

ANDERSON SECONDARY SCHOOL
Preliminary Examination 2024
Secondary Four Express



CANDIDATE
NAME:

CLASS:

INDEX NUMBER:

HUMANITIES

2260/02

Paper 2 Geography

21 August 2024

1 hour 45 minutes

Additional Materials: Insert

0800 – 0945 h

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 on both sides of the paper.
You may use an HB pencil for any diagrams or graphs.
Do not use staples, paper clips, glue or correction fluid.

Candidates should support their answers with the use of relevant examples.
Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.

Section A

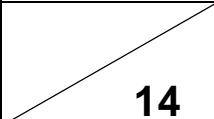
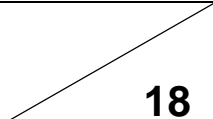
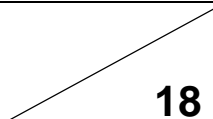
Answer Question 1 **and** Question 2.

Section B

Answer Question 3.

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.

Qn 1	Qn 2	Qn 3
 14	 18	 18

Section A

Answer Question 1 **and** Question 2.

1 Cluster 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

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.

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- (b)** Describe how trees in parks can provide regulating ecosystem services for the neighbourhood.

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- (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.

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- (d) A group of Singapore students were investigating the residents' sense of place in Hougang. As part of their investigation, they wanted to find out if residents' length of stay has an impact on their opinions about Hougang. They came up with the hypothesis that **'The longer the residents' length of stay, the more positive their opinions about Hougang are'**.

They conducted a closed-ended questionnaire to gather data for their investigation. The results of the questionnaire are shown in Table 1.1.

Table 1.1

Residents' opinions about Hougang

Question: Do you like living in Hougang? Please provide 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 reasons (for "No" response)
<ul style="list-style-type: none"> • There is sentimental value - Positive memories since young • This is where I grew up • My family members are living nearby • Accessible – close proximity to MRT and bus stops 	<ul style="list-style-type: none"> • Noisy and dusty environment with ongoing housing construction • Poor estate maintenance • Insufficient food options • Lack of greenery since new public and private housing were built many years ago

With reference to Table 1.1, evaluate how well the data supports the hypothesis.

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2 Cluster 2: Tourism

- (a)** Explain a negative social impact that tourism may bring to the tourist destination regions.

[4]

- (b) Study Fig. 2.1, which shows a brochure about a travel programme in Costa Rica.

Brochure about a travel programme in Costa Rica



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Program in Brief

Innovative trip leader, Jim Wells, and his Cascadia School team make the difference. They have expertly designed a travel program for active adults wanting an alternative to mainstream tourism. Through off-the-beaten path experiences they ensure genuine connection with the Costa Rican culture and Costa Rica's natural treasures.

Highlights

- Cultural Immersion – Spanish for Travelers –
- Service Project – Whitewater Raft Trip –
- Waterfall Rappelling – Jungle Zip Line -
- Camping - Rural Farming – Natural History –
- Cooking Class – Country Bus Riding –Bird
- Watching – Swimming – Hike to Remote
- Cabacer School, Smoking Volcanoes and Good
- Eating -- to name a few!

CASCADIA
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Fig. 2.1

- (i) With reference to Fig. 2.1, identify the personality type of tourists who are more likely to be interested in the travel programme in Costa Rica.

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(ii) Suggest reasons for your answer in **(b)(i)**.

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(c) 'Governments are more effective than the local communities in influencing sustainable tourism development.'

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

[illegible]

3 Cluster 4: Tectonics

(a) Study Fig. 3.1, which shows evidence of seafloor spreading.

Evidence of seafloor spreading

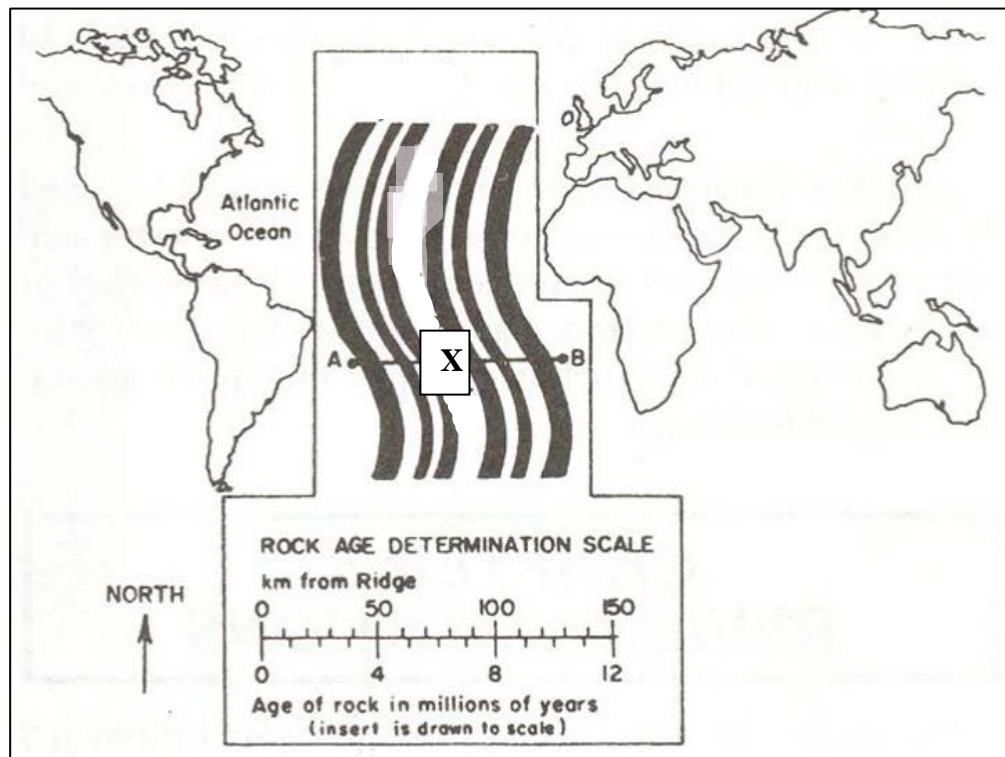


Fig. 3.1

(i) Identify the landform marked X shown in Fig. 3.1.

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(ii) With reference to Fig. 3.1, explain the evidence of seafloor spreading.

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(b) Explain how volcanoes are formed at convergent plate boundaries.

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- (c) Study Fig. 3.2, which shows Heimaey, an Icelandic Island before and after a major volcanic eruption in 1973.

Heimaey before and after a major volcanic eruption

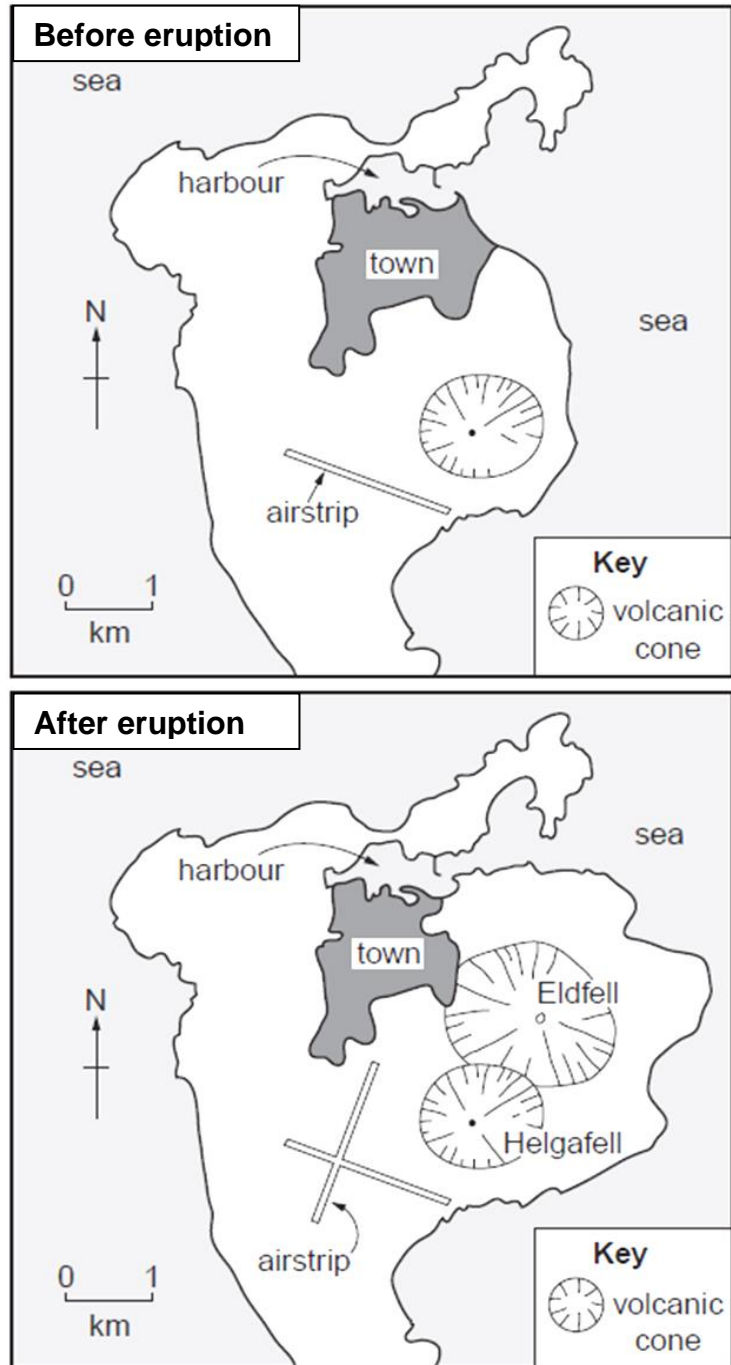


Fig. 3.2

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

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(d) Explain how monitoring and warning systems can reduce vulnerability to earthquake hazards.

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- (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.

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ADDITIONAL PAGE

If you use the following lined pages to complete your answer(s), the question number(s) must be clearly shown.

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Copyright Acknowledgements:

- | | |
|----------------------|---|
| Question 1, Fig. 1.2 | © IHME, Global Burden of Diseases (2024) |
| Question 2, Fig. 2.1 | © https://issuu.com/cascadiaschool/docs/costa_rica_e-brochure_for_hrce_acti |
| Question 3, Fig. 3.1 | © https://earthobservatory.sg/earth-science-education/earth-science-faqs/geology-and-tectonics/how-do-we-know-the-age-of-the-seafloor |
| Question 3, Fig. 3.2 | © https://pubs.usgs.gov/of/1997/of97-724/fig3.html |
| Question 3, Fig. 3.3 | © https://www.washingtonpost.com/world/2023/02/10/turkey-syria-earthquake-history/ |

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