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3EXP

HUMANITIES (GEOGRAPHY)

2260/2

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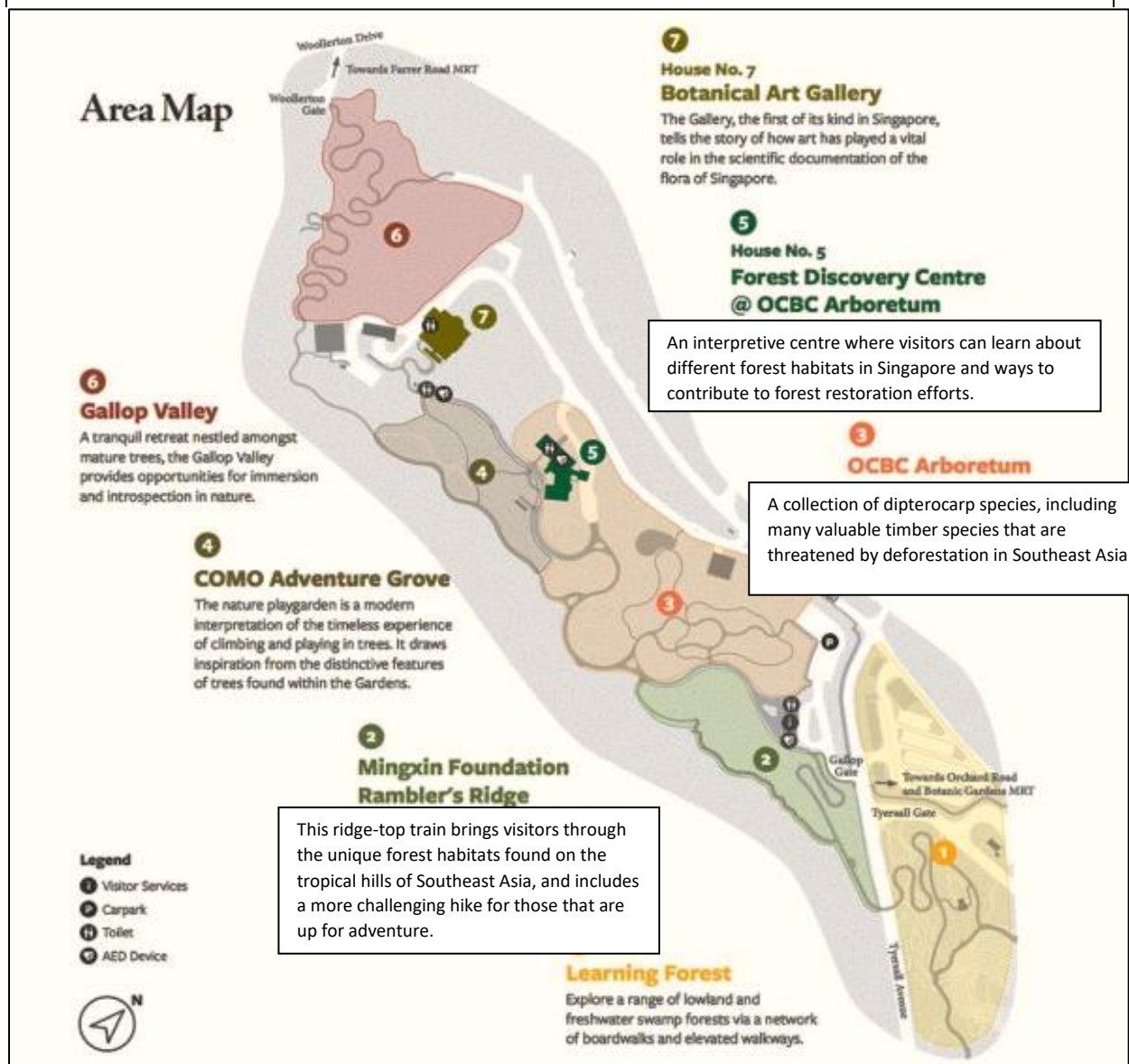


Fig. 1.2

Forest Restoration Action Plan

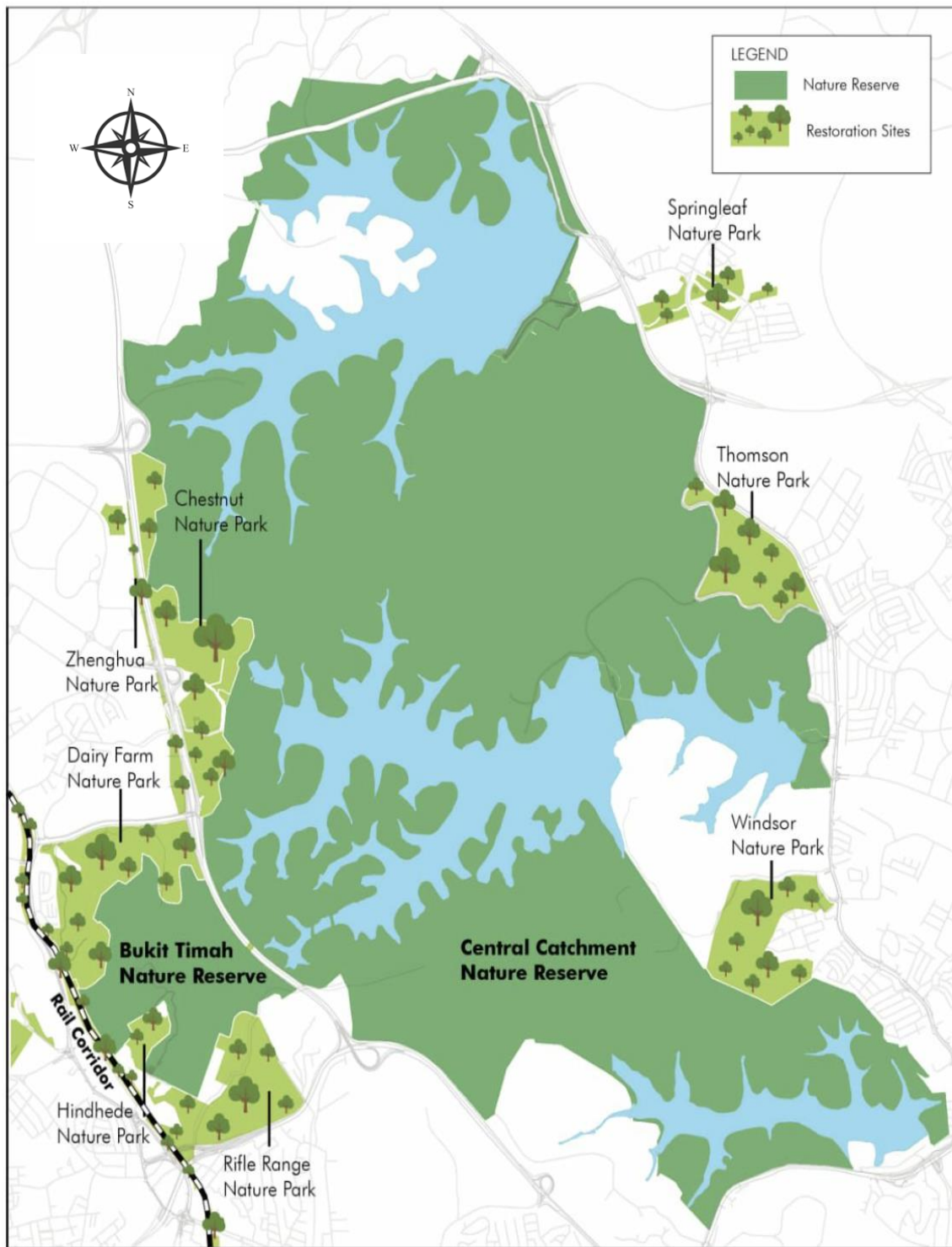


Fig. 1.3

- (f) Using information from Fig. 1.3, describe the distribution of the Forest Restoration sites in Singapore. [4]

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

- (h) 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 citizen's sense of place.

[3]

(i) Describe how life expectancy rate is an indicator of development.

[1]

(j) Describe the differences between a precinct and town.

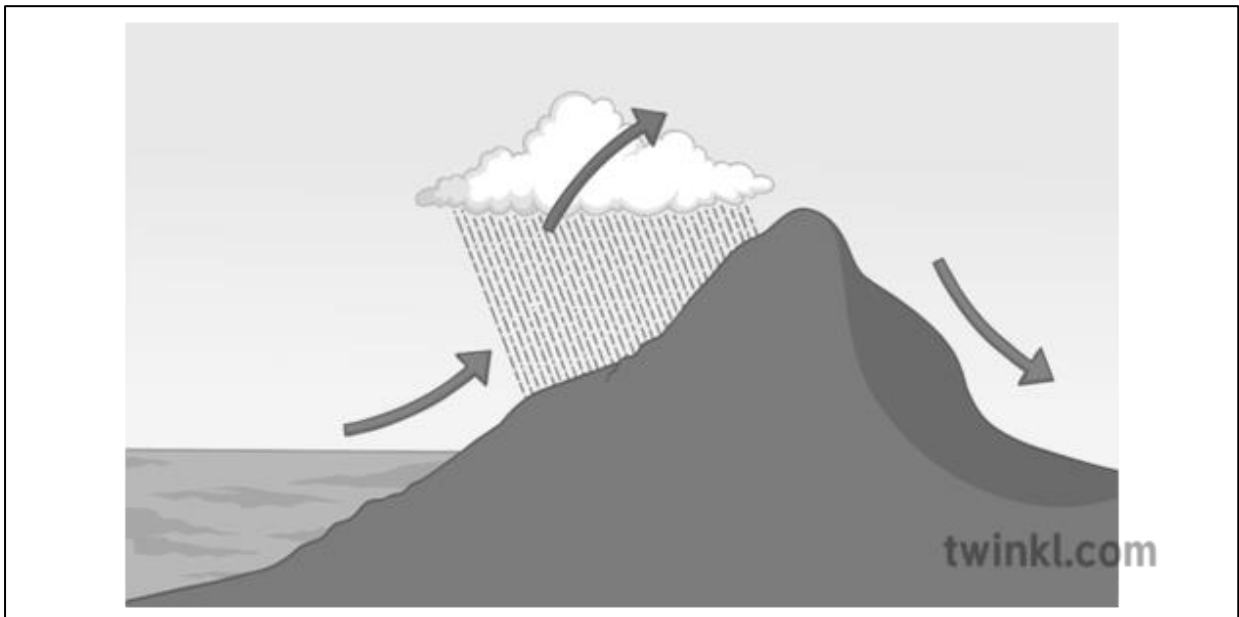
[4]

- (k) 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.

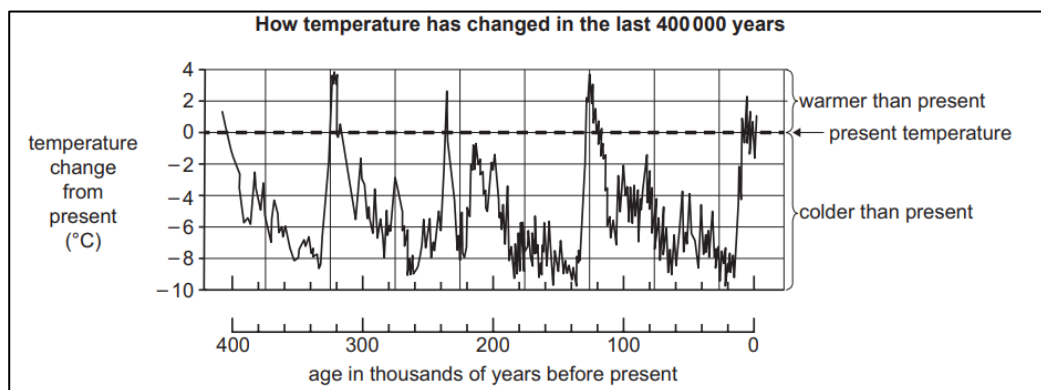


Fig. 2

(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.” **[6]**

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

The End

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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	1			
1j	4			
1k	4			
2a i		4		
2 a ii		2		
2b		4		
2c	4			
2d			6	
	24	20	6	

<p>“Extreme weather change is the most severe natural impact of climate change.”</p> <p>How far do you agree with this statement? Support your answer using examples.</p>			
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)	<ul style="list-style-type: none"> At this level answers will be generalized or with minimal detail on volcanic eruption. 	<ul style="list-style-type: none"> Little emphasis may be on the degree of contribution to climate change. 	<ul style="list-style-type: none"> No introduction No paragraph. No conclusion
Level 2 (4-6 marks)	<ul style="list-style-type: none"> At this level answers will contain some appropriate detail. <p>Or</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Agreement or disagreement with the statement is made but general in nature. <input type="checkbox"/> 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] 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> L2 + At this level answers will be comprehensive and supported by sound knowledge. Consideration of both factors with detailed explanation and geographical examples. 	<ul style="list-style-type: none"> Critical evaluation on the degree of contribution by both factors with appropriate evaluative criteria 	<ul style="list-style-type: none"> L2 + Must come to a conclusion/make a stand.

Teacher's Comment:

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Teacher's Comment:

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Copyright Acknowledgments:

Figure 1: <https://www.straitstimes.com/singapore/temperatures-rise-to-275-deg-c-in-some-areas-signalling-end-of-cool-spell>

Figure 4: <http://www.weather.gov.sg/weather-forecast-2hrnowcast-2/>

Figure 5: <https://www.jkgeography.com/impacts-of-climate-change-on-people-and-places.html>

Figure 6: <https://www.geoenergymarketing.com/energy-blog/geothermal-country-overview-philippines/>

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

