Lower Secondary Geography

Parents Briefing and Workshop
30th January 2016
AGENDA

• Unpacking the Syllabus:
  – Aims
  – Topics Covered
  – Assessment Overview

• Take Home Assignments:
  – Geographical Investigation
  – Geographical Response

• Unpacking the Examinations

• Key Academic Strategies/Programmes

• Study Tips: How to Help your Child
AIMS

Unpacking the Syllabus
GEOGRAPHY SYLLABUS AIMS

Confident Person
- Gains geographical insights into future challenges through the study of current issues and their management
- Communicates effectively through the use of ICT
- Reaches a decision through critical thinking, analysis and evaluation of geographical issues

Active Contributor
- Provides multiple perspectives on issues
- Assesses issues concerning the environment and promotes sustainable development
- Proposes solutions to problems

Self-directed Learner
- Questions and thinks reflectively through the inquiry approach in the learning of geography
- Acquires geographical skills to enable lifelong learning
- Perseveres in the quest for answers and solutions to challenges brought about by the Earth’s dynamism and complexities

Concerned Citizen
- Respects diversity in beliefs and culture
- Appreciates the interdependence and fragility of the local and global environment
- Enhances a sense of responsibility towards the Earth and its ecosystem
Communicates effectively through use of ICT

Questions and thinks reflectively

Proposes solutions to problems

Appreciate inter-dependence and fragility of local and global
TOPICS COVERED

Unpacking the Syllabus
OUTLINE OF SYLLABUS

Water Supply

- Uses
- Occurrence
- Problem
- Causes of Problem
- Tropical Rainforest

Geographical Investigation Skills

- Water Sampling
- Recording Data
- Impacts
- Management
- Sketching
- Analysing Data
OUTLINE OF SYLLABUS

Transportation In Cities

Occurrence

Problem

Causes of Problem

Management

Housing

Characteristics

Impacts

Geographical Investigation Skills

Analysing Data

Representing Data

Questionnaire

Sketching

Prove/disprove relationships
ASSESSMENT OVERVIEW

Unpacking the Syllabus
<table>
<thead>
<tr>
<th>Test and Exam</th>
<th>CA1: 35%</th>
<th>SA1: 15%</th>
<th>CA2: 30%</th>
<th>SA2: 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test</strong></td>
<td>Response to Geographical Issue (15%)</td>
<td>Test 2: SAQ &amp; SQ (20%)</td>
<td>Mid-Year Exam: SAQ (5%) &amp; SQ (10%)</td>
<td>Geographical Investigation (30%)</td>
</tr>
<tr>
<td><strong>Exam</strong></td>
<td></td>
<td></td>
<td></td>
<td>EOY Exam: SAQ (5%) &amp; SQ (15%)</td>
</tr>
<tr>
<td><strong>Time frame</strong></td>
<td>Term 1 Week 8 (Individual HW based)</td>
<td>Term 2 Week 3 Wed 6 April 2016 (Topic: Water)</td>
<td>Term 2 Week 6</td>
<td>Term 4 Week 3</td>
</tr>
</tbody>
</table>
## SEC 2 Test/Exam Schedule

<table>
<thead>
<tr>
<th>Test and exam</th>
<th>CA1: 30%</th>
<th>SA1: 15%</th>
<th>CA2: 35%</th>
<th>SA2: 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical Investigation</td>
<td>Mid-Year Exam: SAQ (5%) &amp; SQ (10%)</td>
<td>Response to Geographical Issue (15%)</td>
<td>Test 2: SAQ &amp; SQ (20%)</td>
<td>EOY Exam: SAQ (5%) &amp; SQ (15%)</td>
</tr>
<tr>
<td>Term 1 Wk5 - Term 2 Wk1</td>
<td>Term 2 Week 6</td>
<td>Term 3 Week 2</td>
<td>Term 3 Week 8 wed (17 August 2016)</td>
<td>Term 4 Week 3</td>
</tr>
</tbody>
</table>
TAKE HOME ASSIGNMENTS

To reduce emphasis on tests/examinations
GEOGRAPHICAL INVESTIGATION

- Both **group** and **individual** components

Focus on Skills
- Research skills
- Problem solving
- Create and analyse tables
• **Topic: Water Supply**
  - Teacher to lead students to Bishan park to investigate how human activities affect quality of water in a waterway in Term 2 Week 1.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Stages</th>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- fieldwork (10 Marks)</td>
<td>1: Understanding the GI Question</td>
<td>Term 1 Week 9</td>
<td>GI introduction</td>
</tr>
<tr>
<td></td>
<td>2: Gather and Select Data</td>
<td>Term 1 Week 10</td>
<td>Students to complete and submit their Group work in class (6M)</td>
</tr>
<tr>
<td></td>
<td>2: Gather and Select Data</td>
<td>School Holidays</td>
<td>Students to complete their Individual Research- from internet, books (4M)</td>
</tr>
<tr>
<td>Fieldwork (10 Marks)</td>
<td>3: Gather Data</td>
<td>Term 2 Week 1</td>
<td>• Hand in individual research on Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class 11,12,13 on 22 March after school</td>
<td>• Fieldwork at Bishan Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class 14, 1A1, 1A2 on 23 March after school</td>
<td>- Sketching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Recording of observations</td>
</tr>
<tr>
<td>Post-fieldwork (10 Marks)</td>
<td>4, 5, 6: Construct group response and reflection</td>
<td>Term 2 Week 2 to Week 5</td>
<td>Review on data collected, construct group response and reflect</td>
</tr>
</tbody>
</table>
- **Topic: Transportation**
  - What are the features of our public transport to help ensure a safe and comfortable journey?
  - Total of 7 tasks to complete:
    - Groupwork: 20 marks
    - Individual: 10 marks
**Task 2 is a groupwork task that can be started in Week 5**

- Analyse G.I. Qs (Task 1)
- How to collect data

- Collate data
- Represent data
- Analyse data (Task 6&7)

- Collection of data (Task 3 & 4)
- Reflection (Task 5)

- INDIVIDUAL

---

**SEC 2 G.I. (30%)**
RESPONSE TO
GEOGRAPHICAL ISSUE

Take Home Assignment #2
• Section A will include a personal response question based on an article. Their answers must be from both perspectives. For example, “What is your opinion on high rainfall as the main reason for flooding in Singapore? Support your opinion with reasons and examples.”
<table>
<thead>
<tr>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Approaching Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives two sided response. Reasons and examples are used well in support of opinion.</td>
<td>Only gives one sided response. Reasons and examples are evident in support of opinion.</td>
<td>Personal opinion is not stated. Reasons and examples are not evident in support of personal opinion.</td>
</tr>
<tr>
<td>Suggest how issue can be better managed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RESPONSE TO GEOGRAPHICAL ISSUE

- Section B will be a structured question
  - Example: Explain three causes of flooding.
- Section C will be map work.
  - Example: Locate the NEWater plants in Singapore given a map of Singapore
- Section D will be basic techniques such as describe/ draw charts and tables.
EXAMINATION FORMAT

Unpacking the exam paper
• **Section A** - Short answers (5 marks)
• **Section B** – Structured Answers (30 marks)
  – 3 questions in section
  – Students to answer 2 structured questions
  – Each question is worth 15 marks (with multiple sub-parts)
1. Figure 1 shows the distribution of tropical rainforest.

Source: http://www.mongabay.com/images/rainforests/world-rainforest-map.jpg

Figure 1

Describe the distribution of tropical rainforest with regards to
- Latitudes
- Example of area
- Climate
Dry spell ahead may see water rationing
Industry players tap ways of conserving water in coming weeks

PUBLISHED ON JAN 24, 2015 10:21 AM

BY AUDREY TAN
Water rationing could be one way for Singapore to deal with a predicted dry spell over the coming weeks.

Government agencies, environmental groups and representatives from the water industry yesterday held a discussion, chaired by Minister for the Environment and Water Resources Vivian Balakrishnan, in which they examined how the nation can do more to conserve and appreciate the resource.

The National Environment Agency (NEA) on Thursday said total rainfall for this month and the next is expected to be below average, due to the early onset of the dry phase of the northeast monsoon.


Figure 5

With reference to Figure 5 and other studies made, explain three factors that cause water shortage. [3]
ANSWERING TECHNIQUES

Unpacking the exam paper
• When answering questions, the first necessary step is to identify **command words** in questions
• These instruct students on how to go about answering the question, we have provided students with some structured scaffolds to use
1. Describe **distribution:**
   - **Pattern:** I.e. Most of housing shortage occurs in less developed regions (**Big Picture**)
   - **Evidence:** Africa, a less developed region has a high concentration of homelessness at 60% (**from source**)

2. Describe **changes:**
   - **Trend:** Traffic congestion has increased
   - **Evidence:** from 2 hour delays in 2000 to 5 hour delays in 2010. (**from source**)

3. Describe **characteristics:**
   - Point + elaboration
4. Explain:
   - Point
   - Elaborate
   - Example
   - Link

*Do take note, if explaining cause of problem - start from **cause** and **link** to **problem** (definitions help)

**If explaining impact, **start** from **problem** and then **link** to **impact**
5. Evaluate (management strategy):
   – State the strategy used
   – Elaborate on the strategy
   – Example of the strategy (with values)
   – Effectiveness (Adv, Disadv) : 1 advantage and 1 disadvantage clearly stated.
KEY ACADEMIC STRATEGIES

Department Programmes
KEY ACADEMIC STRATEGIES

• **Pedagogy**
  - Assessment for learning (KWL worksheet, Exit Ticket)
  - Inquiry approach
  - Investigative approach

• **Tools**
  - Mind maps
  - 5W1H
  - Discussions
  - Quiz (from resource package): Practice exam style questions
  - Assessment of learning (class assignments, test, exams)

• **Remedial & Consultation**
HOW TO HELP YOUR CHILD

Some additional tips
• Study smart tip:
  – Formulate questions using command words when studying each sub-section of content
  – Craft responses using the various frameworks given (in slide on answering techniques) and create tables using this format
**Explain one cause of traffic congestion.**

| Traffic congestion occurs due to separation of work from residential areas. Hence, people need to travel from their homes to work, creating a need for commute. As many take cars to work, this results in traffic congestion. |

**Sample: Students Answer**
Explain *one* cause of traffic congestion.

Traffic congestion occurs due to separation of work from residential areas (*point*). Hence, people need to travel from their homes to work, creating a need for commute (*elab*). As many commuters take cars to work, this results in traffic congestion. (*missing link + example*)

Sample: Students Answer
Explain **one** cause of traffic congestion.

<table>
<thead>
<tr>
<th>Point</th>
<th>Traffic congestion occurs due to separation of work from residential areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaboration</td>
<td>This creates a need to commute from home to work which can be done either through private or public transport. As large numbers of people travel from residential areas to their work (often found in Central Business Districts), this leads to a large number of cars on the road during peak hour.</td>
</tr>
<tr>
<td>Example</td>
<td>For example, in 2012 London was reported to have more than 2.6 million private cars registered to city dwellers many of whom commute to work daily using their cars.</td>
</tr>
<tr>
<td>Link</td>
<td>This results in more vehicles than the road can handle during peak hour (definition), hence resulting in traffic congestion.</td>
</tr>
</tbody>
</table>