



**2020 Stay@Home May Holiday Bootcamp
GCE 'O' Level Social Studies
For Sec 3/4/5**

The intent of the 16-hour intensive modular workshop is to equip students with practical examination skills to answer both **Structured Response Questions (SRQs)** and **Source-Based Questions (SBQs)**. More importantly, the workshop is targeted at helping students achieve distinctions in the 'O' Level Examinations. Through the workshop, students will be able to provide answers that will strategically improve their scores in the exam paper.

In this workshop, students will be given specimen papers to hone their examination skills. These essential practices will equip students with effective techniques in giving clear, precise and relevant answers. Furthermore, this hothousing will enable students to make strategic adjustments to their answers to maximize their marks in the various sections of the examination paper.

We have taken into account the latest examination syllabus changes by MOE in our revision coverage.

DATES

#	Class A (FULL)	Class B (FULL)	Class C
1	2 May (Sat) 2-4pm	3 May (Sun) 1.30-3.30pm	3 May (Sun) 4-6pm
2	7 May (Thurs) 2-4pm	15 May (Fri) 1.30-3.30pm	7 May (Thurs) 4.30-6.30pm
3	9 May (Sat) 2-4pm	16 May (Sat) 11-1pm	15 May (Fri) 4.30-6.30pm
4	16 May (Sat) 2-4pm	17 May (Sun) 1.30-3.30pm	17 May (Sun) 4-6pm
5	20 May (Wed) 4-6pm	21 May (Thurs) 4-6pm	22 May (Fri) 4-6pm
6	23 May (Sat) 11-1pm	24 May (Sun) 1.30-3.30pm	23 May (Sat) 4.30-6.30pm
7	23 May (Sat) 2-4pm	25 May (Mon) 1.30-3.30pm	24 May (Sun) 4-6pm
8	30 May (Sat) 2-4pm	31 May (Sun) 1.30-3.30pm	31 May (Sun) 4-6pm

*Public holidays

FEES: \$120 per module, \$880 for whole workshop

The topics covered are:

Module/Date	Topics
1	<p>Structured Response Questions – Issue 1 (Exploring Citizenship and Governance)</p> <p>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.</p> <p>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.</p>
2 (For SEC 4 ONLY)	<p>Structured Response Questions – Issue 2 (Living in a Diverse Society)</p> <p>At the end of the session, students will be able to account and make recommendations to issues that have surfaced in 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>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 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>
3	<p>Structured Response Questions – Issue 3 (Being part of a Globalized World)</p>

<p>(For SEC 4 ONLY)</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 brought about by globalisation.</p> <p>** 'Chapter 11 – How do we respond to some security impact of globalization' will not be covered at all.</p>
<p>4</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>5</p> <p>(FOR SEC 4 ONLY)</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 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>6</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 ...'. At the end of the lesson, students will be able to answer the two variants using their own style but</p>

	<p>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>
7	<p>Source-Based Questions – Evaluation</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 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><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>
8	<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>