



**ANGLICAN HIGH SCHOOL
SECONDARY 4
PRELIMINARY EXAMINATIONS 2025**

S4

HUMANITIES

2260/02

Paper 2 Geography

21 August 2025

MARKING GUIDE FOR TEACHERS

MAXIMUM MARK: 50

This document consists of **9** printed pages.

Question	Answer	Marks
1(a)	Study Fig. 1.1 (Insert), which shows the Petronas Twin Towers illuminated in the colours of the Malaysian flag during Merdeka (Independence) Day celebrations, and Fig. 1.2, an excerpt about the towers. With reference to Fig. 1.1 and 1.2, explain how the locals might acquire a sense of place at this landmark over time. Award 1 mark for each suggested reason explaining how locals might acquire a sense of place at the Petronas Twin Towers over time, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each reason, where applicable. Possible responses include: • Repeated encounters with the Petronas Twin Towers, such as passing by during daily commutes or visiting with family, help people recall the features of the place and form personal memories linked to it. [1 mark] • The towers are highly visible due to their great height and unique design, making them easy for most locals to remember. [1 mark] • The towers also serve a symbolic purpose, representing Malaysia's progress and national pride, which can create a sense of belonging and identity among the local community. [1 mark] • Locals may also develop an attachment / positive memory to the towers through interactions with others there, such as attending festivals, watching fireworks, or gathering with friends at the surrounding park or mall. [1 mark] AO2	3
1(b)(i)(ii)	Read the statements below. For each one, identify the type of ecosystem service being described. 'Mangroves provide fish, crabs, and other seafood that support local livelihoods.' [1] 'Mangroves help keep nearby water bodies clean by trapping dirt and filtering out harmful substances.' [1] Award 1 mark for correctly identifying the type of ecosystem service. (i) Provisioning ecosystem. [1 mark] (ii) Regulating ecosystem. [1 mark] AO1	2

Question	Answer	Marks
1(c)	Study Fig. 1.2, which shows a poster by Tampines Central Community Emergency & Engagement Committee (C2E) and the Singapore Civil Defence Force encouraging residents to sign up for the Responder Plus Programme (RPP). Using Fig. 1.2, explain how the Responder Plus Programme (RPP) strengthens the community's resilience to emergencies in urban neighbourhoods. Award 1 mark per explanation of how the strategy strengthens the community's ability to resist, adapt, or recover, up to 2 marks. Award 1 additional mark for further development using a specific example or detail from Fig. 1.2 (e.g. mention of firefighting, CPR + AED, or First Aid training). Possible responses include: • Community resilience is developed when residents are able to organise themselves and equip themselves with resources to resist, adapt and recover from a disaster. [1 mark] For example, the Responder Plus Programme (RPP) helps residents respond to emergencies by equipping them with essential life-saving skills such as basic firefighting and evacuation procedures, CPR, AED use, and first-aid, (any 1) so they can take immediate action before emergency services arrive. [1 additional mark] • It strengthens the community's ability to adapt by encouraging residents to organise themselves through local training and engagement. [1 mark] such as these programmes conducted by C2E in Tampines Central and SCDF. [1 additional mark] • When residents actively participate in projects to minimise potential hazards in the neighbourhood, they can better understand the risks and adaptation options to communicate to the planners and government. [1 mark] AO2	3

Question	Answer	Marks
1(d)(i)	A group of students were investigating the appeal of attractions in Rainforest Wild Asia, a newly opened zone in the Singapore Zoo. They proposed the following hypothesis for their investigation: “Activities in Rainforest Wild Asia are rated positively by visitors.” To test this hypothesis, they surveyed 100 visitors and asked them to rate their experience at each attraction. The results are shown in Fig. 1.3. Using Fig. 1.3, evaluate the validity of the students’ hypothesis. Award 1 mark for each evaluation of the validity of the students’ hypothesis, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development using specific data from Fig. 1.3. Possible responses include: • The hypothesis is valid to a large extent because most of the activities received high positive ratings (Excellent and Above Average). / 4 out of 5 [1 mark] For example, Q1, walking through the shaded forest trails had 91% positive responses, showing strong visitor satisfaction. [1 additional mark] • The hypothesis is not fully valid because one activity, the rope bridge canopy walk which received mostly negative responses. [1 mark] It had 45% positive ratings and a much higher 55% rated it as Below Average or Extremely Poor, which does not agree with the hypothesis. [1 additional mark] AO3	4
1(d)(ii)	The students surveyed the first 100 visitors who exited Rainforest Wild Asia between 12:00 p.m. and 2:00 p.m. on a Saturday. Evaluate the reliability of this sampling method for investigating the appeal of the activities in Rainforest Wild Asia. Award 1 mark for each evaluation point on the reliability of the sampling method to a maximum of 3 marks. Possible responses include: Reliable: • The method is quick and convenient, allowing students to gather responses efficiently within a limited time. [1 mark] Not reliable: • The reliability of the data may be limited, as only visitors from a 2-hour window on one day were surveyed, which may not reflect the views of visitors at other times or on weekdays. [1 mark] • Bias selection: The sample may not be representative of all visitors, especially those who spend more time in the park and exit later in the day. [1 mark] AO3	2

Question	Answer	Marks
2(a)	Using Fig. 2.1, describe the trend of tourist arrivals to Maldives from 2005 to 2011. Award 1 mark for each trend of tourist arrivals. Award a maximum of 1 additional mark for supporting evidence. Possible responses include: - Maldives tourist arrivals is increasing from 2005 to 2011 [1 mark] by 500000. [1 additional mark] - However, one oddity is from 2008 to 2009, where tourist arrivals decreased [1 mark] by 40000. [1 additional mark] AO2	3
2(b)	Explain how an economic downturn can result in a sudden fall of tourist numbers. Award 1 mark for each explanation on how economic downturn can result in a sudden fall of tourist numbers, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable. Possible responses include: - During an economic downturn, the economies of countries are negatively affected. [1 mark] - Companies would attempt to cut costs. [1 mark] resulting in people losing their jobs or experiencing pay cuts, leading to a reduction in disposable income. [1 additional mark] - This results in people choosing not to travel to reduce spending. [1 mark] AO1	3
2(c)	With reference to Fig. 2.2, explain how governments are limited in their effectiveness in influencing sustainable tourism development. Award 1 mark each explanation on how governments are limited in their effectiveness, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable. Possible responses include: Some governments put economic development first and may neglect the environmental and social dimensions of sustainability [1 mark], thus hindering their sustainable tourism development. [1 additional mark] Every year, Mount Everest receives hundreds of tourists who wish to scale up the mountain, but poor enforcement of waste disposal leads to the mountain becoming increasingly polluted [1 mark]. Tighter regulations have not been imposed by the Nepali authorities. [1 additional mark] If tighter regulations were imposed by the Nepali authorities, the flow of tourists might be reduced affected the revenue received. [1 mark]	3

	AO1																			
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2(d)	‘The need to discover unique travel experiences is the main motivation for people to travel.’ To what extent do you agree with this statement to be true? Explain your answer. <u>Relevant content:</u> • Need for relaxation • Need to achieve personal growth and self-fulfilment • Need to discover unique travel experiences <u>A possible conclusion:</u> In conclusion, I disagree to a large extent that the need to discover unique travel experiences is the main motivation for people to travel. Individuals have varying needs and therefore the motivation to travel is unique. In addition, tourists are motivated to travel not just to fulfil one needs but a mix of needs resulting in tourist participating in different activities in one destination to cater to their different travel motivations. AO3 <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 support both sides of the discussion clearly, using a range of points with good elaboration. Examples used demonstrate a comprehensive understanding of the issue or phenomenon. Evaluation is derived from a well-reasoned consideration of the arguments.</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 demonstrate a good understanding of the issue or phenomenon. Evaluation is well supported by arguments.</td></tr> <tr> <td>1</td><td>1–3</td><td>Arguments are unclear with limited description or may be listed. No examples provided or examples are generic, demonstrating a basic understanding of the issue or phenomenon. Evaluation is simple, missing or unclear.</td></tr> <tr> <td>0</td><td>0</td><td>No creditworthy response.</td></tr> </tbody> </table>	Generic Level Descriptors for 9-mark AO3 Questions			Level	Marks	Descriptors	3	7–9	Develops arguments that support both sides of the discussion clearly, using a range of points with good elaboration. Examples used demonstrate a comprehensive understanding of the issue or phenomenon. Evaluation is derived from a well-reasoned consideration of the arguments.	2	4–6	Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Example(s) used demonstrate a good understanding of the issue or phenomenon. Evaluation is well supported by arguments.	1	1–3	Arguments are unclear with limited description or may be listed. No examples provided or examples are generic, demonstrating a basic understanding of the issue or phenomenon. Evaluation is simple, missing or unclear.	0	0	No creditworthy response.	9
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Question	Answer	Marks
3(a)	Study Table 3.1 which shows the mean monthly temperatures of Lyme Regis, a coastal area in the UK. Calculate the annual temperature range of Lyme Regis. Award 1 mark for the correct calculation of the annual temperature range. $16.7^{\circ}\text{C} - 5.4^{\circ}\text{C} = 11.3^{\circ}\text{C}$ [1 mark] AO2	1
3(b)	Explain how maritime effect affects the annual temperature range of coastal areas compared to inland areas. Award 1 mark for each explanation of how the maritime effect influences the annual temperature range of coastal areas compared to inland areas. Possible responses include: • The sea heats up and cools down more slowly than land. [1 mark] • During winter, the sea is warmer than land, warming the air along coastal areas. [1 mark] • During summer, the sea is cooler than land, cooling the air along coastal areas. [1 mark] • Due to the moderating influence of the sea, coastal areas have a lower annual temperature range than inland areas. [1 mark] AO1	3
3(c)(i)	Study Fig. 3.1, which shows wind flows during June to September towards India. Using Fig 3.1, describe the weather phenomenon and how it affects India during the time period shown. Award 1 mark for each description of the weather phenomenon and how it affects India during the time period shown. Possible responses include: • From June to September, India experiences the Southwest Monsoon. [1 mark] • As the winds move over the Indian Ocean, they pick up moisture and bring heavy rain to India. [1 mark] AO2	2

Question	Answer	Marks
3(c)(ii)	Using Fig. 3.1, explain why the weather phenomenon identified in (c)(i) occurs. Award 1 mark for each explanation of why the southwest monsoon occurs to a maximum of 4 marks. Possible responses include: • The weather phenomenon occurs due to the difference in seasons and temperatures in the northern and southern hemispheres during this period. [1 mark] • During this time, the northern hemisphere experiences summer and the air over Central Asia is warm, creating an area of low pressure. [1 mark] • The southern hemisphere experiences winter and the air over Australia is cold, creating an area of high pressure. [1 mark] • Air moves from Australia an area of higher pressure to Central Asia an area of lower pressure. [1 mark] • In the northern hemisphere, wind gets deflected to the right due to the Coriolis effect, forming the Southwest Monsoon which is experienced by India. [1 mark] AO1	4
3(d)	Describe how the sediment cores from the seafloor can be used to tell past climates of the Earth. Award 1 mark for each description of how sediment cores from the seafloor show what Earth's past climates were like. Possible responses include: • Sediment cores from the seafloor that contain higher concentrations of light oxygen (i.e. oxygen-16 isotope) in the ocean indicate that Earth's climate was warmer. [1 mark] • Sediment cores from the seafloor that contain higher concentrations of heavy oxygen (i.e. oxygen-18 isotope) in the ocean indicate that Earth's climate was cooler. [1 mark]	2

Question	Answer	Marks
3(e)	With the use of Fig. 3.3, explain one way how climate change may impact humans indirectly. Award 1 mark for each explanation of how climate change may indirectly impact humans to a maximum of 3 marks. Possible responses include: Warmer oceans: • Species which cannot cope with the changes will die [1 mark] • Distribution of aquatic species changes as they search for cooler waters [1 mark] • Indirect impact on humans: affects what fishermen can catch or where they have to go to fish [1 mark] OR • Coral bleaching may occur due to warmer oceans [1 mark] • Corals are a huge tourist attraction [1 mark] • Indirect impact on humans: This can lead to a reduction in tourist revenues as lesser tourists visit affecting the tourism industry [1 mark] Higher temperatures: • Create more conducive environments for vectors such as mosquitoes and ticks to survive and breed [1 mark] • More people would fall sick due to vector-borne diseases [1 mark] • Indirect impact on humans: loss of lives/ reduced economic productivity as people cannot work/ increase in healthcare costs for the country [1 mark] Rising sea level: • Saltwater enters freshwater [1 mark] • Threatens freshwater fisheries [1 mark] • Indirect impact on humans: Threatens economic livelihoods and food security of the area [1 mark] AO2	3
3(f)	Evaluate the effectiveness of changes in consumption patterns as a strategy for reducing greenhouse gas emissions. Award 1 mark for each evaluation on the effectiveness of changes in consumption patterns as a strategy for reducing greenhouse gas emissions, to a maximum of 3 marks. Possible responses include: • 1 mark for explaining how changes in consumption patterns (e.g., reducing meat consumption, minimising food waste, or choosing to buy local products) can lower greenhouse gas emissions. • 1 mark for assessing the potential impact, including examples or evidence of effectiveness (e.g., reduced carbon footprint from plant-based diets). • 1 mark for discussing limitations or challenges (e.g., difficulty in changing consumer behaviour, or economic barriers) to provide a balanced evaluation.	3

