

Anglo-Chinese School (Independent)



PRELIMINARY EXAMINATION 2025 YEAR FOUR O-LEVELS

Candidate Name

Index Number

GEOGRAPHY

2279/01

Paper 1

Wednesday

20 August 2025

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 **all** questions.

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 **12** printed pages and **1** Insert.

[Turn Over

Answer **all** questions.

1 Cluster 1: Geography in Everyday Life

- (a) A group of students conducted a geographical investigation on reasons why the Dover-Medway and Mediapolis areas were selected for new residential developments. They studied factors such as accessibility, proximity to amenities and services, and quality of life.

Study Fig. 1.1 (Insert), which shows the location of upcoming residential areas in the Dover-Medway and Mediapolis region.

The students designed a closed-ended questionnaire to test the hypothesis: "Residential developments are more likely to be located near public transport and educational institutions."

- (i) With reference to Fig. 1.1, describe some factors that may have influenced the selection of Dover-Medway and Mediapolis for new residential developments.

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[3]

- (ii) With reference to Fig. 1.1, state **three** questions and response options which the students could use for their closed-ended questionnaire to investigate residents' views on the suitability of these locations for housing.

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[3]

- (iii) Suggest how the students could manage the limitations of unforeseen factors affecting the study.

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[3]

- (b) Another group of students wanted to investigate how changes in weather conditions affect public use of the Kent Ridge Park.

The students wanted to test the hypothesis: "Fewer people visit public parks when temperatures are above 30°C." They gathered data on daily temperatures and number of park visitor over ten days, shown in Table 1.1 (Insert).

- (i) State the temperatures on the days with the highest and lowest number of visitors.

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- (ii) Using Table 1.1, evaluate how well the data supports the students' hypothesis.

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[Turn Over]

(iii) Evaluate the validity of the investigation conducted by the students.

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[Total: 20]

2 Cluster 2: Tourism

- (a) Explain why people are motivated to travel.

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- (b) Table 2.1 shows changes in the average number of annual paid leave days and the number of tourist departures (millions) of a developed country from 2015 to 2023.

Table 2.1

Average number of annual paid leave days and number of tourist departures

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Average number of annual paid leave days	7	8	9	10	11	12	13	14	18
Number of tourist departures (millions)	6.4	7.2	7.8	10.5	11.2	0.04	0.2	8.6	15.3

- (i) Using Table 2.1, account for the relationship between the average number of annual paid leave days and number of tourist departures from 2015 to 2023.

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- (ii) Using Table 2.1, plot the data for 2020 to 2022 on Fig. 2.1 and draw a best fit line. [3]

Relationship between number of annual paid leave days and number of tourist departures

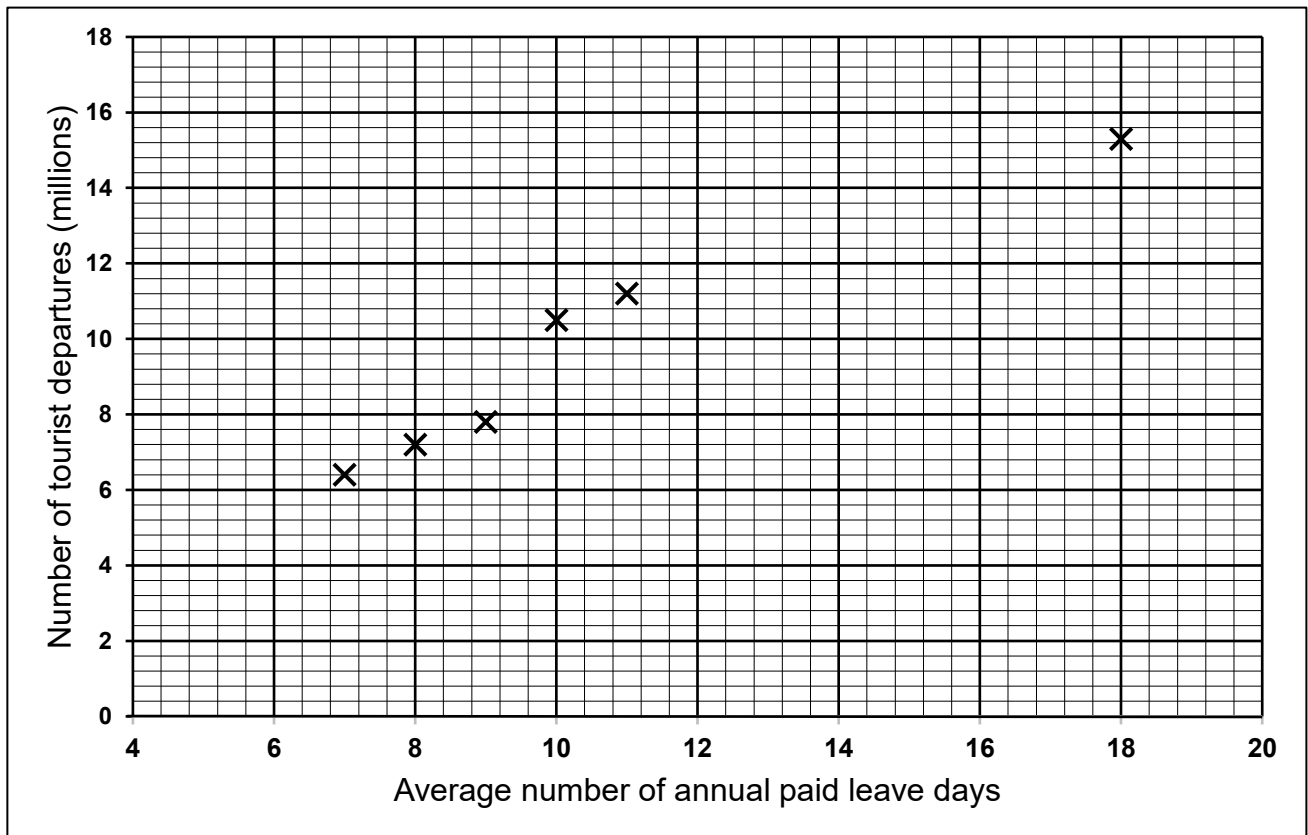


Fig. 2.1

- (c)** Study Fig. 2.2 (Insert), which shows a sign placed near a tourist attraction in Singapore.

With reference to Fig. 2.2, explain how the sign helps Singapore achieve sustainable tourism development.

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[2]

- (d)** Using named examples, explain the role of international organisations in influencing sustainable tourism development.

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[4]

[Total: 15]

3 Cluster 3: Climate

- (a) Study Fig. 3.1 (Insert), which shows global temperature anomalies from 2013 to 2022. Global temperature anomalies refer to how much hotter each year was compared to the average in the 20th-century.

- (i) Describe the trend in global temperature anomalies shown in Fig. 3.1.

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- (ii) Suggest some anthropogenic factors that may have contributed to this trend.

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- (b)** 'Changing consumption patterns is the most effective mitigation strategy to reduce greenhouse gas emissions.'

How far do you agree with this statement? Explain your answer with examples.

[illegible]

Additional page

If you use the following page to complete the answer to any question, the question number must be clearly shown.

This image shows a full page of white paper with horizontal dashed lines, typical of primary school handwriting practice paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Anglo-Chinese School (Independent)



PRELIMINARY EXAMINATION 2025 YEAR FOUR O-LEVELS

Candidate Name	Index Number
GEOGRAPHY Paper 1 2279/01 INSERT Wednesday 20 August 2025 1 hr 45 mins Candidates answer on the Question Paper. Additional Materials: Insert	
The Insert contains additional resources referred to in the questions.	
This insert consists of 5 printed pages and 1 blank page.	

Figure 1.1 for Question 1

Upcoming Dover-Medway and Mediapolis Residential Developments

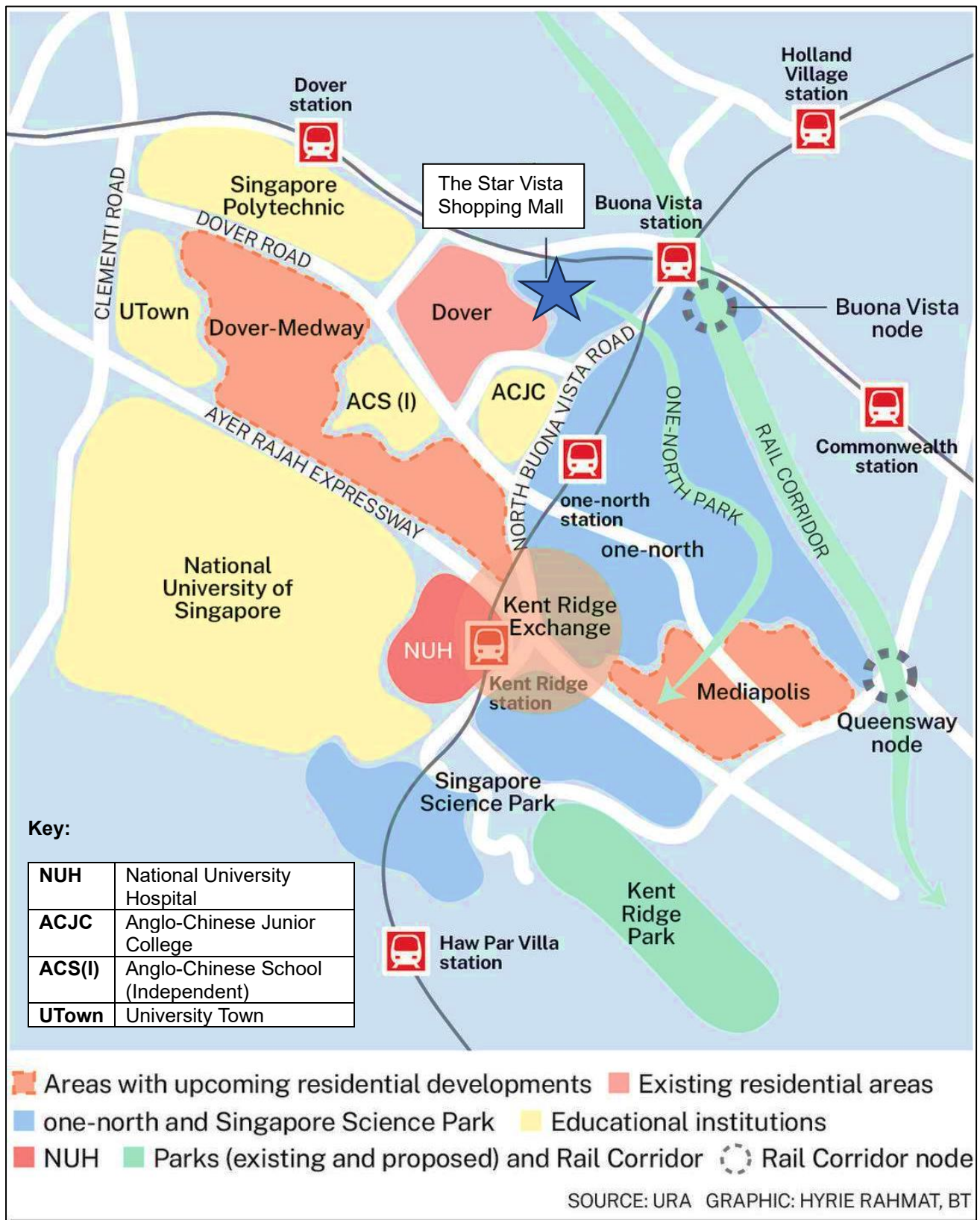


Table 1.1 for Question 1**Daily Average Temperature and Number of Visitors at Kent Ridge Park**

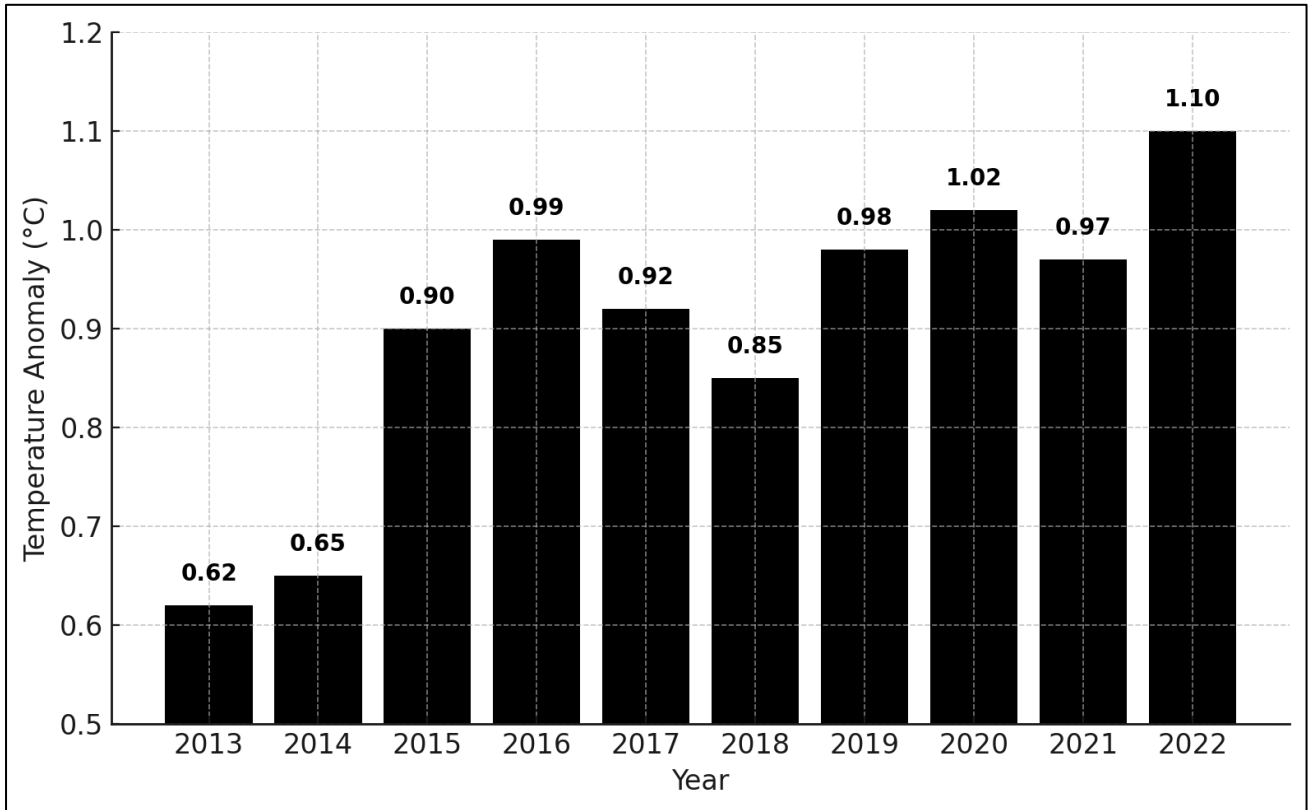
Day	Average Temperature (°C)	Number of Visitors
1	30.6	321
2	28.4	421
3	32.3	235
4	26.0	85
5	31.9	174
6	33.4	328
7	29.2	271
8	29.0	130
9	33.1	52
10	31.5	250

Fig 2.2 for Question 2

Sign near Tourist Attraction in Singapore

Fig 3.1 for Question 3

Global Temperature Anomalies from 2013 to 2022



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Copyright Acknowledgements

- Question 1 Fig. 1.1 <https://cassette.sphdigital.com.sg/image/business-times/2789c86e2f6e61437d753197dcfe427ffebe729592cfcee11eb2babdbfd8ddc1>
- Question 2 Fig. 2.1 https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSs_jk5rE57zNN4jUXxZlx0074P7ABY8v0KQupDUJhP1zf5HB1o
- Question 3 Fig. 3.1 <https://www.ncei.noaa.gov/access/monitoring/climate-at-a-glance/global/time-series>

**Anglo-Chinese School
(Independent)**



PRELIMINARY EXAMINATIONS

YEAR 4 O-LEVELS

GEOGRAPHY

2279/01

Wednesday

20 August 2025

Marking Scheme

Answer **all** questions.

1	Cluster 1: Geography in Everyday Life		
	(a)	A group of students conducted a geographical investigation on why the Dover-Medway and Mediapolis areas were selected for upcoming residential developments. They studied factors such as accessibility, proximity to amenities and services, and quality of life. Study Fig. 1.1 (Insert), which shows the location of upcoming residential areas in the Dover-Medway and Mediapolis region.	
		The students designed a closed-ended questionnaire to test the hypothesis: "Residential developments are more likely to be located near public transport and educational institutions."	
	(i)	With reference to Fig. 1.1, describe the geographical factors that may have influenced the selection of Dover-Medway and Mediapolis for new residential developments.	[3]
		Award 1 mark for each valid description of a geographical factor with reference to the map. Possible responses include: • Proximity to public transport – The areas are near MRT stations like Dover, Buona Vista, and Kent Ridge, offering convenient travel options. • Access to educational institutions – Schools such as Singapore Polytechnic, ACS(I), ACJC, and NUS are nearby, attracting families with children. • Nearby employment opportunities – Located close to one-north, Mediapolis, and Singapore Science Park, providing job prospects within commuting distance. • Availability of amenities and recreational spaces – Parks like Kent Ridge Park and the Rail Corridor offer green space for leisure. • Existing urban infrastructure – The areas are already served by major roads and amenities like The Star Vista mall and healthcare facilities like NUH. <i>Accept other plausible descriptions</i>	
	(ii)	With reference to Fig. 1.1, state three questions and response options which the students could use for their closed-ended questionnaire to find out nearby residents' views on the suitability of these locations for housing.	[3]
		Award 1 mark for each appropriate question and response set. Responses should reflect a closed-ended question format. Possible question and response options include: 1m for each question and response pair. No marks awarded if answer did not include plausible response options.	

[Turn Over

			1. How important is proximity to MRT stations when choosing a residential area? ☐ Not important ☐ Somewhat important ☐ Very important 2. Are there sufficient amenities such as shopping malls and parks in this area? ☐ Yes ☐ No ☐ Not sure 3. Do you think the presence of schools and educational institutions nearby improves the attractiveness of the area for housing? ☐ Yes ☐ No <i>Accept other suitable closed-ended questions and responses.</i>	
		(iii)	Suggest how the students could manage the limitations of unforeseen factors affecting the study.	
			Award 1 mark for each valid and relevant strategy to address limitations due to unforeseen factors. Answers do not need describe what kind of unforeseen factors there may be. Possible responses include: • Conduct pilot surveys – Trial runs help identify unclear questions or logistical issues before the main data collection. • Have backup data collection methods – Use online forms or digital surveys in case of bad weather or participant unavailability. • Increase sample size or survey period – Extending the study duration allows more data to be collected, improving reliability. • Use multiple locations or time slots – Avoid bias caused by collecting data only at specific times or places. • Ensure clear instructions and question wording – Minimises misinterpretation and inconsistent responses from participants. <i>Accept other plausible strategies.</i>	[3]
		(b)	Another group of students want to find out how weather conditions affect public use of the Kent Ridge Park in Fig. 1.1 (Insert). The students wanted to test the hypothesis: "Fewer people visit public parks when temperatures are above 30°C." They gathered data on daily temperatures and park visitor numbers over ten days, shown in Table 1.1 (Insert).	
		(i)	State the temperatures on the days with the highest and lowest number of visitors.	
			Highest number of visitors: 421 visitors on Day 2 with a temperature of <u>28.4°C</u> Lowest number of visitors: 52 visitors on Day 9 with a temperature of <u>33.1°C</u> <i>Answers only need to state temperature with appropriate units. No other data required.</i>	[2]

		(ii)	Using Table 1.1, evaluate how well the data supports the students' hypothesis.	[5]
			Award 1 mark for each valid evaluation of how well the data supports the students' hypothesis. Max 4 marks if answer does not provide any relevant data from Table 1.1. Possible responses include: - The data generally <u>supports the students' hypothesis.</u> - Day 9 had one of the highest temperatures (<u>33.1°C</u>) and the lowest number of visitors (<u>52</u>), supporting the hypothesis. - Days with temperatures below <u>30°C</u> (Days 2, 4, 7, 8) generally had higher visitor numbers. - For example, <u>Day 2 (28.4°C) had the highest number of visitors (421).</u> - However, on Day 6 (33.4°C), the park had 328 visitors, which is an anomaly. - This could be due to it being a public holiday or the weekend, which generally attracts more people. <i>Accept other plausible evaluations</i>	
		(iii)	Evaluate the validity of the investigation conducted by the students.	[4]
			Award 1 mark for each evaluation of the validity of the investigation. Possible responses include: - The investigation is valid as the <u>data collected corresponds to the aim of the investigation,</u> which is <u>daily average temperature and the number of visitors.</u> - The investigation is <u>valid as primary data was collected for 10 days,</u> which is a <u>reasonable number of days</u> to collect data. - The investigation <u>may not be valid as the data only includes two variables: temperature and number of visitors.</u> - Other variables such as <u>rainfall, weekends, holidays, or special events are not accounted for.</u> - The investigation <u>may not be valid as the method of collecting visitor numbers is not mentioned</u> – if it was observational, there could be inaccuracies or inconsistency in counting. <i>Accept other plausible evaluations</i>	
				[Total: 20]

2	Cluster 2: Tourism		
	(a)	Explain reasons why people are motivated to travel.	[4]
		Award 1 mark for each valid explanation on why people are motivated to travel. Award an additional 1 mark for a valid further elaboration of a point. Possible responses include: • People travel due to the <u>need for relaxation / stress relief</u> from a busy working/academic life. • People also travel due to the <u>desire for personal growth / self-fulfillment</u>. • People also travel to <u>seek interests in unique travel experiences</u>. ◦ This can include <u>new or exciting niche travel experiences</u>, such as visiting <u>Antarctica or trekking in remote areas</u>. • People are motivated to travel to <u>seek out cultural learning or to broaden their perspectives</u>. <i>Accept other plausible explanations related to motivation to travel, not mobility or ability.</i>	
	(b)	Table 2.1 shows changes in the average number of annual paid leave days and the number of tourist departures (millions) out of a developed country.	

Table 2.1									
Changes in average number of annual paid leave days and number of tourist departures									
	2015	2016	2017	2018	2019	2020	2021	2022	2023
Average number of annual paid leave days	7	8	9	10	11	12	13	14	18
Number of tourist departures (millions)	6.4	7.2	7.8	10.5	11.2	0.04	0.2	8.6	15.3

	(i)	Using Table 2.1, account for the relationship between the average number of annual paid leave days and number of tourist departures.	
		Award 1 mark for each valid explanation for the relationship between the average number of annual paid leave days and number of tourist departures. Award up to a maximum for 2 marks if answer has no data from Table 2.1. Possible responses include: • As the average number of annual paid leave days increases, the number of tourist departures increases. ◦ For example, in 2015, there are 7 annual paid leave days and a total of 6.4 million tourist departures. Both increased to 18 annual paid leave days and 15.3 million tourist departures in 2023.	[3]

- This can be due more leisure time allocated away from work, allowing people to travel overseas more often or more easily.
- From 2020 to 2021, a global pandemic forced international borders to close, resulting in the drastic drop in tourist departures on both years (0.04 million in 2020 and 0.2 in 2021) despite the number of paid leave days increasing from 12 to 13.
- In 2022, the international borders have reopened, leading to the increase of tourist departures at 8.6 million.

Accept other plausible explanations.

- (ii) Using Table 2.1, plot the data for 2020 to 2022 on Fig. 2.1 and draw a best fit line. [3]

Relationship between number of annual paid leave days and number of tourist departures

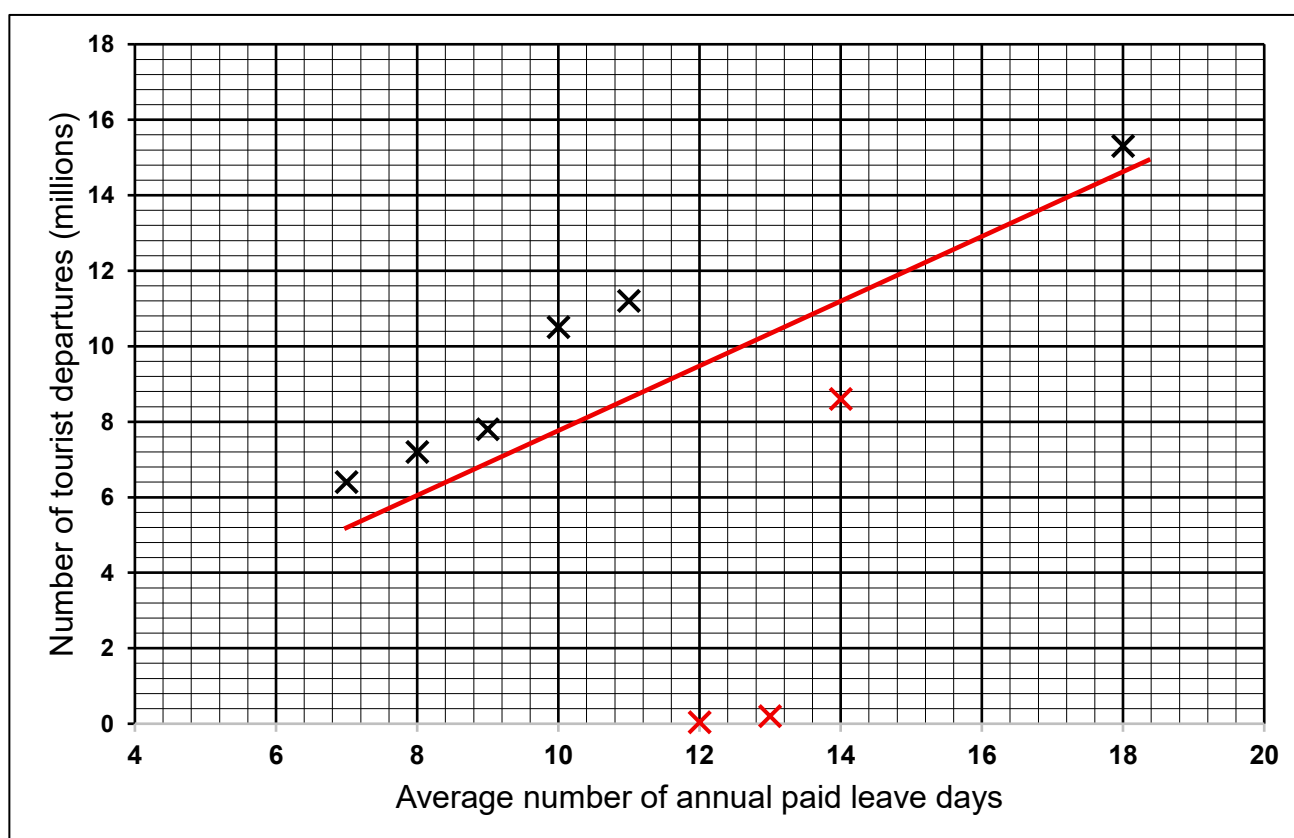


Fig. 2.1

Award 1m for 2 correctly plotted data, 2m for all 3 data points correctly plotted.
Award 1m for a reasonably drawn trendline.

- (c) Study Fig. 2.2 (Insert), which shows a sign placed near a tourist attraction in Singapore.

- With reference to Fig. 2.2, explain how the sign helps Singapore achieve sustainable tourism development. [2]

		Award 1 mark for each valid explanation of how the sign helps Singapore achieve sustainable tourism development, up to a maximum of 2 marks. Possible responses include: • The sign helps to <u>preserve biodiversity and protect marine life.</u> • It also prevents <u>environmental degradation of water bodies and surrounding areas that can be caused by fishing</u> • It also <u>encourages responsible tourist behaviour</u> by <u>highlighting consequences such as a fine.</u> • It may also assist in <u>maintaining scenic quality and cleanliness of the area</u> for future visitors. <i>Accept other plausible explanations.</i>	
		Explain the role of international organisations in influencing sustainable tourism development.	[3]
		Award 1 mark for each valid explanation of the role of international organisations in influencing sustainable tourism development, up to a maximum of 3 marks. Possible responses include: • International organisations can offer <u>consultancy to countries on how sustainable tourism development</u> can be achieved. ○ For example, the UNWTO worked with Ha Tay Province in Vietnam to develop a tourism environment in the village, setting up handicraft workshops to generate employment and income. • They also <u>provide financial assistance to different stakeholders</u>, such as tour operators or local governments on developing tourism sustainably. ○ For example, ActionAid International worked with areas in Myanmar to take small groups of tourists on tours, with the revenue going to the locals and community development projects. • <u>Education efforts</u> by the international organisation can also help <u>raise public awareness</u> on how stakeholders can contribute to sustainable tourism development. <i>Accept other plausible explanations.</i>	
			[Total: 15]

3	Cluster 3: Climate	
	(a) Study Fig. 3.1 (Insert), which shows global temperature anomalies for each year from 2013 to 2022. Global temperature anomalies refer to how much hotter each year was compared to the 20th-century average.	
	(i) Describe the trend in global temperature anomalies shown in Fig. 3.1.	[3]
	Award 1 mark for providing the overall trend in global temperature anomalies. Award 1 further mark for providing a specific trend with data from Fig. 3.1., up to 2 additional marks. Possible responses include: • Overall, the global temperature anomaly has increased from 0.62°C in 2013 to 1.10°C in 2022. • There was a slight downward trend from 2016 to 2018, from 0.99°C to 0.85 °C. • The most significant increase was from 2014 to 2015, from 0.65°C to 0.90°C <i>Accept other plausible trends.</i>	
	(ii) Suggest anthropogenic factors that may have contributed to this trend.	[3]
	Award 1 mark for each valid suggestion on anthropogenic factors that may have contributed to this trend, up to a maximum of 3 marks. Answers do not need explicit reference to Fig. 3.1. Possible responses include: • One major factor is the <u>burning of fossil fuels</u> such as coal, oil, and natural gas, which releases large amounts of carbon dioxide into the atmosphere. • <u>Deforestation also contributes by reducing the number of trees that can absorb carbon dioxide.</u> • <u>Industrial activities and urbanisation</u> increase greenhouse gas emissions through energy use and transportation. • <u>Agricultural practices</u>, including livestock farming, release methane, a potent greenhouse gas that intensifies global warming. <i>Accept plausible answers pertaining to the dip in global temperature anomalies as well, such as:</i> • Increased <u>volcanic activity</u> during those years may have released ash and aerosols into the atmosphere, reflecting sunlight and cooling the Earth slightly. Stricter <u>climate regulations or renewable energy efforts</u> in some countries might have also contributed to reduced emissions during that time, although the effect may be small.	

	(b)	‘Changing consumption patterns is the most effective mitigation strategy to reduce greenhouse gas emissions.’ How far do you agree with this statement? Explain your answer with examples.	[9]
Relevant content – Mitigation strategies • Changing consumption patterns • International agreements and cooperations • Low Carbon technologies • Clean/Renewable energy sources.			
Level	Marks	Descriptors (marking rubrics)	
3	7 – 9	Develop <u>arguments</u> that support <u>both sides, i.e.</u> changing consumption patterns against other mitigation strategies, of the discussion <u>clearly</u>, using a <u>range of points</u> with <u>good elaboration</u>. <u>Examples</u> of mitigation strategies used by countries or organisations were used to demonstrate a <u>comprehensive understanding</u> of the issue. Examples must also include an understanding of the effectiveness of the mitigation strategy, i.e. how successful was it to reduce greenhouse gas emissions. <u>Evaluation</u> is derived from <u>well-reasoned consideration</u> of the <u>arguments on the effectiveness of the mitigation strategy to reduce greenhouse gas emissions.</u>	
2	4 – 6	Develops arguments that support one side of the discussion well, using one or two points with some elaboration. Examples used demonstrate a good understanding of the issue. Evaluation is well supported by arguments on the effectiveness of the mitigation strategy to reduce greenhouse gas emissions.	
1	1 – 3	Arguments are unclear with limited description or mere listing. No examples provided or examples are generic, Demonstrating a basic understanding of the issue. Evaluation is simple, missing or unclear.	
0	0	No credit worthy response	
		[Total: 15]	

End of Paper

[Turn Over