

COURSE	EXPRESS	NORMAL (ACADEMIC)	NORMAL (TECHNICAL)
<b>SUBJECTS OFFERED</b>	<b>Compulsory choose one</b> <ol style="list-style-type: none"> <li>Humanities (Social Studies/ Geography)</li> <li>Humanities (Social Studies/ History)</li> <li>Humanities (Social Studies/ Literature in English)</li> </ol>		<b>Compulsory</b> Social Studies Normal (Technical)
<b>ASSESSMENT FORMAT</b>	The Humanities syllabus aims to enable students to acquire knowledge and understanding of events and phenomenon, issues and perspectives, and human actions and behaviours. Humanities syllabus comprises two components: <ol style="list-style-type: none"> <li>Social Studies</li> <li>Geography <u>or</u> History <u>or</u> Literature in English</li> </ol> Both components are compulsory. Please refer to: <a href="https://www.seab.gov.sg/">https://www.seab.gov.sg/</a> for the assessment format.		Social Studies assessment is carried out through Performance Task.

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SUBJECTS OFFERED	1. Geography	1. Principles of Accounts	Principles of Accounts																																
ASSESSMENT FORMAT	<p><b>Paper 1</b> 1h 45min 50 marks 50%</p> <p>Candidates answer <u>three</u> compulsory structured questions.</p> <ul style="list-style-type: none"> <li><b>Question 1:</b> Cluster 1 – Geography in Everyday Life (Topic 1.3) (20 marks)</li> <li><b>Question 2:</b> Cluster 2 – Tourism (15 marks)</li> <li><b>Question 3:</b> Cluster 3 – Climate (15 marks)</li> </ul> <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 either Question 2 or Question 3. This question will be marked using generic level descriptors. All other questions in this paper will be point-marked.</p> <p>* Question 1 is on fieldwork. The fieldwork context may or may not be based on any of the clusters in the syllabus.</p> <hr/> <p><b>Paper 2</b> 1h 45min 50 marks 50%</p> <p>Candidates answer <u>three</u> compulsory structured questions.</p> <ul style="list-style-type: none"> <li><b>Question 1:</b> Cluster 1 – Geography in Everyday Life (Topics 1.1 and 1.2) (15 marks)</li> <li><b>Question 2:</b> Cluster 4 – Tectonics (15 marks)</li> <li><b>Question 3:</b> Cluster 5 – Singapore (20 marks)</li> </ul> <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 either Question 2 or Question 3. This question will be marked using generic level descriptors. All other questions in this paper will be point-marked.</p>	<p>There are two compulsory papers.</p> <table border="1"> <thead> <tr> <th></th><th>Details</th><th>Weighting</th><th>Duration</th></tr> </thead> <tbody> <tr> <td><b>Paper 1</b></td><td>Answer 3 to 4 compulsory structured questions. (40 marks)</td><td>40%</td><td>1 hour</td></tr> <tr> <td><b>Paper 2</b></td><td>Answer 4 compulsory structured questions. (60 marks)</td><td></td><td></td></tr> <tr> <td></td><td> <ul style="list-style-type: none"> <li>One question requires the preparation of financial statements for a business for one financial year. (20 marks)</li> <li>A scenario-based question (7 marks) will be part of one of the 3 remaining questions.</li> </ul> </td><td>60%</td><td>2 hours</td></tr> </tbody> </table>		Details	Weighting	Duration	<b>Paper 1</b>	Answer 3 to 4 compulsory structured questions. (40 marks)	40%	1 hour	<b>Paper 2</b>	Answer 4 compulsory structured questions. (60 marks)				<ul style="list-style-type: none"> <li>One question requires the preparation of financial statements for a business for one financial year. (20 marks)</li> <li>A scenario-based question (7 marks) will be part of one of the 3 remaining questions.</li> </ul>	60%	2 hours	<p>There are two compulsory papers.</p> <table border="1"> <thead> <tr> <th></th><th>Details</th><th>Weighting</th><th>Duration</th></tr> </thead> <tbody> <tr> <td><b>Paper 1</b></td><td>Answer 3 to 4 compulsory structured questions. (40 marks)</td><td>40%</td><td>1 hour</td></tr> <tr> <td><b>Paper 2</b></td><td>Answer 4 compulsory structured questions. (60 marks)</td><td></td><td></td></tr> <tr> <td></td><td> <ul style="list-style-type: none"> <li>One question requires the preparation of financial statements for a business for one financial year. (20 marks)</li> <li>A scenario-based question (5 marks) will be part of one of the 3 remaining questions.</li> </ul> </td><td>60%</td><td>2 hours</td></tr> </tbody> </table>		Details	Weighting	Duration	<b>Paper 1</b>	Answer 3 to 4 compulsory structured questions. (40 marks)	40%	1 hour	<b>Paper 2</b>	Answer 4 compulsory structured questions. (60 marks)				<ul style="list-style-type: none"> <li>One question requires the preparation of financial statements for a business for one financial year. (20 marks)</li> <li>A scenario-based question (5 marks) will be part of one of the 3 remaining questions.</li> </ul>	60%	2 hours
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	History
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of History should have:</p> <ul style="list-style-type: none"> <li>• A desire to develop a good grasp of drawing connections between the past and present by understanding how the nature and impact of past developments explain today's world.</li> <li>• The willingness to understand key events, people, and movements in history while developing chronological understanding, historical inquiry, and critical thinking skills.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b> <i>(to refer to syllabus document &amp; link to e21CCs)</i>	<ul style="list-style-type: none"> <li>• <b>Historical Empathy and Understanding:</b> Students develop resilience, respect, and integrity by engaging in historical inquiry, critically analysing sources, and demonstrating sensitivity to the context of historical actions and interpretations.</li> <li>• <b>Social and Emotional Competencies:</b> Collaborative learning experiences in history classrooms foster social awareness, relationship management, and responsible decision-making as students navigate different perspectives and build emotional intelligence.</li> <li>• <b>Global Awareness and Critical Thinking:</b> The history curriculum equips students with civic literacy, global awareness, and cross-cultural skills, while also developing critical thinking and communication abilities through inquiry-based learning and the evaluation of historical sources.</li> </ul>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>History students develop critical analysis, research, and communication skills, enabling them to pursue careers in education, heritage, journalism, public service, and interdisciplinary fields such as law, international relations, and business.</p>

	Geography
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of Geography should have:</p> <ul style="list-style-type: none"> <li>A desire to develop a wide range of knowledge and skills to understand physical and human phenomena; and other contemporary environmental and social issues that occur in different places and cultures.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b> <i>(to refer to syllabus document &amp; link to e21CCs)</i>	<p><b>1. Confident, Self-Directed Learners:</b> Geography students become confident individuals with a strong sense of right and wrong, adaptability, and effective communication skills. They are self-directed learners who question, reflect, and take responsibility for their own learning.</p> <p><b>2. Active Contributors:</b> Students are innovative and effective team players, taking initiative and calculated risks to strive for excellence and contribute positively to their communities.</p> <p><b>3. Concerned Citizens:</b> Students develop a strong sense of civic consciousness and global awareness, actively participating in the betterment of society and using tools such as maps, fieldwork, and GIS to understand and address real-world issues.</p>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>Geography students develop essential skills such as critical thinking, spatial awareness, data analysis, and the ability to address environmental and societal challenges. Post-secondary options for these students include pursuing opportunities in environmental studies, urban planning, or related fields, which can lead to careers in sectors such as education, research, government, urban development, environmental consultancy, and policy planning.</p>

	Social Studies
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students studying social studies are expected to develop the following dispositions:</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking and Inquiry:</b> Students should be curious, open-minded, and analytical. They need to be able to critically evaluate different perspectives, analyze sources of information, and question assumptions. This disposition helps them understand complex societal issues and encourages them to form reasoned conclusions.</li> <li>• <b>Respect and Empathy for Diversity:</b> Students should cultivate a sense of respect and empathy for different cultures, backgrounds, and perspectives. This disposition helps them appreciate Singapore's multicultural society and navigate interactions with people from various walks of life. It also promotes social harmony and inclusivity.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b> <i>(to refer to syllabus document &amp; link to e21CCs)</i>	<p><b>1. 21st Century Competencies:</b> Students develop competencies which include civic literacy, global awareness, cross-cultural skills, critical and inventive thinking, and communication, collaboration, and information skills necessary for success in a globalized world.</p> <p><b>2. Social and Emotional Competencies:</b> Student develop skills to recognize and manage emotions, care for others, make responsible decisions, and establish positive relationships, all grounded in values such as resilience, responsibility, respect, integrity, care, and harmony.</p>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>Students studying social studies gain essential skills for active citizenship and participation in a diverse, globalized world, and can pursue various post-secondary options such as pursuing in areas such as humanities and social sciences.</p>

	Principles of Accounts
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of Principles of Accounts should have:</p> <ul style="list-style-type: none"> <li>• The desire develop strong attention to detail and the ability to work with numbers accurately. This involves being meticulous in recording transactions, preparing financial statements, and ensuring all figures balance and align.</li> <li>• The willingness develop strong attention to detail and the ability to work with numbers accurately. This involves being meticulous in recording transactions, preparing financial statements, and ensuring all figures balance and align.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b> <i>(to refer to syllabus document &amp; link to e21CCs)</i>	<p><b>1.Critical Thinking:</b> Students enhance their critical thinking skills as they analyze accounting information and make informed decisions based on data.</p> <p><b>2.Communication Skills:</b> Presenting accounting decisions and findings helps students improve their ability to communicate complex information effectively.</p> <p><b>3.Understanding Common Standards:</b> Learning about accounting standards helps students recognize the importance of consistent practices in a global context, bridging different cultural needs and addressing global challenges.</p>
<b>POST-SECONDARY OPPORTUNITIES</b>	Principles of Accounts students gain financial literacy, analytical skills, and problem-solving abilities, and can pursue post-secondary education in accounting, finance, or business.



# SOCIAL STUDIES

(compulsory for all students)

## **Citizenship and Governance**

*"Should the death penalty be abolished?"*

## **Diversity**

*"Has Singapore done enough to manage the needs of migrant workers?"*

## **Globalisation**

*"What are the benefits and trade-offs of globalisation for Singapore?"*



# GEOGRAPHY

(Offered as a Full or Elective Humanities)



## GEOGRAPHY

Plate  
Tectonics

Weather &  
Climate

Global  
Tourism

Food  
Resources

Coast

Health &  
Diseases

Geographical  
Investigation



# YOU SHOULD CHOOSE **GEOGRAPHY**, IF YOU ARE:

## Attitude

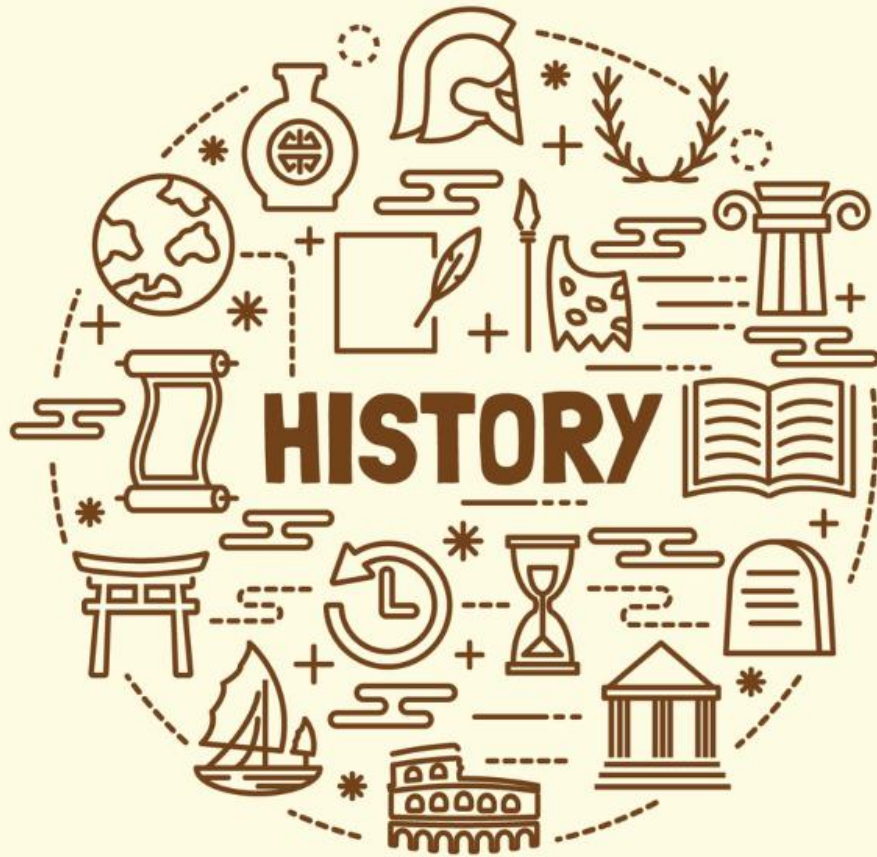
- **Curious** about the formation of earth and physical environment
- **Keen interest** in global trends and current affairs about society, economy and politics.
- **Inquisitive, self directed and reflective** in seeking geographical insights.

## 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.

# HISTORY

(Offered as a Elective Humanities)



## HISTORY

War in Europe  
and Asia

Impact of  
WWI

The Cold War

Authoritarian  
Regimes

# YOU SHOULD CHOOSE HISTORY, IF YOU ARE:

## Attitude

- **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

## Aptitude

- 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.

# PRINCIPLES OF ACCOUNTING

(Offered ONLY as a Full Humanities)



The Roles of Accounting



The Accounting Information System



Elements of the Financial Statements



The Financial Statements



Business Entities



Financial Statements Analysis

# YOU SHOULD CHOOSE PRINCIPLES OF ACCOUNTS, IF YOU ARE:

## 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 and**
- **accurate.**