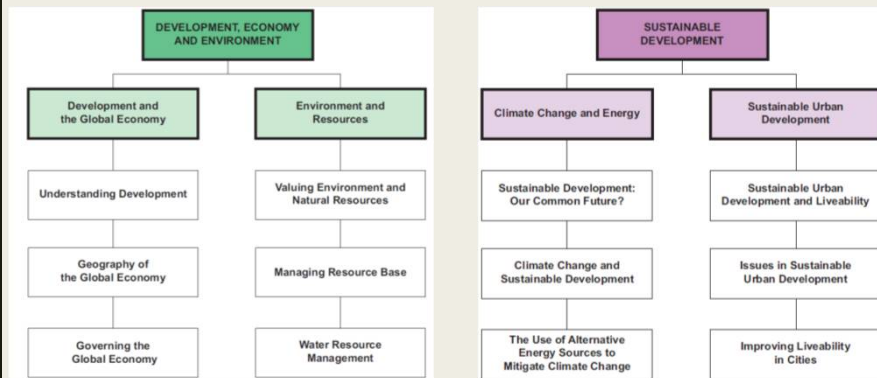


Outline

- Syllabus coverage for the year
- Scope and Format for Upcoming Assessment
- Strategies to help students prepare for the exams
- Summary of the range of resources for students learning
- How Parents can support

J2 Focus in H2 Geography

- Completion of **Theme 2** – Development, Economy and Environment
- Completion of **Theme 3** – Sustainable Development



Scope and Format for Upcoming Assessments: Geography

	Paper 1 (50% of overall grade)	Paper 2 (50% of overall grade)
BT2	<p>Entire of Theme 1 and Theme 2 1/2 of Theme 3</p> <p>THREE essays, one from each Theme</p> <p>Every essay [12]+[20] = 32 m each</p> <p>TOTAL = 96 m</p>	<p>Entire of Theme 1 and Theme 2 1/2 of Theme 3 & 1/3 of Theme 4</p> <p>FOUR Data-Response Questions (DRQs), one from each Theme</p> <p>Every DRQ 25 m each</p> <p>TOTAL = 100 m</p>
Prelims	<p>Entire of Themes 1, 2 and 3</p> <p>THREE essays, one from each Theme</p> <p>Every essay [12]+[20] = 32 m each</p> <p>TOTAL = 96 m</p>	<p>Entire of Themes 1, 2, 3 and 4</p> <p>FOUR Data-Response Questions (DRQs), one from each Theme</p> <p>Every DRQ 25m each</p> <p>TOTAL = 100 m</p>

J2 Focus in H2 History

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

- **Theme 2:** Understanding the global economy, 1945–2000
 - Growth and Problems in the Global Economy
 - Rise of Asian Tigers (South Korea and Taiwan) from 1970s to 1990
- **Theme 3:** Safeguarding international peace and security
 - Political effectiveness of UN
 - UN reforms

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

- **Theme 2:** Economic devt after independence
 - Paths to economic devt
 - Asian Financial Crisis
- **Theme 3:** Regional conflicts and cooperation
 - ASEAN
 - Interstate-tensions and cooperation

Scope and Format for Upcoming Assessments: History

	Paper 1 (50% of overall grade)	Paper 2 (50% of overall grade)
BT2	<p>Entire of Theme 1 and Theme 2 1/2 of Theme 3</p> <p>ONE compulsory source-based question from Theme 1 = 40marks</p> <p>TWO essays, one from Themes 2 and 3 respectively = 30 x 2 marks</p> <p>TOTAL: 100m</p>	<p>Entire of Theme 1 and Theme 3 1/2 of Theme 2</p> <p>ONE compulsory source-based question from Theme 3 = 40marks</p> <p>TWO essays, one from Themes 1 and 2 respectively = 30 x 2 marks</p> <p>TOTAL: 100m</p>
Prelims	<p>Entire of Themes 1, 2 and 3</p> <p>ONE compulsory source-based question from Theme 1 = 40marks</p> <p>TWO essays, one from Themes 2 and 3 respectively = 30 x 2 marks</p> <p>TOTAL: 100m</p>	<p>Entire of Themes 1, 2 and 3</p> <p>ONE compulsory source-based question from Theme 3 = 40marks</p> <p>TWO essays, one from Themes 1 and 2 respectively = 30 x 2 marks</p> <p>TOTAL: 100m</p>

Preparing for the Exams: Know the 'Rule Book'

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



CONCEPTS (Students understand:)	CONTENT (Students study:)	<h1>HISTORY</h1>
<p>Historical Concepts</p> <ul style="list-style-type: none"> • cause and effect • change and continuity • diversity • significance <p>Content Concepts</p> <ul style="list-style-type: none"> • superpower • ideology • cold war • proxy war • nuclear balance of power • people's power 	<p>Emergence of Bipolarity after the Second World War</p> <ul style="list-style-type: none"> • Reasons for the emergence of tensions between USA and USSR • 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 • Historical debates on origins of the Cold War: traditional, revisionist, post-revisionist, post-1991 <p>A World Divided by the Cold War</p> <ul style="list-style-type: none"> • Increased bipolar competition between the USA and Soviet Union • Superpowers' search for ideological and strategic allies • Success and limitations in sustaining allies • Manifestations of the global Cold War: Korean War (1950–53), Cuban Missile Crisis (1962), Vietnam War (1964–73) <p>End of Bipolarity</p> <ul style="list-style-type: none"> • US policy of renewed containment and confrontation • Popular movements in the West and the Eastern Bloc to end the Cold War • Collapse of the USSR and the end of the Cold War • Historical debates on end of the Cold War 	
		<p style="text-align: center;">LEARNING OUTCOMES (Students are able to:)</p> <ul style="list-style-type: none"> • 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; • analyse the active manifestation of the Cold War conflict across different contexts over time, and its impact; and • evaluate the reasons for the end of the Cold War.

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%

How we support students' learning

The Role of Teachers in Lectures and Tutorials

- Checking for clarity in conceptual understanding
- Modelling of thinking processes, and guiding students on the elements of a strong response

Consultations and Feedback

- Necessary for students who remain uncertain of what they are supposed to be familiar with
- Written work is collected regularly for teachers' comments and feedback for improvement

Resources for students



- **Lecture** materials form the base, and provide the conceptual understanding
- **Readings** are essential to provide deeper discussion of the concepts, and examples to apply these concepts
- **Tutorials** allow the practice of application of the concepts, and often via the use of exam questions (especially so for J2s)
- **Question packages** for additional practice
- Much of the materials above are available online and in printed form for students

The 'Secret' (if there is one)

- 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*
- Learn from classmates
 - *How did they approach the questions? How could we refine the approach?*
 - *You can still arrive at different conclusions.*

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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