



MINISTRY OF EDUCATION, SINGAPORE  
 in collaboration with  
 CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION  
 General Certificate of Education Ordinary Level

CANDIDATE  
 NAME

--

CENTRE  
 NUMBER

S				
---	--	--	--	--

INDEX  
 NUMBER

--	--	--	--

**HUMANITIES**

**2260/02**

Paper 2 Geography  
 SPECIMEN PAPER

**For examination from 2024**

**1 hour 45 minutes**

Candidates answer on the Question Paper.

Additional Materials:     Insert



**READ THESE INSTRUCTIONS FIRST**

Write your Centre number, index number and name on all the work you hand in.  
 Write in dark blue or black pen.  
 You may use an HB pencil for any diagrams or graphs.  
 Do not use staples, paper clips, glue or correction fluid.  
 DO **NOT** WRITE ON ANY BARCODES.

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.

This document consists of **17** printed pages, **1** blank page and **1** Insert.



Singapore Examinations and Assessment Board



Cambridge Assessment  
 International Education

**Section A**

Answer Question 1 **and** Question 2.

**1 Cluster 1: Geography in Everyday Life**

**(a)** Study Fig. 1.1 (Insert), which shows pelicans crossing a road in London, UK.

With reference to Fig. 1.1, explain how local communities and nearby nature areas can negatively affect each other.

.....  
.....  
.....  
..... [2]

**(b)** Study Fig. 1.2 (Insert), showing two precincts in the Clementi Neighbourhood, Singapore.

Using Fig. 1.2, describe the differences between precinct 1 and precinct 2.

.....  
.....  
.....  
.....  
.....  
.....  
..... [3]

**(c)** Study Fig. 1.3 (Insert), which shows a view of part of a city.

**(i)** Identify the hazard shown in Fig. 1.3.

.....  
..... [1]

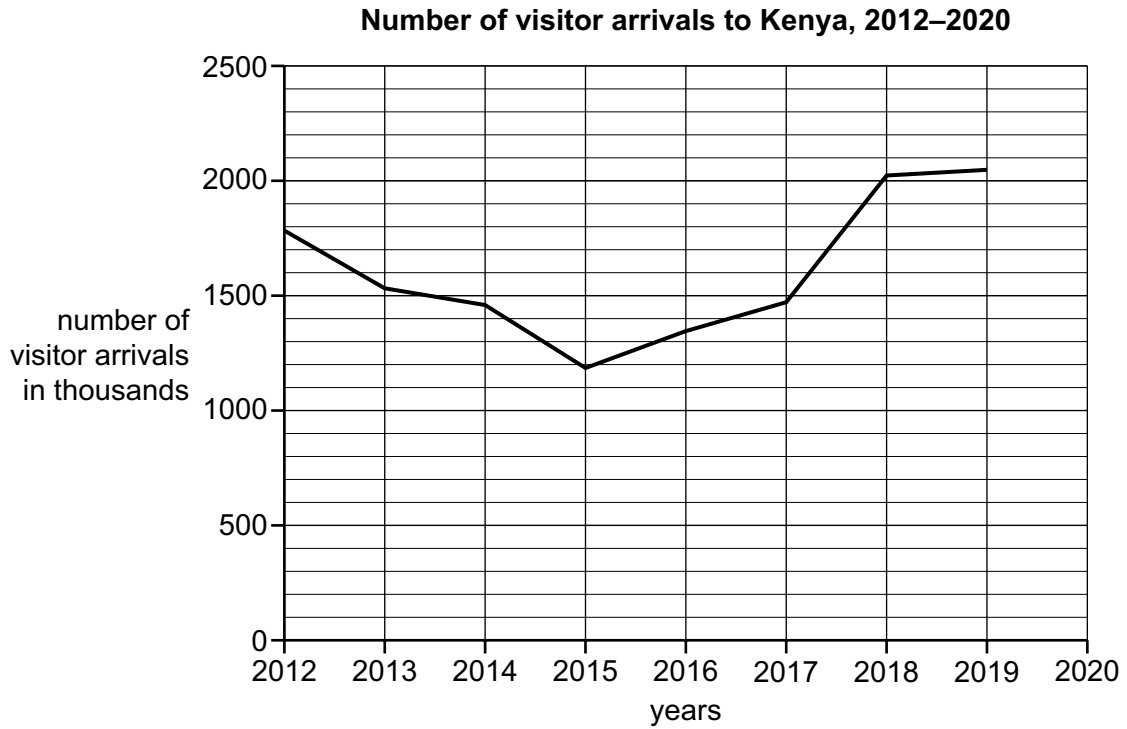
**(ii)** With reference to Fig. 1.3, explain how the hazard shown could affect people in this city.

.....  
.....  
..... [2]





(i) Using Table 2.1, complete the line graph (Fig. 2.1) for visitor arrivals in 2020. [1]



**Fig. 2.1**

(ii) Describe the trend of visitor arrivals to Kenya between 2012 and 2020.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [3]

(c) Study Fig. 2.2 (Insert), which shows a beach in Boracay, the Philippines.

(i) With reference to Fig. 2.2, describe the negative impact of tourism on the natural environment.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [3]

(ii) With reference to Fig. 2.2, suggest why it is difficult to reduce the negative impact of tourism on the natural environment.

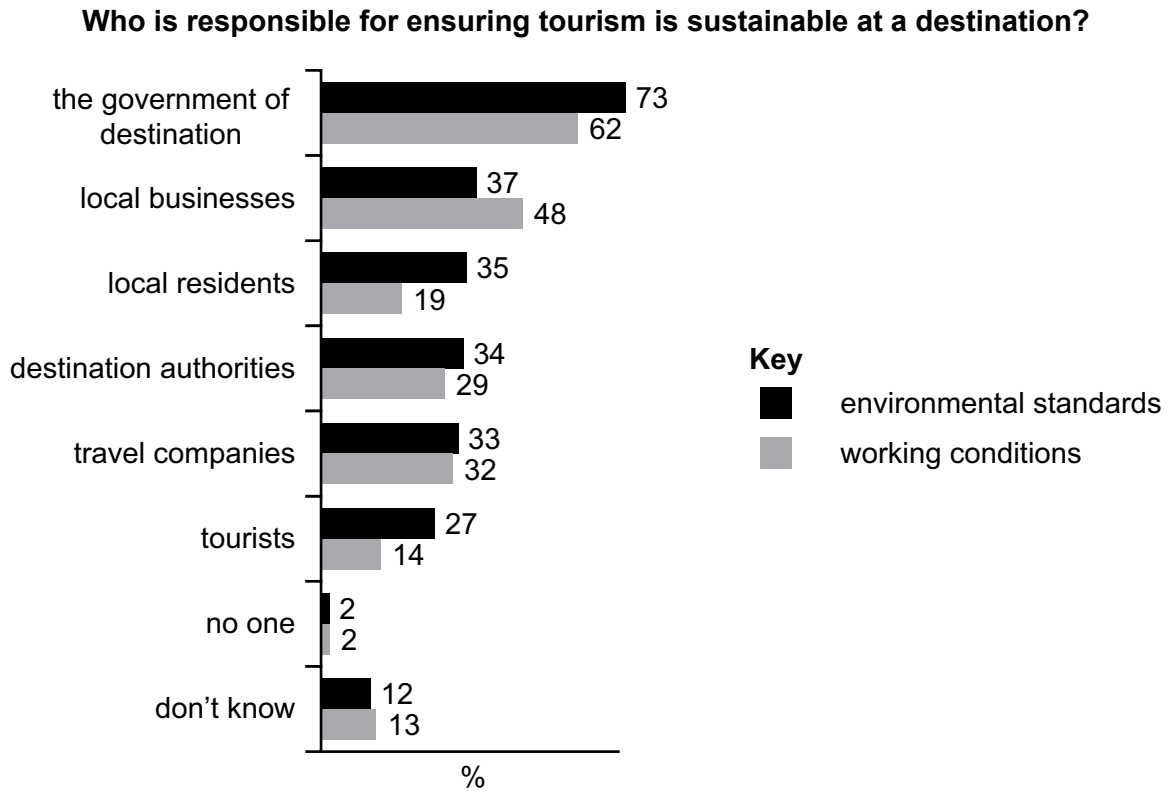
.....

.....

.....

..... [2]

(d) Study Fig. 2.3, which shows the results of a survey with tourists on who they think is responsible for ensuring tourism is sustainable at a destination.



**Fig. 2.3**

(i) With reference to Fig. 2.3, identify the stakeholder who is most responsible for ensuring tourism is sustainable.

..... [1]

(ii) Suggest **two** reasons for your answer in (d)(i).

.....  
 .....  
 .....  
 ..... [2]

(iii) Explain how stakeholders' conflicting priorities and needs could affect sustainable tourism development.

.....  
 .....  
 .....  
 ..... [2]

[Total: 18]

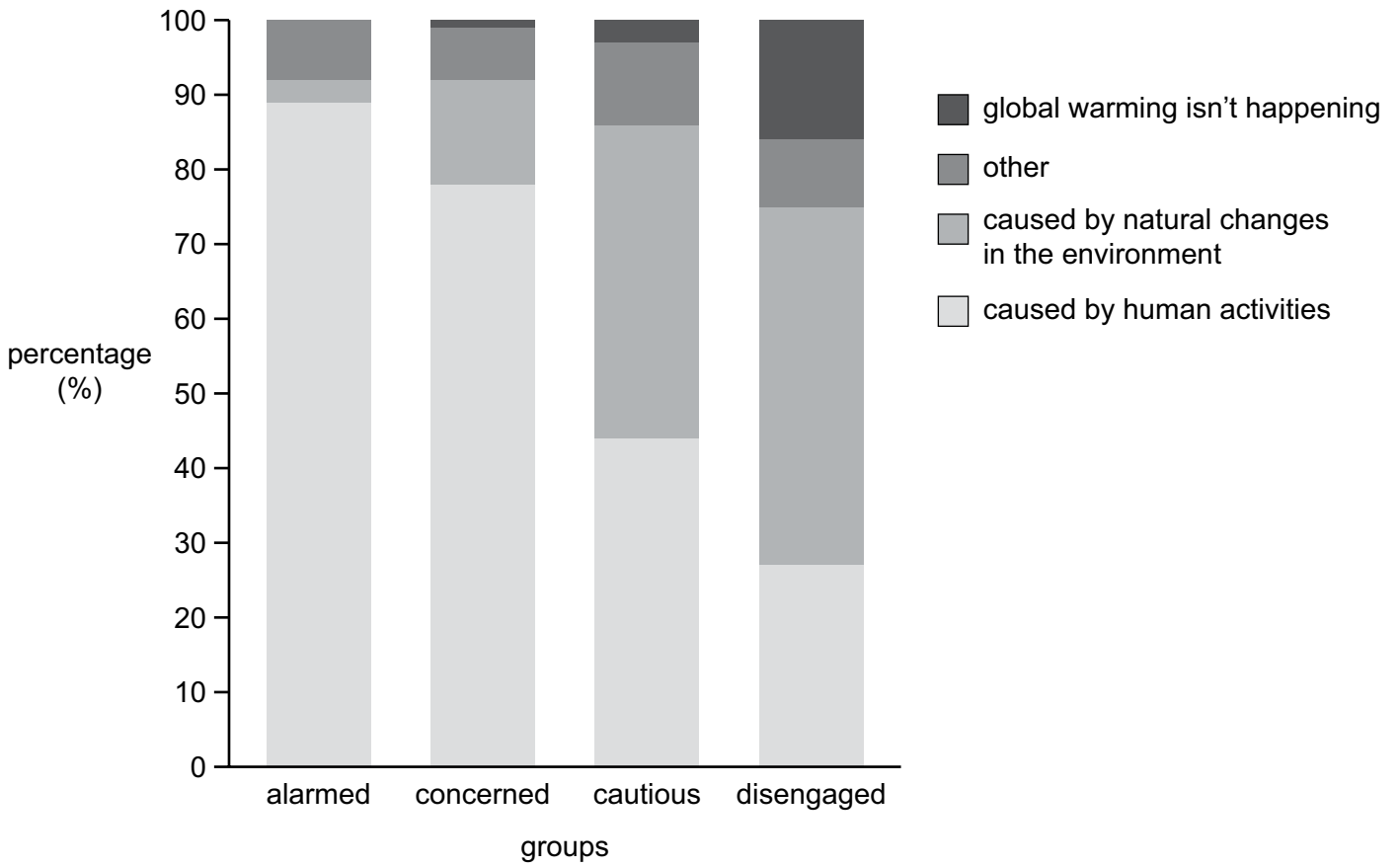
**[Turn over**





(b) Study Fig. 3.2, which shows the perception of global warming among four different groups of Americans.

**Perception of global warming among four different groups of Americans**



**Fig. 3.2**

Using Fig. 3.2, compare the perception of global warming among different groups of Americans.

.....

.....

.....

.....

..... [2]





4 Cluster 4: Tectonics

- (a) Study Fig. 4.1 (Insert), a map showing tectonic plate boundaries and the rate and direction of plate movement.

Using Fig. 4.1, describe the rate of plate movement in different parts of the world.

.....

.....

.....

.....

.....

.....

.....

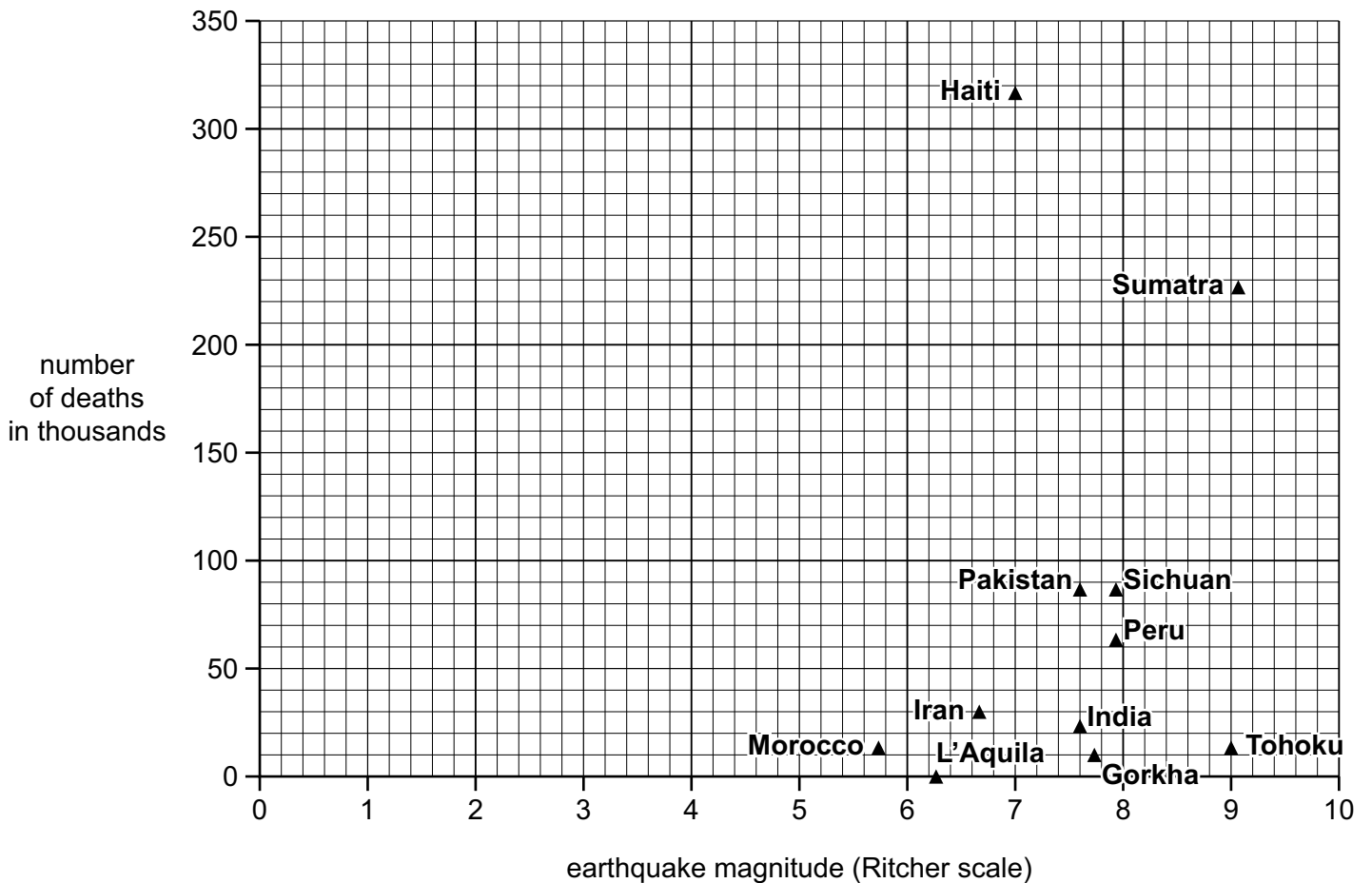
.....

.....

..... [3]

- (b) Study Fig. 4.2, showing selected earthquakes that have occurred since 2000.

**Selected earthquakes that have occurred since 2000**



**Fig. 4.2**

- (i) Using Fig. 4.2, describe the relationship between the earthquake magnitude and the number of deaths.

.....  
.....  
.....  
..... [2]

- (ii) With reference to Fig. 4.2, outline **two** reasons why the number of deaths for earthquakes with similar magnitudes could vary.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
..... [4]











## BLANK PAGE

---

**Copyright Acknowledgements:**

- Question 1 Fig. 1.1 © ref: 2C2TCWH; Avpics/Alamy Stock Photo; *Westminster, London, UK. 18th Jun, 2020. The pelicans that live in St. James's Park decided to take a walk across The Mall*; [www.alamy.com](http://www.alamy.com)
- Question 1 Fig. 1.2 © Courtesy of Zdravko Trivic. "Figure 4. Neighbourhood 2: Clementi—spatial layout and amenities (source: by author)" was first published in Trivic, Zdravko. (2021). *A Study of Older Adults' Perception of High-Density Housing Neighbourhoods in Singapore: Multi-Sensory Perspective. International Journal of Environmental Research and Public Health*, 18(13): 6880. DOI: <https://doi.org/10.3390/ijerph18136880>. The work was published by the MDPI, an open access publisher, based in Basel, Switzerland. This image is freely available at: <https://www.mdpi.com/1660-4601/18/13/6880>. The file is licenced under the Creative Commons Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/>; <https://creativecommons.org/licenses/by/4.0/legalcode>).
- Question 1 Fig. 1.3 © ref: PPPDRH; Anna Ivanova/Alamy Stock Photo; *Poor environment in the city*; [www.alamy.com](http://www.alamy.com)
- Question 2 Table 2.1 © Data from *International visitor arrivals in Kenya from 2010 to 2020*; Statista; <https://www.statista.com/statistics/1140047/international-visitor-arrivals-in-kenya/>
- Question 2 Fig. 2.1 © Data from *International visitor arrivals in Kenya from 2010 to 2020*; Statista; <https://www.statista.com/statistics/1140047/international-visitor-arrivals-in-kenya/>
- Question 2 Fig. 2.2 © Johnny Lieu; *Philippines temporarily closes popular holiday island to tourists due to pollution*; <https://mashable.com/article/boracay-philippines-garbage-closure>; 5 April 2018
- Question 2 Fig. 2.3 © *Belief on who should be responsible for ensuring sustainable tourism at a destination (%)*; BVA BDRC; <https://www.bva-bdrc.com/opinions/cares-sustainable-tourism/>
- Question 3 Fig. 3.1 © Map from Berkeley Earth; <http://berkeleyearth.org/2019-temperatures/>
- Question 3 Fig. 3.2 © *Perceptions of the Causes of Global Warming*; <https://climatecommunication.yale.edu/visualizations-data/perceptions-of-the-causes-of-global-warming/>
- Question 4 Fig. 4.2 © EM-DAT, CRED / UCLouvain, Brussels, Belgium – [www.emdat.be](http://www.emdat.be)

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.