



MINISTRY OF EDUCATION, SINGAPORE  
in collaboration with  
CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION  
General Certificate of Education Advanced Level  
Higher 1

# GEOGRAPHY

8834/01

Paper 1

For examination from 2024

SPECIMEN PAPER

3 hours

Additional Materials: Insert

## READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.  
Write your Centre number, index number and name on the work you hand in.  
Write in dark blue or black pen on both sides of the paper.  
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 Question 1 in **Section A**.  
Answer both questions in **Section B**.  
Answer **two** questions in **Section C**.

At the end of the examination, fasten all your work securely together.  
The number of marks is given in brackets [ ] at the end of each question or part question.

This document consists of 4 printed pages.



Singapore Examinations and Assessment Board



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## Section A

## Cluster 2 Fieldwork

- 1 A group of four students from Burswood carried out fieldwork to investigate the needs of the elderly living in urban neighbourhoods. They focused on the factors affecting the elderly's perception of safety in Burswood, a residential neighbourhood in Auckland, New Zealand. The hypothesis for their investigation was:

'Residents aged 65 and above do not feel safe in public areas in Burswood.'

With the help of their family members, they recruited 20 participants aged between 69 and 72, and administered a questionnaire using telephone calls to collect the following data:

- Personal information
- Daily activities of the elderly
- Perception of safety at locations in Burswood

Then, a face-to-face interview was conducted separately with two other participants to compare their experiences in Burswood.

Finally, they visited two of the locations featured in the questionnaire – Bunnings Warehouse Botany and Burswood Park, noting down relevant characteristics.

Resource 1 shows the map of Burswood, Auckland. Resource 2 shows photographs of Bunnings Warehouse Botany and Burswood Park. Resource 3 shows selected results of the questionnaire survey.

- (a) Explain why this hypothesis is appropriate for the investigation. [3]
- (b) With reference to Resources 1 and 2, suggest how the students could minimise potential risks when visiting Bunnings Warehouse Botany and Burswood Park. [4]
- (c) Explain three criteria the students could use to select participants for their face-to-face interview. [3]
- (d) Explain why it is good to administer the questionnaires before conducting the face-to-face interviews and visiting the locations. [5]
- (e) Using Resource 3, describe how the elderly perceive safety in their local area. [5]
- (f) Evaluate the students' investigation of elderly perception of safety in Burswood. [10]

**Section B****Cluster 1 Sustainable Future and Climate Change**Answer **both** questions

- 2** Resource 4 shows a photograph of a landfill site near Nottingham in the UK. Resource 5 shows non-hazardous solid waste generation by selected regions. Resource 6 is a fact file about Sub-Saharan Africa.
- (a) Using two examples, explain how non-hazardous solid waste could become a potential resource. [3]
- (b) Explain how greenhouse gases from the burning of non-hazardous solid waste could impact the environment negatively. [4]
- (c) With reference to Resource 4, describe the tension between using landfills to manage non-hazardous solid waste and liveability. [5]
- (d) Compare non-hazardous solid waste generation between Sub-Saharan Africa and North America shown in Resource 5. [4]
- (e) With reference to Resource 6, suggest why non-hazardous waste generation in Sub-Saharan Africa is likely to increase in the future. [6]
- 3** Resource 7 shows changes in carbon dioxide in atmosphere and human carbon dioxide emissions between 1880 and 2010. Resource 8 is a graph showing changes to solar output and global temperature averages. Resource 9 shows annual average temperature change over parts of Asia-Pacific region (1968–2006) relative to the average temperature (1960–1990).
- (a) Explain how a change in solar output could result in temperature variability. [4]
- (b) Describe two changes in carbon dioxide in the atmosphere and two changes in human carbon dioxide emissions between 1880 and 2010 shown in Resource 7. [4]
- (c) Describe two insights that ice cores provide about past climates. [4]
- (d) With reference to Resources 7 and 8, explain why contemporary climate change is likely to have been caused by human activity. [5]
- (e) Describe the temperature variability in the Asia-Pacific region over the period 1968 to 2006 shown in Resource 9. [5]

**Section C**

Answer **two** questions

- 4 Evaluate the success of the strategies used to address the issues faced by women living in cities. [13]
- 5 'Political challenges are the main barrier to implementing strategies to respond to climate change'.  
Evaluate this statement. [13]
- 6 Evaluate the impact of climate change on liveability in cities. [13]

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