



南橋中學

NAN CHIAU HIGH SCHOOL
PRELIMINARY EXAMINATION 2025
SECONDARY FOUR

HUMANITIES

2260/02

Paper 2 Geography

MARK SCHEME

This document consists of **10** printed pages including the cover page.

Section A

1	Cluster 1: Geography in Everyday Life	
	(a)	Briefly describe two ways that people enquire a sense of place. [2]
		• One way could be where individuals repeatedly encounter people and objects along familiar paths or roads during regular travel. (1 mark) • Another way would be when individuals experience significant or memorable events at local landmarks and gathering places. (1 mark)
	(b)	Using Fig. 1.1 (Insert), explain how spatial arrangements of the amenities make Tampines a livable estate. [3]
		• There are bustops at regular intervals that makes commuting convenient for residents. (1 mark) • Spatial association is also evident where the bus interchange is strategically in close proximity between two MRT stations which allow residents to easily transit from one mode of transportation to another. (1 mark) • Tampines hub along with other amenities like OCBC,UOB and NTUC Income are clustered together such that residents are able to access all of these amenities easily in the same area. (1 mark)
	(c)	With reference to Figs. 1.2 and 1.3 (Insert), explain how the features of the Punggol Digital District contribute to social and environmental sustainability. [3]
		• The presence of car-lite streets encourages the use of vehicles that do not contribute to carbon emissions. (1 mark) • The incorporation of green technologies and energy-efficient systems in the building design allows for a decrease in the overall use of energy,contributing to environmental sustainability. (1 mark) • The flexible land use feature promotes social sustainability by allowing people from the business parks and university to come together to interact in the common shared space. (1 mark) • The presence of the rooftop urban farms and lush green spaces also could also allow for interactions among residents living in the vicinity. (1 mark) *Accept any 3 points
	(d)	A group of students decided to conduct an investigation examining the relationship between age of visitors and the choice of attraction in

		Sentosa. They conducted surveys with 20 visitors at the locations X and Y shown in Fig. 1.4 (Insert) on a Sunday morning. Evaluate the reliability of their investigation process and suggest improvements to the data collection method. [6]
		Possible points for unreliable • The reliability of the investigation was compromised as the students interviewed only 20 visitors which is too small a sample size to form conclusions. (1 mark) • They should interview a minimum of 50 visitors across various age groups. (additional 1 mark) • In addition, having conducted the interview only once on a Sunday would not make the data reliable as the students would not be able to check if their data is consistent over time. (1 mark) • Hence they should consider conducting the interviews over a longer period- eg. Weekly for a month to cancel out the effects of anomalies. (additional 1 mark) • The students only stationed themselves at the monorail stations at sentosa which results in them not being able to interview visitors who may have commuted via other modes of transport. (1 mark) • An improvement to the investigation would be to station themselves at the entrances of main attractions in order to reach out to those who would have gotten around the island via other modes of transport (Eg. By car) (additional 1 mark) Possible point for reliable • The students conducted their interviews at points X and Y which are monorail stations at Sentosa which are areas with high foot fall thus enabling them to have access to a variety of profiles. (1 mark) *Reserve 1m for reliable & reserve 1m for unreliable

2	Cluster 2: Tourism	
	(a)	Describe two characteristics of the Venturer-type tourist.[2]
		• Spends money more readily(1 mark) • Guided by personal judgement rather than authority in decision making(1 mark) • Prefers to be spontaneous and have a diversity of activities(1 mark) • Tends to travel alone(1 mark) • Explores less developed unique places that offer new experiences though it may be less convenient(1 mark) • Set travel trends for others(1 mark) • Likely to visit new places each time they travel(1 mark) • Prefer to make their own travel plans and often opt for niche tourism(1 mark)

		*Any two points accepted
	(b)	Study Fig. 2.1(Insert) which shows a news extract on tourism in Thailand.[1]
	(i)	With reference to Fig. 2.1, identify the stage of tourism development that Thailand is in. (1 mark)
		Decline Stage
	(ii)	Give reasons for your answer in (ii). [2]
		- Tourist arrivals have started to decline significantly as seen in Fig.2 where foreign arrivals to Thailand dropped for the fourth straight month in May 2025, slipping 14 per cent to 2.6 million. (1 mark) - Also, Thailand has started to lose its attractiveness in view of competition from other destinations like China and Japan thus resulting in fewer tourists. (1 mark) - A strong baht has also caused its price competitiveness to decline thus causing tourism to be on a decline. (1 mark)
	(c)	Explain how globalization gives rise to the growth of international tourism.[4]
		- It has resulted in the ability of people to search for and purchase tourism-related goods and services from any part in the world. (1 mark) - This has resulted in greater competition among businesses which creates an incentive for them to provide value-for-money travel experiences for people (Additional one mark) - People have greater access to ideas on tourism destination and experiences due to online media thus motivating them to travel(1 mark) - As places become more connected due to various transport modes, travelling becomes more convenient thus increasing tourists' mobility to travel. (1 mark)
	(d)	'Community-based tourism is the most effective approach to achieving sustainable tourism development.' To what extent do you agree with this statement? Explain your answer using examples. [9] Suggested Essay: Community-based tourism (CBT) aims to be socially sustainable, including respect for local culture, heritage and traditions. Tourism activities are developed and operated mainly by the local communities with high participation. Revenues are directed towards the local

	communities through various ways including small-scale tourism enterprises, joint-venture community associations or businesses that employ locals. Homestays provide tourists opportunities to experience local culture and heritage through living with the locals, including indigenous people, in their homes. For example, in the government funded Malaysia Homestay Programme, tourists experience local living through cooking traditional food, celebrating festivities and farming crops. Locals were also given skills training which enabled them to earn additional incomes. However, as the culture itself becomes the attraction in CBT, it may become inauthentic and commodified. Indigenous culture can be sold to tourists through cultural performances and souvenirs, which may change over time to suit tourists' needs. CBT may face competition and threat posed by larger-scale tourism operators, including resorts in the surrounding area. Large-scale operations have the resources, finances and marketing skills to take businesses away from small operations. For example, CBT development in Thanh Ha pottery village, Vietnam, faces competition from other industry products, which are mass-produced and made of cheap and readily available materials compared to traditional handicrafts. A key challenge for relevant stakeholders is to find a way for large and small tourism businesses to co-exist and collaborate as part of an integrated local tourism development policy. Apart from CBT, there is Ecotourism that occurs in both protected and unprotected natural environments with an attempt to increase benefits to the economy, society and environment through sustainable practices among all stakeholders. Hard ecotourism, including nature-based tourism, demands high level of environmental commitment among small number of tourists in specialised tours. On the other end of the spectrum, soft ecotourism, including nature-based resorts, features larger number of conventional tourists making a moderate commitment to environmental issues. Ecotourism is diverse in South Africa where some national parks provide basic amenities for tourists to pitch their tents in the wild, while others like Kruger National Park have luxury lodges with swimming pools and extensive road networks. Linking tourism with environmental protection and empowering the local communities can bring potential benefits if ecotourism is properly planned and managed. The commercialisation of Kruger National Park means private companies are evaluated in terms of financial aspects, environmental management and social objectives when operating tourism in the protected area. However, the ideals of ecotourism may diverge from how it is practiced in reality. Places are marketed as ecotourism products but may not meet the basic criteria of sustainable tourism development.
--	--

	Ecotourism operators may not always follow through with the nature conservation efforts and involvement of the local communities. As number of tourists visiting nature-based areas increases such as the Galapagos Islands, it can lead to environmental degradation. It is uncertain if ecotourism is still conserving nature if carrying capacity is not enforced and managed. In contrast, smaller number of tourists may result in smaller overall profits compared to established forms of tourism, which may result in a financial trade-off. With more foreign operators investing in ecotourism, local communities' involvement may diminish if they do not possess the skills to take on the available jobs. Higher foreign investments may also create inflation in the local economy. Pro-poor tourism takes an overall approach to poverty reduction and can be implemented in large or small scales, and in urban or rural settings. It can include community-based tourism or ecotourism, but tourism development would need to have strategies to help the poor improve their livelihoods, in the economic, social and environment aspects. The poor, particularly women, are provided with education and training to acquire new skills and take up tourism jobs. Expanding the poor's access to micro-finance gives them capital to start new tourism businesses, enabling them to earn incomes to improve their standards of living. For example, Alexandra Township, an impoverished and densely populated place in South Africa, engages with pro-poor tourism by getting tourists to visit sites of significance to understand issues of poverty and historic oppression during the apartheid government. Tourists are linked to the poor community through hotel programmes; marketing tours to the Township, recycling guest amenities to be made into crafts and the sale of locally produced souvenirs to hotel guests. Pro-poor tourism may not be able to alleviate absolute poverty as most strategies are small-scale and localised to make significant impact. Rather it helps make some sections of poorer communities 'better off' and reduce vulnerability of the poor to hunger. Investment in social services like education, healthcare and infrastructure development may have a bigger reach in reducing poverty, as it can improve the lives of the locals directly. For example, with the support of the Asian Development Bank (ADB), 6 countries (Cambodia, Laos, Myanmar, Thailand and Vietnam) sharing the Mekong River undertook a joint tourism project in 2005 to primarily reduce poverty in the region, while minimising its adverse impacts. Despite the strategic regional approach to poverty reduction, ADB found that tourism revenues and employment have increased, however, majority are concentrated in one country and the distribution of these benefits to the poorest is minimal. Community based tourism may be deemed to be the most effective approach to attain sustainable tourism development as unlike ecotourism
--	--

		and pro-poor tourism it doesn't target only certain locations with natural resources or segments of the population and can be carried out on a larger scale. <i>Possible conclusion that uses geographical concepts (Place/Space/Scale/Environment/Time) as a basis to provide a reasoned argument</i> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Generic Level Descriptors for 9-Mark AO3 Question</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 - 9</td><td>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.</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> </tbody> </table>	Level	Marks	Generic Level Descriptors for 9-Mark AO3 Question	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.
Level	Marks	Generic Level Descriptors for 9-Mark AO3 Question												
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.												

Section B

3	Cluster 3: Tectonics	
	(a)	Explain how the evidence of magnetic striping supports the plate tectonics theory. [4]
		- The evidence of magnetic striping supports the theory that plates move as when two oceanic plates move away from one another (1 mark), the iron-rich basaltic lava cools and solidifies to form new oceanic crust. (1 mark) - Since basalt contains minerals that can be influenced by the Earth's magnetic field, it captures the Earth's polarity at a given point in time. (1 mark)

		- As the process of seafloor spreading continues, the rocks are pushed further away from the boundary when new lava erupts and solidifies. (additional 1 mark) - Over time, as more lava moves away from the ridge, a symmetrical zebra-like pattern forms, indicating that this is not an isolated occurrence. (1 mark)
	(b)	Using Fig. 3.1, explain how earthquake hazards like landslides impact human systems. [4]
		- Landslides occur as the violent vibrations caused by the earthquake loosens rocks and soil, causing them to move downslope. (1 mark) - Fast-moving debris in massive quantities can bury settlements as seen in Fig. 3.1 causing them to be destroyed, leaving people homeless. (1 mark) - In addition, the blockage of the road due to the debris could result in challenges in supplying emergency aid to affected victims. (1 mark) - The debris could also cause electricity and communication cables as well as water and gas pipes to snap, disrupting basic services like water, electricity and gas that are essential to the survival of humans. (1 mark)
	(c)	Using an example, explain the formation of earthquakes at a transform plate boundary. [4]
		- An example would be the San Andreas Fault where the Pacific and North American Plates slide past one another. (1 mark) - As the two plates slide past one another, the movements are far from smooth and they encounter friction. (1 mark) - The plates are under great stress due to the build-up of pressure over time. (1 mark) - When the plates finally jerk free, the energy is released in the form of seismic waves causing the formation of earthquakes. (1 mark)
	(d)	Using Fig. 3.2 (Insert), account for the difference in death/injuries figures for both Haiti and Turkey. [3]
		- The death/injuries figure is significantly higher at 250,000 for Haiti as compared to Turkey where the figures are much lower at 50,783. (1 mark) - This is possibly due to Haiti's closer proximity to the epicentre (25km) which means that the seismic energy travels a shorter distance before it hits the specific region in Haiti whereas for Turkey which is further away (37km), most of the seismic energy would have dissipated resulting in a less significant impact. (1 mark) - Also the higher population size of Haiti (2.1 million) also contributed to the high death/injuries toll as compared to Turkey which had a far smaller population size (70,853). (1 mark)

	(e)	Study Fig. 3.3 (insert), which shows data on the depth of earthquake focus and the number of earthquakes. Comment on the relationship between the two variables shown. [3]
		• The greater the depth, the fewer the earthquakes being recorded. (1 mark) • More than 14000 earthquakes are recorded at depths at shallower than 20km. In contrast, there are fewer than 2000 earthquakes recorded at depths deeper than 100 km / no earthquakes recorded at depths deeper than 240km. (1 mark) • However there are anomalies observed at about 20km where the number of earthquakes observed at that (specific) depth are far fewer than the number of earthquakes found at depths shallower than 20 km or more than 20 km. (1 mark) • The deeper the focus, the fewer the number of earthquakes recorded as a deeper focus would mean that most of the seismic energy would have been lost as it travels up to the epicentre. (1 mark) *Reserve 1 mark for the last point

Elective Geography 2025 Preliminary Examination

Table of Specifications

Section	Question	AO1	AO2	AO3
A	1(a)	2		
	1(b)		3	
	1(c)		3	
	1(d)			6
B	2(a)	2		
	2(b)(i)		1	
	2(b)(ii)		3	
	2(c)	3		
	2(d)			9
C	3(a)	4		
	3(b)		4	
	3(c)		3	
	3(d)	4		
	3(e)		3	
Total		15	20	15