

Secondary 2

Meet-the-Parents (MTP) & Subject option Exercise (SOE) Talk

6.00pm to 7.50pm
12 May 2023



Programme Flow

Welcome by Principal, Ms Yeo Siok Ee

Sharing by S2 Assistant Year Head, Ms Norliyana

Understanding the Post-Secondary Landscape- ECG Counsellor, Mr Russel Cheong

Overview of Subject Option Exercise (SOE)- SH/Science, Mr Traven Loh Wei Chuen

Literature in English - HOD/ English, Mrs Farhain Aidil

Science – SH/Science, Mr Traven Loh Wei Chuen

Humanities – SH/Humanities (covering), Mdm Lee Hui Cheng

Additional Mathematics – HOD/Mathematics, Mr Ooi Wei Yong

Secondary 2 Express Course

Pure Sciences

SH/Science, Mr Traven Loh Wei Chuen

Core Geography/ History

SH/ Humanities (covering), Mdm Lee Hui Cheng

Computing

HOD/ Mathematics, Mr Ooi Wei Yong

Literature in Chinese (optional)

HOD/Mother Tongue, Ms Ng Ching Ing

Secondary 2 Normal Course

Design & Technology, Nutrition & Food Science, Elements of Business Studies

HOD/Applied Studies, Mrs Juliana Ng

Principles of Account

HOD/ Humanities, Ms Anna Cai

Mobile Robotics

SH/Science, Mr Traven Loh Wei Chuen

Sharing by Principal

Ms Yeo Siok Ee



VISION

Champions of Mind, Leaders with Heart

JSS students possess mental grit, are cognitively flexible and confident, and persevere in the face of adversity.

JSS students are concerned citizens who take initiative and show genuine interest to actively contribute to the community, possessing the moral courage to be an advocate for society.



MISSION

A close-knit school, in partnership with the community, nurturing students to be resilient in their pursuit of excellence.

We are a collegial school that leverages our close partnerships with the community to maximise the learning opportunities for our students.

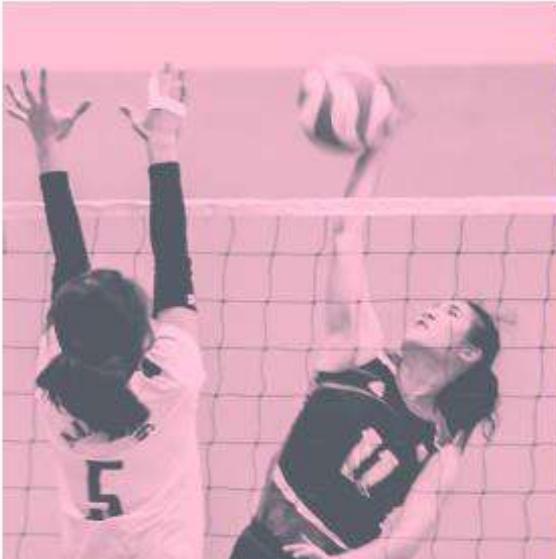
Together, we endeavour to support our students in their pursuit of excellence in all that they do. We provide an environment where they are courageous, curious and engaged in learning, and espouse our school values of Loyalty, Industry, Sincerity and Love.





JURONG SECONDARY SCHOOL

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Flexible Thinker

A flexible thinker is one who is curious, open-minded, empathetic, and able to appreciate diverse views.



Confident Person

A confident person has moral courage, is adaptable to change, communicates effectively, and pursues excellence.



Persevering Learner

A persevering learner explores different ways to solve problems, and displays mental grit despite facing challenges.



Concerned Citizen

A concerned citizen cares for others, understands what matters to the society and Singapore through engaging in contemporary issues, and believes in Singapore.

LOYALTY
忠



The Jurong Secondary Student identifies with and is committed to his class, school and country. He takes pride in being a good ambassador and carries out his responsibilities faithfully.



The Jurong Secondary Student, in his pursuit of excellence, gives his best, demonstrating discipline and resilience in the face of challenges. An industrious individual, he perseveres to improve himself.

Our School

SINCERITY
诚



The Jurong Secondary Student is earnest and respectful in his interactions with others. He is an upright and just individual who carries himself with integrity.

Values



The Jurong Secondary Student is passionate in what he does. He is ready to champion a cause for the well-being of others, demonstrating compassion and concern.



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Every Child a Success Story

- JSS Extra Mile Award 2022**
- SAC Outstanding Normal Course Award**
- JSS Alumni Award for Humanities**
- SAC Award Best in Subject – Geography & History**

“Rayyan is a determined student who actively works in his academic and personal goals. Being a **persevering learner**, he sets clear goals for himself and works hard to achieve them.

Rayyan **puts in his best effort** in all that he does when he is in his CCA. As a trumpet player, he practiced hard during his journey, working towards Singapore Youth Festival (SYF) competition. Rayyan is **respectful** towards his teachers. He is well-liked by his peers and always ready to lend a helping hand to others.”

- Mdm Lee Hui Cheng & Mdm Soo Lee Fong

**MUHAMMAD RAYYAN
BIN JEFRI**

Class 2-7

- JSS Extra Mile Award 2022**
- JSS SAC-Alumni Character Excellence Award**
- SAC Award Best in Subject - Science**

“Yan Rong is an exceptional student who displays a strong work ethic and a dedication to achieving his personal best. He exhibits remarkable **perseverance** in many aspects of his school life, including his pursuits as a Cross Country student athlete. Yan Rong's **mental fortitude** and **grit** are truly inspiring, and his commitment to pushing himself beyond his limits is a testament to his character. He constantly strives for excellence and consistently delivers high-quality work that reflects his **determination** as a true **Champion of Mind**.”

– Ms Clarice Teoh & Ms Angela Ong

Leng Yan Rong

Class 2-3

- JSS Extra Mile Award 2023**
- SAC Award Best in Subject - Visual Art**
- JSS Alumni Award for Humanities**
- JSS Alumni Award for STEM**

“Dheekshita is an **industrious** student, always giving her best in both academics and CCA, working towards her dreams. Beneath her gentle personality lies a strong-willed heart. No matter what obstacles come her way, she will face them with determination, courage and mental grit. In addition, she has a **loving** and **compassionate** heart, always ready to contribute and help in any way she can. She volunteered to do up a Chinese New Year painting for the class and rallied some of her friends to help out. In addition, she also planned and collated everyone’s well-wishes for someone in class who was unwell.”

- Ms Roxanne Choy & Mr Riduwan Ahmad

**SRINIVASAN
DHEEKSHITA**

Class 2-8



4/5 Year Secondary Programme

Sec 1	Sec 2	Sec 3	Sec 4	Sec 5
Transiting to Sec School	Subject Options for Sec 3	GCE 'N'/'O' Level Exam Journey		GCE 'O' Level Exam

Milestone



Strengths

Aspirations

Manageability

Eligibility

What are my child's strengths/interests?

What does my child want to pursue after secondary school?

What is the total load my child can cope with?

Does my child meet the eligibility criteria to offer the subject at upper secondary level?

Walking through 4 Key Guiding Questions to help my child/ward make his/ her decision



Himself/ Herself.

“I look at my results.”

“I consider what I like.”

Don't know.

“I am wondering what do I enjoy and what do I want to do in future.”

How do students make education and career choices?

Teachers.

“They support and inspire me.”

Parents.

“They know me best.

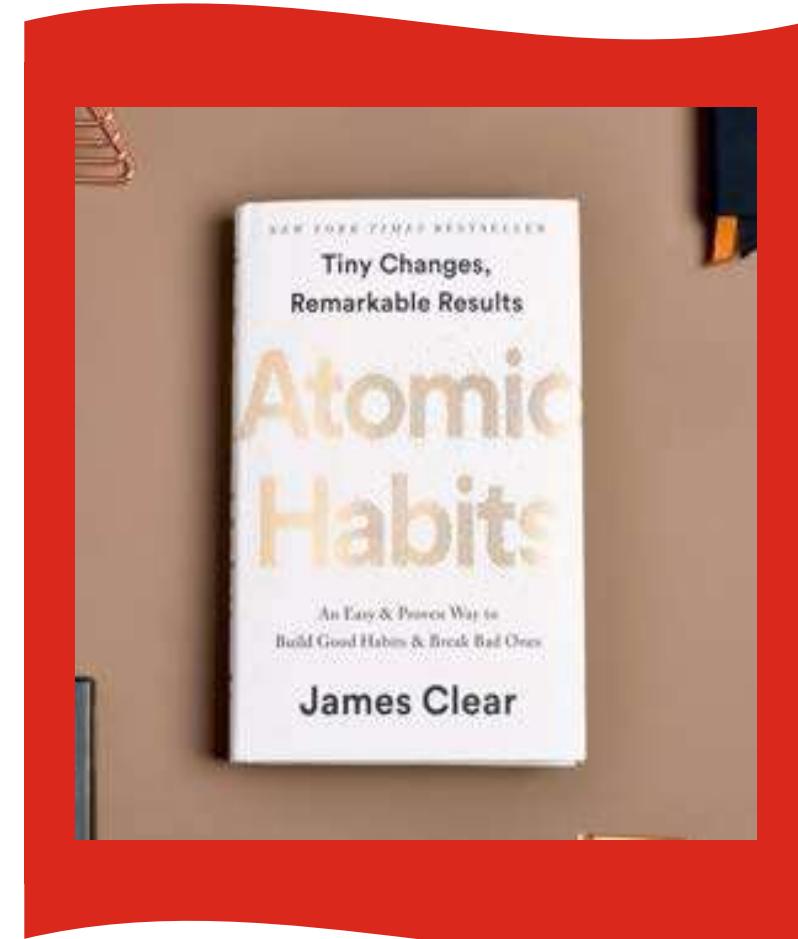
Their opinions matter a lot.”

Friends.

“I want to be in the same class or course as them.”

Your Partnership

- Joy and purpose of learning, inside and outside the classroom
- Exploring aspirations & possibilities
- Encouraging the development of a system of habits
 - Timely help seeking
 - Readiness for & receptiveness to feedback
 - Self-management: physical and socio-emotional well-being
 - Reasonable usage of mobile devices
 - Attendance & punctuality



Assistant Year Head, Ms Norliyana Matin



Sec 2 Level Outcome - A Courageous Contributor

An effective team player who is able to contribute towards a common goal and be respectful towards the feelings and perspective of others.



Take Flight

**Performance
of school
values**

**Career
Preparation**

**Learning to
work with
others**

**Building self-
confidence in
learning**



T1 WI Programme

Through the **Clash of the Titans**,
our S2 students...

Learn to
cooperate with
one another

Learn to **leverage**
one another's
strengths

Build a keen
sense of
camaraderie

Bond through a
shared
endeavour

Developing **teamwork** and **moral courage**



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Assessment Structure and Weighting

The academic performance of a student is assessed regularly to gauge progress in learning as well as to provide timely feedback:

a) Weighted Assessments (W.A)

E.g. Alternative assessments, Class quizzes, Project work, Practical tests and daily assignments

b) Semestral Assessment (S.A)

E.g. End-year Exam [end-Sept to early Oct]

TERM 1	TERM 2	TERM 3	TERM 4
10% W.A	15% W.A	15% W.A	60% S.A

Distribution of weighting of assessments for Sec 2

Promotion Criteria 2E

Criteria	Status
Met minimum criteria ▪ Pass EL <u>and</u> Overall	Promoted to Sec 3 Exp
Did not meet minimum criteria ▪ Failed EL <u>or</u> Overall	Transferred to Sec 3 N(A)

Criteria	Status
<p>Performed exceptionally well</p> <ul style="list-style-type: none">▪ At least 70% or higher in average for all subjects	Transferred to Sec 3 Exp
<p>Met minimum criteria</p> <ul style="list-style-type: none">▪ Pass EL <u>and</u> 2 other subjects▪ Pass in <u>any</u> 4 subjects	Promoted to Sec 3 N(A)
Did not meet minimum criteria	Advanced to 3 N(A) Retained in Sec 2 N(A) Transferred to Sec 3 N(T)

Criteria	Status
<p>Performed exceptionally well</p> <ul style="list-style-type: none">▪ At least 70% or higher in average for all subjects	Transferred to Sec 2 N(A)
<p>Met minimum criteria</p> <ul style="list-style-type: none">▪ Pass EL or Mathematics, and▪ Pass in any 1 subject	Promoted to Sec 3 N(T)
Did not meet minimum criteria	Advanced to 3 N(T) Retained in Sec 2 N(T)



THANK YOU

email: norliyana_matin@moe.edu.sg

Understanding the Post-Secondary Landscape

Mr Russell Cheong
ECG Counsellor

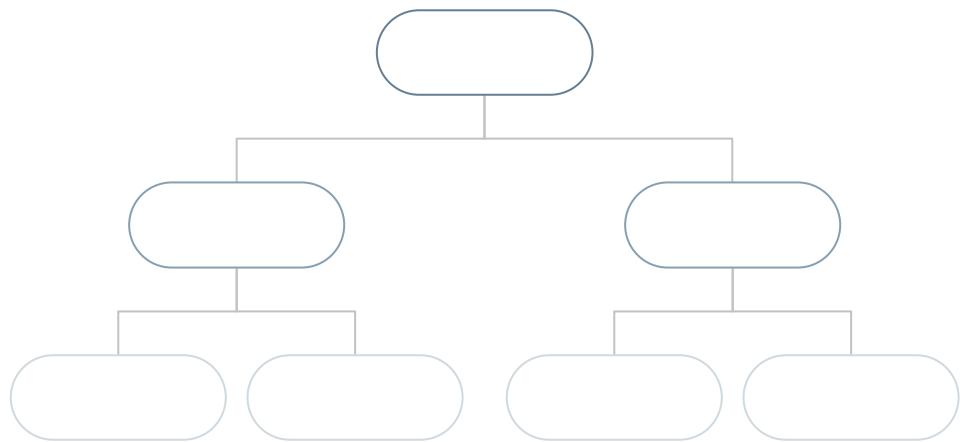


Today's Sharing

1. What is ECG?
2. Making Informed Decisions
3. Post-Secondary Education Landscape & Pathways
4. Supporting Your Child's Aspirations



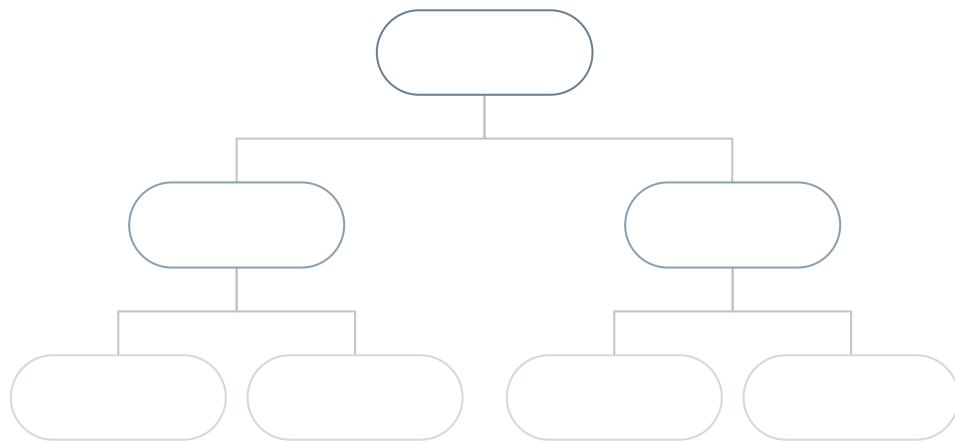
What is ECG?



What is ECG (Education & Career Guidance)?

1. Equip your child with knowledge, skills and values to make informed decisions
2. Help your child to successfully transit from secondary school to further education or work
3. Prepare your child to manage his/her career pathways and lifelong learning

Making Informed Decisions



THE 3 KEY ECG QUESTIONS

WHO AM I?

Discovering Purpose

What are your
Values, Interests,
Personality &
Strengths (VIPS)



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WHERE DO I WANT TO GO?

Exploring Opportunities

What are the
post-secondary options?

HOW DO I GET THERE?

Staying Relevant

What are your plans
to reach your goals?



myskillsfuture



<https://go.gov.sg/mysfsec>



MYSKILLSFUTURE

Know Yourself

- Self Assessment Tools
- Search Job Roles by RIASEC Code



World of Work

- Industry Landscapes
- Learn About Job Roles

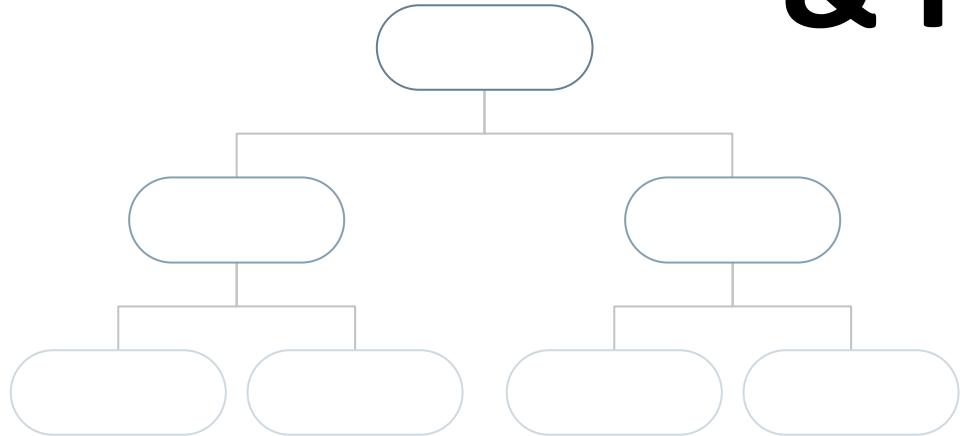
Education Guide

- Explore Education Institutions, Courses
- Calendar of Events

<https://go.gov.sg/mysfsec>



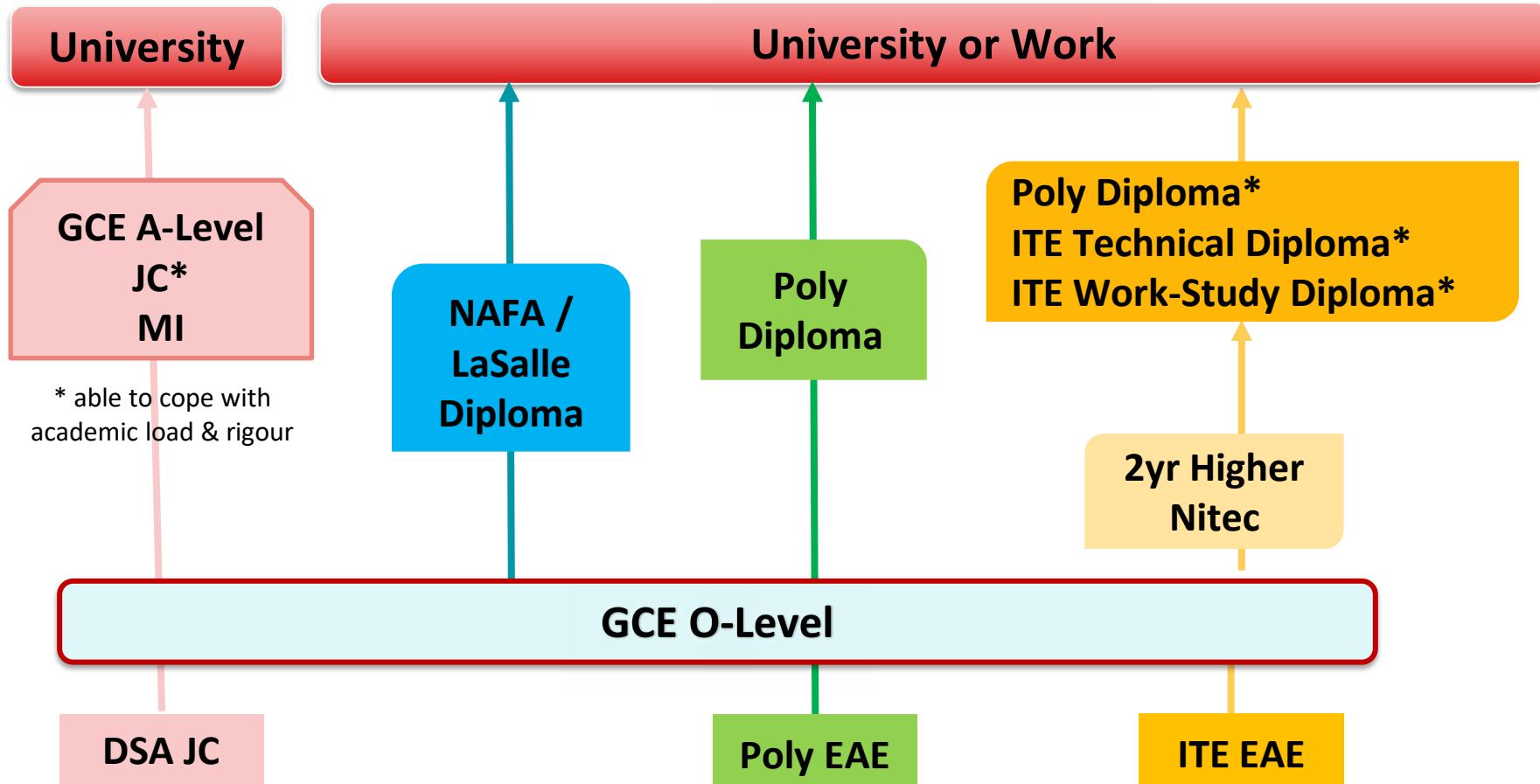
Post-Secondary Education Landscape & Pathways





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* able to cope with academic load & rigour

- 1. Culinary Arts
- 2. Machine Technology
- 3. Automotive Engineering
- 4. Civil & Structural Engineering
- 5. Beauty & Wellness Management
2.5yr
- 6. Hospitality & Hotel Management
2.5yr

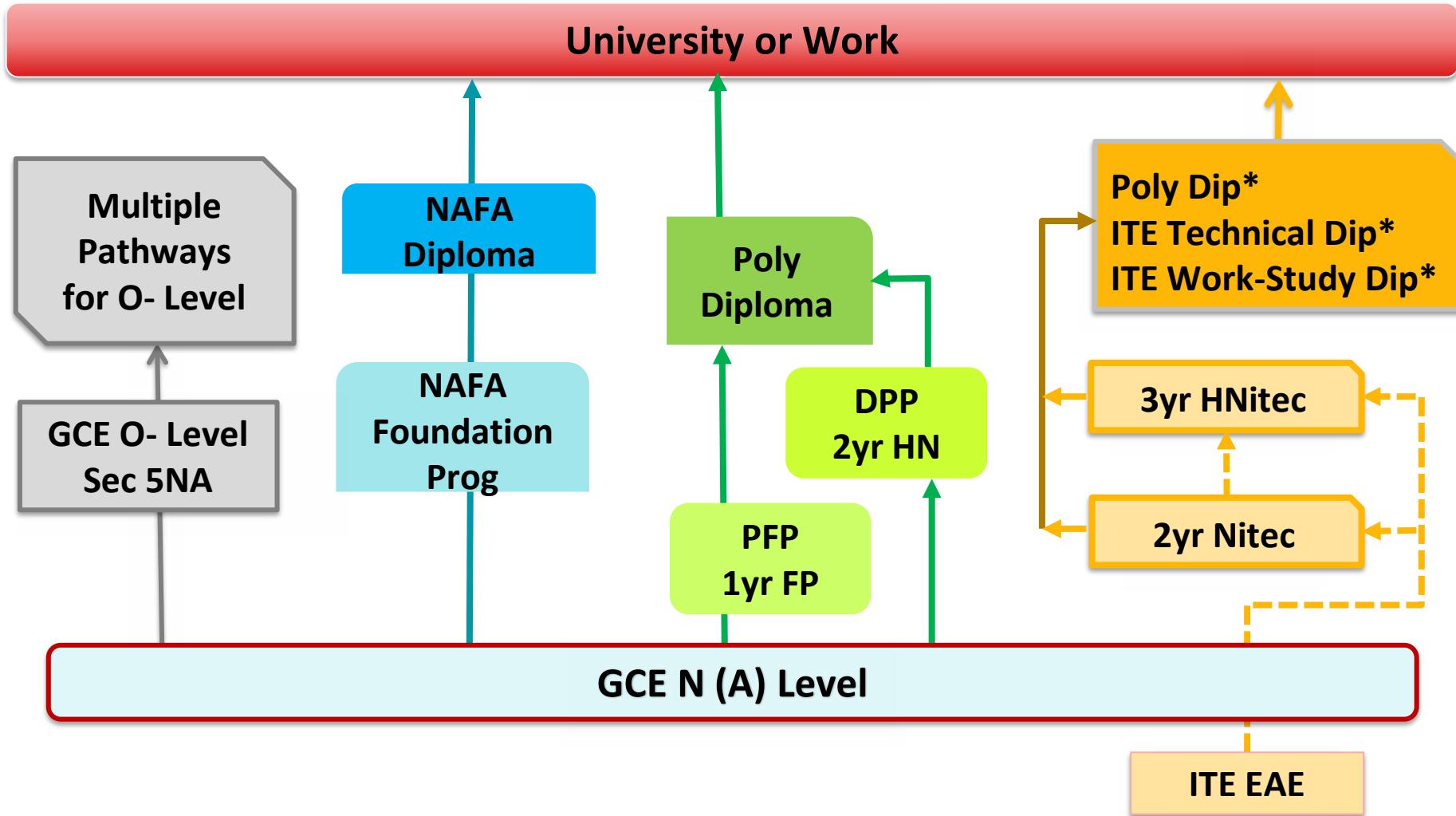
**ITE Work-Study Diploma 2.5yr
36 courses → NTU, SIT, SUSS**





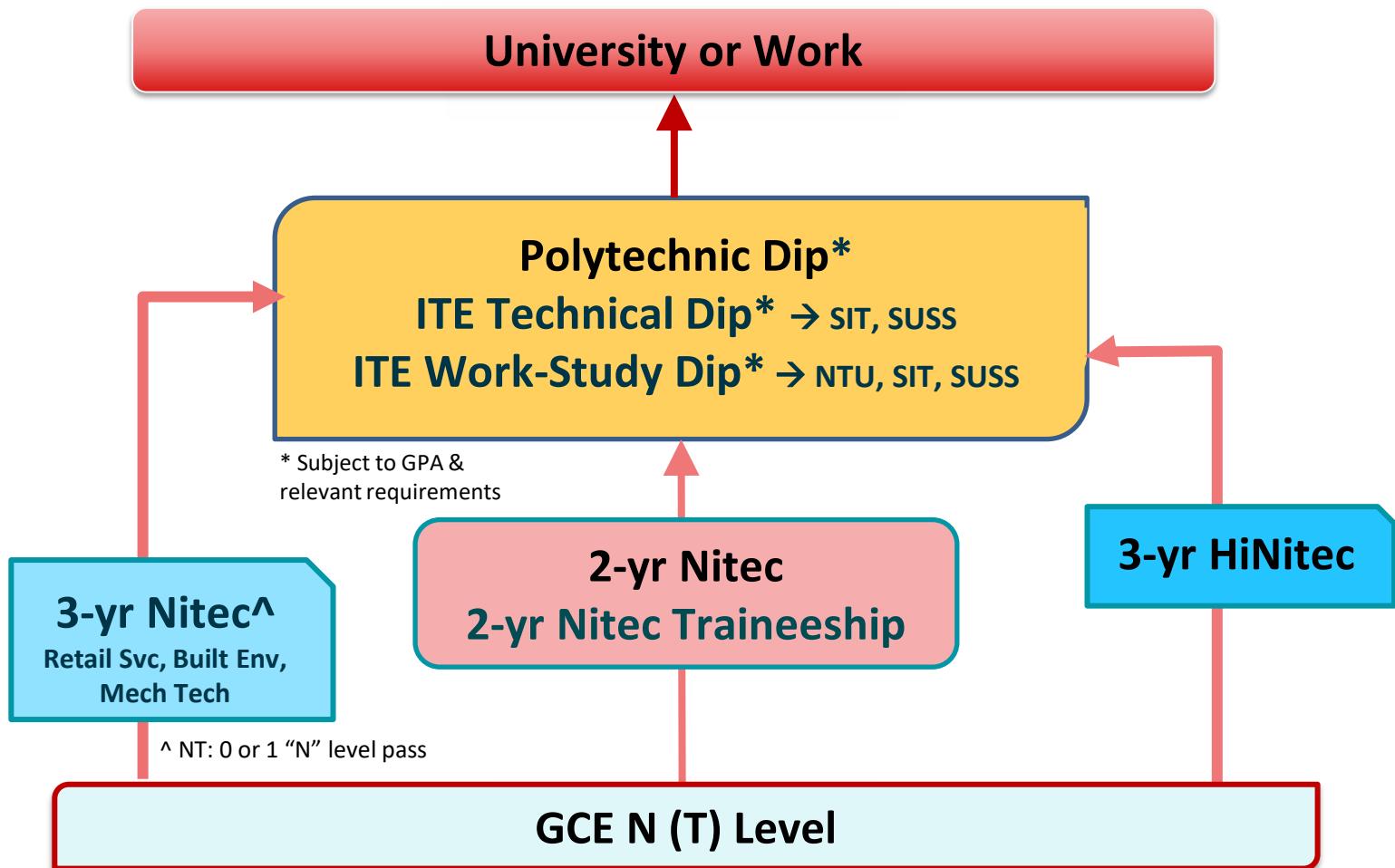
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- ITE Technical Diploma 2yr**
6 courses → SIT, SUSS
1. Culinary Arts
 2. Machine Technology
 3. Automotive Engineering
 4. Civil & Structural Engineering
 5. Beauty & Wellness Management 2.5yr
 6. Hospitality & Hotel Management 2.5yr
- ITE Work-Study Diploma 2.5yr**
36 courses → NTU, SIT, SUSS



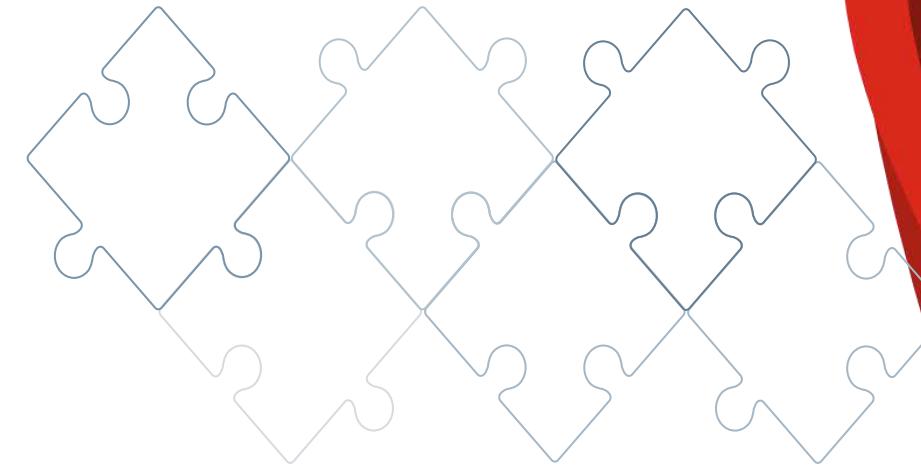


ITE Technical Diploma 2yr
6 courses → SIT, SUSS

1. Culinary Arts
2. Machine Technology
3. Automotive Engineering
4. Civil & Structural Engineering
5. Beauty & Wellness Management 2.5yr
6. Hospitality & Hotel Management 2.5yr

ITE Work-Study Diploma 2.5yr
36 courses → NTU, SIT, SUSS





GCE A-Level: JC & MI

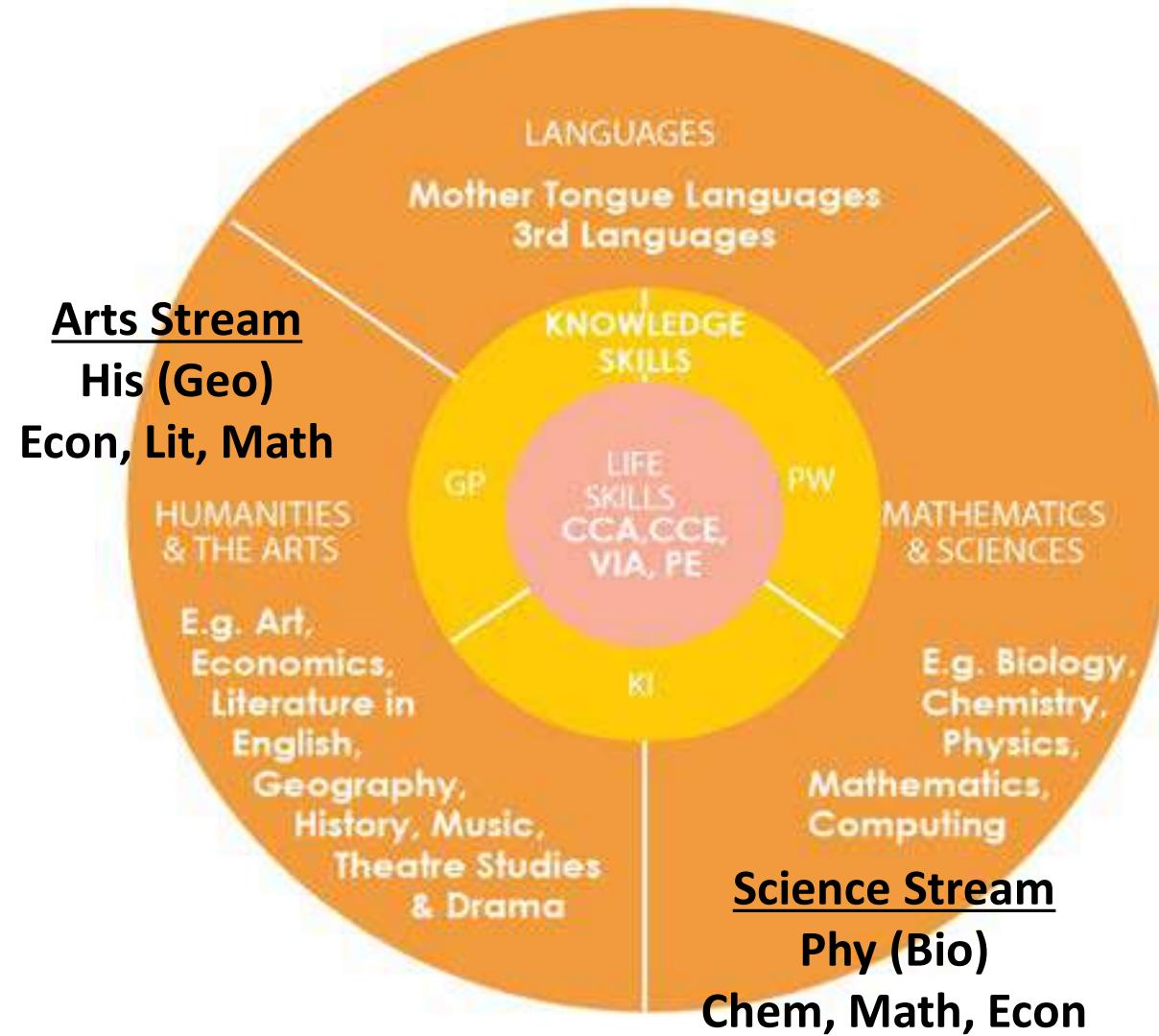
Junior College (JC)

- two-year course that prepares students for the GCE A-Level
- designed for students who are able to cope with academic load & rigour

Millennia Institute (MI)

- three-year course that prepares students for the GCE A-Level
- designed for students who prefer a less intensive learning pace

Students (JC & MI) who obtained good results are eligible to apply for admission to local and overseas universities



GCE A-Level: JC & MI

Subject Combination (7)

3 H2 Content-based Subjects
1 H1/H2 Contrasting Subject

3 Compulsory Subjects
(Mother Tongue Language +
Project Work (P/F) + General
Paper)

Please check respective school's website for subject combination details.



Polytechnics



- Provide **hands-on, practice-based** learning experience
- Equip students with **industry-relevant skills and competencies** that will prepare them well for the workforce
- **Work attachments** with industry partners (ranging from 6 weeks to 6 months)



Polytechnics

A. Applied Sciences



B. Built Environment



C. Business & Mgt



D. Engineering



E. Health Sciences



F/G. Humanities



H. Information & Digital Technologies



J. Media & Design



I. Maritime Studies

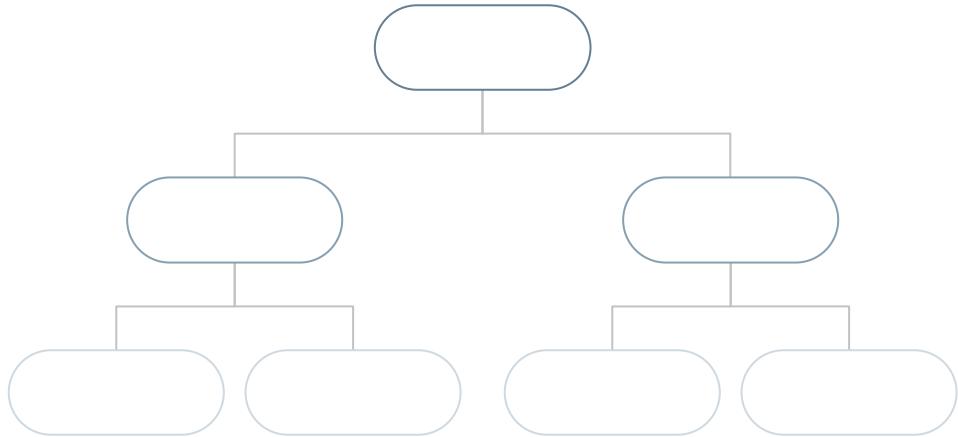


Institute of Technical Education (ITE)

- Offer **technical education** to students who excel in practical learning, with a variety of courses in engineering, business, design, hospitality, and healthcare.
- Prepare students with both theoretical **knowledge** and **practical skills** for their desired career paths
- **Can qualify for polytechnics admission** based on their NITEC results if they choose to further their studies



Supporting Your Child's Aspirations



Supporting Your Child's Aspirations



Have regular and genuine conversation with your child

Familiarize yourself with your child's personality and learning style



Provide opportunities for your child to grow

Show love and support which helps your child grow in confidence



Supporting Your Child's Aspirations

Parent's ECG Guidebook

Contains tips and advice on ECG and how parents can support their children throughout their key education stages.

go.gov.sg/ecg-parent-guide



ECG Resources

ECG Resources	URL	QR Code
What's Next (After 'N' / 'O' / 'A' Level)	go.gov.sg/whats-next	
Overview of Post-Secondary Education Institutions (PSEIs)	go.gov.sg/overview-pseis	
The Next Step Forward (e-book)	go.gov.sg/next-step-forward	
MySkillsFuture for Secondary School	go.gov.sg/mysfsec	



Come Chat with Mr Russell on your ECG needs

Please feel free to contact me
if you have any ECG questions.

**Scan QR Code to make
appointment:**
go.gov.sg/ecg-russell
email: cheong_kum_seng@schools.gov.sg



<https://go.gov.sg/ecg-russell>





THANK YOU

email: cheong_kum_seng@schools.gov.sg



Overview of Subject Option Exercise

2024 Subject Combinations



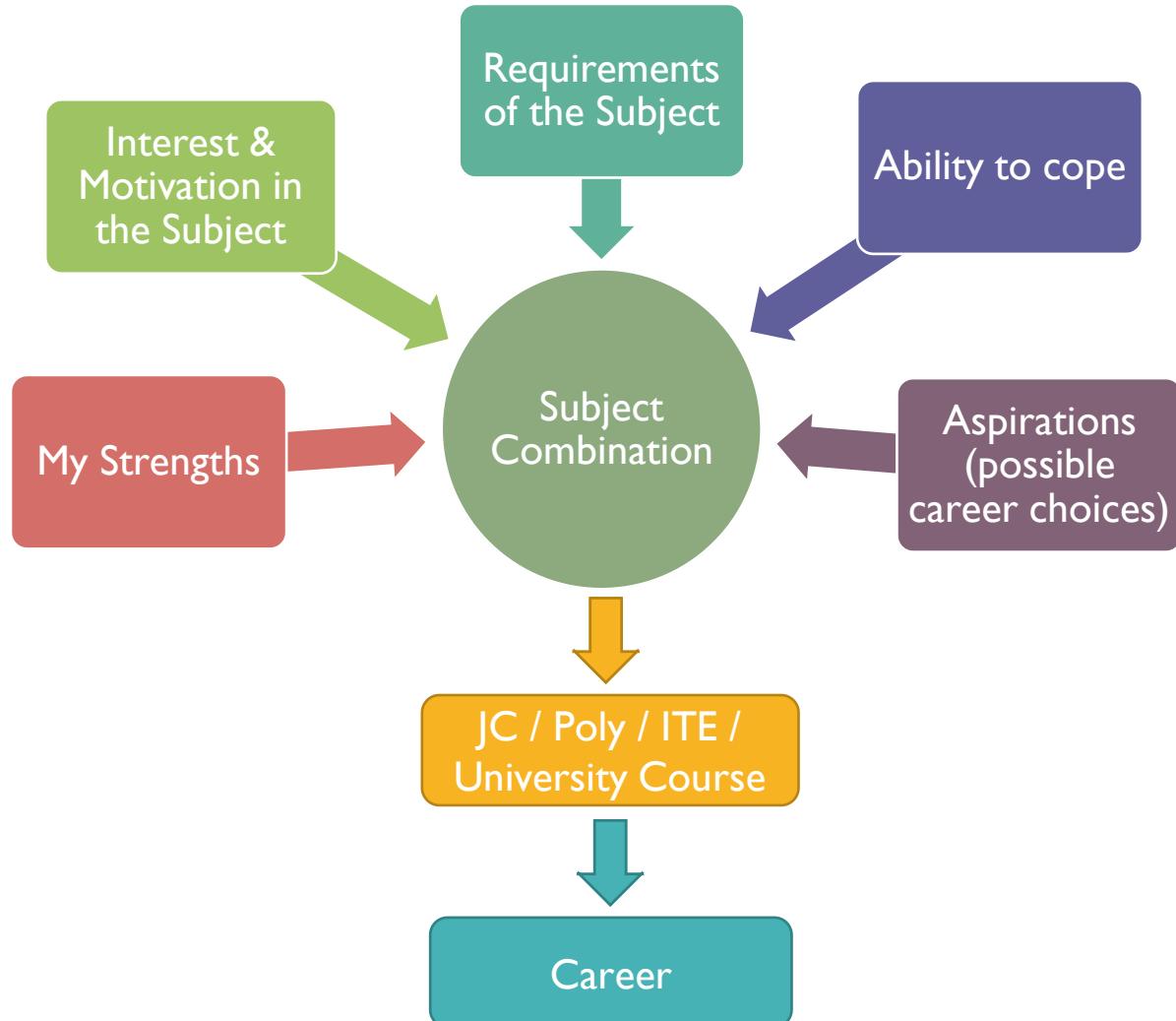
Mr Traven Loh Wei Chuen
Subject Head/Science

Agenda

1. Requirements for JC / MI / Polytechnic / ITE
2. Subject Combinations
3. Subject Allocation Criteria
4. Subject Options Exercise (SOE) Timeline

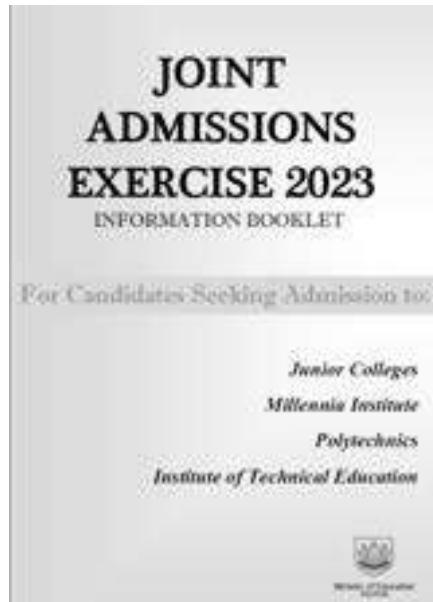
1. Requirements for JC / MI / Polytechnic / ITE

Considerations for Subject Combination



Requirements for JC / MI / Polytechnic / ITE

JC / Poly



<https://www.moe.gov.sg/jaebooklet>

Poly – PFP

<https://www.moe.gov.sg/post-secondary/admissions/pfp>

ITE



<https://www.ite.edu.sg/docs/default-source/admissions-docs/full-time/publications/admission-booklet/gce-n-admission-booklet-2023.pdf>

Poly – DPP

<https://www.moe.gov.sg/post-secondary/admissions/dpp>



Requirements for admission

JC (2-year Course)

- L1R5 Aggregate Score ≤ 20 Points

i.e. English Language / Higher Mother Tongue and
5 relevant subjects

(see later slides for details on how relevant subjects are determined)

MI (Millennia Institute) (3-year Course)

- L1R4 Aggregate Score ≤ 20 Points

i.e. English Language / HMT and 4 relevant subjects

Note : CCA cannot be used to meet the minimum entry requirements

Requirements for admission

Polytechnic (3-year Course)

- ELR2B2 ≤ 26 Points
- Subject requirements differ for each course
- Almost all courses require English Language (EL), Mathematics and 3 relevant / best subjects

ITE

- Based on 4 subjects
- Subject requirements differ for each course

Calculation of L1R5 Aggregate Score (JC)

	No.	L1R5	Subject Category
First Language	1	L1	EL / *HMT
Relevant Subjects	2	R1	Humanities
	3	R2	Math / Sci
	4	R3	Humanities / Math / Sci
	5	R4	Any subject
	6	R5	Any subject

*For students who take HMT, they need to pass both EL and HMT should they need to use HMT to replace the EL grade. Grades for both Higher Mother Tongue Language (viz. Higher Chinese, Higher Malay and Higher Tamil) and Mother Tongue Language (viz. Chinese, Malay and Tamil) cannot be used in the same aggregate computation.

Calculation of ELR2B2 Score (Poly)

No.	L1R2B2	Subject Category
1	EL	English Language
2	R2	1st Group of Relevant Subjects Humanities / Mathematics / Additional Mathematics
3	R2	2nd Group of Relevant Subjects Humanities / Mathematics / Sci
4 & 5	B2	Best 2 other subjects

Calculation of ELMAB3 Score (Poly – PFP, DPP)

No.	ELMAB3	Subject Category
1	EL	English Language
2	MA	Mathematics / Additional Mathematics
3 to 5	B3	Best 3 other subjects

Calculation of Aggregate Score (ITE)

No.	Best 4	Subject Category
1 to 4	Best 4	Course dependent Usually either English Language / Mathematics / Science is a compulsory subject

2. Subject Combinations

2024 Sec 3 Subjects Offered

Languages	Mathematics	Humanities	Sciences	Applied Studies	Others
<ul style="list-style-type: none"> • English • Mother Tongue • Higher Mother Tongue 	<ul style="list-style-type: none"> • Mathematics • Additional Mathematics 	<ul style="list-style-type: none"> • Social Studies (SS) with either: • Elective Geography (E Geo) • Elective History (E Hist) • Elective Literature in English (E Lit in EL) • Core Geography (Geo) • Core History (Hist) • Literature in Chinese (Lit in CL) 	<ul style="list-style-type: none"> • Chemistry (Chem) • Biology (Bio) • Physics (Phy) • Science (Chemistry / Biology) • Science (Physics / Chemistry) • Science Syllabus T 	<ul style="list-style-type: none"> • Design & Technology (D&T) • Nutrition & Food Sciences (NFS) • Computer Applications (CPA) • Elements of Business Studies (EBS) • Mobile Robotics (MR) 	<ul style="list-style-type: none"> • Computing (Comp) • Principles of Accounts (POA)

2024 Sec 3 Subject Combinations

Express	Express	N(A)	N(T)
<p>Express</p> <ul style="list-style-type: none">• 8 subjects <p>Pure Sciences</p> <ul style="list-style-type: none">• For students who enjoy deep disciplinary learning <i>and</i> rigorous interdisciplinary learning• Aspiring JC students	<p>Express</p> <ul style="list-style-type: none">• 7 subjects <p>Pure Sciences</p> <ul style="list-style-type: none">• For students who are passionate about deep disciplinary learning in Sciences/Math, keen on strengthening learning in Humanities <p>Combined Science</p> <ul style="list-style-type: none">• For students who are passionate about deep disciplinary learning in Humanities, keen on strengthening learning in Sciences/Math	<p>N(A)</p> <ul style="list-style-type: none">• 6 subjects• 7 subjects (with Add Math)	<p>N(T)</p> <ul style="list-style-type: none">• 6 subjects

2024 3EX Subject Combinations (Pure Sciences)

No.	8 subjects			7 subjects		
1	English Language			English Language		
2	Mother Tongue Language			Mother Tongue Language		
3	Mathematics			Mathematics		
4	Additional Mathematics			Additional Mathematics		
5	Chemistry			Chemistry		
6	SS / E Geo	SS / E Hist	SS / E Lit in EL	SS / E Geo	SS / E Hist	SS / E Lit in EL
7	Physics		Biology		Physics	Biology
8	Geo	Hist	Lit in CL	Comp	Bio	Phy
	NIL					

Legend: Orange = compulsory subjects; Green = subjects which have choices

2024 3EX Subject Combinations (Combined Science)

No.	7 subjects					7 subjects (without Add Maths)				
1	English Language					English Lang				
2	Mother Tongue Language					Mother Tongue Language				
3	Mathematics					Mathematics				
4	Add Mathematics					POA				
5	Sci (Chem / Bio)		Sci (Phy / Chem)			Sci (Chem / Bio)		Sci (Phy / Chem)		
6	SS / E Geo		SS / E Hist		SS / E Lit in EL		SS / E Geo		SS / E Hist	
7	Geo	Hist	Lit in CL	Comp	POA	Geo	Hist	Lit in CL	Comp	

2024 3NA Subject Combinations

No.	6 subjects			7 subjects		
1	English Language			English Language		
2	Mother Tongue Language			Mother Tongue Language		
3	Mathematics			Mathematics		
4	Science (Chem / Bio)		Science (Phy / Chem)	Science (Chem / Bio)		Science (Phy / Chem)
5	SS / E Geo	SS / E Hist	SS / E Lit in EL	SS / E Geo	SS / E Hist	SS / E Lit in EL
6	POA	NFS	D&T	POA	NFS	D&T
7	NIL			*Add Math		

*offered to students who meet the criteria

2024 3NT Subject Combinations

No.	6 subjects		
1	English Language		
2	Mother Tongue Language		
3	Mathematics		
4	Computer Applications		
5	Science	*Science (Chem / Bio)	*Science (Phy / Chem)
6	Elements of Business Studies	Mobile Robotics	

*offered to students who meet the criteria for taking up Subject-based Banding

3. Subjects Allocation Criteria

2024 Sec 3 Subjects Requirements

The following subjects require a strong foundation in Secondary 2:

Upper Sec Subject	Subject Requirements
Design & Technology (NA)	Design & Technology (D&T)
Nutrition & Food Science (NA)	Food & Consumer Education (FCE)
Core Geography (EX)	Geography (EX)
Core History (EX)	History (EX)
Elective Literature in English (EX / NA)	English Literature & English Language (EX / NA)
Literature in Chinese (EX)	Chinese Language (EX)
Computing (EX)	Math (EX) and English Language (EX)
Pure Science (EX)	Science (EX)
Triple Science (EX)	A1 in Science (EX) and top 25% of cohort

2024 Sec 3 Subjects Requirements

Your child's / ward's subject combination will depend on the following:

- marks of the required subject(s)
- overall academic performance
- attitude during lessons and aptitude for the subject via feedback from subject teacher(s)
- class sizes and timetabling constraints
- availability of teachers and venues

4. Subjects Options Exercise (SOE) Timeline

Timeline for the Subject Options Exercise (SOE)

Date	Activity
27 Oct (Fri) 8am	Parent-Teacher Conference SOE Opens (fill in the online All Ears Form)
30 Oct (Mon) 9am	SOE Closes (All Ears Form will be locked)
8 Nov (Wed) After 9am	Results of the SOE will be released on the online All Ears Platform (scan the QR code in the October PN)
10 Nov (Fri) By 12pm	Queries about your child's / ward's Subject combination <ul style="list-style-type: none">Pls email to Mr Traven Loh at jurong_ss@moe.edu.sg
Late Nov	Form Class Allocation <ul style="list-style-type: none">Do note that your child's / ward's sec 3 class allocation may change even though it has appeared in your Parent Gateway in late November.Do check the updated class just before school re-opens.



THANK YOU

Email: loh_wei_chuen@moe.edu.sg



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LITERATURE IN ENGLISH

GCE 'O' (2274)

GCE 'N' (2177)

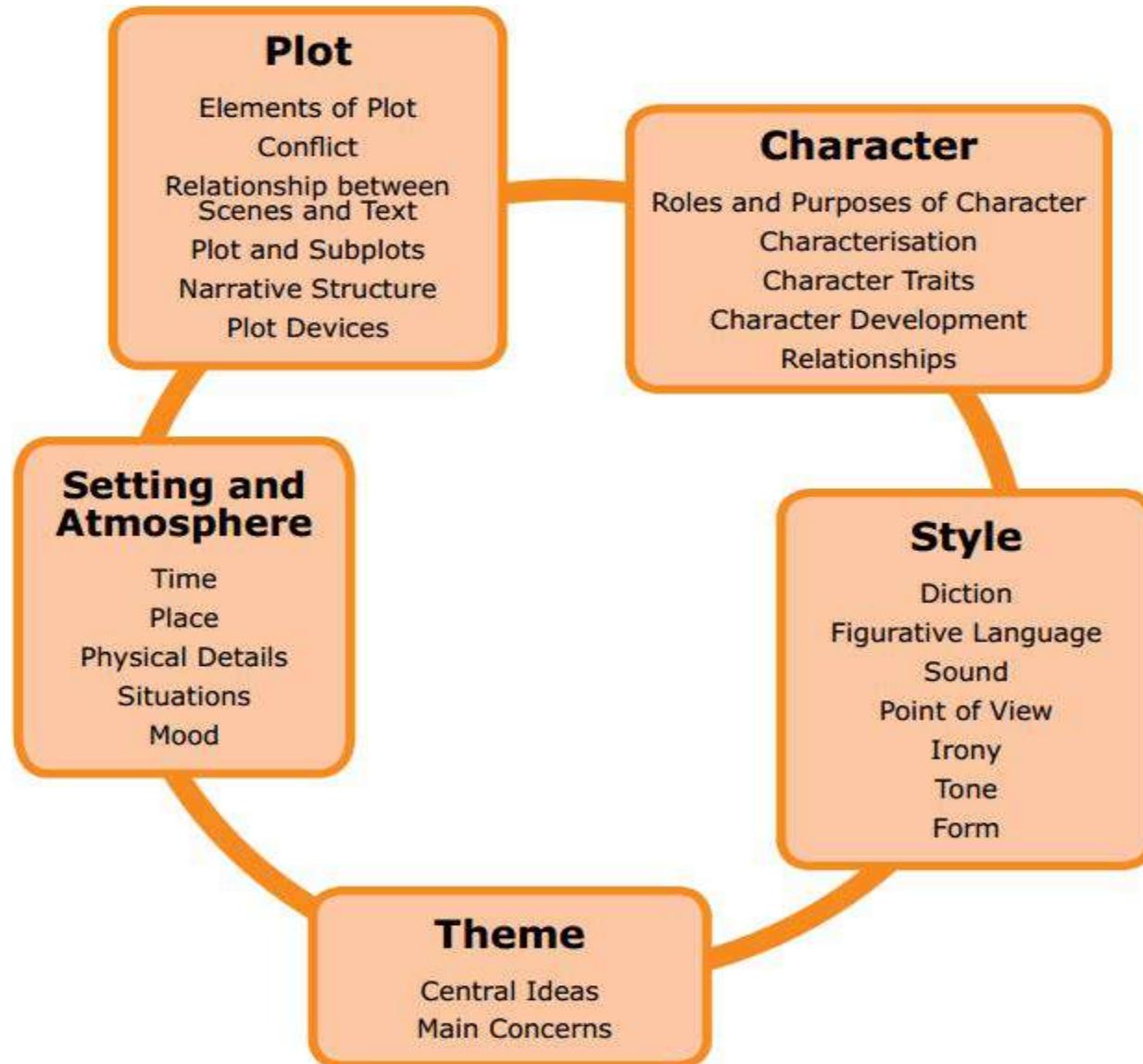


Mrs Farhain Aidil
Head of Department/ENGLISH

DESIRED STUDENT OUTCOMES

A student who has completed this course in Literature:

- will be able to **critically and independently** read, analyse and appreciate literary texts;
- will be able to develop and effectively communicate **personal and critical responses** to literary texts and others' views; and
- have read and appreciated **literary texts from different parts of the world**, including works from the three main literary genres.



AREAS OF STUDY IN LITERATURE

BY SECONDARY 2

❖ PROSE

- SHORT STORIES
- NOVEL

❖ POETRY

- SEEN/ UNSEEN

❖ DRAMA



UPPER SECONDARY

❖ PROSE AND

UNSEEN POETRY

(50%)

FORMAT OF EXAM

For Elective Literature

Paper 2: Prose and Unseen Poetry (1hr 40min)

PAPER 2- PROSE AND UNSEEN POETRY (50%)

Section A: Prose [25%]

- For each of the six set texts in this section, one passage-based question and two essay questions will be set.
 - Candidates will answer one question [25%] based on one of the six set texts.
 - For every year of examination, one or two Singapore texts will be set.

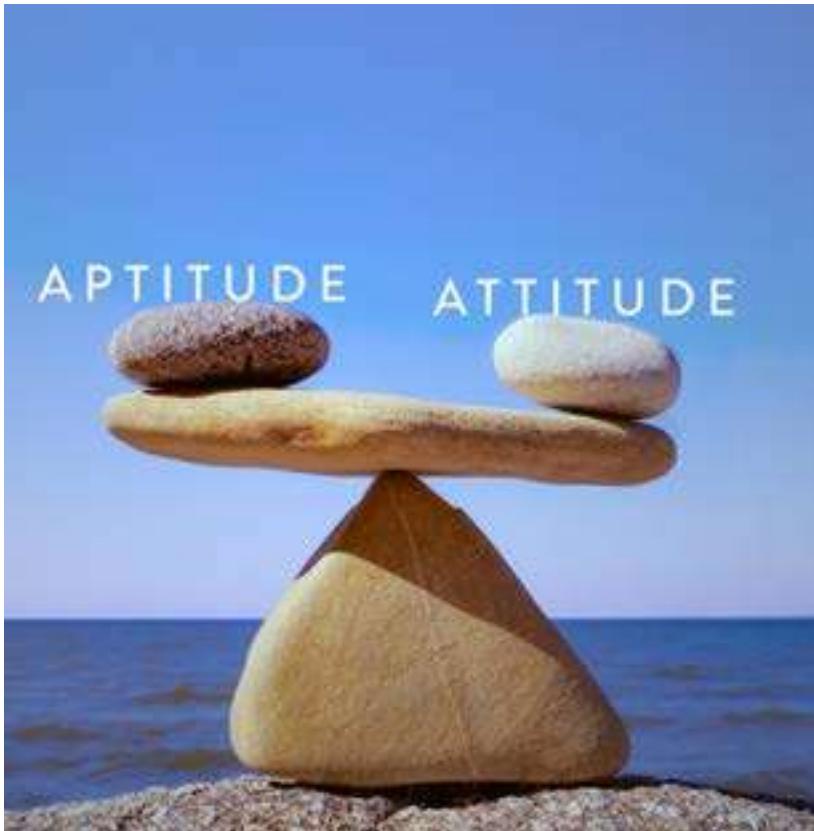
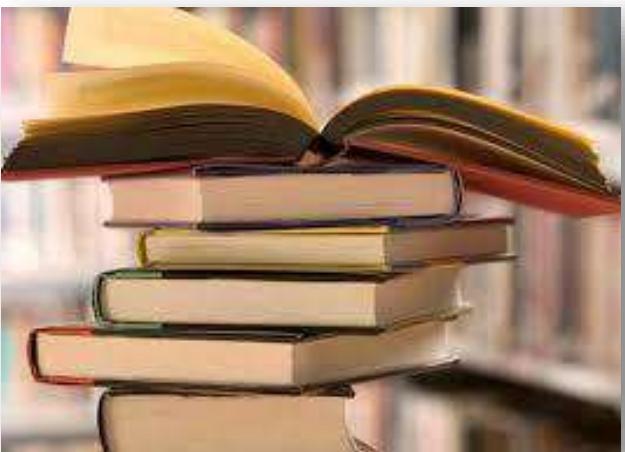
PAPER 2- PROSE AND UNSEEN POETRY (50%)

Section B: Unseen Poetry [25%]

- There are no set texts in this section.
- There will be a choice of two unseen poems with two-part questions set on each poem.
- Candidates will answer one of the two poems [25%].
- For every year of examination, one question will be set on a Singapore text.

What do students need to do well in Literature?

- APTITUDE
- ATTITUDE



A student should opt for Literature if he/she has...

- **Strong oral and written skills** to make a clear argument and share your opinions
- The **ability to analyse and critically** examine diverse forms of text
- The capacity for **independent thought, reflection and judgement**
- The ability to **comprehend and develop intricate ideas** and weigh the importance of **alternative perspectives**
- An **appreciation of language nuances** and ambiguities of **metaphorical language**



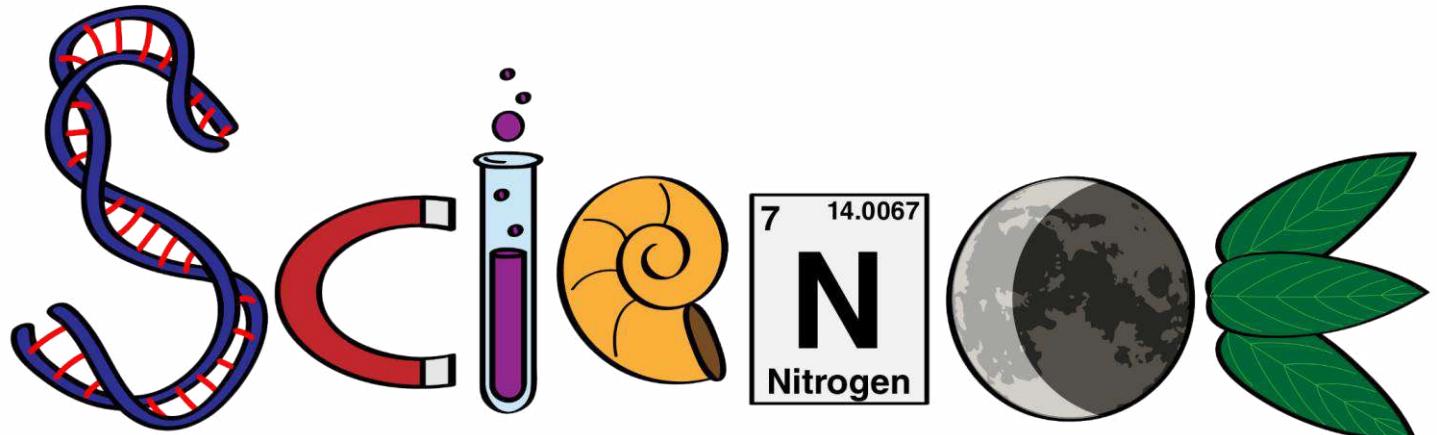
THANK YOU

Email: Farhain_ahmad_bustami@moe.edu.sg

SCIENCE



Mr Traven Loh Wei Chuen
Subject Head/Science



is all around us

Understanding the demands of
Upper Secondary Science

Importance of Science

How will low-lying Singapore's built environment survive rising seas?

Singapore's response to climate change is more adaptation than prevention. So how will the vulnerable city-state protect its most valuable assets—its buildings—from rising sea levels?



World

Trump's COVID-19 disinfectant ideas horrify health experts



Goals of Science Education

- Enthuse and nurture all students to be scientifically literate
- Provide strong fundamentals for students to pursue science related areas in learning and work



The Science Syllabuses

less emphasis on factual materials...

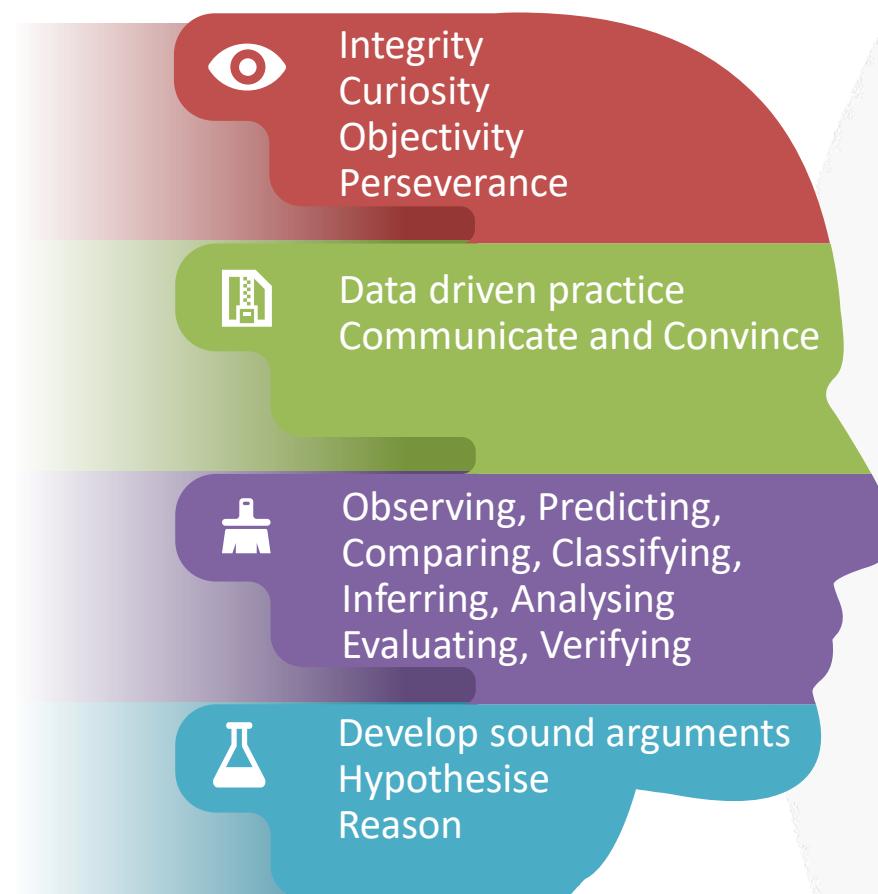


...much greater emphasis on the understanding and application of scientific concepts and principles

builds on the foundations of Lower Secondary science

the need to develop skills that will be of long-term value

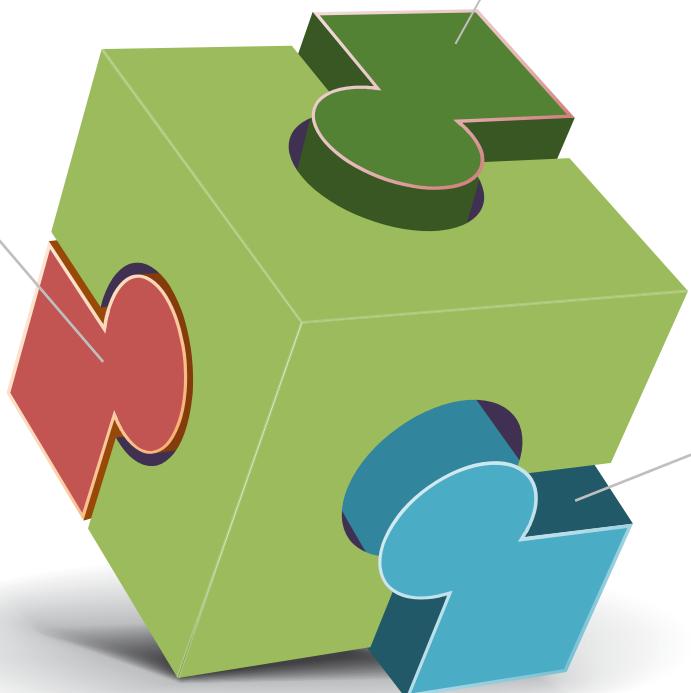
Skills, Values & Attitudes in Science



Differences between the Sciences

Chemistry

The study of the composition, structure, properties and change of matter... known as the 'central science' that bridges physics and biology



Biology

The study of life and living organisms... including their physical structure, function, growth and evolution

Physics

The study of matter & its motion through space & time... the concepts of energy & forces... how the universe behaves...

Topics covered in Lower Secondary Science

Chemistry



- Physical Properties
- Chemical Composition
- Separation Techniques
- Particulate Nature of Matter
- Atoms and Molecules
- Chemical changes

Biology



- Cells
- Ecosystems
- Human Digestive System
- Transport Systems in Living Things
- Human Sexual Reproduction System

Physics



- Light
- Forces, Pressure, Moments, Energy
- Transfer of Heat Energy
- Electrical Systems

Dispositions for the Sciences

Biology

- Strong language ability (at most 15% calculation questions)
- Ability to apply concepts of living organisms to address the broader question of how living organisms work to sustain life
- Shows interest in the human body and the natural world
- A flair for drawing diagrams of plants or animals



Physics

- Strong mathematical foundation (20 to 40% calculation questions)
- Able to think abstractly and apply laws and theories
- Shows interest in the interactions of the physical world



COURSE	EXPRESS	NORMAL (ACADEMIC)	NORMAL (TECHNICAL)
SUBJECTS OFFERED	Chemistry (O-Level) Biology (O) Physics (O) Science (Phy/ Chem) (O) Science (Chem/ Bio) (O)	Science (Phy/ Chem) (NA) Science (Chem/ Bio) (NA) *Science (Phy/ Chem) (O) *Science (Chem/ Bio) (O)	Science (NT) *Science (Phy/ Chem) (NA) *Science (Chem/ Bio) (NA)
ASSESSMENT FORMAT	1. Multiple Choice 2. Structured 3. Practical	1. Multiple Choice 2. Structured	1. Multiple Choice 2. Structured

*offered to students who meet the criteria for taking up Subject-based Banding

O-Level Pure Sciences – Scheme of Assessment

Paper	Pure Sciences	Duration	Marks	Weighting
1	Multiple Choice	1h	40	30%
2	Structured & Free Response	1h 45m	80	50%
3	Practical Assessment	1h 50m	40	20%

O-Level Combined Science – Scheme of Assessment

Paper	Combined Sciences	Duration	Marks	Weighting
1	Multiple Choice	1h	40	30%
3	Structured & Free Response (Chemistry)	1h 15m	65	32.5%
5	Practical Test	1h 30m	30	15%

N(A)-Level Science – Scheme of Assessment

Paper	Combined Sciences	Duration	Marks	Weighting
1	Multiple Choice (Physics)	1h 15m	20	20%
2	Structured (Physics)		30	30%
3	Multiple Choice (Chemistry)	1h 15m	20	20%
4	Structured (Chemistry)		30	30%
5	Multiple Choice (Biology)	1h 15m	20	20%
6	Structured (Biology)		30	30%

N(T)-Level Science – Scheme of Assessment

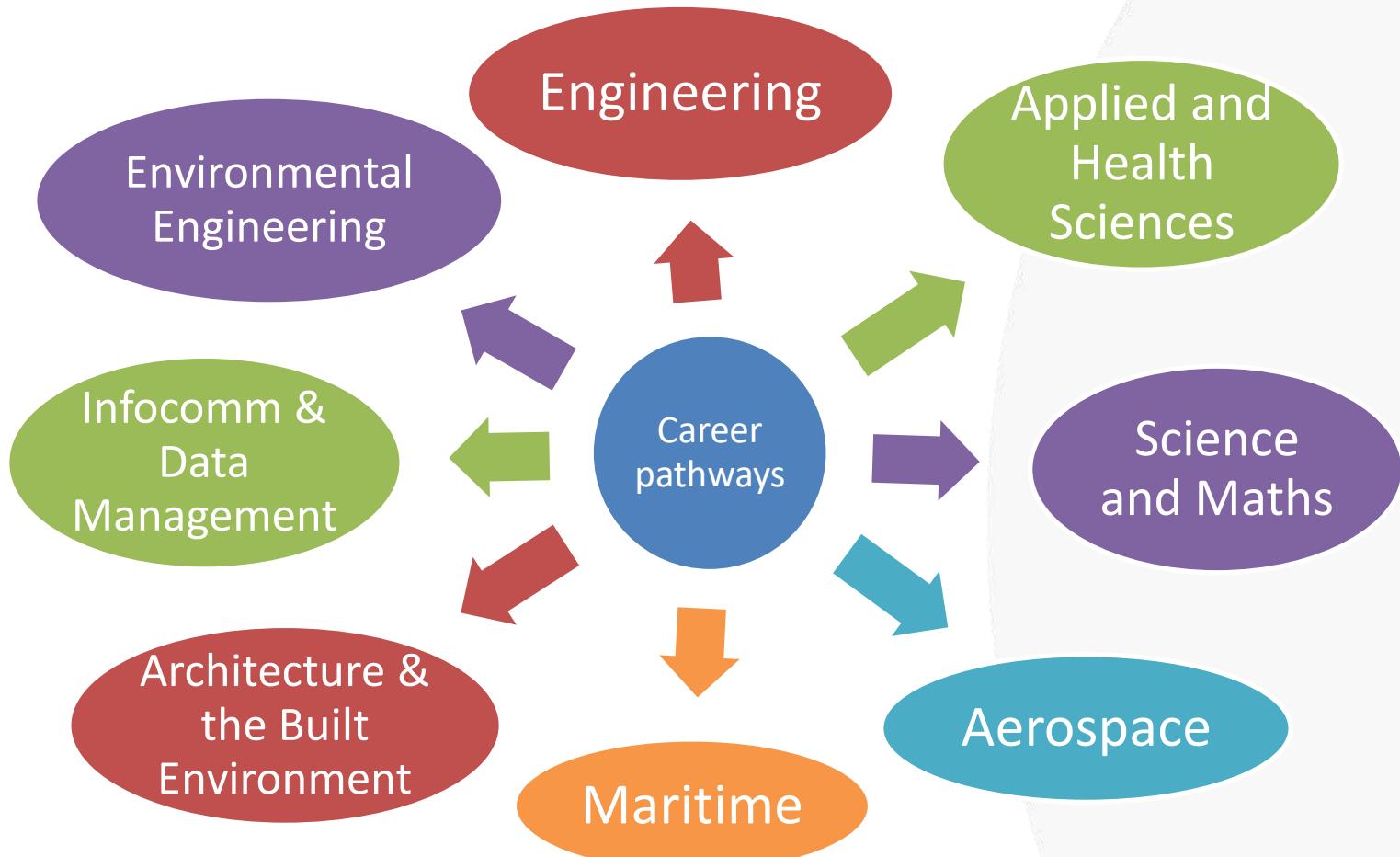
Paper	Science Syllabus T	Duration	Marks	Weighting
1	Multiple Choice	1h	40	40%
2	Short Answer or Structured Questions	1h 15m	60	60%

O-Level Science Assessment Weightage

Level	Subject	Code	SEAB website links
O	Physics	6091	https://www.seab.gov.sg/home/examinations/gce-o-level/o-level-syllabuses-examined-for-school-candidates-2024
	Chemistry	6092	
	Biology	6093	
	Combined Science	5086 / 5088	
NA	Combined Science	5105 / 5107	https://www.seab.gov.sg/home/examinations/gce-n(a)-level/n(a)-level-syllabuses-examined-for-school-candidates-2024
NT	Science Syllabus T	5148	https://www.seab.gov.sg/home/examinations/gce-n(t)-level/n(t)-level-syllabuses-examined-for-school-candidates-2024



Value of Offering Science



Course Requirements (University)

Course	School	Course Requirements
Dentistry	NUS	H2 pass in Chemistry and either Biology or Physics.
Medicine	NUS	H2 pass in Chemistry and either Biology or Physics.
Biomedical Engineering	NUS	H2 pass in Mathematics or Further Mathematics and either Physics or Chemistry
Biological Sciences	NTU	H1 pass in Mathematics and H2 pass in Physics / Chemistry / Biology
Medicine	NTU	H2 pass in Chemistry and Physics / Biology
Bioengineering	NTU	H2 pass in Mathematics and Physics / Chemistry / Biology / Computing
Medicine	Cambridge	Chemistry and Physics / Mathematics / Biology
Dentistry	University of Melbourne	Chemistry or Biology

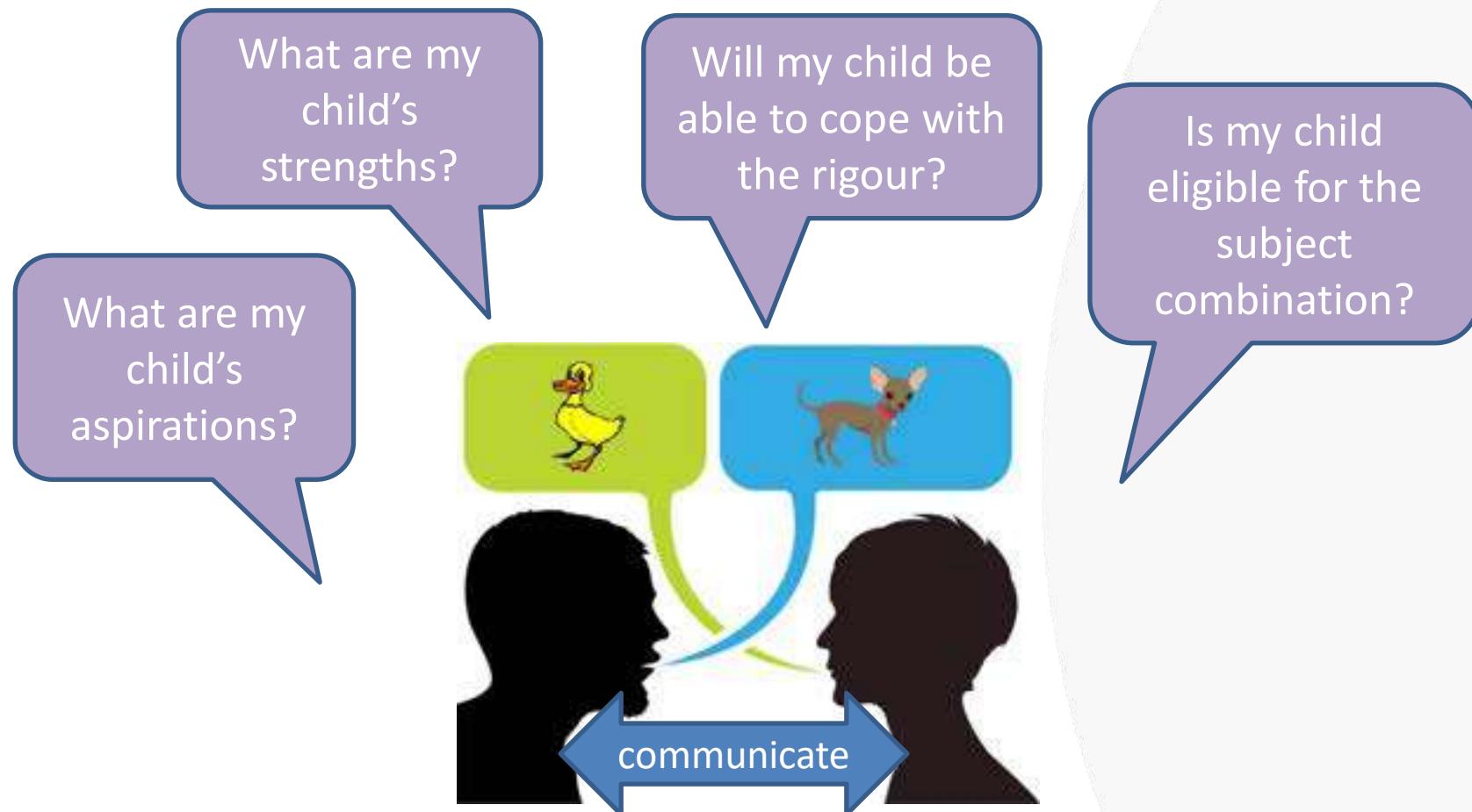
Course Requirements (Polytechnic)

Course	School	Course Requirements
Biomedical Science	Singapore Polytechnic	Any 1 Science ELR2B2 range: 3-7
Biomedical Science	Ngee Ann Polytechnic	Any 1 Science ELR2B2 range: 4-8
Chemical & Biomolecular Engineering	Ngee Ann Polytechnic	Any 1 Science ELR2B2 range: 4-8
Pharmaceutical Science	Nanyang Polytechnic	Any 1 Science ELR2B2 range: 5-10

Course Requirements (ITE)

Course	Course Requirements
<ul style="list-style-type: none">• Electronics & Info-comm Technology• Applied & Health Sciences• Design & Media• Engineering	Maths or Science

Key Considerations





THANK YOU

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HUMANITIES



MDM LEE HUI CHENG
SUBJECT HEAD/HUMANITIES (covering)

1. Overview of Humanities Subjects

1. Subject Combinations

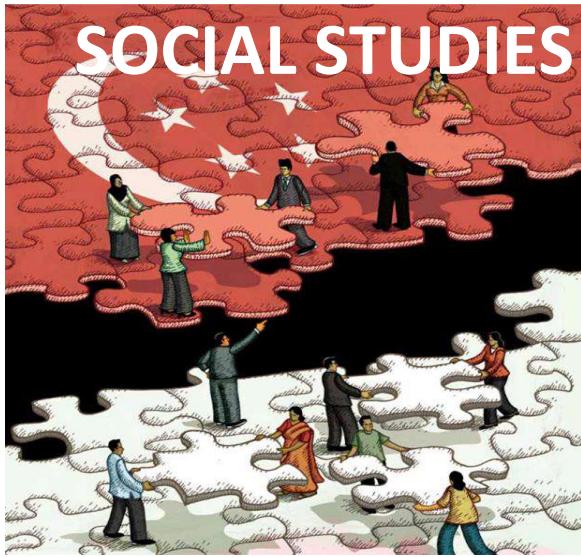
1. Q&A





JURONG SECONDARY SCHOOL

LOYALTY • INDUSTRY • SINCERITY • LOVE



... preparing students to be citizens of tomorrow by understanding the interconnectedness of Singapore and the world, and appreciate the complexities of the human experience.

... emphasises the integrative study of physical and human environments to enable a better understanding of an individual's space and other parts of the world.



GEOGRAPHY



HISTORY

... allows students to draw connections between the past and present by understanding how the nature and impact of past developments explain today's world.

PRINCIPLES OF ACCOUNTING



... provide students with a basic introduction to financial accounting and to develop an appreciation of preparing, communicating and using financial information, and appreciating the need for ethical conduct.

EL LITERATURE (shared by HOD EL)

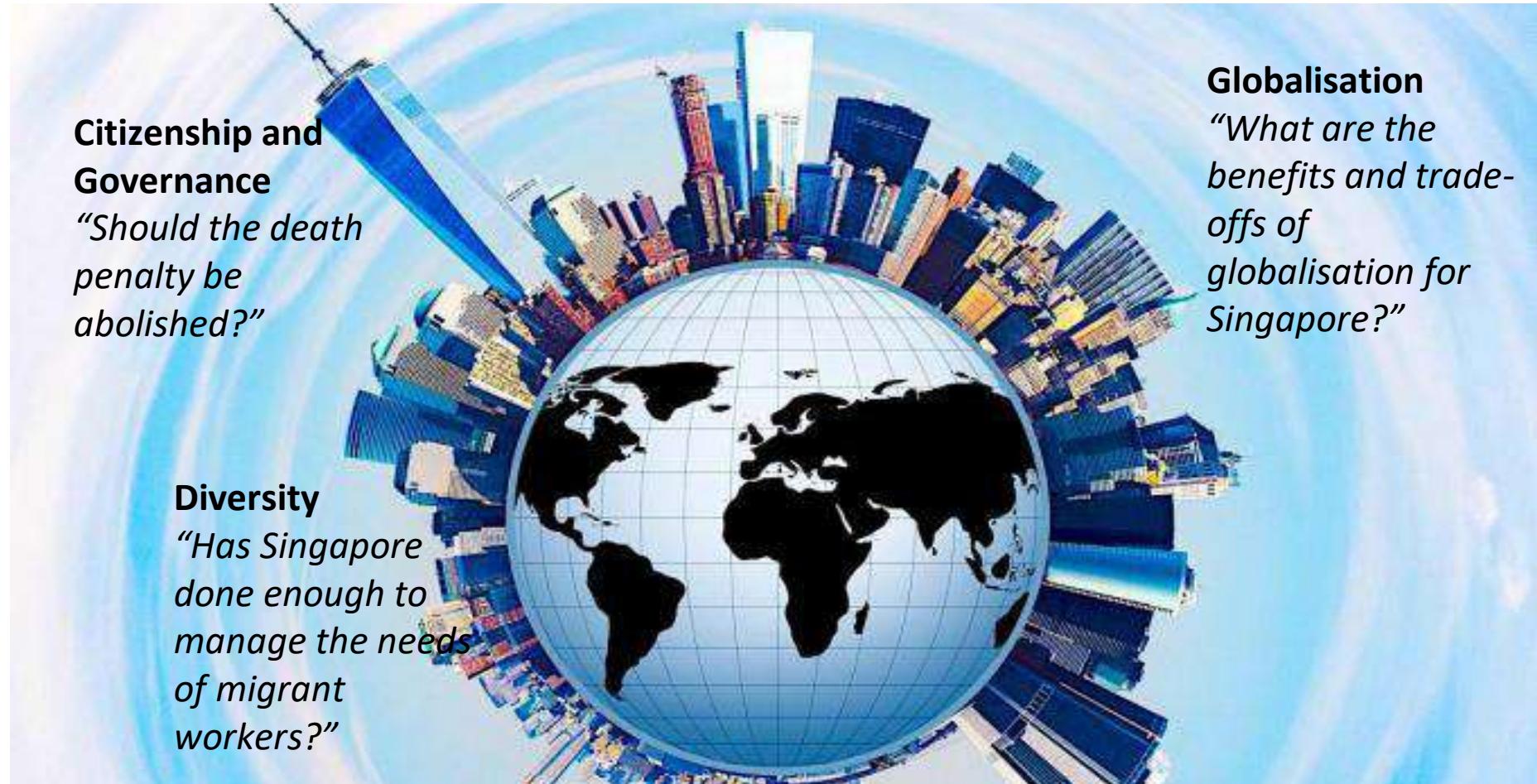


... discover the joys of reading Literature and become aware of new ways of perceiving the world. Appreciate the aesthetic value of language and engage personally with a variety of texts and draw connections in order to develop intellectual, emotional, socio-cultural, and global awareness



JURONG SECONDARY SCHOOL

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SOCIAL STUDIES

(compulsory for all students)

- **Geography in everyday life**
- Tourism
- Climate



Geography

(Elective Humanities subject)

Attitude

- Curious about the formation of earth and physical environment
- Keen interest in global trends and current affairs about society, economy and politics.
- Inquisitive, self directed and reflective in seeking geographical insights.

Aptitude

- Able to make clear and reasonable explanations.
- Able to make connections between human-physical relationships at various scales.
- Able to make informed judgement and sound decisions through analysis, synthesis and evaluation of geographical information.

Geography
(Elective Humanities subject)

- Impact of WWI
- Authoritarian Regimes
- WWII in Europe and Asia
- The Cold War



History
(offered as an Elective Humanities subject)

Attitude	Aptitude
<ul style="list-style-type: none">• Empathetic – understands the reasons of past developments without imposing judgement on present day norms.• Balanced – considers and respects different points of viewpoints.• Enquiring – ask questions to uncover and understand the past.• Discerning – understand sources beyond face value	<ul style="list-style-type: none">• Able to make clear and reasonable explanations and historical interpretation.• Methodical – Employs comprehensive effort when engaged in historical enquiry.• Knowledgeable and familiar with key forces and personalities that have shaped the world.

- The Roles of Accounting
- The Accounting Information System
- Elements of Financial Statements
- Financial statement analysis
- Business Entities



Principles of Accounts

(offered as a Full Humanities subject)

Attitude

- Being **interested** in accounting and aware of further pathways in accounting.
- **Integrity and Objectivity** in business ethics.
- **Social responsibility**, and how it can affect users of financial information.

Aptitude

- **logical**
- **methodical**
- **consistent**
- **accurate**

Principles of Accounts

(offered as a Full Humanities subject)

HUMANITIES (COMPULSORY)

COMPULSORY:

SOCIAL STUDIES

CHOOSE ONE:

ELECTIVE GEOGRAPHY

ELECTIVE HISTORY

ELECTIVE EL LITERATURE

FULL HUMANITIES (OPTIONAL)



GEOGRAPHY



HISTORY

文

CHINESE LIT



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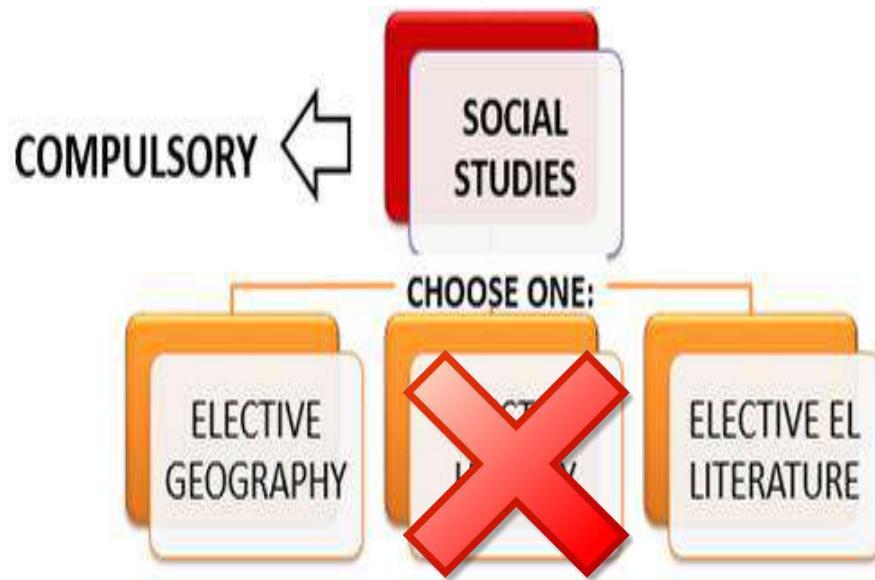
With 7-subject
Combined Science
combination only

DOUBLE HUMANITIES OPTION

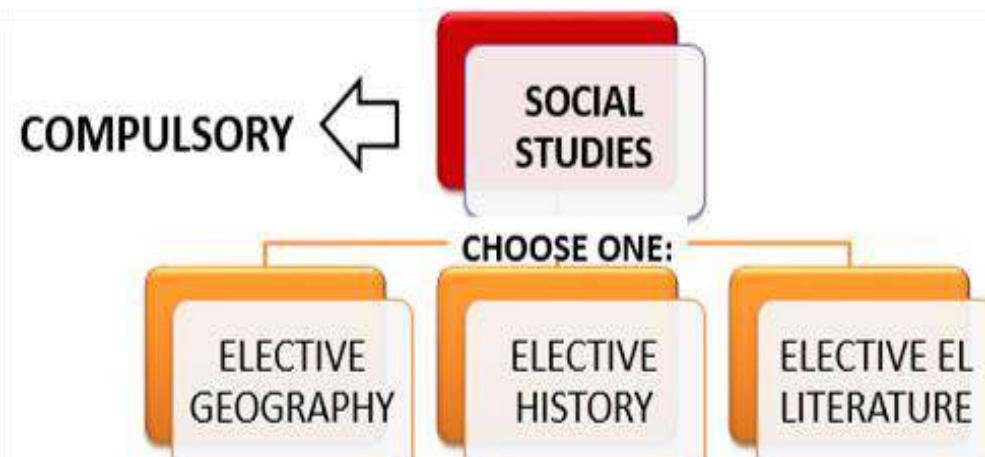


FULL HISTORY

+



SINGLE HUMANITIES OPTION





THANK YOU

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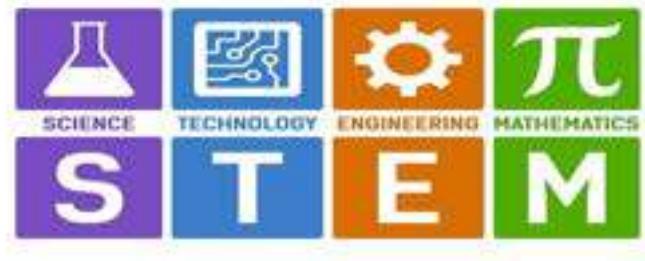
ADDITIONAL MATHEMATICS



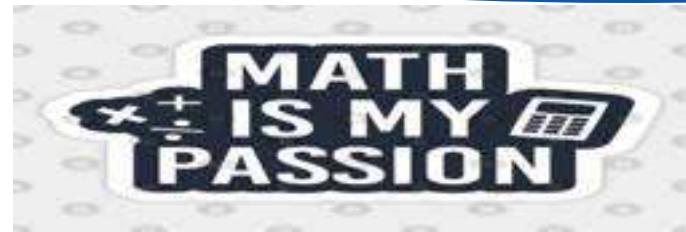
Mr OOI WEI YONG
HEAD OF DEPARTMENT/MATHEMATICS



Why offer **A. Math?**



For those who aspire to pursue **STEM education and career**, learning **more advanced mathematics early** will give them a head start.



For those who have the **interest and ability**, to learn more mathematics so that they can **pursue mathematics or mathematics-related courses** of study in the next stage of education.

Considerations to offer A. Math in Sec 3

- Exhibit good proficiency in Mathematics
→ Good Pass in Sec 2 Mathematics
- Focus & Ability to manage new subject combination



Criteria to offer **A Math** in Sec 3

EXPRESS

**Through Sec 2
Subject Option
Exercise:**

Students to choose the subject during their subject combination selection.

Normal (Acad)

By invitation only:

- 1) A) Currently taking S2 Express Math & coping well
OR
B) Achieved top 15% of cohort in N(A) Maths
- 2) Teacher's recommendation in relation to attitudes & ability to cope



THANK YOU

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Secondary 2 Express Course

Pure Sciences

SH/Science, Mr Traven Loh Wei Chuen

Core Geography/ History

SH/ Humanities (covering), Mdm Lee Hui Cheng

Computing

HOD/ Mathematics, Mr Ooi Wei Yong

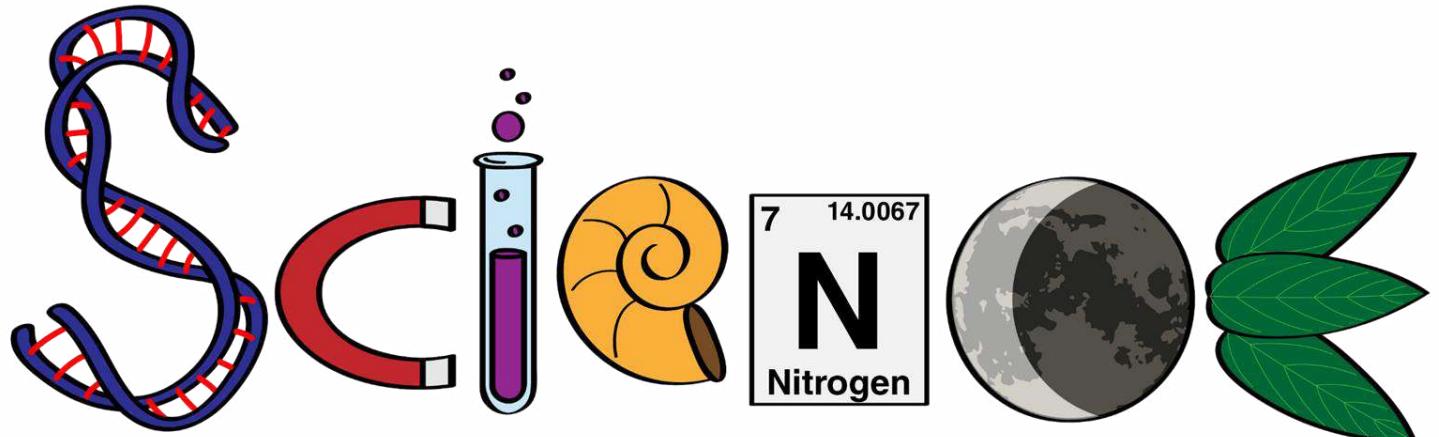
Literature n Chinese (optional)

HOD/Mother Tongue, Ms Ng Ching Ing

PURE SCIENCES



Mr Traven Loh Wei Chuen
Subject Head/Science



is all around us

Understanding the differences
between Pure and Combined Science



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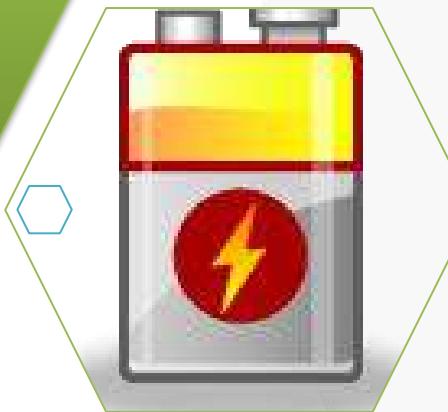
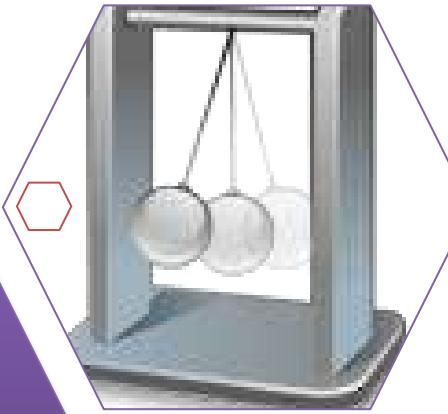
2023 SEC 2 MTP & SUBJECT OPTIONS TALK



Double Pure Sciences

Combined Sciences
(Chem, Bio)
(Phy, Chem)

Triple Pure Sciences



Pure vs Combined Science

Details	Pure Sciences	Combined Sciences
Subject component	Standalone subject	Two science subjects combined into a single subject
Content coverage	100%	approximately 65% of the corresponding pure science subject
Curriculum time	Each Pure Science subject 9 periods / week Double Pure = 18 periods / week Triple Pure = 27 periods / week	Each Combined Science subject 6 periods / week Combined Sciences = 12 periods

Scheme of Assessment

Details	Pure Sciences (for 1 subject)	Combined Sciences (for 1 component)	Sec 2 Science
MCQ	30% of subject (40 marks, 1 hr)	10% of subject (20 marks, 30 mins)	30 marks
Structured Qns	50% of subject (80 marks, 1 hr 45 mins)	32.5% of subject (65 marks, 1 hr 15 mins)	60 marks Total: (90 marks, 2 hr)
Practical	20% of subject (40 marks, 1 hr 50 mins)	7.5% of subject (15 marks, 45 mins)	N.A.

Pure vs Combined Science

Details	Pure Sciences	Combined Sciences
Assessment weightings	Knowledge 15% Understanding 30% Handling Information & Solving Problems 55%	Knowledge 20% Understanding 30% Handling Information & Solving Problems 50%

Pure vs Combined Science

Details	Pure Sciences	Combined Sciences
No. of Assessments at O-Level	Double Pure: 6 papers Triple Pure: 9 papers	4 papers
Assessment questions posed	<ul style="list-style-type: none"> Tend to be tricky and indirect. Students need to unpack the meaning of the questions. 1 Data-based question (10 – 12 marks) About 5 to 30% calculations Greater % of explanations 	<ul style="list-style-type: none"> Tend to be more straightforward than for Pure Science. Simple data-infused question About 10 to 40% calculations Lesser % of explanations

Pure vs Combined Science

Details	Pure Sciences	Combined Sciences
Requirement of answers	<ul style="list-style-type: none">More marks allocated to each part questionSome calculation questions require 2 or 3 steps to solve	<ul style="list-style-type: none">Lesser marks allocated to each part questionMost calculation questions require 1 or 2 steps to solve

Pure vs Combined Science

Details	Pure Sciences	Combined Sciences
Practicals	<ul style="list-style-type: none">• 2 to 3 questions per subject• Measurements – know the appropriate decimal places and units• Table – draw a table and decide on the measurements to take• Graph – interpret which set of data falls on which axis• Planning – write out a plan for an experiment	<ul style="list-style-type: none">• 1 question per subject• Measurements – informed on the appropriate decimal places and units• Table – provided• Graph – guided on both axes• Planning – none

Is taking Triple Pure Sciences necessary?

- Medicine and Dentistry require Chemistry and Biology **OR** Physics
- Aspiring JC students are strongly encouraged to take Double Pure Sciences and Double Humanities



THANK YOU

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CORE GEOGRAPHY/ CORE HISTORY



Mdm Lee Hui Cheng
Subject Head/Humanities (covering)

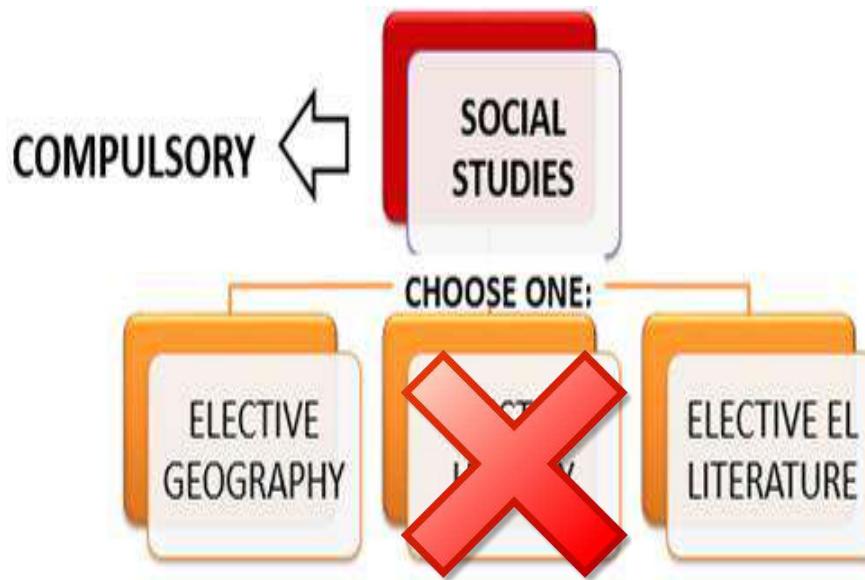


DOUBLE HUMANITIES OPTION

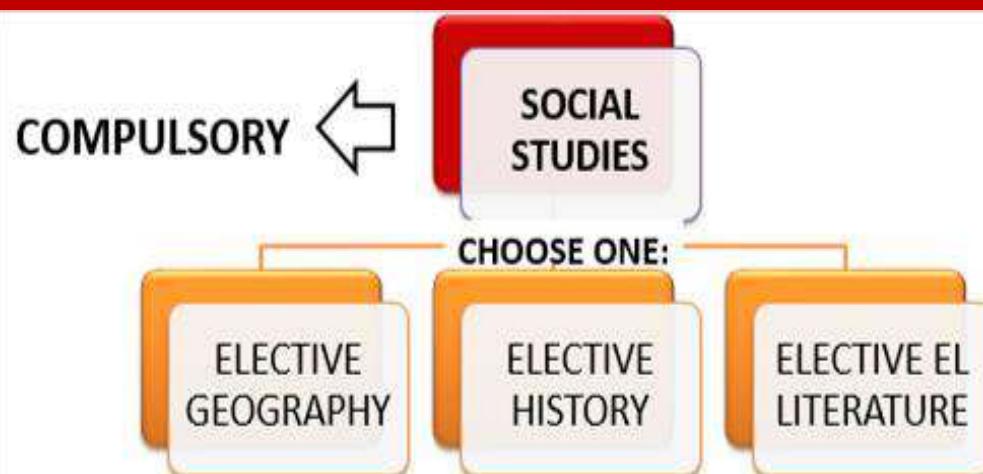


FULL HISTORY

+



SINGLE HUMANITIES OPTION



- **Geography in everyday life**
- **Tectonics**
- **Tourism**
- **Climate**
- **Singapore**
- **Extended Fieldwork**

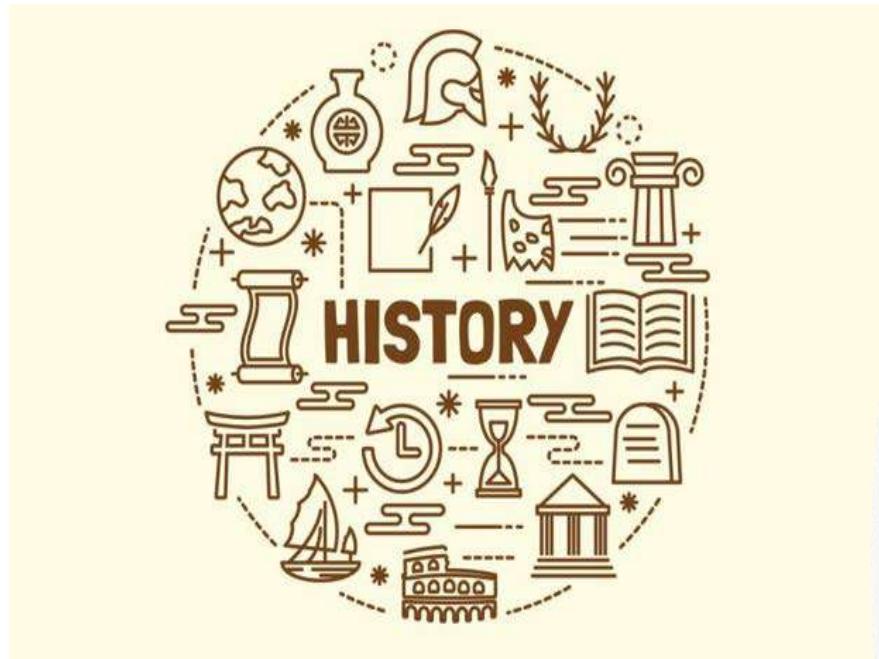


Geography
(offered as a Full Humanities subject)

SCHEME OF ASSESSMENT

Paper 1 1h 45min 50 marks 50%	Candidates answer <u>three</u> compulsory structured questions. <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) Each structured question will consist of no more than 9 sub-parts. Candidates will be required to answer <u>one</u> 9-mark question testing AO3 in <i>either</i> Question 2 or Question 3. This question will be marked using generic level descriptors. All other questions in this paper will be point-marked. <i>* Question 1 is on fieldwork. The fieldwork context may or may not be based on any of the clusters in the syllabus.</i>
Paper 2 1h 45min 50 marks 50%	Candidates answer <u>three</u> compulsory structured questions. <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) Each structured question will consist of no more than 9 sub-parts. Candidates will be required to answer <u>one</u> 9-mark question testing AO3 in <i>either</i> Question 2 or Question 3. This question will be marked using generic level descriptors. All other questions in this paper will be point-marked.

- Impact of WWI
- Authoritarian Regimes
- WWII in Europe and Asia
- The Cold War
- Southeast Asia and European Dominance
- Decolonization and the Emergence of nation-states



History
(offered as a Full Humanities subject)

Assessment Format

The examination consists of two papers – Paper 1 and Paper 2, taken at separate sittings. The duration of each paper is **1 hour 50 minutes**. Each paper is assessed by a source-based case study and essay questions.

Paper 1: Extension of European control in Southeast Asia and challenges to European dominance, 1870s–1942	
Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">• Maximum of 6 sources• Q1(a)–(e): source-based questions (AO1 + AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">• Answer 2 out of 3 questions set (AO1 + AO2)• The questions require candidates to analyse, evaluate and make judgement on historical events and/or issues• Each question carries 10 marks	20m
Total marks for Paper 1	50m

Paper 2: Developments in the post-World War II world: The Cold War and decolonisation in Southeast Asia, 1940s–1991

Section A: Source-Based Case Study (30%) <ul style="list-style-type: none">• Maximum of 6 sources• Q1(a)–(e): source-based questions (AO1 + AO3)	30m
Section B: Essay Questions (20%) <ul style="list-style-type: none">• Answer 2 out of 3 questions set (AO1 + AO2)• The questions require candidates to analyse, evaluate and make judgement on historical events and/or issues• Each question carries 10 marks	20m
Total marks for Paper 2	50m



THANK YOU

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COMPUTING

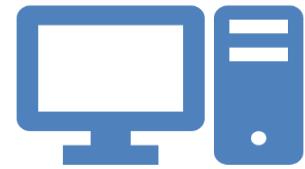


Mr OOI WEI YONG
HEAD OF DEPARTMENT/MATHEMATICS

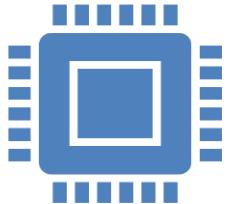




Why offer Computing?



Technology has impacted our daily lives beyond what we can measure and is still doing so.



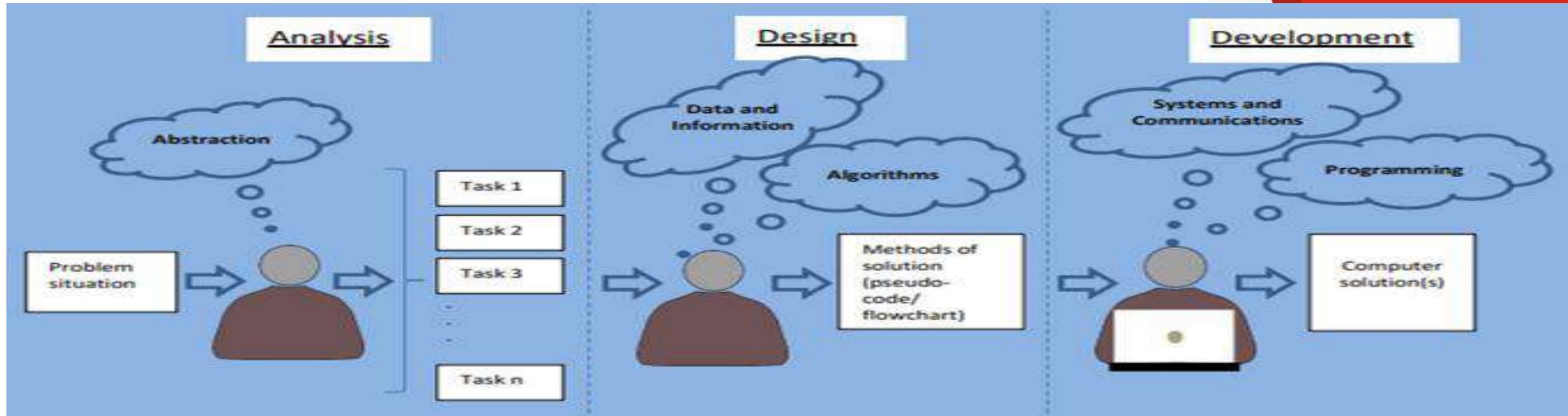
As one of the cornerstone of technology, the impact of Computing has become so widespread that it has transformed the very practices of those Science, Technologies, Engineering and Mathematics (STEM)



In fact, Computing has also gained a momentum in other industries. One such example is the financial services where Banking corporations are looking towards Computing to give them an edge in Fintech and Data Analytics.

What Do I learn?

The curriculum aims to



- inculcate a systematic process of thinking (Computational thinking) for students taking this subject,
- honing their skillsets of problem solving through breaking down a problem into a series of parts(abstraction), formulating steps for solutions (algorithmic thinking) and writing computer programs (programming/coding) to produce the solutions.

What Do I learn?

Three main themes:

- Computer as a science
- Computer as a tool
- Computer in society

Data & Information

- Data Management
- Data Representation
- Ethical, Social and Economic Issue

Systems and Communications

- Computer Architecture
- Data Communications

Abstraction and Algorithms

- Problem Analysis
- Algorithm Design

Programming

- Program Development
- Program Testing

How am I Assessed?

Paper	Mode	Duration	Weighting	Marks	Format	Modules assessed
Paper 1	Written	2 hrs	70%	80 marks	A mixture of <ul style="list-style-type: none">• Short-answer questions• Matching questions• Cloze passage• Structured questions	All the four modules
Paper 2	Lab Based practical Exam	2 hrs 30 min	30%	50 marks	4 compulsory structured questions <ul style="list-style-type: none">• Use of spreadsheet functions and features• Refinement of programme• Debugging of programme• Development of programme with no more than 40 lines of code	Unit 1.1 Data Management from module 1 Module 4: Programming

Question: A check digit for an 8-digit number is calculated by:

- multiplying each digit by 3 or 1 alternately as shown in the following table
- adding together the result of each multiplication
- dividing the total by 10 which gives a remainder
- subtracting the remainder from 10 to give the check digit, unless the remainder is 0.

Sample Question_ 2018 O level P1

If the remainder is zero (0), the check digit is 0.

The calculation of the check digit for the number 19483725 is:

Number	1	9	4	8	3	7	2	5
Multiply by	3	1	3	1	3	1	3	1
Result	3	9	12	8	9	7	6	5

$$\text{Total} = 3 + 9 + 12 + 8 + 9 + 7 + 6 + 5 = 59$$

$$59 / 10 = 5 \text{ remainder } 9$$

$$\text{Check digit} = 10 - 9 = 1$$

Write an algorithm, using pseudo-code or a flowchart, to generate a check digit using the method given in the question.



Who should Take it?

Passion



Students who are

- 1) Passionate & curious about the world of computing
 - How computers work etc..
- 2) interested & enthusiastic about computer science
 - Programming e.g. microbit project
- 3) Aspiring to take computing in JC or in Polytechnic

Skillsets



Students who

- 1) are good & proficient in Mathematics
- 1) Able to think systematically, logically and meticulous
- 1) Right attitude towards problem solving
- 1) Comfortable in writing programming codes

Criteria to offer Computing in Sec 3

- Displayed interests & enthusiasm in programming
- Good Pass in Sec 2 Mathematics & EL
- Based on academic merit and available vacancies

Note:

For parents and students:

A practical session is expected to be scheduled in the afternoon of the week. As such, students with sports CCAs or having language classes in the weekday afternoons might be affected for 1 afternoon within the week.



THANK YOU

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Secondary 2 Normal Course

**Design & Technology, Nutrition & Food
Science, Elements of Business Studies**
HOD/Applied Studies, Mrs Juliana Ng

Principles of Account
HOD/ Humanities, Ms Anna Cai

Mobile Robotics
SH/Science, Mr Traven Loh Wei Chuen



APPLIED STUDIES

Design & Technology 7055

Nutrition & Food Science 6073

Element of Business Studies 7066



Mrs Juliana Ng

¹⁵
Head of Department/Applied Studies

1. NA course: DT and NFS

2. NT course: EBS

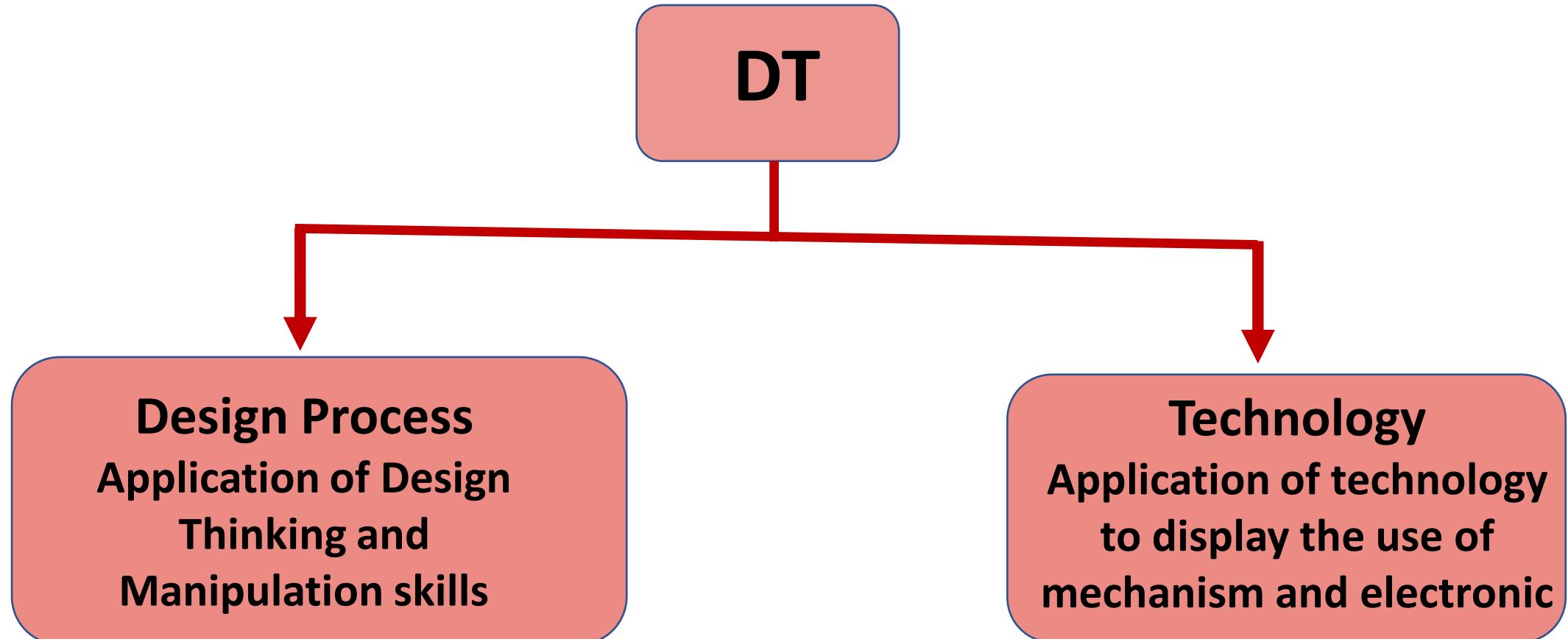


Design and Technology

7055



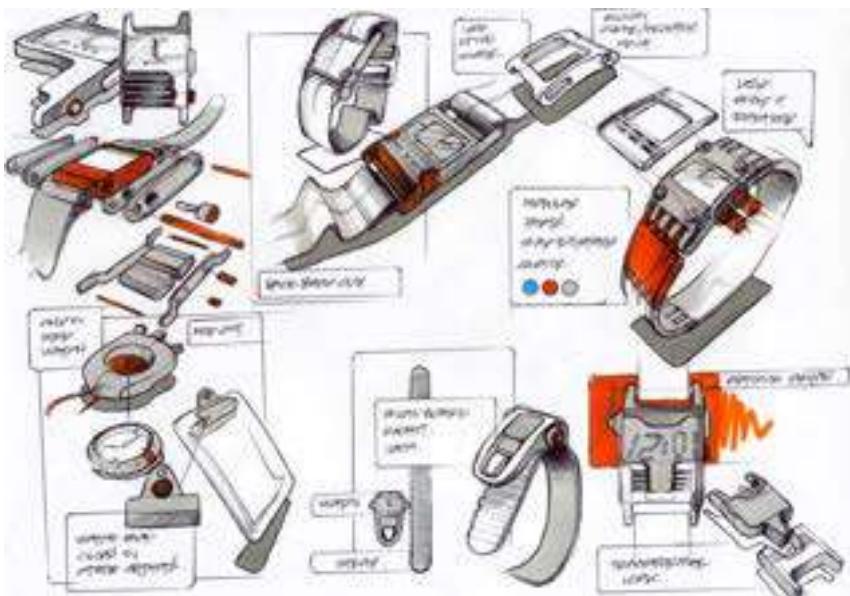
What do I learn?



How am I Assessed?

Paper	Mode	Duration	Weighting	Marks	Format
Paper 1	Written	1 hr 30 mins	40%	60 marks	3 compulsory structured questions Q1: Knowledge application on Design Q2&3: knowledge application of Technology, esp Mechanisms and Electronics
Paper 2	Design Project	20 weeks	60%	60 marks	2 components : Design Journal and Presentation Board Design Journal to include: <ul style="list-style-type: none"> - A time-stages plan (Gantt chart) - Details on the development of design ideas and solutioning - Mock-up(s) / prototype / mould/jig/former Presentation Board <ul style="list-style-type: none"> - To communicate succinctly the proposed design solution on 2 A2-size board

Design Journal



Design Specification & Brief

Situation: Today, 80% of the residents in Singapore are living in HDB flats. Singaporeans treat the corridor like their big cleaning their shoe racks, growths, outside bags and their stuff. The most common issue that Singaporeans put in their corridor are domestic items. Singaporeans pride their domestic items are not cluttered, this will be in helping residents to maintain the corridor perfectly therefore, it is important to maintain domestic items similarly.

Design aim made is provide more spacious the user to storage their household items to maintain the tidiness of corridor space designed by the flower pots.

Design Specification

- 1) The artefact should not hang any sharp objects.
Reason: This ensure the user do not get injured from cut/breaking the product.
- 2) The artefact should be able to hold up to 10 kilograms.
Reason: From the survey conducted, majority of the people I have surveyed had 8 pieces plants outside the corridor.
- 3) The artefact should be made of materials that are waterproof.
Reason: The artefact will be located outside where it is exposed to the weather. If it rains too much, it has to be big under resistance.
- 4) The artefact should be able to hold the flowerpot.
Reason: This will ensure the flowerpot will not drop down.

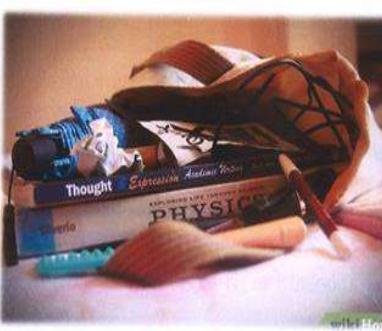
Prototype



Presentation Board

Number 1: Find visuals

1 design opportunities are everywhere, get out there to seek and gather findings.



Internet: found pictures of messy school bags, shows how student do not have extra space for art materials that is big and has many different separate component. >>problem

When I was taking art in lower secondary, I had to buy many items for painting class, it is all big and inconvenient which led to me bringing an extra bag for art all the time. I have classmates facing problems of losing some component and they felt that its too expensive to purchase them all over again.

Wong Kim En, Finley
1215 (2021)

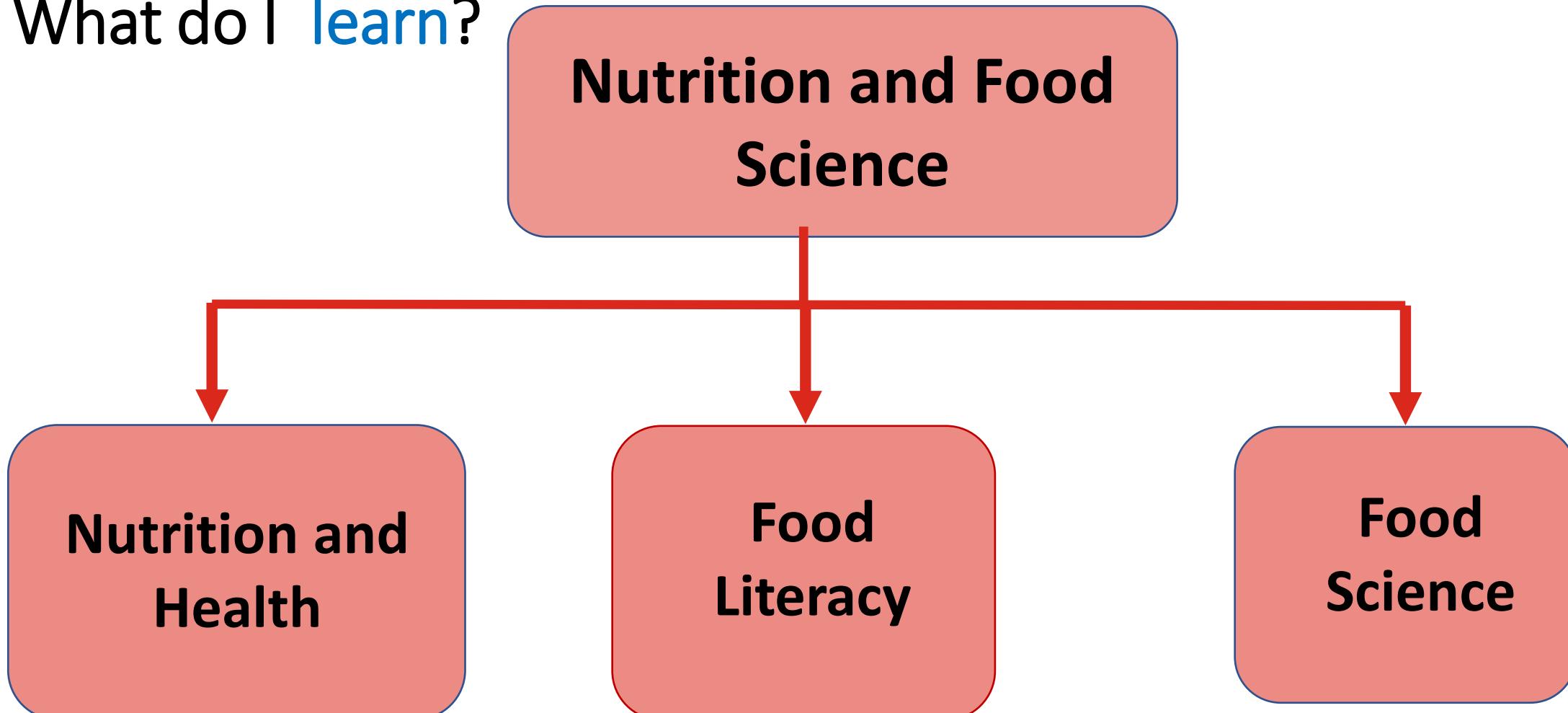


Nutrition and Food Science

6073



What do I learn?



How am I Assessed?

Paper	Mode	Duration	Weighting	Marks	Format
Paper 1	Written	1 hr 30 mins	40%	60 marks	3 sections: Section A: Multiple choice Section B: Structured questions Section C: Essay questions
Paper 2	Coursework	12-16 hours	60%	60 marks	6 sections: Research (6m) Decision Making (6m) Exploratory Studies (12m) Planning (6m) Execution (24m) Evaluation (6m)

Table 22. Food Preparation Skills Expectations

Skill Set 1			
Choose any 2	Knife Skills (at least 2) May include: <ul style="list-style-type: none"> • slice, dice, julienne, chop, mince, carve (garnish), grate into appropriate sizes 	Prepare, Combine or Shape May include: <ul style="list-style-type: none"> • roll, wrap, skewer, coat, layer ingredients 	Setting or Finishing May include: <ul style="list-style-type: none"> • custard, jelly, pudding: using appropriate quantities of ingredients to achieve required texture setting • preparing and piping of frosting, fruit glaze
Skill Set 2			
Choose 1 only	Biscuits and Cakes To demonstrate: <ul style="list-style-type: none"> • proper techniques to achieve biscuits/cakes with desired sensory qualities 	Pastry To demonstrate: <ul style="list-style-type: none"> • proper techniques to achieve pastries with desired sensory qualities 	Dough (Yeast and Pasta) To demonstrate: <ul style="list-style-type: none"> • proper techniques to achieve yeast and pasta dough with desired sensory qualities
Skill Set 3			
Choose 1 only	Batters May include: <ul style="list-style-type: none"> • thick batter: thick consistency: able to coat/bind food • thin batter: pouring consistency 	Sauces May include: <ul style="list-style-type: none"> • starch-based (e.g., roux/blended sauce): free from lumps • reduction sauce (e.g. compote) • emulsified sauce (e.g. mayonnaise): stabilised emulsion, free from splitting • curry paste/<i>rempah/sambal</i> sauce 	



Element of Business Studies

7066



- The syllabus aims to provide YOU with the opportunity to develop foundational business knowledge, employability skills and values that are transferable over different areas of work, for the future. (with particular emphasis on *retail, travel and tourism, and hospitality industries*)



- You will understand how these businesses satisfy the **needs** and **wants** of customers with their goods and services;
- Examine how these businesses **communicate** and improve quality customer service to customers;
- Investigate how businesses can **improve customer experience** in the face of technological advancements;
- Develop information-gathering, communication, problem solving and decision-making **skills**.

As an EBS student, you need to be

- Observant
- Curious
- Able to gather relevant information
- Decide on the best strategy for a particular business in a particular industry.



How am I Assessed?

Paper 1 (100 Marks)	Paper 2 (80 Marks)
60% 1 hr 30 min Written Paper	40% 20 hours Coursework: requires candidates to conduct a business investigation in one of the 3 service industries in the Singapore.

- Thus, this subject is weighted more towards the theory component and less on the coursework.

How am I Assessed?

For the Coursework, there would be 5 tasks based on the business the candidate identified.

- Task 1: Information Gathering
- Task 2: Nature of Business and its customers
- Task 3: Marketing Mix and Customer Service
- Task 4: Competition and Trends in the Service Industry
- Task 5: Decision making and recommendations



THANK YOU

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Principles of Account



Ms Anna Cai Shi Hui
Head of Department/Humanities



- The Roles of Accounting
- The Accounting Information System
- Elements of Financial Statements
- Financial statement analysis
- Business Entities



Please refer to attached video for
the recorded version of this
presentation

Principles of Accounts

(offered as a Full Humanities subject)



THANK YOU

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MOBILE ROBOTICS

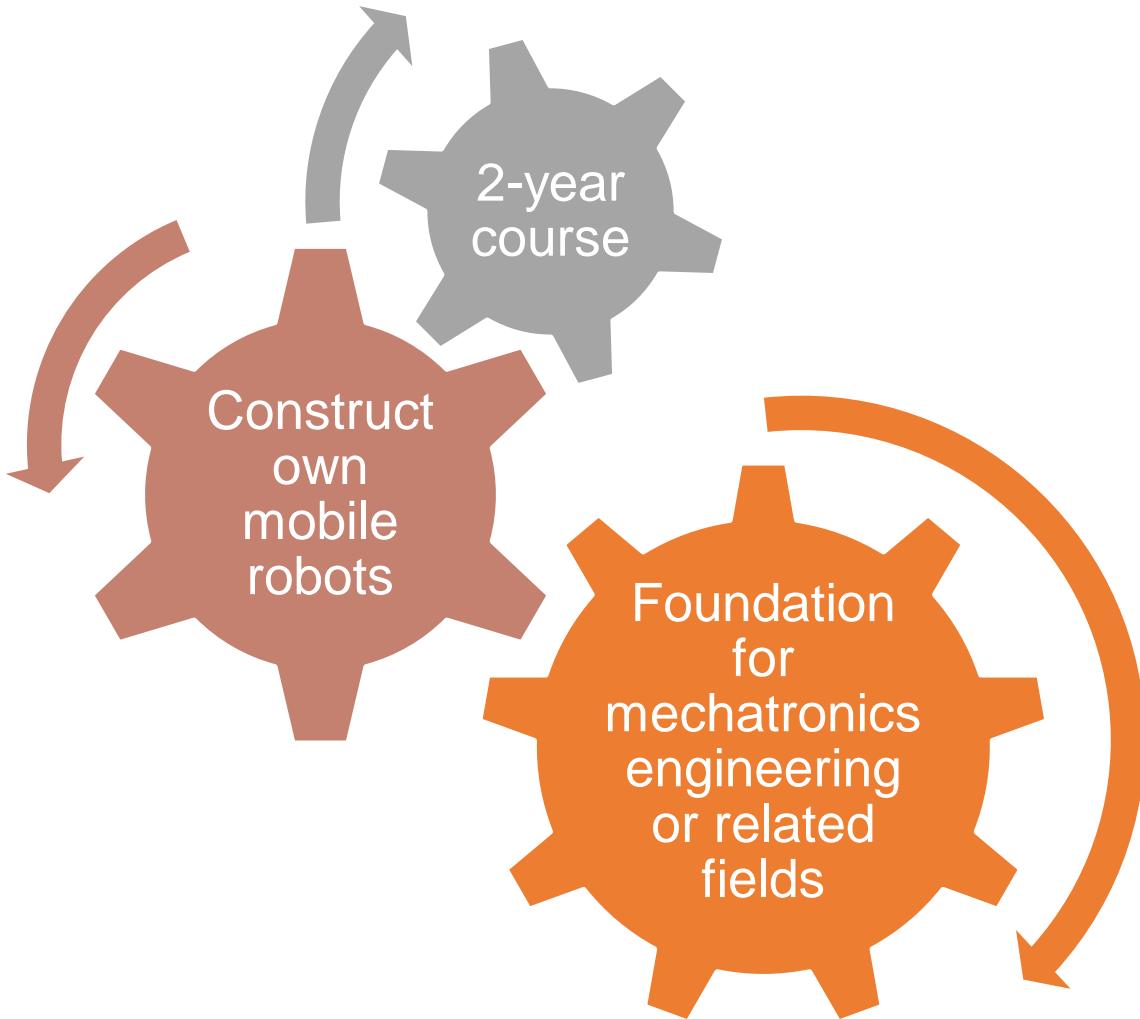


Mr Traven Loh Wei Chuen
Subject Head/Science

Mobile Robotics

MOE-ITE Applied Subject





MOE-ITE Applied Subject

Electricity and Electronics



- Basic Electricity
- Basic and Digital Electronics

Related Courses in ITE



Nitec in Mechatronics
(College Central and West)



Nitec in Rapid Transit Technology
(College West)



Nitec in Mechanical Engineering
(College Central, East and West)



Nitec in Electronics (College Central,
East and West)

Mobile Robotics Curriculum

Chapter	Topics
1	Mobile Robots
2	Basic Electricity
3	Basic Electronics
4	Digital Electronics
5	Design
6	Input and Output Devices
7	Simple Mechanisms
8	Simple Robots
9	Integration

N(T)-Level Mobile Robotics Assessment

Paper	Type of Paper	Duration	Marks	Weighting
1	Written	1h	30	30%
2	*Practical (Connect a control circuit)	1h 30m	42	30%
3	Practical (Integrate & test a mobile robot)	2h	80	40%

*Paper 2 is now assessed in Sec 4 from the 2024 cohort.

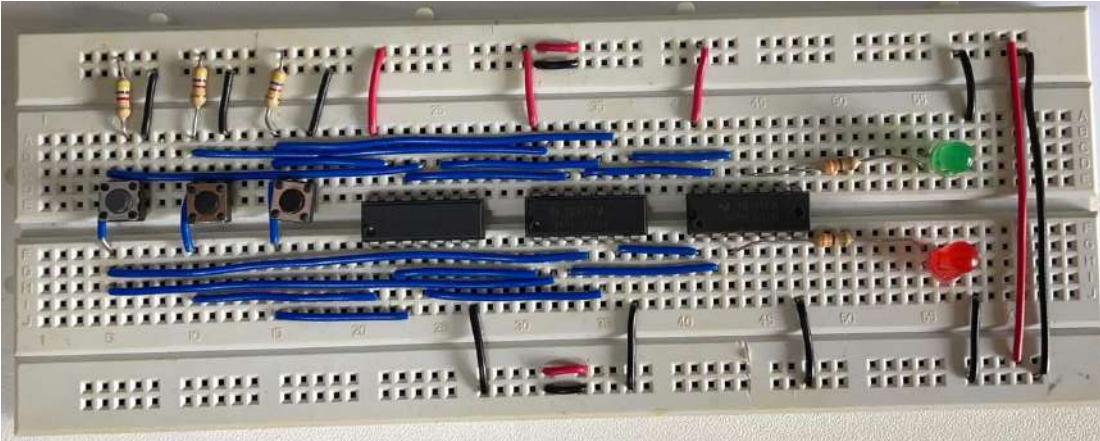
The Syllabus document can be downloaded from:

https://www.seab.gov.sg/docs/default-source/national-examinations/syllabus/nlevel/2024syllabus/A101_y24_sy.pdf

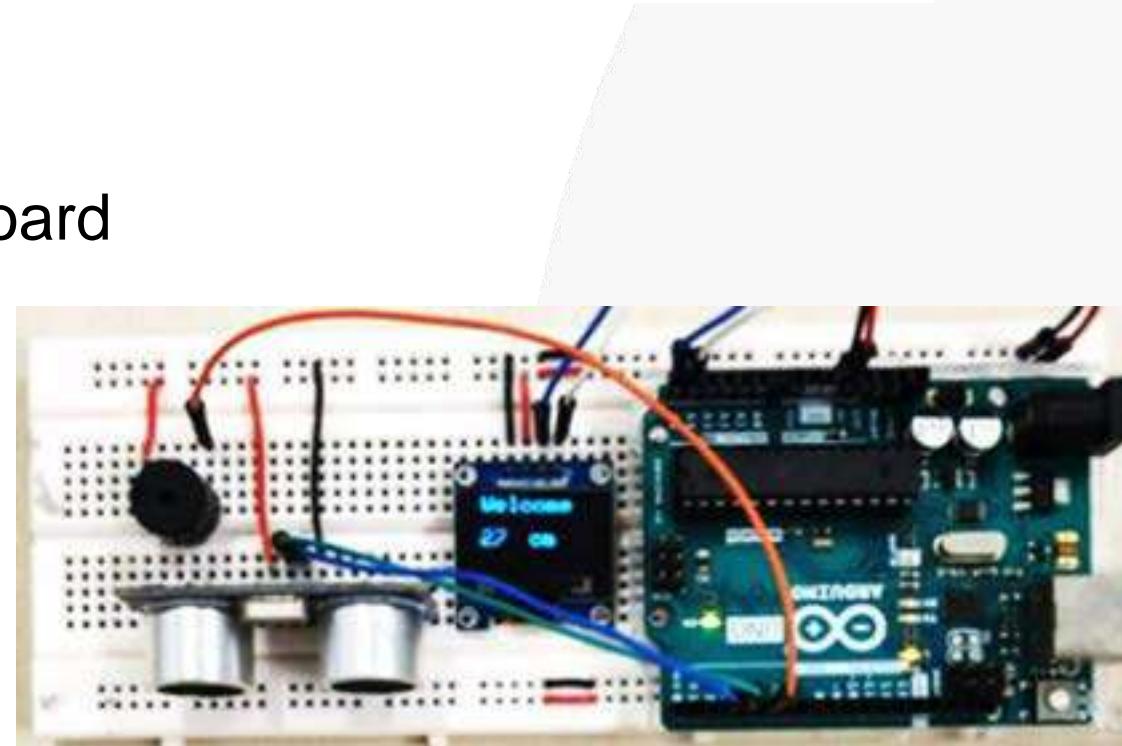
Sec 4 Practical Paper 2

Students need to:

1. Interpret a circuit diagram
2. Connect a control circuit on a breadboard



For current batch of students

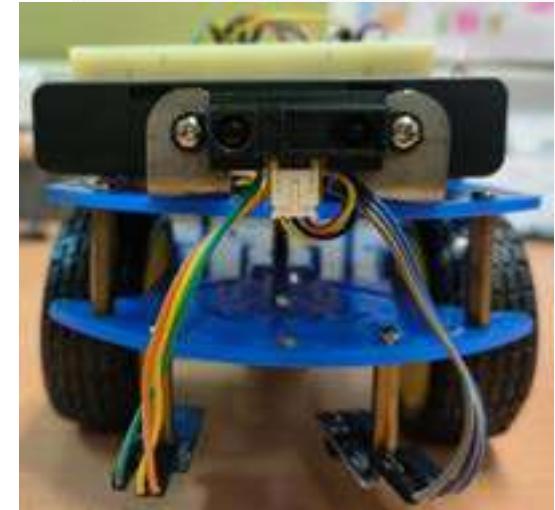
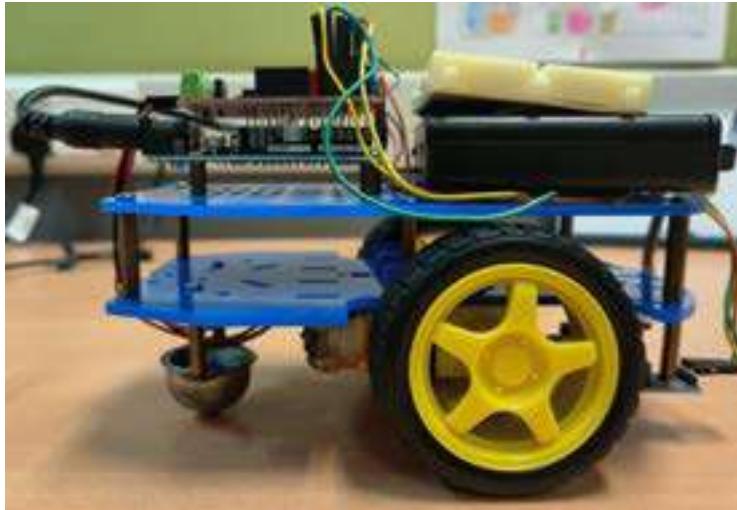
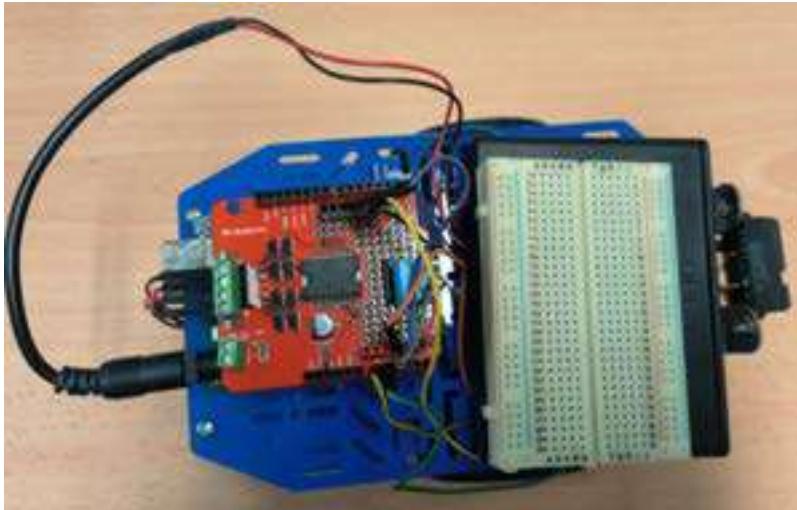


From Sec 3 2024 onwards

Sec 4 Practical Paper 3

Students need to:

1. Assemble a mobile robot
2. Test the robot to perform a specific set of actions



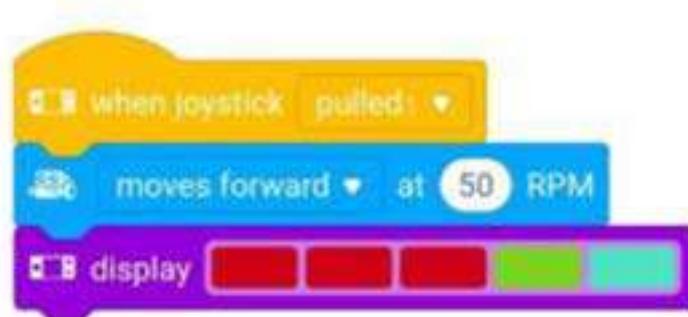
For current batch of students

Sec 4 Practical Paper 3

Students need to:

1. Assemble a mobile robot
2. Test the robot to perform a specific set of actions

*Learn block coding
but not tested during
the practical exam



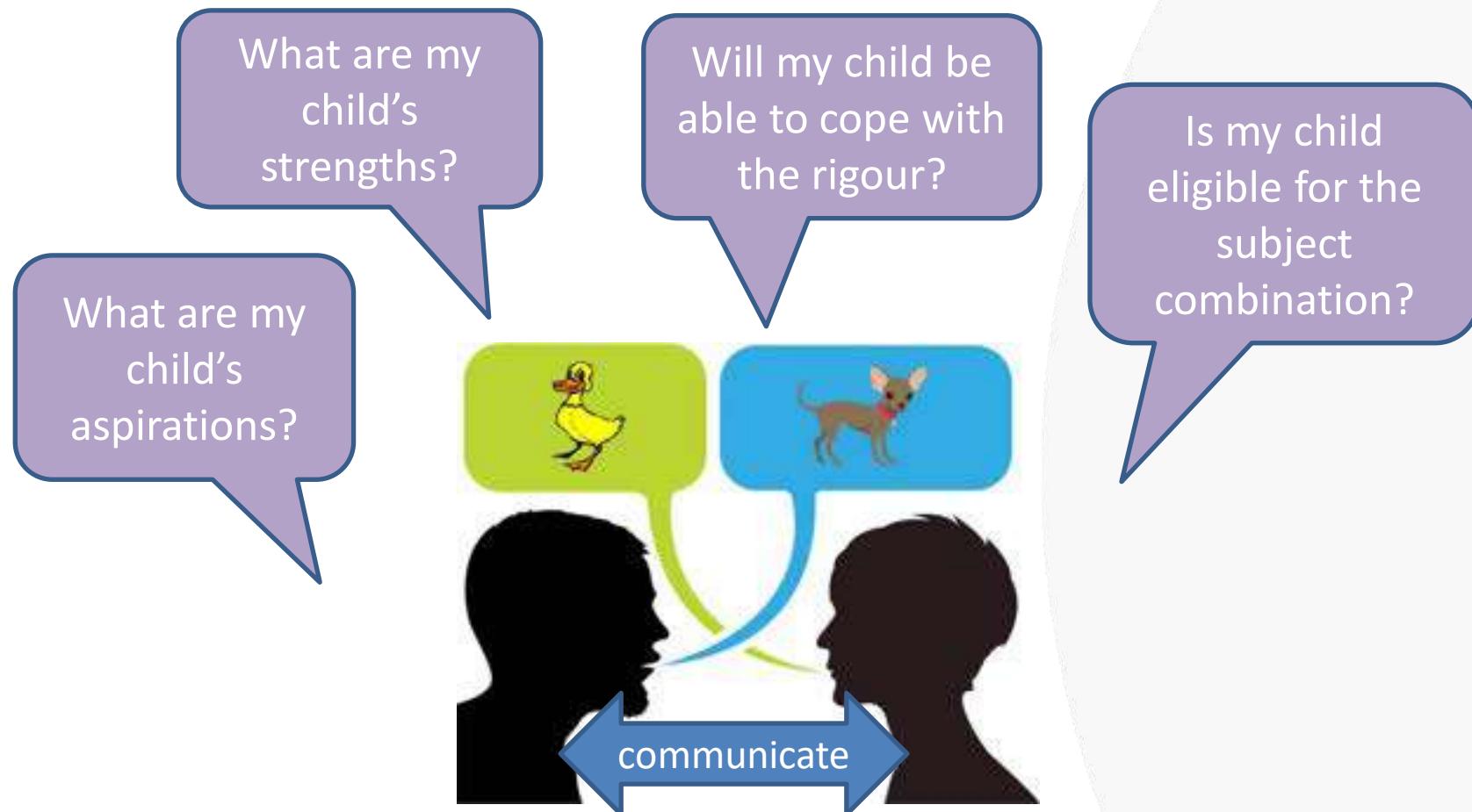
From Sec 3 2024 onwards

Special Note

MR can be used in **lieu of N(T) Maths or Science** for admission into selected *Nitec* courses that require a pre-requisite pass in these subjects

Mobile Robotics **can be offered concurrently** with Design & Technology.

Key Considerations





THANK YOU

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