



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

CANDIDATE
NAME

CLASS

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REGISTER
NUMBER

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CENTRE
NUMBER

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INDEX
NUMBER

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HUMANITIES

Paper 2 Geography

2260/02

Thursday

21 August 2025

1 hour 45 minutes

Candidates answer on the Question Paper.
Additional Materials: Insert

READ THESE INSTRUCTIONS FIRST

Write your name, class and register number on all the work you hand in.
Write in dark blue or black pen.
You may use a HB 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 Question 3.

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.

[Turn over

For Examiners' Use	
Question 1	/14
Question 2	/18
Question 3	/18
Total	/50

This document consists of **16** printed pages and **1** Insert.
Section A

Answer Question 1 **and** Question 2

1 Cluster 1: Geography in Everyday Life

- (a) Study Fig. 1.1 (Insert), which shows some activities planned by the Clementi Residents' Committee to achieve social sustainability in Clementi, an urban neighbourhood in Singapore.

With reference to Fig. 1.1, explain how social sustainability can be achieved in urban neighbourhoods in Singapore.

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

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

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- (c) A group of students in School A wanted to find out if living near school has helped in the punctuality of its students.

They gathered data from their teachers about students' average arrival times in school, downloaded from the automated system that records the students tapping in their attendance with their school identity card at the school gate.

If the automated tapping system fails, the students will manually report their arrival times to their teachers in class.

A sample of 60 students from those who lived at different distances from school was taken.

Study Table 1.1, which shows the number of students, their home distance from school and their punctuality.

Table 1.1
Average Arrival Times of students in School A

	Distance from School
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Punctuality	Below 1 km	1 km – Less than 10 km	More than 10 km	Total Number of Students
Early (More than 10 mins before school)	4	9	10	23
On time (0 mins -10 mins before school starts)	12	9	4	25
Late (After school starts)	4	2	6	12
Total Number of Students	20	20	20	60

- (i) Evaluate the validity of the students' findings.

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- (ii) Using Table 1.1, evaluate how well the data supports the hypothesis that living near school helped in the punctuality of its students.

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2 Cluster 2: Tourism

- (a)** Explain how personal growth leads to the growth of tourism.

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- (b) Study Fig. 2.1, which shows stages of tourism development, with one stage missing in the figure.

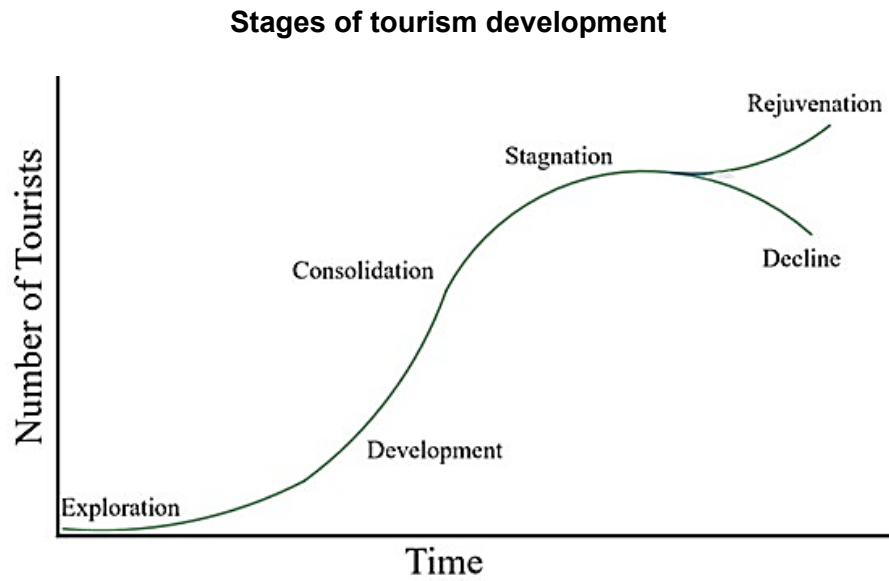


Fig. 2.1

Source: Adapted from

https://commons.wikimedia.org/wiki/File:Butler_Model_of_Tourism_Graph.png

- (i) Using Fig. 2.1, identify the missing stage.

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- (ii) Describe **two** key characteristics of a tourist destination in the 'Stagnation' stage.

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- (c) Study Fig. 2.2, which shows the different personality types of four tourists respectively.

Descriptions of different types of tourists

Tourist	Description of Personality
A	• Prefers own or no schedule/itinerary • Likes to get to know hosts and their unique culture • Prefers secluded/discrete destinations
B	• Prefers travelling with friends, not with unknown tourists • Is able to meet new people, especially hosts • Likes travel that is less organised with some optional activities
C	• Travels only with family and friends • Itinerary arranged to avoid worries, misunderstandings, or over-expenditure • Prefers to revisit favourite destinations and the familiar, relax and enjoy luxury
D	• Prefers to travel with a group of friends • Is generally comfortable with meeting tourists on packaged tours • Likes to go to sun/beach/nightlife destinations that attract tourists in general, where there are crowds and action

Fig. 2.2

Source: Adapted from

https://www.researchgate.net/figure/Tourist-personality-types-and-proposed-associated-tourist-behaviours_tbl1_313646818

- (i) Match the two personality types of travellers to **two** of the tourists based on the description in Fig. 2.2.

Personality Type of Travellers	Tourist
Near Dependable	
Venturer	

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- (ii) Explain how personality characteristics can influence travel patterns.

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Source: Adapted from <https://veranda-resorts.com/en> using GenAI (Copilot. Last Accessed 4 Aug 2025)

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- (c) Study Fig 3.2 which shows the distribution of mangrove trees found in the coastal areas of Florida in 1984 and 2011.

Mangrove trees found in Florida in 1984 and 2011

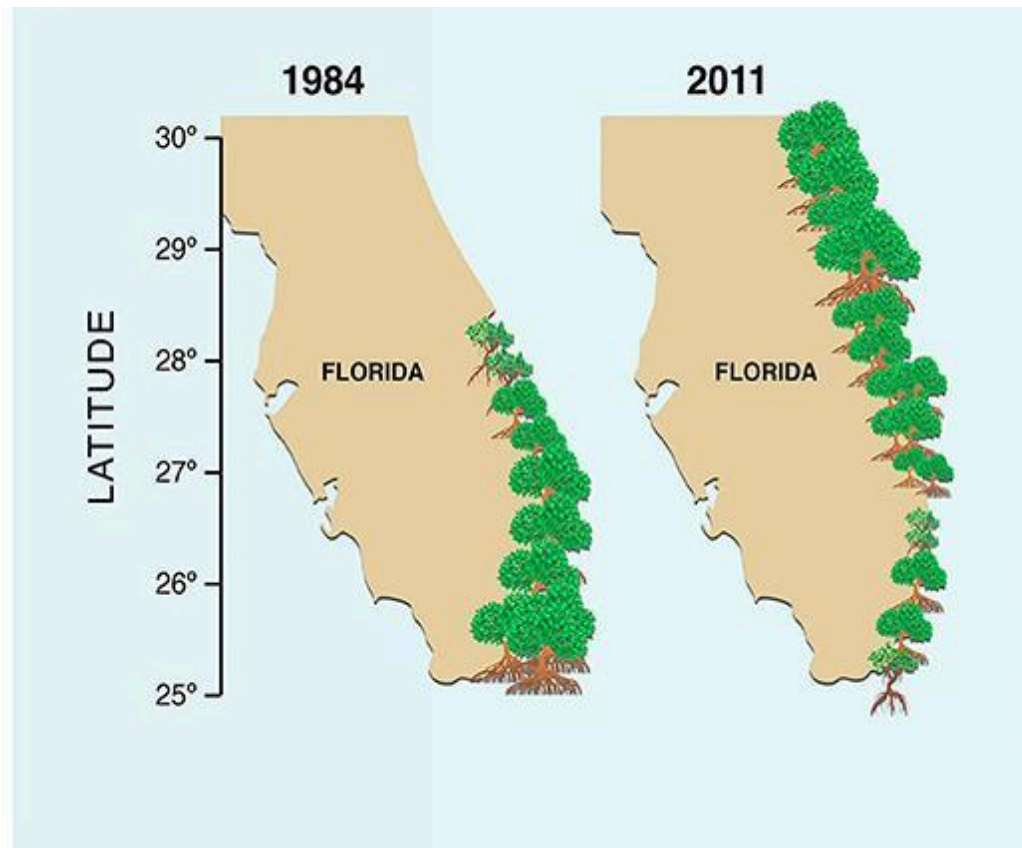


Fig. 3.2

Source: <https://kids.frontiersin.org/articles/10.3389/frym.2023.999231>

- (i) Using Fig. 3.2, describe the change in distribution of mangrove trees in Florida from 1984 to 2011.

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- (ii) With reference to Fig. 3.2, suggest why the distribution of mangrove trees in Florida changed from 1984 to 2011.

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- (iii) Explain how this change in distribution of mangrove trees may affect the ecosystems in the area.

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- (d) Explain why climate risks may vary between countries such as The United States and Bangladesh.

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