

**Anglo-Chinese School**  
(Independent)



**PRELIMINARY EXAMINATION 2024**  
**YEAR FOUR EXPRESS**

**HUMANITIES**  
Paper 2 Geography

**2260/02**

**MARKING SCHEME**

- 1 (a) Describe the hazard and explain its impacts on the residents staying close by. [2m]



Award 1 mark each for correct description and explanation.

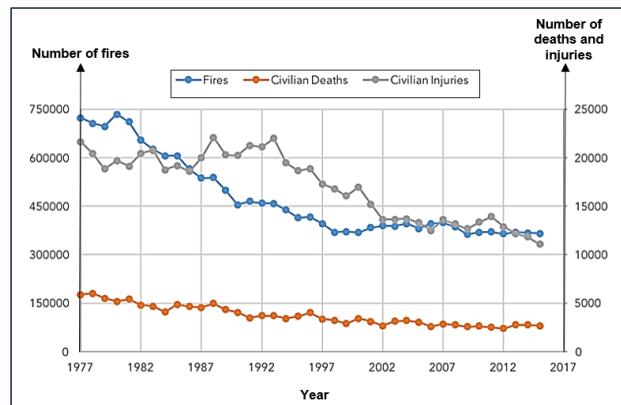
Possible responses include:

It is air pollution from factories.

Air pollution can cause health issues such as breathing difficulties to the residents.

- 1 (b) (i) Compare the trend in the number of residential fires and deaths to civilians between 1977 to 2017. [2m]

Fig. 1.2 for Question 1(b)



(Source: <https://www.bu.edu/sph/files/2017/06/lessons-from-fire-prevention-fig-1.png>)

Award 1 mark for correct explanation on the similarity

Award 1 mark for correct explanation on the differences using data from graph

Possible responses include:

Both number of fires and number of civilian deaths decreased

There is greater decrease in the number of residential fires where civilian deaths decreased by 58% and number of residential fires decreased by 46%

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- 1 (b) (ii) Explain how building community resilience might reduce the risks of residential fires. [2m]

*Award 1 mark each for correct explanation of 2 points on community resilience  
No marks awarded for writing having extinguisher or fire alarm at home.*

*Possible responses include:*

Neighbours can help to look out for any fire occurrences and help to extinguish the fire before it can spread to more houses while waiting for arrival of SCDF

Volunteers who are the Community First Responders can help to educate the neighbours on fire hazard and encourage them to be alert while cooking, not to charge PMD illegally and look out for spoilt electrical wiring to prevent residential fires.

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- 1 (c) (i) Identify the sampling method they could use for the investigation and describe how it can be conducted. [3m]

*Award 1 mark for correct identification of sampling method  
Award 2 marks for correct explanation on 2 points on how it is conducted*

*Possible responses include*

It is stratified random sampling

They should use random number generator to decide on interviewing around 20 visitors of different age groups

- 
- 1 (c) (ii) Describe how the students collected the data shown in Fig. 1.3. [3m]

*Award 1 mark each for correct description of 3 points on how they collect the data*

*Possible responses include:*

They should station themselves at the entrance of the park

They will select the visitors and ask them question on their age group.

Students need to walk around the park to count the number of amenities namely number of carpark, toilets, sheltered benches and vending machines and record on recording sheet

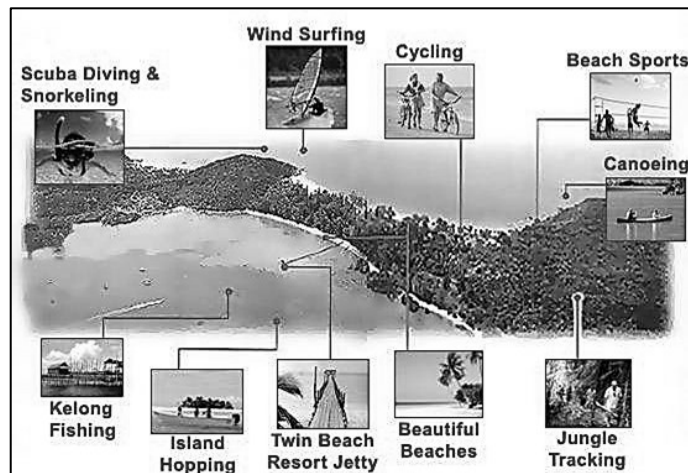
- 
- 1 (c) (ii) Explain how the students could ensure that the data collected was reliable. [2m]

*Award 1 mark each for correct explanation of 2 points*

*Possible responses include*

They should conduct the survey on the same day and at the same timing at the 3 parks.

- 
- 2 (a) (i) With reference to Fig 2.1, explain why adventure tourists might be attracted to visit Sibu Island. [3m]



*Award 1 mark each for correct description of any 3 activities where adventure tourists prefer at the island*

*Max 2 marks if no relevant activities are quoted in the answer*

*Possible responses include:*

Tourists might be interested in water activities such as swimming in the beach and wind surfing.

Tourists might be interested in jungle hike

Tourists are interested to go diving and snorkeling

*(or cycling, canoeing, see the scenic beauty is not accepted)*

- 2 (a) (ii) Explain how tourists' motivation to travel led to the growth of tourism in Sibu Island. [2m]**

*Award 1 mark each for correct explanation of 2 points on motivation to travel with reference to the activities in the island, max 1 mark if no activities mentioned*

*Possible responses include:*

Tourists visit Sibu Island to relax from their stressful working environment by enjoying nature and beautiful scenery

Tourists visit the island to achieve personal growth and self fulfilment through activities such as diving and snorkelling to see the corals

*(or tourists visit the island for unique travel experiences where they have never done before such as kelong fishing or hiking in the jungle)*

- 2 (a) (iii) Explain why conservationists are concerned with the large number of tourists to Sibu Island. [2m]**

*Award 1 mark each for correct explanation of 2 points on negative impacts to the environment of the island*

*Possible responses include:*

Some tourists might litter at the beach which might harm marine lives.

Too many tourists diving or snorkelling to see the coral reefs might harm them instead

- 2 (a) (iv) Explain two unexpected events that can cause economic benefits from tourism at Sibu Island to fluctuate. [2m]**

*Award 1 mark each for correct explanation of 2 relevant points*

*Possible responses include:*

Natural disasters in Malaysia such as floods or heat waves might discourage tourists from visiting the island due to safety concerns

If there is political riot in Malaysia, there might be decline in visitors due to safety concerns of being harmed during the riots

*(or diseases such as dengue or bird flu epidemic)*

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- 2 (a) (v) Explain how tourism development in Sibu Island contributes to social and environmental sustainability. [4m]**

*Award 1 mark each for correct explanation of 2 points on social and 2 points on economic impacts*

*Possible responses include:*

*Social sustainability*

With more tourists to the island, more locals can earn higher income by working at the bicycle rental shop or snorkelling rental shop or guides

Locals can also learn more on the tourists' culture and allow tourists to have tolerance and better understanding of locals' culture

*Environmental sustainability*

The natural environment in the island will be conserved such as coral reefs and the jungle

Biodiversity will also be conserved such as marine animals and birds around the island

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- 2 (b) (i) Using named examples, compare between community based tourism and ecotourism. [3m]**

*Award 1 mark for correct description of a similarity and differences including relevant named examples, max 2 marks if no named examples given*

*Possible responses include:*

Both community based and ecotourism focus on benefiting the local community

Community based tourism is managed by the local communities which includes homestays such as visit to the Karen tribe in Chiangmai.

Ecotourism involves visits to natural areas such as visit to Galapagos Island in Ecuador to learn more on the plants and wildlife.

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- 2 (b) (ii) Explain the limitations of community based tourism. [2m]**

*Award 1 mark for correct explanation of any 2 limitations.*

*Possible responses include:*

Locals might not have the skills and expertise to manage the tourists visiting their village.

Locals might not have the necessary funds to manage the tourists and projects at the village

- 3 Our school did not opt for Climate topic and students will not attempt the questions.

These Climate questions were added to let students be aware that the Olevel exam booklet will be in this way.

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- 4 (a) Using information from Fig 4.1 only, describe the impact of tsunamis on the human systems. [2m]



Award 1 mark each for correct description of how tsunami affect human systems

Possible responses include:

People might be injured or killed from tsunamis where they might drown from the floods

Tsunami caused floods which will damage their homes thus they will be homeless

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- 4 (b) (i) What type of volcano is Mount Popocatepetl. [1m]

Award 1 mark for correct identification of volcano

It is stratovolcano

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- 4 (b) (ii) Using information from Fig. 4.2 only, describe the hazards associated with the eruption of Mount Popocatepetl [2m]

Award 1 mark each for correct description of 2 hazards of eruption from the article  
No marks awarded for description of hazards not found in article

Possible responses include:

Homes, farms and cars damaged by the thick ash  
Airports have to be closed because planes are not able to fly due to thick ash

(or schools have to be closed, residents have to be evacuated to emergency shelter)

- 4 (b) (iii) Explain why some choose to stay near Mount Popocatepetl despite the risk. [2m]**

Award 1 mark each for correct explanation of 2 relevant points

Possible responses include:

They could be farmers who stay there to grow crops from the fertile soil after the eruption in the past.

They could be miners who work in the quarries since minerals are usually found at volcanoes.

(or Since the volcano has not erupted for long time, the locals are not worried of the danger)

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- 4 (b) (iii) Suggest some strategies that the Mexican government can implement to reduce risks of volcanic eruptions. [2m]**

Award 1 mark each for correct description of 2 strategies

Possible responses include:

The government should ensure proper monitoring and warning systems to monitor the volcano at all time and quickly alert locals to evacuate if there are impending eruptions

The government can ensure proper land use planning by encouraging locals not to stay too close to any volcano so that they will not suffer much if the volcano erupts in future.

(or practice evacuation drills so that locals are familiar with evacuation routes)



- 4 (c) “Short-term responses after an earthquake are more effective in saving lives than long-term responses.”  
To what extent do you consider this statement to be true? Use examples to support your answer. [9m]

level	marks	Descriptors
3	7 – 9	Develops <u>arguments</u> that support <u>both side</u> of the discussion <u>clearly</u> , using a <u>range of points</u> with <u>good elaboration</u> . <u>Examples</u> of locations of earthquakes were used to demonstrate a <u>comprehensive understanding</u> of the issue. <u>Evaluation</u> is derived from <u>well-reasoned consideration</u> of the <u>arguments on short term and long term responses after earthquake with decision on one of them</u> .
2	4 – 6	Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Examples used demonstrate a good understanding of the issue. Evaluation is well supported by arguments on either short term or long term responses after earthquake
1	1 – 3	Arguments are unclear with limited description or mere listing. No examples provided or examples are generic, Demonstrating a basic understanding of the issue. Evaluation is simple, missing or unclear.
0	0	No credit worthy response

### Short term responses

- search and rescue for survivors, effective to save lives as the injured survivors can be sent to the hospital for treatment
- however search and rescue must be done within 72 hours because chances of survival without food and water is slim after 72 hours
- some countries might need the help of trained rescued workers from the United Nations or from other countries to help them to search for survivors using search dogs or special machinery
- eg. Many survivors were able to be sent to the hospital few hours after the earthquake at Christchurch because of the rapid search and rescue operations by the New Zealand rescue workers
- eg. Some countries such as Haiti may not have enough trained rescue workers thus when earthquakes occur, the survivors are not able to be rescued fast enough thus led to high number of fatalities. Some people in Haiti are too poor and when earthquakes occur, they will start looting and cause riots instead of helping the trapped survivors

- survivors should quickly be evacuated and given food, clean water, medicine in temporary shelter after the earthquake since their houses are damaged
- with the setting up of temporary shelter, survivors are able to be treated quickly and receive food and water supply to ensure that their survival
- however some poor countries such as Bangladesh do not have proper facilities to set up temporary shelter thus the survivors are left in the open with too many people and might die from starvation or suffer from diseases due to poor hygiene
- eg. Many Japanese survivors were able to stay in temporary shelter and given food, water and blankets after the tsunami in Tohoku in 2011 due to the good planning of the Japanese government and good teamwork of the personnel to ensure the efficient check on the survivors at the shelter
- thus short term responses are more crucial in saving lives because every minute is important immediately after earthquake occurs

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### **Long term responses**

- after the earthquakes and aftershocks, rebuilding and repair of the damaged houses and roads can be done
- some poor countries might not have the funds to repair and rebuild the damaged houses and infrastructure thus it affects the locals who might not be able to continue living in an area damaged by the earthquake
- counselling have to be done to ensure that survivors are not mentally affected by loss of their loved ones, some survivors might not want to be counselled and they will always be affected