



# J1 Geography and History

21 April 2018



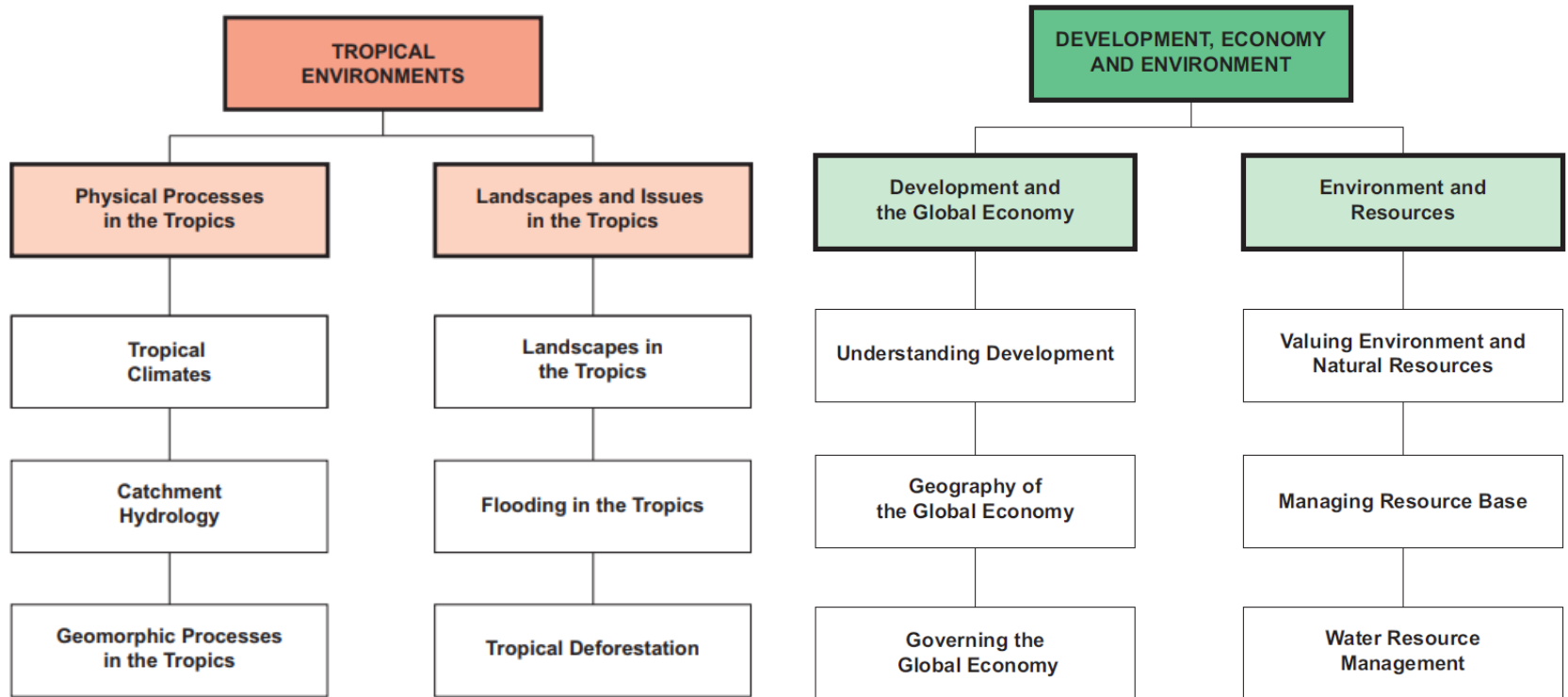
# Outline of presentation

- Syllabus coverage for the year
- Scope and Format for Upcoming Assessments
- Strategies to help students prepare for the exams
- How Parents can support



# J1 Focus in H2 Geography

- **Theme 1 – Tropical Environments**
- **Theme 2 – Development, Economy and Environment**



# J1 Focus in H2 History

## Paper 1: Shaping the International Order (1945–2000)

- Theme 1:  
Understanding the Cold War, 1945–1991
- Emergence of Bipolarity after the Second World War
- A World Divided by the Cold War
- End of Bipolarity

## Paper 2: The Making of Independent Southeast Asia (Independence–2000)

- Theme 1: Search for political stability
- Approaches to governance
- Approaches to national unity



# Scope and Format for Upcoming Assessments: Common Test

	Paper 1 (50% of overall grade)	Paper 2 (50% of overall grade)
Geography	<p>½ of Theme 1 and 2 each</p> <p>One sitting</p> <p>TWO DRQs = 2 x 18 marks</p> <p>TWO part a) essay questions = 2 x 12 marks</p> <p>TOTAL = 60 m</p>	
History	<p>½ of Theme 1</p> <p>ONE compulsory source-based question</p> <ul style="list-style-type: none"> <li>- part a): 10m</li> <li>- modified part b): 25m</li> </ul> <p>Total = 35m</p>	<p>½ of Theme 1</p> <p>TWO essays = 2 x 30 marks</p> <p>TOTAL: 60m</p>



# Scope and Format for Upcoming Assessments: Final Exams

	Paper 1 (50% of overall grade)	Paper 2 (50% of overall grade)
Geography	Theme 1 and Theme 2  One sitting  TWO DRQs = 2 x 25 marks  ONE full essay question - part a): 12m - part b): 20m  TOTAL = 82 m	
History	Theme 1  ONE compulsory source-based question - part a): 10m - part b): 30m  Total = 40m	Theme 1  TWO essays = 30 x 2 marks  TOTAL: 60m

# Preparing for the Exams: Know the 'Rule Book'

- Syllabus documents (available on [www.seab.gov.sg](http://www.seab.gov.sg)) tell us
  - Content
  - Concepts
  - Learning Outcomes
  - Assessment Objectives
- Examination questions types and their requirements



# HISTORY

<b>CONCEPTS</b> <i>(Students understand:)</i>	<b>CONTENT</b> <i>(Students study:)</i>
<p><b><u>Historical Concepts</u></b></p> <ul style="list-style-type: none"><li>● cause and effect</li><li>● change and continuity</li><li>● diversity</li><li>● significance</li></ul> <p><b><u>Content Concepts</u></b></p> <ul style="list-style-type: none"><li>● superpower</li><li>● ideology</li><li>● cold war</li><li>● proxy war</li><li>● nuclear balance of power</li><li>● people's power</li></ul>	<p><b>Emergence of Bipolarity after the Second World War</b></p> <ul style="list-style-type: none"><li>● Reasons for the emergence of tensions between USA and USSR</li><li>● Manifestations of emerging tensions: Yalta and Potsdam conferences, Sovietisation of Eastern Europe, Churchill's Iron Curtain speech, Kennan's Long Telegram, Truman Doctrine and Marshall Plan, the Berlin Blockade, NATO and Warsaw Pact</li><li>● Historical debates on origins of the Cold War: traditional, revisionist, post-revisionist, post-1991</li></ul> <p><b>A World Divided by the Cold War</b></p> <ul style="list-style-type: none"><li>● Increased bipolar competition between the USA and Soviet Union</li><li>● Superpowers' search for ideological and strategic allies</li><li>● Success and limitations in sustaining allies</li><li>● Manifestations of the global Cold War: Korean War (1950–53), Cuban Missile Crisis (1962), Vietnam War (1964–73)</li></ul> <p><b>End of Bipolarity</b></p> <ul style="list-style-type: none"><li>● US policy of renewed containment and confrontation</li><li>● Popular movements in the West and the Eastern Bloc to end the Cold War</li><li>● Collapse of the USSR and the end of the Cold War</li><li>● Historical debates on end of the Cold War</li></ul>

<b>LEARNING OUTCOMES</b> <i>(Students are able to:)</i>
<ul style="list-style-type: none"><li>● analyse the origins of conflict between the USA and the USSR, and evaluate the causal relationships that underpinned the continued discord between the two superpowers;</li><li>● analyse the active manifestation of the Cold War conflict across different contexts over time, and its impact; and</li><li>● evaluate the reasons for the end of the Cold War.</li></ul>





### 3 ASSESSMENT OBJECTIVES

#### AO1 – Knowledge

Candidates should be able to demonstrate knowledge and understanding of:

- geographical terms, facts, concepts, issues, phenomena, trends; and
- geographical investigation skills and methods.

#### AO2 – Application and Analysis

Candidates should be able to:

- construct explanations to show how geographical knowledge is understood in particular contexts
- apply geographical knowledge and understanding to interpret and analyse different types of geographical data; and
- apply relevant geographical knowledge, understanding, skills and methods to carry out investigations in unseen contexts.

#### AO3 – Evaluation

Candidates should be able to demonstrate critical thinking by:

- synthesising knowledge from different sub-fields in geography
- drawing conclusions and making judgements based on a reasoned consideration of evidence and/or different viewpoints
- making recommendations and decisions that consider different elements of an issue and/or address interests of different stakeholders; and
- evaluating different types of geographical data, methods of data collection and analysis.

## GEOGRAPHY

AO1 + AO2	Marks	118m
	Weighting	60%
AO1 + AO3	Marks	78m
	Weighting	40%



# Ordinary vs Advanced: Things are not like before!

## O-Level (History)

- Explain how the aggressive policies of the USA brought about the Korean War. [8]
- 'The UN forces were successful during the Korean War.' How far do you agree with this statement? [12]

## A-Level (History)

How important was the role of the USA in the growth of the global economy between 1945 and 1970? [30]



# Ordinary vs Advanced: Things are not like before!

## O-Level (Geography)

‘The economic advantages of tourism outweigh any disadvantages it might bring.’ To what extent is this true? Support your answer with evidence. [8]

## A-Level (Geography)

Assess the effectiveness of strategies adopted to manage the problem of urban slums. [20]



# Ordinary vs Advanced: Things are not like before!

O-Level	A-level
May get by through memorisation and regurgitation	Assessment objectives are heavy on application, analysis and evaluation, and often the context is unfamiliar
Questions are straightforward	Questions are complex, open-ended, and they demand substantiation through longer and/or more sophisticated writing
Classroom setting with textbooks	Lecture and tutorial setting, requiring a different style of learning, relying on lecture notes and readings
Many subjects, but shallow	Fewer, but deep understanding is required, and subjects could be new, such as Econs (plus GP, PW, etc)



# Strategies adopted by teachers to enhance teaching and learning: Geography

## Essay skills

- Emphasis during tutorials how to identify the command word and focus on what is required. Students will need to be familiar with the list of command words given earlier.

## DRQs skills

- More exam-styled DRQs will be set for tutorials, with requirements for engagement with resources specified.

## General

- Sample scripts, peer marking will be done when possible after assignments are given in order for students to know the details that are expected of their answers.
- More challenging questions will be included in the revision package to stretch students.



# Strategies adopted by teachers to enhance teaching and learning: History

## Source-based skills

- Teacher modelling: Scaffold for them how to find common ideas in groups of sources and how to phrase them in their answers.
- Tutorials will be framed with more “Think Time” to encourage questions and deeper analysis of the sources.

## Essay skills

- Reiterate the need to present their answers sensibly and to plan out their answers before committing to and writing out the answers.
- Teaching of concepts to be done systematically and at the forefront of every tutorial question, i.e. students to be taught how to anchor their arguments with the key concepts identified.



# How students can improve

- Practice – *Be familiarised with the way of ‘doing things’*
- Learn from teachers in college
  - How to approach the analysis of data or source, use the data or source to answer questions
  - Analysing and deconstructing the essay questions
  - Selecting the relevant examples to support the argument
- Learn from classmates
  - How did they approach the questions? How could we refine the approach?



# How parents can support:

## *Join them in reading/thinking!*

- You could highlight some articles you have come across in the newspapers, or a magazine, and ask whether this may be of relevance to what they have studied in class
- If you see them reading an article given to them, you can have a chat with them to help them digest the materials, using questions such as:
  - Was that piece of reading for Hist/Geog?
  - Was it a case-study? What did you learn from this?
  - Was it someone's opinion about an event/issue? Or a write-up on factors and consequences of an event or a process?
  - Why do you think your teacher wanted you to read this? Why does it matter? (And not just because of exams, but about real people in real places, or linkages to a lesson conducted in class)





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