

# Pure Geography & Elective Geography

O-level:

Pure Geography (Paper no. 2236)

SS & Elective Geography (Paper no. 2272)

N-level:

Pure Geography (Paper no. 2246)

# 2236 Geography O level

**Paper 1 (50%)  
50 MARKS  
1 HR 40 MIN**

**Section A (25%) 25 MARKS**

**1 Structured question on Geographical Investigation will be set based on the following topics:**

- Coasts
- Tourism

**Can be topic-specific or combination of topics.**

**No more than 10 parts, including sub-parts.  
COMPULSORY question.**

**Section B (25%) 25 MARKS**

**2 structured questions will be set based on the following topics:**

- Coasts
- Tourism

**1 topic-specific question, the other on a combination of topics.**

**No more than 5 parts.**

**Answer 1 question ONLY, including LODM**

# 2236 Geography O level

**Paper 2 (50%)  
50 MARKS  
1 HR 30 MIN**

## **Section A (25%) 25 MARKS**

**2 Structured questions will be set based on the following topics:**

- Living with tectonic hazards**
- Weather and climate**

**1 topic- specific question, the other on a combination of topics.**

**Answer 1 question ONLY.**

**No more than 5 parts, including sub-parts.**

## **Section B (25%) 25 MARKS**

**2 structured questions will be set based on the following topics:**

- Food resources**
- Health and diseases**

**1 topic- specific question, the other on a combination of topics.**

**Answer 1 question ONLY. No more than 5 parts, including sub-parts. LODM**

# 2272/2 E.Geography 0-Level

Duration: 1 hr 40min  
50 marks, 50%

## **Section A:[13%]**

**2 structured questions on Geographical Investigation on  
Tourism & Weather & Climate  
Answer 1 question.**

## **Section B: [12%]**

**2 structured questions on Tourism/ Weather & Climate.  
1 FULL QUESTION & 1 MIXED TOPICS QUESTION.  
Answer 1 question only.**

## **Section C: [25%]**

**2 structured questions on Geography of food / Living with  
tectonic hazards  
1 FULL QUESTION, 1 MIXED TOPICS QUESTION.  
Answer 1 question only.**

# 2246 Geography N level

Paper 1

50%

50 marks

1 hour 40 minutes

## Section A (25%)

One structured question on **Geographical Investigations** will be set based on the following topics:

- Coasts
- Global Tourism

The question will be set on a specific topic or combination of topics. The question carries 25 marks. **Candidates must answer the question in this section.** They are advised to spend 55 minutes on the question.

## Section B (25%)

Two structured questions will be set based on the following topics:

- Coasts
- Global Tourism

One question will be set on a specific topic. One other question will be set on a combination of topics. Each question carries 25 marks. **Candidates must answer one question from this section.** They are advised to spend 45 minutes on the question.

# 2246 Geography N level

<p><b>Paper 2</b></p> <p><b>50%</b></p> <p><b>50 marks</b></p> <p><b>1 hour 30 minutes</b></p>	<p>Three structured questions will be set based on the following topics:</p> <ul style="list-style-type: none"><li>• Living with Tectonic Hazards</li><li>• Food Resources</li></ul> <p>Two questions will be set on specific topics. One other question will be set on a combination of topics. Each question carries 25 marks. <b>Candidates must answer two questions from this paper.</b> They are advised to spend 45 minutes on each question. This paper carries 50 marks.</p>
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# Issues and Geographical Investigation Focus in Geography

GI	Sec 4 Pure Geography	Sec 4 Elective Geography
<p><b>Coast &amp; Tourism (Sec 4E &amp; 4N Pure Geography)</b></p>	<p><b>Coast/ Tourism/ Plate tectonics/ Weather &amp; climate/ Food resources/ Health &amp; diseases</b></p> <p><b>(4E)</b></p>	<p><b>Tourism/ Weather &amp; climate/ Food resources/ Plate tectonics</b></p>
<p><b>Tourism &amp; Weather &amp; Climate (Sec 4E Elective Geography)</b></p>	<p><b>Coast/ Tourism/ Plate tectonics/ Food resources</b></p> <p><b>(4N)</b></p>	

# Geographical Investigation Questions

- Questions test the methodology of hypothesis formation, observation and making conclusion of data, measurement techniques & data collection techniques, & data presentation methods will be tested.



# Adapted from 2017 O Level Elective Geography Paper [2267/2]

- (ai) The students thought that the cost of the air fare from the home area influenced the number of patients from different areas.

State a suitable hypothesis to test this idea. [1]

To formulate a hypothesis, you need to consider the variables to be tested and the relationship between the variables.

## Adapted from 2017 O Level Elective Geography Paper [2267/2]

(a) (ii) The students decided to show this information on a scatter graph. Fig. 1 (Insert 1) is their partially completed scatter graph. Complete Fig. 1 from the data in Table 1 and draw your conclusions using the relationship shown on the scatter graph. **[3]**

To plot the graph, you need to know how a scatter graph works/ looks like and the techniques to do the plotting. To draw conclusions effectively, you need to identify the relationship and support your answers with the use of data.

# To do well in Geographical investigations, you need to:

- Understand the topic to be tested & the context in the question.
- Know the requirements when crafting a guiding question or hypothesis.
- Understand all the data collection techniques used during fieldwork.
- Know what are the data representation methods like graphs and pie charts and maps
- Use the data to support your conclusions in your analysis of the results
- Refer GI checklist that will be given to your child in term 2

# Levels of Descriptors Marking Questions

LODM- Geography

A decorative graphic consisting of a thick teal horizontal bar at the top, followed by a white horizontal bar, and then three thin, parallel teal horizontal lines extending from the right side of the white bar.

## They consist of:

- A sentence that tests the **syllabus content** and issues
- A command word or phrase such as ‘evaluate’ or ‘assess’ that demands the students to pass a judgment or make a justification

**‘Hard engineering methods to protect the coast are more effective than soft engineering methods.’ How far do you agree with this statement? Explain why.**  
**[8]**

# How are they marked? 'O' Levels

- By a number of levels each based on a certain criteria.
- Usually 3 levels with the highest being a more complex answer. Explain at least 3 factors.
  
- Level 1- Basic DESCRIPTIVE statements [1-3marks]
- Level 2- Development of points with located examples  
[4-6 marks]
- Level 3- Detailed development with idea of balance  
[7-8marks]

# What is meant by ‘development’?

- Use of statistics eg. ‘40% of food crops are damaged by pests...’
- Examples included eg. Seawalls
- Located example eg. Seawalls at East Coast Park
- Expanding on the factor by writing on its definition and description, **explanation** and including implications.

Eg. “Some crops are genetically modified to last longer so that farmers can sell their produce to markets far away.”

# What is meant by ‘balance’?

- Present **both** sides of the argument and an evaluative statement.
- For example, after a detailed description of points on the **successes and limitations of a point**/ factor/ strategy, students are required to pass a judgment on whether the point/ factor/ strategy has been fully able to solve or mitigate the issue and why.



# Example

## Using examples, evaluate the success of measures taken to protect coastlines from erosion. (8 marks)

Measures include building groynes which can be concrete or wooden perpendicularly to the coastline. They work by interrupting and trapping the sediments brought by longshore drift. They were built at Miami beach in Florida, USA. However, they starved places downdrift of sediments and thereby caused erosion. They are also aesthetically too ugly especially for a tourist destination. As a result, they have been replaced by beach nourishment in recent years.

*-Detailed explanation of 1st feature*

*-Specific example cited*

*-Evaluation of success by including its limitation*

# Cont'd

- Concrete breakwaters can also be built offshore. They help to reduce the power of the waves and increases friction a distance away from the coastline so as to reduce the energy of the waves and encourage deposition to occur. They are built at the East Coast Park in Singapore. Their success can be seen in the J-shaped bays that are created behind these breakwaters.

*Detailed explanation of 2nd feature*

*Specific example cited  
Evidence of success  
provided.*

## For 'N' Levels

**'Having emergency drills before earthquake occurs is as important as setting up emergency shelters in response to earthquakes.'**

**To what extent do you agree with this statement? Support your answer with studies you have made.'**

**[6]**

# How are they marked? 'N' Levels

- By a number of levels each based on a certain criteria.
- Usually 3 levels with the highest being a more complex answer. Explain at least 3 factors.
  
- Level 1- Basic DESCRIPTIVE statements [1-2marks]
- Level 2- Development of points with located examples  
[3-4 marks]
- Level 3- Detailed development with idea of balance  
[5-6marks]

Refer to LDQ checklist given to your child in January.

# How can parents support at home

- Students to be more aware of current events –  
Eg latest earthquakes, discovery of a new continent, encourage them to read up and find out more.
- More questions require students to use their critical thinking skills moving beyond from the knowledge level – encourage them to practise on their own, read case studies and examples well.
- Where applicable, can advise your child to use well-annotated diagrams to illustrate the concepts.
- Create a conducive space for the students to do their work.

# Combined Humanities (Social Studies)

O-level:

SS & Elective Geography (Paper no. 2272)

SS & Elective History (Paper no. 2273)

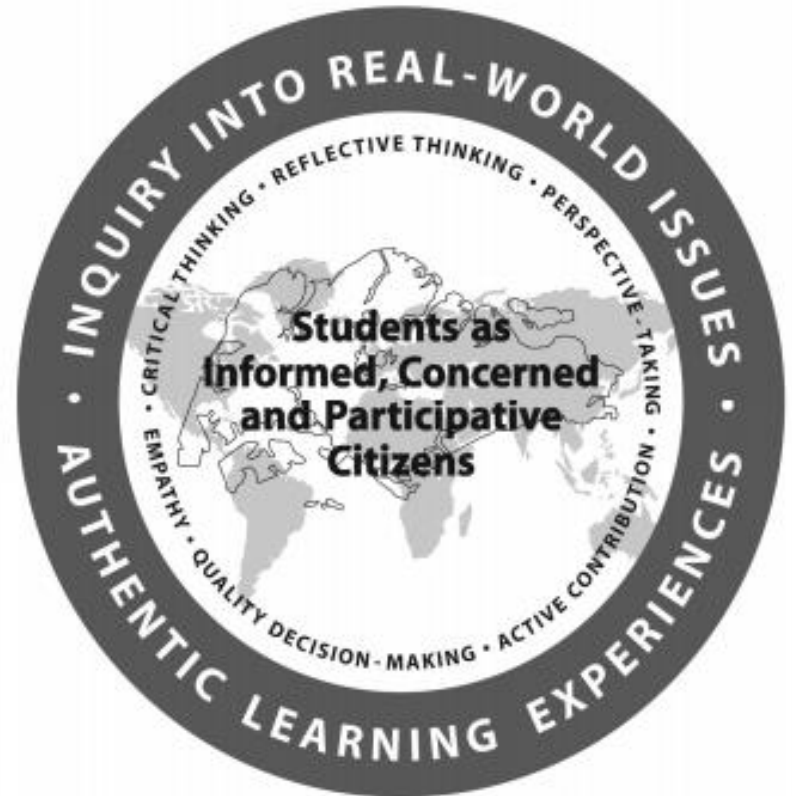
SS & Elective Literature (Paper no. 2274)

N-level:

SS & Elective Literature (Paper no. 2177)

# Short Introduction of SS

- Aim of SS
  - Developing students into **informed**, **concerned** and **participative** citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the society and world they live in.



# Content

- Issues in SS Syllabus
  - 2.5 Issues for the N-level
  - 3 Issues for the O-level
- Each Issue has a Inquiry Focus





# Issues and Inquiry Focus in SS

Issues (As in TB)	Inquiry Focus	N & O-levels
Issue 1: Exploring Citizenship and Governance	Working for the Good of Society: <b>Whose Responsibility Is It?</b>	Ch 1 What Does it mean for Me to Be a Citizen of My Country?  Ch 2 How Do We Decide What Is Good for Society?  Ch 3 How Can We Work for the Good of Society?
Issue 2: Living a Diverse Society	Living in a Diverse Society: <b>Is Harmony Achievable?</b>	Ch 4 What is Diversity?  Ch 5 Why is There Greater Diversity in Singapore Now?  Ch 6 What Are the Experiences and Effects of Living in a Diverse Society?  Ch 7 How Can We Respond in a Diverse Society?
Issue 3: Being Part of a Globalised World	Being Part of a Globalised World: <b>Is it Necessarily Good?</b>	Ch 8 What Does it Mean to Live in a Globalised World?  Ch 9 How Do We Respond to Tensions Arising From Some Economic Impacts of Globalisation? <b>(N-Level Students are tested up till here)</b>  Ch 10 How Do We Respond to Tensions Arising From Some Cultural Impacts of Globalisation?  Ch 11 How Do We Respond to Tensions Arising From Some Security Impacts of Globalisation?



# Assessment in SS

- Paper comprises 2 sections:
  - Source-Based Case Study (SBCS) which consists of Source-Based Questions (SBQs)
  - Structured-Response Question (SRQ)

**Kindly refer to the N-level and O-level 2017 papers.**



# Assessment in SS

Section A: (35 marks)

- Source-Based Case Study (SBCS) which consists of **Five** Source-Based Questions (SBQ)

Section B: (15 marks)

- **One** Structured-Response Question (SRQ) which consists of Part a) and Part b)

Total marks for paper: 50 marks

1 hr 45 mins

# Section A: Source-Based Case Study (SBCS)

- One main issue / topic / focus
- 5 compulsory questions related to main issue / topic / focus
  - E.g. 1a, 1b, 1c, 1d, 1e

E.g.

## **O-level 2017:**

Issue: How can Singapore's interests be protected while managing haze?

## **N-level 2017:**

Issue: Is the British government helping to save the British steel industry?



# Section A: Source-Based Questions (SBQ)

- Look at sources given to answer questions
- Each question tests for a particular skill(s)
  - Inference skill
  - Main message / Why-purpose skill
  - Comparison skill
  - Reliability skill
  - Usefulness skill
  - Proving skill
  - Surprise skill
  - Mixed skill (Combination)



## Section B: Structured-Response Questions (SRQ)

- The compulsory structured-response question will be set on any of the three Issues in the syllabus.
- For Part a), 1 Extract will be given and students are to answer to the extract using their own knowledge.

Extract 1:

**TEXT / PICTURE / POLITICAL CARTOON /  
ILLUSTRATIONS / GRAPHS**

E.g. In your opinion, why is Singapore becomingly an increasingly diverse society? Explain your answer with reference to **two** reasons.



# Section B: Structured-Response Questions (SRQ)

- For Part b), 2 Extracts will be given and students are to answer to the extract using what they have learnt in the textbook.

Extract 2:  
In a diverse society...

Extract 3:  
In a diverse, there are tensions...

E.g. How far do you agree that the positive impact is more significant than the negative impact? Explain your answer.



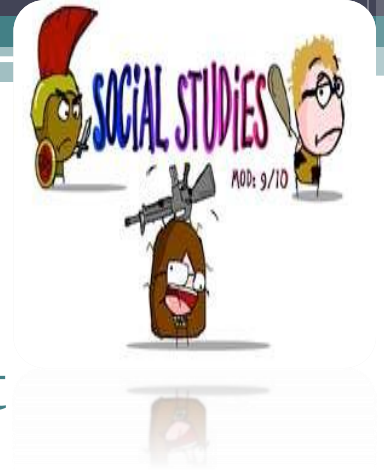
# Level Of Response Marking Scheme (LORMS)



- Award marks according to LEVEL of skills or UNDERSTANDING shown in the answer
- Answer marks for QUALITY of answer
- NO FIXED LORMS
- For SBQ, answers given are to be substantiated/supported (i.e. evidence from the source must be provided)



# P-E-E Method (for SBQs)



## Point

- Answer the question directly to the Point

## Evidence

- Provide phrases from the source to support your Point

## Explanation/Elaboration

- Give reasons why you stated the Point
- Explain how the Evidence supports the Point

## \*Cross-Reference (only for certain SBQ skills)

- Use other sources to support Point and explanation

# P-E-E-O/L Method (for SRQs)



## Point

- Answer the question directly to the Point

## Example

- Provide specific examples to help in explanation

## Explanation/Elaboration

- Give reasons why you stated the Point
- Explain how the Evidence supports the Point

## Outcomes (Link)

- What will happen as a result?

# Hands On Practice

"Tell me and I forget, teach me and I may remember,  
involve me and I learn."

— Benjamin Franklin



# SS O-Level 2017

## 1 (a) Study Source A.

What is the attitude of the cartoonist about the haze problem facing Singapore? [5]

**Come up with 2 possible inferences (in point form)**



# Sample LORMS for SBQ

Inference Question:

## Suggested LORMS:

L1	Copies (Describes the source)	1m
L2	Makes lower level inference (supported/unsupported)	2-3m
L3	Makes high level inference (supported/unsupported)	4-5m

# How to help your child develop Social Studies skills?

- Find opportunities to **converse** with them about **any topics of interest** (current affairs, news, television, radio, political cartoons etc)
- e.g. Cross Island Line, Parliamentary Debates, Racial & Religious Harmony/Policies in Singapore, Economic Growth/Downturn, Terrorism
- Ask them to justify their views
  - It is this process of justification that ignites the critical thinking that goes behind their views.
  - Keep an open mind and be willing to listen to what they have to say.
  - Agree to disagree.



DO NOT GIVE UP!



GRC?  
SMC?  
MPs?



CROSS ISLAND LINE

