

Humanities (Social Studies, Geography)

(Syllabus 2260)

SOCIAL STUDIES

Philosophy of the Singapore Social Studies Curriculum

At the heart of the Singapore Social Studies curriculum is the preparation of students to be effective citizens by helping them to better understand the interconnectedness of Singapore and the world they live in and appreciate the complexities of the human experience.

Drawing on aspects of society that are of meaning and interest to students, Social Studies seeks to ignite students' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, Social Studies helps students to attain relevant knowledge and understanding about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

Social Studies seeks to inculcate in students a deeper understanding of the values that define the Singapore society, nurture dispositions that will inspire them to show concern for the society and the world in which they live and demonstrate empathy in their relationships with others. The curriculum therefore envisions students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the society and world they live in.

The syllabus content is organised around **three Issues** and is anchored in a set of knowledge, skills and values outcomes. The three Issues correspond to societal issues that have been shaping Singapore, the region and the world. The knowledge, skills and values acquired through exploring these Issues will develop students' competencies to be informed, concerned and participative citizens.

Issue 1: Exploring Citizenship and Governance

Inquiry Focus – Working for the good of society: Whose responsibility is it? Why this Issue matters

This Issue invites students to begin exploring what it means to be an informed, concerned and participative citizen. Students will deepen their understanding of citizenship and governance and learn how citizens and government play complementary roles in working for the good of society. In a complex society and world, understanding their roles as citizens will influence how they respond to various situations and issues in Singapore and the world. This will serve to develop a stronger sense of civic consciousness, enhancing the roles they play as citizens who are rooted in Singapore with a global outlook.

Key Understandings

- Citizenship is varied and complex.
- Government is a political institution with important functions and roles to govern.
- Different groups of people in society have differing needs, interests and priorities, and experience unequal sharing of costs. Managing these differences often requires trade-offs to be made.
- Both citizens and government can play complementary roles in working for the good of society.

Issue 2: Living in a Diverse Society

Inquiry Focus – Living in a diverse society: Is harmony achievable? Why this Issue matters

This Issue helps students appreciate diversity and the importance of harmony. Students will develop an understanding of who they are as individuals and accept, respect and celebrate diversity as well as common practices and values in a diverse society. This will heighten students' awareness of the need to develop personal and collective responsibility in promoting and maintaining harmony in a diverse society.

Key Understandings

- Identities are diverse and complex.
- Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common.
- People respond to diversity in a variety of ways to achieve harmony.

Issue 3: Being Part of a Globalised World***Inquiry Focus – Being part of a globalised world: How can we respond to globalisation?******Why this Issue matters***

This Issue helps students understand and make meaning of their lives in a globalised world where countries and individuals are interconnected and interdependent. Students will explore the impacts of globalisation in three areas: economy, culture and security. They will understand the complex process of globalisation through examining how the impacts of globalisation in these areas result in trade-offs and different responses from countries and individuals. Students will therefore appreciate the complex decision-making process behind the responses towards the impacts of globalisation. This understanding will help them to make well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.

Key Understandings

- Globalisation shapes the interconnections and interdependence among countries and people.
- Globalisation creates impacts in the economy, culture and security.
- The impacts of globalisation result in differing responses from countries and people.

ASSESSMENT

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



SOCIAL STUDIES (syllabus 2260/01)

AIMS

As informed citizens, students would:

- Understand the rights and responsibilities of citizens and role of the government in society
- Understand their identity as Singaporeans, with a regional and global outlook
- Understand the Singapore perspective on key national, regional and global issues
- Analyse and negotiate complex issues through evaluating multiple sources with different perspectives
- Arrive at well-reasoned, responsible decisions through reflective thought and discernment

As concerned citizens, students would:

- Have a sense of belonging to the nation, appreciate and be committed to building social cohesion in a diverse society
- Be motivated to engage issues of societal concern
- Reflect on the ethical considerations and consequences of decision-making

As participative citizens, students would:

- Take responsible personal and collective actions to effect change for the good of society
- Be resilient in addressing concerns of society in spite of challenges faced

ASSESSMENT OBJECTIVES

AO1: Knowledge with understanding

- Students should be able to demonstrate an understanding of societal issues

AO2: Interpreting and evaluating sources or given information

Students should be able to:

- comprehend and extract relevant information
- draw inferences from given information
- analyse and evaluate evidence
- compare and contrast different views
- distinguish between fact, opinion and judgement
- recognise values and detect bias
- draw conclusions based on reason consideration of evidence and arguments

AO3: Constructing explanations

Students should be able to:

- analyse societal issues through different perspectives
- construct reasoned arguments and make informed judgement and recommendations

EXAMINATION FORMAT

1h 45min (50 marks, 50%)

Section A (35 marks)

One source-based case study assessing AO1 and AO2.

Section B (15 marks)

Two structured-response questions assessing AO1 and AO.

ASSESSED TOPICS

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

¹ Singapore–Cambridge General Certificate of Education Ordinary Level - Humanities (Social Studies, Geography: Syllabus 2260)

GEOGRAPHY (syllabus 2260/02)

AIMS

Students would be able to:

- Acquire knowledge and skills to describe, explain and analyse geographical processes and phenomena that occur in Singapore and beyond
- Examine selected geographical phenomena and processes through data analysis
- Be aware of different value orientation(s) towards the environment which can influence people's actions
- Be imbued with a sense of responsibility towards the environment
- Be provided with opportunities to discuss solutions and take actions to achieve a more sustainable world.

ASSESSMENT OBJECTIVES

Knowledge with understanding

- Students should be able to construct responses based on an understanding of geographical theories, generalisations, models and concepts.

Skills with analysis

- Students should be able to apply their understanding to break down information into its component parts and/or to carry out a geographical investigation.

Judgement and decision-making

- Students should be able to use defined criteria and standards to evaluate methods, outcomes and proposals in Geography.

EXAMINATION FORMAT

1h 45min (50 marks, 50%)

- Candidates answer Q1 and Q2 in Section A and;
- either Q3 or Q4 in Section B.

Section A

- **Q1** – Cluster 1: Geography in Everyday Life (14 marks)
- **Q2** – Cluster 2: Tourism (18 marks)

Section B

- **Q3** – Cluster 3: Climate (18 marks)

OR

- **Q4** – Cluster 4: Tectonics (18 marks)

N.B.

- Each structured question will consist of no more than 8 sub-parts.
- Candidates will be required to answer one 9-mark question in either Q2 or Q3/Q4.
- Selected questions in this exam paper will be marked using generic level descriptors whereas other questions will be point-marked.
- An approved calculator may be used in this exam paper.