**CEDAR GIRLS' SECONDARY SCHOOL**
Preliminary Examination 2024
Secondary Four

| CANDIDATE NAME | |
|---|---|

| CLASS | | | INDEX NUMBER | | |
|---|---|---|---|---|---|

# GEOGRAPHY

# 2279/01

Paper 1

**21 August 2024**

**1 hour 45 minutes**

Candidates answer on the Question Paper.

Additional Materials:     Insert

**READ THESE INSTRUCTIONS FIRST**

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

Answer **all** questions.

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.

| Question | Marks |
|---|---|
| 1 | 20 |
| 2 | 15 |
| 3 | 15 |
| Total | 50 |

**[Turn over**

This document consists of **12** printed pages and **1** Insert.

Answer **all** questions.

**1   Cluster 1: Geography in Everyday Life**

A group of students were tasked to carry out a tourism-related Geographical Investigation (GI). They decided to investigate the Bras Basah, Bugis precinct (BBB) in Singapore.

One of the oldest neighbourhoods in Singapore, Bras Basah was one of the most ethnically diverse, with Jews, Europeans, Eurasians, Malays, Indians, Armenians and Chinese living together. Bugis, while not as ethnically diverse, was a bustling place of trade, entertainment and small businesses. These beginnings contribute to the unique vibe of the precinct today.

**(a)**   During their research on BBB, the students found street maps (Fig. 1.1 in Insert) and tourist maps (Fig. 1.2 in Insert). While the street maps provide general information, the tourist map highlights specific places of interest in the area. Concurrently, during their lessons, they learnt of different personality types of tourists.

This made the students wonder if tourists' personality type affect their preferences when using guides like maps to get around. They decided to investigate this, guided by the hypothesis '*Venturers and near venturers prefer to use street maps rather than tourist maps to get around during their trips'*.

**(i)**   Identify the type of tourism at BBB.

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**(ii)**   Study Fig. 1.3 (Insert), which shows the questionnaire the students designed to collect data for their investigation.

Explain how the different questions in Fig. 1.3 are useful for their study.

| Question | Useful for their study because |
|---|---|
| 1, 2, 3 | ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… |
| 4, 5, 6 | ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… |
| 7, 8 | ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………….… [3] |

**(iii)** Suggest how the students could manage the limitations of unforeseen factors affecting the study.

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**(b)** Study Fig. 1.4 (Insert), which shows the data collated from 100 tourists who filled out their questionnaire at BBB.

**(i)** Explain how you identified the sampling method used by the students based on the data shown in Fig. 1.4.

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**(ii)** Using Fig. 1.4, describe the profiles of tourists who visit Singapore.

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**(iii)** Evaluate how far the data collated in Fig. 1.4 can be used to make conclusions for the hypothesis '*Venturers and near venturers prefer to use street maps rather than tourist maps to get around during their trips*'.

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[Total: 20]

**2   Cluster 2: Tourism**

**(a)**   Study Table 2.1, which shows the number of destinations Turkish airlines connect with directly and international arrivals to Turkey by air from 2005 to 2014.

**Table 2.1**

**Number of destinations Turkish airlines connect with directly and international arrivals to Turkey by air**

|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of destinations | 78 | 105 | 109 | 111 | 120 | 132 | 152 | 182 | 202 | 219 |
| International arrivals by air (millions) | 14.9 | 14.0 | 16.8 | 18.8 | 18.9 | 19.6 | 21.8 | 22.9 | 24.9 | 26.8 |

**(i)**   Describe the relationship between the number of direct flights and international arrivals to Turkey shown in Table 2.1.

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**(ii)**   Study Fig. 2.1, which describes transit routes.

**Transit routes**

The frenzy of "stop-over programs" never ends: Qatar, Abu Dhabi or Singapore capitalise on their hub to capture and retain their transit passengers for 24 hours or more. Dubai is a successful example: a few days stop-over is now fully anchored in the minds of travellers, who spontaneously request it before continuing their holidays in Asia or the Indian Ocean.

**Fig. 2.1**

With reference to Table 2.1 and Fig. 2.1, explain how the availability of transit routes influences the volume and direction of travel.

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**[Turn over**

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**(b)** 'The negative impacts of tourism can only be managed with government intervention.'

To what extent do you consider this statement to be true? Explain your answer.

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**[Turn over**

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[Total: 15]

[Total: 15]

**3    Cluster 3: Climate**

**(a)**    Study Fig. 3.1 (Insert), which shows the average annual precipitation for Washington, a state on the west coast of the United States of America, from 1971 to 2000, and Fig. 3.2 (Insert), which shows a topographic map of Washington, USA.

Explain why Fig. 3.1 shows the average annual precipitation is lower in Sequim and Seattle.

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**(b)** Study Fig. 3.3, which shows long term variations of the Earth's eccentricity and obliquity over the last 400,000 years and the next 100,000 years.

**Variations of the Earth's eccentricity and obliquity**
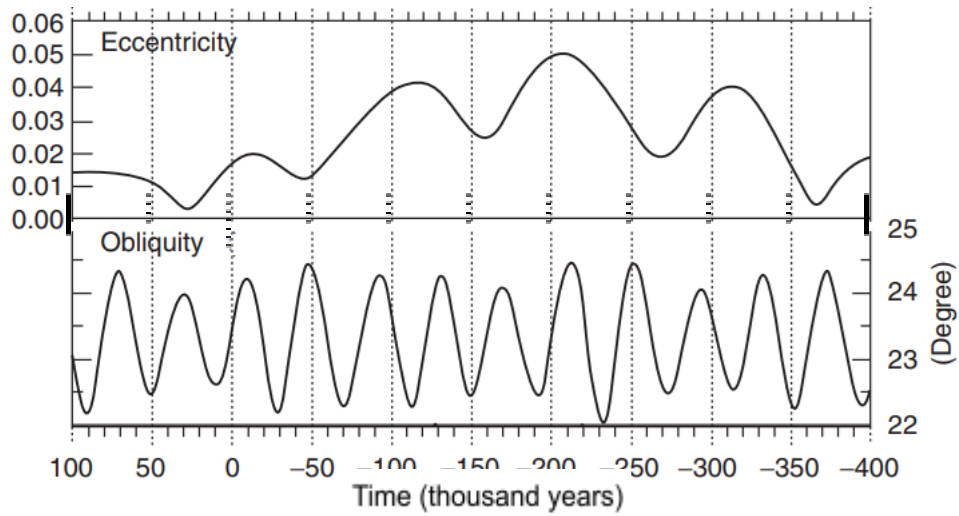


**Fig. 3.3**

Using Fig. 3.3, describe how the Earth's eccentricity and obliquity results in climate variability over time.

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**(c)** Explain how climate change is a threat multiplier.

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**[Turn over**

**(d)** Explain how the use of low carbon technologies helps to manage the impacts of climate change.

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[Total: 15]

**Additional page**

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