



**2022 June Holiday Bootcamp  
GCE 'O' Level Pure Geography**

**\*ALL LESSONS ARE CONDUCTED VIA GOOGLE MEET AND MATERIALS UPLOADED INTO  
GOOGLE CLASSROOM\***

The aim of the workshop is to equip students with essential examination skills to answer **Geographical Investigation (GI) Questions, Data Response Questions & Level Descriptor Questions (Essays)**. Students will be taught to provide answers that strategically improve their scores in the GCE 'O' Level examination. The workshop is uniquely designed to deal with the demands of both **Papers 1 & 2** in Pure Geography; **GI component, Data Response and Level-Descriptor Questions (Essays)**.

In this workshop, students will be given past year exam papers to hone their examination skills. These essential practices will equip students with effective techniques in giving clear, precise & relevant answers. Furthermore, the workshop will enable students to make strategic adjustments to their answers to maximise their marks in the various section of the examination paper.

**Fees:**

\$100 per 2hr topic, \$150 per \*3hr topic or \$650 for whole workshop

Existing students pay existing rate

#	<u>Date/Day &amp; Time</u>	<u>Topics Covered</u>
1*	12 June (Sat) 10-1pm	Physical Geography <ul style="list-style-type: none"> <li>• Coasts</li> <li>• Geographical Investigation (GI)</li> </ul>
2	14 June (Tues) 6-8pm	Physical Geography <ul style="list-style-type: none"> <li>• Weather &amp; Climate</li> </ul>
3	16 June (Thurs) 6-8pm	Physical Geography <ul style="list-style-type: none"> <li>• Living with Tectonic Hazards</li> </ul>
4*	19 June (Sun) 10-1pm	Human Geography <ul style="list-style-type: none"> <li>• Global Tourism</li> <li>• Geographical Investigation (GI)</li> </ul>
5	21 June (Tues) 6-8pm	Human Geography <ul style="list-style-type: none"> <li>• Food</li> </ul>
6	23 June (Thurs) 6-8pm	Human Geography <ul style="list-style-type: none"> <li>• Health &amp; Diseases</li> </ul>

*\*To note that L1 & L4 are 3 hour sessions*

During the workshop, the topics covered are:

<u>Day</u>	<u>Topics</u>
1	<p><b>Physical Geography</b></p> <p><b>Data Response, Structured &amp; Level-Descriptor Questions on:</b></p> <ul style="list-style-type: none"> <li>• Coasts</li> </ul> <p>At the end of the session, students will be able to:</p> <p>Key Question (KQ) 1</p> <p>Explain the dynamic nature of coastal environments</p> <p>Explain how waves are generated and the factors influencing wave energy</p> <p>Explain wave refraction and the processes which occur when waves break</p> <p>Describe the different types of waves and their associated coastal environments</p> <ul style="list-style-type: none"> <li>• Explain the different coastal processes.</li> <li>• Describe and explain the formation of cliffs, headlands, caves, arches, stacks and shore platforms.</li> <li>• Describe and explain the formation of bays, beaches, spits and tombolos.</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Identify coastal landforms and features shown in topographical maps, photographs and sketches.</li> <li>○ Draw and label a field sketch of a coastal area shown in a photograph.</li> <li>○ Investigate how wave type influences beach profile and how longshore drift forms characteristic landforms.</li> <li>○ Measure beach slope, beach materials, wave frequency and beach profile.</li> <li>○ Analyse data and derive relationships between the following variables</li> <li>○ Wave steepness and beach slope</li> <li>○ Grain size and beach slope</li> <li>○ Calculate wave steepness using wave height and wave length data.</li> <li>○ Plot and label beach profile.</li> </ul> <p><b>Key Question (KQ) 2</b></p> <ul style="list-style-type: none"> <li>• Explain how the distinctive characteristics of coastal areas support a variety of human activities.</li> <li>• Describe the global distribution and characteristics of coral reef ecosystem.</li> <li>• Explain the value of coral reef ecosystem in the coastal environment.</li> <li>• Discuss the pressures that threaten the coral reef ecosystem.</li> <li>• Describe the global distribution and characteristics of mangrove ecosystem.</li> <li>• Explain the value of the mangrove ecosystem in the coastal environment.</li> <li>• Discuss the pressures that threaten the mangrove ecosystem.</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Locating major coral reef and mangrove areas on the world map</li> <li>○ Identifying the characteristics of mangroves shown in photographs and sketches that help them to adapt to the coastal environment</li> <li>○ Identifying the different kinds of human activities in coastal areas shown in maps, photographs and sketches.</li> </ul> <p><b>Key Question (KQ) 3</b></p> <ul style="list-style-type: none"> <li>• Explain how coastal areas can be managed in a sustainable manner.</li> <li>• Evaluate the effectiveness of measures to protect the coast from erosion.</li> </ul>

	<p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>Identifying engineering measures adopted to mitigate coastal erosion in the field and shown in photographs and sketches.</li> </ul> <p>Analyzing satellite images on changes in selected coastlines over two time periods.</p> <p><b>Geographical Investigation (GI)</b></p> <ul style="list-style-type: none"> <li>Coasts</li> </ul> <p>At the end of the session, students will be familiar with the inquiry approach to GI:</p> <ul style="list-style-type: none"> <li>formulate aims and hypotheses/guiding questions,</li> <li>inquiry skills and techniques to collect data,</li> <li>make analyses of data,</li> <li>presentation techniques to display data, and</li> </ul> <p>form conclusions.</p>
2	<p><b>Physical Geography</b></p> <p><b>Data Response, Structured &amp; Level-Descriptor Questions on:</b></p> <ul style="list-style-type: none"> <li>Weather &amp; Climate</li> </ul> <p>At the end of the session, students will be able to:</p> <p><b>Key Question (KQ) 1</b></p> <ul style="list-style-type: none"> <li>Describe the location and characteristics of tropical cyclones.</li> <li>Discuss the impact of tropical cyclones on human lives and the environment.</li> <li>Evaluate the effectiveness of measures adopted to mitigate and respond to the effects of tropical cyclones.</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>Tracking the path of a selected tropical cyclone from satellite images</li> </ul> <p>Locate selected tropical cyclones on a map and discuss their impact</p>
3	<p><b>Physical Geography</b></p> <p><b>Data Response, Structured &amp; Level-Descriptor Questions on:</b></p> <ul style="list-style-type: none"> <li>Living with Tectonic Hazards</li> </ul> <p><b>Key Question(KQ) 1</b></p> <ul style="list-style-type: none"> <li>Describe the internal structure of the Earth and explain the movement of tectonic plates.</li> <li>Describe the global distribution of tectonic plates and types of plate boundaries.</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>Drawing and annotating a diagram showing the internal structure of the Earth.</li> <li>Identifying and labeling major plates and the boundary types on maps.</li> <li>Drawing labelled diagrams showing the different types of movements taking place at plate boundaries.</li> </ul> <p><b>Key Question (KQ) 2</b></p> <ul style="list-style-type: none"> <li>Discuss how plate movements influence the general distribution of landforms and associated phenomena.</li> <li>Describe the landforms and phenomena associated with plate movements.</li> <li>Explain the causes of landforms and phenomena associated with plate movements.</li> <li>Describe the structure of volcanoes.</li> <li>Explain the characteristics of volcanoes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the formation of volcanoes.</li> <li>• Discuss the benefits and risks of living in volcanic areas.</li> <li>• Discuss the impact of earthquakes on people living in areas prone to this natural hazard.</li> <li>• <b>Acquire skills in:</b> <ul style="list-style-type: none"> <li>○ Analyzing maps and photographs of major tectonic landforms and phenomena to derive the relationship between their distribution patterns and plate boundaries (e.g. Pacific 'Ring of Fire').</li> <li>○ Drawing an annotated cross-section of a volcano.</li> <li>○ Drawing labelled diagrams to show the formation of a fold mountain, a rift valley, a block mountain and a volcano.</li> <li>○</li> </ul> </li> </ul> <p><b>Key Question (KQ) 3</b></p> <ul style="list-style-type: none"> <li>• Discuss the responses of people to earthquakes and tsunamis.</li> </ul> <p>Assess the effectiveness of strategies in mitigating and responding to the effects of earthquakes and tsunamis</p>
4	<p><b>Human Geography</b></p> <p><b>Data Response, Structured &amp; Level-Descriptor Questions on:</b></p> <ul style="list-style-type: none"> <li>• Global Tourism</li> </ul> <p>At the end of the session, students will be able to:</p> <p><b>Key Question (KQ) 1</b></p> <ul style="list-style-type: none"> <li>• Describe and give examples of different types of tourism.</li> <li>• Explain why tourist activities are different at different places.</li> <li>• Discuss the roles of different groups in promoting tourism.</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Classifying key global tourist attractions by type</li> <li>○ Describing distribution of key global tourist attractions by type (with reference to a map)</li> <li>○ Identifying key features of a specific tourist sites and associated tourist activities</li> </ul> <p><b>Key Question (KQ) 2</b></p> <ul style="list-style-type: none"> <li>• Describe the trends of both domestic tourism and international tourism.</li> <li>• Describe the changing nature of global tourism</li> <li>• Explain the growth of global tourism</li> <li>• Explain why tourism is subject to fluctuations</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Extracting information on trends in global tourist industry from graphs or tables</li> <li>○ Extracting information on factors affecting growth of the global tourist industry from maps, graphs or tables</li> <li>○ Analyzing tourist revenues using diagrams such as bar graph and pie chart</li> <li>○ Analyzing top tourist destinations &amp; tourist origins for a selected country using flow maps and pie charts</li> </ul> <p><b>Key Question (KQ) 3</b></p> <ul style="list-style-type: none"> <li>• Assess the impact of tourism on a country</li> <li>• Explain how tourism can be made sustainable</li> <li>• Discuss the roles of various groups in taking care of the tourist areas.</li> </ul>

	<p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Extracting information from sources regarding tourism in a selected country</li> </ul> <p>Designing questionnaires – layout, format, wording and number of questions</p> <p><b>Geographical Investigation (GI)</b></p> <ul style="list-style-type: none"> <li>● Global Tourism</li> </ul> <p>At the end of the session, students will be familiar with the inquiry approach to GI:</p> <ul style="list-style-type: none"> <li>● formulate aims and hypotheses/guiding questions,</li> <li>● inquiry skills and techniques to collect data,</li> <li>● make analyses of data,</li> <li>● presentation techniques to display data, and</li> </ul> <p>form conclusions.</p>
5	<p><b>Human Geography</b></p> <p><b>Data Response, Structured &amp; Level-Descriptor Questions on:</b></p> <ul style="list-style-type: none"> <li>● Food</li> </ul> <p><b>Key Question (KQ)1</b></p> <ul style="list-style-type: none"> <li>● Describe variations in global food consumption patterns between DCs and LDCs over time.</li> <li>● Describe the changing food preferences in DCs and LDCs</li> <li>● Explain why variations exist and persist in food consumption between DCs and LDCs</li> <li>● Discuss the impact of variations in food consumption on individuals within DCs and LDCs</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Comparing food consumption levels between DCs and LDCs shown in maps or graphs</li> <li>○ Comparing how food consumption patterns are influenced by changes in income</li> </ul> <p><b>Key Question (KQ) 2</b></p> <ul style="list-style-type: none"> <li>● Describe and explain the trends in production of food crops since 1960s</li> <li>● Discuss the factors affecting the intensity of food production</li> <li>● Discuss the effects of intensification of food production activities on water and soil quality</li> <li>● Discuss the causes of food shortage</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Identify areas on maps where major crops (rice and wheat) are grown</li> <li>○ Describe how interaction between physical and human environments affects food production from maps and photographs</li> <li>○ Describe the range of products produced by an agri-business and its spatial network (with reference to a given source)</li> </ul> <p><b>Key Question (KQ) 3</b></p> <ul style="list-style-type: none"> <li>● Explain strategies adopted to alleviate the problem of food shortage</li> <li>● Evaluate the effectiveness of technological strategies to solve the problem of food shortage</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Interpret data on countries with inadequate food supply from maps and graphs</li> </ul>

	Interpret variations in food shortage within a country using maps, graphs, texts and diagrams
6	<p><b>Human Geography</b></p> <p><b>Data Response, Structured &amp; Level-Descriptor Questions on:</b></p> <ul style="list-style-type: none"> <li>• Health &amp; Diseases</li> </ul> <p><b>Key Questions (KQ) 1</b></p> <ul style="list-style-type: none"> <li>• Describe how the health of people varies between DCs and LDCs</li> <li>• Explain the variations in the health of people between DCs and LDCs</li> <li>• Describe the variations in types of diseases between DCs and LDCs</li> <li>• Explain the main causes of death in DCs and LDCs</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Construct pie-charts to show the types of diseases commonly found in DCs and LDCs, using information from a given source</li> <li>○ Draw correlations between infant mortality rate and life expectancy</li> <li>○ Interpret variations in types of diseases between DCs and LDCs using maps, graphs, texts &amp; diagrams</li> </ul> <p><b>Key Question (KQ) 2</b></p> <ul style="list-style-type: none"> <li>• Compare and give examples of epidemic and pandemic outbreaks at different times in the past, as shown in the data provided</li> <li>• Describe and explain the transmission of malaria</li> <li>• Describe the spread of malaria in the world</li> <li>• Describe and explain the extent of the spread of malaria in a selected country in Asia</li> <li>• Discuss the impact of malaria in a selected country</li> <li>• Describe and explain the transmission of HIV/AIDS</li> <li>• Describe the spread of HIV/AIDS in the world</li> <li>• Describe and explain the factors contributing to the spread of HIV/AIDS in a selected country</li> <li>• Discuss the impact of HIV/AIDS in a selected country</li> </ul> <p><b>Acquire skills in:</b></p> <ul style="list-style-type: none"> <li>○ Comparing the spread of infectious diseases (e.g. malaria, HIV/AIDS) between LDCs and DCs</li> <li>○ Locating and describing the spread of malaria or HIV/AIDS over time</li> </ul>