

Sample Answers for 2026 O Level Elective Geography (2260/02)
by ThatGeographyTeacher, Bernice Loon

2260/02/O/N/26

1 Cluster 1: Geography in Everyday Life

- 1 (a) (i) Using Figure 1.1, describe how Singaporeans could play a part in environmental stewardship efforts. [2]
- Singaporeans could **volunteer** for waterway and coastal clean-ups, as shown by the people **collecting litter** in Figure 1.1, to **remove waste** and **prevent pollution** of aquatic habitats. [1]
 - They could **join Waterways Watch Society activities** or **donate** to support **environmental protection**, helping sustain community efforts to care for waterways. [1]
- (a) (ii) Suggest how communities and nearby nature areas interact with each other. [2]
- Nearby nature areas provide communities with **recreational spaces** for activities such as walking and birdwatching, supporting **physical and mental well-being** and strengthening residents' attachment to the area. [1]
 - Communities can influence nearby nature areas through their actions: **conservation and clean-ups protect habitats**, while **littering** or trampling vegetation can **damage ecosystems**. [1]
- (b) (i) Suggest how the traditional performance in Hawaii shown in Figure 1.2 could affect the community's sense of place. [3]
- The traditional performance allows residents to experience and celebrate their **shared cultural heritage**, strengthening their **cultural identity** and pride in Hawaii. [1]
 - Taking part in or watching the performance with others creates **shared experiences and memories**, deepening their **emotional attachment** to the place. [1]
 - The gathering brings members of the community together and helps **pass traditions to younger generations**, strengthening social bonds and a **sense of belonging**. [1]
- (b) (ii) With reference to Table 1.1, suggest one reason why most fond memories are formed at HDB blocks and precinct facilities. [1]
- As HDB blocks and precinct facilities are part of residents' **everyday living environment**, **frequent interactions** with neighbours and family there create meaningful shared experiences and fond memories; they account for **30.8%** in Table 1.1. [1]
- (c) (i) Using Figure 1.3, evaluate how satisfied HDB residents are with their neighbourhoods. [3]
- Overall, residents are **highly satisfied**, with **at least 75.7%** satisfied across all 11 aspects of their neighbourhoods. [1]
 - Satisfaction is greatest for walkability to transport hubs (**98.0%**), spaciousness of housing estates (**97.6%**) and walkability to shops (**97.4%**). [1]
 - However, satisfaction is noticeably **lower for noise (75.7%)** and **cleanliness (77.4%)**, suggesting that these aspects have greater **room for improvement**. [1]

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- (c) (ii) Evaluate the validity of the data shown in Table 1.2. [3]
- The data covers **relevant indicators** such as cleanliness, safety, accessibility, noise and amenities and uses the **same five-point satisfaction scale**, allowing comparison across aspects of neighbourhood quality. [1]
 - However, interviewing **only people who looked friendly at one playground** is convenience or judgement sampling. These respondents **may not represent** residents with different experiences elsewhere in the neighbourhood, reducing validity. [1]
 - Surveys were conducted **only on one Friday**, in the morning and afternoon. **Residents at work or school may be excluded**, so the 60 responses may not represent the wider community. Interviews at **multiple locations, days and times** using more representative sampling would strengthen validity. [1]

Total for Question 1: 14 marks

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2 Cluster 2: Tourism

- 2 (a) (i) Using Figure 2.1, identify one push factor. [1]
- A **stressful working environment**. [1]
- (a) (ii) Explain how a tourist's decision to travel is influenced by different combinations of push-pull factors. [2]
- **Push factors**, such as a **stressful working environment** or a lack of recreational opportunities, create a **desire to leave** one's usual environment for relaxation or leisure. [1]
 - **Pull factors**, such as **places of scenic beauty**, special events or tourist facilities, influence **which destination** the tourist chooses. Different tourists may be attracted by different destinations depending on their needs and motivations. [1]
- (b) Using Figure 2.2, describe how this section of coastline shows the characteristics of destinations at the exploration stage of the tourism destination development cycle. [2]
- The coast has distinctive, largely **natural scenery**, including steep **coastal cliffs**, a **waterfall** and open green landscapes, suggesting an attraction that has **not been extensively developed** for tourism. [1]
 - The map shows a **small settlement** at Gásadalur and **few roads and trails**, with **little visible dedicated tourism infrastructure**, consistent with limited accessibility and low visitor numbers at the exploration stage. [1]
- (c) (i) Using Figure 2.3, describe the variations in formal employment between the different tourism sectors in the European Union. [2]
- Formal employment is **highest in air transport at 94%**, followed by travel agencies at **90%** and tourism services at **86%**. [1]
 - Accommodation has the **lowest** proportion of formal employment at **78%**, which is **16 percentage points** below air transport. [1]
- (c) (ii) Explain how employment in tourism sectors can bring about positive economic impacts. [2]
- Tourism **creates jobs** in accommodation, transport, travel agencies and related services, providing wages that **increase household income** and spending power. [1]
 - Workers' spending on goods and services **supports other local businesses**, creating further employment and income through the **multiplier effect**. [1]
- (d) "Ecotourism is the most effective way to achieve sustainable tourism development." How far do you agree with this statement? Explain your answer. [9]

Sample Answer

Agree: Environmental protection and local benefits

- Ecotourism can support sustainable tourism development because it emphasises responsible travel to natural areas, **environmental conservation** and **benefits for**

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local communities. For example, carefully managed ecotourism in protected forests can generate park fees and income for local guides. Such revenue can **fund habitat protection** and provide **alternative livelihoods** that reduce dependence on environmentally damaging activities. Guided visits and visitor education can also encourage tourists to respect wildlife and minimise waste. Thus, where **visitor numbers are managed**, ecotourism can strengthen environmental sustainability while supporting local economies.

Counterpoint: Limits of ecotourism

- However, ecotourism is **not automatically sustainable**. Travelling to remote natural destinations can produce **carbon emissions**, while excessive visitation can cause trampling, **wildlife disturbance**, water consumption and waste. If tourist revenue is controlled by outside companies, local communities may receive **few benefits**. Even a destination promoted as ecotourism can become unsustainable if **carrying capacity** is exceeded or effective regulations are absent.

Counterpoint: Wider tourism management

- Other strategies may have a greater overall impact, particularly in heavily visited urban or coastal destinations. Governments can **regulate land use and visitor numbers**, improve **public transport and waste management**, impose environmental standards on accommodation, and **involve local residents** in planning. These measures apply to mass tourism as well as nature-based tourism, and can therefore address environmental, social and economic impacts on a **wider scale**.

Conclusion

- I agree to a **small extent**. Ecotourism is valuable where natural ecosystems are the main attraction and local communities benefit directly, but it is **not necessarily the most effective** approach for every destination. Sustainable tourism development requires **environmental protection, economic opportunities and the well-being of host communities** to be considered together. The most effective strategy depends on the destination's characteristics and combines responsible tourism with **strong planning, regulation and community participation**.

Total for Question 2: 18 marks

SECTION B

3 Cluster 3: Climate

- 3 (a) Using Figure 3.1, describe the global distribution of cool temperate climates. [3]
- Cool temperate climates are mainly found in the **middle latitudes**, away from the Equator, especially in the **Northern Hemisphere**. [1]
 - They occur across parts of **Europe** and in parts of **eastern Asia**, including areas around northeastern China and Japan. [1]
 - Smaller areas are also shown in the **Southern Hemisphere**, including parts of **southern South America** and **southeastern Australia**, indicating an **uneven global distribution**. [1]
- (b) Explain how the natural process shown in Figure 3.2 causes climate variability. [3]
- Figure 3.2 shows a long-term variation in Earth's **axial tilt (obliquity)**, between about **22.5° and 24.5°**. [1]
 - When the tilt is **greater**, a hemisphere tilted towards the Sun receives **more intense summer insolation** and has **more pronounced seasonal temperature differences**, particularly at higher latitudes. [1]
 - When the tilt is **smaller**, the **contrast between summer and winter insolation is reduced**, producing milder seasonal differences over long timescales and contributing to **natural climate variability**. [1]
- (c) (i) Explain the formation of a sea breeze. [4]
- During the day, **land heats up more quickly** than the sea because land has a **lower specific heat capacity**. [1]
 - Air above the warmer land is heated, becomes **less dense and rises**, creating an area of relatively **low pressure** at the surface. [1]
 - Air over the **cooler sea** remains relatively cool and dense, creating relatively **high surface pressure**. [1]
 - Air moves at the surface from the **higher-pressure sea towards the lower-pressure land**, forming a **sea breeze**, while air returns seawards at a higher altitude. [1]
- (c) (ii) Using Figure 3.3, describe the relationship between temperature and wind speed. [3]
- There is a **generally positive relationship**: as temperature rises from the early morning towards early afternoon, **wind speed also tends to increase**. [1]
 - For example, temperature increases from about **14–15°C** at 06:00 to about **22–23°C** at 14:00, while wind speed generally rises from about **0.5 m/s** to approximately **1.2 m/s** over the same period. [1]
 - However, the **peaks do not occur at exactly the same time**: wind speed reaches around **1.5 m/s near 13:00**, before temperature peaks around **14:00**. Both generally decline later in the day. [1]

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- (d) With reference to Figure 3.4, explain how such national and regional adaptation strategies can help to build a community's resilience to climate change. [5]
- Myanmar's **climate-smart agriculture**, livestock and fisheries measures can help farmers adjust to changing rainfall and temperatures, **reducing crop losses** and protecting food supplies and livelihoods. [1]
 - Myanmar's **climate risk management**, health and education measures can improve **early warning, preparedness** and public awareness, helping communities respond more effectively to climate-related hazards. [1]
 - Singapore's measures to **protect coasts and alleviate floods** can **reduce exposure** of homes and infrastructure to sea-level rise, coastal flooding and heavy rainfall. [1]
 - Singapore's focus on **water supplies, food security** and **resilient public health** strengthens essential services, allowing communities to cope better with climate-related disruptions. [1]
 - Regional **ASEAN cooperation** on sustainable water management and water-security technologies enables countries to **share expertise** and coordinate responses to transboundary challenges, improving long-term **adaptive capacity**. [1]

Total for Question 3: 18 marks

4 Cluster 4: Tectonics

- 4 (a) With reference to Figure 4.1, explain how convection currents cause tectonic plate movement. [3]
- Heat from Earth's interior causes mantle material to become **hotter and less dense**, so it **rises** towards the crust. [1]
 - As the material spreads beneath the tectonic plates, it **cools**, becomes **denser and sinks** back into the mantle, forming circulating **convection currents**. [1]
 - The movement of mantle material exerts **drag on the plates** above, contributing to their **movement apart** at rising currents and towards each other where currents **converge**. [1]
- (b) (i) Explain the formation of a stratovolcano. [4]
- At a **convergent plate boundary**, the denser oceanic plate is **subducted** beneath another plate. [1]
 - Water released from the descending slab **lowers the melting point** of the overlying mantle, causing **partial melting** and the formation of **magma**. [1]
 - Magma **rises through fractures** in the crust and erupts at the surface, sometimes **explosively** because the magma is relatively **viscous and gas-rich**. [1]
 - Successive eruptions deposit **alternating layers of lava and ash** or other pyroclastic material, gradually building a **steep-sided**, cone-shaped **stratovolcano**. [1]
- (b) (ii) Using Figure 4.2, describe the impacts of the eruption of Mount Pinatubo on surrounding areas. [3]
- A **huge ash plume** rose high into the atmosphere and spread above the surrounding area, creating hazardous **ash fall** and **reducing visibility and air quality**. [1]
 - The lower photograph shows **buildings and roofs damaged or destroyed**, indicating considerable **damage to settlements** and property. [1]
 - Large areas, including roads and open spaces, were **covered by thick volcanic deposits, disrupting transport and daily activities** and potentially displacing residents. [1]
- (c) Using Figure 4.3, describe the global distribution of earthquakes. [3]
- Earthquakes are **unevenly distributed** and are concentrated in **long, narrow belts** along tectonic **plate boundaries** rather than being spread uniformly across the world. [1]
 - Many earthquakes occur around the **margins of the Pacific Ocean**, including western North and South America and the area around Japan, the Philippines and Indonesia, forming the **Pacific Ring of Fire**. [1]
 - Other earthquake belts are found along the **Mid-Atlantic Ridge** and across the **Mediterranean–Himalayan region**, while **fewer occur in the interiors** of major plates. [1]

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- (d) Using Table 4.1, explain how the data shows that the time an earthquake strikes does not impact the disaster risk of earthquakes. [5]
- Earthquakes occurring at almost the **same time of night** had vastly different death tolls. The 2019 Peru earthquake at 02:41 caused **2 deaths**, while the 2009 L'Aquila earthquake at 03:32 caused **308**. [1]
 - The 2010 Chile earthquake struck at **03:34** and caused **525 deaths**, whereas the 2023 Turkey earthquake struck at **04:17** and caused **66,872 deaths**, despite both occurring in the early morning. [1]
 - Earthquakes occurring in the afternoon also had different death tolls: Tohoku, Japan in 2011 at **14:46** caused **19,300 deaths**, while Noto, Japan in 2024 at **16:10** caused **242**. [1]
 - This suggests that other factors, such as earthquake magnitude and **associated hazards**, can have greater influence. For example, the **magnitude 9.0** Tohoku event caused far more deaths than the **magnitude 7.5** Noto earthquake. [1]
 - The level of **exposure and vulnerability**, including population density, **building quality**, tsunami risk and **emergency preparedness**, also affects disaster risk. Therefore, Table 4.1 suggests that **time of occurrence alone does not determine** the death toll, but **cannot prove** that time has no effect at all. [1]

Total for Question 4: 18 marks