

Name: _____ ()

Class: _____

PRELIMINARY EXAMINATION
GENERAL CERTIFICATE OF EDUCATION ORDINARY LEVEL

GEOGRAPHY

2279/01

Paper 1

21 August 2025
1 hour 45 minutes

Candidates answer in the Question Paper
Additional materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, register number, and class on all the work you hand in.

Write in dark blue or black pen.

You may use a HB pencil for any diagrams or graphs.

Do not use highlighters, glue, correction fluid or correction tape.

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 document consists of **12** printed pages, **2** blank pages and **1** insert.



圣尼各拉女校
CHIJ ST. NICHOLAS GIRLS' SCHOOL
Girls of Grace • Women of Strength • Leaders with Heart

[Turn over

Answer **all** questions.

1. Cluster 1: Geography in Everyday Life

A group of students from SNGS wanted to study the impact of Park Connector Networks (PCNs) on its visitors. The students decided to focus their investigation on the Southern Ridges PCN and came up with the hypothesis:

‘The Southern Ridges Park Connector Network has a made a positive impact on its visitors.’

The students started their investigation by studying a map featuring all the PCNs in Singapore as seen in Fig.1.1 (insert).

- (a) State where the students may have retrieved the map from and, other than showing location, explain one possible use of the map in their investigation.

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- (b) Before the students went to the Southern Ridges PCN, they did a risk assessment. The risk assessment filled out by the group is shown in Fig. 1.2.

hazard	likelihood of hazard	severity of hazard	degree of risk
getting lost or separated from group	2	2	4
exposure to high temperature	3	3	9
caught in heavy rainfall	3	2	6
slipping/tripping/falling	2	4	8

Understanding risk assessment:

Likelihood of hazard: 1 (little chance) to 5 (greatest chance)

Severity of hazard: 1 (least severe) to 5 (most severe)

Degree of risk = likelihood of encountering hazard x severity of hazard

Fig. 1.2

- (i) Based on Fig. 1.2, assess the level of risk involved in conducting their investigation at the Southern Ridges PCN.

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- (ii) Suggest two strategies that the students can adopt to prepare for the hazard with the highest degree of risk.

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 [2]

- (c) The students decided to that they will interview 50 visitors on one weekend morning at the Southern Ridges PCN. They prepared a set of questions, as seen in Fig.1.3, to conduct their interviews. Fig. 1.4 (insert) shows a map the Southern Ridges PCN.

Interview questions for the Southern Ridges	
1. Where in Singapore are you from?	
2. How often do you visit the Southern Ridges?	a. First time b. Once a year c. Every few months d. Monthly e. Weekly
3. The Southern Ridges improves my mental well-being.	a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree
4. The trails are accessible and well-connected.	a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree
5. I am more environmentally conscious after visiting the Southern Ridges.	a. Strongly disagree b. Disagree c. Neutral d. Agree e. Strongly agree
6. Please draw a mental map of the different sites you visited along the Southern ridges	

Fig. 1.3

- (i) Describe how the data collected for Question 1 could be presented on a map of Singapore.

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 [2]

- (ii) Suggest why asking the respondents to draw a mental map of their experience, as seen in Question 6, is a good idea.

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- (iii) With reference to Fig. 1.4, explain how the students could sample visitors to collect the data needed to test their hypothesis. Justify your choice of sampling method.

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- (d) The students decided to expand their hypothesis:

Revised hypothesis: 'The Southern Ridges has made a positive impact on its visitors and the environment.'

Other than the interviews, they also conducted an environmental observation survey at selected locations of the Southern ridges PCN. Figs. 1.5 and 1.6 show the tabulated responses of their interview and the environmental survey.

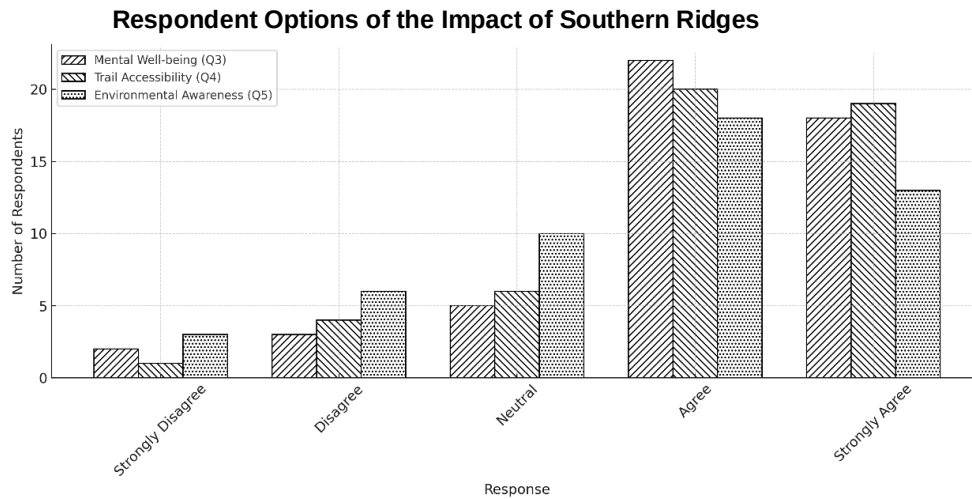


Fig. 1.5

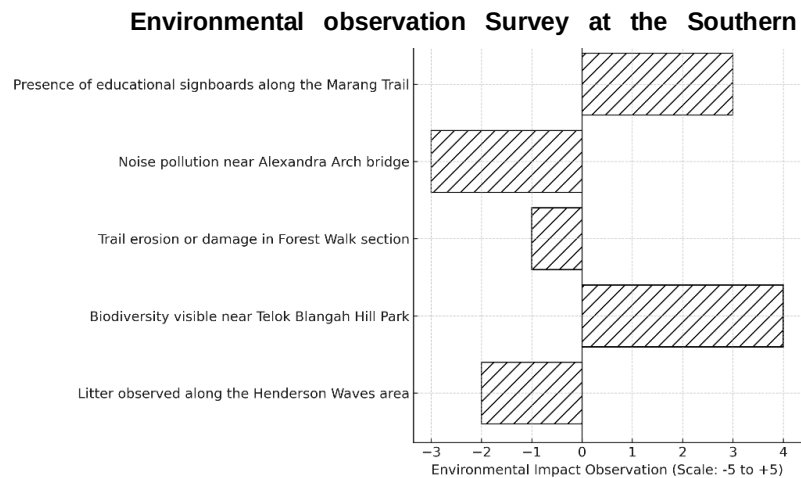


Fig. 1.6

Using Figs.1.5 and 1.6 only, evaluate how well the data supports the students' revised hypothesis.

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[20 marks]

2. Cluster 2: Tourism

- (a) With the help of an example, explain how an increase in the ability to travel has led to the growth of tourism.

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- (b) Study Fig. 2 which shows two different perspectives about Chinatown.

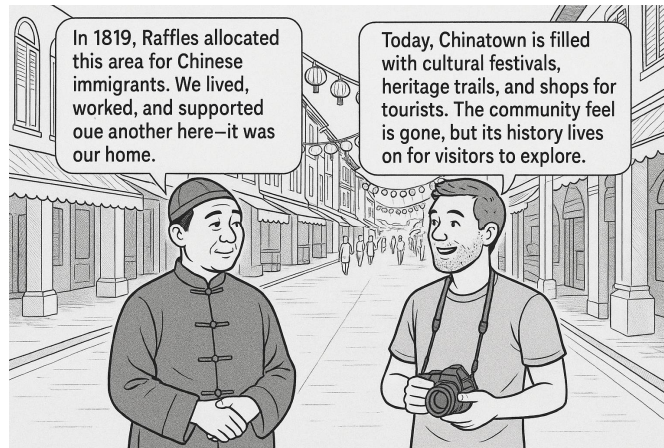


Fig. 2

Using Fig. 2, compare the role of Chinatown in Singapore over time and explain how this change may lead to cultural dilution if not carefully managed.

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- (c) How does tourism positively affect the society and economy of places? Illustrate your answer with an example that you have studied.

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- (d) Explain pro-poor tourism and its limitations.

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[15 marks]

3. Cluster 3: Climate

- (a) Study Fig. 3.1 (insert), which shows the intensity of the Urban Heat Island (UHI) effect in Singapore and Fig. 3.2 (insert) which is a satellite image of Singapore showing the location of green spaces in Singapore.

Using Figs. 3.1 and 3.2 (insert), describe the distribution of the UHI effect in Singapore.

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[2]

- (b) Explain the formation of the regional winds experienced in Singapore during the months of October to February.

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 [4]

- (c) Study Fig. 3.3, which shows some strategies that have been taken to manage the impact of climate change.

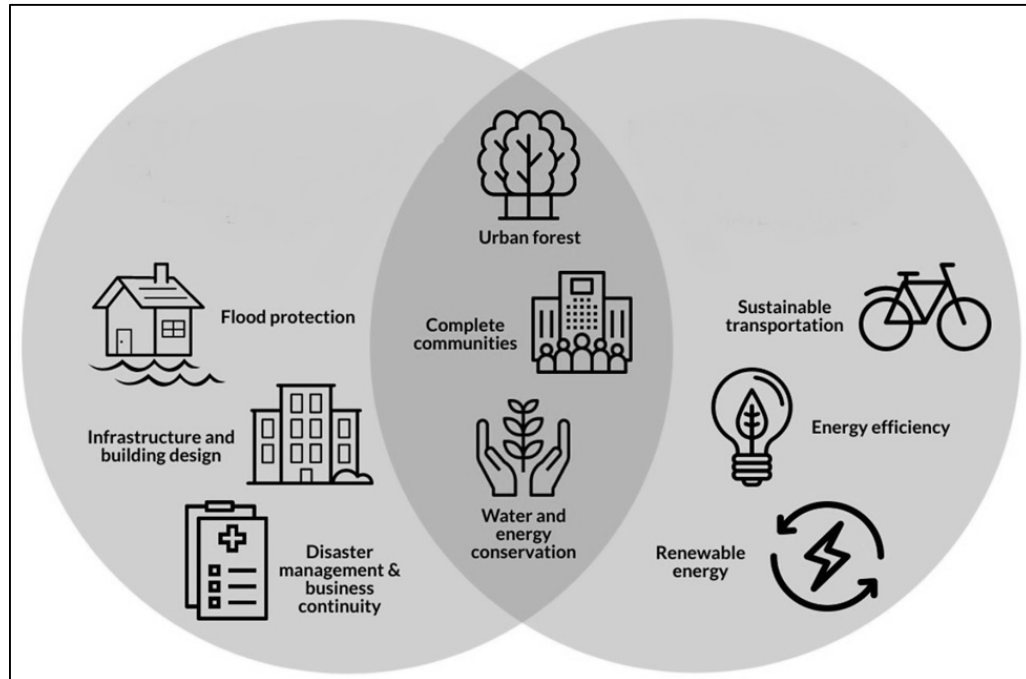


Fig. 3.3

“The adoption of adaptation strategies is sufficient for communities to build resilience against climate change.”

With reference to Fig. 3.3, to what extent do you consider this statement to be true? Explain your answer.

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Copyright Acknowledgement:

Fig. 1.2 for Question 1: Adapted from GCE NA-Level 2246 Geography Specimen Paper 1

Figs 1.3, 1.5 and 1.6 for Question 1: Some content in this material was generated with the assistance of ChatGPT (OpenAI, 2025) and has been adapted

Fig. 2 for Question 2: OpenAI. (2025). *A black-and-white cartoon-style illustration depicting the historical and modern significance of Chinatown* [AI-generated image]. ChatGPT.

Fig. 3.3 for Question 3: Adapted from: <https://rdn.bc.ca/climate-change-adaptation-and-mitigation>