

SECONDARY TWO PARENTS' SEMINAR

HUMANITIES BRIEFING



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Why Humanities?

Humanities @ Crescent

Geography

History

Literature



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Importance of a Humanities Education



It is not so very important for a person to learn facts. For that he does not really need a college. He can learn them from books.

The value of an education in a liberal arts college is not learning of many facts but **the training of the mind to think something that cannot be learned from textbooks.**

- Einstein



HUMANITIES @ CRESCENT



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Humanities subjects explore the interaction processes between people and their environment; the past and the present, in order to appreciate complexities of the human experience and rapid change in today's world.

HUMANITIES @ CRESCENT

UPPER SECONDARY HUMANITIES



Humanities (Revised) (2260, 2261, 2262)

- Social Studies +
- Geography OR History OR Literature



History (2174)

- Extension of European control in Southeast Asia and challenges to European dominance, 1870s–1942
- Developments in the post-World War II world: The Cold War and decolonisation in Southeast Asia, 1940s–1991



Geography (2279)

- Cluster 1: Geography in Everyday Life
- Cluster 2: Tourism
- Cluster 3: Climate
- Cluster 4: Tectonics
- Cluster 5: Singapore
- Extended Fieldwork



Literature (2065)

Paper 1: Unseen Poetry
(with International / Local themes) + Prose : Novel

Paper 2: Drama





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GEOGRAPHY BRIEFING



Why Geography?



- A geographical perspective that is unique in Sec Sch Humanities.
 - A critical eye.
 - An inquisitive mind.
 - A data driven approach.
- A gateway to social sciences.
 - Rooting the essence of social science research.
 - Geographical Investigation.
 - Geographical skills and techniques.
 - Data representation and analysis.

Geography Syllabus

GEOGRAPHY (2279/01 & 2279/02)	CATEGORY	HUMANITIES/ GEOGRAPHY (2260/2)
<u>5 Clusters</u> <ul style="list-style-type: none"> • Geography of Everyday Life • Tourism • Climate • Tectonics • Geography of Singapore 	Topic Clusters Each cluster is 1 textbook	<u>3 Clusters</u> <ul style="list-style-type: none"> • Geography of Everyday Life • Tourism • Climate
2 papers 1hr 45min each	Number of Papers Singapore-Cambridge Secondary Education Certificate (SEC)	1 paper 1hr 45min
Compulsory extended fieldwork	Additional info	No Physical fieldwork



TYPES OF ASSESSMENT



SCHEME OF ASSESSMENT

1h 45min

50 marks

50%

Candidates answer **Questions 1 and 2** in Section A, and **either Question 3 or 4** in Section B.

Section A

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

Section B

Either

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

Or

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

Each structured question will consist of no more than 8 sub-parts.

Candidates will be required to answer one 9-mark question testing AO3 in *either* Question 2 *or* Question 3/Question 4. This question will be marked using generic level descriptors. All other questions in this paper will be point-marked.



TYPES OF ASSESSMENT

SCHEME OF ASSESSMENT



Paper 1 1h 45min 50 marks 50%	<p>Candidates answer <u>three</u> compulsory structured questions.</p> <ul style="list-style-type: none">• Question 1*: Cluster 1 – Geography in Everyday Life (<i>Topic 1.3</i>) (20 marks)• Question 2: Cluster 2 – Tourism (15 marks)• Question 3: Cluster 3 – Climate (15 marks) <p>Each structured question will consist of no more than 9 sub-parts.</p> <p>Candidates will be required to answer <u>one</u> 9-mark question testing AO3 in <i>either</i> Question 2 <i>or</i> Question 3. This question will be marked using generic level descriptors. All other questions in this paper will be point-marked.</p> <p><i>* Question 1 is on fieldwork. The fieldwork context may or may not be based on any of the clusters in the syllabus.</i></p>
Paper 2 1h 45min 50 marks 50%	<p>Candidates answer <u>three</u> compulsory structured questions.</p> <ul style="list-style-type: none">• Question 1: Cluster 1 – Geography in Everyday Life (<i>Topics 1.1 and 1.2</i>) (15 marks)• Question 2: Cluster 4 – Tectonics (15 marks)• Question 3: Cluster 5 – Singapore (20 marks) <p>Each structured question will consist of no more than 9 sub-parts.</p> <p>Candidates will be required to answer <u>one</u> 9-mark question testing AO3 in <i>either</i> Question 2 <i>or</i> Question 3. This question will be marked using generic level descriptors. All other questions in this paper will be point-marked.</p>

GEOGRAPHY @ CRESCENT





THE IDEAL GEOGRAPHY STUDENT

- Are you innately logical in your thought process?
- Do you have passion to devour content?
- Are you interested in finding out the cause and effect of things around you?
- Do you care about the impact humans have on the natural and social environment?



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HISTORY BRIEFING

Why History?



History Across Time
(Late 19th century to 1991)

History Across Space



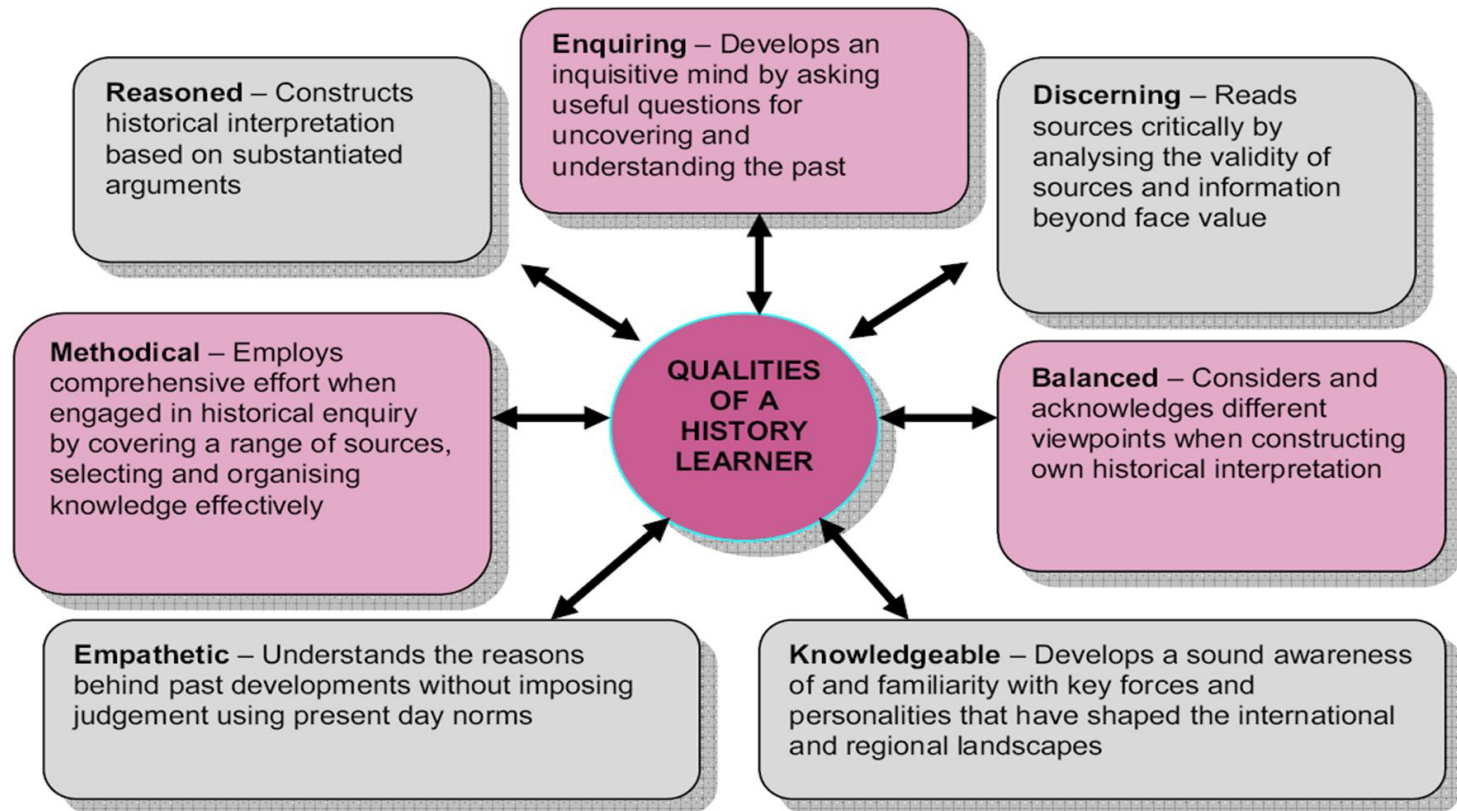
History Syllabus

HISTORY (2174/01 & 2174/02)	CATEGORY	HUMANITIES/ HISTORY (2261/2)
<p><u>Paper 1:</u> Extension of European control in Southeast Asia and challenges to European dominance, 1870s–1942</p> <p><u>Paper 2:</u> Developments in the post-World War II world: The Cold War and Decolonisation in Southeast Asia, 1940s–1991</p>	Topics	The Making of the 20th Century Modern World, 1910s–1991
2 papers 1hr 50 min each	Number of Papers Singapore-Cambridge Secondary Education Certificate (SEC)	1 paper 1hr 50min



TYPES OF ASSESSMENT

- **Section A:** Source-based Case Study (30 out of 50 marks **OR** 60 out of 100 marks)
- **Section B:** Essay Questions (20 **OR** 40 marks)



HISTORY @ CRESCENT



**What to expect in a
History Classroom**





THE IDEAL HISTORY STUDENT

- Asks significant questions
- Is inquisitive about the past and how it relates to the present
- Is open-minded (different perspectives, has empathy)
- Engages in critical discourse



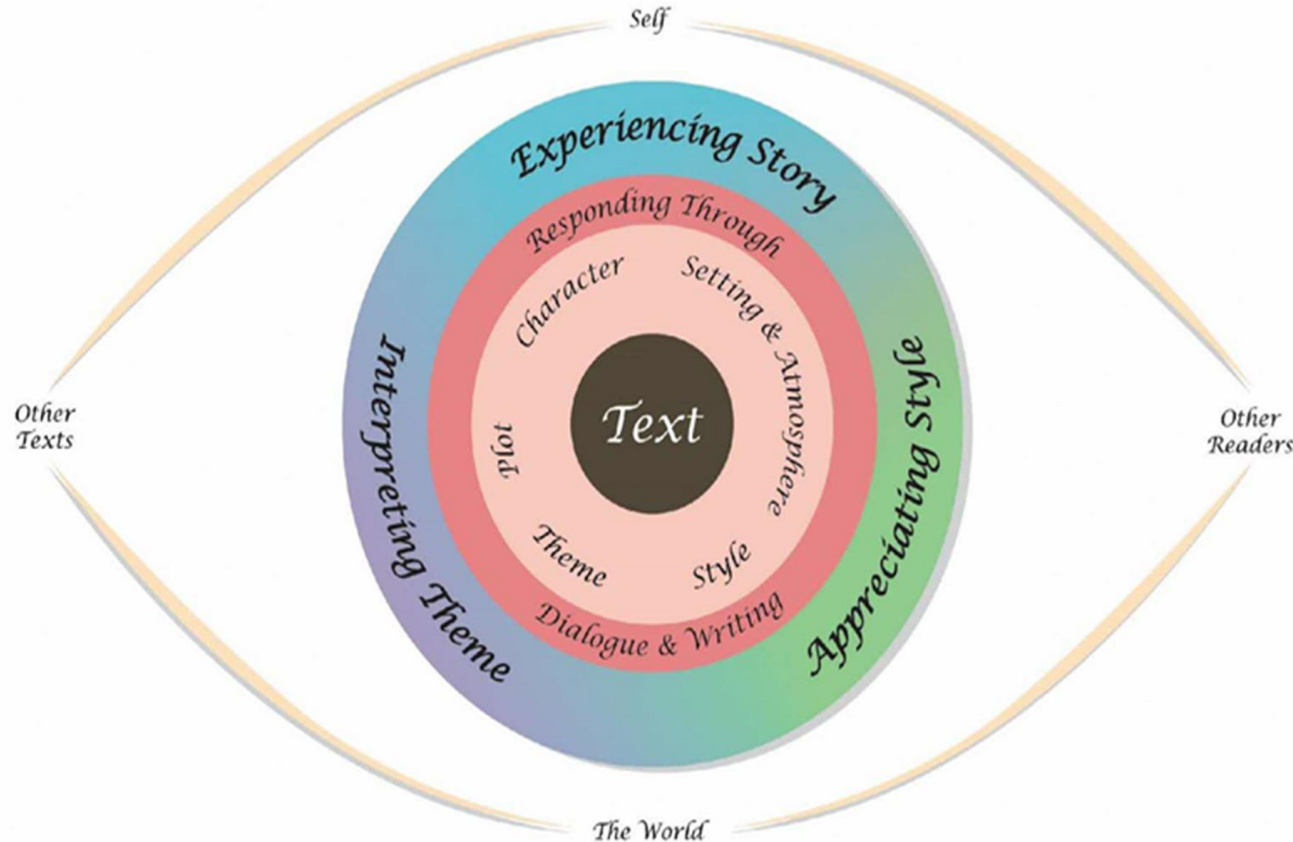
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LITERATURE BRIEFING

Why Literature?



Opens the door to diverse perspectives and rich emotional experiences.

It cultivates empathy, critical thinking, and the art of communication.



Empowering diverse voices

Empathy Through Fiction

Literature exposes readers to diverse emotional realities, fostering empathy and global thinking.



Finding Shared Humanity

By exploring different perspectives, readers discover the unifying threads of the human condition.



Credible Communication

Students learn to articulate ideas convincingly while respecting opposing viewpoints.





Literature Syllabus

LITERATURE (2065/01 & 20654/02)	CATEGORY	HUMANITIES/ LITERATURE (2262/2)
<p>Paper 1: Unseen Poetry + Prose Paper 2: Drama</p> <p>Spanning across 5 Areas of Study: Plot, Character, Setting & Atmosphere, Style and Themes</p>	<p>Topics</p>	<p>Paper 1: Unseen Poetry + Prose</p> <p>Spanning across 5 Areas of Study: Plot, Character, Setting & Atmosphere, Style and Themes</p>
<p>2 papers Paper 1: 1hr 40 mins Paper 2: 1hr 30 mins</p>	<p>Number of Papers Singapore-Cambridge Secondary Education Certificate (SEC)</p>	<p>1 paper 1hr 40 mins</p>



TYPES OF ASSESSMENT



Paper 1 (Unseen Poetry + Prose)

Section A: Set Text: Prose
[50 marks]

Choice between two
Essay Questions and one
PBQ

Section B: Unseen Poetry
Choice between a local
and international poem

Paper 2 (Drama)

Set Text: Drama
[50 marks]

Compulsory question

Essay Questions:
Choice between two
questions



LITERATURE @ CRESCENT

1

Explore Texts

Students delve into a range of core and elective literature texts.

2

Classroom Discourse

Engaging discussions facilitate the exchange of diverse interpretations.

3

Assessment Mastery

Alternative Assessments & Exams assess comprehension, analysis, and persuasive communication skills.

4

Lifelong Appreciation

The study of literature nurtures a lasting love for the written word.





THE IDEAL LITERATURE STUDENT

Nurturing Curious Minds

1

Question Everything

Literature sparks intellectual curiosity, teaching students to question assumptions and seek deeper meaning.

2

Embrace Ambiguity

Stories prompt readers to navigate ambiguity, forming their own interpretations of complex narratives.

3

Creative Meaning Making

Students become active "meaning makers", constructing unique perspectives on the human experience.

POSSIBLE CAREER PATH

EDUCATION & ACADEMIA	MEDIA, WRITING & COMMUNICATIONS	GOVERNMENT, POLICY AND CIVIL SERVICE	LAW, BUSINESS & CONSULTING	TECHNOLOGY & EMERGING ROLES	ENVIRONMENT, URBAN PLANNING & SUSTAINABILITY
<ul style="list-style-type: none"> • Teacher • University Lecturer • Curriculum Specialist • Educational Content Developer 	<ul style="list-style-type: none"> • Journalist • Editor • Digital Content Creator • Public Relations Specialist • Copyrighter 	<ul style="list-style-type: none"> • Policy Analyst • Diplomatic Service Officer • Public Policy Officer • Cultural Affairs Manager • Intelligence or Geopolitical Analyst 	<ul style="list-style-type: none"> • Lawyer • Paralegal • Management or Strategy Consultant • Human Resource • Corporate Communications 	<ul style="list-style-type: none"> • Content Designer • AI Prompt Engineer • Online Course Creator • Digital Humanities Researcher 	<ul style="list-style-type: none"> • Urban Planner • GIS Specialist • Climate Change Analyst • Environmental Consultant • Sustainability Officer





Thank You!



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