0	ANDERSON SECONDARY SCHOOL Preliminary Examination 2024 Secondary Four Express	
CANDIDATE NAME:		
CLASS:	/ INDEX NUMBER:	
HUMANITIES	226	0/02
Paper 2 Geograpl	hy 21 Augus	2024
	1 hour 45 mi	nutes
Additional Materia	als: Insert 0800 – 0	945 h

MARK SCHEME

## Section A

## Answer Question 1 and 2.

1	Clu	ster 1: Geography in Everyday Life		
	(a)	The Soccer City Stadium in Johannesburg, South Africa was built to host the 2010 FIFA World Cup. Study Fig. 1.1, which shows information about the stadium.		
		The Soccer City Stadium in Johannesburg, South Africa		
		<ul> <li>The largest stadium in South Africa, with a capacity for 94,000 spectators.</li> <li>It has a unique design that is inspired by the Calabash, a traditional African Pot that represents the melting pot of cultures in the African continent.</li> <li>The stadium is used to host international and local football tournaments, rugby matches, and concerts.</li> </ul>		
		Fig. 1.1		
		With reference to Fig. 1.1, describe how people in Johannesburg, South Africa may acquire a sense of place from the Soccer City stadium. [3]		
		Award 1m for each description, up to 3 m. Award a maximum of 1 additional mark for further development of each description, where applicable.		
		<ul> <li>It is the largest stadium in South Africa, making it a significant landmark that is highly visible and easy to remember. [1]</li> <li>It is uniquely designed based on the cultures of the African continent that</li> </ul>		
		<ul> <li>citizens can identify with [1]</li> <li>The Soccer City stadium has held significant/ memorable international and local events, hence people may attach meaning to the stadium. [1]</li> </ul>		
	(4)	AO2		
	(a)	Describe now trees in parks can provide regulating ecosystem services for the neighbourhood. [2]		
		Award 1m for each description, up to 2 m.		

	<ul> <li>Trees can lower surface area and air temperatures by providing shade to residents. [1]</li> <li>They can also cool areas by generating rainfall (<i>Note: This point is more relevant at a larger scale. Ok to award students but do highlight during script check</i>). [1]</li> <li>Vegetation can reduce surface runoff by retaining water in the soil, helping to prevent floods. [1]</li> <li>Trees can remove pollutants from the atmosphere to improve air quality. [1]</li> </ul>
(c)	Study Fig. 1.2 (Insert), which shows the global death rate from road injuries in 2021.
	With reference to Fig. 1.2, describe the global distribution of deaths from road injuries in 2021. [3]
	<ul> <li>Award 1m for each description, up to 3 m. Award a maximum of 1 additional mark for further development of each description, where applicable.</li> <li>Death rate from road injuries is highest in Central Africa and Middle East, with at least 30 deaths per 100,000 people, [1]</li> <li>Such as Angola, Central African Republic, Democratic Republic of Congo, Saudi Arabia, Yemen [1 additional mark – students only need to quote 2 specific countries]</li> <li>Death rate from road injuries is moderate with 10-29 deaths per 100,000 people in USA, Mexico South America continent (except Chile) and most regions in Asia [1]</li> <li>Death rate is lowest with 0-9 deaths per 100,000 in Australia, Chile, Canada and throughout Europe [1]</li> </ul>
(d)	A group of Singapore students were investigating the residents' sense of place in a precinct in Hougang. As part of their investigation, they wanted to find out if duration of residency has an impact on their opinions about the Hougang precinct that the residents live in. They came up with the hypothesis that <b>'The longer the</b> <b>duration of residency, the more positive the residents' opinions about</b> <b>Hougang are'.</b>
	survey are shown in Table 1.1.
	Table 1.1

Resider	nts' opinions	about their	precinct	
Question: Do you like living	in Hougang?	Please provi	de reasons.	
Duration of residency	5 years and shorter	6 to 10 years	11 to 15 years	16 years or longer
% of respondents who selected "Yes"	50%	65%	70%	85%
Positive reasons (for "Yes"	response)	Negative reas	sons (for "No	" response)
<ul> <li>There is sentimental va Positive memories sind</li> <li>This is where I grew up</li> <li>My family members are nearby</li> <li>Accessible – close pro MRT and bus stops</li> </ul>	alue - ce young o e living ximity to	<ul> <li>Noisy and ongoing h</li> <li>Poor esta</li> <li>Insufficien</li> <li>Lack of g and priva years ago</li> </ul>	d dusty envir nousing cons nte maintenai nt food optior reenery since te housing b	onment with struction nce ns e new public uilt many
With reference to Table 1.1 [6] Award 1 mark for each eval Award a maximum of 1 addi where applicable.	, evaluate ho uation of the tional mark fo	w well the da validity of stud r further deve	ata supports dents' finding lopment of ea	the hypothesis. gs, up to 6m. ach description,
<ul> <li>Support</li> <li>A larger percentage of that they like living in H for 5 years or less provimajority of those who st</li> <li>The percentage also in increased from merely 5</li> <li>The positive responses are likely from residen supports the hypothesis</li> </ul>	residents who ougang. [1] C vided positive ay 16 years a hcreased with 0% to 85% wi such as 'place ts who have that they hav	o have lived in Only half of th and longer (85 longer durat th longer leng e I grew up in lived in Hou ve positive vie	n Hougang le e residents v hile it is posi 5%) [1 addition tion of reside th of stay [1 a and 'memor ugang for a ews about it.	onger indicated who stay in HG itive for a large onal mark] ency. [1] It has additional mark] ies from young' long time and [1]
<ul> <li>Does not support</li> <li>The negative comment housing were built many observed the changes of</li> <li>Insufficient evidence to collated results is based to residency duration. [1]</li> </ul>	t 'insufficient years ago' is over the years definitively pi d on positive additional m	greenery sin likely from lo [1] rove either sta or negative ca ark]	ice new pub ing-term resid and [1] as th ategories and	blic and private dents who have e sorting of the d not according

## AO3

2	Clu	uster 2: Tourism		
	(a)	Explain a negative social impact that tourism may bring about to the tourist destination regions. [4]		
		<ul> <li>Award 1m for each description, up to 4 m.</li> <li>Award a maximum of 1 additional mark for further development of each description (including relevant examples), where applicable.</li> <li>As demand for heritage tourism increases, traditions may undergo commodification and lose their authenticity. [1]</li> <li>Cultural rituals may be exaggerated, staged, or condensed to suit the needs and requests of tourists. [1 additional mark]</li> <li>Art forms may be mass-produced for tourists [1 additional mark]</li> <li>This weakens their cultural value for the local community [1]</li> </ul>		
		<ul> <li>Conflict among locals may occur between those who fear losing the authenticity of their cultures. [1]</li> <li>OR</li> <li>Destination regions may experience rise in crime rates [1]</li> <li>as tourists often carry large sums of money and other valuables, making them lucrative targets [1]</li> <li>Tourists are also more likely to be relaxed and off guard, making them easier targets [1 additional mark]</li> <li>Tourists may also be targeted due to negative sentiments from some locals towards them [1 additional mark]</li> <li>The increased crime rates may make locals feel less safe. [1]</li> </ul>		
	(b)	Study Fig. 2.1, which shows a brochure about a travel programme in Costa Rica.		
		Brochure about a travel programme in Costa Rica		



		A diversity of activities is available. [1]
		• With many activities to do, there are opportunities for the venturers to take part
		in them spontaneously [1 additional mark]
		• With the range of off-the-beaten-path experiences offered, tourists can visit unique places where they can participate in new experiences [1]
		• The activities range from adventurous in nature, such as Jungle Zip Line,
		Waterfall Rappelling to cultural, such as cultural immersion, birdwatching [1 additional mark].
		• Tourists are able to customise the travel programme, which allows them to
		make their own travel plans [1]
		AO2
	(c)	'Governments are more effective than locals in influencing sustainable tourism development.'
		To what extent do you agree with this statement? Explain your answer. [9]
		Relevant content
		Government:
		+ Establish policies & create plans
		+ Enforce regulations
		- Limited by poor enforcement
		<ul> <li>May make decisions to prioritise economic development</li> </ul>
		LUCAIS. Spek advice from other stakeholders regarding sustainable tourism practices
		+ Participate in decision-making
		- Limited by lack of financial or technical assistance
		<ul> <li>Prioritise economic benefits over sustainability</li> </ul>
		A possible approach:
		The answer could explain the roles played by both government and locals in
		contributing to sustainable tourism. This could be followed by the consideration of
		the limitations that each role has. The evaluation could weigh the arguments
		discussed, arriving at a reasoned conclusion.
		Level 7-9m Develops arguments that support <b>both sides</b> of the discussion
		3 clearly, using a range of points with good elaboration.
		Examples used demonstrate a comprenensive
		derived from a well reasoned consideration of the
		arguments
1		

Level 2	4-6m	Develops arguments that support <b>one side</b> of the discussion well, using one or two points with some elaboration. <b>Example(s)</b> used demonstrate a <b>good understanding</b> of the issue or phenomenon. <b>Evaluation is well supported</b> by arguments.
Level 1	1-3m	Arguments are unclear with <b>limited description</b> or may be listed. <b>No examples</b> provided or examples are generic, demonstrating a basic understanding of the issue or phenomenon. <b>Evaluation is simple, missing or unclear.</b>
Level	0m	No creditworthy response.



		Fig. 3.1			
	(i)	Identify the landform marked X shown in Fig. 3.1. [1]			
		Award 1m for identifying the landform			
		Mid-ocean ridge / Mid-Atlantic ridge [1]			
		4.01			
	(ii)	With reference to Fig. 3.1, explain the evidence for seafloor spreading. [4]			
	Awa	ard 1m for each description, up to 4 m.			
	Award a maximum of 1 additional mark for further development of each description, where applicable.				
	<ul> <li>Rocks found furthest from the mid-ocean ridge are older than those closer to it</li> </ul>				
	<ul> <li>Age of rocks are oldest near A and B (or 50km away from ridge) at around million years old and decreases to 0 with increased distance to the ridge [additional mark] OR age of rocks increases as distance from the Mid-Atlanti ridge increases, at a rate of 4million years old per 50km [1 additional mark]</li> <li>Age of rock is youngest nearest to the ridge as magma rises along the mic ocean ridge to fill the gap along zone of divergence. [1]</li> </ul>				
	•	As divergence continues and seafloor spreads, rocks that are formed earlier at near the ridge is pushed outwards towards A and B. [1]			
	Acc sug	ept if students had mentioned 'Magnetic striping' even though no legend to gest alternate polarity, but cap at 2m. There are alternate polarities recorded on the seafloor as shown by the black			
		and white strips. [1]			
		Accept any elaboration on it [1]			
	40	2			
(b)	Exp	lain how volcanoes are formed at convergent plate boundaries. [4]			
	Awa	ard 1m for each description, up to 4 m.			
	Awa	ard a maximum of 1 additional mark for further development of each description,			
	whe	e applicable.			
	•	At convergent plate boundaries, two oceanic plates/an oceanic and continental plate move towards each other [1]			
	•	When the denser oceanic plate subducts beneath the less dense plate, it melts and form magma [1]			
	•	Because high pressure forces water out of its crust. Water lowers the melting point of the overlying mantle [1 additional mark]			
	•	Magma then rises through the cracks to the earth's surface, cools, solidifies and accumulates over time to form volcanoes [1]			



	With reference to Fig. 3.2, describe how the volcanic eruption in 1973 had
	affected the physical environment in Heimaey. [3]

	Award 1m for each description, up to 3 m. Award a maximum of 1 additional mark for further development of each description, where applicable.
	<ul> <li>The town has shrunk [1]</li> <li>By about 500m at the east of the town [1 additional mark]</li> <li>Total area of the island increased [1]</li> <li>The island extended eastward by about 1-1.5km. [1 additional mark]</li> <li>There is an emergence of a new volcanic cone, Eldfell</li> </ul>
	AO2
(d)	Explain how monitoring and warning systems can reduce vulnerability to earthquake hazards. [3]
	Award 1m for each description, up to 3m. Award a maximum of 1 additional mark for further development of each description, where applicable.
	<ul> <li>Monitoring and warning systems are a set of devices used to detect seismic waves and ground deformation. [1]</li> </ul>
	<ul> <li>That will help to make predictions and send warnings about potential hazards.</li> <li>[1]</li> </ul>
	<ul> <li>The warnings will enable people to evacuate to a safer place, reducing their susceptibility to earthquakes. [1 additional mark]</li> </ul>
	AO1
(e)	Study Fig. 3.3 (Insert), which shows the death toll associated with varying magnitudes of earthquakes in Turkey since 1900.
	With reference to Fig. 3.3, describe the relationship between magnitude of earthquakes and death toll. [3]

Award 1m for each description, up to 2m. Award a maximum of 1 additional mark for further development of each description, where applicable.
<ul> <li>In general, the higher the magnitude of earthquake, the higher the death toll. [1]</li> <li>The Erzincan earthquake in 1939 has the highest magnitude of about 8 and highest death toll of 32,700 deaths [1 additional mark].</li> <li>Conversely, low-magnitudes below 6 typically have low death toll of under 3000. [1 additional mark]</li> <li>However, there are exceptions where high magnitude earthquakes have low death tolls [1]</li> <li>There were 4 high-magnitude earthquakes on a scale of 7 and above with low death toll of less than 3000 [1 additional mark]</li> </ul>