

YISHUN JUNIOR COLLEGE

JC 2 Preliminary Examination 2017

H2 GEOGRAPHY

Paper 2 Data Response Questions

9751/02

12 September 2017
3 Hours

QUESTION PAPER

Additional materials:

Answer Paper

1 Insert

World outline map



READ THESE INSTRUCTIONS FIRST

Start each question on a fresh piece of paper.

Write your name and CTG on all the work you hand in.

Write in dark blue or black pen on both sides of the paper.

You may use a pencil for any diagrams or graphs.

Do not use staples, paperclips, highlighters, glue or correction fluid.

Candidates answer **all** questions.

The Insert contains all the Resources referred to in the questions.

You should make reference to appropriate examples studied in the field or the classroom, even where such examples are not specifically requested by the question.

Diagrams and sketch maps should be drawn whenever they serve to illustrate an answer.

The world outline map may be annotated and handed in with relevant answers.

You are reminded of the need for good English and clear presentation in your answers.

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

At the end of the examination, fasten all your work securely together in the correct order.

This question paper consists of **5** printed pages and **1** blank page.

Section A

Theme 4: Geographical Investigation

- 1 A group of 5 18 year-old students wanted to examine the needs of elderly living in urban neighbourhoods. They selected the neighbourhoods of Bukit Merah and Punggol in Singapore for their investigation. They had access to census information about the percentage of elderly living in these areas.

The students wanted to gain further information to gain a fuller picture of the needs of the elderly in Bukit Merah and Punggol. They were allocated three days for field investigation at the beginning, in the middle and at the end of August.

Resource 1A shows the proportion of resident population aged 65 and over by planning area in June 2016. Resource 1B shows the elderly resident population in Bukit Merah and Punggol in June 2016. Resource 2A shows road safety features in Bukit Merah. Resource 2B shows the data collected by students on these road safety features in Bukit Merah.

- (a) With reference to Resources 1A and 1B, suggest why the students might have selected these two neighbourhoods for their study. [1]
- (b) With reference to Resources 1B, 2A and 2B, suggest a possible hypothesis for the students' investigation and state **three** reasons why the hypothesis is at a suitable scale. [4]
- (c) Sketch a line graph to represent the total number of elderly in Bukit Merah and Punggol in Resource 1B. [4]
- (d) Explain how the students might minimise the risks and impact of their investigation. [6]
- (e) Evaluate the usefulness of all the Resources in helping to assess the needs of elderly living in Bukit Merah and Punggol neighbourhoods. [9]

Section B**Theme 1: Tropical Environments****Cyclone Nargis in Myanmar**

- 2** Myanmar has many different climates, but is dominated by Aw. Resource 3 shows the occurrence of natural hazards in Myanmar between 2008 and 2012. Resource 4 shows the storm track of Cyclone Nargis. Resource 5 shows the satellite images of the area before and after Cyclone Nargis made landfall on 2 May 2008.
- (a) Describe the distribution of the atmospheric and hydrological hazards in Myanmar as shown in Resource 3. [4]
- (b) Using Resource 4, explain how Cyclone Nargis could have developed over time and space. [6]
- (c) Describe the changes before and after Cyclone Nargis as shown in Resource 5. [3]
- (d) With reference to Resources 3 and 5, explain three possible effects of Cyclone Nargis. [6]
- (e) With reference to Resources 3 and 5 and your own knowledge, explain how floods in Myanmar could possibly be managed. [6]

Theme 2: Development, Economy and Environment**Mining in Peru**

- 3** Resource 6 shows the aerial view of changes with Tambopata National Reserve's buffer zone. Resource 7 shows the mining companies in Peru. Resource 8 shows the recent growth and poverty trends in Peru from 1995 to 2007.
- (a)** Describe the changes shown in Resource 6. [4]
- (b)** With reference to Resource 7 and your own knowledge, explain the characteristics of an extractive industry. [5]
- (c)** With reference to Resources 6, 7 and your own knowledge, explain the possible impacts of extractive industries on the environment. [6]
- (d)** Describe the trends shown in Resource 8. [4]
- (e)** With reference to all the Resources and your own knowledge, explain how the resource-curse thesis could be applied to Peru. [6]

Theme 3: Sustainable Development

Urbanisation in Sao Paulo, Brazil

- 4** Resource 9 shows the urbanisation trends for selected cities from 1950 to 2025. Resource 10 shows the spreading Greater Sao Paulo Metropolitan Area in Brazil from 1972 to 2002. Resource 11 shows the distribution of slum housing in the Greater Sao Paulo Metropolitan Area. Resource 12 shows the Cingapura housing project in Sao Paulo.

(a) Describe the urbanisation trends shown in Resource 9. [4]

(b) With reference to Resource 10, describe how the Greater Sao Paulo Metropolitan Area has changed from 1872 to 2002. [3]

(c) With reference to Resources 9 and 10, suggest reasons for the changes in the Greater Sao Paulo Metropolitan Area from 1950 onwards. [3]

(d) With reference to Resources 9, 10 and 11 and your own knowledge, explain the possible reasons for the development of slum housing in the Greater Sao Paulo Metropolitan Area as shown in Resource 11. [6]

(e) With reference to all the Resources and your own knowledge, evaluate the effectiveness of strategies used to improve the lives of slum dwellers. [9]