



**Catholic Junior College**  
**JC2 Preliminary Examinations**  
**Higher 2**

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**GEOGRAPHY**

**9751/02**

**Paper 2**

**23 Aug 2017**

**3 hours**

Additional Materials: Answer Paper  
1 Insert

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**READ THESE INSTRUCTIONS FIRST**

Write your class and name on all 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, graphs or rough working.  
Do not use staples, paper clips, highlighters, glue or correction fluid.

Candidates answer **all** questions.

The Insert contains all the Resources referred to in the questions.  
You should make reference to appropriate examples studied in the field or the classroom, even where such examples are not specifically requested by the question.  
Diagram and sketch maps should be drawn whenever they serve to illustrate an answer.  
The world outline map may be annotated and handed in with relevant answers.  
You are reminded of the need for good English and clear presentation in your answers.

At the end of the examination, you are to hand in **each question separately**.  
The number of marks is given in brackets [ ] at the end of each question or part question.

**Start each question on a fresh sheet of paper. You will hand in each question separately.**

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## Section A

### Theme 4: Geographical Investigations

#### Urban Liveability in Taman Jurong

- 1 A group of ten 18-year-old students from Singapore wanted to examine liveability of residents in the neighbourhood of Taman Jurong, Singapore. They were allocated two days for their field investigations, which was conducted on a Saturday and a Sunday during the first week of their school holidays in June.

They conducted a questionnaire survey with 40 residents of Taman Jurong and asked questions regarding their satisfaction of their neighbourhood amenities and efficiency of transportation network. The students stood at the entrance of Taman Jurong shopping centre and approached people to take their survey through systematic sampling. Where appropriate, the question items in the survey used an even-point Likert scale. The statements for the Likert sections were perceptual and experiential and respondents were asked to specify their level of agreement or disagreement; there was no neutral option. However, as a few of their respondents were illiterate and only spoke Chinese, the students had to translate the survey questions for them on the spot.

The students also used Google Maps for reference to mark out amenities found in Taman Jurong on a blank map.

Resource 1 shows a landuse map of amenities in Taman Jurong as indicated by the students. Resource 2 shows the profile of survey respondents from Taman Jurong. Resource 3 shows the survey results of the respondents' general satisfaction of their neighbourhood amenities and infrastructure. Resource 4 shows the survey results of the efficiency of transportation network in Taman Jurong.

- (a) With reference to Resource 1 and 2, suggest a suitable hypothesis for the students' investigation and state three reasons why the hypothesis is a suitable one. [4]
- (b) The group concluded that the data collected for their questionnaire survey may not have been completely reliable and/or accurate. [7]

Explain why this is so and suggest how the data collection process of the students' geographical investigation could be improved.

- (c) Identify two potential risks you may encounter while carrying out the investigation and propose suitable ways of minimising these risks. [4]
- (d) Suggest two limitations of the data representation method shown in Resource 3 and explain how the data representation method could be improved. [4]
- (e) Explain why the questionnaire survey results as shown in Resource 2, 3 and 4 may be insufficient in determining the liveability of residents in Taman Jurong. [6]

## **Section B**

### **Theme 1: Tropical Environments**

- 2** Resource 5 shows climographs at different locations in Africa. Resource 6 shows the global distribution of major world's deserts and their associated climatic influence. Resource 7 shows a particular landform in the Sahara Desert near In Salah.
- (a)** Compare the climatic characteristics of In Salah, Dori and Tabou as shown in Resource 5. [4]
- (b)** With reference to Resource 6, briefly explain the reasons for the aridity of deserts found in the African continent. [4]
- (c)** With reference to Resources 6, account for the distribution of loess in Africa. [6]
- (d)** Describe the key features of the landforms shown in Resource 7. [4]
- (e)** Explain the conditions that are necessary for the formation of the landforms shown in Resource 7. [7]

## **Theme 2: Development, Economy and Environment**

### **Global Production Network of BMW**

- 3** BMW is a German luxury vehicle, motorcycle, and engine manufacturing company founded in 1916. BMW operates 31 production and assembly facilities in 14 countries and has a global sales network in more than 140 countries.

Resource 8 shows BMW's operations in the European Union (EU) and Association of Southeast Asian Nations (ASEAN) countries. Resource 9 shows BMW's key automobile markets in 2016 and some characteristics of selected countries that BMW is located in. Resource 10 shows BMW group's locations worldwide. Resource 11 shows BMW group's locations in Europe.

- (a) With reference to Resource 8, name the country in which BMW's HQ is located. [1]
- (b) Compare BMW's operations in Eastern Bavaria, Germany, with their operations in Rayong, Thailand. Support your answer with evidence from Resource 8. [6]
- (c) With reference to Resource 9, explain the likely reasons for BMW's production locations outside the EU. [5]
- (d) With reference to Resource 9, 10 and 11, explain the 'New International Division of Labour'. [4]
- (e) With reference to Resource 9, 10 and 11, to what extent would you consider BMW a 'transnational corporation'? [9]

### **Theme 3 – Sustainable Development**

#### **Alternative Energy in Japan**

- 4** Previously one of the world's largest producers of nuclear-generated electricity, Japan has relied heavily on imported fossil fuels following the meltdown at Fukushima Dai-ichi due to the 2011 Tōhoku earthquake and tsunami.

Resource 12 shows Japan's net electricity generation by fuel type from 2000-2013. Resource 13 shows the generating capacity of nuclear power plants in major countries. Resource 14 shows the distribution of nuclear plants in Japan.

- (a)** With reference to Resource 12, describe changes in contribution to electricity generation by fossil fuels between 2010 and 2013. [3]
- (b)** With reference to Resource 12, explain the likely issues that Japan may face if it continues with the energy mix in 2013. [6]
- (c)** With reference to Resource 13, compare Japan's current nuclear power generation capacity with other developed countries in the world in 2015. [3]
- (d)** With reference to Resource 14, describe the distribution of operating nuclear plants in Japan. [4]
- (e)** Using Resource 12, 13, 14 and your own knowledge, recommend whether Japan should continue to invest in nuclear energy. [9]

\*\*\*\* END OF PAPER \*\*\*\*