



Lesson Continuity Plan (MARCH/APRIL/MAY): 4 Express Social Studies

- Materials and assignments will be posted in the Google Classroom.
- Discussion and questions to be via Zoom Chat or Google Classroom.
- Any work submitted will be marked and returned in the next session.
- The lessons will not be recorded. Please attend punctually as per the usual time slot.

<p><u>Sat, 28 Mar</u> 2pm to 4pm</p>	<p>Materials needed:</p> <ol style="list-style-type: none"> 1) SBCS Manual 2) SBCS Practice `How far do the Germans welcome Refugees in their country?' 3) Foolscap 	<p>First 15 minutes: Students to log into zoom. Instructions on lesson outline will be given by tutor. Next 15 minutes: To plan an outline for `How far do the Germans welcome refugees in their country?' Next 30 minutes: Time Practice. All will do Question 1 and Question 5. Next 30 minutes: Tutor will share on the nuances of the paper using zoom. Students to annotate on the question paper. Break of 5 minutes Next 20 minutes: Students to use the comment section in zoom to clarify doubts</p>	<p>Deliverables: At the end of the lesson, students are to email their completed responses by 2359 hrs on the day of the tuition.</p>
<p><u>Sun, 29 Mar</u> 1.30 to 3.30pm 4pm to 6pm</p>	<p>Important Notes:</p> <ol style="list-style-type: none"> 1) Lesson will be online 2) Students are to log-in during the entire duration 3) During timed practice, students can ask questions through the chat function if they have difficulties 		<p>Selected students will be given question 2, 3 and 4 as homework. Only 1 question.</p>
<p><u>Sat, 4 Apr</u> 2pm to 4pm</p>	<p>Materials needed:</p> <ol style="list-style-type: none"> 1) SBCS Practice given in previous lesson 2) The marked scripts (softcopy) 3) Sample scripts from peers (softcopy) 	<p>First 15 minutes: Students to log into zoom. Tutor will give instructions on lesson outline. Next 15 minutes: Students to share on their doubts about the paper through audio. Next 30 minutes: Tutor to go through good scripts for question 1 and question 5.</p>	
<p><u>Sun, 5 Apr</u> 1.30pm to 3.30pm</p>			

4pm to 6pm		Toilet break 5 minutes Next 30 minutes: Peer Critique for Question 2, 3 and 4. Last 20 minutes: Questions	
Sat, 11 Apr 2pm to 4pm Sun, 12 Apr 1.30pm to 3.30pm 4pm to 6pm	Materials needed: 1) SBCS Practice 'The Obama policy has been beneficial' 2) SBCS Manual 3) Lecture Notes on Content: Chapter 10 Management of impact on culture Important Notes: 1) Lesson is via zoom and students must remain online for the duration of the lesson	First 10 minutes: Tutor will introduce the lesson objectives and the segmenting of the lesson. Next 30 minutes: Content Lecture on Chapter 10: Management of the impact on culture Next 5 minutes: Toilet Break Next 15 minutes: To plan an outline for the SBCS 'The Obama policy has been beneficial'. Next 30 minutes: Tutor will allocate the work for timed practice Next 30 minutes: Sharing of the nuances in the sources by students.	Deliverables: At the end of the lesson, students are to email their completed responses by 2359 hrs on the day of the tuition. Selected students will be given question 2, 3 and 4 as homework. Only 1 question.
Sat, 18 Apr 2pm to 4pm Sun, 19 Apr 1.30pm to 3.30pm 4pm to 6pm	Materials needed: 1) SBCS Practice 'The Obama policy has been beneficial' 2) SBCS Manual 3) Sample scripts that are marked by Tutor Important Notes: Lesson is via zoom and students must remain online for the duration of the lesson	First 10 minutes: Tutor will introduce the lesson objectives and ensure routines are followed. Next 20 minutes: Tutor will share on the nuances of the paper. Next 25 minutes: Peer Critique for Q1 and Q2. Next 5 minutes: Toilet break Next 40 minutes: Peer Critique for Q3 to Q5. Last 20 minutes: Tutor will identify students to share on their answers (graded A).	
Sat, 25 Apr 2pm to 4pm Sun, 26 Apr 1.30pm to 3.30pm	Materials needed: 1) All the Lecture Notes 2) SBCS Manual 3) SBCS Practice 4) N Level 2012 QP on Healthcare system in Britain	First 15 minutes: Tutor will conduct file check to ensure that students have all the resources required for the coming Mid-Year Examinations. Next 15 minutes: Plan an outline on the N Level 2012 QP on the British Healthcare system Next 30 minutes: Timed Practice	Deliverables: At the end of the lesson, students are to email their completed responses by 2359 hrs on the day of the tuition.

4pm to 6pm	Important notes: Lesson is via zoom and students must remain online for the duration of the lesson	Next 5 minutes: Toilet Break Next 30 Minutes: Tutor to go through tips on handling utility and comparison. The mastery of this two skills is key as they take up 13 marks out of 50 marks in the SS exams Next 15 minutes: Students to ask questions and clarify doubts Last 15 minutes: Tutor to collate data on coverage of skills and content in the coming Mid-Year Exams and give tips on handling of content.	All students to do question (d) as homework and submit together with the timed practices for marking
Revision Bootcamp for May Holidays			
2 May (Sat) 2-4pm OR 3 May (Sun) 1.30-3.30pm OR 3 May (Sun) 4-6pm	Structured Response Questions – Issue 1 (Exploring Citizenship and Governance)	This session will be divided into 2 parts. The first part will be to construct an explanation to account and/or making recommendations to address a particular issue facing Singapore. The second part will be to construct explanations of two factors / perspectives on an issue and making judgements on the relative importance of the two factors. Students will learn to apply current affairs (COVID-19) that are close to their hearts to exemplify their understanding of the question.	At the end of the session, students will be able to identify all issues in Exploring Citizenship and Governance, apply a proven technique in explaining and/or making recommendations to a particular trend in Singapore. In Part 2, students will be able to identify the types of questions that can be tested, extract relevant information from the course book and be able to use relevant examples to support their answers
7 May (Thu) 2-4pm OR 15 May (Fri) 1.30-3.30pm	Structured Response Questions – Issue 2 (Living in a Diverse Society)	A large segment will be allocated to prepare students to answer a more demanding variant of the sub-part (b) question. In the examinations, students can be given a hypothesis and the student must be able to give a balanced conclusion to the hypothesis. Issue 2 – Living in a diverse	At the end of the session, students will be able to account and make recommendations to issues that have surfaced in

<p>OR 7 May (Thu) 4.30-6.30pm</p>		<p>society lends itself readily to many hypothesis which require students to be able to select and organise their content. Their responses must be able to provide both perspectives to the issue and the highest level will be given to students who can resolve the conflict or bring the divergent views together.</p>	<p>Singapore with the influx of immigrants and migrants. In addition, not all strategies can be applied without knowing the difference between immigrants and migrants. Therefore, specific policy recommendations will be given to students to apply their skills to answer the requirements in the questions</p>
<p>9 May (Sat) 2-4pm OR 16 May (Sat) 11-1pm OR 15 May (Fri) 4.30-6.30pm</p>	<p>Structured Response Questions – Issue 3 (Being part of a Globalized World)</p>	<p>** 'Chapter 11 – How do we respond to some security impact of globalization' will not be covered at all.</p>	<p>At the end of the session, students will be able to explain using a proven template on the drivers leading to interdependence and connectedness in the world. Similarly, they will be able to explain the impact of globalization in the areas of economy, culture and security**. The focus of this lesson will be the security implication brought about by the changing geopolitics in the region. Besides being able to explain the impacts, students will be able to evaluate the effectiveness of the responses taken by government to deal with the security implications</p>

			brought about by globalisation.
<p>16 May (Sat) 2-4pm OR 17 May (Sun) 1.30-3.30pm OR 17 May (Sun) 4-6pm</p>	<p>Source-Based Questions – Reliability/Utility</p>		<p>At the end of the session, students will be able to debunk myths as high marks are awarded to answers which talk about the provenance. In this lesson, students will be able to address reliability and utility using a carefully calibrated method which will provide clarity in their responses. Students will also be able to organise their responses to clinch the elusive full marks allocated to this skill. During the O-Level exams, there were instances where students were required to answer 2 questions (out of 5) using this skill and earning themselves 13 out of 50 marks.</p>
<p>20 May (Wed) 4-6pm OR 21 May (Thur) 4-6pm OR</p>	<p>Source-Based Questions – Complex Reliability/Utility</p>	<p>This module is only recommended for students who are competent in handling Reliability / Utility involving one source. In the new syllabus, 7/35 marks are allocated to Complex Reliability. In the past 3 years, students were not tested on this skill in the old syllabus. However, a look at the 2010 'O' level paper revealed that students need to be very</p>	

<p>22 May (Fri) 4-6pm</p>		<p>clear in what they are checking and coherency in their arguments will differentiate the better answers from the mediocre. Students will also be guided on identifying the sub-text in the sources and using the sub-text to bring them that very achievable A1.</p>	
<p>23 May (Sat) 11-1pm OR 24 May (Sun) 1.30-3.30pm OR 23 May (Sat) 4.30-6.30pm</p>	<p>Source-Based Questions – Handling Purpose Questions</p>	<p>There are basically 2 main variants of Purpose questions. A template to answer both variants has been proven to be disastrous in the national examinations. Students have always used the same template to answer both variants but it's clear that response to 'Why did the Minister say this at this time' would be very different from a response to 'Does this minister support the issue of ...'.</p>	<p>At the end of the lesson, students will be able to answer the two variants using their own style but tweaked to answer the question. Note that the examiner will always give students the benefit of the doubt but marks cannot be awarded when there is negligible attempt to answer the question directly.</p>
<p>23 May (Sat) 2-4pm OR 25 May (Mon) 1.30-3.30pm OR 24 May (Sun) 4-6pm</p>	<p>Source-Based Questions – Evaluation</p>	<p><i>In this module, the tutor will be sharing a well-tested approach which has led our students at Humanities Hub perform much better than the national average at the 'O' Level examinations. With this well-tested approach, students will be strategic in answering the Evaluation question. We will also want to clear certain myths e.g. source(s) that are government posters cannot be used or the need to repeat the hypothesis repeatedly with the links.</i></p>	<p>At the end of the lesson, students will be able to use multiple sources to consider the issue of the case study from a broader perspective. This skill is new in Social Studies and many students believed that they have to use all the sources (6) to test against the hypothesis. This resulted in students spending a lot of time writing lengthy answers on</p>

			<p>1 source resulting in insufficient time to hit higher levels. Through this session, they will realise that a non-evaluative approach to test a source is sufficient through 2-3 sentences. They must be able to plan and strategically position their responses to hit the highest levels. This is achievable only if students have good time management. Note: this skill is the last question (e) and carries 10/50 or 20% of the marks.</p>
<p>30 May (Sat) 2-4pm OR 31 May (Sun) 1.30-3.30pm OR 31 May (Sun) 4-6pm</p>	<p>Source-Based Questions – Overview of Exam Skills</p>	<p>This will put together all the skills involved in the answering of all case studies. Timed practice, peer review and suggested answers will be given during this concluding lesson</p>	