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Preliminary Examination

CANDIDATE NAME

CLASS

INDEX
NUMBER

HUMANITIES

2260/02

Secondary 4E5NA
Paper 2 Geography

28 Aug 2025
1 hour 45 mins

Candidates answer on the Question Paper.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your class, register number and name on all the work you hand in.
Write in dark blue or black pen.
You may use a soft pencil for any diagrams, graphs or rough working.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **three** Questions in total.

Section A

Answer Question 1 **and** Question 2.

Section B

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

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.

For Examiner's Use		
Section A	Q1	/ 14
	Q2	/ 18
Section B		/ 18
Total		/ 50

This document consists of **21** printed pages, **3** blank pages and **1** Insert.

Section A

Answer Question 1 **and** Question 2.

1 Cluster 1: Geography in Everyday Life

- (a) Study Fig. 1.1, which shows a community event at One Punggol, an integrated hub that serves the community at Punggol.

Community event at One Punggol



Fig. 1.1

With reference to Fig. 1.1, explain how people acquire a sense of place in their neighbourhoods.

[4]

- (b) Study Fig. 1.2 (Insert), which shows the location of Tampines MRT station and its surrounding amenities.
)

Using Fig. 1.2, explain the spatial association between Tampines MRT station and its surrounding amenities.

- (c) A Silver Zone is a designated area, often in residential areas with a high proportion of elderly residents, that implements enhanced road safety measures to prioritise the safety of older pedestrians. These measures include reduced speed limits (30-40 km/h), additional crossing points, and road features like reduced lane widths to slow traffic. A group of students investigated the effectiveness of Silver Zones in increasing pedestrian safety for the elderly.

They used a handheld speed camera to measure the speed of oncoming vehicles at three different timings on a Monday. This was followed by a closed-ended questionnaire survey to collect the views of 20 elderly residents in the neighbourhood.

Fig. 1.3 shows the location, marked with an 'X', where students stood to measure the speed of oncoming vehicles. Table 1.1 (Insert) shows the speed and number of cars. Fig. 1.4 (Insert) shows the responses to the questionnaire survey.

Location at which the students stood to measure the speed of oncoming vehicles



Fig. 1.3

- (i) With reference to Fig. 1.3, suggest a risk that the students may encounter during the fieldwork.

[1]

- (ii) Using Table 1.1 and Fig. 1.4, evaluate the effectiveness of Silver Zones in increasing pedestrian safety for the elderly.

[3]

(iii) Evaluate the validity of the students' findings.

[3]

[Total:14]

2 Cluster 2: Tourism

(a Study Fig. 2.1 and Table 2.1, which give information on tourist arrivals to Taiwan in 2024.
)

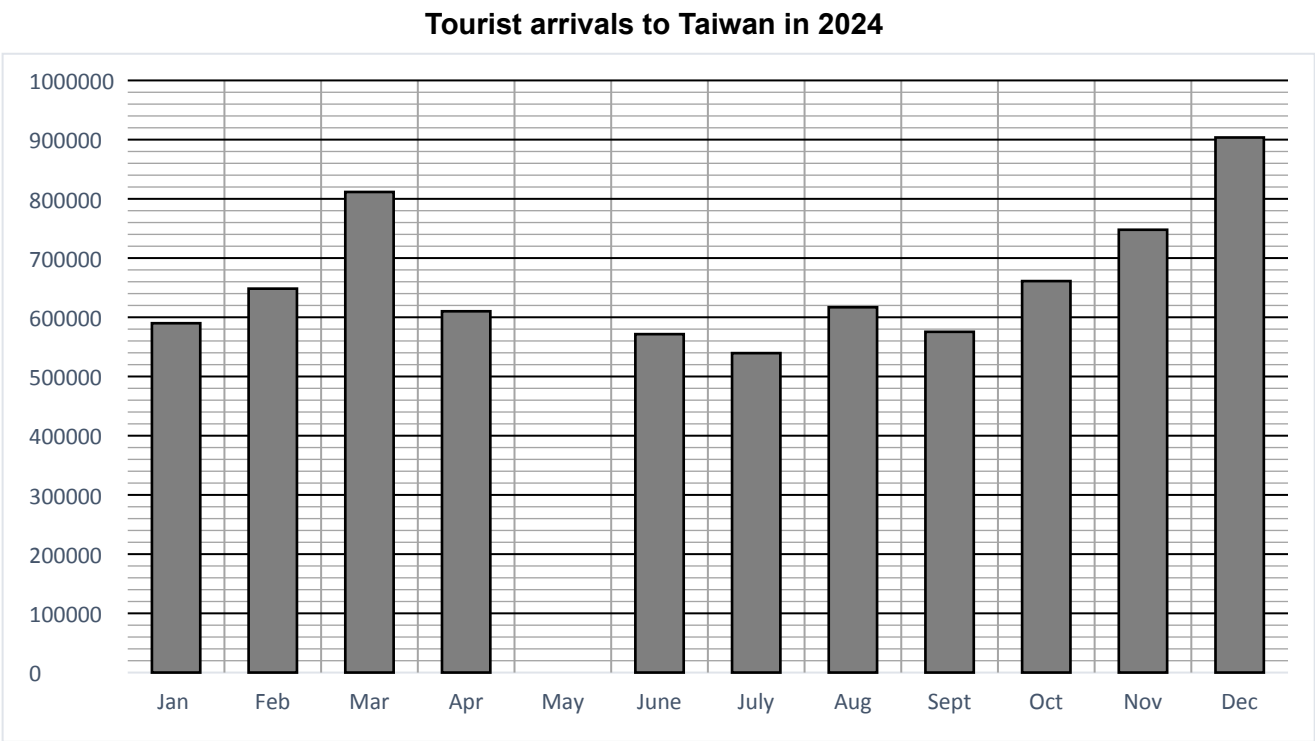


Fig. 2.1

Table 2.1

Number of tourist arrivals to Taiwan in 2024		
Month	Number tourist arrivals (Persons)	Remarks
Jan	589961	
Feb	648348	
Mar	811608	
Apr	610146	7.4 magnitude earthquake
May	580000	
June	571510	
July	539454	
Aug	616922	
Sept	575455	5.3 magnitude earthquake
Oct	661115	
Nov	747800	
Dec	903619	

(i) Using the data in Table 2.1, complete the bar graph in Fig. 2.1 to show the number of tourist arrivals for the month of May.
[1]

(c) Study Fig. 2.2, which shows an official travel guide for tourists in Kyoto, Japan.

An official travel guide for tourists in Kyoto, Japan

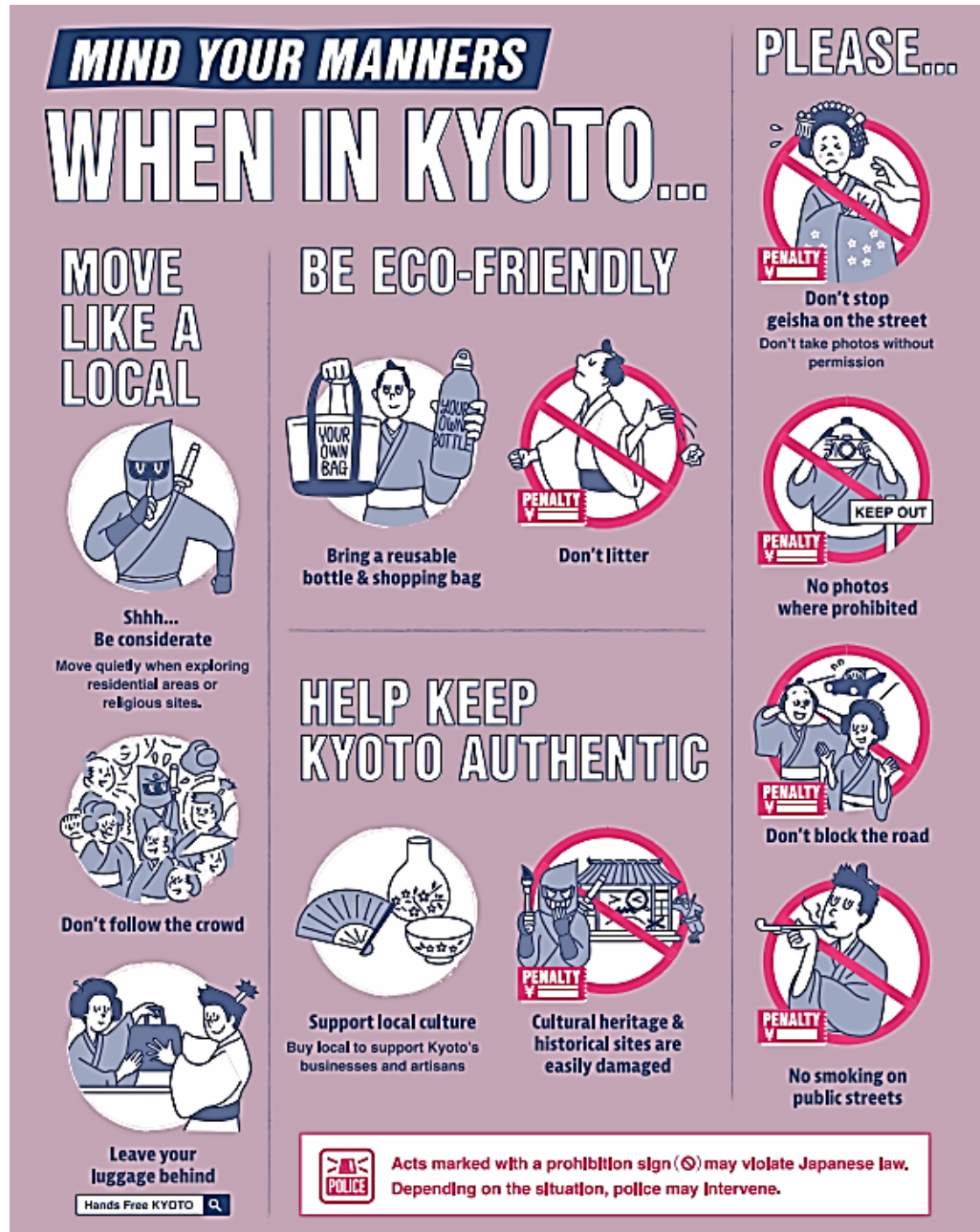


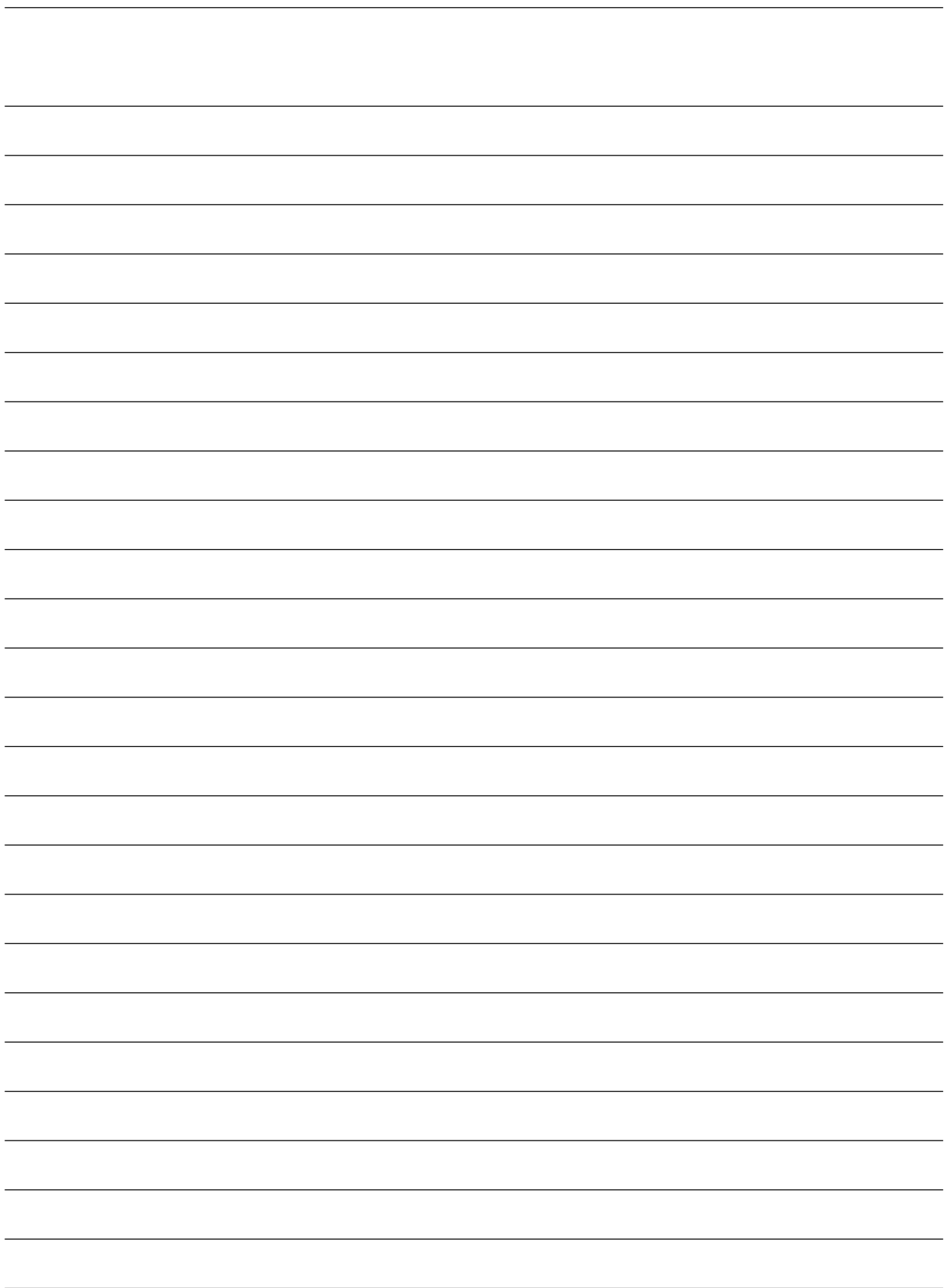
Fig. 2.2

Using Fig. 2.2, explain how the tourist guide can help achieve social sustainability through tourism development in Kyoto.

[3]

)

This image shows a single 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.



[9]

[Total: 18]

Section B

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

3 Cluster 3: Climate

- (a Study Fig. 3.1, which shows the formation of southwest monsoon wind from the months of June to September.)

Formation of monsoon wind from June to September

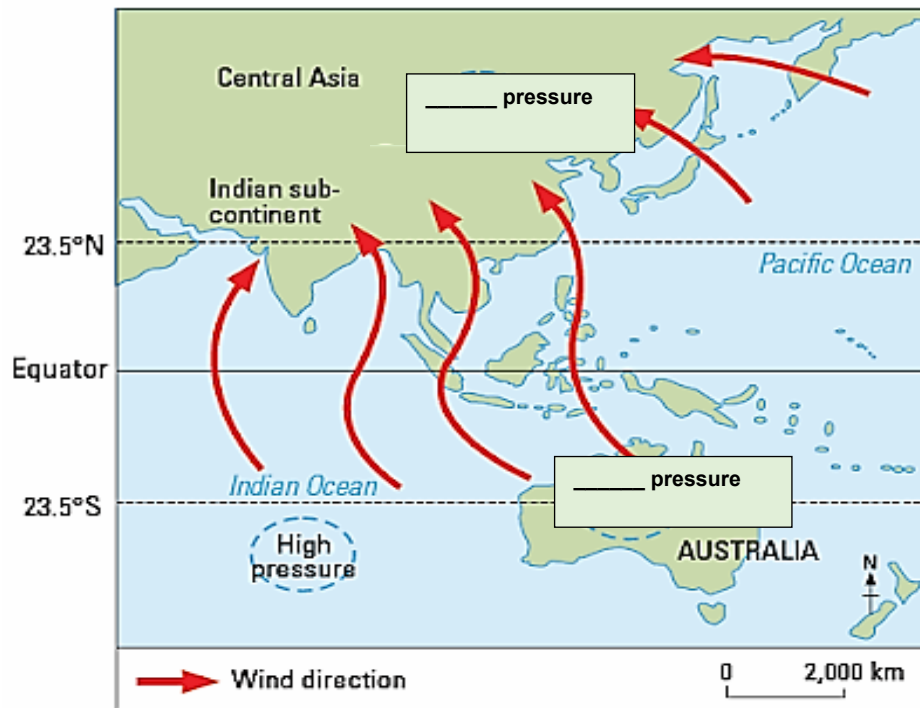


Fig. 3.1

- (i) Using Fig. 3.1, state the pressure zone experienced in Central Asia and Australia.

Central Asia: _____ pressure

Australia: _____ pressure
[2]

- (ii) With reference to Fig. 3.1, explain the importance of Southwest monsoon to farmers in Indian sub-continent.

[2]

Study Fig. 3.2 (Insert), which shows the global distribution of annual net change in forest cover, 2020.

Using Fig. 3.2, describe the global distribution of areas experiencing an annual net loss in forest cover in 2020.

[3]

(c) Explain how deforestation contributes to enhanced greenhouse effect.

[4]

- (d) Study Fig. 3.3, which shows the impact on global crop yield for maize in a world with and without climate change for 1981 and 2010.

Global crop yield for maize in a world with and without climate change for 1981 and 2010

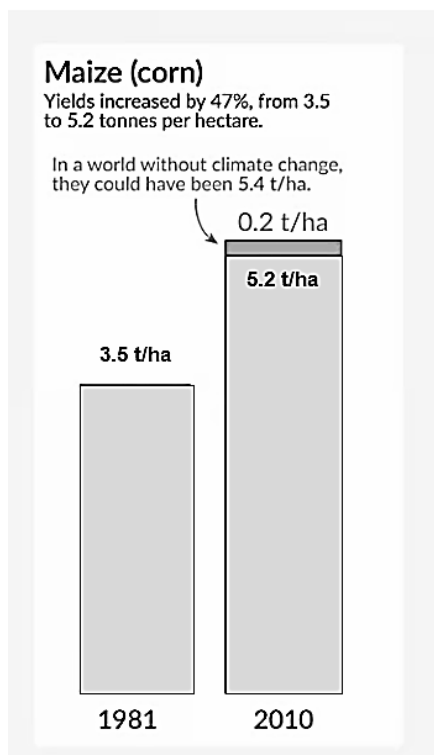


Fig. 3.3

- (i) Using Fig. 3.3, describe the difference in global crop yield for maize in a world with and without climate change for 2010.

[2]

- (ii) Suggest **two** factors that influenced the change in crop yield for maize between 1981 and 2010.

[2]

- (e) Explain why climate change affects disadvantaged communities and developing countries to a larger extent.

[3]

[Total: 18 marks]

4 Cluster 4: Tectonics

- (a) Study Fig. 4.1, which shows different landforms that could be formed along tectonic plate boundaries.

Landforms formed at tectonic plate boundaries

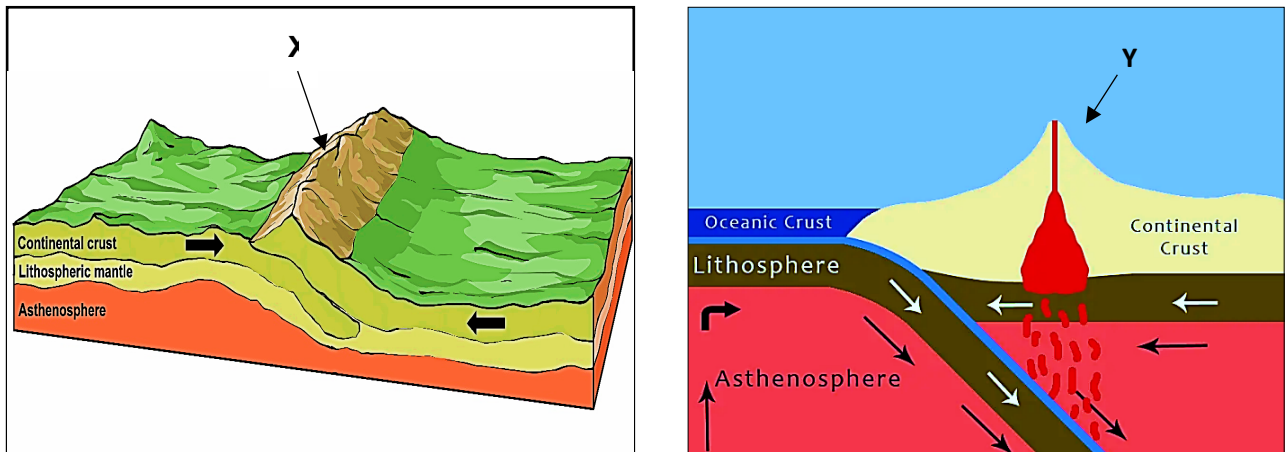


Fig. 4.1

- (i)** Identify landforms X and Y shown in Fig. 4.1.

X: _____

Y: _____

[2]

- (ii)** With reference to Fig. 4.1, explain how landform X is formed.

[2]

Study Fig. 4.2 (Insert), which shows the global distribution of major active volcanoes.

Using Fig. 4.2, describe the global distribution of major active volcanoes.

[3]

Explain why stratovolcanoes tend to have more explosive eruptions.

[3]

[illegible]

(e)

Hazard associated with earthquake

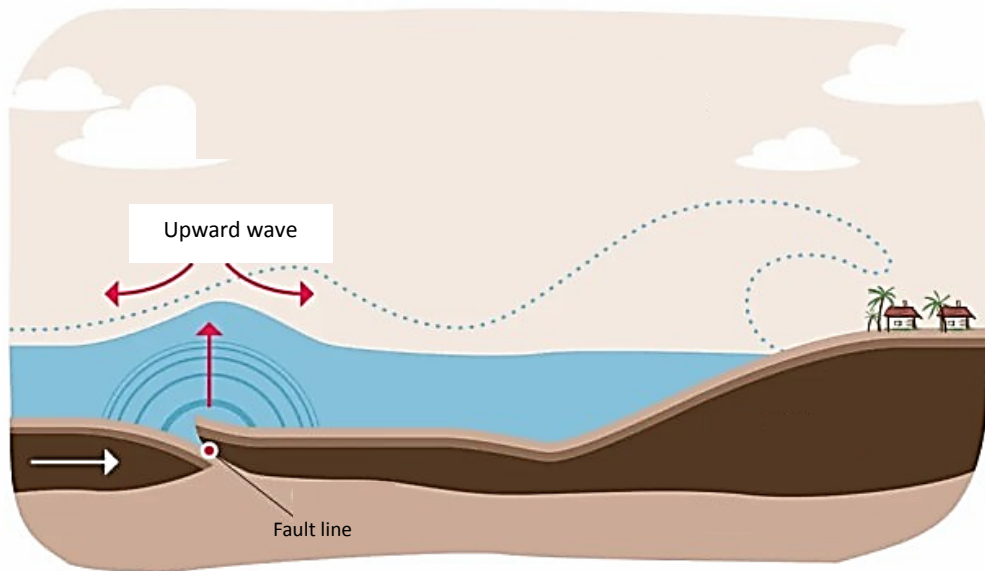


Fig. 4.3

Using Fig. 4.3, explain how tectonic hazards can affect the natural and human systems.

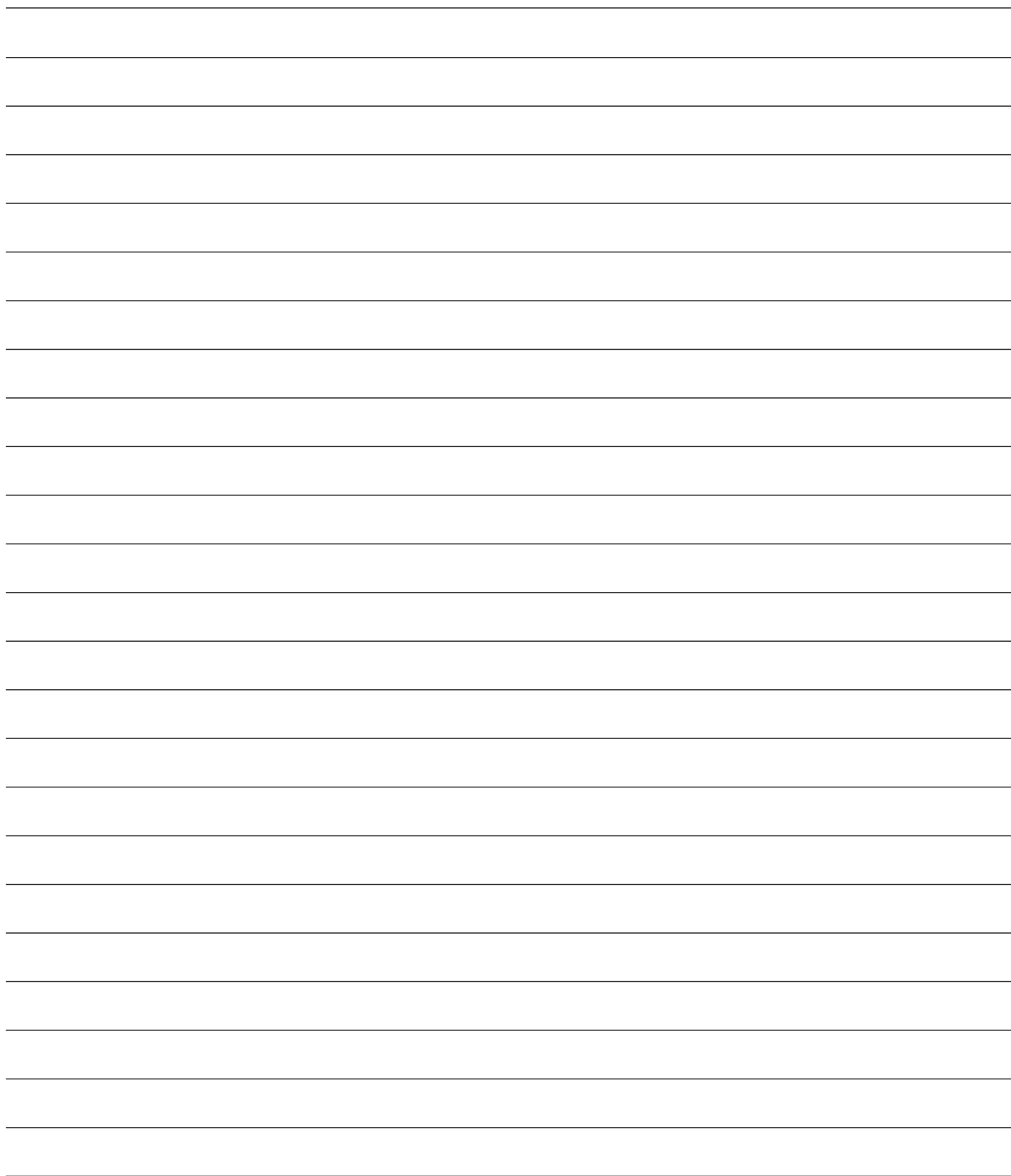
[4]

[Total: 18 marks]

Additional page

If you use the following lined pages to complete the answers to any questions, the question numbers must be clearly shown.

[illegible]



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Copyright Acknowledgements

- Fig. 1.1: <https://www.straitstimes.com/singapore/our-bonds-with-one-another-contribute-to-our-sense-of-home-pm-wong-at-one-punggol-hub-launch>
- Fig. 1.2 <https://landtransportguru.net/tampines-station/dt32-map-2/>
- Fig. 1.3 https://www.lta.gov.sg/content/ltagov/en/who_we_are/statistics_and_publications/Connect/silverzones.html
- Fig. 2.2 <https://kyoto.travel/en/info/enjoy-respect-kyoto/mind-your-manners.html>
- Fig. 3.1 <https://409geography.blogspot.com/2016/01/1st-feb-monsoon-wind.html>
- Fig. 3.2 <https://ourworldindata.org/grapher/forest-area-net-change-rate>
- Fig. 3.3 <https://ourworldindata.org/crop-yields-climate-impact>
- Fig. 4.1 <https://www.internetgeography.net/topics/destructive-plate-margins/>
- Fig. 4.2 <https://cdn.britannica.com/57/5457-050-40B0E740/ring-volcanoes-arcs-tectonic-plate-boundaries-Pacific.jpg>
- Fig 4.3 <https://geologyscience.com/natural-hazards>

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