

**Anglo-Chinese School
(Independent)**



**PRELIMINARY EXAMINATION 2026
YEAR FOUR (O-LEVELS)**

Candidate Name

Index Number

HUMANITIES

2260/02

Paper 2 Geography

Tuesday

18 August 2026

1 hr 45 mins

Candidates answer on the Question Paper.

Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST.

Write your name and index number on all the work you hand in.

Write in dark blue or black pen.

You may use a 2B pencil for any diagrams or graphs.

Do not use staples, paper clips, 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.

Marks	50
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This document consists of **17** printed pages and **1** blank page.

[Turn Over

Section A [14 marks]

Answer Question 1 **and** Question 2.

1 Cluster 1: Geography in Everyday Life

- (a)** Study Fig. 1.1 (Insert), which shows an area with neighbourhood retail shops.

Explain how urban neighbourhoods as shown in Fig 1.1 contribute to the economic sustainability of the local residents.

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[3]

- (b)** Study Fig. 1.2 (Insert), which shows a set of chess table and seats at a void deck of a public housing estate in Singapore.

Using Fig 1.2, describe how such facilities are important to build a sense of place in the neighbourhood.

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[2]

- (c)** Study Fig. 1.3 (Insert), which shows a neighbourhood park in Singapore.

Using Fig. 1.3, explain how an urban neighbourhood benefits from the regulating ecosystem services provided by neighbourhood parks.

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[3]

- (d) Study Fig. 1.4, which shows the causes of vegetation fires in Johor, Malaysia.

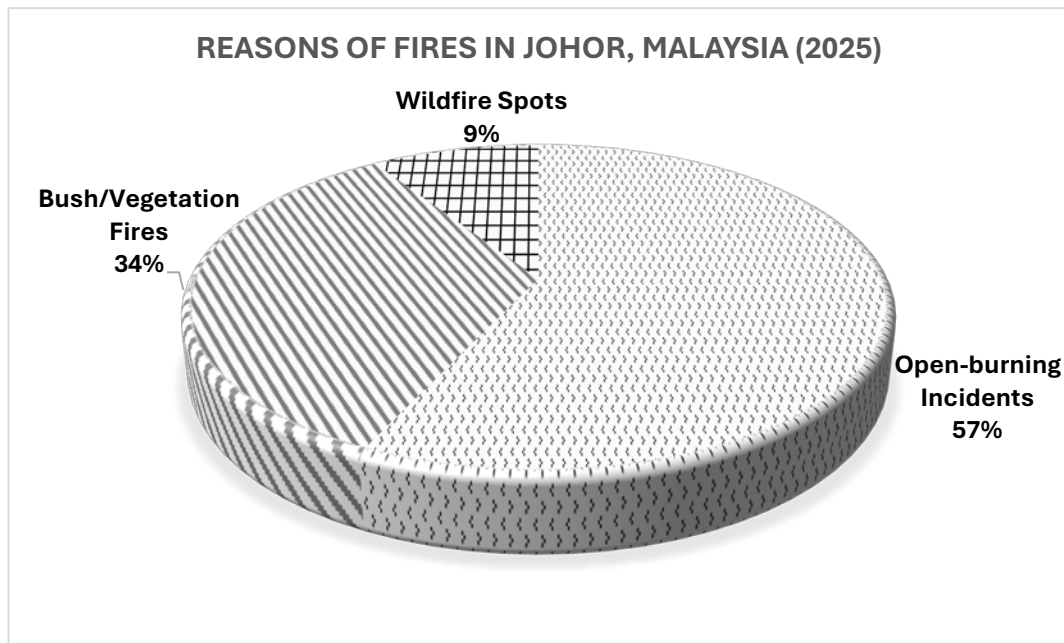


Fig. 1.4

- (i) With reference to Fig. 1.4, describe the impacts brought about by vegetation fires.

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[3]

- (ii) Fig. 1.5 shows the relationship between vegetation fires and average monthly temperatures in Johor, Malaysia in 2025.

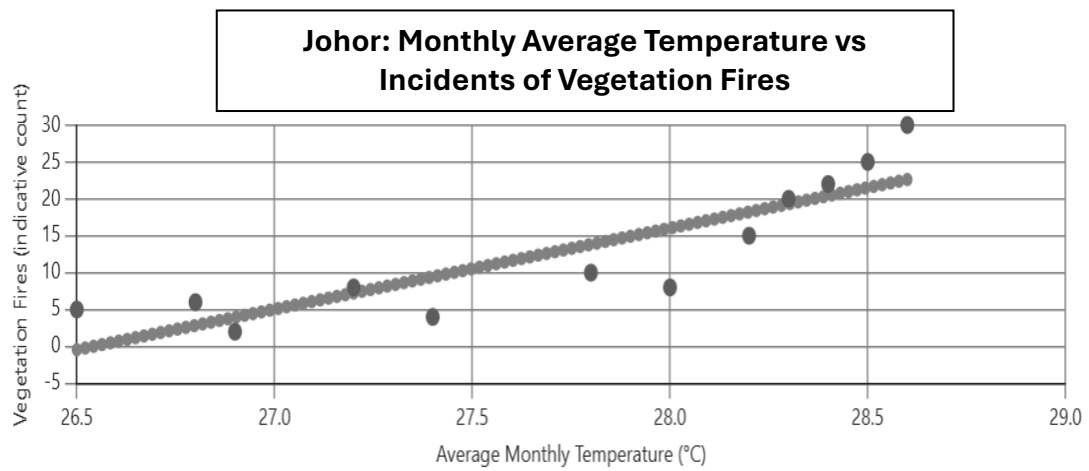


Fig. 1.5

Identify the type of graph used in Fig. 1.5 and evaluate its usefulness to present the set of data.

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[3]

[Total: 14]

Section B (18 marks)**2 Cluster 2: Tourism**

- (a)** Study Fig. 2.1 (Insert), which shows tourism development in Chiang Rai, Thailand.

Using Fig. 2.1, discuss how tourism development ensures economic and environmental sustainability for the locals.

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[4]

- (b)** Describe actions undertaken by locals to ensure social sustainability in tourism is achieved.

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[2]

- (c) Explain why some tourist destinations become less attractive and experience decline in tourist arrivals.

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[3]

(d) 'Tourism development serves as a lifeline for developing countries.'

To what extent do you consider this statement to be true? Use examples to support your answer.

[illegible]

[Turn Over

Section B

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

3 Cluster 3: Climate

(a) Study Fig. 3.1, which shows how a type of rainfall is formed.

Formation of a type of rainfall

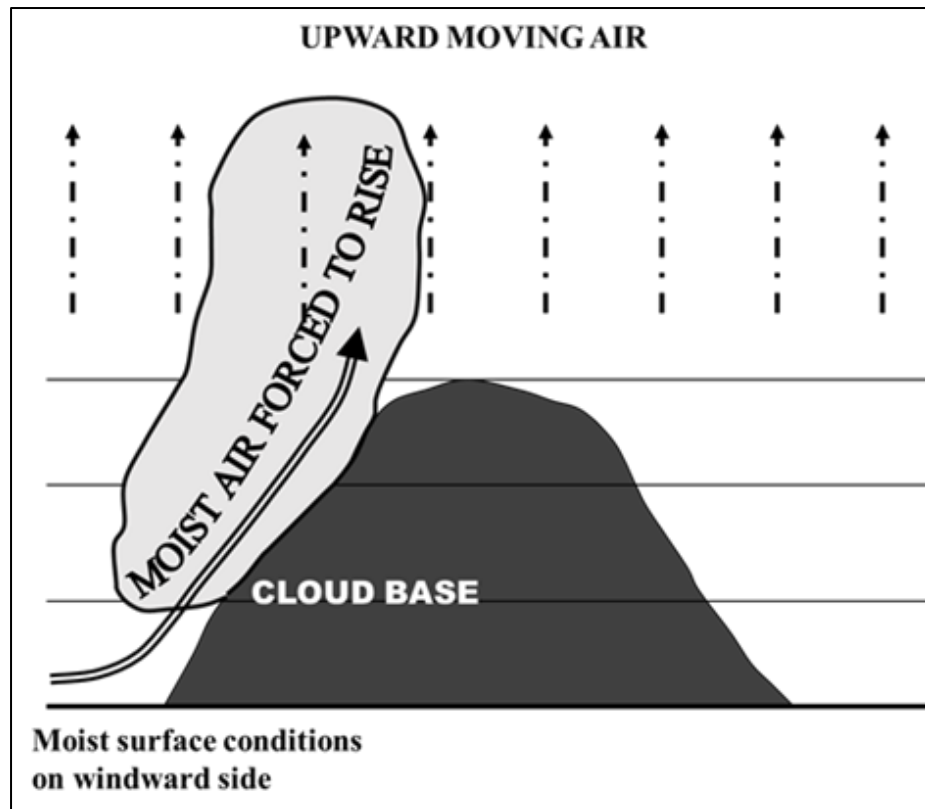


Fig. 3.1

- (i) Name the type of rainfall that is formed in Fig. 3.1 **[1]**
- (ii) With reference to Fig. 3.1, explain why the amount of rainfall received differs at windward and leeward side. **[3]**

(b) Study Fig. 3.2, which shows the patterns of monsoon winds.

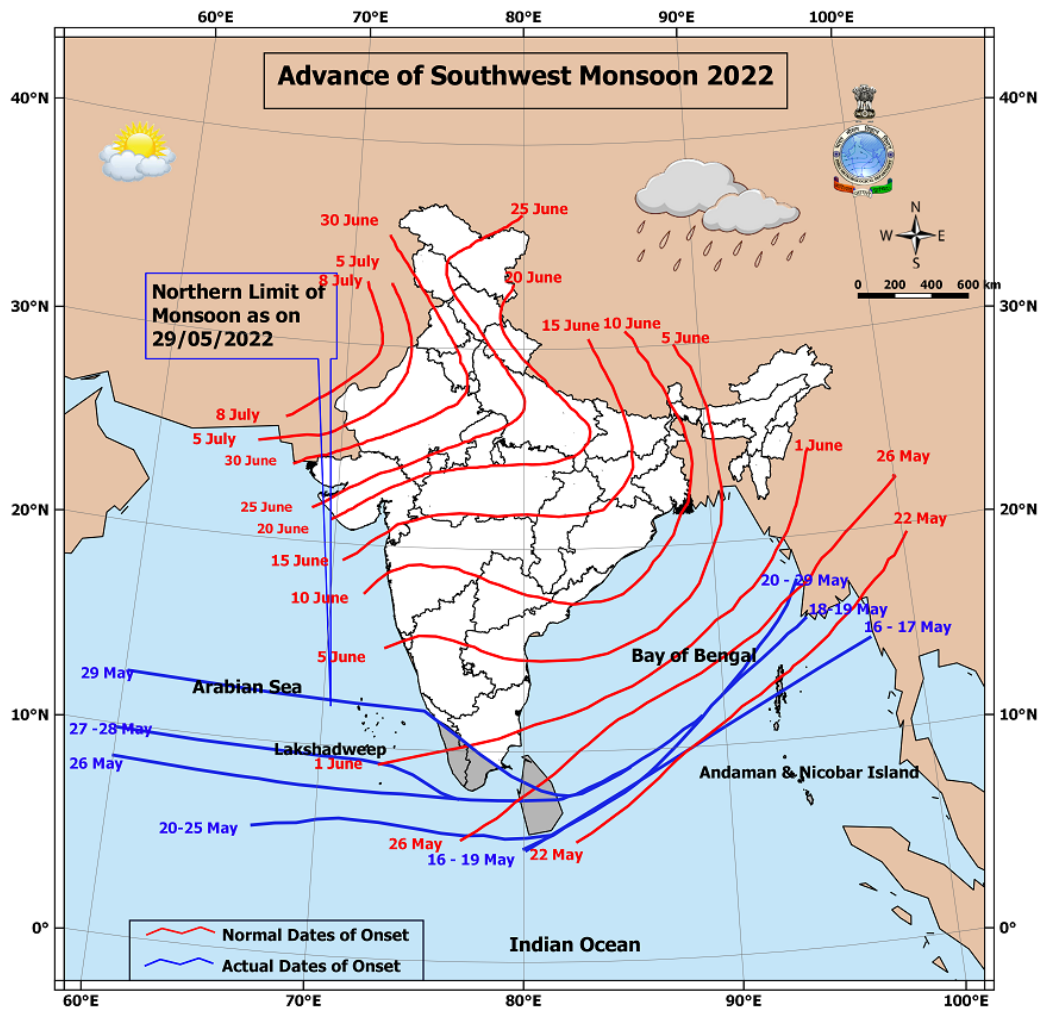


Fig. 3.2

With reference to Fig. 3.2, suggest how monsoon winds affect India.

[1]

(c) Describe **two** ways in which terrestrial ecosystems are affected by long periods of rainfall deficit.

[2]

- (d) Study Fig. 3.3, which shows the amount of solar radiation reflected back into the atmosphere.

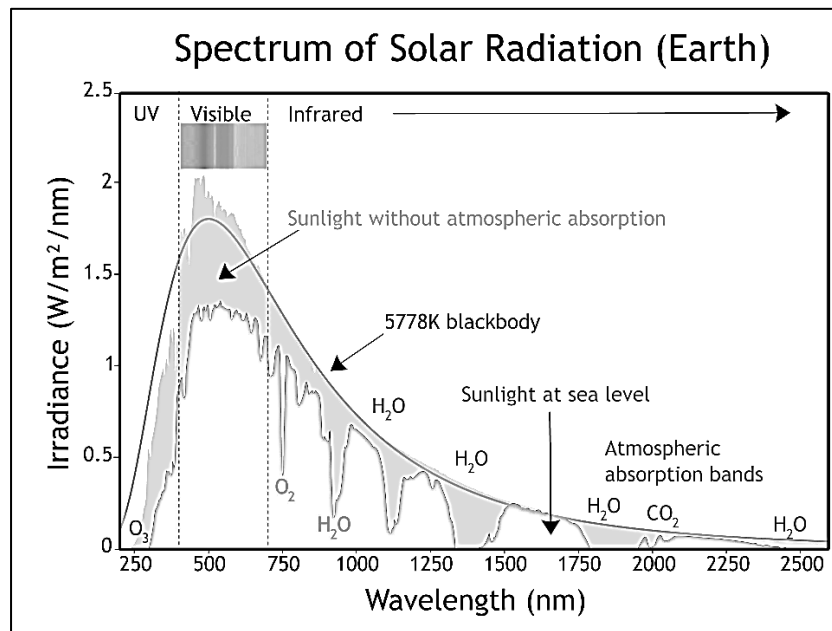


Fig. 3.3

- (i) Using 3.3, identify the surface which reflects back the most amount of solar radiation and a surface which reflects back the least amount of solar radiation. [2]
- (ii) With reference to Fig. 3.3, suggest why urban areas tend to have higher temperatures than rural areas. [2]
- (e) Explain how factors other than burning fossil fuels can result in the enhanced greenhouse effect. [3]
- (f) Discuss how the protection of oceans and forests through land-use change is an effective way to protect carbon sinks. [4]

[Total: 18]

4 Cluster 4: Tectonics

- (a)** Study Fig. 4.1 and 4.2 (Insert), which shows the plate movement resulting in landform shown in Fig. 4.1

Using Fig. 4.1 and 4.2, describe the tectonic plate movement that led to the formation of the landform in Fig. 4.1.

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[3]

- (b)** Describe the role of slab-pull force in subduction zones.

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- (c) Study Fig. 4.3, which shows energy released by an undersea earthquake.

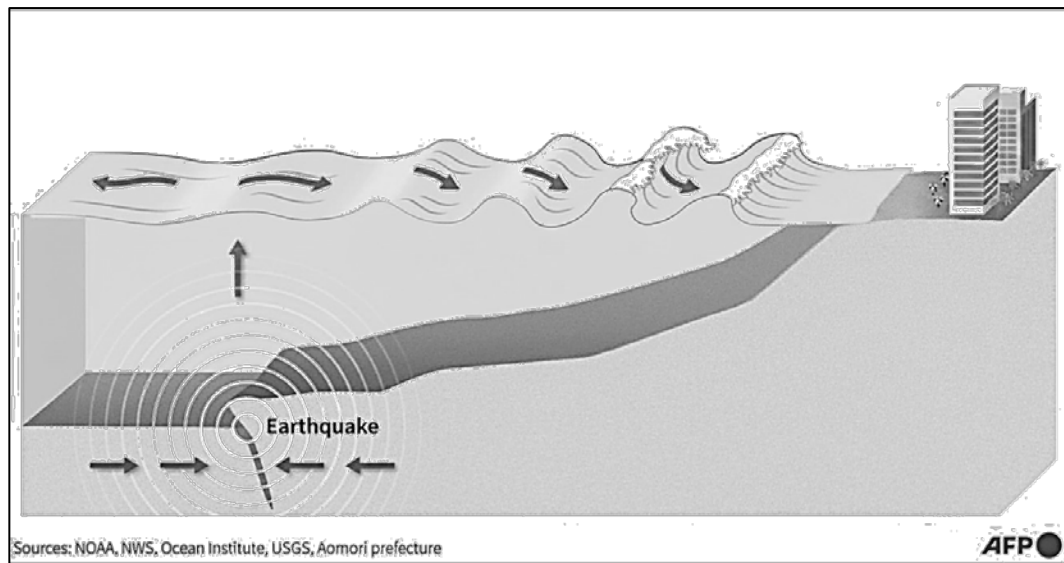


Fig. 4.3

With reference to Fig. 4.3, explain how this natural phenomenon will impact natural and human systems.

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- (d) Study Fig. 4.4, which shows the comparison of three earthquakes of similar magnitude.

Earthquake	X	Y	Z
Magnitude & Date	7.2 & 7.5 Mw (June 24, 2026)	7.8 Mw (June 7, 2026)	7.6 Mw (Dec 8, 2025)
Time of Earthquake	6pm	7:35am	11:15pm
Duration	Semisic doublet: 120 seconds	70 seconds	30 seconds
GDP per Capita (SGD)	Approximately S\$5590	Approximately S\$5990	Approximately S\$48200
Population Density (people/ km²)	About 104	About 232 to 246	About 310
Depth	Shallow crustal	Shallow, estimated at 35km	Estimated at 53km deep
Damage Profile	Severe bulding collapse and infrastructure failure	Heavy structural collapse in coastal cities	Localised structural damage, power outages
Casualties	Over 2295 fatalities	At least 15 fatalities	Injuries reported, no fatality

Fig. 4.4

Using Fig. 4.4, explain why earthquakes with similar magnitudes can result in different fatality rates.

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[4]

[illegible]

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Copyright Acknowledgements:

Question 1 Fig. 1.1	https://www.commercialguru.com.sg/find-commercial-properties/property-for-sale/at-183-toa-payoh
Question 1 Fig. 1.2	https://www.zaobao.com.sg/lifestyle/columns/story20240528-3708565
Question 1 Fig. 1.5	Graph generated using MS Co-Pilot
Question 2 Fig. 2.1	Infographic generated using MS Co-Pilot
Question 4 Fig. 4.1	https://www.britannica.com/place/
Question 4 Fig. 4.2	https://www.nature.com/articles/s41598-025-94789-2/figures/2

Anglo-Chinese School (Independent)



PRELIMINARY EXAMINATION 2026 YEAR FOUR O-LEVELS

HUMANITIES

2260/02

Paper 2 Geography

INSERT

Tuesday

18 August 2026

1 hr 45 mins

Candidates to answer on the Question Paper.
Additional materials: Insert

This Insert contains additional resources referred to in the questions.

This document consists of **5** printed pages.

[Turn Over

Fig. 1.1 for Question 1(a)**Fig. 1.2 for Question 1(b)**

Fig. 1.3 for Question 1(c)

Fig. 2.1 for Question 2(a)

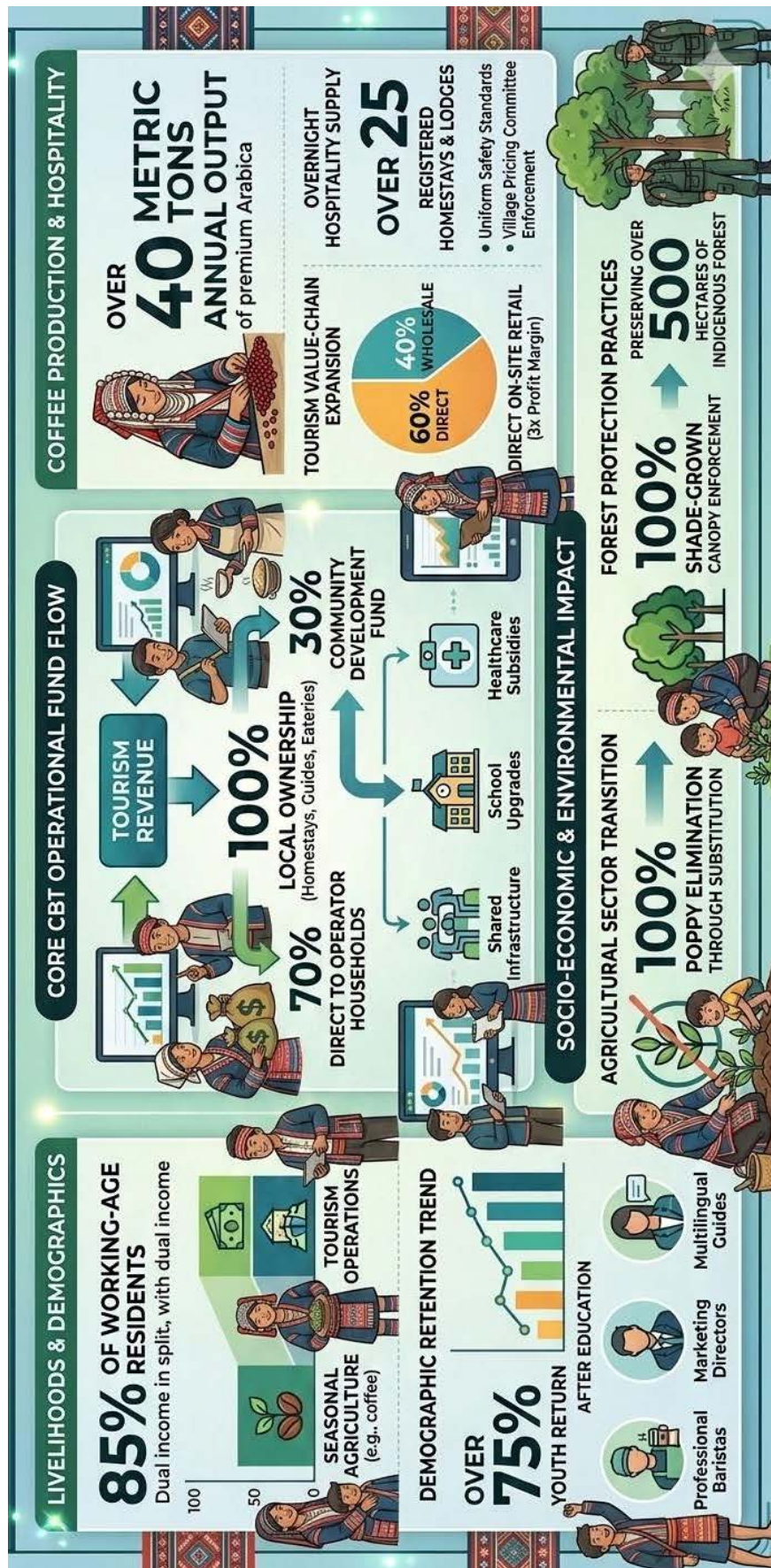


Fig. 4.1 for Question 4(a)

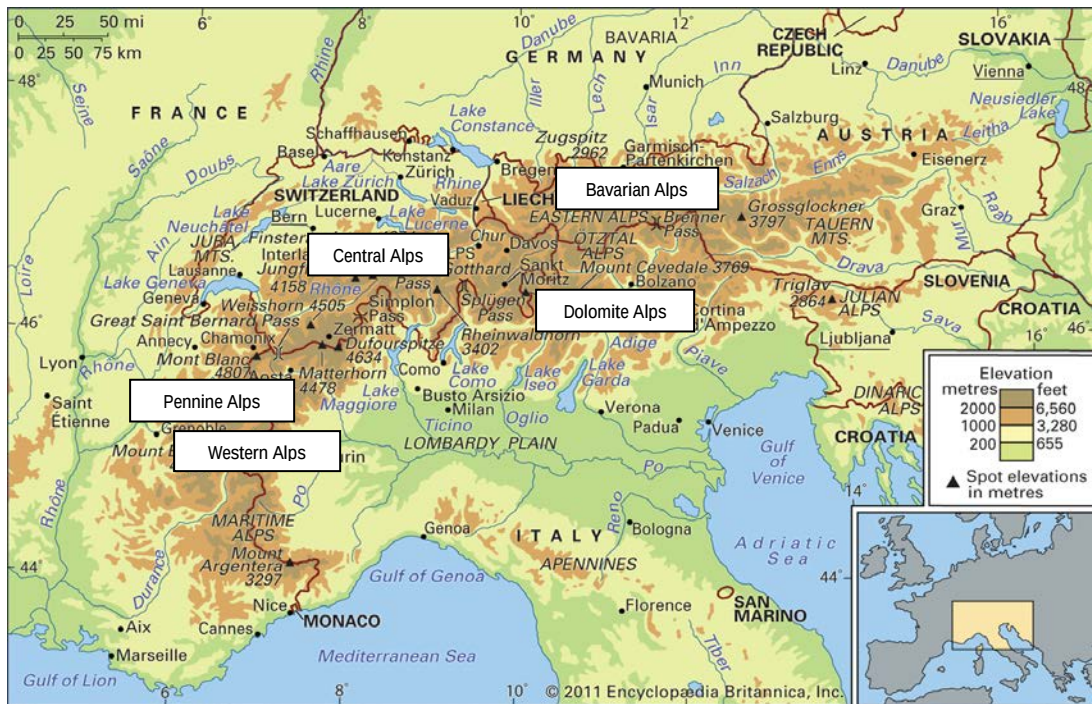
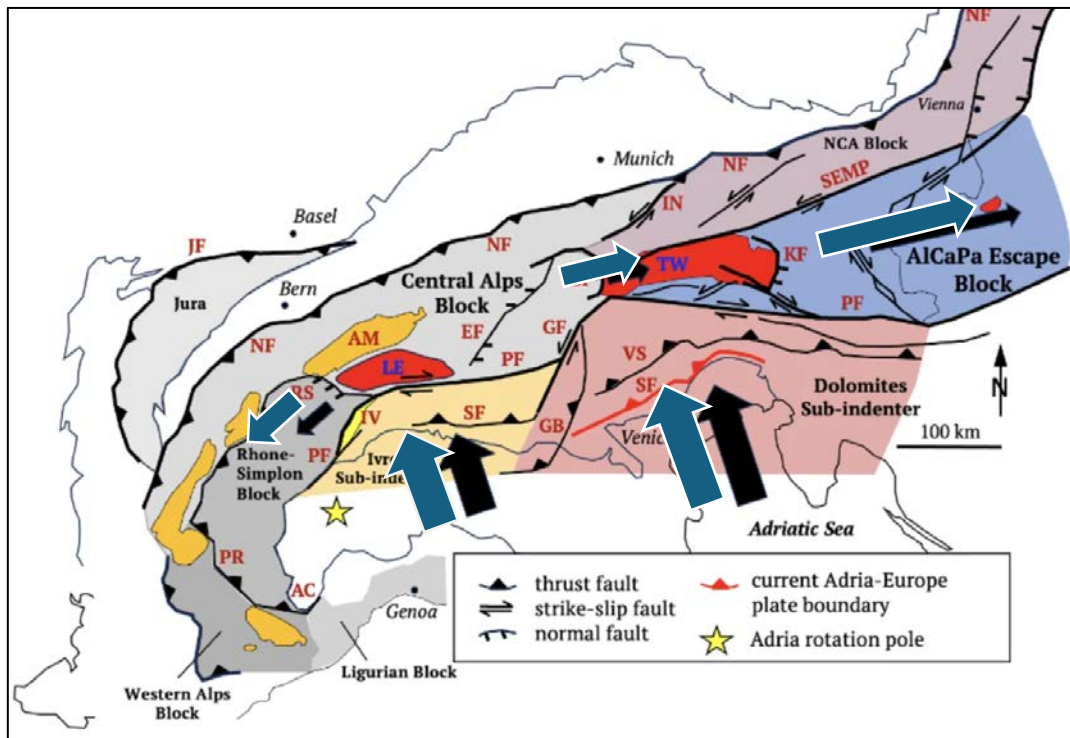


Fig. 4.2 for Question 4(a)



resultant plate movement →

End of Insert

[Turn Over

MARK SCHEME

Anglo-Chinese School
(Independent)



PRELIMINARY EXAMINATION 2026
YEAR FOUR O-LEVELS

Candidate Name	Index Number
HUMANITIES Paper 2 Geography Tuesday 18 August 2026 2260/02 1 hr 45 mins	

Section A [14 marks]

Answer Question 1 **and** Question 2

1 Cluster 1: Geography in Everyday Life

- (a) Study Fig. 1.1 (Insert), which shows an area with neighbourhood retail shops.

Explain how urban neighbourhoods as shown in Fig 1.1 contribute to economic sustainability of the local residents.

[3]

Award 1 mark for each explanation on how urban neighbourhoods contribute to economic sustainability of the local residents to a maximum of 3 marks. Award a maximum of 1 additional mark for further development of each explanation.

- Residents can take up employment at these shops, earn income and increase their standard of living. [1]
- Local businesses can be sustained by the population living near these shops as there will be sufficient demand for their goods and services. [1]
- With services and goods located closer to one another [1], this keeps transport cost low for the residents/ there is no need to travel/ commute → no cost incurred. [1 additional mark]

AO1

- (b) Study Fig. 1.2 (Insert), which shows a set of chess table and seats at a void deck of a public housing in Singapore.

Using Fig 1.2, describe how facilities such as these are important to build a sense of place in the neighbourhood.

[2]

Award 1 mark for each description of how the facilities shown in Fig.1.2 build as sense of place to a maximum of 2 marks.

- Acquire a sense of place from gathering places. Residents gathering to chat, play chess or interact. [1]
- Associate with meaning and memories— a regular meeting place, meeting friends/ neighbours regularly. [1]

AO2

- (c) Study Fig. 1.3 (Insert), which shows a neighbourhood park in Singapore.

Using Fig. 1.3, explain how an urban neighbourhood benefits from the regulating ecosystem services provided by neighbourhood parks.

[3]

Award 1 mark for each explanation of how urban neighbourhood benefit from regulating ecosystem services provided by parks to a maximum of 3 marks.

- Microclimate regulation / Green spaces/ parks lower surface and air temperatures/ By providing shade to residents [1]
- Reduce surface runoff by retaining water in the soil. Water flow regulation is ecosystem service provided by natural land cover. [1]
- Regulating air quality: Trees and other plants in the park helps to remove pollutants from the atmosphere. [1]

AO1

- (d) Study Fig. 1.4, which shows the causes of vegetation fires in Johor, Malaysia.



Fig. 1.4

- (i) With reference to Fig. 1.4, describe the impacts brought about by vegetation fires.

[3]

Award 1 mark for each description of the impacts brought about by vegetation fires.

Award a maximum of 1 additional mark for further development of each description, where applicable.

- Air pollution where pollution substances contaminate the air [1] Causing health concerns like respiratory infections, heart diseases and lung cancer / Higher risk of asthma in children [1 additional mark]
- PM2.5 particulate matter such as soot, smoke, dust and liquid droplets is suspended in the polluted air. [1]
- Enters bloodstream and lodge deep in human lungs.[1]

AO1

- (ii) Fig. 1.5 shows the relationship between vegetation fires and average monthly temperatures in Johor, Malaysia in 2025.

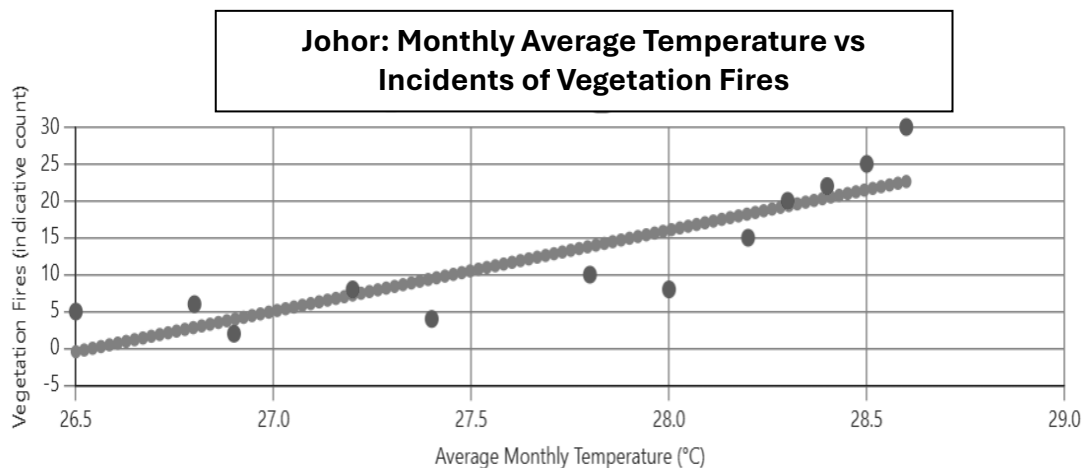


Fig. 1.5

Identify the type of graph used in Fig. 1.5 and evaluate its usefulness to present the set of data.

[3]

Award 1 mark for correct identification of type of graph.

Award 1 mark for each evaluation of the usefulness of the data presentation technique – scatter plot with best-fit line.

Maximum of 2 marks if answers are not two-sided.

- Scatter plot with best-fit line [1 mark for identification]
- (Useful) This graph enables researchers to establish a correlation between monthly temperature and incidents of vegetation fires. As shown in Fig. 1.5, it shows a **positive correlation** between the 2 variables.
- (Useful) The graph will also show up possible outliers that do not fit the pattern and upon further examination, researchers can choose to exclude them from data analysis.
- (Not useful) **Oversimplifying a linear correlation** and ignore the underlying causes of outliers.
- (Not useful) Using the best-fit line to estimate/ extrapolate values far beyond the range of your actual data points is highly unreliable. The line may drastically fail if the underlying trend changes outside the best-fit line

AO3

[Total: 14]

Section B (18 marks)

2 Cluster 2: Tourism

- (a) Study Fig. 2.1 (Insert), which shows a tourism development in Chiang Rai, Thailand.

Using Fig. 2.1, discuss how tourism development ensures economic and environmental sustainability for the locals.

[4]

Award 1 mark for discussion point on how tourism development ensures economic and/or environmental sustainability for local community.

Award a maximum of 1 additional mark for further elaboration of point.

Allocate 2 marks for economic sustainability; Allocate 2 marks for environmental sustainability.

- Stable employment and source of income: employed with greater variety of skills – agriculture and tourism income [1]
- Provision of social services raise standard of living—shared infrastructure and school upgrade. With better education, they can seek better employment and income. [1]
- Conserving natural heritage and protect biodiversity—500 hectares of indigenous forest, thus protecting the way of life and biodiversity within the natural forests. [1]
- Maintain essential ecological processes—regulating water and air quality. Population work together to minimise deforestation and protect the natural environment.[1]

- (b) Describe actions undertaken by locals to ensure social sustainability in tourism is achieved.

[2]

Award 1 mark for each description of how social sustainability in tourism is achieved to a maximum of 2 marks.

- Help tourists understand local cultures to improve intercultural understanding and tolerance [1], tourism revenue and interest therefore lead to the preservation of culture/ cultural practices. [1 additional mark]
- Respect authenticity of local communities, practices and art forms [1] with greater understanding and awareness, prevent/ reduce conflicts between tourists and locals while they learn about other culture. [1 additional mark]

AO1

- (c) Explain why some tourist destinations become less attractiveness and experience a decline in tourist arrivals.

[3]

Award 1 mark for each explanation how tourist destination loses its attractiveness.

Award a maximum of 1 additional mark for further development of each explanation, where applicable.

- After stagnation stage of tourism development is reached, peak tourist arrivals has passed and tourist arrivals may start to decline. [1] The decline will persist if no steps are taken to revive the destination [1 additional mark].
- The destination has reached carrying capacity so environment can no longer accommodate resulting in negative effects. [1]

AO1

- (d) 'Tourism development serves as a lifeline for developing countries.'

[9]

To what extent do you consider this statement to be true? Use examples to support your answer.

Generic Level Descriptors for 9-mark AO3 Questions		
Level	Marks	Descriptors
3	7-9	Develops arguments that supports 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.

Positive; Tourism is a Lifeline to Developing Countries

- Natural landscapes / ecotourism/ CBT attract tourists who want an authentic cultural experience
- Without much changes to the natural landscape or investment to tourism infrastructure, authentic ecotourism could bring in tourism revenue for the local community and country.
- Economic benefits – revenues from selling handicrafts/ homestay, income from being hired at tourist jobs.
- Country benefits from tourism revenue → other national development projects.

Negative impact > Positive impact; Tourism causes irreversible changes/ damage

- Tension between locals and tourists: cultural practices, competition of resources, local needs are marginalized for economic outcomes.
- Govt prioritizing the needs of tourists above the locals—losing autonomy
- Rubbish, noise, etc generated by tourists, inconvenience caused to the locals.
- Cost of living increases for the locals due to the influx of tourists.

Must include specific examples/ case-studies for points made.

Sample conclusion

Tourism may bring in the revenue necessary for other social development of the country—education, infrastructure, healthcare, which in turn improve the standard of living for the people. While there could be negative impact brought about by tourism development, with effective implementation of policies or the cooperation among stakeholders, the negative impact brought about by tourism could be mitigated.

[Total: 18]

Section B

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

3 Cluster 3: Climate [Option not offered]

- (a) Study Fig. 3.1, which shows how a type of rainfall is formed.

Formation of a type of rainfall

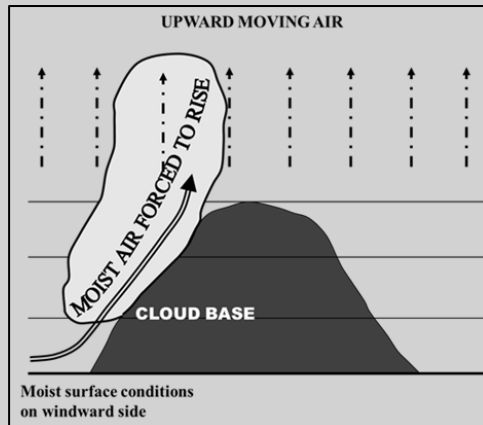


Fig. 3.1

- (iii) Name the type of rainfall that is formed in Fig. 3.1

[1]

- (iv) With reference to Fig. 3.1, explain why the amount of rainfall received differs at windward and leeward side.

[3]

- (b) Study Fig. 3.2, which shows the monsoon winds pattern.

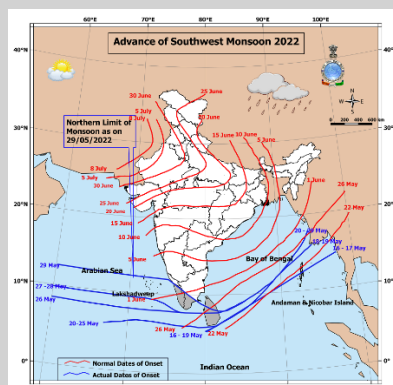


Fig. 3.2

With reference to Fig. 3.2, suggest how monsoon winds affect India.

..... [1]

- (c) Describe **two** ways in which terrestrial ecosystems are affected by long periods of no rainfall.

..... [2]

- (d) Study Fig. 3.3, which shows the amount of solar radiation reflected back into the atmosphere.

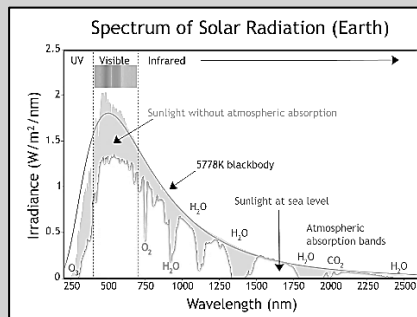


Fig. 3.3

- (iii) Using 3.3, identify the surface which reflects back the amount of solar radiation and a surface which reflects back the least amount of solar radiation.

..... [2]

- (iv) With reference to Fig. 3.3, suggest why urban areas tend to have higher temperatures than rural areas.

..... [2]

- (e) Explain how factors other than burning fossil fuels can result in the enhanced greenhouse effect.

..... [3]

- (f) Discuss how the protection of oceans and forests through land-use change is an effective way to protect carbon sinks.

..... [4]

[Total: 18]

4 Cluster 4: Tectonics

- (a) Study Fig. 4.1 and 4.2 (Insert), which shows the plate movement resulting in landform shown in Fig. 4.1

Using Fig. 4.1 and 4.2, describe the tectonic plate movement that led to the formation of the landform in Fig. 4.1. [3]

Award 1 mark for each description of plate movement that led to the development of the landform shown in Fig. 4.1 and 4.2.

Award a maximum of 1 additional mark for further development of each description, where applicable.

- Collision/ Convergence between 2 continental plates [1]. No subduction taking place because the continental plates are too buoyant to subduct [1]
- The Dolomite Sub-Indenter plate moves northwards to collide with the Central Alps Block that is moving to the east. [1]
- Enormous pressure causing the rocks to be uplifted and buckled to form fold mountains such as Central Alps and Dolomites Alps.[1]

AO2

- (b) Describe the role of slab-pull force in subduction zones. [3]

Award 1 mark for each description of how slab-pull force works in subduction zone to a maximum of 3 marks.

Award a maximum of 1 additional mark for further development of each description, where applicable.

- Slab-pull force takes place along convergent plate boundaries [1]
- The denser oceanic crust is pulled down by gravity as it subducts beneath the less dense crust. [1] The denser oceanic crust sinks deeper into the mantle under its own weight, pulling the rest of the plate with it, contributing to further convergence. [1 additional mark]

AO1

- (c) Study Fig. 4.3, which shows energy released by an undersea earthquake.

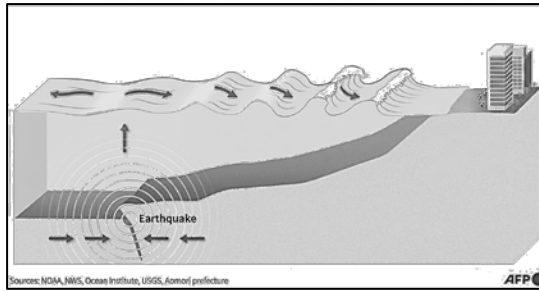


Fig. 4.3

With reference to Fig. 4.3, explain how this natural phenomenon will impact natural and human systems. **[5]**

Award 1 mark for each explanation how tsunami affect natural and human systems to a maximum of 5 marks.

Award a maximum of 1 additional mark for further development of each explanation, where applicable.

Award a maximum of 3 marks if either natural or human systems is being addressed.

Natural

- Seawater can flood coastal wetlands and forests damaging natural habitats [1]
- Large amount of debris carried in by the waves pollute the areas, damaging ecosystem and killing wildlife [1]

Human systems

- Sweeps away building and infrastructure, destroying them. [1] Snapping electrical cables, communication lines and disrupting such services. [1 additional mark].
- Roads and railways swept away or damaged, making it impossible for rescue and supply emergency supplies to reach those who need it. [1]
- Drowning and people injured by large amount of debris. [1] Large amount of debris carried in by waves can hit and kill people [1 additional mark]

AO1

- (d) Study Fig. 4.4, which shows the comparison of three earthquakes of similar magnitude.

Earthquake	X	Y	Z
Magnitude & Date	7.2 Mw 7.5 Mw (June 24, 2026)	7.8 Mw (June 7, 2026)	7.6 Mw (Dec 8, 2025)
Time of Earthquake	6pm	7:35am	11:15pm
Duration	Semisic doublet: 120 seconds	70 seconds	30 seconds
GDP per Capita (SGD)	~S\$5590	~S\$5990	~S\$48200
Population Density	~104 people/ km ²	~232 to 246 people/ km ²	~310 people/ km ²
Depth	Shallow crustal	Shallow, ~35km	53km deep
Damage Profile	Severe building collapse and infrastructure failure	Heavy structural collapse in coastal cities	Localised structural damage, power outages
Casualties	Over 2295 fatalities	At least 15 fatalities	Injuries reported, no fatality

Fig. 4.4

Using Fig. 4.4, explain why earthquakes with similar magnitudes can result in different fatality rates. [4]

Award 1 mark for each explanation why earthquakes of similar magnitude resulted varying degree of fatality to a maximum of 4 marks.

Award a maximum of 1 additional mark for further development of each explanation, where applicable.

Award a maximum of 3 marks if information from Fig. 4.4 is not used to support answers.

- Depth of earthquake (Distance from epicentre):
Shallower earthquake, closer to surface, felt more strongly. Cause more damages. [1] Both EQ X and Y are shallow with X causing fatalities over 2000 and Y experiencing structural collapse of buildings. [1 additional mark]
- Countries' GDP (Reduce vulnerability from hazard-resistant design and monitoring and warning systems): Where EQ Z struck, the GDP is more than 10 times compared to the 2 other countries, this country was more prepared [1] Though it has higher population density, no fatality. No reports of structural damages, showing how the buildings are more quake-resistant. [1 additional mark]
- Duration: Longest duration— Most damaging – EQ X. Double earthquakes, strong in magnitude and lasted 2 minutes, structural damage and fatality both increased. [1]
- Time of Earthquake: While EQ Z is at the most vulnerable timing, the buildings were able to withstand the earthquake. [1] Fatality was considered low for EQ Y as it happened in the day and even though population density is high, people were able to evacuate in time. [1 additional mark]

AO2

- (e) Suggest reasons why disaster management is often challenging. **[3]**

Award 1 mark for each reason why disaster management is challenging to a maximum of 3 marks.

Award a maximum of 1 additional mark for further development of each reason, where applicable.

Lack of domestic resources (technological and financial)

- The country may not have the financial resources to respond effectively and recover from the disasters. Corruption may have caused funds to be misused and not allocated for disaster management. [1]
- Countries may not have enough funding to provide the logistics required for rescues to be carried out in time. The shortage of ambulances to transport the injured swiftly and heavy machinery required for rescue made it disaster management difficult. [1] The lack of high-tech tools had caused rescue teams to resort to hammers or rods to pull out trapped people from rubble. [1 additional mark]

Unable to engage stake holders to collaborate and integrate strategies

- Authorities may face difficulties in getting stakeholders to collaborate and integrate disaster management strategies into their practices. Disagreements may lead to the delays in disaster management and rescue efforts [1]
- Stakeholders may lack the awareness of disaster risk [1] Locals communities may be reluctant to purchase insurance for tectonic disasters due to present high costs involved [1 additional mark]
- Individuals might be unconvinced to retrofit their buildings to ensure hazard-resistant due to high cost involved [1]
- Political parties may have differing views that hinder recovery works post-disasters. [1]

AO1

End of Mark Scheme

[Total: 18]