



**CRESCENT GIRLS' SCHOOL
SECONDARY FOUR
PRELIMINARY EXAMINATION 2026**

GEOGRAPHY

Paper 1

Candidates answer on the Question Paper.
Additional Materials: Insert

2279/01

**25 August 2026
1 hour 45 minutes**

Suggested Marking Guide

1 Cluster 1: Geography in Everyday Life

Meteorologists have forecast that Singapore may experience hotter-than-usual weather conditions this year, especially because of El Niño – a weather phenomenon driven by warmer ocean temperatures that intensifies global temperatures and weather extremes.

A group of Geography students wanted to investigate whether the hotter weather would affect tourists' experiences and their use of outdoor spaces at Gardens by the Bay.

The students thus investigated the following hypothesis:

“Hot weather negatively affects tourists' experiences at Gardens by the Bay.”

To aid them in collecting data for their investigation, the students came up with a questionnaire as seen in Fig. 1.1 below.

Questionnaire	
1.	How comfortable do you feel outdoors today? ☐ Very uncomfortable ☐ Uncomfortable ☐ Neutral ☐ Comfortable ☐ Very comfortable
2.	How enjoyable is your visit today? ☐ Very unenjoyable ☐ Unenjoyable ☐ Neutral ☐ Enjoyable ☐ Very enjoyable
3.	Has today's weather affected your experience at Gardens by the Bay? ☐ Yes ☐ No
4.	Would you stay longer at Gardens by the Bay if the weather was cooler? ☐ Yes ☐ No

Fig. 1.1

- (a) (i) Evaluate the suitability of the questionnaire shown in Fig. 1.1, in investigating whether hot weather affects tourists' experience. [2]

Possible responses include:

Suitable

- The questionnaire in Fig. 1.1, is suitable because it allows the students to collect tourists' opinions and perceptions directly.
- The short-ended nature of the questions can also allow the students to gather information from many tourists within a short period of time, making data collection efficient.
- In addition, the use of closed-ended questions ensures that the responses can be easily compared and analysed.

Not suitable

- The questionnaire in Fig. 1.1 only consists of close-ended questions that hinder the students from finding out more information about the tourists' choice of answers.

A03

- (ii) To collect the data, the students stood at the main entrance of Gardens by the Bay from 10.00 am to 12.00 pm. They then freely approached tourists entering the attraction and invited them to complete the questionnaire. A total of 60 tourists participated in the survey.

Identify the sampling method used by the students. [1]

Possible response includes:

- The students used convenience sampling.

A02

- (iii) Explain two advantages of this sampling method. [2]

Possible responses include:

- Convenience sampling can be completed with limited effort because there are no parameters that students need to observe.
- It can also be completed quickly since students are not restricted in any way when choosing respondents.

A01

- (b) Figs. 1.2, 1.3 and 1.4 [Insert] show a summary of the results collected from the questionnaire administered.

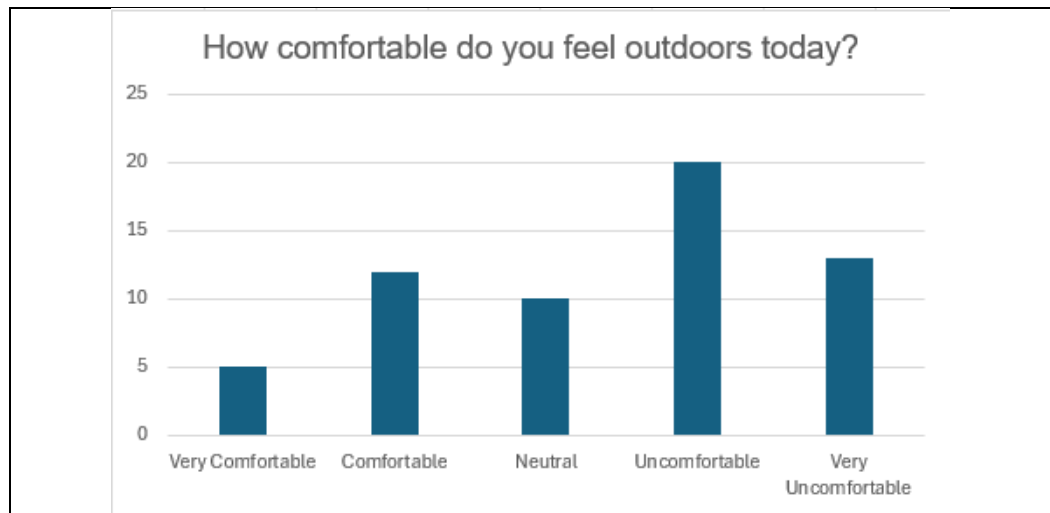


Fig. 1.2

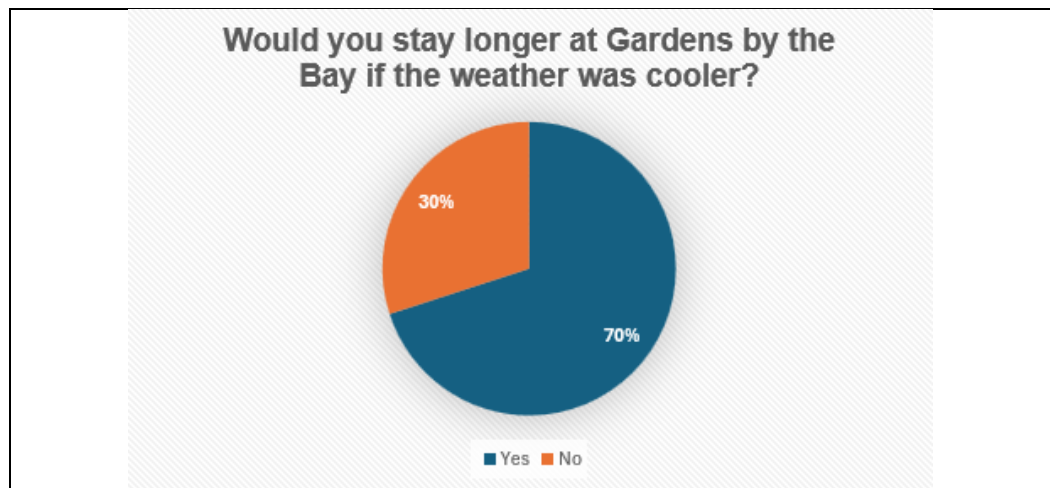


Fig. 1.3

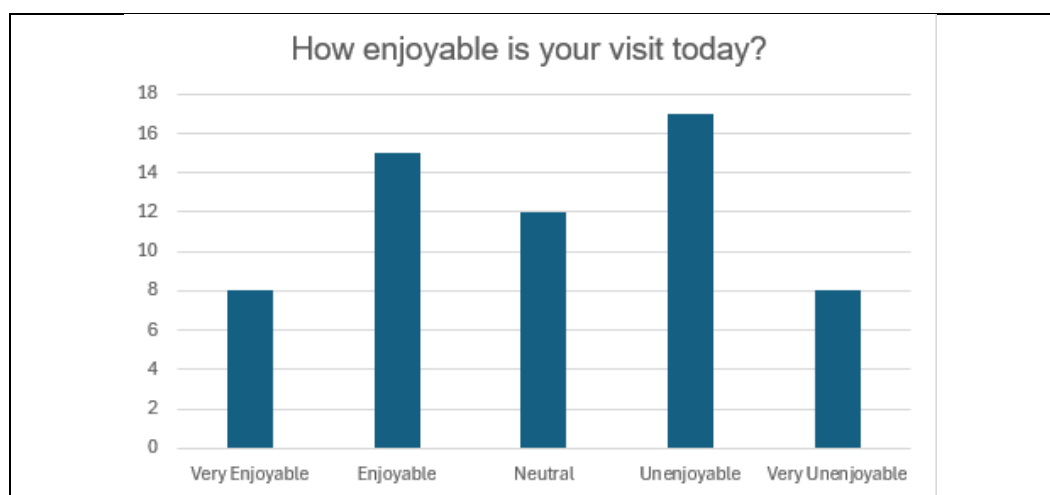


Fig. 1.4

Using Figs. 1.2, 1.3 and 1.4, evaluate how the results support the hypothesis that hot weather negatively affects tourists' experiences at Gardens by the Bay. [4]

Possible responses include:

- The results support the hypothesis as we can see from Fig 1.2 shows that 33 tourists felt uncomfortable or very uncomfortable, compared to only 17 tourists who felt comfortable or very comfortable.
- Figure 1.3 also shows that 42 out of 60 tourists would stay longer if the weather was cooler, suggesting that the hot weather affected their experience.
- Furthermore, Figure 1.3 shows that 25 tourists reported an unenjoyable or very unenjoyable experience, compared to 23 tourists who reported an enjoyable or very enjoyable experience.
- However, the hypothesis is not supported as some tourists still reported feeling comfortable/neutral (27 out of 60 respondents from Fig. 1.2) and enjoying their visit (23 out of 60 respondents from Fig. 1.4) despite the hot weather.

A03

- (c) The students also investigated how tourists used different outdoor spaces between 1.00 pm and 2.00 pm. Fig. 1.5 [Insert] shows the data that they collected, on a map of Gardens by the Bay.

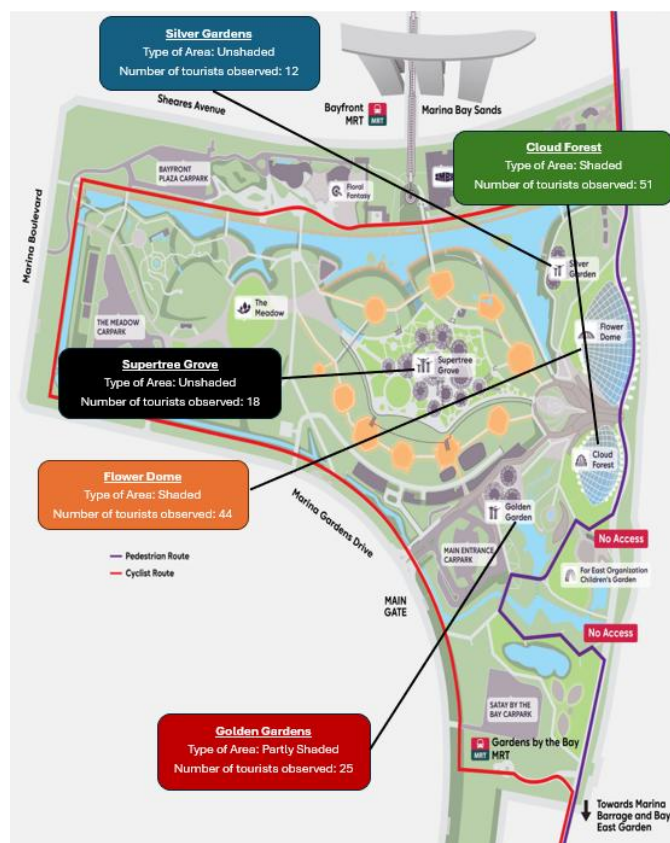


Fig. 1.5

Using Fig. 1.5, describe how the students could have collected the data.

[3]

Possible responses include:

[Turn over

- The students could identify the five locations shown in Figure 1.5 on the map and visit each location during the observation period.
- At each location e.g., Flower Dome, they could count the number of tourists present at fixed time intervals, such as every five minutes, using a tally sheet.
- The counts could then be recorded and added together to obtain the total number of tourists observed at each location.

A02

- (d) The students then measured air temperature at each location during the observation period, with Fig. 1.6 below showing a summary of their findings.

Location	Temperature (°C)	Number of Tourists
Cloud Forest	30	51
Flower Dome	31	44
Golden Gardens	32	25
Supertree Grove	34	18
Silver Gardens	35	12

Fig. 1.6

- (i) Using information from Fig. 1.6, complete the graph in Fig. 1.7 to show the relationship between temperature and the number of tourists at each location. [2]

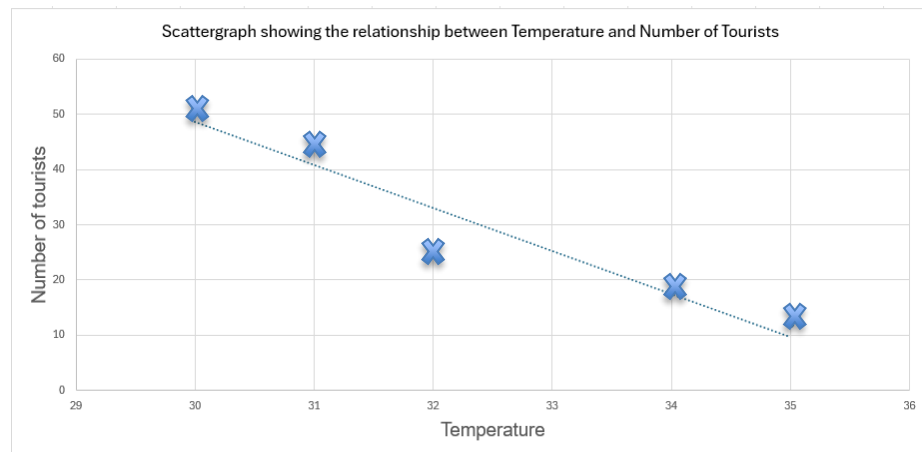


Fig. 1.7

A02

- (ii) Comment on the relationship between temperature and the number of tourists at each location shown in Fig. 1.7. [2]

Possible responses include:

- Fig. 1.7 shows a negative relationship between temperature and the number of tourists / As temperature increases, the number of tourists decreases.
- For example, the Cloud Forest had the lowest temperature of 30°C and the highest number of tourists at 51, while the Silver Gardens

had the highest temperature of 35°C and the lowest number of tourists at 12.

A02

- (e) As the concluding phase of their investigation, the students reviewed the various steps that they took for the study.

Explain two improvements they could make to their study. [4]

Possible responses include:

- One improvement that could be made would be to increase the sample size by surveying more tourists.
- This would make the results more representative of the tourists visiting Gardens by the Bay.
- Another improvement would be to collect data at different times of the day and on different days of the week.
- This would account for variations in tourist numbers and weather conditions, making the results more reliable.

A02

[Total: 20]

Cluster 2: Tourism

- (a) Study Fig. 2.1, which shows an extract providing information about the growth of tourism in Busan, Korea.

Busan's appeal among international tourists shows no sign of slowing down. In the first quarter of 2026 alone, the city welcomed more than one million overseas visitors, reaching the milestone faster than ever before.

Among the growing number of visitors are travellers from Taiwan, some of whom have coined the term "Busanbyeong", or "Busan illness", to describe their strong desire to return to the coastal city after their first visit.

Many tourists are drawn to Busan's unique blend of city life and natural scenery. Attractions such as Haeundae Blueline Park, Gamcheon Culture Village and Huinnyeoul Culture Village continue to attract large crowds, while

[Turn over

local favourites such as 'dwaeji-gukbap', 'Busan fish cake' and 'ssiat hotteok' have become must-try foods for visitors.

Industry observers note that global interest in South Korea remains strong. The internationally successful film *Train to Busan* introduced the city's name to audiences worldwide, while the popularity of K-pop, Korean dramas and Korean cuisine continues to attract fans from across the globe.

Busan's accessibility has also contributed to its appeal. With the KTX high-speed rail service connecting Seoul and Busan in about three hours, many tourists are choosing to include both cities in a single trip, allowing them to experience different sides of South Korea during their visit.

Fig. 2.1

Using Fig. 2.1, explain why tourism has grown in Busan, Korea.

[4]

Possible responses include:

- Tourism has grown in Busan because tourists are drawn to Busan's blend of city life and natural scenery, with attractions such as Haeundae Blueline Park, Gamcheon Culture Village and Huinnyeoul Culture Village.
- This offers a variety of attractions that appeal to visitors, providing them with different experiences hence encouraging more people to visit.
- OR
- In addition, Busan's local food such as 'dwaeji-gukbap', Busan fish cake and 'ssiat hotteok' has attracted tourists.
- The location's unique local cuisine attracts visitors who wish to experience Korean culture through food.
- OR
- Fig. 2.1 also states that the film *Train to Busan* introduced the city's name to audiences worldwide, while K-pop, Korean dramas and Korean cuisine continue to attract international fans.
- This increases global awareness of Busan and encourages more people to visit South Korea and Busan.
- OR
- Finally, the KTX high-speed rail allows tourists to travel between Seoul and Busan in about three hours.
- This makes Busan easily accessible and convenient to include in the same trip, leading to higher tourist numbers.

A02

- (b)** Describe how local communities can influence sustainable tourism development. [2]

Possible responses include:

- Local communities can seek advice from other stakeholders such as governments, businesses and international organisations so that they can adopt sustainable tourism practices that help to protect the environment.
- Local communities can also participate in decision-making to minimise the potentially harmful environmental impacts of tourism, such as by campaigning against overdevelopment or protecting the flora and fauna in their local community.

A01

- (c) Study Fig. 2.2 (Insert), which shows an overview of the aims of sustainable tourism.

“The most effective approach to achieving sustainable tourism is eco-tourism.”

With reference to Fig. 2.2, to what extent do you consider this statement to be true? Explain your answer. [9]

Approaches to achieving sustainable tourism:

- Eco-tourism
- Pro-poor tourism
- Community-based tourism

Eco-tourism

- Eco-tourism is a form of sustainable tourism that often takes place in natural scenic areas. It aims to conserve the natural environment while benefiting the local community, therefore ensuring environmental, economic and social sustainability.
- Eco-tourism often involves many stakeholders depending on the projects undertaken.
- One way in which eco-tourism happens, is to educate and increase tourists' appreciation of nature.
 - Tours to natural areas allow tourists to experience and interact with nature.
 - This increases tourists' knowledge and appreciation of nature, which can encourage tourists to take action to conserve and minimise damage to the environment. This ensures environmental sustainability.
 - As natural environments are conserved, tourists will continue to visit, thus ensuring sustainable tourism development.
- Another way is to put in place measures to minimise negative impacts on the environment.
 - Tourism revenue is channelled into the conservation of the natural environment. This can be done by hiring local park rangers.
 - Park rangers ensure that laws set up to protect the environment are adhered to. This minimises damage to the environment.
 - As natural environments are conserved, tourists will continue to visit, thus ensuring sustainable tourism development.
- An example of a successful eco-tourism destination is the Galapagos Islands in Ecuador. The islands are known for their unique flora and fauna. They were declared a World Heritage site by UNESCO in 1979.
- To conserve its unique biodiversity, 97% of the islands' total area was declared a national park. Authorities implemented some rules and regulations to conserve the natural area. For instance, only a limited number of visitors is allowed in the park on any given day to minimise disturbances to wildlife.
- Tourists are also required to pay an entrance fee of up to USD\$200 when visiting the park, and the revenue is in turn used to fund conservation projects. Tourists are not allowed to explore the islands on their own without a guide.

- Locals are also involved in the eco-tourism industry as they offer day tours and homestays to small groups of tourists.
- While eco-tourism is a possible approach to ensure sustainable tourism development, they are limited in the following ways:
 - Uncertainty over the continuity of efforts in conserving nature.
 - For eco-tourism destinations to be successful, they need to be limited to a smaller scale. This is because when eco-tourism sites become very popular, the presence of a large number of tourists interacting with nature may destroy the very environment they seek to protect. Hence, eco-tourism may not be sustainable when they are overwhelmingly popular.
 - For instance, in the Galapagos Islands, oil spills from a large number of boats have resulted in serious water pollution. The large increase in the number of tourists has resulted in erosion along some trails, as well as disturbances to animals and plants.
 - Since visits to eco-tourism sites have to be carefully managed, there is a limit to the number of local ecotourism projects. More often than not, the aims of eco-tourism may be compromised to attract more tourists and generate more profits from eco-tourism. As such, there is always uncertainty over the continuity of eco-tourism efforts.
 - Uncertainty over involving local communities
 - As eco-tourism sites gain traction among tourists, the greater demand for manpower to meet the needs of tourists may prompt some tourism-related businesses to hire non-locals.
 - This is especially so when locals are not sufficiently equipped with the skills and knowledge, because there are few training opportunities provided by authorities and businesses. As a result, the benefits to local communities are not maximised.
 - For instance, in Kufri, India, it has been found that if locals do not have the necessary skills, the jobs are opened to non-locals. This leads to increased economic leakages. Hence, a challenge remains for eco-tourism to continually involve local communities.

Pro-poor tourism

- Pro-poor tourism (PPT) is an approach that focuses on improving the livelihoods of the poor through training and access to micro-finance.
- PPT aims to generate net benefits, where the benefits outweigh the costs, and improve the livelihoods and well-being of the poor. These benefits include economic, social, and environmental benefits.
- Strategy: Training
 - By providing locals with training, they will learn new skills which they can then use to gain employment in the tourism sector. For instance, locals can learn how to bring tourists around or how to manage a tourism business.
- Strategy: Increasing access to micro-finance
 - Access to micro-finance enables the poor to set up businesses such as homestays and restaurants, and thereby benefit economically from tourism.

- Well-designed communication materials can enhance publicity efforts and increase the locals' awareness of how to apply for micro-finance.
- An example of successful pro-poor tourism can be found in the villages around China's Three Parallel Rivers Region, a UNESCO World Natural Heritage Site.
- Tourists visit the place to enjoy the scenic mountain and river views, as well as experience village life. Many villagers in the region have set up tourism businesses such as homestays and restaurants with the help of financial assistance offered by the authorities. Some also put up cultural performances for tourists for a living. As a result, the local community has experienced an increase in income and standard of living.
- While PPT is a possible approach to ensure sustainable tourism development, it has its limitations, such as:
 - The inability to significantly reduce poverty as compared to direct investment in social services
 - One of the key limitations of PPT is that it may be difficult to channel benefits to the poor as compared to direct investment in social services.
 - This could be because the poor may be reluctant to participate in PPT or may lack the skills, finances and knowledge to establish and sustain their businesses and tourism experiences.
 - For example, PPT in the Abr village in Iran has not benefited the poorest locals as many lack the self-confidence to undergo training provided by the authorities. Many believe that they cannot learn the necessary skills to engage in tourism-related businesses.
 - In addition, some of the training classes require the participants to pay a small fee. Many hesitate to sign up for training as they lack the funds to, or do not see a future in the industry.
 - As such, low participation in PPT results in few benefiting from the tourism industry. In contrast, the non-poor locals dominate employment in the local tourism industry.
 - The economic benefits may be highly unevenly distributed, with most of the benefits being channelled to non-poor locals.
 - Another reason is that economic benefits may be highly unevenly distributed, with most of the benefits being channelled to non-poor locals. These non-poor locals may have greater access to micro-financing or financial grants used to support the local tourism industry as they are seen to be more reliable by banks, donors and authorities.
 - In these instances, the non-poor become wealthier while the poor benefit marginally. As such, PPT can lead to further income gaps between the poor and non-poor.
 - Hence, as a result of such a limitation, the benefits of PPT may not be substantial enough to significantly improve the lives of the poor. It would be more effective if authorities and NGOs choose to prioritise directly providing social services such as education and healthcare. This means that all would stand to benefit from the increase in standard of living.

- Often, community-based tourism (CBT) and eco-tourism can be classified as PPT if they focus on improving the livelihoods of the poor and reducing poverty. For instance, an ecotourism project that puts in place measures to target poverty and generate benefits for the poor can be classified as a PPT.

Community-based tourism

- Community-based tourism (CBT) is a type of innovative small-scale tourism experience that is managed by local communities. This includes homestays and agricultural tourism.
- CBT aims to maximise local communities' involvement in tourism and the benefits accrued to them, therefore ensuring economic and social sustainability.
- Strategy: Encourage the local community to participate in decision-making on tourism development in their community
 - Empower local communities, in consultation with other stakeholders, to make decisions on how tourism should be developed in their community.
 - Local communities have greater knowledge of their economic, social, and environmental needs. Their input on tourism development can ensure that their needs are met, thereby ensuring sustainable tourism development.
 - For example, local communities can suggest cultural and nature-based experiences that can be developed without disrespecting the heritage and damaging the local environment. This ensures cultural preservation and environmental conservation, both of which can continue to attract tourists and promote sustainable tourism development.
- Strategy: Put in place measures to increase social and economic benefits to local communities
 - Social benefits: Revenue generated from tourism can be invested in community projects such as the funding of schools and clinics.
 - This can increase locals' access to educational opportunities and healthcare services, enhancing their well-being.
 - Economic benefits: Locals are encouraged to innovate, set up businesses (such as restaurants) and offer tourism experiences (such as homestays) to cater to the needs of tourists.
 - These businesses and tourism experiences provide employment to locals. This minimises leakages while benefiting locals economically.
 - Many local communities offer agricultural tourism. Agricultural tourism brings tourists to local farms to purchase local produce and participate in activities for educational and enjoyment purposes. These activities include farming using local techniques, harvesting crops and cooking classes.
 - This form of tourism ensures that locals continue to be involved in the tourism industry and receive income from tourism-related activities.
- Strategy: Educate and increase tourists' appreciation of local cultures and protection of the environment
 - Promote interactions between locals and tourists to develop respect for local cultures and the environment.
 - For example, traditional homestays in the Binsar Wildlife Sanctuary offer tourists an opportunity to live with a local host family and participate in the daily activities related to local

- cultures and traditions. It is hoped that through such experiences, tourists would appreciate the local environment and culture.
- Homestays also aim to motivate the locals to preserve their heritage and environment, which can then continue to draw tourists into the area, thus ensuring sustainable tourism development.
 - While CBT is a possible approach to ensure sustainable tourism development, it has its limitations:
 - Loss of culture: CBT can lead to the loss of local cultures. When local communities prioritise the offering of tourism experiences that pander to the demands and preferences of tourists, this dilutes the authenticity of their culture.
 - For example, in Kyrgyzstan, the community-based tourism experiences have been modified to suit tourists' preferences. Traditional yurts have been modified to include beds and modern furniture such as dining tables and chairs, all of which are usually not traditional furnishings of yurts. These modifications are meant to meet tourists' expected standards of comfort. However, this has come at an expense of diluting the authenticity of their experience.
 - Competition with large-scale tourism developments: Often, local communities lack some of the necessary skills to further develop their local tourism industry. In fact, many face difficulties in communicating with tourists and are ill-equipped to undertake marketing campaigns in order to compete with other large-scale tourism developments.
 - They may also lack the finances to initiate tourism-related businesses such as restaurants. On the other hand, large-scale tourism developments such as hotel resorts have greater financial capability to undertake marketing campaigns (e.g. advertisements) to attract more tourists.
 - For example, the Thanh Ha Pottery Village in Vietnam is popular among tourists who are keen to learn more about their local culture and pottery practices. Thanh Ha Pottery Village receives support from the government and international organisations. However, it faces competition from other more established pottery villages in Central Vietnam especially because they do not have enough highly-skilled pottery artisans. They may not receive as many tourists as a result.

Sample assessment paragraph:

In conclusion, I disagree with this statement as I do not believe that eco-tourism is the most effective approach to achieving sustainable tourism. As written above, each approach of tourism, eco, pro-poor, community-based has a different focus and target audience. Depending on the unique place characteristics of a location, the most effective approach can vary. For instance, a country that places a strong emphasis on the conservation of the environment is unlikely to need to employ eco-tourism. What may be needed in this situation is to employ a combination of pro-poor and community-based tourism. These approaches strengthen the social and economic dimensions of sustainability, which eco-tourism may not always address fully. Therefore, while eco-tourism is an important and effective approach because of its strong emphasis on environmental conservation, it should not be regarded as the single most

effective approach in all situations. Sustainable tourism is best achieved when eco-tourism is combined with approaches such as CBT and PPT that also promote social and economic sustainability. Hence, I disagree with the statement.

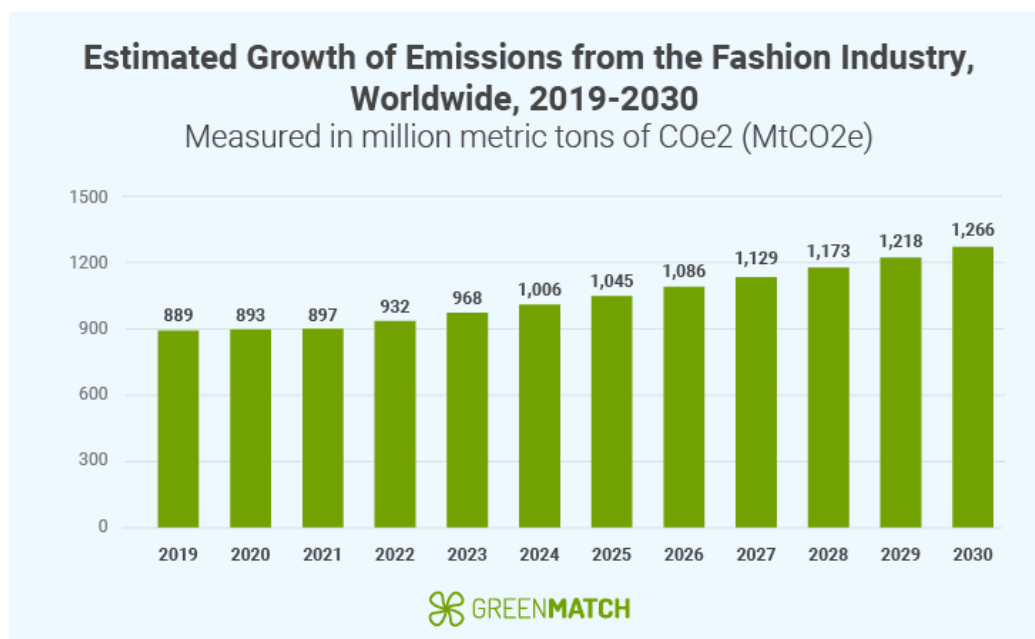
Level	Marks	Descriptors
3	7-9	- Develops arguments that support both sides of the discussion clearly using a range of points with some elaboration. Example(s) used demonstrate a comprehensive understanding of the issue or phenomenon. Evaluation is derived from a well-reasoned consideration of the arguments.
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. - Cap at 4-5m for arguments that support both sides of the discussion using one/two points with some elaboration and supported by example(s) which demonstrate a reasonable/appropriate understanding of the issue or phenomenon.
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.

A03

[Total: 15]

3 Cluster 3: Climate

- (a) Fig 3.1 [Insert] shows the estimated global emissions from the fashion industry from 2019 to 2030.

**Fig. 3.1**

Using Fig. 3.1, describe the historical and projected trends in global fashion industry emissions from 2019 to 2030. [3]

*Award 1 mark per description point, up to a maximum of 3 marks
Cap at 2 marks if no information is used from Fig. 3.1*

Possible responses include:

- Fig. 3.1 shows an overall increase in global estimated emissions from the fashion industry, rising from 889 MtCO₂e in 2019 to 1,266 MtCO₂e in 2030, an increase of 377 MtCO₂e.
- The greatest annual increase occurred between 2029 and 2030, when emissions increased by 48 MtCO₂e (from 1,218 to 1,266 MtCO₂e).
- In contrast, the smallest increase was between 2019 and 2020/2020 and 2021, when emissions rose by only 4 MtCO₂e (from 889 to 893/893 to 897 MtCO₂e).
- A notable feature is that emissions increase every year throughout the period, with no years showing a decrease, and the rate of increase generally becomes larger after 2021.

A02

- (b) Fig. 3.2 [Insert] shows scenes of flooding in Singapore during the year-end period when the region of Southeast Asia experiences its wettest months.



Fig. 3.2

- (i) Identify the phenomenon that has resulted in the scenes of flooding shown in Fig. 3.2. [1]

Award 1 mark for a correct identification of the phenomenon

Possible response includes:

- The phenomenon is the Northeast monsoon.

A02

- (ii) Explain how the phenomenon shown in Fig. 3.2 can cause the region of Southeast Asia to experience its wettest months. [4]

Award 1 mark per explanation point, up to a maximum of 4 marks

Possible responses include:

- Between October and February, the Northern hemisphere experiences winter while the Southern hemisphere experiences summer.
- The lower temperatures result in an area of higher pressure developing over Central Asia as the air cools and sinks. On the other hand, an area of lower pressure develops over Australia as the higher temperatures result in air heating up and rising.
- Due to the difference in pressure, air will move from Central Asia towards Australia. As the winds travel southwards, they are deflected to the right due to the Coriolis force to form the Northeast monsoon.
- The Northeast monsoon is made up of dry and cool winds as little moisture is picked up from Central Asia. However, as the winds blow over the South China Sea, the winds pick up moisture and bring heavy rain to parts of South East Asia.

A01

- (c) Explain how climate change can impact ocean circulations in the world. [4]

Award 1 mark per explanation point, up to a maximum of 4 marks

Possible responses include:

- Warm surface water moves from the equator to the poles due to winds. The water then cools, becomes denser and sinks.
- This cold water then spreads along the bottom of the ocean, forming cool subsurface flows, and eventually rises back towards the surface of the ocean.
- However, climate change is expected to slow down this global circulation of water.
- This is because water at the surface gains heat due to rising atmospheric temperatures/becomes less dense. This reduces the sinking of water at the poles, and thereby slows down the flow of water.

A01

- (d) With the use of a named example, explain one mitigation strategy to climate change. [3]

Award 1 mark per explanation point, up to a maximum of 2 marks

Award 1 mark for a named example used to support the explanation point

Possible responses include:

- International agreements and cooperation is a strategy that requires the world to take coordinated efforts to reduce the worsening of climate change and build community's resilience to climate change.
- Such agreements put greater responsibilities on developed countries to lead the way in taking climate action
- Funds and technologies are directed to climate action in developing countries
- There is also monitoring of the progress of climate change policies across the world
- [Example] The United Nations Framework Convention on Climate Change (UNFCCC) is an international environmental treaty addressing climate change. It is currently signed by 197 parties.

OR

- Low-carbon technologies generally refer to methods that reduce greenhouse gas emissions and prevent global warming.
- A series of policies, laws, and systems are necessary to safeguard the development of low-carbon technology.
- Countries have been investing in research and development (R&D) to increase energy efficiency, harness renewable energy and decarbonise industries and buildings.
- [Example] One of the emerging low-carbon technologies is Carbon Capture, Utilisation, and Storage (CCUS).

OR

- Switching to low-carbon 'clean' energy sources such as wind, solar, hydroelectric power (HEP), or geothermal can reduce greenhouse gas emissions.

[Turn over

- This is because clean energy comes from renewable zero-emission sources that do not pollute the atmosphere.
- [Example] Solar power is energy from the sun converted into thermal or electrical energy. It is the cleanest and most abundant renewable energy source available.

OR

- Changes in consumption patterns can come about when we change our plastic consumption patterns by: Refusing single-use plastics and opting for reusable daily plastic products.
- Be informed about the right way to recycle different plastic products. This reduces the amount of plastic waste going into the incinerator, landfills or the ocean.
- [Example] Use a reusable bottle or cup / Bring your own bag / Don't use disposable cutlery / Avoid excessive packaging / Pack your food in a reusable container

A01

[Total: 15]

Assessment Specification Grid

Question	Max Mark	Question part	AO1	AO2	AO3
1	20	(a)(i)			2
		(a)(ii)		1	
		(a)(iii)	2		
		(b)			4
		(c)		3	
		(d)(i)		2	4
		(d)(ii)		2	
		(e)		4	
		Total	2	12	6
2	15	(a)		4	
		(b)	2		
		(c)			9
		Total	2	4	9
3	15	(a)		3	
		(b)(i)		1	
		(b)(ii)	4		
		(c)	4		
		(d)	3		
		Total	11	4	0

AO1: 2 + 2 + 11 = 15

AO2: 12 + 4 + 4 = 20

AO3: 6 + 9 + 0 = 15

Assessment Format (with reference to 2279 Geography GCE Ordinary Level Syllabus)	▪ 3 structured questions. ▪ No more than 9 sub-parts per question. ▪ Q1 is on fieldwork. ▪ One 9-mark OEQ in either Q2 or Q3.
Recommended Weighting of AO for Sec 4 Preliminary Examination (with reference to	AO1: 15% AO2: 20%

2279 Geography GCE Ordinary Level Syllabus)	AO3: 15%
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AO1: Knowledge with Understanding

Candidates should be able to construct responses based on understanding of theories, generalisations, models and concepts. This will be demonstrated by the ability to:

- (a) identify, describe or explain theories, generalisations, models, concepts and methods
- (b) classify environments, events, methods, objects, people, processes and places into categories according to their common features
- (c) explain how events, objects and processes cause changes to environments, people and places.

AO2: Skills and Analysis

Candidates should be able to apply their understanding to break down information into its component parts or to carry out an investigation. This will be demonstrated by the ability to:

- (a) support conclusions using relevant material from information provided
- (b) identify, describe or compare characteristics, relationships, patterns and trends shown in graphs, maps, photographs, diagrams, tables and texts
- (c) compare similarities and differences between environments, events, methods, objects, people, processes and places
- (d) describe or explain how to collect, process, interpret and present quantitative and qualitative data
- (e) adapt methods to manage risks, limitations and achieve investigation objectives.

AO3: Judgement and Decision-Making

Candidates should be able to use defined criteria and standards to evaluate methods, outcomes and proposals. This will be demonstrated by the ability to:

- (a) arrive at an overall evaluation by considering constraints and opportunities in the environment, people's varying needs, attitudes and beliefs, or the importance of sustainable development
- (b) evaluate the reliability and validity of investigation findings.