

PRELIMINARY EXAMINATIONS

YEAR 4 O-LEVELS

HUMANITIES (GEOGRAPHY)

2260/02

Wednesday

20 August 2025

1 hour 45 minutes

Marking Scheme

Section A (14 marks)

Answer Question 1 and Question 2.

1	Cluster 1: Geography in Everyday Life	
	(a) Study Fig. 1.1 (Insert), which shows the upcoming Dover-Medway and Mediapolis residential developments. Using Fig. 1.1, explain why the Dover-Medway and Mediapolis areas are suitable for residential developments.	[2]
	Award 1 mark for each valid explanation of why the Dover-Medway and Mediapolis areas are suitable for residential developments. Possible responses include: • They are both located near public transport, including <u>Kent Ridge, Dover and one-north stations</u>, allowing for convenient modes of travel out of the area. • <u>Both areas have several schools</u> nearby that cater to secondary and the National University of Singapore. • It is also located near the <u>Star Vista Shopping Mall</u>, allowing <u>for close proximity to retail and services</u>. • It is <u>also near NUH</u>, allowing for <u>close access to medical facilities</u> if needed. <i>Students must explain the reason to be awarded 1 mark, not just list the places.</i>	
	(b) Using Fig. 1.1, describe how future residents in the Dover-Medway and Mediapolis areas can acquire cultural services within the neighbourhood.	[2]
	Award 1 mark for each valid description of how future residents in the Dover-Medway and Mediapolis areas can acquire cultural services within the neighbourhood. Possible responses include: • The Kent Ridge Park allows <u>for leisurely walks within nature</u>, as well as other activities such as <u>picnics</u>. • The park may also <u>offer opportunities for community events, cultural gatherings</u>, or <u>nature-based learning</u> that contributes to cultural enrichment. • The Rail Corridor allows for <u>fitness goers to cycle or jog along it, promoting healthy habits</u>. • Residents can visit <u>The Star Vista Shopping Mall</u>, which may <u>offer cultural performances or exhibitions</u>. <i>Accept other plausible answers.</i>	
	(c) Describe some of the negative consequences of traffic accidents in urban neighbourhoods such as in Fig. 1.1.	[2]

	Award 1 mark for each valid description of the negative consequences of traffic accidents in urban neighbourhoods. Possible responses include: • Injury or death – Traffic accidents can cause injuries or the loss of human lives. • Traffic congestion – Accidents can cause severe traffic jams, especially in high-density areas like Dover-Medway and Mediapolis, disrupting daily commutes. • Delays to emergency services – Blocked roads may delay ambulances or fire services from reaching people in need quickly. • Increased stress and reduced quality of life – Frequent accidents can lead to a sense of insecurity and discomfort for residents and commuters. • Damage to infrastructure and increased costs – Accidents may damage road signs, traffic lights, and pedestrian crossings, requiring costly repairs and maintenance. <i>Accept other plausible answers.</i>	
(d)	Suggest ways to mitigate the risk of traffic accidents.	[2]
	Award 1 mark for each valid suggestion to mitigate the risk of traffic accidents. Possible responses include: • Install traffic calming measures – Speed bumps, raised zebra crossings, and rumble strips can slow down vehicles in residential or school zones. • Enhance road signage and lighting – Clear signs and well-lit junctions improve visibility and alertness for both drivers and pedestrians. • Implement stricter traffic enforcement – Fines, cameras, and regular patrols deter reckless driving and ensure rules are followed. • Promote road safety education – Public campaigns and school programmes raise awareness on safe road usage for all age groups. <i>Accept other plausible answers.</i>	

	(e) A group of students investigated how public spaces in a neighbourhood support social sustainability through creating a sense of belonging. They focused on a community initiative called <i>Neighbourhood Connect</i>, where residents were encouraged to participate in weekly activities held at the neighbourhood's public spaces. The students collected data on the number of residents using these spaces before and after the programme was introduced. They also used a closed-ended questionnaire to gather residents' views on whether the initiative helped improve community bonding. Study Table 1.1 (Insert), which shows the number of people using the public spaces before and after the <i>Neighbourhood Connect</i> programme and Fig. 1.2 (Insert), which shows the closed-ended questionnaire survey the students used.	
	(i) Using Table 1.1, evaluate how successful the initiative was in promoting the use of public spaces.	[3]
	Award 1 mark for each valid evaluation. Award 1 additional mark for a valid elaboration of the evaluation with data presented. Possible responses include: • The initiative was successful in promoting the use of public spaces. • All public spaces had an increase of the daily average of people using them except for the community garden, who fell drop 8 to 4. • The Pavilion saw the highest rate of increase from 14 to 41, close to a 300% increase. [1 mark] • The multi-purpose court saw the highest numerical increase, from 20 to 52, an increase of 32 people per day on average.	
	(ii) Using Fig. 1.2, evaluate the validity of the questions in the questionnaire survey to collect the views of residents.	[3]
	Award 1 mark for each valid evaluation of the validity of the questions in the questionnaire survey. Award 1 additional mark for a valid elaboration of the evaluation with data presented. Possible responses include: • Questions 1 is valid as it helps to understand the frequency of visits of the public spaces. • Question 2 is also valid as it focused on whether it had improved community bonding. • Question 3 may not be valid as it is simply asking them a yes/no question, which may oversimplify opinions and may not capture residents' true feelings or concerns. • Question 4 is not valid as asking for their age does not offer any understanding regarding the initiative nor if it helped improve community bonding.	

		<i>Students can be awarded 1 mark should they suggest a different valid closed-ended question with answers.</i>	
		[Total: 14]	

Section B (18 marks)

2	Cluster 2: Tourism		
	(a)	Study Fig. 2.1 (Insert), which shows the global trend in annual paid vacation days from 1980 to 2020. Using Fig. 2.1, describe the global trend in annual paid vacation days from 1980 to 2020.	[2]
		Award 1 mark for each valid description of the global trend in paid vacation days. Max 1 mark if no data is quoted from graph. Possible responses include: - Overall, the number of paid vacation days has <u>increased</u> from <u>20 to 33 from 1980 to 2020</u>. - It increased by an <u>average of 0.325 days per year</u>. - It has <u>increased on average by 2 days every 5 years</u>, except for <u>1990 to 2000 and 2015 to 2020, where it had increased by 1 day every 5 years during these periods</u>.	
	(b)	Explain how globalisation influences international tourism trends.	
		Award 1 mark for each valid explanation of how globalisation influences tourism trends. Possible responses include: Improved transport connectivity – Faster, cheaper flights and better infrastructure allow more people to travel across borders. Digital platforms and global communication – Websites and apps for booking flights, hotels, and attractions simplify travel planning. Media exposure – Movies, social media, and influencers promote global destinations, raising awareness and desire to travel. Increased international business and events – Conferences, trade fairs, and sporting events draw international visitors. Cultural exchange and curiosity – Globalisation fosters interest in experiencing new cultures, boosting leisure travel. <i>Accept other plausible explanations</i>	[2]
	(c)	Study Fig. 2.2 (Insert), which shows tourists at a temple in Japan.	
	(i)	Identify the type of tourism shown in Fig. 2.2.	
		<u>Heritage</u> / <u>Cultural</u> / <u>Religious</u> / <u>Pilgrimage</u> Tourism	[1]
	(ii)	With reference to Fig. 2.2, explain why tourists are attracted to the type of tourism.	

		Award 1 mark for each valid explanation of how tourists are attracted to <u>Heritage</u> / <u>Cultural</u> / <u>Religious</u> / <u>Pilgrimage</u> Tourism Possible responses include: • Religious or historical significance – Visitors are interested in the temple’s spiritual and cultural importance. • Architectural beauty – The unique, traditional design of the temple draws tourists. • Cultural immersion – Tourists enjoy learning about rituals, traditions, and local life. • Educational tourism – Heritage sites are appealing for their historical learning opportunities. • Cultural photography – The site offers memorable visuals that appeal to modern tourists.	[2]																										
(d)	Study Fig. 2.3, which shows a partly completed bar graph of the number of visitors to different tourist attractions in France in 2022 and Table 2.1, which shows the number of visitors (millions) to the attractions. Fig. 2.3 Number of Visitors to Attractions in France, 2022 <table><tr><th>Attraction</th><th>Number of Visitors (in millions)</th></tr><tr><td>Eiffel Tower</td><td>7</td></tr><tr><td>Sacré-Cœur</td><td>10.5</td></tr><tr><td>Centre Pompidou</td><td>3.6</td></tr><tr><td>Notre-Dame</td><td>13.6</td></tr><tr><td>Palace of Versailles</td><td>6</td></tr><tr><td>Louvre</td><td>7</td></tr><tr><td>Musée d'Orsay</td><td>2.9</td></tr></table> Table 2.1 <table><tr><th>Attraction</th><th>Number of Visitors (in millions)</th></tr><tr><td>Eiffel Tower</td><td>7</td></tr><tr><td>Sacré-Cœur</td><td>10.5</td></tr><tr><td>Centre Pompidou</td><td>3.6</td></tr><tr><td>Notre-Dame</td><td>13.6</td></tr></table>			Attraction	Number of Visitors (in millions)	Eiffel Tower	7	Sacré-Cœur	10.5	Centre Pompidou	3.6	Notre-Dame	13.6	Palace of Versailles	6	Louvre	7	Musée d'Orsay	2.9	Attraction	Number of Visitors (in millions)	Eiffel Tower	7	Sacré-Cœur	10.5	Centre Pompidou	3.6	Notre-Dame	13.6
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		Using Table 2.1, complete the bar graph.	[2]						
	(e)	'Tourists play the most important role in achieving sustainable tourism development.' To what extent do you agree with this statement? Explain your answer. Relevant content – Stakeholders: • Tourists • Tour Operators • Local Communities • Government • International Organisations	[9]						
Level	Marks	Descriptors (marking rubrics)							
3	7 – 9	Develop arguments that support both sides, i.e. tourists against other stakeholders (such as <i>Government, Tour Operators, Local Communities</i> or <i>International Organisations</i>) of the discussion clearly, using a range of points with good elaboration. Examples of tourists and their roles in achieving sustainable tourism development were used to demonstrate a comprehensive understanding of the issue. Evaluation is derived from well-reasoned consideration of the arguments on the importance of the roles in achieving sustainable tourism development.							
2	4 – 6	Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Examples used demonstrate a good understanding of the issue. Evaluation is well supported by arguments on the importance of the roles in achieving sustainable tourism development.							
1	1 – 3	Arguments are unclear with limited description or mere listing. No examples provided or examples are generic, Demonstrating a basic understanding of the issue. Evaluation is simple, missing or unclear.							
0	0	No credit worthy response							
		[Total: 18]							

Section C (18 marks)

Answer **either** Question 3 **or** Question 4.

3	Cluster 3: Climate	
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No answers required as the school has selected Tectonics for the students taking Humanities (Geography).

4	Cluster 4: Tectonics		
	(a)	Study Fig. 4.1, which shows a diagram on the Great African Rift Valley. Using information from Fig. 4.1, describe how the Great African Rift Valley is formed.	[3]
		Award 1 mark for each valid description of 3 points on formation of the valley, up to a maximum of 3 marks. Max 2 marks if answer does not provide relevant data from Fig. 4.1. Possible responses include: • <u>Nubian plate</u> moved in <u>northwest</u> direction away from • <u>Somalian plate</u> which moved in <u>southeast</u> direction • As the two continental plates moved apart, <u>rocks fracture</u> to form <u>parallel faults</u> and rocks between these faults <u>collapsed</u> to form Great African Rift Valley with steep sides	
	(b)	(i) Define aftershocks.	[1]
		Award 1 mark for valid definition. Aftershocks are <u>smaller earthquakes</u> that <u>occurred after</u> main shock of larger earthquake	
		(ii) Explain why the Richter Scale has been replaced by the Moment Magnitude Scale.	[2]
		Award 1 mark for each valid explanation of 2 points, up to a maximum of 2 marks. Possible responses include: • Moment Magnitude scale is more accurate than Richter scale especially in <u>measuring earthquake of magnitude more than 8</u> • It estimates the <u>total energy released</u> during an earthquake instead of just the largest wave like the Richter scale	
		(iii) Using information from Fig. 4.2, suggest why the earthquakes did not cause any tsunami.	[2]
		Award 1 mark for each valid explanation of 2 points, up to a maximum of 2 marks Possible responses include: • It was not undersea earthquake with <u>epicentre located far from the coast</u> of Mediterranean Sea	

			• Epicentre of earthquake is due to <u>movement of two continental plates</u> of Arabian and Anatolian plates	
		(iv)	With reference to Fig. 4.1, explain why some earthquakes of the same magnitude may cause different amount of damage.	[3]
			Award 1 mark for each valid explanation of 3 points, up to maximum of 3 marks, no marks awarded for listing of 3 points Possible responses include: • Earthquakes of <u>shorter duration</u> will cause less damage due to less ground shaking for building structures to collapse • Earthquakes which occur in <u>early morning</u> will cause more damage as more people are sleeping and not able to evacuate fast • More damage for earthquakes at locations with <u>higher population density</u> as there will be more people in smaller area (or more damage at locations with less resistant rocks, buildings of poor quality, nearer to the epicentre, shallow focus)	
		(v)	The Turkish government provided the survivors of the earthquake with basic social and psychological services. Suggest the advantages and disadvantages of this type of disaster management strategies.	[4]
			Award 1 mark for each valid explanation of 2 advantages and 2 disadvantages, up to a maximum of 4 marks Possible responses include: • <u>Advantage</u> of providing survivors with water, food and medicine is for their survival • <u>Disadvantage</u> is not all survivors will receive the food, water and medicine if the temporary shelter is overcrowded or there is no proper planning for timely aid to the survivors • <u>Advantage</u> of search and rescue to locate survivors is that more people can be saved from the impacts of the earthquake • <u>Disadvantage</u> is that not all countries might have capable and trained rescue workers or modern technology to locate survivors trapped beneath collapsed buildings	

	(c)	Explain why volcanoes erupt.	[3]
		Award 1 mark for each valid explanation of 3 points, up to a maximum of 3 marks Possible responses include: • Volcano erupts when plate movements cause some parts of <u>plate</u> to <u>melt forming magma</u> • <u>Magma rise</u> through weak areas in the crust and due to <u>pressure from trapped gases</u> • When pressure from magma and gas exceeds strength of surrounding rock, magma rise to surface and <u>erupts as ash or lava</u> causing volcanic eruption	