Name	Reg. No	Class

MAYFLOWER SECONDARY SCHOOL

3EXP

HUMANITIES (GEOGRAPHY) **2260/2**

PAPER 2 [50 marks]

END OF YEAR EXAMINATION

OCTOBER 2023

1 hour 45 minutes

Additional materials: INSERT

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.
Write your name, register number and class on all the work you hand in.
Write in dark blue or black pen.

Section A (30 marks)
Answer Question 1.

Section B (20 marks)
Answer Question 2.

For examiner's use	
Section A	
Section B	
Section C	
TOTAL	

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

The number of marks is given in brackets [ ] at the end of each question or part question.
The total mark for this paper is **50**.

This question paper consists of **11** printed pages.

Setter: Ms Alethea Goei

Vetter: Ms Frances Ong and Mr Chen Zhen

Answer Question 1

Cluster 1: Geography in Everyday Life

1 A group of students from Mayflower Secondary School investigated the experience of visitors at the Gallop Extension in the Singapore Botanic Gardens. The Gallop Extension is an eight hectare area with many features which aim to bring nature closer to visitors while educating them on Singapore's forest ecosystems and conservation efforts.

The students designed a closed-ended questionnaire to test the hypothesis: 'Knowledge about the features of the Gallop Extension increases as the length of visit to that part of the Gardens increases'.

Study Fig. 1.1, which shows the map of the Gallop Extension in the Singapore Botanic Gardens.

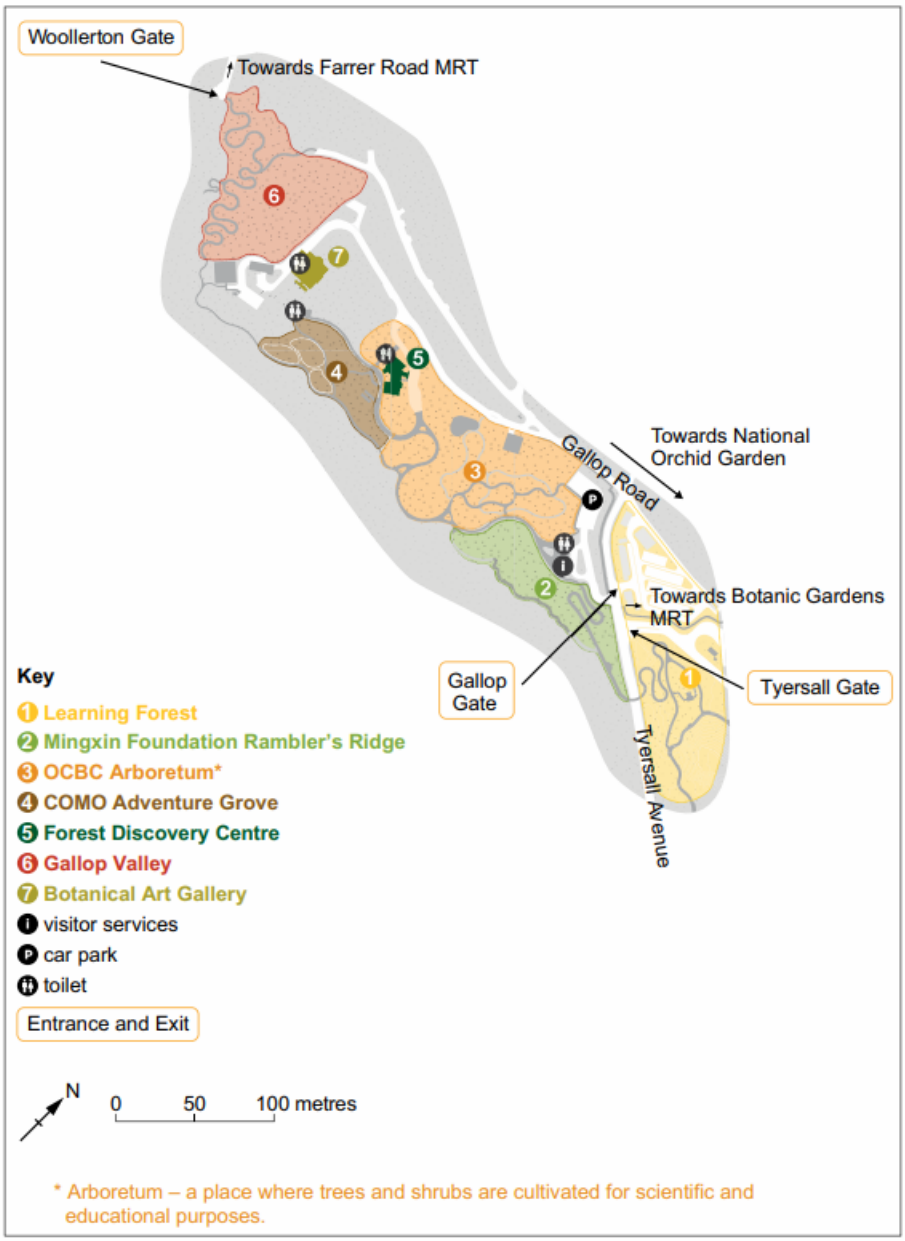

Fig. 1.1

(a) Suggest a suitable guiding question for their investigation. **[1]**

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(b) The students decided to craft a questionnaire based on their hypothesis. With reference to Fig 1.1, state <u>two</u> possible closed-ended questions and their response options which the students could use for their questionnaire. **[2]**

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(c) Using information from Fig. 1.1, suggest how the survey can be carried out to collect the data. **[3]**

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Study Fig. 1.2 (insert) which provides descriptions of the different features of the Gallop Extension in Singapore Botanic Gardens.

(d) With reference to Fig. 1.2, describe two ways that visitors might increase their awareness about nature areas from the various features found in the Gallop Extension. **[4]**

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(e) Study Fig. 1.3 (insert), which shows the Forest Restoration Action Plan in Singapore.

Using information from Fig. 1.3, describe the distribution of the Forest Restoration sites in Singapore. **[4]**

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(f) With reference to studies that you have made, explain one way nature areas might be disadvantaged by local communities. **[4]**

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(g) Photograph A shows a cooking class for senior citizens taking place in a void deck in Singapore.

Photograph A

Explain how the above activity in Photograph A might help to enhance the senior citizens' sense of place. **[3]**

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(h) Describe how life expectancy rate is an indicator of development. **[1]**

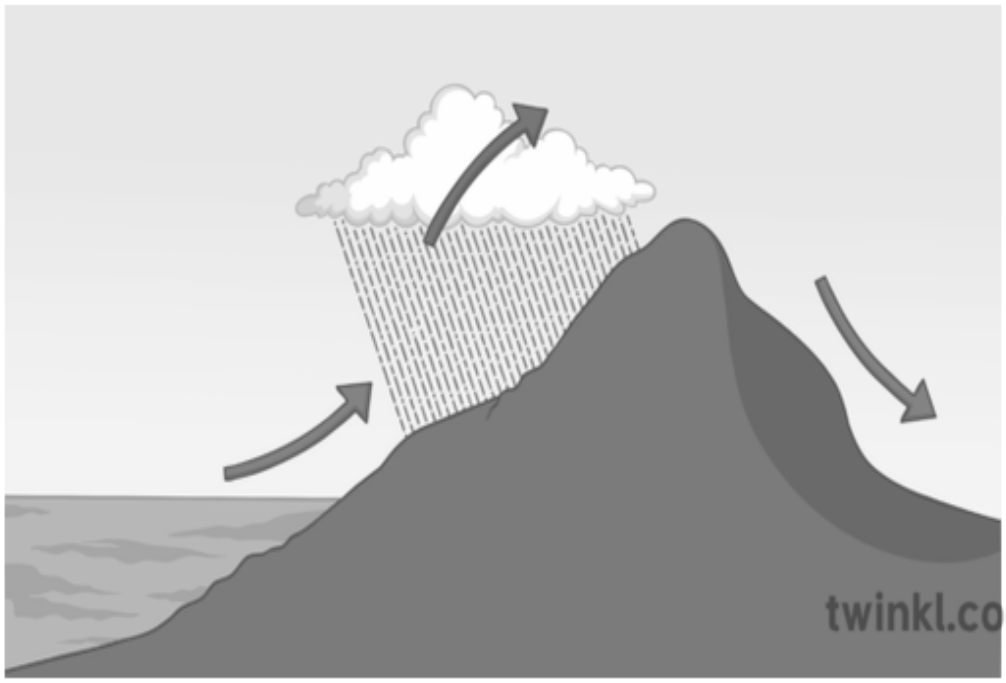
(i) Describe the differences between a precinct and a town. **[4]**

(j) Explain how the public warning system in Singapore helps to reduce the risk of disasters. **[4]**

Answer Question 2

2 Climate

2 (a) (i) On the diagram below, annotate the formation of relief rainfall. **[4]**



(ii) Describe one difference between relief and convectional rainfall. **[2]**

Study Fig. 2 which shows how temperature has changed in the last 400,000 years.

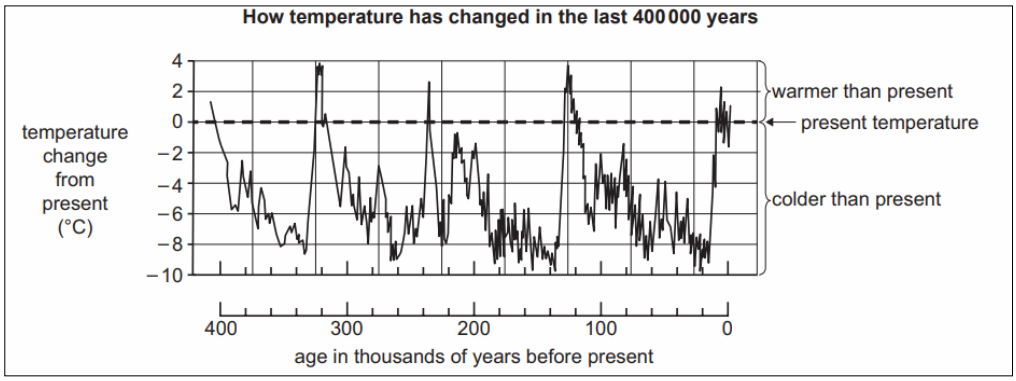


Fig. 2

(b) Using Fig. 2, describe how temperature has changed in the last 400,000 years. **[4]**

(c) With the use of an example, explain how deforestation can lead to climate change. **[4]**

(d) "Threats to flora and fauna is the most severe natural impact of climate change."

How far do you agree with this statement? Support your answer using examples. **[6]**

The End

Table of specifications

Question	AO1	AO2	AO3	
1 a		1		
1b		2		
1c		3		
1d	4			
1e	4			
1f		4		
1g	4			
1h	1			
1i 1j	1 4			
1k	4			
2a i		4		
2 a ii		2		
2b		4		
2c	4			
2d			6	
	24	20	6	

"Extreme weather change is the most severe natural impact of climate change."

How far do you agree with this statement? Support your answer using examples.

Given Factor	**Human Factors (Deforestation, Changing Land Use – Agriculture / Industries / Urbanization)**		
Alternative Factors	Variation in Solar Output		
	Knowledge/Support/Development	**Reasoning**	**Structure/Organization**
Level 1 (0-3 marks)	● At this level answers will be generalized or with minimal detail on volcanic eruption.	● Little emphasis may be on the degree of contribution to climate change.	● No introduction ● No paragraph. ● No conclusion
Level 2 (4-6 marks)	● At this level answers will contain some appropriate detail. Or ● The content will lack balance but some relevant detail. ● Example given must be specific, geographical and appropriate detail to support the argument be it in agreement or disagreement with the statement.	● Agreement or disagreement with the statement is made but general in nature. Agreed or disagree with this statement and showed why. ● To evaluate the degree of contribution from the alternative factor ● Comment on only one factor [max L2/5 with very detailed explanation, geographical evidence and appropriate evaluation]	● Paragraphs are seen. ● One paragraph will be used to agree or disagree with the given statement. ● Another paragraph to be used to consider an alternative factor.
Level 3 (7-8 marks)	● L2 + ● At this level answers will be comprehensive and supported by sound knowledge. ● Consideration of **both** factors with detailed explanation and geographical examples.	● Critical evaluation on the degree of contribution by both factors with appropriate evaluative criteria	● L2 + ● Must come to a conclusion/make a stand.

Teacher's Comment:

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Teacher's Comment:

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TOS – Sec 3 EXP

Assessment objectives	AO1 + 2	AO1 + 3
Section A		
1a		4
1b	2	
1c		1
1d		4
1e	2	
Total	**4**	**9**
Section B		
2a		1
2b	3	
2c	8	
Total	**11**	**1**
Section C		
3a	3	
3b		4
3c		5
3d		5
3e	8	
Total	**11**	**14**
Grand total	**26**	**24**

AO1: Knowledge

demonstrate relevant factual knowledge – geographical facts, concepts, processes, interactions and trends

demonstrate knowledge of relevant fieldwork techniques – identification of geographical questions, sequence of fieldwork inquiry, primary and secondary data collection methods

AO2: Critical Understanding and Constructing Explanation

select, organise and apply concepts, terms and facts learnt

make judgements, recommendations and decisions

evaluate data collection methods and suggest improvements

AO3: Interpreting and Evaluating Geographical Data

comprehend and extract relevant information from geographical data (numerical, diagrammatic, pictorial
and graphical forms)

use and apply geographical knowledge and understanding to interpret geographical data
– recognise patterns in geographical data and deduce relationships
– compare and contrast different views
– present geographical data in an appropriate form and an effective manner
– draw conclusions based on a reasoned consideration of evidence

evaluate the validity and limitations of fieldwork evidence and of the conclusions reached