

Striving for excellence in
Humanities



Order of presentation

Subject codes

For each subject- Social Studies, Geography and History Elective

- Requirement of subjects
- Key assessment to note
- How to help your child success in Humanities?

Subject Codes

Table: Humanities Syllabus Codes from 2018 Examinations onwards

| Description | Distinct Syllabus Code for Humanities |
|--|---|
| GCE 'O' Level | |
| <ul style="list-style-type: none"> 4E students 4E repeat students in 2018 who sat for 2267 GCE 'O' level Combined Humanities in 2017 5N students who sat for 2120 N-level Combined Humanities in 2017 | Humanities (Social Studies, Geography) 2272 (Papers 1 and 2) |
| | Humanities (Social Studies, History) 2273 (Papers 1 and 2) |
| | Humanities (Social Studies, Literature in English) 2274 (Papers 1 and 2) |
| GCE 'N(A)' Level | |
| <ul style="list-style-type: none"> 4NA students 4NA repeat students in 2018 who sat for 2120 GCE 'N(A)' level Combined Humanities in 2017 | Humanities (Social Studies, Geography) 2175 (Papers 1 and 2) |
| | Humanities (Social Studies, History) 2176 (Papers 1 and 2) |
| | Humanities (Social Studies, Literature in English) 2177 (Papers 1 and 2) |

Use Combined Humanities (code) to search for syllabus online

Lists the syllabus requirement for each subject and the assessment type

Can be used as a checklist for content revision

Example of how to use syllabus document as checklist

| 2272 HUMANITIES GCE ORDINARY LEVEL SYLLABUS | |
|---|---|
| Issue 2: Living in a Diverse Society | |
| Guiding Questions | Content |
| 1. What is diversity? | <ul style="list-style-type: none"> • Different factors that shape diversity <ul style="list-style-type: none"> - nationality - race and ethnicity - religion - socio-economic status |
| 2. Why is there greater diversity in Singapore now? | <ul style="list-style-type: none"> • Reasons for movement of people <ul style="list-style-type: none"> - immigration policy - economic opportunities - socio-cultural environment |
| 3. What are the experiences and effects of living in a diverse society? | <ul style="list-style-type: none"> • Experiences and effects of living in a diverse society <ul style="list-style-type: none"> - socio-cultural diversity <ul style="list-style-type: none"> o cultural exchange o prejudice and discrimination - socio-economic diversity <ul style="list-style-type: none"> o exchange and competition for resources |
| 4. How can we respond in a diverse society? | <ul style="list-style-type: none"> • Responses in a diverse society <ul style="list-style-type: none"> - management and impact of diversity <ul style="list-style-type: none"> o assimilation o integration - management and impact of socio-economic diversity <ul style="list-style-type: none"> o market-based approach o shared responsibility approach o government-financed approach |

- management and impact of socio-economic diversity
 - o market-based approach
 - o shared responsibility approach
 - o government-financed approach

- All students must know the 3 approaches
- All students must be able to define each approach with 1 example of the approach
- By matching the syllabus document to the textbook content → ensure 100% revision of content tested
- Note-making for each item would help child to remember content

Requirement- Social Studies

SCHEME OF ASSESSMENT

O-LEVEL SOCIAL STUDIES

- One paper of 1 hour 45 minutes.
- Paper comprises 2 sections:
 - Section A: (35 marks)
One source-based case study testing Assessment Objectives 1 and 2.
 - Section B: (15 marks)
One structured-response question testing Assessment Objectives 1 and 3.
- Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response question from Section B.

Source-Based Case Study

The compulsory source-based case study can be set on any of the three Issues:

- Exploring Citizenship and Governance
- Living in a Diverse Society
- Being Part of a Globalised World.

Candidates will be expected to have an understanding of the ways in which sources are used to provide evidence. The case study will be set on one of the three Issues of the syllabus and will require the skills taught during the course. The issue of the case study will be related to the syllabus and may or may not be covered in the syllabus content. Candidates are expected to use their knowledge, skills and conceptual understanding developed during the course to help them use the given sources to answer the questions.

SBQ (35 marks)

- Read sources in relation to an issue to find out different perspectives on the issue.
- Use information from source to form a reply to the given question.

SRQ (15 marks)

- Use extracts given as stimulus to think about topic given
- For (a) 7 marks: write OWN solution, opinion or thoughts about the issue
- For (b) 8 marks: write CONTENT learnt about topic with explanation of how it addresses the question asked

Key assessment- Social Studies

- Term 2 Week 1 Thursday- SBQ Mock exam for 4E&5N– results will be used for student competency analysis followed by skill-specific intervention
 - **Encourage child** to look through their past SBQ work to replicate strengths and eliminate weakness
 - **Advice child** to make appointment with subject teachers in weeks 9-10 if in doubt about how to improve in this area (for child)
 - SA1 starts in T2W5 (gives 3 weeks of intervention opportunity)
- 4NA- Healthcare Chapter 7
- 4E&5N- Globalisation (Chapters 8-11)

Parent support

- Focus on content revision: Monitor note-making for each topic as stated in the syllabus
 - Start with SA1 topics for SRQ
 - School curriculum will focus on SBQ skills improvement
- *4NA ends syllabus at Chapter 9 (out of 11)

Requirement- Geography

GI (13 marks)

- 4 to 5 part questions related to conduct of

Structured essay questions (12 marks)

- Content- focused
- Part (a) 4 marks tests skill of explaining facts about geographical phenomenon
- Part (b) 8 marks tests ability to apply facts

LDQ (25 marks)

- 4 part questions involving geographical data (numerical, diagrammatic, pictorial and graphical forms)
- Use geographical knowledge to interpret data (present data, compare different views, recognise patterns and deduce relationships and draw conclusions based on data)
- Qn (d) is an 8 mark question same as section b

| | | |
|-----------------------------|--|--|
| 1h 40min 50% 50 marks | Section A (13%) | Two structured questions on Geographical Investigations will be set based on the following topics: <ul style="list-style-type: none"> • Global Tourism • Variable Weather and Climate <p>One question will be set on each topic. Candidates must answer one question in this section. The question carries 13 marks.</p> |
| | Section B (12%) | Two structured questions will be set based on the following topics: <ul style="list-style-type: none"> • Global Tourism • Variable Weather and Climate <p>One question will be set based on a specific topic. One other question will be set on a combination of topics. Candidates must answer one question from this section. The question carries 12 marks.</p> |
| | Candidates are advised to spend a total of 55 minutes on Sections A and B. | |
| | Section C (25%) | Two structured questions will be set based on the following topics: <ul style="list-style-type: none"> • Living with Tectonic Hazards • Food Resources <p>One question will be set based on a specific topic. One other question will be set on a combination of topics. Candidates must answer one question from this section. They are advised to spend 45 minutes on the question. Each question carries 25 marks.</p> |

Note: Stimulus materials will be used where they facilitate the application of content to new contexts and issues. A non-exhaustive list of stimulus materials includes topographic and other maps, photographs, diagrams, sketches and texts. Map reading and skills of photograph interpretation, graphic construction, interpretation of data (primary and secondary), and simple descriptive analysis of statistical data may be examined in all sections. For map reading, this may only be tested as a sub-part of a question. It will not be set as a full 25 mark question. Candidates may be assessed in the application of geographical knowledge in decision-making processes. **Geographical investigations in the form of a fieldwork case study will only be examined in Section A.**

Key assessment- Geography 4E&5N

| | Class Test 1 | Mock 1 | SA1 |
|--|--|--|---|
| | T1 Wk 9 26 Feb – 2 Mar | T2 Wk 4 26 Feb – 2 Mar | T2 Wks 7-8 |
| Section A (13 m) Geo. Inv. | Topic(s): • Weather&Climate | Topic(s): • Tourism | Topic(s): • Tourism |
| Section B (12 m) Short Structured Qn + LORMs | Topic(s): • Tourism | | Topic(s): • Weather&Climate • Tourism |
| Section C (25 m) Short Structured Qn + LORMs | | Topic(s): • Tourism • Food.Gateway 1 only | Topic(s): • Plate Tec. • Food.Gateways 1,2 only |
| | Revise this weekend for tourism content | March holidays- revise for section C content | In red- not covered in class test and mock 1 |

Key assessment- Geography 4NA

| | Class Test 1 | Mock 1 | SA1 |
|---|---|--|--|
| | T1 Wk 7 12 Feb – 16 Feb | T2 Wk 3 2 Apr – 6 Apr | T2 Wks 7-8 |
| Section A (13 m) Geo. Inv. | | Topic(s): <ul style="list-style-type: none"> Weather&Climate Tourism | Topic(s): <ul style="list-style-type: none"> Tourism |
| Section B (12 m) Short Structured Qn + LORMs | Topic(s): <ul style="list-style-type: none"> Tourism (modified to 21 marks) | Topic(s): <ul style="list-style-type: none"> Tourism | Topic(s): <ul style="list-style-type: none"> Tourism |
| Section C (25 m) Short Structured Qn + LORMs | | Topic(s): <ul style="list-style-type: none"> Plate Tec. Weather&Climate | Topic(s): <ul style="list-style-type: none"> Plate Tec. Weather&Climate |
| | completed | March holidays- revise for section C content | In red- not covered in class test and mock 1 |

Requirement- History

ASSESSMENT FORMAT

The examination consists of **one** paper and the duration of the paper is **1 hour 40 minutes**. The assessment modes comprise source-based case study and structured-essay questions.

| The Making of the Contemporary World Order (1900s–1991) | |
|--|------------|
| Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">• Max of 6 sources• Q1-5: source-based questions (A01+A03) | 30m |
| Section B: Structured-Essay Questions (20%) <ul style="list-style-type: none">• Answer 1 out of 2 questions set (A01+A02)• Each question will have 2 sub-parts• Part (a) requires candidates to explain events and/or issues [8m]• Part (b) requires candidates to evaluate and make judgement on events and/or issues [12m] | 20m |
| Total marks for Paper | 50m |

Similar to social studies sections – SBQ and SEQ

SBQ (30 marks)

- Analyse sources related to a history topic
- Use contextual knowledge to interpret sources

SEQ (20 marks)

- Both parts (a) and (b) require content knowledge from the SAME topic

Key assessment- History

- Currently covering syllabus with SBQ skills tested at intervals (topic- Korean War and Cuban Missile Crisis)
- Teacher has reminded students to revise Sec 3 topics Chapters 1-7

• SA1 starts in T2W5 (SEQ)

4NA- Chapter 4-7

4E&5N- Hitler (chapter 3) and cold war

Parent support

- Focus on content revision: Monitor note-making for each topic as stated in the syllabus (can complement notes given by teacher)
 - Start with SA1 topics
 - School curriculum will focus on both SBQ skills improvement
- *4NA ends syllabus at Korean War

How the brain learns

“TELL me and I’ll forgot,
SHOW me and I may remember,
INVOLVE me and I’ll understand.”

– Chinese Proverb

Other tips for success

Memorising things

Despite all the emphasis on thinking creatively and learning how to think rather than learning by rote, the fact remains that memorising things is an important part of learning. Some things cannot simply be creatively processed, but actually have to be committed to memory, whether you like it or not.

If you find it hard to remember the things you have to learn, these pointers might be of use to you.

Out loud

Sometimes, just reading something isn't enough. Just hearing it may not be enough either. It helps to have both visual and aural modes of recall, especially for hard-to-remember facts. So if you are reading something from a book or off a computer screen while studying, try saying it out loud to yourself. Do it over and over again, if you must. That way, you reinforce the information not only visually when you read it, but also aurally, so you may remember the sound of it, or the process of speaking the words, as you try to recall the information. Conversely, when listening to something at a lecture, write down the key points too, so you have another medium of recall.

Rhyme and reason

Have you noticed that it's much easier for you to remember the exact lyrics to songs than the lines you read in a newspaper or on a website? That has something to do with the above point, where reinforcing something aurally and through repetition helps you remember it. But songs are also easier to remember because in many cases, the lines rhyme, and the music speaks to your emotions. Rhyming helps with recall, and attaching an emotion or a tune to something can also help you remember it.

You may not be able to make a song and rhyme out of everything or always attach emotions to it. But you can try coming up with your own catchy sayings, rhyming lines or silly personal feelings about key facts, so that you may be able to remember them better at a later time.

Act it out

Actors who have to memorise many lines often find they can remember them better when they match them to the physical actions and facial expressions that they use to express those lines in a scene. Doing something similar could help you remember things that you have to learn in school.

While most study subjects don't automatically come with a range of appropriate, matching postures or gestures, you can always include physical actions in the process of memorising something complex. Turn what you need to remember into a dance, exercise sequence, or a mime. Later on, recalling the physical steps could prompt recall of some of the facts that go along with them. Consider it an aid to remembering sequences you may forget if you only read about them.

Draw it

You may remember the process of drawing a diagram better than just talking your way through what the diagram shows. Try summing up important facts and processes in simple but accurate diagrams, and drawing those diagrams over and over again until you can draw them almost without thinking. That gives you another avenue – a graphic one – for help with recall at a later point.

Doodle

Some people find that if they doodle while listening to a lecture, or while attending a meeting, they remember the contents of the lecture or meeting better later on. The interesting thing is that the doodles can be absolutely meaningless and unconnected with the topic at hand. But the act of drawing itself, or perhaps the act of employing some physical muscles at the same time as mental ones, seems to aid recall and creativity in some individuals. See if it works for you.

Divide it up

When you are studying a subject or chapter, dividing the information into logical chunks can help you remember what you have learnt.

Some students find that they can absorb and retain the information better, as well as recapitulate it with greater ease, if they jot down the main points and key facts at the end of every section they go through.

When the time comes to revise for a test or exam, you may find it handy to use these notes to go over the main points again and again, and to practise remembering what sub-points fall under each main point. Refer to the original text as and when you do not fully remember a point. Once you can rattle off the main points, and also have overall recall of what falls under each sub-point, you're well on your way to having enough information at your fingertips for an exam that touches on that topic.

Focus

Instead of hopping from one thing to another in the way that multitasking youngsters take for granted as a way of life, focus on one task at a time when you want to learn something well.

Studies on multitasking and dividing one's attention between different areas have shown that most people do better when they concentrate on one thing for an intensive and sustained period of time rather than jumping from one task to another. Intensive attention to a task or subject also tends to produce better recall and absorption than spreading out a task too thinly over a whole day.

Of course, different approaches work for different people. Some people really do absorb things better when they switch from subject to subject. But if you've been multitasking all your life, maybe you could try concentrating on one thing only for a few hours, with no distractions from other tasks, and see if you might grasp the lesson more deeply and remember it better?

