

Streaming Information

EXPRESS

2021



CANBERRA SECONDARY SCHOOL

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All information is correct as on 24 March 2021

Secondary Three Subject Combinations for 2022

When selecting your subject combination for Secondary 3 (2022), you only need to indicate your preferred subject choices in the streaming portal. You should rank your subject choices according to your order of preferences. You are strongly encouraged to opt for combinations that are within your academic capability.

During the Streaming Exercise, you will be offered subject combinations based on:

1. your academic performance in Secondary 2 (overall results in 2021)
2. your choice of combination
3. the number of students opting for that combination; and
4. the availability of school resources

If a student is not offered his/her first choice due to any of the above reasons, the school will consider subsequent choices made by the student. Hence, it is important that students rank their choices after careful consideration and consultation with their parents or guardian.

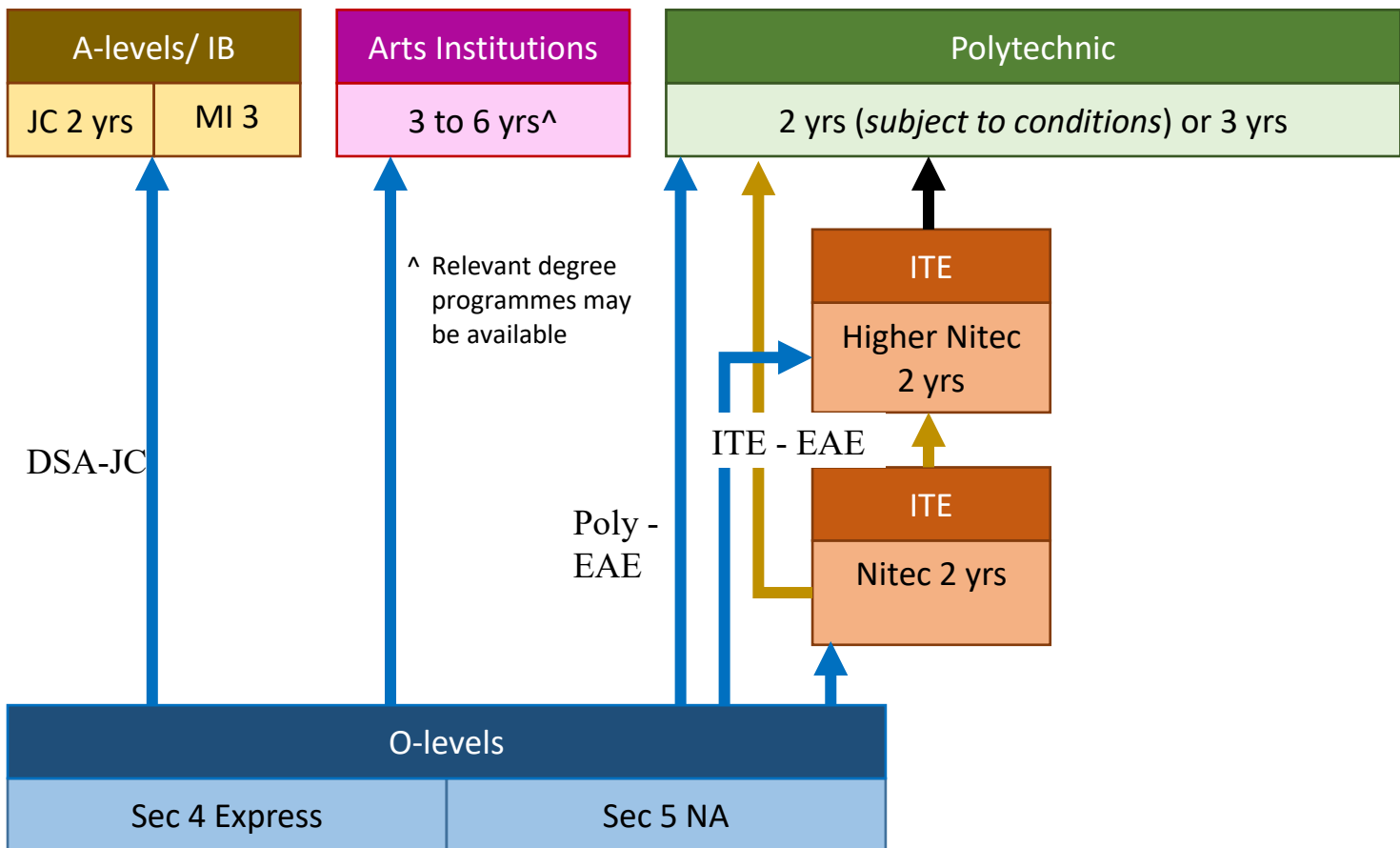
Subject Combinations for Express Stream

For the Express Stream, students can select from these main groups of subject combinations.

Express (Science & Add Maths)	Express (Science & Add Maths)
English Mother Tongue Mathematics A Mathematics Physics Chemistry Social Studies & History	English Mother Tongue Mathematics A Mathematics Physics Chemistry Social Studies & Geography

Express (Science & Add Maths)	Express (Science & Literature in English)
English Mother Tongue Mathematics A Mathematics Biology Chemistry Social Studies & Geography	English Mother Tongue Mathematics Physics Chemistry Literature in English Social Studies & History

Post Secondary Education



DSA-JC: Direct School Admission - Junior Colleges
DPP: Direct-Entry-Scheme to Polytechnic Programme
EAE: Early Admissions Exercise

Admission Criteria To Junior Colleges

The 2 year Pre-U course is offered only in junior colleges. To be eligible for admission to a course in the junior colleges, applicants must satisfy the criteria specified in Table 1:

Table 1: Eligibility Criteria for Admission to Junior Colleges

Aggregate Range for L1R5 excluding Bonus Points	Meet Requirements as specified in Table 2	
	Yes	No
15 points or less	Eligible	Eligible for <i>Conditional Admission</i>
16 to 20 points		Eligible for <i>Conditional Admission</i> only if students have grades of A1 or A2 in all the R5 subjects

Table 2: Requirements on Core Subjects

Subject	Requirement
English Language	A1 to C6
Mother Tongue Language: Chinese Language, Malay Language, Tamil Language <u>OR</u> HCL, HML, HTL <u>OR</u> CLB, MLB, TLB	A1 to D7 A1 to E8 Merit or Pass
Mathematics: Mathematics <u>OR</u> Additional Mathematics	A1 to D7 A1 to D7

Table 3: L1R5 for Junior College Courses

L1	English Language / Higher Mother Tongue
R5	Relevant Subject 1 : Humanities / Higher Art / Higher Music Relevant Subject 2 : Mathematics / Science Relevant Subject 3 : Humanities / Mathematics / Science/ Higher Art/Higher Music Relevant Subject 4 : Any GCE 'O' Level subjects (except Religious Knowledge and CCA) Relevant Subject 5 : Any GCE 'O' Level subjects (except Religious Knowledge and CCA)

Conditional Admission to Junior Colleges

If you are admitted conditionally to the JC course, you are required to resit for the relevant language and/or mathematics papers by the following year's GCE 'O' Level Examination.

If you fail to obtain the requisite language and/or mathematics grades at the GCE 'O' Level Examination by the end of JC-1, you will be transferred to the 2nd year in the MI course. You have to leave the JC programme regardless of whether you have been promoted to JC-2 based on internal examination results. If you still fail the requisite language and/or mathematics grades at the GCE 'O' Level Examination by the end of MI-2, you will be asked to leave the MI course.

Admission Criteria To Millennia Institute

Table 1: Eligibility Criteria for Admission to Millennia Institute

Aggregate Range for L1R4 excluding Bonus Points	Meet Requirements as specified in Table 2	
	Yes	No
15 points or less	Eligible	Eligible for <i>Conditional Admission</i>
16 to 20 points		Eligible for <i>Conditional Admission</i> only if students have grades of A1 or A2 in all the R4 subjects

Table 2: Subject Requirements

Subject	Requirement
English Language	A1 to C6
Mother Tongue Language: Chinese Language, Malay Language, Tamil Language <u>OR</u> HCL, HML, HTL <u>OR</u> CLB, MLB, TLB	A1 to D7 A1 to E8 Merit or Pass
Mathematics: Mathematics <u>OR</u> Additional Mathematics	A1 to D7 A1 to D7

Conditional Admission to Millennia Institute

If you are admitted conditionally to the MI course, you are required to resit for the relevant language and/or mathematics papers by the following year's GCE 'O' Level Examination.

If you fail to obtain the requisite language and/or mathematics grades by the end of MI-1, you will be given another year to obtain it (either in MI-1 or MI-2, depending on whether you pass the internal examination). If you still fail the requisite language and/or mathematics grade at the GCE 'O' Level Examination by the end of the year, you will be asked to leave the MI course.

Admission Criteria To Polytechnics

To be eligible for polytechnic diploma course, students are required to:

- 1) obtain a net ELR2B2 aggregate score (i.e. English Language two relevant subjects ("R"), and best two other subjects ("B") including CCA Bonus Points) of 26 points or better¹, and
- 2) meet the subject-specific MERs for the course.

The subject-specific MERs prescribe the minimum grade required for prerequisite O-Level subjects and are developed to ensure students have the necessary proficiency to cope with the academic requirements of the specific course.

ELR2B2 Aggregate Types and the R subjects lists from AY2024 intake

Aggregate Type		ELR2B2-A	ELR2B2-B	ELR2B2-C	ELR2B2-D
Type of Courses		Humanities, Media	Business	Engineering, Science, Facility Management, IT	Architecture, Design
EL		English Language			
R2	1 st Group of relevant subjects	Humanities (Social Studies/Geography) Humanities (Social Studies/History) Literature in English	Elementary Mathematics Additional Mathematics		
	2 nd Group of relevant subjects	Additional Mathematics Chinese, Malay or Tamil Higher Chinese Elementary Mathematics Humanities (Social Studies/Geography) Humanities (Social Studies/History) Literature in English	Humanities (Social Studies/Geography) Humanities (Social Studies/History) Literature in English	Biology Chemistry Physics Science (Physics, Chemistry) Science (Chemistry, Biology)	Biology Chemistry Physics Science (Physics, Chemistry) Science (Chemistry, Biology)
B2	Best 2 other subjects (Excluding CCA)				

WRITE-UP ON ELECTIVES FOR SECONDARY THREE EXPRESS CLASSES

Additional Mathematics

Mathematical problem solving is the central goal of mathematics learning. Additional Mathematics enables students to consolidate their elementary mathematical skills and extend these to more advanced techniques.

The O-level Additional Mathematics syllabuses aims to enable students who have an aptitude and interest in mathematics to:

- acquire mathematical concepts and skills for higher studies in mathematics and to support learning in the other subjects, with emphasis in the sciences, but not limited to the sciences;
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving;
- connect ideas within mathematics and between mathematics and the sciences through applications of mathematics; and
- appreciate the abstract nature and power of mathematics.

The examination structure consists of two papers.

Paper 1 is a 2 hour 15 minute paper which consists of 12 – 14 questions and carries 50% of the total marks. Paper 2 is a 2 hour 15 minute paper which consists of 9 – 11 questions and carries 50% of the total marks. All questions must be attempted in both papers.

Students who do well in Additional Mathematics will derive satisfaction from engaging in mathematical pursuits, and appreciate the beauty, inter-connectedness and usefulness of mathematics. To do well in Additional Mathematics, students must have a strong foundation in the O-level Mathematics, and show commitment in the subject.

Pure Sciences

The study of Pure Sciences will equip students with sufficient understanding and knowledge to

- become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance;
- recognize the usefulness, and limitations, of scientific methods and to appreciate its applicability in other disciplines and in everyday life;
- be suitably prepared and stimulated for studies beyond Ordinary level in Physics, Chemistry and Biology in applied sciences or in science-dependent vocational courses.

Physics

Pure Physics is a demanding subject. One has to be willing to put in considerable amount of time and hard work in order to do well for the subject. The journey in Pure Physics will definitely be tough and challenging. The kind of questions asked in Pure Physics often challenges one's thinking and analysis. Students taking the subject must not only be strong in their Sciences, but also most importantly, have a positive attitude. The foundation in O Level Pure Physics will be a great asset to students who intend to further their studies in Junior College (Science Course).

Chemistry

Pure Chemistry is much more application-based than Science Chemistry. It is therefore important that students put considerable effort into studying, understanding and practicing Chemistry in order to grasp the concepts well. Students taking the subject must not only be strong in their Sciences, but also most importantly, have a positive attitude. The foundation in O Level Pure Chemistry will be a great asset to students who intend to further their studies in Junior College (Science Course).

Biology

Students doing Biology at O Levels are expected to have a strong interest in Biology, good command of the English Language, a quest for knowledge and be able to apply knowledge learnt to challenging problems.

Humanities

This is a compulsory subject for all students. It has 2 components. Students must take the Social Studies component and an elective component of Geography or History.

Social Studies

The Social Studies syllabus content is organised around three issues and is anchored in a set of outcomes for knowledge, skills and values. The three issues correspond to societal issues that have been shaping Singapore society and the world. The knowledge, skills and values acquired through a study of these issues will enable students to enrich and deploy their competencies to respond to real world issues and in the process, strengthen their values as citizens. The following table shows the three issues, each organised around an Inquiry Focus which provides a frame for students to inquire and respond to each Issue and related issues.

Empowering Individuals, Enriching Society
Issue 1: Exploring Citizenship and Governance <i>Inquiry Focus</i> – Working for the good of society: Whose responsibility is it? <i>Guiding Questions:</i> 1. What does it mean for me to be a citizen of my country? 2. How do we decide on what is good for society? 3. How can we work for the good of society?
Issue 2: Living in a Diverse Society <i>Inquiry Focus</i> – Living in a diverse society: Is harmony achievable? <i>Guiding Questions:</i> 1. What is diversity? 2. Why is there greater diversity in Singapore now? 3. What are the experiences and effects of living in a diverse society? 4. How can we respond in a diverse society?
Issue 3: Being Part of a Globalised World <i>Inquiry Focus</i> – Being part of a globalised world: Is it necessarily good? <i>Guiding Questions:</i> 1. What does it mean to live in a globalised world? 2. How do we respond to tensions arising from some economic impacts of globalisation? 3. How do we respond to tensions arising from some cultural impacts of globalisation? 4. How do we respond to tensions arising from some security impacts of globalisation?

At the end of the 2-year course, students sit for a 1 hour 45 minute paper which consists of 2 Sections – Section A on Source Based Case study and Section B on Structured Response Questions.

Geography

The Geography Elective syllabus adopts a thematic and systematic approach. While the syllabus provides coverage of physical and human aspects of the subject and the linkages between them, the content is presented in the form of geographical issues. Concepts, principles and skills introduced in the Lower Secondary Geography syllabus are amplified and new ones introduced. Specifically, it focuses on the following topics:

	O-LEVEL	N-LEVEL
Theme 1: Our Dynamic Planet (Physical Geography)		
1) Living with Tectonic Hazards – Risk or opportunity?	✓	✓ (only KQs 1 & 2)
2) Variable Weather and Changing Climate – A continuing challenge?	✓ (only KQs 1 & 2)	✓ (only KQs 1 & 2)
Theme 2: Our Changing World (Human Geography)		
3) Global Tourism – Is tourism the way to go?	✓	✓
4) Food Resources – Is technology a panacea for food shortage?	✓ (only KQs 1 & 2)	-
Theme 3: Geographical Skills and Investigations		
5) Topographical map reading skills	✓	✓
6) Geographical data and techniques	✓	✓
7) Geographical investigations	✓	✓

At the end of the 2 year course, students sit for a 1 hour 40 minute paper which consists of 3 Sections – Section A and B (Global Tourism and Variable Weather and Changing Climate) and Section C (Living with Tectonic Hazards and Food Resources).

History

The History Elective syllabus provides students with a regional and global perspective of the complexities of regional and international relations. It highlights the importance of understanding and interpreting of history in all its complexity – its people, events, issues, periods, turning points, themes and sources. The syllabus also equips students with the necessary skills to make reasoned and informed decisions.

The paper is a study of the historical forces such as war, ideology and nationalism that shaped the twentieth century. An issues-based approach is adopted for this study. Specifically, it focuses on the following topics:

Unit 2 – The World in Crisis , examines how, in the first half of the 20 th Century, intra-European rivalries, the rise of authoritarianism and Japan’s challenges to European dominance in Asia erupted into two world wars that led to the decline of European hegemony	O-Level History Elective Unit 1
Inquiry Question: What forces and developments changed Europe and the Asia Pacific in the first half of the 20 th century?	
<ul style="list-style-type: none">• Impact of World War I	
<ul style="list-style-type: none">• Rise of authoritarian regimes and its impact in the interwar years<ul style="list-style-type: none">▪ *Case Study if Communist Russia▪ *Case Study of Nazi Germany	
<ul style="list-style-type: none">• World War II in Europe and the Asia Pacific<ul style="list-style-type: none">▪ Reasons for outbreak of WWII in Europe▪ Reasons for outbreak of WWII in Asia Pacific▪ Reasons for the defeat of Germany▪ Reasons for the defeat of Japan	

Unit 3 – Bi-Polarity and The Cold War , analyses the shift in the global balance of power from Europe to the USA and USSR at the end of WWII. This realignment led to the emergence of a bi-polar world dominated by ideological, geopolitical and economic competition between the two superpowers. The end of the Cold War in 1991 concludes the most recent phrase of great power politics and competition.	O-Level History Elective Unit 2
Inquiry Question: How did the Cold War impact the world order in the post – 1945 years?	
Cold War and the Bi-polar World Order <ul style="list-style-type: none">▪ Reasons for the Cold War in Europe	
Manifestation of Cold War outside Europe <ul style="list-style-type: none">▪ *Case study of Korean War, 1950 – 53▪ *Case study of Cuban Missile crisis, 1962	
Reasons for end of Cold war	

Source Based Case study will only be set on the case studies indicated by the symbol (*). NA students will only study up to Case study of Korean war' for 'N' level.

At the end of the 2 year course, students sit for a 1 hour 40 minute paper which consists of 2 Sections – Section A on Source Based Case study and Section B on Structured Essay Question.

Literature in English

The aims of the syllabus are to enable students to:

- discover the joys of reading Literature and become aware of new ways of perceiving the world around them
- appreciate the aesthetic value of language
- engage personally with a variety of texts and draw connections between self, texts and the world in order to develop intellectual, emotional, socio-cultural, and global awareness
- articulate perceptive and analytical thinking when discussing and writing about literary texts
- explore how the elements of different genres function in literary works to achieve specific effects; and appreciate the importance of the contexts in which literary texts are written and understood.

Candidates will be assessed on their ability to:

- (i) demonstrate, through close analysis, knowledge of the literary texts studied
- (ii) respond with knowledge and understanding to a variety of literary texts of different forms
- (iii) demonstrate understanding of the ways in which writers' choices of form, structure and language shape meanings
- (iv) communicate a sensitive and informed personal response to what is read; and
- (v) express responses clearly and coherently, using textual evidence where appropriate.

SCHEME OF ASSESSMENT

Two papers will be set (Papers 2065/01 and 2065/02). Candidates are expected to answer a total of four questions. There will be separate sittings for Papers 1 and 2.

Paper	Duration and Weighting	Details of Paper and Sections
Paper 1: Prose and Unseen Poetry	1 hour 40 minutes [50%]	<ul style="list-style-type: none">• There will be two sections in this paper.• Candidates will select <u>one</u> question from each of the two sections.• In total, candidates will answer <u>two</u> questions.• Each question is 25% of the total weighting. <p><u>Section A: Prose [25%]</u></p> <ul style="list-style-type: none">• For each of the six set texts in this section, <u>one</u> passage-based question and <u>two</u> essay questions will be set.• Candidates will answer <u>one</u> question [25%] based on one of the six set texts.• For every year of examination, <u>one or two</u> Singapore texts will be set. <p><u>Section B: Unseen Poetry [25%]</u></p> <ul style="list-style-type: none">• There are no set texts in this section.• There will be a choice of <u>two</u> unseen poems with <u>one</u> question set on each poem.• Candidates will answer <u>one</u> of the two questions [25%].• For every year of examination, <u>one</u> question will be set on a Singapore text.
Paper 2: Drama	1 hour 30 minutes [50%]	<ul style="list-style-type: none">• Candidates will read one text from any of the five set texts.• For each of the five set texts, <u>one</u> passage-based question and <u>two</u> essay questions will be set.• Candidates will answer <u>one</u> compulsory passage-based question and <u>one</u> essay question on the selected text.• Each question is 25% of the total weighting.• For every year of examination, <u>one or two</u> Singapore texts will be set.