



**SINGAPORE CHINESE GIRLS' SCHOOL
PRELIMINARY EXAMINATION 2025
SECONDARY FOUR
O-LEVEL PROGRAMME**

HUMANITIES

2260/02

Paper 2 Geography

Thursday

21 August 2025

1 hour 45 minutes

ANSWER SCHEME

Cluster 1: Geography in Everyday Life (14m)	
1 (a)	Study Fig. 1.1 (Insert), which shows some activities planned by the Clementi Residents' Committee to achieve social sustainability in Clementi, an urban neighbourhood in Singapore.
	Activities planned by the Clementi Residents' Committee
	 Fig. 1.1 Source: https://www.facebook.com/FOClementi/photos/a.374299680751/10161236689620752/?type=3
AO2	With reference to Fig. 1.1, explain how social sustainability can be achieved in urban neighbourhoods in Singapore. [4]
	<i>Award 1 mark for each explanation of how social sustainability can be achieved, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable. Accept any other plausible point.</i> - Ensure that students <u>feel included and foster sense of belonging</u> - by creating study corner which requires no fees during exam period [1 additional mark] - Ensure that students have a <u>sense of shared identity</u> - coming together for events [1 additional mark] at places found in Clementi - Fostered by having <u>shared community spaces</u> to promote regular social interactions - such as areas around the Clementi CC (community centre) and (OR) the Study Corner at RC Centre [1 additional mark] - Facilitate <u>regular interactions</u> amongst the residents by having specialised activities catered to their needs such as - jogging monthly, studying 3 times a week [1 additional mark]

(b) Study Fig. 1.2 (Insert) which shows a mental map drawn by an ex-resident of her childhood home in Tiong Bahru, Singapore.

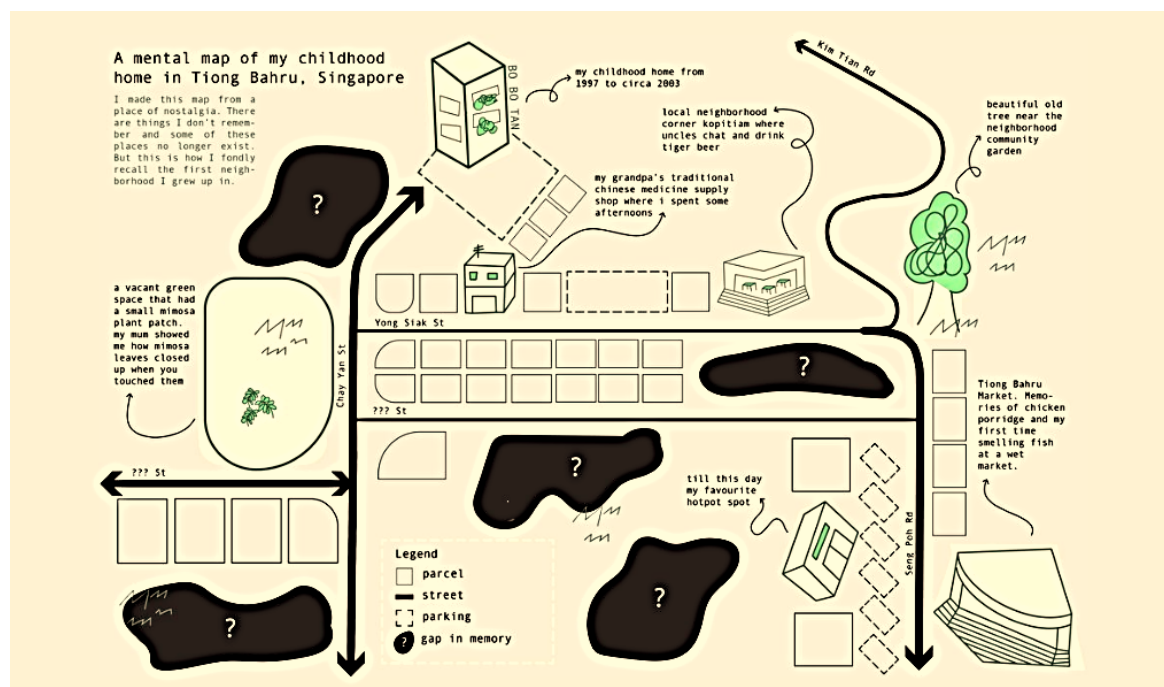


Fig. 1.2

Source: Adapted from <https://www.hilaryho.net/>

AO2 Using Fig. 1.2, suggest how the ex-resident's sense of place for her childhood home in Tiong Bahru is acquired. [4]

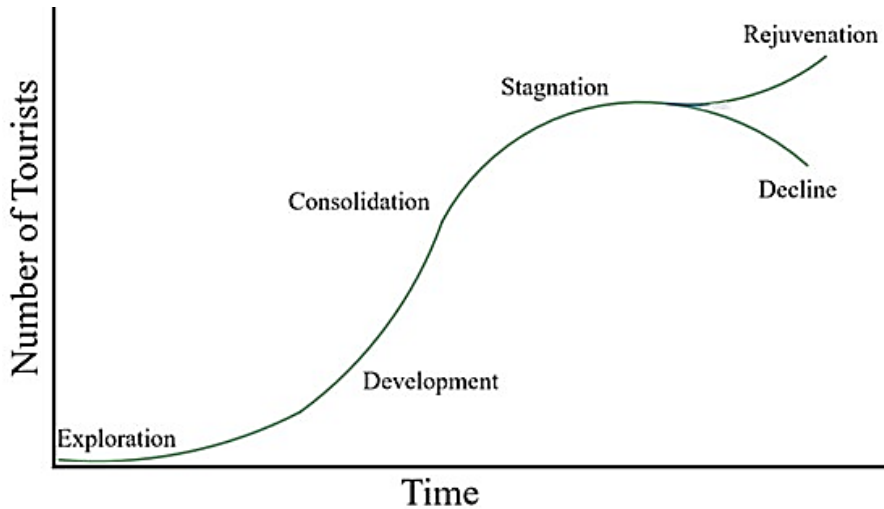
Award 1 mark for each explanation of the reasons for the resident's sense of place of this area, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable.

- Repeated encounters with some places, leading to the resident creating meanings and memories of them
 - o grandfather's traditional Chinese medicine shop nearby where the resident spent many afternoons [1 additional mark]
 - o Local corner kopitiam where uncles drink and chat over beer [1 additional mark]
- Significant or memorable events that occur or memories from childhood
 - o Memories of the chicken porridge at the food centre and the first time smelling fish at the wet market at the market [1 additional mark]
 - o a vacant green space that had a small mimosa plant patch, where her mum showed her how mimosa leaves closed when you touched them [1 additional mark]
- The beautiful old tree and (OR) the Tiong Bahru market is/are (a) highly visible landmark(s) and easy for people to remember

(c)	A group of students in School A wanted to find out if living near school helped in the punctuality of its students. They gathered data from their teachers about their average arrival times in school, downloaded from the automated system that records the students tapping in their attendance with their school identity card at the school gate. If the automated tapping system fails, the students will manually report their arrival times to their teachers in class. A sample of 60 students from those who lived at different distances from school was taken. Study Table 1.1, which shows the number of students, their home distance from school and their punctuality. Table 1.1 Average Arrival Times of students in School A <table><tr><td></td><td colspan="3">Distance from School</td><td></td></tr><tr><td>Punctuality</td><td>Below 1 km</td><td>1 km – Less than 10 km</td><td>More than 10 km</td><td>Total Number of Students</td></tr><tr><td>Early (More than 10 mins before school)</td><td>4</td><td>9</td><td>10</td><td>23</td></tr><tr><td>On time (0 mins -10 mins before school starts)</td><td>12</td><td>9</td><td>4</td><td>25</td></tr><tr><td>Late (After school starts)</td><td>4</td><td>2</td><td>6</td><td>12</td></tr><tr><td>Total Number of Students</td><td>20</td><td>20</td><td>20</td><td>60</td></tr></table>					Distance from School				Punctuality	Below 1 km	1 km – Less than 10 km	More than 10 km	Total Number of Students	Early (More than 10 mins before school)	4	9	10	23	On time (0 mins -10 mins before school starts)	12	9	4	25	Late (After school starts)	4	2	6	12	Total Number of Students	20	20	20	60
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AO3	Using Table 1.1,																																	
	(i)	evaluate the validity of the students' findings. [3]																																
		<i>Award 1 mark for each evaluation on the validity of the student's findings, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each evaluation, where applicable.</i> Possible responses include: <u>Validity of the student's findings [max 3m]</u> Support • The findings are valid because the data collected addresses the hypothesis, highlighting the average arrival times of students in School A																																

		• The findings are valid because the data was collected from their teachers who downloaded from the automated system that records the students tapping in their attendance with their school identity card at the school gate • The findings are valid because the data considered a sample of 60 students, with an equal number (20 students each) who live in places of varying distance from the school to allow for fair comparison Don't Support • The findings may not be valid because there may be some days when the automated tapping system fails, and the students will manually report their arrival times to their teachers in class. - o This may give rise to errors/inaccurate reporting [1 additional mark]
	(ii)	evaluate how well the data supports the hypothesis that living near school helped in the punctuality of its students. [3]
		<i>Award 1 mark for each evaluation on how well the data supports the hypothesis, to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each evaluation, where applicable.</i> <u>How well the data supports the hypothesis</u> Support • More students who lived nearer school were punctual - o 16 of these students (80%) who lived below 1km reached school early or on time [1 additional mark] • Fewer students who lived further away were punctual - o 14 of these students (70%) who lived further away (more than 10km) from school reached school early or on time [1 additional mark] Don't support • However, students who lived 1km to less than 10km from school showed the highest punctuality - o 18 of these students (90%) were early or on time [1 additional mark]

Cluster 2: Tourism (18m)	
2 (a)	Explain how personal growth leads to the growth of tourism. [2]
AO1	
	<i>Award 1 mark for personal growth leads to the growth of tourism to a maximum of 2 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable.</i> <u>Personal Growth</u> • Travelling allows people to develop themselves further by learning something new or improving their existing knowledge and skills - o Hence they may choose a travel destination where they can pick up a new skill such as cooking local cuisines or farming by learning methods from the locals • Some also participate in activities that are challenging or adventurous such as mountain climbing or skydiving to fulfil their potential. - o By participating in these activities, they feel that they are being stretched physically and emotionally, and therefore achieve personal growth.

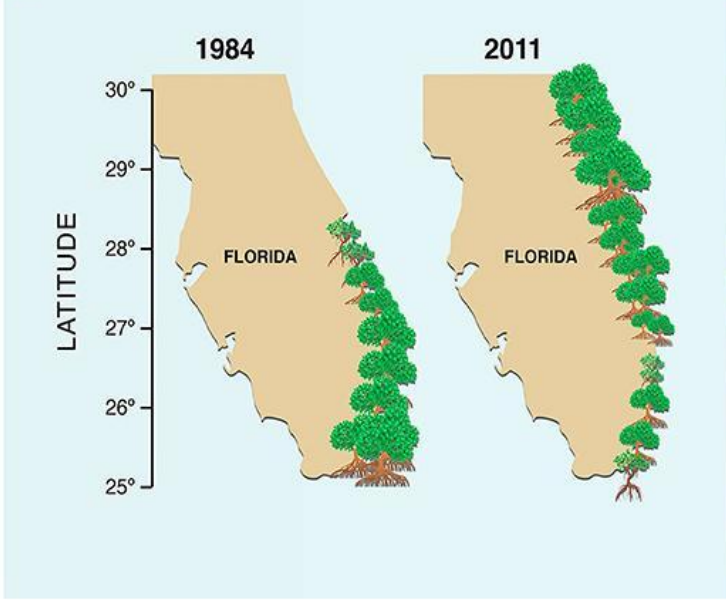
(b)	Study Fig. 2.1, which shows stages of tourism development, with one stage missing in the figure.	
Stages of tourism development		
		
Fig. 2.1 Source: https://commons.wikimedia.org/wiki/File:Butler_Model_of_Tourism_Graph.png		
AO1		
(i)	Using Fig. 2.2, identify the missing stage. [1]	
	Missing stage – Involvement	
(ii)	describe two key characteristics of a tourist destination in the 'Stagnation' stage. [2]	
	- Tourist arrivals have peaked and begin to decline as the destination has reached or exceeded its carrying capacity. - Tourists arrivals exceed the maximum number of people the environmental can accommodate resulting in negative effects. - Contributions to the economy start to stagnate as destination may no longer be attractive when facilities and attractions start to decline due to age and lack of maintenance. 1m per point, any 2 characteristics	

(c)	Study Fig. 2.2, which shows the different personality types of four tourists respectively.										
	Descriptions of different types of tourists <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;">Tourist</th><th style="text-align: center;">Description of Personality</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td><td> • Prefers own or no schedule/itinerary • Likes to get to know hosts and their unique culture • Prefers secluded/discrete destinations </td></tr> <tr> <td style="text-align: center;">B</td><td> • Prefers travelling with friends, not with unknown tourists • Is able to meet new people, especially hosts • Likes travel that is less organised with some optional activities </td></tr> <tr> <td style="text-align: center;">C</td><td> • Travels only with family and friends • Itinerary arranged to avoid worries, misunderstandings, or over-expenditure • Prefers to revisit favourite destinations and the familiar, relax and enjoy luxury </td></tr> <tr> <td style="text-align: center;">D</td><td> • Prefers to travel with a group of friends • Is generally comfortable with meeting tourists on packaged tours • Likes to go to sun/beach/nightlife destinations that attract tourists in general, where there are crowds and action </td></tr> </tbody> </table> Fig. 2.2 Source: Adapted from https://www.researchgate.net/figure/Tourist-personality-types-and-proposed-associated-tourist-behaviours_tbl1_313646818	Tourist	Description of Personality	A	• Prefers own or no schedule/itinerary • Likes to get to know hosts and their unique culture • Prefers secluded/discrete destinations	B	• Prefers travelling with friends, not with unknown tourists • Is able to meet new people, especially hosts • Likes travel that is less organised with some optional activities	C	• Travels only with family and friends • Itinerary arranged to avoid worries, misunderstandings, or over-expenditure • Prefers to revisit favourite destinations and the familiar, relax and enjoy luxury	D	• Prefers to travel with a group of friends • Is generally comfortable with meeting tourists on packaged tours • Likes to go to sun/beach/nightlife destinations that attract tourists in general, where there are crowds and action
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(i)	Match the two personality types of travellers to two of the tourists based on the description in Fig. 2.2. [2m] <i>2m, 1m per correct match. Other answers will not be accepted.</i> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Personality Type of Tourists</th><th style="width: 50%; text-align: center;">Tourist</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">Near Dependable</td><td style="text-align: center;">D [1m]</td></tr> <tr> <td style="text-align: center;">Venturer</td><td style="text-align: center;">A [1m]</td></tr> </tbody> </table>	Personality Type of Tourists	Tourist	Near Dependable	D [1m]	Venturer	A [1m]				
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AO1											
(ii)	Explain how personality characteristics can influence travel patterns. [2m]										
AO1	• Personality characteristics of tourists can determine travel preferences and patterns such as the choice of destinations and tourist activities. • The features of a tourist destination may appeal more to specific personality characteristics. • Tourists activities that cater to the preferences of certain personality characteristics may only be found in certain destinations. <i>1m per explanation, to a maximum of 2m.</i>										

(d)	How far would you agree that tourist activities can negatively affect locals socially? Explain your answer. [9]			
AO3	<u>Relevant content</u> Positive social impacts of tourism • cultural preservation • enhancing cultural ecosystem services Negative social impacts of tourism • commodification of cultural practices and art forms • cultural clashes • rise in crimes <u>A possible approach:</u> The answer could first highlight the positive and negative impacts of overtourism on the society. Tourists and local communities at tourist destinations mutually affect each other. Their encounters with each other determine the nature of the social impacts of tourism. The relationships between tourists and local communities are often unequal because the tourism industry tends to focus more on the needs and wants of the tourist over the locals. Often, tourists are in a position of power and privilege. Local communities have to accommodate and meet the needs of the tourists at their own expense. The greater the difference in power between the tourists and the local community, the more likely that the negative social impacts would occur. Negative social impacts are therefore usually more significantly felt by local communities at tourist destinations. At the same time, local communities may also depend on tourism and they would be seriously disadvantaged if tourists stopped visiting. So it is a great dilemma for the local community. If the long term is considered, and given that with 10 000 visitors a day to a place with just 800 residents, this 1000% increase in population is definitely not sustainable. No wonder they are protesting on behalf of their children who may inherit a culture that would be gravely altered by commodification of cultural practices, cultural clashes and the rise in crimes more than cultural preservation and enhancements of the cultural ecosystem services.			
	<table><tr><td> <u>Level 0</u> • ___ No credit worthy response </td></tr><tr><td> <u>Level 1 (1 – 3 marks)</u> • Arguments are unclear with limited descriptions or may be listed. • No examples provided or examples are generic, demonstrating a basic understanding of the positive and negative social impacts of tourism • Evaluation is simple, missing or unclear </td></tr><tr><td> <u>Level 2 (4 – 6 marks)</u> • 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 positive and negative social impacts of tourism. For. e.g. in Vancouver, Canada, totem poles have been commodified and are widely available for tourists to purchase as souvenirs. However, most of these </td></tr></table>	<u>Level 0</u> • ___ No credit worthy response	<u>Level 1 (1 – 3 marks)</u> • Arguments are unclear with limited descriptions or may be listed. • No examples provided or examples are generic, demonstrating a basic understanding of the positive and negative social impacts of tourism • Evaluation is simple, missing or unclear	<u>Level 2 (4 – 6 marks)</u> • 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 positive and negative social impacts of tourism. For. e.g. in Vancouver, Canada, totem poles have been commodified and are widely available for tourists to purchase as souvenirs. However, most of these
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	souvenirs are inauthentic pieces. This creates tension between locals and locals who feel that their culture is being diluted. • Evaluation is well supported by arguments	
	<u>Level 3 (7 – 9 marks)</u> • 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 positive and negative social impacts of tourism. For. e.g. in Vancouver, Canada, totem poles have been commodified and are widely available for tourists to purchase as souvenirs. However, most of these souvenirs are inauthentic pieces created without any collaboration with native tribes. This creates tension between locals who sell souvenirs for a living, and locals who feel that their culture is being diluted. • Evaluation is derived from a well-reasoned consideration of the arguments	

Cluster 3: Climate (18m)																							
3 (a) AO2	Describe the differences between the characteristics of tropical equatorial climate and tropical monsoon climate. [4]																						
	<i>Award 1 mark for each difference between the characteristics of tropical equatorial climate and tropical monsoon climate. Award a maximum of 1 additional mark for further development of each explanation, where applicable.</i> <table border="1"> <thead> <tr> <th></th><th>Tropical Equatorial Climate</th><th>Tropical Monsoon Climate</th></tr> </thead> <tbody> <tr> <td>Temperature</td><td></td><td></td></tr> <tr> <td>1. Mean Monthly Temperature</td><td>Higher mean monthly temperature of about 27°C</td><td>Lower mean monthly temperature of about 25°C</td></tr> <tr> <td>2. Annual Range of Temperature</td><td>Smaller range of temperature of about 2-3°C. Uniform temperature throughout the year</td><td>Larger range of temperature of 3-5°C. There are hot and cool seasons</td></tr> <tr> <td>Rainfall</td><td></td><td></td></tr> <tr> <td>1. Total Annual Rainfall</td><td>Higher rainfall. Usually more than 2000mm per year.</td><td>Lower rainfall. Usually 1500mm of rainfall per year.</td></tr> <tr> <td>2. Rainfall Distribution</td><td>Even distribution throughout the year.</td><td>Seasonal distribution with wet and dry seasons.</td></tr> </tbody> </table>			Tropical Equatorial Climate	Tropical Monsoon Climate	Temperature			1. Mean Monthly Temperature	Higher mean monthly temperature of about 27°C	Lower mean monthly temperature of about 25°C	2. Annual Range of Temperature	Smaller range of temperature of about 2-3°C. Uniform temperature throughout the year	Larger range of temperature of 3-5°C. There are hot and cool seasons	Rainfall			1. Total Annual Rainfall	Higher rainfall. Usually more than 2000mm per year.	Lower rainfall. Usually 1500mm of rainfall per year.	2. Rainfall Distribution	Even distribution throughout the year.	Seasonal distribution with wet and dry seasons.
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(b) AO2	With reference to Fig. 3.1, explain how local winds blow in the night at the location shown. [4] <i>1m per explanation, to a maximum of 4m.</i> • In the night, both land and sea lose heat through longwave radiation. • The sea and the air above it loses heat slowly. The warmer air is less dense and rises, forming lower pressure over the sea. • On the other hand, the land and the air above it lose heat quickly. The cooler air is denser and sinks, forming higher pressure over land. • As air moves from an area of higher pressure over the land to lower pressure over the sea, the land breeze is formed at night, resulting in the campfire leaning towards the sea due to wind being blown from the land towards the sea.																						

(c)	Study Fig 3.2 which shows the distribution of mangrove trees found in Florida in 1984 and 2011.	
	Mangrove trees found in Florida in 1984 and 2011	
	 Fig. 3.2 Source: https://kids.frontiersin.org/articles/10.3389/frym.2023.999231	
	With reference to Fig. 3.1,	
	(i) AO2	Using Fig. 3.2, describe the change in the distribution of mangrove trees in Florida from 1984 to 2011. [2]
		<i>Award 1 m per description, to a maximum of 2m.</i> • The overall land area of the mangrove trees in coastal areas of Florida has been expanded, with mangrove areas extending towards latitude 30 deg N in 2011, as compared to about 27/28 deg N in 1984. • Many mangrove tree species are migrating north along the eastern coast of Florida, USA, increasing their numbers in higher-latitude (27 – 30 deg N) areas and decreasing their numbers in lower-latitude (25 – 27 deg N) areas
	(ii) AO2	With reference to Fig. 3.2, suggest why the distribution of mangrove trees in Florida changed from 1984 to 2011. [2]
		<i>Award 1m per suggestion, to a maximum of 2m.</i> • In 1984, areas found in the higher latitudes were too cold for mangrove tree growth, while the lower latitudes were warm enough to allow for mangrove tree growth

		By 2011, areas in the higher latitudes have become warmer due to climate change, making it suitable for mangrove tree growth, while areas in lower latitudes are now too hot for mangrove tree growth
	(iii) AO1	Explain how this change in distribution of mangrove trees may affect the ecosystems in the area. [3]
		<i>Award 1 m per explanation. Award a maximum of 1 additional mark for further development of each explanation, where applicable.</i> - the mix of population densities of prey, predators and competitors in the ecosystems also change - some species will increase especially those that find mangrove trees to be suitable for habitat while others will decline - Some species may not be able to adapt and may become extinct
	(d) AO1	Explain why climate risks may vary between countries such as The United States and Bangladesh. [3]
		<i>Award 1 m for identification of type of countries (DCs and LDCs). Award 1m per explanation of how climate risks may vary between countries, to a maximum of 2 marks. Award a maximum of 1 additional mark for further development of each explanation, where applicable.</i> - Countries such as The United States are DCs, while countries such as Bangladesh are LDCs. DCs are less vulnerable to climate risks than LDCs. - Poverty – extreme weather such as droughts and floods can result in crop failures, reducing the supply of food available, increasing the price of food causing the poor to be unable to cope - Health and diseases- poor unable to afford healthcare after a climatic event e.g. malaria in Malawi – leading cause of death of pregnant women and children