


NAME: _____ ()		
CLASS:	TEACHING GROUP:	MARKS /50



PEI HWA SECONDARY SCHOOL

PRELIMINARY EXAMINATIONS 2022

Secondary Four Express / Five Normal (Academic)

Humanities

Paper 2 Geography

Additional Materials: Insert
Graph paper
Writing paper

2272/02

29 August 2022

1 hour 40 minutes

READ THESE INSTRUCTIONS FIRST

1. Write your name, class, teaching group and index number in the spaces at the top of this page and on all other scripts meant for submission.

 Write all answers in dark blue or black ink. Answers written in pencil will not be marked.
 You may use a soft pencil for any diagrams or rough working.
 Do not use staples, paper clips, highlighters, glue or correction fluid.
2. There are **3 sections** in this paper
 Section **A**: Answer **one** question.
 Section **B**: Answer **one** question.
 Section **C**: Answer **one** question.
3. Write all answers on the writing papers provided.
4. Candidates are encouraged to support their answers with the use of relevant examples.
 Sketch maps and diagrams should be drawn whenever they serve to illustrate an answer.
5. The number of marks is given in brackets [] at the end of each question or part question.

This question paper consists of **7** printed pages and **1** blank page.

Section A (13 Marks)

Answer **ONE** question from this section.

- 1 A group of students from Pei Hwa Secondary School, Singapore, visited Nairobi, Kenya after the year-end examinations. As part of their Geographical Investigation project, they decided to find out the impact of tourism on the Kenyan people.

(a) State a suitable hypothesis for their research.

[1]

Figure 1 (insert) is a map of Kenya showing some attractions. The students collected primary data for a week at the locations marked A and B in **Figure 1 (insert)**. They devised a bi-polar survey, shown in **Table 1**, to measure the quality of the environment for both areas.

Bi-polar scoring system						
Negative variables	-2	-1	0	+1	+2	Positive variables
Dirty from litter						Clear from litter
Noisy						Quiet
Unmaintained roads and pavements						Well maintained roads and pavements
Crowded						Few people
Unattractive						Attractive

Table 1

(b) Describe how data for the bi-polar survey should be collected.

[3]

Table 2 shows the tabulated average scores of the bi-polar survey.

Tabulated survey scores for quality of environment.

	Variables of survey	Location A	Location B	Average Score
1	Litter	-1	-1	-1
2	Noise	-2	-1	-1.5
3	Maintenance	-1	-1	-1
4	Crowd	-1	-1	-1
5	Attractiveness	-1	2	0.5
	Total	-6	-2	-4

Table 2

- (c) On the graph paper provided, draw a suitable graph to represent the average findings shown in Table 2. [3]

- (d) The students also collected secondary data from a Kenyan government tourism report.

Figure 2 (insert) shows a summary of their researched findings.

Describe what is meant by secondary data and state a benefit of making reference to secondary data in research. [2]

- (e) Using evidence from **Table 2** and **Figure 2 (insert)**, draw a suitable conclusion for their research. [4]

- 2 A group of students from Pei Hwa Secondary School, Singapore, visited Lamu, Kenya after the year-end examinations. They wanted to investigate if there was a relationship between wind and atmospheric pressure in Lamu, Kenya.

- (a) Suggest a suitable guiding question for their research. [1]
- (b) The students took turns to collect results every 2 hours for wind speed, wind direction and atmospheric pressure over a period of 2 days at the location marked “X” on **Figure 3 (insert)**.

Figure 4 shows the instrument used to measure atmospheric pressure.



Figure 4

- Name the instrument shown in **Figure 4** and describe the steps needed to collect atmospheric pressure data. [3]
- (c) **Figure 5 (insert)** shows data collected by the students. Using information from **Figure 5 (insert)**, describe how a suitable graph can be drawn to show the relationship between atmospheric pressure and wind speed at location X. [3]
- (d) Using evidence from **Figure 5 (insert) only**, draw a suitable conclusion for their research. [4]
- (e) Describe two ways how the validity of this investigation could have been improved. [2]

Section B (12 Marks)

Answer **ONE** question from this section.

- 3 (a) Figure 6 (insert)** shows information about the annual precipitation distribution in New Zealand.

Using **Figure 6 (insert)**, account for the annual precipitation distribution for the transect marked X to Y on South Island, New Zealand. [4]

- (b)** “The economic benefits of tourism outweigh the problems it brings.”
How far do you agree with the statement? Support your answer using relevant examples. [8]

- 4 (a) Figure 7 (insert)** shows the ten places with the most visitors to Mauritius in six months in 2016.

Using the information in **Figure 7 (insert)** describe and suggest reasons for the distribution of places with the most visitors to Mauritius. [4]

- (b)** “The government plays the main role in promoting sustainable tourism.”
How far do you agree with the statement? Support your answer using relevant examples. [8]

Section C (25 Marks)

Answer **ONE** question in this section.

- 5(ai)** **Figure 8** is an excerpt from the Global Report on Food Crises by the World Food Programme about the impact of the war in Ukraine on global food security.

The 2022 war in Ukraine triggered alarm among the international community, as a result of its effects on the Ukrainian population and its implications for food security at the global and regional levels. Some food-crisis countries are of particular concern due to their high dependency on both food and fertiliser imports from Ukraine and the Russian Federation, and their vulnerability to global food price shocks.

Figure 8

With the help of **Figure 8**, explain possible reasons why the war in Ukraine would affect food security in Ukraine and other parts of the world. [5]

- (ii)** Outline the possible social impacts that the locals may face due to low food security. [4]
- (bi)** **Figure 9 (insert)** shows the distribution of earthquakes in and around Japan. With reference to **Figure 9 (insert)**, describe the distribution of earthquakes shown. [4]
- (bii)** Suggest and explain the formation of another tectonic hazard likely to occur near to the plate margins shown in **Figure 9 (insert)**. [4]
- (c)** The main factor of an earthquake that determines the extent of earthquake damage is the population density.”
How far do you agree with the statement? Support your answer using relevant examples. [8]

- 6(ai)** **Figure 10 (insert)** shows meat consumption information for some countries of the world in 2017.
With reference to **Figure 10 (insert)**, compare the meat consumption patterns between the countries. [4]
- (ii)** Outline possible reasons for the meat consumption patterns shown in **Figure 10 (insert)**. [4]
- (b)** **Figure 11 (insert)** shows the Global Hunger Index for Asia in 2021.
Describe the distribution of Global Hunger Index for Asia. [4]
- (c)** Explain the impacts of widespread hunger on people and the country. [5]
- (d)** “Using technology to intensify food production is key to eradicating world hunger.”
How far do you agree with the statement? Explain your answer with relevant examples. [8]

End of Paper

[Turn Over

BLANK PAGE**Acknowledgements for all sources**

Figure 1: Adapted from GCSE 2217/02/O/N/07

Photo A: <https://www.nyongesasande.com/list-of-shopping-malls-in-nairobi-kenya/>

Photo B: <https://thenextcrossing.com/hike-to-lake-magadi>

Figure 2: World Tourism Organization, Yearbook of Tourism Statistics, Compendium of Tourism Statistics, 2020

Figure 3: Adapted from GCSE 2217/02/O/N/07

Figure 4: GCSE 2217/20/N/08

Photo X: <https://www.goatsontheroad.com/lamu-island-nairobi-stepping-back-in-time-dariece/>

Figure 5: GCSE 2217/20/N/08

Figure 6: Adapted from GCSE 4241/16/02

Figure 7: Adapted from GCE 2217/22/O/N/20

Figure 8: <https://www.wfp.org/publications/global-report-food-crises-2022>

Figure 9: GCSE 8035/J20/01

Figure 10: <https://ourworldindata.org/grapher/per-capita-meat-type>

Figure 11: <https://ourworldindata.org/hunger-and-undernourishment>