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**FAIRFIELD METHODIST SCHOOL (SECONDARY)**

**END OF YEAR EXAMINATION 2023**

**SECONDARY 3 EXPRESS**

**PAPER 2: HUMANITIES  
(GEOGRAPHY)**

**2260/02**

**Duration: 1 hour 45 minutes**

**\_\_\_\_\_ /50m**

**Date: 4 October 2023**

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**Name:** \_\_\_\_\_ (       ) **Class:** \_\_\_\_\_

**READ THESE INSTRUCTIONS FIRST**

Candidates to answer on Question Paper.

Write your name, class and index number on the front of the paper provided.

Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

You may use a soft pencil for any diagrams or graphs

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.

**This question paper consists of 11 printed pages and 1 insert.**



## ANSWER ALL QUESTIONS

### 1 Cluster 1: Geography in Everyday Life (25m)

- (a) A group of Singaporean students wanted to investigate whether there are sufficient facilities in Dover Housing Estate to promote interactions among the residents.

The students designed a closed-ended questionnaire to test the hypothesis “There are sufficient facilities in Dover Housing Estate to enable residents to strengthen neighbourly bonds.”

- (i) With reference to Fig. 1.1, explain how the students could sample residents to collect data needed to test their hypothesis.

**[5]**

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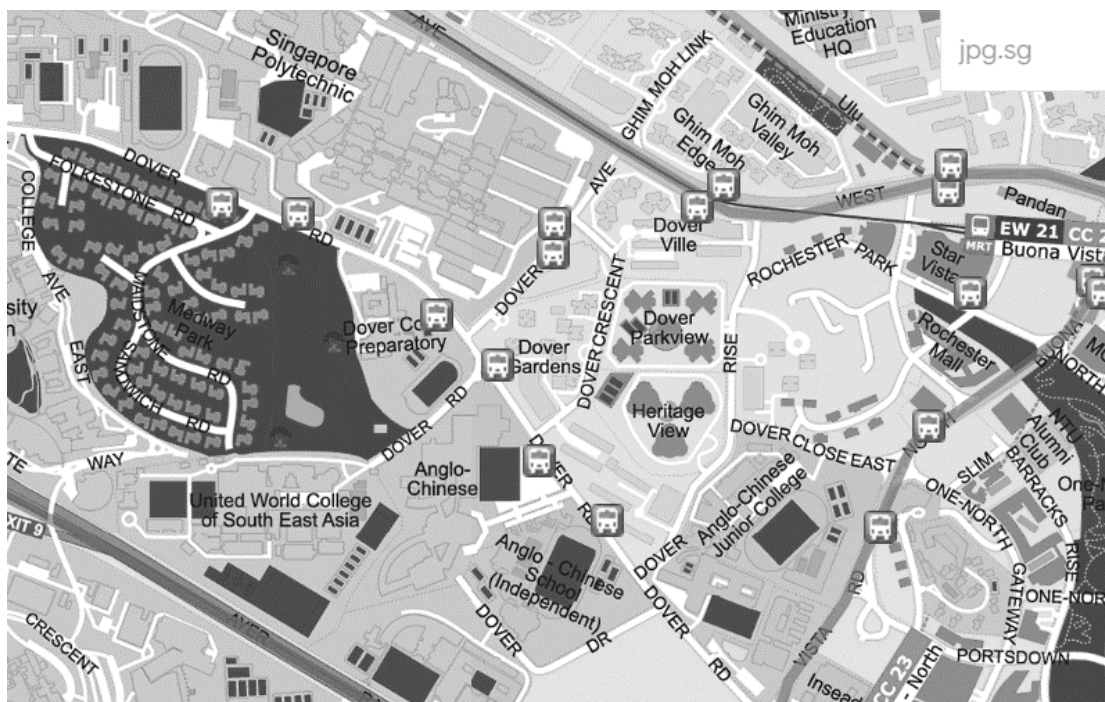


Fig. 1.1

- (ii) With reference to Fig. 1.1, state three questions and response options which the students could use for their closed-ended questionnaire to test their hypothesis. **[3]**

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- b)** Prior to the actual data collection, the students observed that residents tend to gather at specific locations. These included the playground, coffeshop, community center, amphitheater and exercise corner.

The students conducted a pedestrian count on a Monday, from 9am to 9pm. The data which they collected are presented in Fig. 1.2 (Insert).

With reference to Fig 1.2 (Insert), evaluate the validity of the students' findings with regards to whether there are sufficient facilities for residents in Dover Housing Estate to strengthen neighbourly bonds.

**[6]**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

c) Fig. 1.3 shows a news article about Dover Forest.

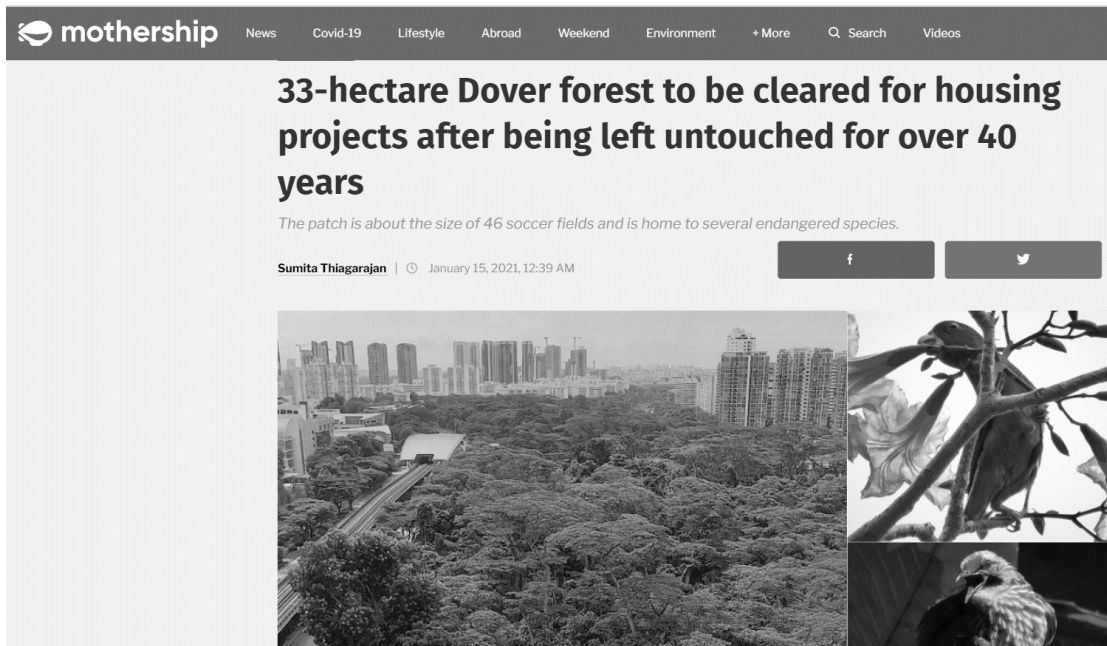


Fig. 1.3

With reference to Fig. 1.3, explain the disadvantages people and nature may bring to each other.

[3]

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- d) Study Fig. 1.4, which shows the number of traffic fatalities in Singapore from 2013 to 2022.

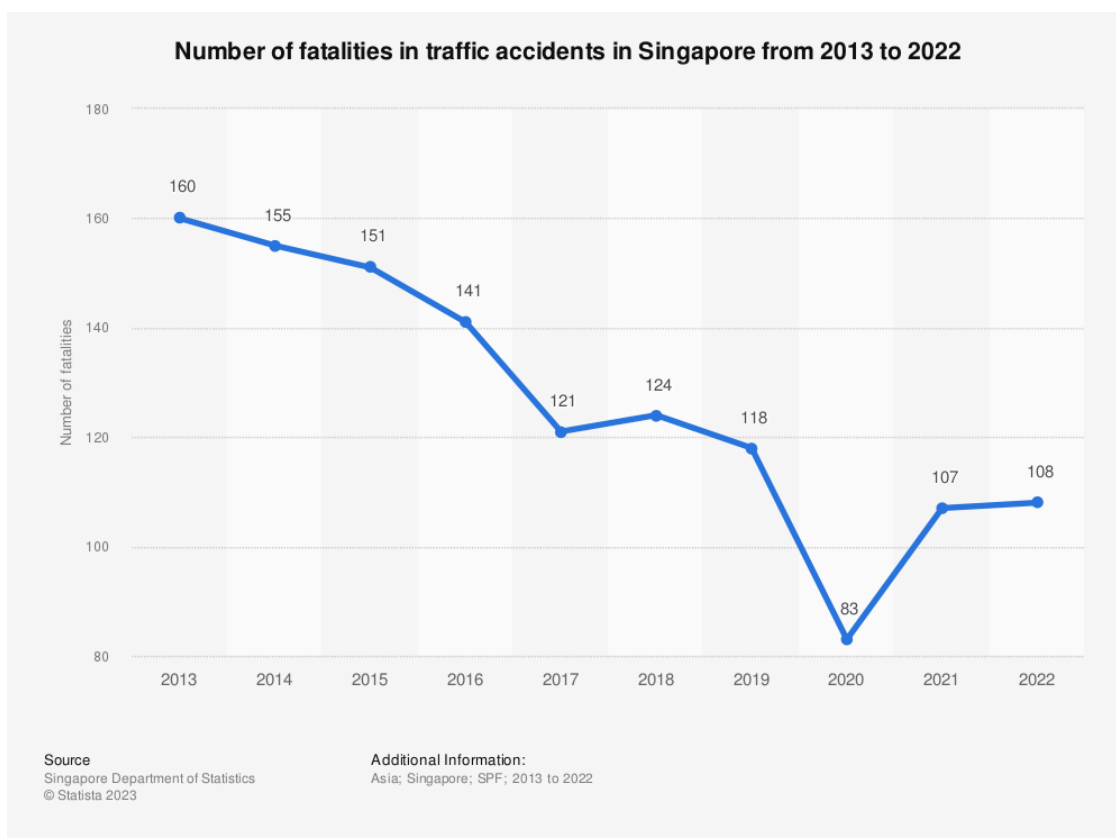


Fig. 1.4

- (i) Using Fig. 1.4, describe the trend of traffic fatalities in Singapore between 2013 to 2022. [4]

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**(ii)** Explain how managing disaster risk could reduce the impact of traffic fatalities. **[4]**

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## 2 Cluster 2: Tourism (25 marks)

- a) Explain why some tourist regions experience stagnation.

[4]

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- b) Fig. 2.1 (Insert) shows the global airline traffic's annual growth in 2011 compared to 2010.

Describe the annual growth in global airline traffic shown in Fig. 2.1.

[4]

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**(ii)** Explain how one mobility factor has contributed to the growth of tourism.

**[3]**

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**b)** Study Fig. 2.2, which shows a dive site in Thailand.



Fig. 2.2

**i)** With reference to Fig. 2.2, describe the negative impact of tourism on the natural environment.

**[3]**

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- [2]

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- [9]

[9]

[illegible]



---End of Paper---



## **FAIRFIELD METHODIST SCHOOL (SECONDARY)**

**END OF YEAR EXAM EXAMINATION 2023  
SECONDARY 3 EXPRESS**

**Humanities (Geography)  
Paper 2**

**2260/02  
Duration: 1 hour 40 minutes**

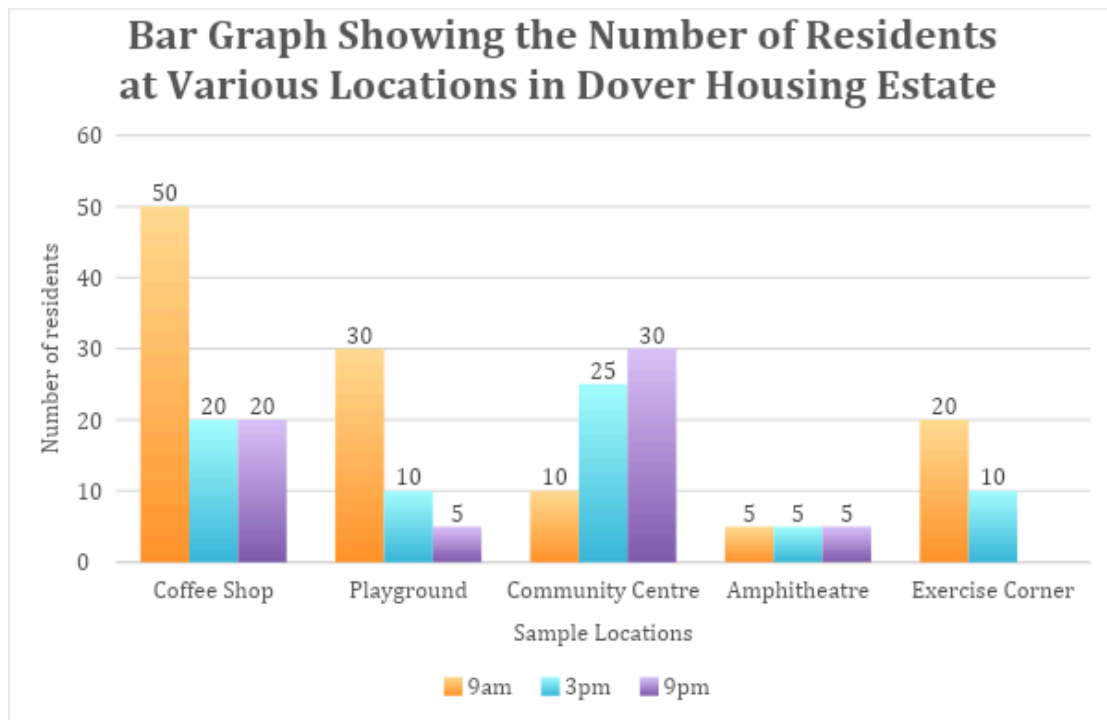
**INSERT**

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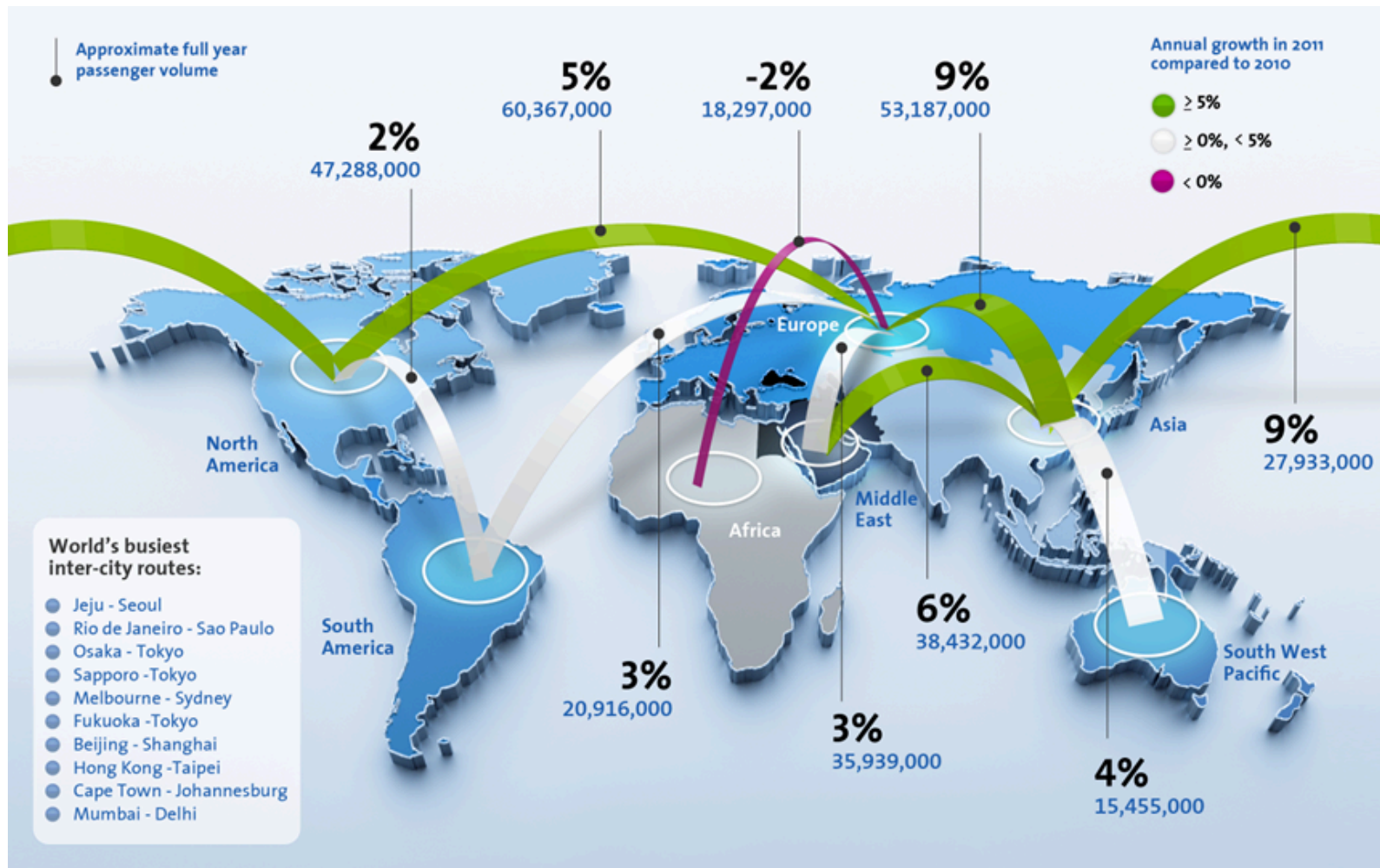
**READ THESE INSTRUCTIONS FIRST**

**This insert contains additional resources referred to in the questions.**

**This Insert consists of 3 printed pages including the cover page.**



**Fig 1.2 for Question 1**




**Fig 2.1 for Question 2**



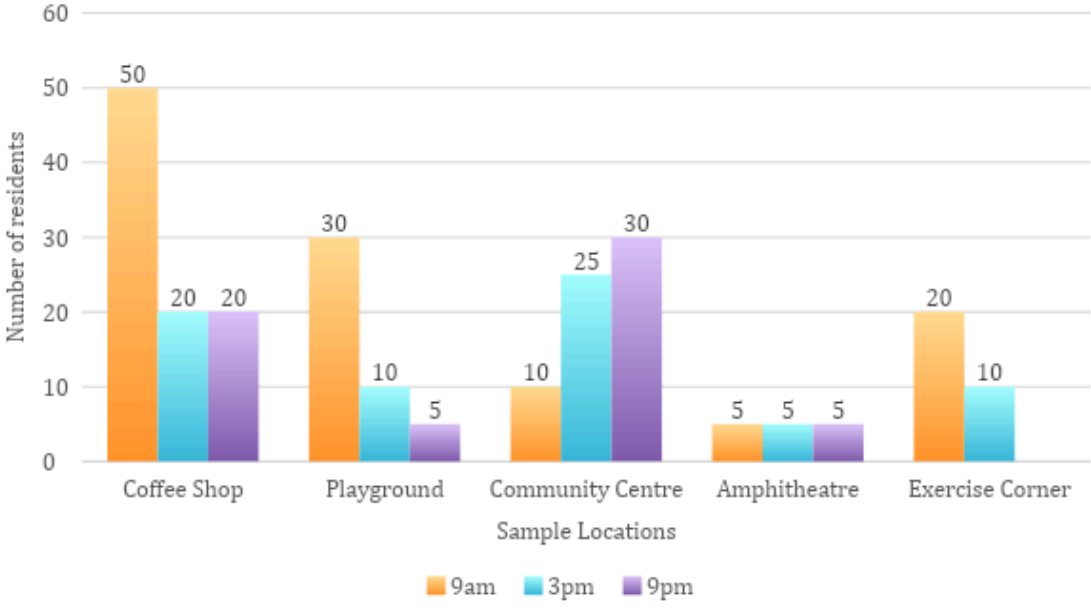
## Suggested answers for 2023 Sec 3 EG EOY

### SECTION A

Answer Question 1 and Question 2

<b>1</b>	<b>Cluster 1: Geography in Everyday Life (25m)</b>	
<b>(a)</b>	<p>A group of Singaporean students wanted to investigate whether there are sufficient facilities in Dover Housing Estate to promote interactions among the residents.</p> <p>The students designed a closed-ended questionnaire to test the hypothesis “There are sufficient facilities in Dover Housing Estate to enable residents to strengthen neighbourly bonds.”</p>	
<b>(i)</b>	With reference to Fig. 1, explain how the students could sample residents to collect data needed to test their hypothesis.	<b>[5]</b>
		
	<p>Award 1 mark for each explanation of how students could sample tourists to collect data needed to test their hypothesis, to a maximum of 5 marks.</p> <p>Award a maximum of 1 additional mark for further development of each explanation, where applicable.</p> <ul style="list-style-type: none"> <li>Students should divide and locate themselves at the various locations around the housing estate i.e. at the entrances of transport nodes such as Buona Vista MR, within residential areas such as Ghim Moh Valley, Dover Gardens . [1 mark] These locations are ideal because a large number of residents will pass by these locations and the students will have opportunities to approach the residents easily. [1 additional mark]</li> </ul>	

	<ul style="list-style-type: none"> <li>Students could use simple random sampling [1 mark] as it is used to remove bias that could stem from the selection of residents [1 additional mark]. For example, each group of students can agree to collect data from 10 residents and use a random number table in the selection of residents at a specific time at sample site. [1 additional mark].</li> <li>Students should ascertain if the interviewee is a resident before proceeding with the interview. [1 mark] This will ensure that the data collected is relevant to the hypothesis. [1 additional mark]</li> <li>Students should collect data for 1 hour each, 3 times a day as this ensures representation of residents sampled at different times of the day. [1 mark]. In addition, they should consider collecting data every day at the same time and location for a week as it will ensure representation of residents sampled during different days of the week and under different weather conditions. [1 additional mark]</li> <li>Students should ensure that they get a sufficient sample size of at least 30 residents [1 mark] to ensure that they get a large enough variety of answers to represent the views of different types of residents. [ 1 additional mark]</li> </ul>	
(ii)	With reference to Fig. 1, state three questions and response options which the students could use for their closed-ended questionnaire to test their hypothesis.	[3]
	<p>Award 1 mark for stating each pair of question and response options, to a maximum of 3 marks.</p> <p><b>Questions must be related to both facilities and neighbourly bonds.</b></p> <p><b>X How much time do you spend with your friends and family per week?</b></p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>Question: Do you think that there are sufficient facilities in your housing estate for you to bond with your neighbours? Options: a) Yes b) No</li> <li>Question: Which facility have you used recently to bond with your neighbours? Options: a) playground b) coffeeshop c) void deck d) others</li> <li>Question: In one month, how many times do you bond with your neighbours? Options: a) everyday b) once a week c) once a month d) less than 2 times a year</li> </ul>	
b)	<p>Prior to the actual data collection, the students observed that residents tend to gather at specific locations. These included the playground, coffeeshop, community center, amphitheater and exercise corner.</p> <p>The students conducted a pedestrian count on a Monday, from 9am to 9pm. The data which they collected are presented in Fig. 1.2 (Insert).</p> <p>With reference to Fig 1.2 (Insert), evaluate the validity of the students' findings with regards to whether there are sufficient facilities for residents in Dover Housing Estate to strengthen neighbourly bonds.</p>	[6]

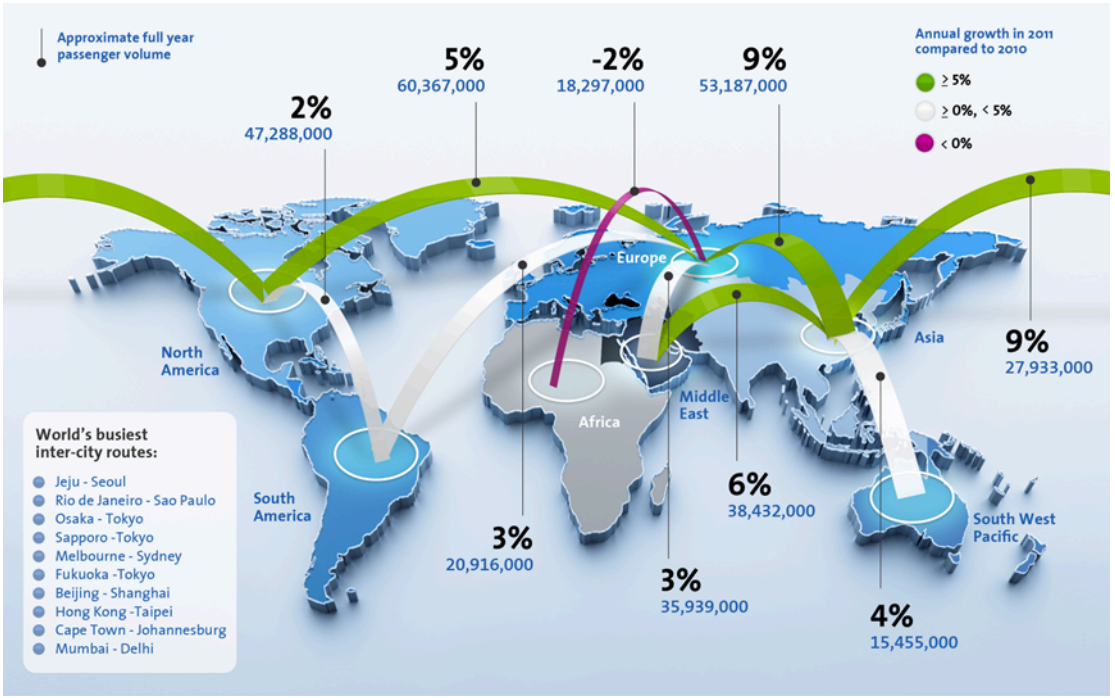
	<p style="text-align: center;"><b>Bar Graph Showing the Number of Residents at Various Locations in Dover Housing Estate</b></p>  <p style="text-align: center;">Fig.1.2</p>	
	<p>Award 1 mark for each evaluation of the validity of the students' findings, to a maximum of six marks.</p> <p>Award a maximum of 1 additional mark for further development of each evaluation, where applicable.</p> <p>Possible responses</p> <ul style="list-style-type: none"> <li>• The findings are valid because the data collected was relevant to the hypothesis as it showed that a variety of possible locations where the residents could gather and interact. [1 mark] The data also showed that all locations were well-used by the residents throughout the day. (this shows that the facilities provided opportunities for residents to interact and build bonds with each other. [1 additional mark])</li> <li>• The findings are valid because the data was collected by the students who physically counted the residents present at each sample location. [1 mark]</li> <li>• The findings might not be valid because even if the residents were physically present at each location, it does not mean that there is meaningful social interaction taking place [1 mark]. For example, a resident could be eating alone or exercising alone at the coffee shop. [1 additional mark].</li> <li>• The findings might not be valid because the students only sampled 4 locations and there might be other places where residents can build bonds [1 mark]. For example, residents can build bonds by chatting with their neighbours along the corridor or in the void deck resting areas. [1 additional mark]</li> </ul>	


c)	Fig. 1.3 shows a news article about Dover Forest.	
	 <p style="text-align: center;">Fig. 1.3</p>	
	With reference to Fig. 1.3, explain the disadvantages people and nature may bring to each other.	<b>[3]</b>
	<p>Award 1 mark for each suggested disadvantage. Award a maximum of 1 additional mark for further development of each disadvantage, where applicable.</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>• People can bring disadvantages to nature by deforestation [1 mark]. In Fig. 1.3, it is mentioned that Dover Forest will be cleared for residential purposes. This will destroy habitat of the flora and fauna living in the forest [ 1 additional mark].</li> <li>• People can bring disadvantages to nature due traffic accidents when animal wander onto busy roads. [1 mark]</li> <li>• Nature can also bring disadvantages to people because they take up valuable space which can otherwise be used for people [1 mark]. In this case, the forest is taking up valuable space for housing. [ 1 additional mark]</li> <li>• Nature can also bring disadvantages to people because when animals are forced out of their homes due to deforestation, there will be increased human-wildlife interaction [1 mark]. This increase may result in higher instances of animal attacking or disturbing humans. [1 additional mark]</li> </ul>	
d)	Study Fig. 1.4, which shows the number of traffic fatalities in Singapore from 2013 to 2022.	

	<p style="text-align: center;"><b>Number of fatalities in traffic accidents in Singapore from 2013 to 2022</b></p> <p>Source: Singapore Department of Statistics © Statista 2023</p> <p>Additional Information: Asia; Singapore; SPF; 2013 to 2022</p>	
	Fig. 1.4	
(i)	Using Fig. 1.4, describe the trend of traffic fatalities in Singapore between 2013 to 2022.	<b>[4]</b>
	<p>Award 1 mark for each description of trend of traffic fatalities, to a maximum of 3 marks.</p> <p>Award a maximum of 1 additional mark for a further development of each description, where applicable</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>There is an overall decline of traffic fatalities between 2013 and 2022 [1 mark]. The decline was 32.5% [1 additional mark].</li> <li>There was a sharp decline between 2019 and 2020 [1 mark] by 29.6% [1 additional mark].</li> <li>Traffic fatalities rebounded after 2020, rising between 2020 and 2022. [1 mark] It increased by 30.1% [1 additional mark].</li> </ul> <p>Note: Must calculate % change for additional mark</p>	
(ii)	Explain how managing disaster risk could reduce the impact of traffic fatalities.	<b>[4]</b>
	<p>Award 1 mark for each explanation of how managing disaster risk could reduce the impact of traffic fatalities, up to a maximum of 2 marks.</p> <p>Award a maximum of 1 additional mark for further development of each explanation, where applicable.</p>	

	<p>Possible responses include:</p> <ul style="list-style-type: none"> <li>● <b>Improvement of infrastructure/ safety equipment</b>- Traffic fatalities can be reduced with the deployment of speed cameras with conspicuous warning signages to alert motorists to the cameras and remind them to slow down [1 mark]. For example, in Singapore, Traffic Police (TP) collaborates with the Land Transport Authority (LTA) to display messages on their electronic boards along (expressways and) major roads to remind motorists not to speed. [1 additional mark]</li> <li>● <b>Public education</b>- Public education campaigns for drivers can be used to educate drivers on safe road behaviour [1 mark]/ For example, the Anti-Drink Drive campaigns are launched by TP to remind motorists not to drink and drive. [1 additional mark]</li> <li>● <b>Strict laws and enforcement</b>- A tough enforcement stance towards irresponsible driving behaviour will also reduce traffic fatalities. [1 mark] Motorists who are caught speeding excessively or drink-driving may be prosecuted in court. If grievous hurt or death is caused, motorists may face imprisonment and disqualification from driving [1 additional mark].</li> </ul>	
<b>2</b>	<b>Cluster 2: Tourism (25 marks)</b>	
<b>a)</b>	Explain why some tourist regions experience stagnation.	<b>[4]</b>
	<p>Award 1 mark for each explanation on why some tourist regions experience stagnation, to a maximum of 4 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable.</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>● These tourist regions that experience stagnation could not attract more visitors as the natural environments in these regions were destroyed over time. This results in the natural environment losing their appeal to visitors who were originally drawn by their natural beauty. [1 additional mark] For example, the beaches in Boracay, Philippines, were clear and pristine, attracting many tourists from many different countries. However, as tourist number increased, pollution increased, resulting in the beach becoming polluted, causing less tourists to be attracted to Boracay, resulting in stagnation. [1 additional mark]</li> <li>● These regions might also face competition from other similar attractions and unable to attract repeated visitors. [1 mark] For example, the casinos in Macau are having a difficulty attracting new or repeated visitors due to competition from newer and bigger casinos in Singapore, resulting in stagnation. [1 additional mark]</li> <li>● People become bored with the destination once the initial appeal has waned. [1 mark] so they seek new resorts causing stagnation of the original location. [1 additional mark] For example, Snow City in Singapore, has lost its novelty and tourist numbers have fallen resulting in stagnation. [1 additional mark]</li> <li>● When carry capacity of the tourist regions have been exceeded resulting in pollution, overcrowding. [1 additional mark]</li> <li>●</li> </ul>	



a)	Fig. 2.1 (Insert) shows the global airline traffic's annual growth in 2011 compared to 2010.	
	 <p><b>Approximate full year passenger volume</b></p> <ul style="list-style-type: none"> <li>North America: 47,288,000 (2% growth)</li> <li>South America: 20,916,000 (3% growth)</li> <li>Europe: 60,367,000 (5% growth)</li> <li>Africa: 18,297,000 (-2% growth)</li> <li>Middle East: 35,939,000 (3% growth)</li> <li>Asia: 53,187,000 (9% growth)</li> <li>South West Pacific: 15,455,000 (4% growth)</li> <li>South East Asia: 27,933,000 (9% growth)</li> <li>Middle East: 38,432,000 (6% growth)</li> </ul> <p><b>Annual growth in 2011 compared to 2010</b></p> <ul style="list-style-type: none"> <li>Green: <math>\geq 5\%</math></li> <li>Light Green: <math>\geq 0\%, &lt; 5\%</math></li> <li>Pink: <math>&lt; 0\%</math></li> </ul> <p><b>World's busiest inter-city routes:</b></p> <ul style="list-style-type: none"> <li>Jeju - Seoul</li> <li>Rio de Janeiro - Sao Paulo</li> <li>Osaka - Tokyo</li> <li>Sapporo - Tokyo</li> <li>Melbourne - Sydney</li> <li>Fukuoka - Tokyo</li> <li>Beijing - Shanghai</li> <li>Hong Kong - Taipei</li> <li>Cape Town - Johannesburg</li> <li>Mumbai - Delhi</li> </ul>	
	Describe the annual growth in global airline traffic shown in Fig. 2.1.	[4]
	<p>Award 1 mark for each description of trend of global airline traffic growth, to a maximum of 3 marks. Award a maximum of 1 additional mark for a further development of each description, where applicable</p> <ul style="list-style-type: none"> <li>Overall, global airline traffic experienced a growth/an increase of between 2 - 9% from 2010 to 2011 in most regions [1 mark]</li> <li>The exception is airline traffic between Europe and Africa [1 mark] which saw a decline of 2% [1 additional mark].</li> <li>Asia leads the world's growth [1 mark] with 9% increase to Europe and North America, 6% to Middle East [1 additional mark].</li> <li>Volume of airline traffic is highest between Europe and North America at 60.3 million passengers [1 mark]</li> <li>Majority (9 out of 10) of the world's busiest inter-city routes are domestic/within the same country [1 mark]</li> <li>Majority (7 out of 10) of the world's busiest inter-city routes are in Asia. [1 mark]</li> </ul>	
(ii)	Explain how one mobility factor has contributed to the growth of tourism.	[3]
	<p>Award 1 mark for an explanation of how mobility factor has contributed to the growth of tourism. Award 1 additional mark for further development of the explanation.</p>	

	<p>X cheaper cost of travelling/ budget airline is not a mobility factor</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>• Tourism grows as private car ownership increases, enabling individuals and groups to travel conveniently [1 mark]. This convenience is enhanced as road networks expands and more highways are constructed, providing easy access to more tourism attractions [ 1 additional mark]. For example, the North-South Highway linking the south of Peninsula Malaysia to the north allows for many Singaporeans to drive to various cities in Malaysia in a shorter time. The travelling time to Kuala Lumpur reduced from 6 to 4 hours encouraging more Singaporeans to travel to the various cities in Malaysia for a short getaway. [1 additional mark].</li> <li>• Improved public transport infrastructure has led to greater accessibility to tourist locations [1 mark]. Interchanges, bus-stops, metro and railway stations make travel within and between transport modes easier [ 1 additional mark]. New or upgraded metro and rail tracks and power provision make transport more reliable, which encourages tourist travel [1 additional mark]. For example, Changi Airport is connected to the MRT system via the East-West line. Tourists can easily transfer from plane to the MRT line to get to other parts of Singapore. [ 1 additional mark]</li> </ul>	
<b>b)</b>	Study Fig. 2.2, which shows a dive site in Thailand.	
	 <p>The image shows two divers in blue wetsuits and masks underwater. They are holding up two large, pink starfish. Below them is a coral reef with yellowish-green coral. The water is clear and blue.</p> <p style="text-align: center;">Fig. 2.2</p>	
<b>i)</b>	With reference to Fig. 2.2, describe the negative impact of tourism on the natural environment.	<b>[3]</b>
	<p>Award 1 mark for each description of the negative impact of tourism on the natural environment, to a maximum of 3 marks.</p> <p>Award a maximum of 1 additional mark for further development of description, where applicable.</p> <p>Possible responses include:</p>	



	<ul style="list-style-type: none"> <li>• Tourists disturbing or collecting the marine life might injure or kill the animals. [1 mark] This might destroy the natural environment and threaten the survival of marine life. [1 additional mark]</li> <li>• Careless tourists trampling on the corals can also disturb and frighten the marine animals. [1 mark] The destruction of the coral habitat will affect the survival of the corals as well as the animals living within the corals, threatening their survival. [1 additional mark]</li> </ul>													
ii)	With reference to Fig. 2.2, suggest why it is difficult to reduce the negative of tourism on the natural environment.	[2]												
	<p>Award 1 mark for a suggested reason to why it is difficult to reduce the negative impact of tourism on the environment, to a maximum of 2 marks.</p> <p>Award a maximum of 1 additional mark for a further development of the suggested reason, where applicable.</p> <p>Possible responses include:</p> <ul style="list-style-type: none"> <li>• Many developing countries such as Thailand are dependent on tourism for survival, resulting in tour operators compromising on sustainable practices. [1 mark] For example, they might encourage divers to touch or collect the marine animals so that the divers have a more hands-on and memorable experience. [1 additional mark]</li> <li>• Many developing countries such as Thailand, prioritize economic development over environmental sustainability. [1 mark] If there were tighter restrictions on the tourists, the flow of tourists might be reduced, affecting revenue received. [1 additional mark]</li> <li>• Other stakeholders such as government and tour operators cannot fully control tourists' actions. [1 mark] For example, it is difficult for the dive operators to keep an eye on all the tourists all the time when they are underwater. [1 additional mark]</li> </ul>													
c)	<p>"Local communities are more effective in achieving sustainable tourism than tourists themselves."</p> <p>Do you agree with this statement? Support your answer with examples</p>	[9]												
	<table border="1"> <thead> <tr> <th colspan="3">Generic Level Descriptors for 9-mark AO3 Questions</th></tr> <tr> <th>Level</th><th>Marks</th><th>Descriptors</th></tr> </thead> <tbody> <tr> <td>3</td><td>7-9</td><td>Develops arguments that supports both sides of the discussion clearly, using a range of points with good elaboration. Examples a\used demonstrate a comprehensive understanding of the issue or phenomenon. Evaluation is derived from a well-reasoned consideration of the argument.</td></tr> <tr> <td>2</td><td>4-6</td><td>Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Example (s) used demonstrated a good understanding of the issue or phenomenon. Evaluation is well supported by arguments.</td></tr> </tbody> </table>	Generic Level Descriptors for 9-mark AO3 Questions			Level	Marks	Descriptors	3	7-9	Develops arguments that supports both sides of the discussion clearly, using a range of points with good elaboration. Examples a\used demonstrate a comprehensive understanding of the issue or phenomenon. Evaluation is derived from a well-reasoned consideration of the argument.	2	4-6	Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Example (s) used demonstrated a good understanding of the issue or phenomenon. Evaluation is well supported by arguments.	
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	<ul style="list-style-type: none"> <li>- Strong knowledge of environment and local culture- will know what is sustainable for the tourist region</li> <li>- Have strong interest and will get to benefit the most if sustainable tourism is carried out</li> <li>- Is at the tourist region all the time- able to have constant interaction with tourist and therefore able to enforce rules and educate tourists.</li> </ul> <ul style="list-style-type: none"> <li>● Strength of tourists <ul style="list-style-type: none"> <li>- Is the revenue provider- have the power to make personal choice to support sustainable tourism</li> <li>- Able to help promote culture and sustainable tourism practices through word of mouth/ social media- big influence</li> </ul> </li> <li>● The limitations of local communities in achieving sustainable tourism. <ul style="list-style-type: none"> <li>- Lack of funds</li> <li>- Lack of authority</li> <li>- Overdependence on tourism</li> </ul> </li> <li>● The limitations of tourists in achieving sustainable tourism <ul style="list-style-type: none"> <li>- Tourists are more interested in enjoyment than sustainability</li> <li>- Sustainable tourism can be more expensive compared to others- not all tourists can afford</li> <li>-</li> </ul> </li> </ul> <p><u>Possible approach</u></p> <p>The answer should highlight that both local communities and tourists have a part to play in achieving sustainable tourism. With reference to selected examples, the answer should explain the role of local communities and tourists, referring to relevant case studies and/or examples. This could be followed by consideration of the limitations of each stakeholder.</p> <p>Local community refers to a group of people living in the same territory. Locals have a good knowledge of their environment and needs and can give better feedback or input on tourism related issues when consulted. Locals can promote sustainable tourism by participating in decision-making. Hence, decisions made are less likely to harm their natural environment or local culture. For example, community-based tourism can be an example of how locals can become involved in decision-making. It prioritises the participation of the locals and ensures that benefits gained from tourism stay within the local community. increases tourism-related employment and business for locals and as a result raises average income and reduces leakages For example, in Candirejo Village, near Borobudur in Central Java, Indonesia, Locals are employed as guides, waiters, cleaners, drivers, hotel staff etc. which tend to pay better than farm jobs. However, there are limitations in how effective the local communities are in ensuring sustainable tourism. This can be due to the lack of financial and technical resources or that the local communities might prioritize economic gains over sustainability. For example, in many Balinese villages in Indonesia, traditional dances have been shortened, exaggerated and changed for the entertainment of tourists and the original cultural significance have been lost.</p>	
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	<p>Visitors or tourists can help to achieve sustainable tourism if they are responsible enough to respect both the environment and the local community. They can try to minimize their carbon footprint during holidays by not using water or electricity excessively to avoid depleting resources and hence damaging the environment. For example, in the Tiger Tops Elephant Camp in Nepal, an ethnical elephant camp, elephants can walk around freely, allowing tourists to observe them in their natural state. The revenue generated is used for conservation and upkeep of the animals. Tourists can choose to channel their revenue towards these sustainable tourist destinations instead of unsustainable ones. Tourists can also choose to behave in a manner which is respectful to the local communities. For example, tourists to Bali, Indonesia, should be mindful that they have to dress modestly when visiting religious sites.</p> <p>In conclusion, the role of local communities is not more important than tourists. Both are as important. Locals have good knowledge of their environment and can advise on conservation issues. Tourists must be responsible enough to heed such advice and respect the locals and their environment during their trips. As both parties work together, it is easier to achieve sustainable tourism.</p>	
	<b>END OF SUGGESTED ANSWERS</b>	