GEOGRAPHY (Express/Lower Secondary)

Aims

The syllabus aims to enable students to:
- develop an interest in geography;
- acquire geographical knowledge and develop a basic understanding of geography as a discipline/subject;
- gain global awareness of current geographical issues and future challenges;
- learn the process of geographical inquiry and to use it to make sense of new knowledge;
- develop skills in acquiring, communicating and applying geographical knowledge; and
- develop a concern for the environment and make informed judgments about human action/behaviour..

Learning Outcomes

Knowledge and Understanding

The syllabus intends for students to develop knowledge of:
- geographical concepts, terms and facts;
- components of physical and human environments;
- diverse spatial patterns of physical and human phenomena/features;
- relationships and interactions between and within physical and human phenomena at local, regional and global scales; and
- different approaches through which challenges faced can be managed by local, regional and global communities.

Skills

The syllabus intends for students to develop the skills to:
- work effectively in teams to observe, collect and record geographical data obtained from both primary and secondary sources;
- derive knowledge and understanding from field experiences of places and natural environments;
- interpret maps, atlases, tables, graphs, photographs and fieldwork data;
- recognise patterns in geographical data and suggest relationships; and
- organise and present geographic information in a coherent way.

Assessment Objectives

1. Knowledge

Students should be able to:
- demonstrate relevant factual knowledge – geographical facts, concepts, processes, interactions and trends;
- demonstrate knowledge of geographical inquiry process (asking questions, gathering data, exercising reasoning and reflective thinking).

2. Critical Understanding and Constructing Explanation

Students should be able to:
- select, organise and apply concepts, terms and facts learnt;
- construct explanation and undertake analysis; and
- describe the strengths and limitations of geographical investigation undertaken and of the conclusions reached (applicable only to GI).

3. Interpreting and Evaluating Geographical Data

Students should be able to:
- comprehend and extract relevant information from geographical data (numerical, diagrammatic, pictorial and graphical forms);
- use and apply geographical knowledge and understanding to interpret geographical data in graphs, maps, photographs, sketches, tables and texts/quotes; and
- recognise patterns in geographical data and deduce relationships.

Themes

Year 1: Environment and Resources:
- Tropical Rainforest: How can we save the rainforest?
- Water supply Will our taps run dry?
- Energy Resources: How can we avoid an energy crisis?

Year 2: Urban Living
- Housing: How to provide homes for all?
- Transport: How do we keep people moving?
- Floods: How can cities prepare for floods?

Geographical Investigation
Students are to work in groups on one selected GI a year. GI is a form of geographical inquiry where students investigate a geographical issue. Students will analyse the GI question and plan their research, gather and select data, analyse data and construct their geographical interpretations, as well as evaluate and communicate their findings in the process.

Examination Format (Final Exam)

1 hr 30 mins (40m)
Section A (12.5%) Topographical Map Reading
Section B (87.5%) Short Structured Questions