

Striving for excellence in Humanities

23 February 2018

Expectations of the Subject (Geography)

- **Analyze** the question with consideration of:
 - the issue raised in the question
 - context of the issue raised
- Present **answers/ arguments** substantiated with **facts and data provided in the Figures**
- **PEEL** format as a writing strategy

Answering Data Response Qns

- 5 (a) Study Fig. 3, which shows the degree of shaking during an earthquake in Christchurch in New Zealand in 2011.

Degree of shaking during an earthquake around Christchurch 2011

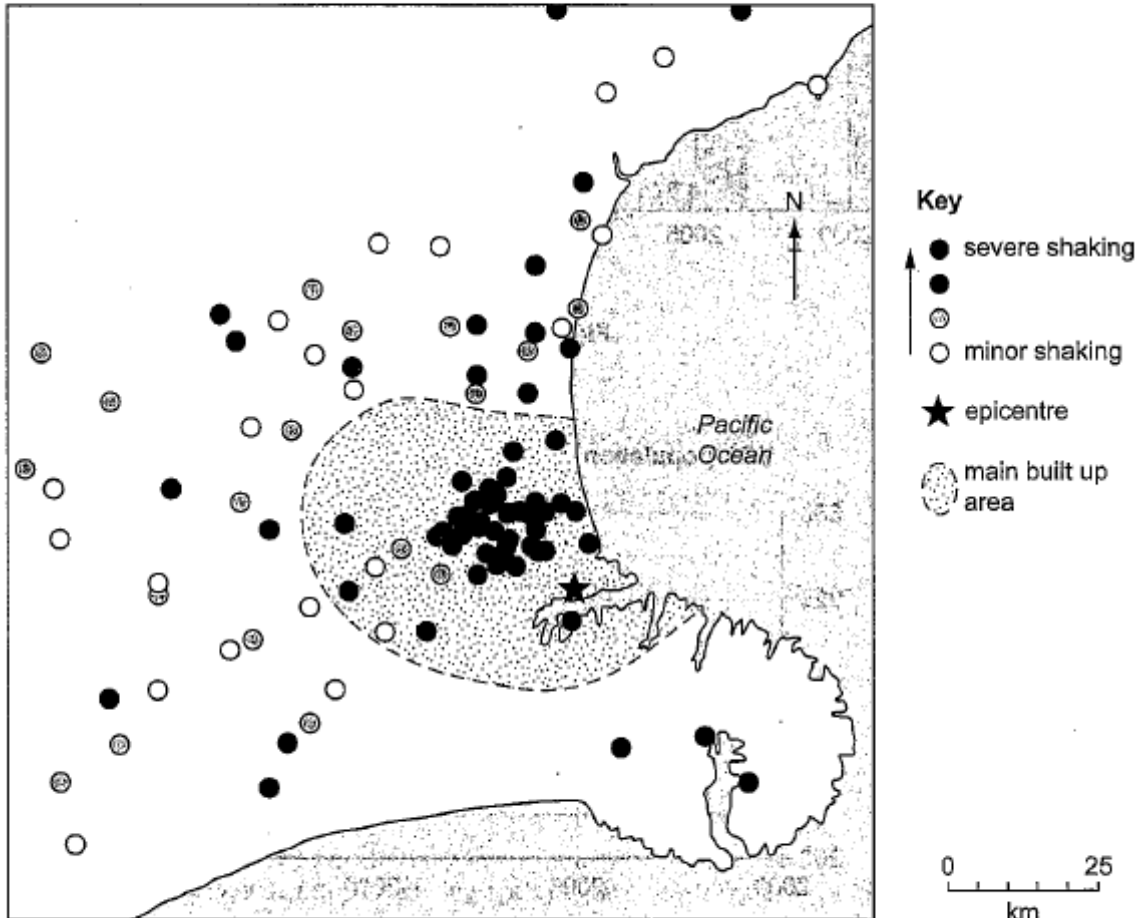


Fig. 3

Q5a(ii)

Describe the pattern of shaking. [3]

- **Write about what you have observed in Fig. 3.**
- **Ans:** Severe shaking occurred closer to the epicentre
- **Provide data evidence from the figure.**
- **Ans:** within a range of approx. 20 km, mostly in the built-up area.
- **Complete answer for 1 m:**
- **Ans:** Severe shaking occurred closer to the epicentre within a range of approx. 20 km, mostly in the built-up area. [1]

Answering Open-Ended Structured Qns (Level of Response Question)

“Distance from the sea is the most important factor affecting temperature of a location.”

To what extent is this true? Support your answer using evidence.

- **Step 1: Break the question down**
 - What is the question about?

Answering Open-Ended Structured Qns (Level of Response Question)

“Distance from the sea is the most important factor affecting temperature of a location.”

To what extent is this true? Support your answer using evidence.

- **Step 2: Rephrase the question to understand the question better**
 - Is ‘the distance from the sea’ the **MOST** important factor affecting temperature of a location?
 - What are the **OTHER** factors affecting temperature of a location?
 - **COMPARE** these other factors to show the marker **THE FACTOR THAT** is the most important that affects temperature of a location.

Answering Open-Ended Structured Qns (Level of Response Question)

- 8 marks (Exp); 6 marks (NA)
- Given factor type of question(s), e.g.
“**Distance from the sea** is the most important factor affecting temperature of a location.”
To what extent is this true? Support your answer using evidence.”
- **Answer the question by repeating key words/ phases in the first paragraph = your thesis statement**
- → “I agree/ disagree that distance from the sea is/ is not the most important factor affecting ...”
- **Point - Define the given factor to give clarity to your argument**
- **Evidence** from contextual knowledge/other sources where possible
- **Explain** how the evidence proves your standpoint that distance from the sea is **NOT** the most important factor affecting temperature of a location (aka the use of contextual knowledge)
- **Link** back to the main idea/question

How to do well for Geography

- **Read for content knowledge**
 - Textbook (Revised Edition)
 - Websites from reputable sources e.g. NASA, NEA, scientific websites
 - *Active **daily** learning 7-2-2*
 - Revise sub-topics/new information **weekly**, rather than the whole chapter
e.g. Factors affecting temperature of a location
(Altitude/Latitude/ Effect in relation to the Distance from the Sea/ Cloud Cover)

Expectations of the Subject (History)

- **Analyze** historical sources with consideration of:
 - Message of the source
 - Intention of the author
 - Reliability of the information
 - Context of the source
- Present **arguments** substantiated with accurate **facts and figures**

How to Answer Questions (SBQ)

- 30 marks
- Answer the question by repeating key words
e.g. “Why was the poster published?” → “The poster was published to...”
- Provide evidence from the source (and also contextual knowledge/ other sources where necessary)
- Explain how the evidence proves your point (use of contextual knowledge)



“Long live the great Stalin!” (1938)

How to Answer Questions (SEQ)

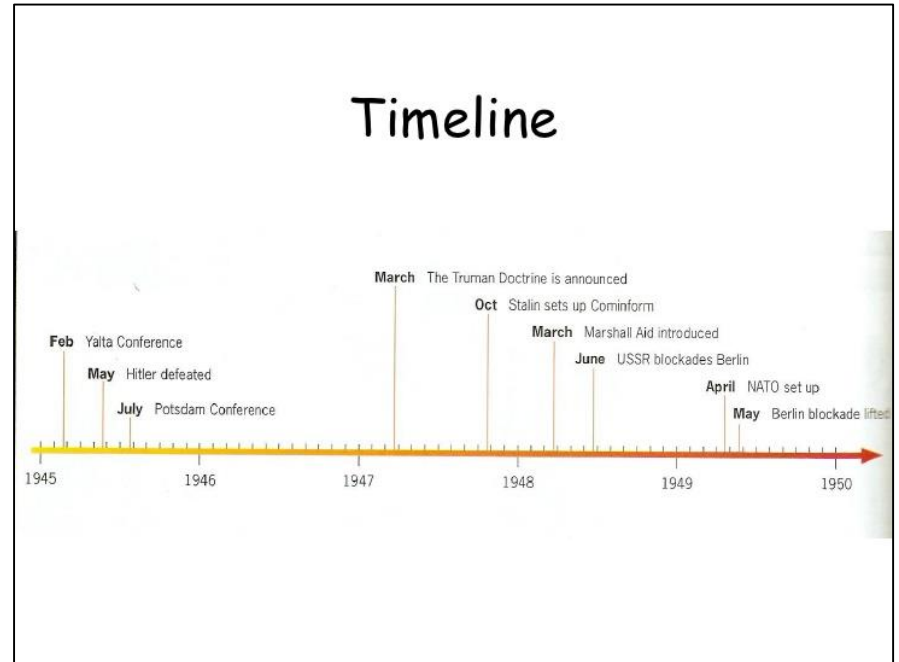
- **20 marks**
- **Answer the question by repeating key words**
e.g. “Explain two reasons why Singapore wanted to merge with Malaysia in 1963.” →
“One reason why Singapore wanted to merge with Malaysia in 1963 was that...”
- **Elaborate** with contextual knowledge
- **Explain** and **link** back to the question

How to do well for History

- **Read for content knowledge**
 - Textbook
 - Websites, such as <http://www.johndclare.net/> and Sparknotes to further interest
 - Read sub-topics at a time, rather than the whole chapter
 - e.g. Reasons for the Rise of Hitler (*personal strengths*)

How to do well in History

- **Do active learning:**
Create graphic organizers, mindmaps, chronology to organize knowledge, key words
- **Test yourself**
 - Factual details, such as names and dates
 - Why/How things happen
 - Impact



How to do well in History

- **Utilize Resource Package by:**
 - Vocabulary list
 - Doing essay outlines based on sample questions
 - Compare with sample essays in the package

Explain why the Japanese had to surrender to the Allied Powers by 1945.

#1 Reason: The bombing of Hiroshima and Nagasaki (August 1945)
-(How) American development of A-bomb; Japanese refusal to surrender etc
-(Impact): massive loss of civilian lives, destruction etc
- Thus Japanese had no choice but to surrender

How the brain learns

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

– Chinese Proverb

the brain **CREATES** two types of memory

