SINGAPORE SPORTS SCHOOL
Learned Champions with Character

SINGAPORE SPORTS SCHOOL PRELIMINARY EXAMINATIONS 2021 SECONDARY 4 EXPRESS

CANDIDATE NAME

CLASS

INDEX NUMBER

HUMANITIES (GEOGRAPHY)

2272/02

25 Aug 2021

1 hour 40 minutes

Additional materials:
INSERT
4 pieces of writing paper

READ THESE INSTRUCTIONS FIRST

Write in a dark blue or black pen.
Write all answers in the spaces provided.
Do not use paper clips, highlighters, glue, or correction fluid.

For Examiner's Use	
Section A	**/ 13**
Section B	**/ 12**
Section C	**/ 25**
Total	**/ 50**

Section A
Answer **one** question.

Section B

Answer **one** question.

Section C
Answer **one** question.

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

This document consists of **6** printed pages.

Section A
Answer ONE question

1 A group of students were tasked to carry out a microclimate investigation in a park near their school. They carried out their primary data collection over 1 week, recording their data at 12 noon each day at one particular site within the park.

Table 1 below shows the temperature and relative humidity data they collected.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Maximum temp (°C)	30	33	30	35	32	33	34
Minimum temp (°C)	27	26	25	27	26	24	29
Average temp (°C)	28.5	28.5	27.5	31	29	28.5	31.5
Relative humidity (%)	70	68	76	70	72	71	67

Table 1

(a) State the day which had the largest temperature range. [1]

(b) Suggest **one** advantage and **one** disadvantage of using primary data for their investigation. [2]

(c) Identify the weather instrument (besides a weather tracker) used to collect relative humidity data. Describe how this instrument should be used to collect data accurately. [4]

(d) Craft a possible hypothesis that the students could have used to guide their investigation and using evidence from Table 1, comment on its validity. [3]

(e) Suggest possible improvements the students could make to ensure their investigation would be more reliable. [3]

2(a) A group of students wanted to investigate if the F1 Grand Prix was a major tourist attraction to Singapore. They decided to conduct a questionnaire survey with tourists arriving into Singapore using the following hypothesis:

"The main reason for tourists visiting Singapore is for the F1 Grand Prix."

They conducted their survey with 500 tourists at the arrival hall of Terminal 3 at Changi Airport the weekend before the race began. Table 2 shows a collation of their results.

Question: What is your main reason for visiting Singapore?

	Reasons for visiting Singapore			
	F1 Grand Prix	**Shopping**	**Business**	**Sight Seeing**
Saturday	65	100	87	54
Sunday	75	70	13	36
Total	140	170	100	90

Table 2

(a) Calculate the percentage of tourists visiting Singapore for the F1 Grand Prix. [1]

(b) To select the tourists to survey, the students decided to use a random sampling. Describe how the students conducted the survey and state **one** advantage of using this sampling method. [3]

(c) Describe how the students could represent the results in Table 2 using a suitable graph. [4]

(d) The students wanted to further find out about the possible environmental impacts of the F1 Grand Prix.

(i) Describe **one** possible environmental impact that might arise due to the F1 Grand Prix. [2]

(ii) Describe a method the students could make use of to investigate the environmental impact around the Marina Bay area where the F1 Grand Prix would be taking place. [3]

Section B
Answer ONE question.

3(a) Using an example, explain why people are attracted to visit places of conflict. [4]

(b) "Human activities like agriculture are the main causes of climate change."

To what extent is this statement true? Give examples to support your answer. [8]

4(a) Using an example, explain how diurnal temperature range of a location is affected by cloud cover. [4]

(b) "The most severe impact of climate change is rising sea levels."

To what extent is this statement true? Give examples to support your answer. [8]

Section C

Answer ONE question.

5(a) Fig. 2 **(INSERT)** shows the plate movements and plate boundaries around the Atlantic Ocean. Fig. 3 **(INSERT)** shows sea floor spreading along the location A within the Atlantic Ocean.

(i) Using Fig. 2, explain the processes and resultant landforms found at plate boundary A. [6]

(ii) With reference to Fig. 3, describe and explain how the age of rocks change moving away from plate boundary A. [3]

(b) Fig 4 is an extract from a news article about a magnitude 6.2 earthquake that struck Sulawesi Province in Indonesia on 15 January 2021.

> Indonesian rescuers have retrieved more bodies from the rubble of homes and buildings toppled by a 6.2 magnitude earthquake, raising the death toll to 56 on Sunday, while military engineers managed to reopen ruptured roads to clear access for relief goods. Thousands were left homeless and more than 800 have been injured, more than half still receiving treatment for serious injuries. A total of 47 people died in Mamuju and 9 in Majene. The toll could still rise.
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> Cargo planes carrying food, tents, blankets and other supplies from Jakarta landed late on Friday for distribution in temporary shelters. Thousands of people spent the night in the open fearing aftershocks and a possible tsunami.
>
> *Source: https://www.theguardian.com/world/2021/jan/16/indonesia-earthquake-rescuers-hampered-by-damaged-infrastructure-after-dozens-killed*

Fig. 4

(i) Using Fig. 4 and studies you have made, describe the risks of living in earthquake prone areas. [4]

(ii) Using Fig. 4 and studies you have made, explain why short-term response measures are important in mitigating the impacts of earthquakes. [4]

(c) "People should avoid living in areas prone to volcanic activities at all costs."

Do you agree with this statement? Use examples to support your answer. [8]

6(a) Study Fig. 5 **(INSERT)** which shows the formation of the Andes fold mountain range.

Using Fig. 5, explain how the Andes fold mountain range was formed. [4]

(b) Fig. 6 **(INSERT)** shows the predicted tsunami wave heights and its path after the magnitude 8.9 earthquake that occurred in Tohoku, Japan in 2011.

Explain why a tsunami occurs, and using Fig. 6, describe the path of the tsunami and its predicted wave heights. [6]

(c) Fig. 7 shows the changes in food consumption for selected Asian countries from 1997 to 2017.

Changes in daily caloric intake for selected Asian countries (Kcal/person/day)

Country	Year		
	1997	2007	2017
Cambodia	1895	2388	2472
Hong Kong	3127	3246	3358
Japan	2938	2817	2697
Bangladesh	2096	2417	2596
Vietnam	1986	2548	2938

Source: https://ourworldindata.org/food-supply

Fig. 7

(i) Compare the changes in daily caloric intake among the selected countries from 1997 to 2017. [3]

(ii) Suggest reasons for the changes in food consumption as shown in Fig. 7. [4]

(d) "The impacts brought about by inadequate food consumption is greater on less developed countries (LDCs) than on developed countries (DCs)."

Do you agree with this statement? Use examples to support your answer. [8]

End of Paper

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PRELIMINARY EXAMINATIONS 2021
SECONDARY 4 EXPRESS

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INDEX NUMBER

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HUMANITIES (GEOGRAPHY)

2272/02

25 Aug 2021

INSERT

Duration: 1 hour 40 min

READ THESE INSTRUCTIONS FIRST

This Insert contains Figs. 2 and 3 for Qn 5(a), Fig. 5 for Qn 6(a) and Fig. 6 for Qn 6(b).

This document consists of **3** printed pages.

[Turn over

Fig. 2 for Qn 5(a)

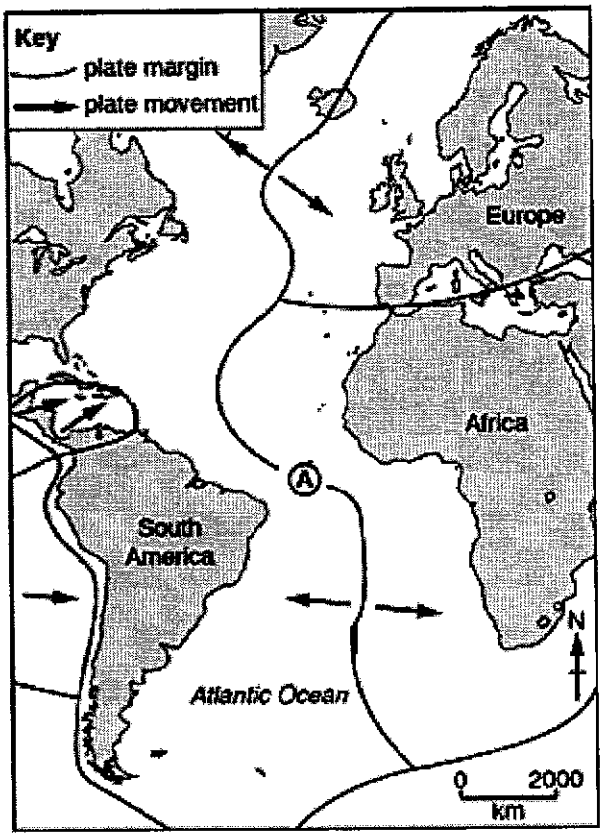


Fig. 3 for Qn 5(a)

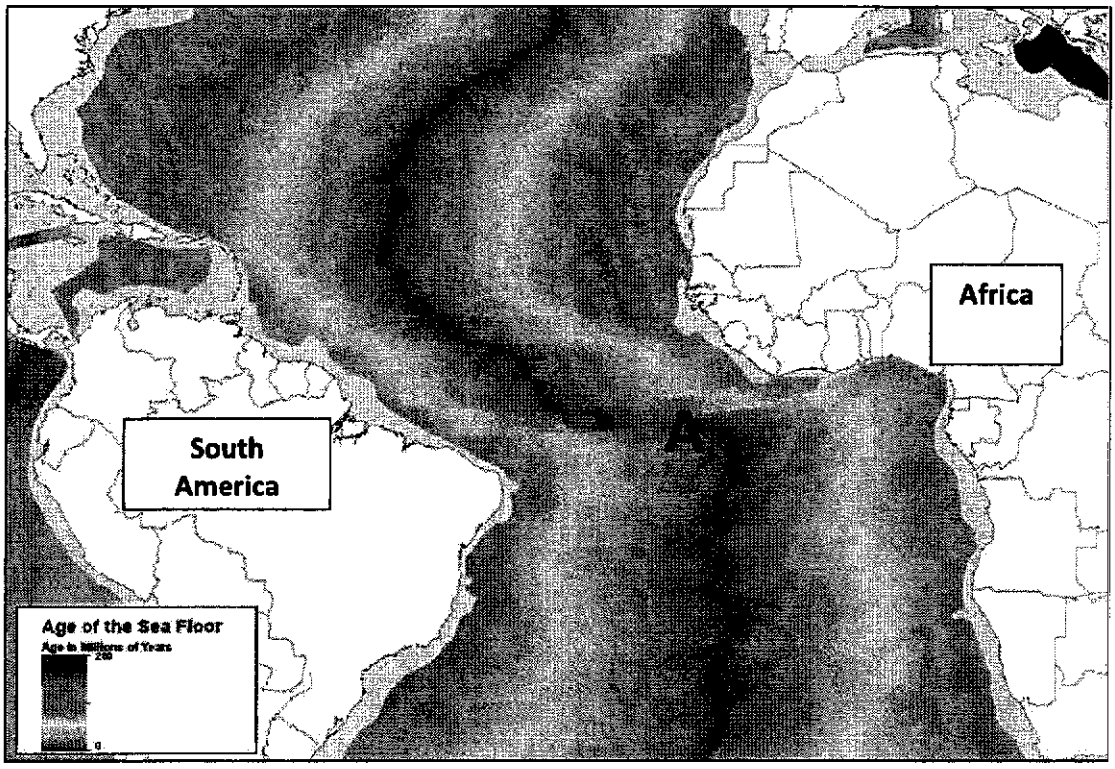


Fig. 5 for Qn 6(a)

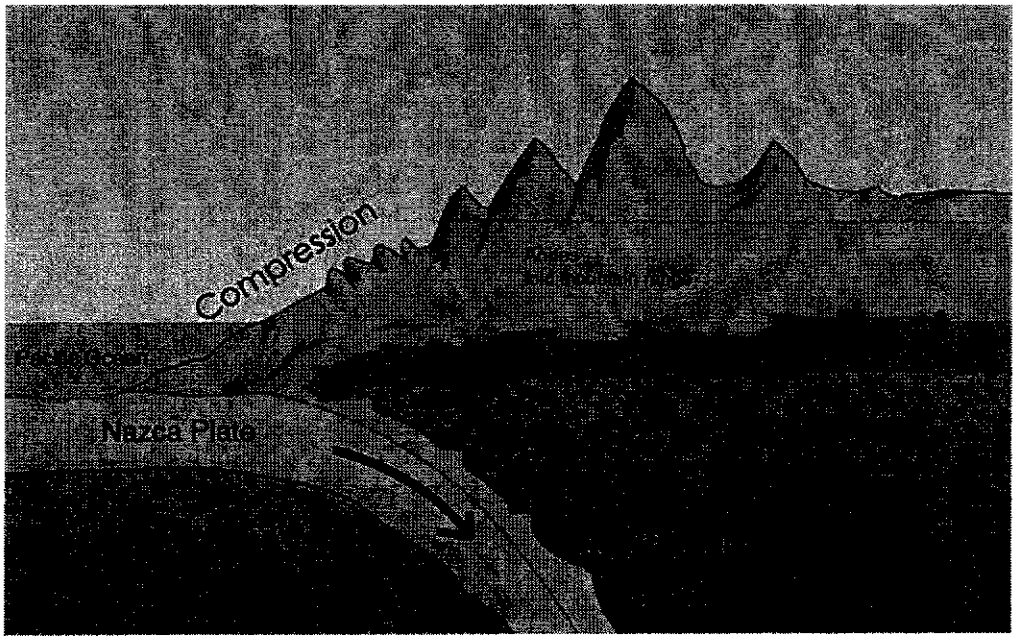
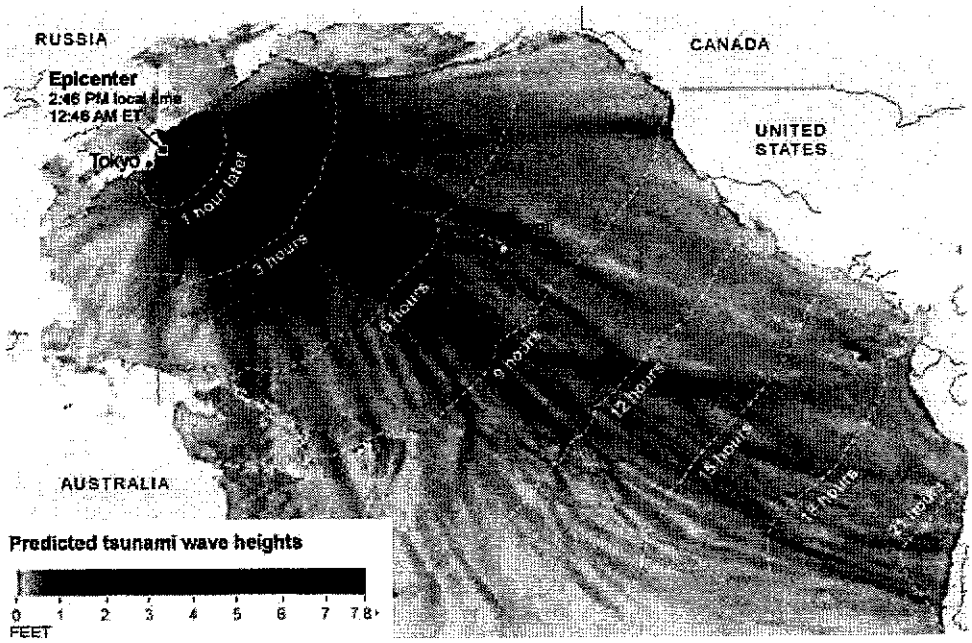


Fig. 6 for Qn 6(b)



Source:https://archive.nytimes.com/www.nytimes.com/interactive/2011/03/11/world/asia/maps-of-earthquake-and-tsunami-damage-in-japan.html?_r=0

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ANSWER KEY

This document consists of **13** printed pages.

Section A
Answer ONE question

1 A group of students were tasked to carry out a microclimate investigation in a park near their school. They carried out their primary data collection over 1 week, recording their data at 12 noon each day at one particular site within the park.

Table 1 below shows the temperature and relative humidity data they collected.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
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Minimum temp (°C)	27	26	25	27	26	24	29
Average temp (°C)	28.5	28.5	27.5	31	29	28.5	31.5
Relative humidity (%)	70	68	76	70	72	71	67

Table 1

(a) State the day which had the largest temperature range. [1]

Day 6 – 9 deg C

(b) Suggest **one** advantage and **one** disadvantage of using primary data for their investigation. [2]

Advantage: students are able to collect data specific to their study/ it is up to date data
Disadvantage: It is time consuming to collect primary data as compared to secondary data
Award 1m for advantage and 1m for disadvantage

(c) Identify the weather instrument (besides a weather tracker) used to collect relative humidity data. Describe how this instrument should be used to collect data accurately. [4]

Instrument: sling psychrometer [1]

How to ensure accurate relative humidity data collection [Award 1m for each valid point to a max of 3m]

- Ensure that the wick of the wet-bulb thermometer is damp
- In an open area, swing the sling psychrometer at a constant rate for about one minute before recording the reading.
- The sling psychrometer should be swung at a distance from the body in order to prevent the body heat from being picked up.
- When reading the thermometer, it should be read at eye level to prevent parallax error.

Accept any point @1m each

(d) Craft a possible hypothesis that the students could have used to guide their investigation and using evidence from Table 1, comment on its validity. [3]

"The higher the temperature, the lower the relative humidity." [1] or any other valid hypothesis.

Comment on its validity:
Eg. The hypothesis is generally valid, for example on Day 7, where the average temperature is highest at 31.5 deg C, the relative humidity is the lowest at 67%, on the other hand, on Day 3,when average temperature is lowest at 27.5 deg C, relative humidity is the highest at 76%. [1]
However, there are anomalies- eg. on Day 1 and 4, when relative humidity on both days is 70%, but average temperatures are different. [1]

Award 1m for valid hypothesis. Can also award marks if students identify that there is no clear relationship between RH and temp as the results are not very consistent.

(d) Suggest possible improvements the students could make to ensure their investigation would be more reliable. [3]

- Students only collected data over a period of 1 week (7 days). They should collect the data at different times of the year as weather conditions change throughout the year.
- The students only recorded data at 12 noon each day. They could increase the number of times they collected their data throughout the day – eg. 0800-1000, 1300-1600 etc.
- Also, the students only carried out their data collection at one particular site which could render their results unreliable as there would be insufficient information about the weather conditions within the entire park. They should increase the number of sample sites to ensure their investigation is more reliable.

Expect a clear identification of the problem which interfered with reliability of the data before improvements are suggested.

2(a) A group of students wanted to investigate if the F1 Grand Prix was a major tourist attraction to Singapore. They decided to conduct a questionnaire survey with tourists arriving into Singapore using the following hypothesis:

"The main reason for tourists visiting Singapore is for the F1 Grand Prix."

They conducted their survey with 500 tourists at the arrival hall of Terminal 3 at Changi Airport the weekend before the race began. Table 2 shows a collation of their results.

Question: What is your main reason for visiting Singapore?

Reasons for visiting Singapore				
	F1 Grand Prix	**Shopping**	**Business**	**Sight Seeing**
Saturday	65	100	87	54
Sunday	75	70	13	36
Total	140	170	100	90

Table 2

(a) Calculate the percentage of tourists visiting Singapore for the F1 Grand Prix. [1]

(140/500) x 100 = 28%

(b) To select the tourists to survey, the students decided to use a random sampling. Describe how the students conducted the survey and state **one** advantage of using this sampling method. [3]

- Students can choose a location to stand outside the gates of the arrival hall.
- and make use of a random number generator to select who will be chosen to do the questionnaire survey.
- One advantage of this method is that there is reduced biasness because anyone has an equal opportunity to be selected to carry out this survey.

(c) Describe how the students could represent the results in Table 2 using a suitable graph. [4]

They can present the information in a comparative bar graph. [1]
x-axis will represent the reasons for visiting Singapore and the y-axis will represent the number of responses. [1]
2 graphs will be drawn for each reason [1] and a
legend will be used to show the colour/design which represents Saturday and Sunday. [1]

(d) The students wanted to further find out about the possible environmental impacts of the F1 Grand Prix.

(i) Describe **one** possible environmental impact that might arise due to the F1 Grand Prix. [2]

Noise pollution – The noise from the racing cars are deafening. The residents nearby will be affected by the noise throughout the night.

Waste of electricity – The whole Marina Bay area will be lit as the F1 race is a night race. As such, a lot of electricity will be used for just 1 night event. A lot of fuel will be burnt which will affect the environment.

Littering – Visitors would litter the place indiscriminately. This would cause the Marina Bay area to be an eye-sore to the public.

(i) Describe a method the students could make use of to investigate the environmental impact around the Marina Bay area where the F1 Grand Prix would be taking place. [3]

Students can conduct an **environmental** bipolar / **environmental** perception survey of Marina Bay. (1 mark).
Indicators of the environmental perceptions could include **ranking visitors' perception of cleanliness** in Marina Bay. (1 mark)
The respondents of the survey would be visitors themselves. The visitors would take a neutral position in judging the impact of increased visitors on the environment of Marina Bay. (1 mark)

Other possible methods could include interviews / questionnaires / newspapers / online searches or reviews by tourists found online.

1 mark to name the method
1 mark to describe method
1 mark to justify method

Section B
Answer ONE question.

3(a) Using an example, explain why people are attracted to visit places of conflict. [4]

- Places of conflicts refer to areas where wars, battles, man-made tragedies and unfavourable political situations have occurred. They are associated with death and tragedy.
- These sites include battlefields, fortifications, museums and memorials at locations that are important in modern history.
- People are attracted to places of conflicts as they usually are the survivors, relatives and friends of those affected, as well as people interested to know more about the event.
- For example, Auschwitz in Poland where tourists can visit a concentration camp developed by the Nazis in World War 2 for Jews and prisoners of war.

Accept any other relevant examples.

(b) "Human activities like agriculture are the main causes of climate change."

To what extent is this statement true? Give examples to support your answer. [8]

Level 1 (0-3m)	• Agrees/disagrees that human activities like agriculture – eg. cattle ranching are main causes of climate change. • Brief description of cattle ranching and how it can lead to climate change – production of methane which is a GHG • No examples provided
Level 2 (4-6m)	• Brief explanation of how human activities like agriculture eg. cattle ranching and 1-2 other causes of climate change, including explaining that besides human activities, there are also natural causes of climate change including variations in solar output and volcanic eruptions. • Vague examples provided.
Level 3 (7-8m)	• Adequate explanation of how human activities like cattle ranching and 1-2 other causes of climate change including natural causes. • Clear and relevant examples provided, well elaborated on.

4(a) Using an example, explain how diurnal temperature range of a location is affected by cloud cover. [4]

- Cloud cover refers to the extent of sky covered by clouds. If a location has more cloud cover, diurnal temperature range is small.
- During a cloudy day, the clouds reflect a large portion of the sun's rays back into space. This keeps the earth's surface cool. At the same time, clouds also absorb heat radiated from the earth's surface. (the clouds prevent the shortwave radiation from penetrating into the earth)
- At night, clouds absorb more of the heat that is radiated from the earth's surface (longwave radiation) and prevents it from escaping back into space. Thus the air near the earth's surface is kept warm at night. This leads to diurnal temperature range being small.
- For example, diurnal temperature range in Singapore is usually small as it is cloudy.

Alternative explanation could be in the desert areas where cloudless skies lead to large diurnal temperature range (Eg. Sahara Desert)

(b) "The most severe impact of climate change is rising sea levels."

To what extent is this statement true? Give examples to support your answer. [8]

Level 1 (0-3m)	• Brief description of rising sea levels as an impact of climate change – melting of glaciers and ice caps/ thermal expansion • No examples provided
Level 2 (4-6m)	• Brief explanation of rising sea levels as an impact of climate and 1-2 other impacts of climate change • Vague examples provided with some argument about which impact is the most severe – on people (coastal communities etc)
Level 3 (7-8m)	• Clear explanation of rising sea levels and 1-2 other impacts of climate change, with clear argument of which is the most severe impact. • Clear, relevant examples provided, well elaborated on.

Section C
Answer ONE question.

5(a) Fig. 2 **(INSERT)** shows the plate movements and plate boundaries around the Atlantic Ocean. Fig. 3 **(INSERT)** shows sea floor spreading along the location A within the Atlantic Ocean.

(i) Using Fig. 2, explain the processes and resultant landforms found at plate boundary A. [6]

- Plate boundary A shows the **divergence** of 2 oceanic plates The South American plate and the African plate.
- This leads to fractures forming at the plate boundary.
- Magma rises from the mantle through the fractures at the zone of divergence to form new sea floor through the cooling and solidifying of magma.
- More magma piles up and solidifies along the boundary, forming a chain of mountains on either side of the spreading zone known as a mid-oceanic ridge, the Mid-Atlantic Ridge.
- At various points along the Mid-Atlantic ridge, magma which rises up at various, cools and solidifies to form undersea volcanoes.
- When these volcanoes eventually grow above sea level, they are known as volcanic islands.

(ii) With reference to Fig. 3, describe and explain how the age of rocks change moving away from plate boundary A. [3]

- The age of rocks increases moving away from the plate boundary A.
- For example, the rocks along A is about 0 million years old while those closer to Africa and South America are about 100-200 million years old.
- Along the divergent boundary, the older rocks get pushed further away as magma fills the gap, cools and solidifies and pushes the older rocks further away from the boundary.

(b) Fig 4 is an extract from a news article about a magnitude 6.2 earthquake that struck Sulawesi Province in Indonesia on 15 January 2021.

> Indonesian rescuers have retrieved more bodies from the rubble of homes and buildings toppled by a 6.2 magnitude earthquake, raising the death toll to 56 on Sunday, while military engineers managed to reopen ruptured roads to clear access for relief goods. Thousands were left homeless and more than 800 have been injured, more than half still receiving treatment for serious injuries. A total of 47 people died in Mamuju and nine in Majene. The toll could still rise.
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> Cargo planes carrying food, tents, blankets and other supplies from Jakarta landed late on Friday for distribution in temporary shelters. Thousands of people spent the night in the open fearing aftershocks and a possible tsunami.
>
> *Source: https://www.theguardian.com/world/2021/jan/16/indonesia-earthquake-rescuers-hampered-by-damaged-infrastructure-after-dozens-killed*

Fig. 4

(i) Using Fig. 4 and studies you have made, describe the risks of living in earthquake prone areas. [4]

Risks of living in earthquake prone areas:
- Collapse of homes and buildings homelessness
- Death "a total of 47 people died in Mamuju and 9 in Majene. The toll could rise"
- The earthquake also caused ruptured roads, which caused the disruption of transportation of goods.
- Possible tsunami

Accept any plausible points @ 1m each. Award a max of 3m if there is no reference to information from Fig. 4.

(ii) Using Fig. 4 and studies you have made, explain why short term response measures are important in mitigating the impacts of earthquakes. [4]

- Short term response measures are those that occur immediately and last for weeks after the occurrence of an earthquake. [1] (some form of understanding of what short term response measures refer to)
- They are important as according to fig 4, it shows that many people are now homeless, therefore they do not get access to basic needs and shelter.
- Eg. Cargo planes carrying food, tents, blankets and other supplies from Jakarta landed late on Friday for distribution in temporary shelters.
- Also, many people may be afraid of returning to their homes for fear of an aftershock which can cause buildings to collapse, thus "thousands of people spent the night in the open fearing aftershocks and a possible tsunami".

Award max 3m if there is no reference to Fig 4
Accept plausible responses

(c) "People should avoid living in areas prone to volcanic activities at all costs."

Do you agree with this statement? Use examples to support your answer. [8]

Level 1 (0-3m)	• Agrees/ Disagrees that volcanoes are dangerous and should be avoided. • Briefly describes the impacts of volcanic eruptions (SEE) • No examples provided
Level 2 (4-6m)	• Adequate explanation of at least 2-3 impacts of volcanic eruptions • Only 1 sided view taken (only negative or positive) • Vague/ unclear examples provided
Level 3 (7-8m)	• Clear explanation of both positive and negative impacts of a volcanic eruption, with • clear and relevant examples, well elaborated on

Some possible discussion points:

Risks of living near volcanoes

1) Destruction by volcanic materials can lead to widespread damage of property.
2) Pollution maybe harmful to people and the ash particles may block sunlight, suffocate crops and cause severe respiratory problems for people and animals.
3) Sulphur dioxide may react with water vapor and other chemicals in the atmosphere to form Sulphur-based particles. These particles reflect the sun's energy back into space and temporarily cool the earth's temperature for periods of time.

Benefits of living near volcanoes

1) Lava and ash from the volcanic eruptions breakdown to form fertile volcanic soils which is favourable to agriculture
2) Volcanic rocks can be rich in precious stones and minerals as these resources can only be from a volcanic area after millions of years
3) Volcanic areas offer a variety of activities for tourists to engage in
4) Geothermal energy derived from the heat in the earth's crust can be harnessed to produce electricity

6(a) Study Fig. 5 **(INSERT)** which shows the formation of the Andes fold mountain range.

Using Fig. 5, explain how the Andes fold mountain range was formed. [4]

The Andes fold mountain range was formed due to the **convergence** [1] of the **Oceanic** Nazca plate and **Continental** South American plate. [1]

The denser Nazca plate subducts beneath the less dense south American plate while the rock strata of the continental crust undergoes **compressional force** [1] and creates immense pressure which causes the layers of rock to **buckle and fold** [1], leading to the formation of the Andes fold mountain range.

(b) Fig. 6 **(INSERT)** shows the predicted tsunami wave heights and its path after the magnitude 8.9 earthquake that occurred in Tohoku, Japan in 2011.

Explain why a tsunami occurs, and using Fig. 6, describe the path of the tsunami and its predicted wave heights. [6]

Why a tsunami occurs: (3m)

- A tsunami is an unusually large sea wave that can be formed due to an underwater earthquake.
- The seismic energy released from an offshore earthquake displaces a mass of water.
- As the wave reaches shallower water, greater friction slows the waves and forces them to increase in height, reaching the coastline at great heights (around 15m)

Path and predicted wave heights (3m)

- Tsunami wave moves away from the epicentre of the earthquake
- The wave height decreases as it moves away from the epicentre – Area closest to the epicentre has tsunami wave heights > 8 feet and reaches the west coast of US with a wave of 0-1 feet.
- Hawaii is predicted to be hit by a wave about 1-2 feet about 7 hours after the earthquake.

Accept any plausible answers.

(c) Fig. 7 shows the changes in food consumption for selected Asian countries from 1997 to 2017.

Changes in daily caloric intake for selected Asian countries (Kcal/person/day)

Country	Year		
	1997	2007	2017
Cambodia	1895	2388	2472
Hong Kong	3127	3246	3358
Japan	2938	2817	2697
Bangladesh	2096	2417	2596
Vietnam	1986	2548	2938

Source: https://ourworldindata.org/food-supply

Fig. 7

(i) Compare the changes in daily caloric intake among the selected countries from 1997 to 2017. [3]

- Most countries saw an increase in daily caloric intake from 1997 to 2017, with Vietnam seeing the largest increase in daily caloric intake from 1986Kcal in 1997 to 2938Kcal in 2017, an increase of 952Kcal.
- Japan is the only country that saw a decrease in daily caloric intake, decreasing from 2938Kcal in 1997 to 2697Kcal in 2017, a drop of 241 Kcal.
- Hong Kong consistently consumes the largest caloric intake over the years (constantly above 3000Kcal) while Cambodia consistently consumes the least caloric intake

(ii) Suggest reasons what may explain the changes in food consumption as shown in Fig. 6. [4]

An increase in daily caloric intake:

- Increase in disposable income [1] refers to the amount of income left to an individual after taxes have been paid. Over the years, as disposable income increases, they have higher purchasing power to consume a larger amount and variety of food. This means an overall increase in daily caloric intake.

A decrease in daily caloric intake:

- Japan sees a drop in daily caloric intake, probably because of changing food preference [1], therefore dieting occurs, possibly for health reasons, leading to a drop in food consumption and drop in caloric intake. [1]

(d) "The impacts brought about by inadequate food consumption is greater on less developed countries (LDCs) than on developed countries (DCs)."

[8]

Do you agree with this statement? Use examples to support your answer.

Level 1 (0-3m)	• Agrees/Disagrees that impacts (Social, Economic, Health, and Political) impacts brought by inadequate food consumption is greater on LDCs and DCs. • Brief description of the impacts of inadequate food consumption and its impacts on LDCs and DCs. • No examples provided.
Level 2 (4-6m)	• Brief explanation of the possible impacts brought about by inadequate food consumption in DCs and LDCs • Brief discussion if there is a difference in the impacts between LDCs and DCs. • Vague examples provided for discussion.
Level 3 (7-8m)	• Adequate explanation of the possible impacts brought about by inadequate food consumption that can affect both DCs and LDCs • Argues that the impacts may be greater in LDCs than in DCs and if there is intervention in the DCs, these individuals may not suffer as badly as those in LDCs – where the numbers suffering from inadequate food consumption is larger. • Adequate and relevant examples provided for discussion.

End of Paper