



MINISTRY OF EDUCATION, SINGAPORE  
in collaboration with  
CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION  
General Certificate of Education Normal (Academic) Level

CANDIDATE  
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## GEOGRAPHY

**2246/01**

Paper 1

**For examination from 2024**

SPECIMEN PAPER

**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 in the spaces at the top of this page.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams, graphs or rough working.

Do not use staples, paper clips, glue or correction fluid.

**DO NOT WRITE ON ANY BARCODES.**

Answer **all** questions.

The number of marks is given in brackets [ ] at the end of each question or part question.

All questions in this paper carry equal marks.

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



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

**Cluster 1: Geography In Everyday Life**

A class of students from a school in Exeter, a small city in the UK, wanted to test the hypothesis:

*‘People have only limited knowledge about global warming and what they can do about it.’*

To do this they decided to devise a closed-ended questionnaire. As a homework task, students were asked to use the internet to find out about global warming in order that they could suggest questions for the questionnaire.

- 1 (a) State **two** pieces of information that the students could refer to on the internet to find out more about global warming.

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..... [2]

- (b) The final questionnaire that was agreed upon after class discussion is shown in Fig. 1.1 (Insert). It was decided that the questionnaire survey should be carried out on a Saturday in the school holidays.

Explain why it is a good time to carry out a questionnaire survey on a Saturday in the school holidays.

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..... [1]

(c) They aimed to interview 180 people, with each group of students interviewing 18 people. Their teacher instructed each group of students to interview an equal number of males and females and an equal number from each of the following age groups:

- 0–17 years old
- 18–50 years old, and
- 51 years old and above.

They selected their samples by interviewing people randomly using random number tables. They were to continue this until they had completed their 18 interviews.

Explain the advantages of the students' sampling method.

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- (d) The students were asked to complete a risk assessment. The risk assessment filled out by one of the groups is shown in Table 1.1.

Table 1.1

## Risk assessment

hazard	likelihood of encountering hazard	severity of hazard	degree of risk	management
exposure to sun/extreme temperatures	3	3	9	wear sunglasses and apply sun cream
caught in heavy rainfall	3	2	6	take a raincoat
being run over by a vehicle	3	5	15	do not wear earphones and cross the road at a pedestrian crossing
slipping/tripping/falling	2	2	4	wear suitable footwear and be vigilant
building collapse	1	5	5	stay clear of run-down sites and keep away from scaffolds at construction sites
risk of causing offence	4	3	12	be polite and accept if people do not want to be interviewed
getting lost or isolated	2	2	4	

**Understanding risk assessment**

*Likelihood of encountering hazard: 1 (little chance) to 5 (greatest chance)*

*Severity of hazard: 1 (least severe) to 5 (most severe)*

*Degree of risk = likelihood of encountering hazard X severity of hazard*

- (i) Identify the hazard with the greatest risk shown in Table 1.1.

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- (ii) With reference to Table 1.1, suggest **two** ways to manage the hazard of 'getting lost or isolated'.

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[2]

- (e) The results for Questions 1–4 in the questionnaire are shown in Table 1.2. This data is presented using a series of comparative bar graphs in Fig. 1.2.

**Table 1.2**

**Results for Questions 1–4**

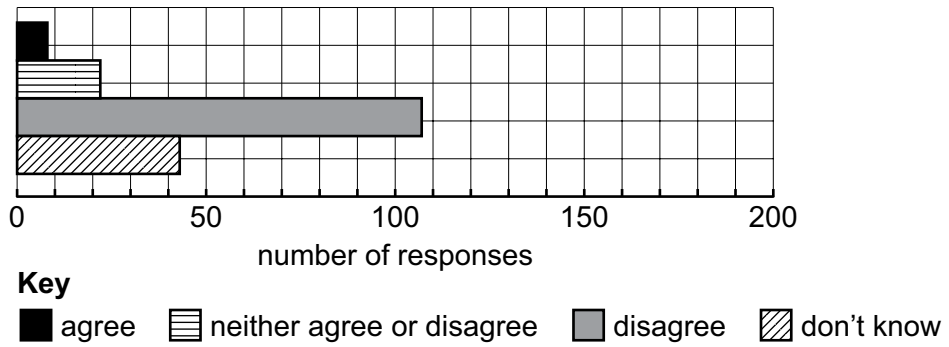
1 There is no connection between global warming and the burning of fossil fuels.		2 How much do you think British people care about global warming?	
agree	8	a lot	34
neither agree or disagree	22	some	48
disagree	107	little	70
don't know	43	not at all	28
3 How should the country deal with global warming?		4 Do you believe that you can help slow down global warming?	
can't do anything	37	yes	105
mitigate its effects	48		
adapt to its effects	60	no	75
let other countries deal with it	35		

Using Table 1.2, complete the bar graph for Question 3 in Fig. 1.2.

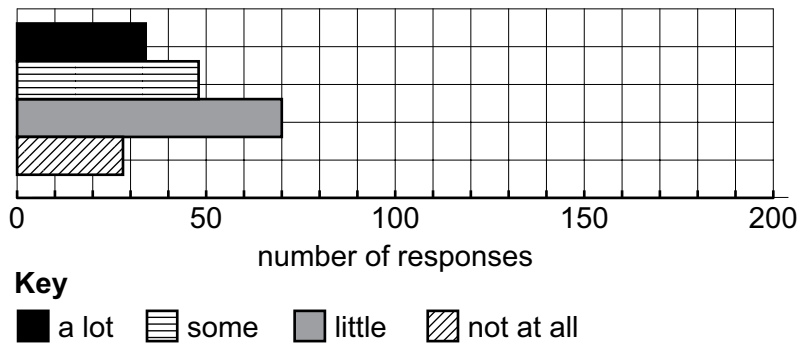
[2]

### Comparative bar graphs to show the results for Questions 1–4 of the global warming questionnaire

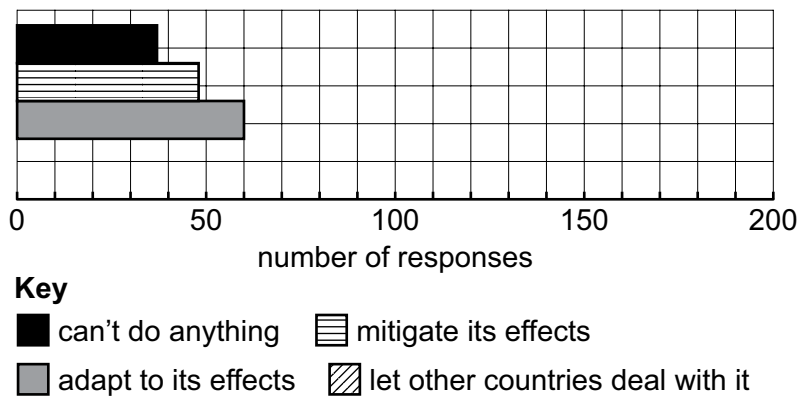
Question 1. There is no connection between global warming and the burning of fossil fuels.



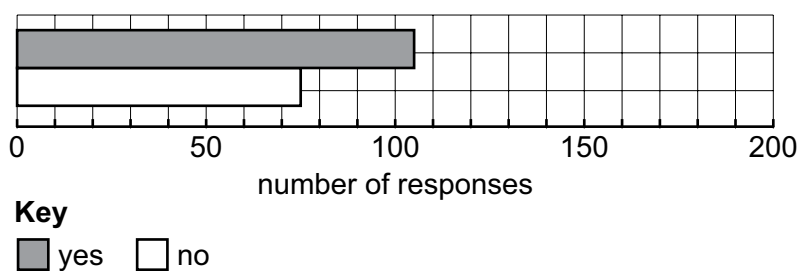
Question 2. How much do you think British people care about global warming?



Question 3. How should the country deal with global warming?



Question 4. Do you believe that you can help slow down global warming?



**Fig. 1.2**

(f) Study Table 1.3, which shows the data from Question 5 of the questionnaire.

**Table 1.3**  
**Results for Question 5**

activity \ reason *	number of people					
	convenience	save money	protect the environment	for my health	moral obligation	total for activity
walk or cycle to work/school	14	16	14	15	1	60
use public transport	27	3	22	1	2	55
turn off lights you're not using	7	37	34	0	10	88
recycle glass/plastic/paper	3	0	64	0	48	115
buy energy efficient light bulbs	3	15	22	0	8	48
use renewable energy e.g. solar	0	5	6	1	0	12
take part in a campaign about the environment	0	0	8	0	1	9
average	7.7	10.9	24.3	2.4		

\* participants do **not** have to give a reason

Using Table 1.3, calculate the average value for 'moral obligation'.

..... [1]

(g) Using Fig. 1.2 and Table 1.3, explain how the data rejects the hypothesis below:

*'People have only limited knowledge about global warming and what they can do about it.'*

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(h) Table 1.4 shows the results for Question 6 of the questionnaire.

**Table 1.4**  
**Results for Question 6**

region	number of people
Africa	53
Antarctica	43
Australia, New Zealand and South Pacific islands	6
Central America and The Caribbean	4
Europe	17
Greenland	28
Middle East and West Asia	2
North America	12
North and East Asia	1
South America	6
Southeast Asia	8

(i) With reference to Table 1.4, describe how the data could be presented on a world map.

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(ii) With reference to Fig. 1.1 (Insert), evaluate the validity of the findings.

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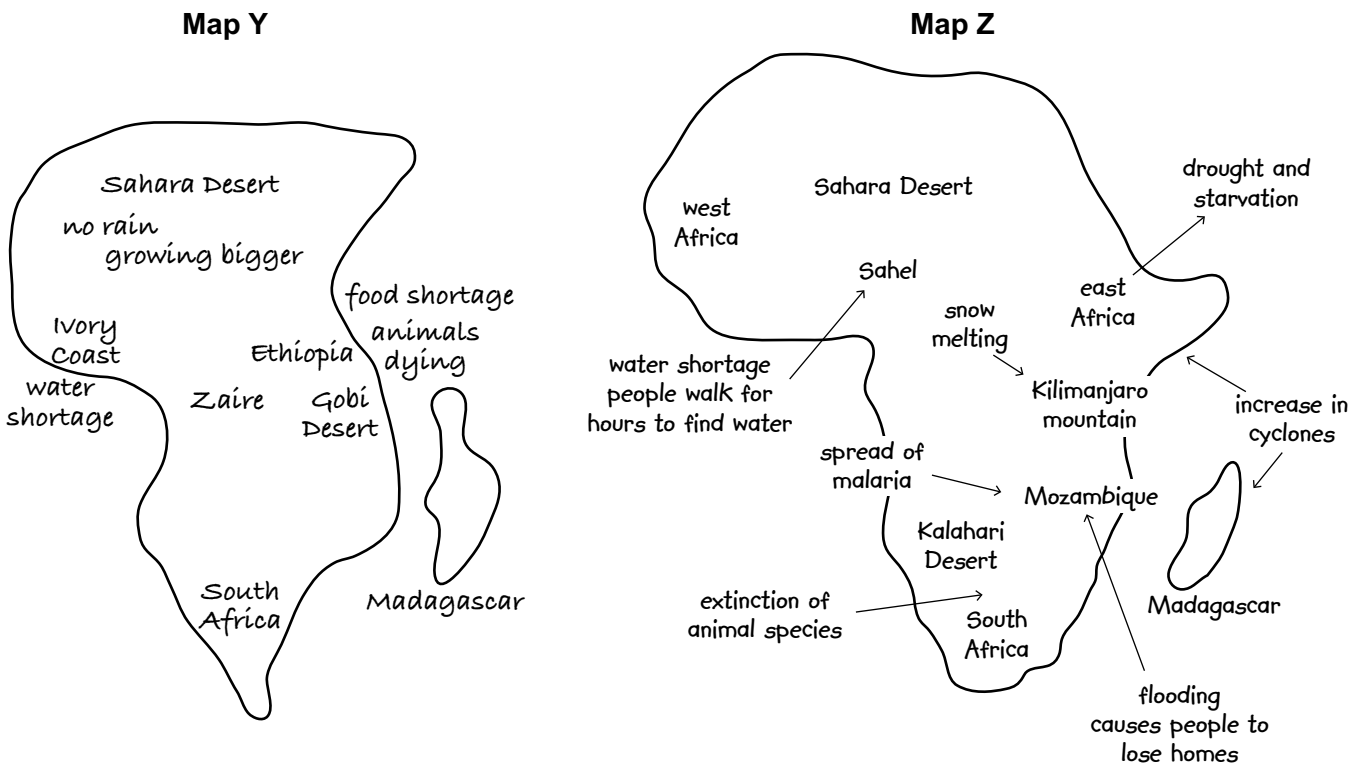
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(i) To get a better picture of people’s knowledge of global warming, interviewees were asked to draw mental maps of the region they had selected in Question 6. They were also asked to locate where the impacts were worst. Two mental maps of Africa are shown in Fig. 1.3.

**Mental maps of Africa**



**Fig. 1.3**

(i) Describe **two** differences between the two maps shown in Fig. 1.3.

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(ii) With reference to Fig. 1.3, suggest **one** reason for the differences between the two maps.

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**[Total: 25 marks]**

Cluster 2: Tourism

- 2 (a) Study Fig. 2.1, which shows Costa Rica's national parks which make up 12.5% of the country's land area.

Costa Rica's national parks

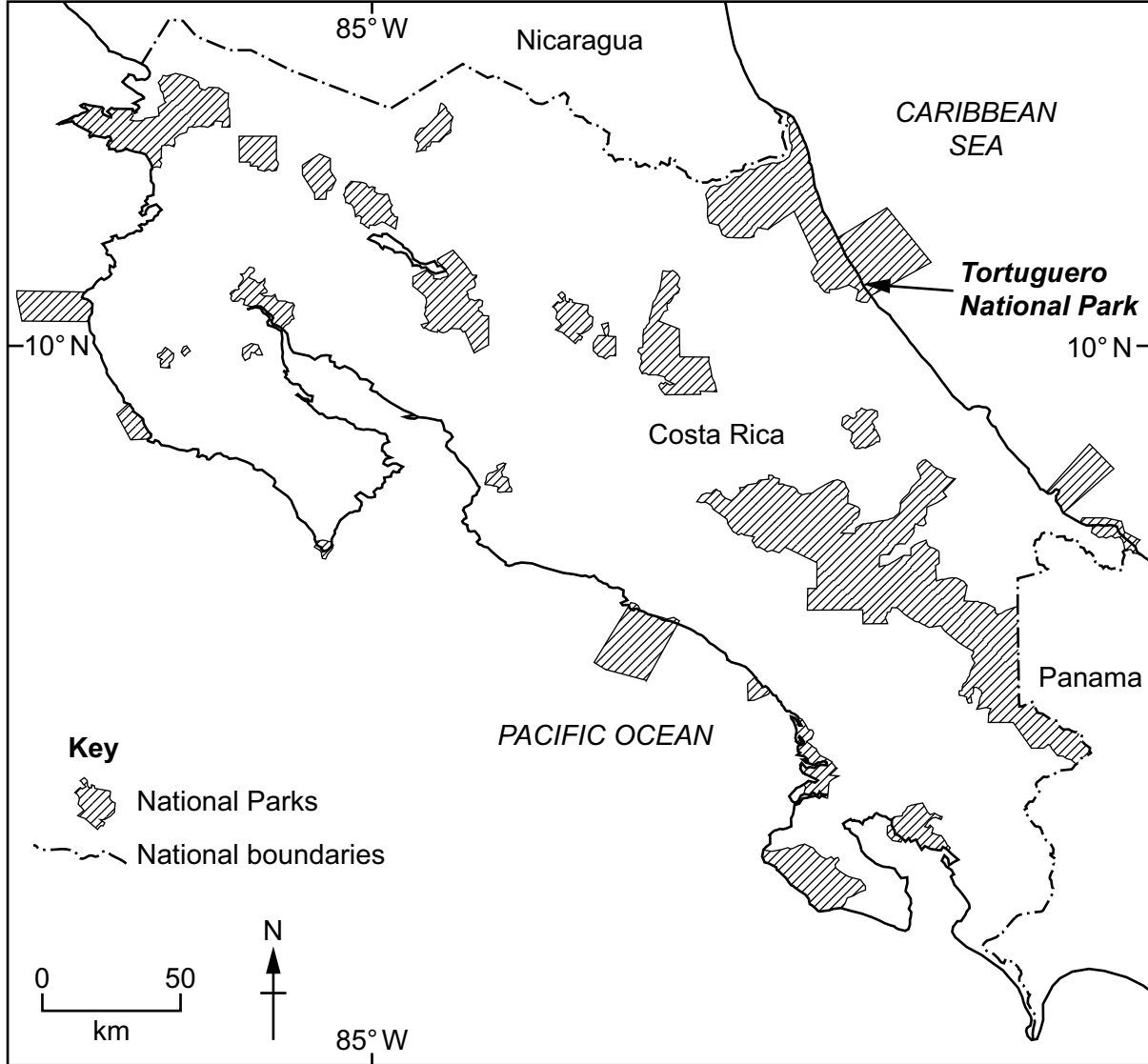


Fig. 2.1

- (i) Using Fig. 2.1, describe the distribution of national parks in Costa Rica.

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- (ii) Study Fig. 2.2 (Insert), which shows a map and information about the Tortuguero National Park and its immediate area.

Using Fig. 2.2, suggest why Tortuguero National Park is ideal for ecotourism.

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- (iii) Suggest why a venturer would spend a holiday in Tortuguero National Park.

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- (iv) With reference to Fig. 2.2, describe how ecotourism can benefit the local community economically.

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(b) With reference to Fig. 2.3 (Insert), explain how tourism development can negatively affect:

(i) natural environments

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(ii) society.

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Additional page

If you use the following lined pages to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

Lined writing area with 30 horizontal dashed lines for providing answers.

