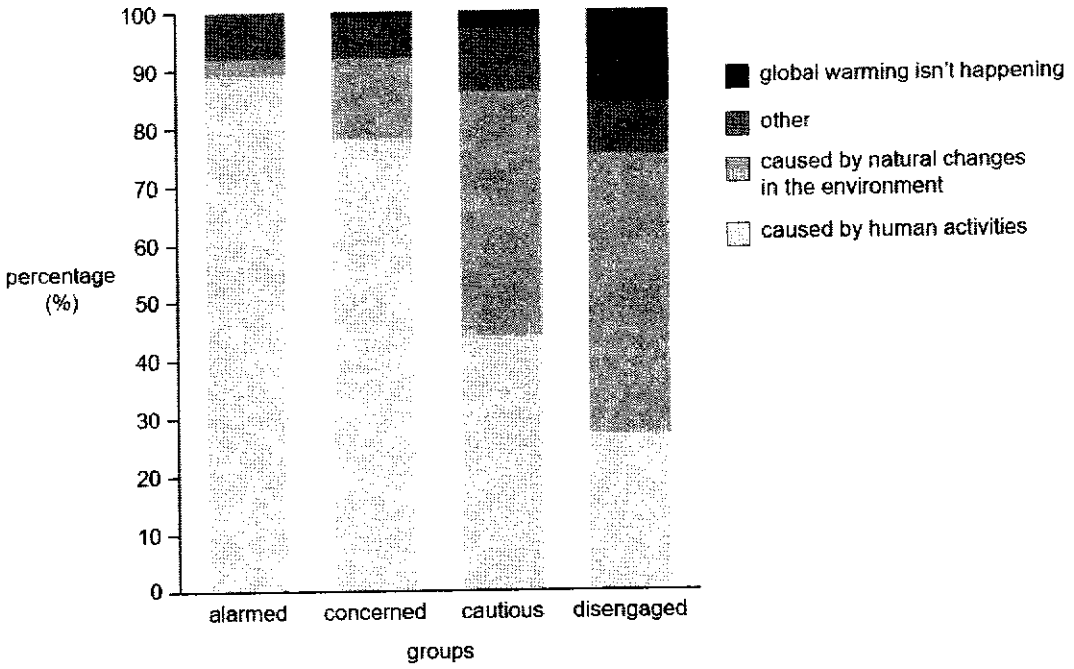


Fig. 3.2

Using Fig. 3.2, compare the perception of global warming among different groups of Americans.

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(c) 'The most effective mitigation strategies in building resilience to climate change are those that reduce greenhouse gas emissions.'

To what extent do you agree with this statement? Explain your answer.

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4 Tectonics

(a) Study Fig. 4.1 (Insert), which shows tectonic plate boundaries in the world.

(i) Identify a possible landform found at **A**.

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(ii) Identify a tectonic process occurring at **B**.

..... [1]

(iii) Identify the name of tectonic plate **C**.

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(b) Study Fig. 4.2, a map showing volcanoes and earthquakes in New Zealand.

Volcanoes and earthquakes in New Zealand

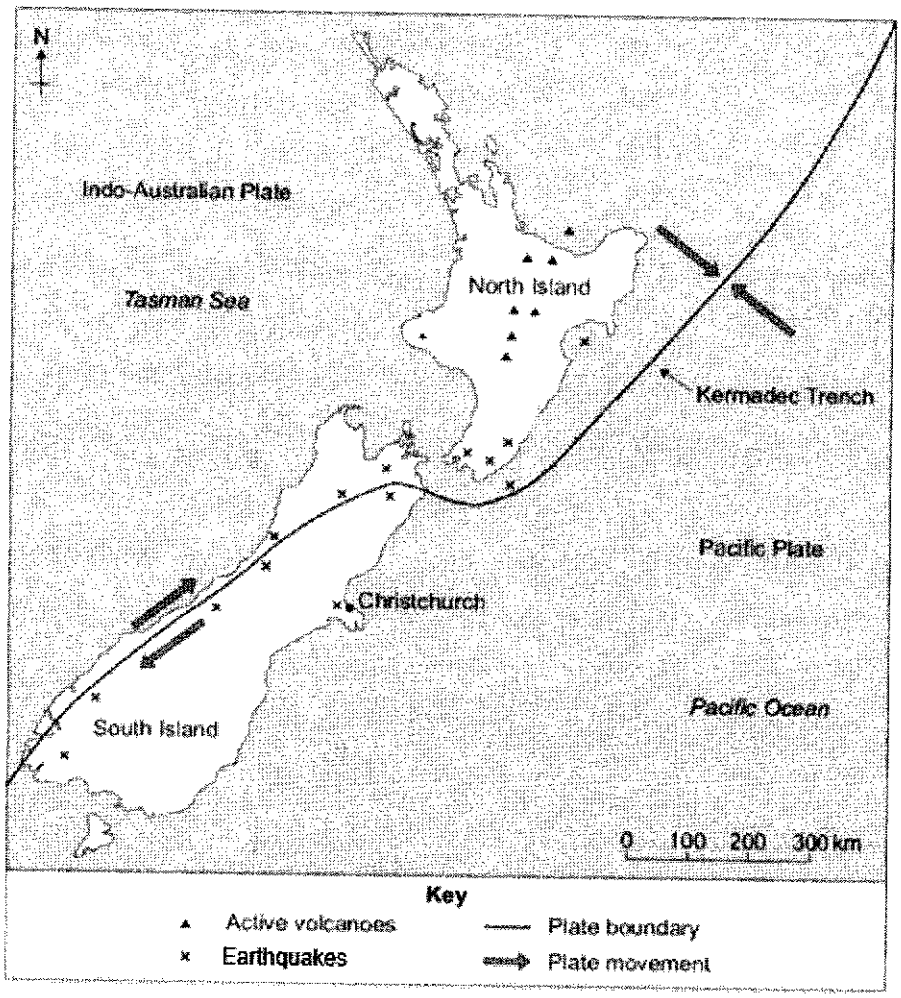


Fig. 4.2

(i) Describe the distribution of earthquakes and volcanoes in New Zealand.

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(ii) Using Fig. 4.2, account for the presence of volcanoes on North Island, New Zealand.

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(c) "Search and rescue efforts is the most crucial response in the aftermath of an earthquake."

How far do you agree with the statement? Explain your answer.

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Additional Pages

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ANSWER SCHEME

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1 Marking Approaches

a **Point marking** is used for marking all sub-parts of the structured questions, except for the 9-mark evaluative sub-part assessing AO3.

For point marking, the general rule is that each creditworthy response is awarded one mark. More detailed guidance is provided in the marking guide for each question.

b **Generic level descriptors** are used for marking the 9-mark evaluative sub-part assessing AO3.

Possible approaches are provided for questions marked using generic level descriptors. These provide guidance on how the questions could be approached. The possible approaches provided are ***neither exhaustive nor should they be treated as a model approach to questions***.

Generic Level Descriptors for 9-mark AO3 Questions		
Level	Marks	Descriptors
3	7–9	Develops arguments that support both sides of the discussion clearly, using a range of points with good elaboration. Examples used demonstrate a comprehensive understanding of the issue or phenomenon. Evaluation is derived from a well-reasoned consideration of the arguments.
2	4–6	Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Example(s) used demonstrate a good understanding of the issue or phenomenon. Evaluation is well supported by arguments.
1	1–3	Arguments are unclear with limited description or may be listed. No examples provided or examples are generic, demonstrating a basic understanding of the issue or phenomenon. Evaluation is simple, missing or unclear.
0	0	No creditworthy response.

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Question	Answers	Marks
1(a)	**Study Fig. 1.1, which shows elephants crossing a railway track in India.** **Using Fig. 1.1, describe how local communities and nearby nature areas can negatively affect each other.**	**3**
	Award 1 mark for each description of how local communities and nearby nature areas negatively affect each other, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each description, where applicable. Possible responses include: <u>How local communities negatively affect nearby nature areas</u> [Max 2 marks] • When local communities seek to improve transportation network via railways, it may destroy their habitats by cutting through them. • In the long run, displaced elephants OR elephants that are used to freely roaming around may get injured by the trains and risk extinction in the long run. [1 additional mark] <u>How nearby nature areas negatively affect local communities</u> [Max 2 marks] • When trains slow down or stop to avoid elephants crossing the tracks, it may lead to delays in travelling time. • Elephants may damage the railway tracks when they frequently trample on it, which disallows trains from operating. **AO2**	

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1(b)(i)	**Study Fig. 1.2, showing information on a fire incident which happened in Yishun in January 2024.** **With reference to Fig. 1.2, describe the impacts of fire hazards on residents of urban neighbourhoods.**	**3**
	Award 1 mark for each description of impacts of fire hazards on residents of urban neighbourhoods, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each description, where applicable. Possible responses include: • People may experience burn injuries and respiratory illnesses that require medical treatment. • With disruptions to electricity, residents who are working from home may not be able to carry out their tasks with wifi affected. • High levels of carbon monoxide may be released during a fire, causing carbon monoxide poisoning • which causes dizziness, headaches, weakness and confusion. [1 additional mark] • Other irritants from a fire, such as acid gases, can permanently damage a person's respiratory system • Residents may experience damage to property where furniture, important documents and other goods may be destroyed **AO1**	
1(b)(ii)	**With reference to Fig. 1.2, suggest strategies that Yishun can adopt to improve community resilience against such hazards.**	**2**
	Award 1 mark for each description a strategy to improve community resilience against fire hazards, to a maximum of 2 marks. Award a maximum of 1 additional mark for further development of each description, where applicable. Possible responses include: • Residents can get to know one another so that they are able to depend on them in the event of fires. • For example, giving rescuers key information like how many people are in the household and their age allows rescuers to	

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	prioritise their search and rescue efforts **OR** For example, residents can offer temporary usage of their household wifi for victims while the houses undergo repair [1 additional mark] • Residents can also be involved in an inclusive planning process for emergency preparedness. • that involves community leaders, civil society organizations and the government [1 additional mark] **AO2**	
1(c)	**A group of students wanted to investigate the main reason why tourists from Asia visit Singapore. They went to Jewel on 3 consecutive days, beginning from a Monday afternoon to administer a questionnaire from 12pm to 1pm. Students stood at the main entrance of Jewel and approached 100 Asian-looking tourists. The questionnaire is shown in Table 1.1** **Evaluate the validity of the students' findings on the main reasons why tourists from Asia visit Singapore.**	**6**
	Award 1 mark for each evaluation of the validity of the students' findings, to a maximum of 6 marks. Award a maximum of 1 additional mark for further development of each evaluation, where applicable. Possible responses include: <u>Valid [At least 1 mark from any of the points below.]</u> • The students' findings are valid since the questions in the questionnaire are relevant in finding out reasons for the tourists' visits. • In terms of reliability, the sample size of 100 is sufficient for students to make a valid conclusion. <u>Not valid [At least 1 mark from any of the points below, up to a maximum of 5 marks]</u> • However, the questionnaire should include a question that clarifies where tourists are from as opposed to assuming their origins and ethnicity. [1 mark] Relying on appearances may be subjective so this question would allow students to filter invalid responses. [1 additional mark] • In addition, the students should conduct this questionnaire over a longer period of time that covers weekdays and weekends and/or different months [1 mark]. This is so that they	

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	can account for fluctuations in tourists' travel patterns due to school holidays for instance. [1 additional mark] • Students should also administer this questionnaire over 3 different time periods within a day, morning, afternoon and evening to account for different volumes of tourist arrivals and reasons for travel. • The questionnaire should be administered at different time periods in the day (for example, 5-6pm and 9-10pm) to account for various flight schedules from different parts of the world. **AO3**	

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Question	Answers	Marks
2(a)	**Study Fig. 2.1, which shows changes in the world disposable income per person and total international tourists between 1990 to 2017.** **Using Fig. 2.1, compare the changes between world disposable income per person and total international tourists between 1990 and 2017.**	**3**
	Award 1 mark for each comparison of change between world disposable income per person and total international tourists, up to a maximum of 3 marks. *Award a maximum of 2 mark for answers without any evidence.* Award a maximum of 2 marks for answers that only state either similarity or difference. Possible responses include: • Both disposable income and number of international tourists have increased from 1990 to 2017. [1 mark] While disposable income has increased from US$ 25.5 thousands in 1990 to US$ 40.5 thousands in 2017, the total number of international tourists increased from 420 million in 1990 to 1160 million in 2017. [1 additional mark] • There is a greater rate of increase in the number of international tourists compared to the increase in disposable income. • While there was a continued increase in disposable income in 2003, the number of international tourists took a slight decrease. [1 mark] Around 2002, the disposable income increased from US $32.7 thousands to US 33.1 thousands in 2003, the number of international tourists increased from US $35.2 thousands to US $34.9 thousands. [1 additional mark] • While the disposable income stayed relatively stagnant between 2007 and 2011, the total number of international tourists continued to increase, with a sharp decrease in the year 2007. **AO2**	

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2(b)	**Account for the role of globalization in driving tourism growth.**	**4**
	Award 1 mark for each explanation of how globalization drives tourism growth, to a maximum of 4 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable. Possible responses include: • Globalization has increased the ability of people to travel since people now can search for and buy tourism-related products and services from anywhere. • This results in greater competition among businesses, forcing them to lower their prices to offer value-for-money products that consumers would be attracted to. [1 additional mark] • People also have greater access to ideas on new tourism destinations and experiences globally due to social media, increasing their motivation to travel. • For instance, Harry Potter Films has popularized London's King Cross Station when people continue to take photographs and upload them on Instagram, attracting more tourists to come. [1 additional mark] • Globalization has also increased mobility in travel since places are better connected via different transport modes. • This is seen in the form of more direct flights to different places which improves people's mobility in travel. [1 additional mark] **AO1**	

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2(c)	**Study Fig. 2.2 (Insert), which shows Zhujiajiao, a famous cultural watertown located in Shanghai, China.** **With reference to Fig. 2.2, explain why tourists are drawn to such locations.**	**3**
	Award 1 mark for each explanation of why tourists are drawn to places with rich culture, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable. Possible responses include: • Tourists are drawn to its rich culture and history outside of their own country which will fulfil their need for unique travel experiences. • These cultural experiences may also be different from what they are exposed to and will broaden their mindset which can make them feel self-fulfilled. • For example, some of these areas are UNESCO World Heritage Sites which are conserved and meant to provide a more authentic experience of the country or city's culture. **AO2**	
2(d)	**Study Fig. 2.3, which shows features of Bhutan's tourism policy.** **Using Fig. 2.3, explain how Bhutan's tourism policy benefits its people and the environment.**	**4**
	Award 1 mark for each explanation of why Bhutan's tourism policy benefits its people and the environment, to a maximum of 4 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable. Possible responses include: • Employing local guides ensure that more locals can experience to a higher standard of living due to higher income from upskilling. • The guided and arranged tours also allows guides to share the depth of local knowledge and educate tourists better about Bhutan's natural environment. [1 mark] This allows tourists to better appreciate Bhutan's natural environment and make	

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	them more cautious about destroying the environment. [1 additional mark] • Offering incentives to foreign businesses also encourages them to set up operations and provide a wider variety of job opportunities for locals. • The daily payment of US$ 200 also helps to control the number of tourists entering Bhutan which can help to minimise their negative impacts on the environment. [1 mark] These funds can be used for more conservation efforts for the natural environment. [1 additional mark] **AO2**	

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2(e)	**Using example(s), explain how Less Developed Countries (LDCs) may be less effective in ensuring sustainability in tourism.**	**4**
	Award 1 mark for each explanation how governments in LDCs may be less effective in ensuring sustainability in tourism, to a maximum of 4 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable. • Governments in LDCs may lack resources or political influence and may face corruption. They may be unable to ensure that regulations are adhered to, hindering sustainable tourism development. [1 mark] For example, a recent study finds many African countries suffer from bribe culture and earnings from tourism are not channelled towards developing social services like education and healthcare is diminished. [1 additional mark] • Governments in LDCs may also put economic development first in order to address the immediate needs of society and neglect the environmental and social dimensions of sustainability. [1 mark] For example, Mount Everest has poor enforcement of waste disposal that leads to the mountain becoming increasingly polluted because any enforcement on this is feared to drive away tourists. • Local businesses in LDCs also tend to prioritise making profits over sustainable practices and the practices in place may not be carried out in the long run. [1 mark] In addition, businesses may still market themselves as "sustainable" to gain profits when their practices may not necessarily be so, known as greenwashing. [1 additional mark • **AO1**	

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Question	Answers	Marks
4 (a)(i)	**Study Fig. 4.1, a map showing the world's tectonic plates.** **Identify a possible landform found at A.**	**1**
	Award 1 mark for identification of landform. Possible responses include: • Oceanic Trench • Volcano • Fold Mountains **AO1**	
4(a)(ii)	**Identify a tectonic process occurring at B.**	**1**
	Award 1 mark for identification of tectonic process. Possible responses include: • Seafloor spreading • Volcanism **AO1**	
4(a)(iii)	**Identify the name of tectonic plate C.**	**1**
	Award 1 mark for identification of landform. Possible responses include: • Eurasian Plate **AO1**	

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4(b)(i)	**Study Fig. 4.2, a map showing volcanoes and earthquakes in New Zealand.** **Describe the distribution of earthquakes and volcanoes in New Zealand.**	**3**
	Award 1 mark for each description of the distribution of earthquakes and volcanoes in New Zealand, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each description, where applicable. Award a maximum of 2 marks for descriptions without evidence or answers that touch on only earthquakes or volcanoes. Possible responses include: • Earthquakes are largely found at or near the plate boundary. • The volcanoes are found only in North Island, New Zealand. • Most of the volcanoes are found on land, with the exception of undersea volcano located off the Northeastern coast of North Island. [1 mark] This undersea volcano is located about 30 km off the coast of North Island. • There are two earthquakes located in the sea off the Southwestern and Southern coast of North Island. • There are fewer earthquakes in North Island than in South Island. [1 mark] There are 9 earthquakes that happened in South Island which is less than the 3 earthquakes that happened in North Island. • The earthquakes in North Island are concentrated in the Southern part of the island. **AO2**	
4(b)(ii)	**Using Fig. 4.2, account for the presence of volcanoes found in North Island, New Zealand.**	**3**
	Award 1 mark for each explanation on the presence of volcanoes in North Island, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each description, where applicable. Possible responses include: • As the oceanic Pacific Plate converges with the oceanic Indo-Australian Plate, the denser Pacific plate subducts beneath the Indo-Australian Plate.	

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	• At the point of subduction, an oceanic trench is formed (Kermadec Trench), which is a long, narrow depression in the ocean floor. • The subducted plate then melts to form magma. • Due to the pressure at the subduction zone, magma will rise through the crust and form volcanoes at the Indo-Australian Plate. **AO2**	
4(c)	**"Search and rescue efforts is the most crucial response in the aftermath of an earthquake."** **How far do you agree with the statement? Explain your answer.**	**9**
	Possible responses include: I disagree with this statement because there are other responses that are more important in the aftermath of an earthquake. Search and rescue efforts involve providing important and immediate life-saving response in a disaster. It includes finding survivors trapped in buildings or disaster zone and aims to rescue the largest number of people within the shortest time, with minimal risk to rescuers. Having skilled rescuers and specialised equipment such as heat sensors and listening devices can reduce the time taken to locate and evacuate survivors. For example, in the 2020 Aegean Sea Turkey Earthquake which had a magnitude of 7, about 106 people were rescued as a result of an extensive deployment of about 8000 search, rescue and first aid teams. This shows that a coordinated and well-prepared rescue team increases the potential of people being rescued alive. Otherwise, these survivors would have died. However, not all governments are equipped with an extensive array of equipment and a search team that works effectively. This could be due to a lack of funding or a lack of emphasis on disaster response in uniformed services. As such, these responses are not able to be carried out efficiently, leading to more deaths. However, timely evacuation is equally important as a response in the aftermath of an earthquake. This involves moving people to safer locations as quickly as possible to prevent earthquakes and the resultant collapse of buildings or powerful aftershocks that may affect a location from causing a high death toll. People may also need to be timely evacuated to higher grounds to escape the powerful waves of tsunamis. For example, during the 2011 Tohuku earthquake in Japan, nearly all 3000 students survived the magnitude 9 earthquake and were timely evacuated to higher	

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	ground, saving them from the tsunami that happened after the earthquake. However, in some communities, residents may be reluctant to evacuate as they may have had false alarms before and hence developed a laidback mindset towards such warnings from city officials. As such, warnings are not taken seriously and there is a lack of urgency in responding to warnings. I disagree with the statement because a variety of responses should be in place in the aftermath of an earthquake. In particular, timely evacuation is even more important than search and rescue because it is a prevents medical services or search and rescue teams from being overwhelmed in the first place. This is because when residents are timely evacuated, it minimises the initial number of casualties. Search and rescue efforts with trained officers may not be as effectively carried out because one cannot predict the extent and circumstances of each disaster that may present foreign challenges. This may then prevent search and rescue efforts from being effective. **AO3**	

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Copyright Acknowledgements:

Q1, Fig. 1.1	https://environment-watch.in/2020/08/11/surakshya-national-portal-of-project-elephant-launched/
Q1, Fig. 1.2	Adapted from: https://www.straitstimes.com/singapore/electrical-fires-at-block-in-yishun-result-in-power-outage
Q2, Fig. 2.2	https://www.klook.com/en-SG/activity/1385-shanghai-zhujiajiao-water-town-day-trip-shanghai/
Q4, Fig. 4.2	https://www.tes.com/en-us/teaching-resource/aqa-gcse-geography-revision-pack-paper-1-12665818
Q4, Fig. 4.3	https://jkgeography.com/uploads/1/0/8/4/108433405/162454673_1.png

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