JUNYUAN SECONDARY SCHOOL

SECONDARY 3

SUBJECT COMBINATION 2025

INFORMATION BOOKLET

Contents Page

1. Calendar of Events

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Date	Event
21 May	Education and Career Guidance (ECG) Talk with Sec 2 Cohort
24 May	Parents Engagement for Sec 3 Subject Combination
25 Sep – 8 Oct	End of Year Examinations
21 – 24 Oct	Subject Allocation Exercise Briefing for Students
25 Oct – 30 Oct	Subject Allocation Exercise
8 Nov	Release of results for Subject Allocation Exercise
8 – 12 Nov	Appeal period
15 Nov	Release of results for Appeals

2. Promotion Criteria for Secondary 2

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2.1 Secondary 2 Express to 3 Express

***Criterion**:* Pass in English (C6 or better) and an overall percentage pass (50%) in the average of all subjects.

- Failure to do so, student will be laterally transferred to Sec 3 Normal (A) in the following year. There is no retention at Secondary 2 Express.

2.2 Secondary 2 Normal (A) to 3 Normal (A)

***Criterion**:* Pass in English (Grade 5 or better) and TWO other examinable subjects

OR

Pass (Grade 5 or better) in FOUR examinable subjects

- Failure to do so, student will be retained at Sec 2 Normal (A) in the following year.

2.3 Secondary 2 Normal (T) to 3 Normal (T)

***Criterion**:* Pass in 2 subjects (Grade D or better), one of which is English or Mathematics.

- Failure to do so, student will be retained at Sec 2 Normal (T) in the following year.

2.4 Secondary 2 Normal (A) to 3 Express

***Criterion**:* Pass in English and 70% or better in overall results.

2.4 Secondary 2 Normal (T) to 3 Normal (T)

***Criterion**:* Pass in 2 subjects, one subject of which is English or Mathematics.

- Failure to do so, student will be retained at Sec 2 Normal (T) in the following year.

2.5 Secondary 2 Normal (T) to 2 Normal (A)

***Criterion**:* Pass in English and 70% or better in overall results.

3. 2025 Subject Combination

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3.1 Secondary 3 Express^

The table below provides an overview of the subject combinations offered to Secondary 3 Express students in 2025.

<table>
<tr><th>Option</th><th>No. of Subject</th><th>Languages (1st and 2nd)</th><th>Mathematics (3rd)</th><th>Science (4th)</th><th>Humanities (5th)</th><th>Elective 1 (6th)</th><th>Elective 2 (7th)</th></tr>
<tr><td>A</td><td>7</td><td rowspan="4">English and Mother Tongue Language</td><td rowspan="4">Mathematics</td><td>Pure Chemistry</td><td rowspan="4">Social Studies/ History

Or

Social Studies/ Geography

Or

Social Studies/ Malay Literature</td><td>Additional Mathematics</td><td>Pure Physics
Or
Pure Biology</td></tr>
<tr><td>B</td><td>7</td><td rowspan="3">Science (Chemistry/ Physics)

Or

Science (Chemistry/ Biology)</td><td>Additional Mathematics</td><td>Principles of Accounts</td></tr>
<tr><td>C</td><td>7</td><td>Principles of Accounts</td><td>Pure Geography
Or
Computing</td></tr>
<tr><td>D</td><td>6</td><td>Design & Technology
Or
Art
Or
Nutrition & Food Science</td><td></td></tr>
</table>

7 'O' Level Subject Combination (Option A)

Student will have a total of 7 'O' Level subjects, inclusive of 2 Compulsory Languages, 2 Sciences, 1 Humanities and 2 Mathematics

Compulsory Languages	Sciences# (2)	Humanities (1)	Mathematics (2)
English Language *AND* Mother Tongue Language	Pure Chemistry + Pure Physics *OR* Pure Chemistry + Pure Biology	Social Studies/Geography *OR* Social Studies/History *OR* Social Studies/Malay Literature	Mathematics *AND* Additional Mathematics#

A. Math and Pure Science operate at a more demanding level.
Students need to demonstrate mastery by obtaining a minimum overall percentage score of at least 55% in these subjects at Sec 2.

^ ***Subject Combinations are subjected to changes***

7 ‘O’ Level Subject Combination (Option B)

Student will have a total of 7 ‘O’ Level subjects, inclusive of 2 Compulsory Languages, 1 Science, 1 Humanities, 1 Mathematics and 2 Electives.

Compulsory Languages	Sciences (1)	Humanities (1)	Mathematics (1)
English Language *AND* Mother Tongue Language	Science (Chemistry/Physics) *OR* (Chemistry/Biology)	Social Studies/Geography *OR* Social Studies/History *OR* Social Studies/Malay Literature	Mathematics

Elective 1 (1)	Elective 2 (1)
Additional Mathematics[#]	Principles of Accounts

A. Math operates at a more demanding level.
Students need to demonstrate mastery by obtaining a minimum overall percentage score of at least 55% in Math at Sec 2.

7 ‘O’ Level Subject Combination (Option C)

Student will have a total of 7 ‘O’ Level subjects, inclusive of 2 Compulsory Languages, 1 Science, 1 Humanities, 1 Mathematics and 2 Electives.

Compulsory Languages	Sciences (1)	Humanities (1)	Mathematics (1)
English Language *AND* Mother Tongue Language	Science (Chemistry/Physics) *OR* (Chemistry/Biology)	Social Studies/Geography *OR* Social Studies/History *OR* Social Studies/Malay Literature	Mathematics

Elective 1 (1)	Elective 2 (1)
Principles of Accounts	Pure Geography *OR* Computing

^ ***Subject Combinations are subjected to changes***

6 ‘O’ Level Subject Combination (Option D)

Student will have a total of 6 ‘O’ Level subjects, inclusive of 2 Compulsory Languages, 1 Science, 1 Humanities, 1 Mathematics and 1 Elective.

Compulsory Languages	Sciences (1)	Humanities (1)	Mathematics (1)
English Language *AND* Mother Tongue Language	Science (Chemistry/Physics) *OR* (Chemistry/Biology)	Social Studies/Geography *OR* Social Studies/History *OR* Social Studies/Malay Literature	Mathematics
Elective 1 (1)			
Design & Technology *OR* Art *OR* Nutrition & Food Science			

^ ***Subject Combinations are subjected to changes***

3.2 Secondary 3 Normal (A)^

6 'N' Level Subject Combination

Student will have a total of 6 'N' Level subjects, inclusive of 2 Compulsory Languages, 1 Science, 1 Humanities, 1 Mathematics and 1 Elective.

Compulsory Languages	Science (1)	Humanities (1)	Mathematics (1)
English Language *AND* Mother Tongue Language	Science (Chemistry/Physics) *OR* (Chemistry/Biology)	Social Studies/Geography *OR* Social Studies/History	Mathematics
Elective (1)			
Additional Mathematics# *OR* Art *OR* Design & Technology *OR Nutrition and Food Science* *OR* Principles of Accounts			

A. Math operates at a more demanding level.
Students need to demonstrate mastery by obtaining a minimum overall percentage score of 55% in Math at Sec 2.

^ ***Subject Combinations are subjected to changes***

3.3 Secondary 3 Normal (T)^

6 'N' Level Subject Combination (Option A)

Student will have a total of 6 'N' Level subjects.

Compulsory Subjects (4)	Elective 1 (1)	Elective 2 (1)
English Language	Science OR Design & Technology	Elements of Business Skills#
Mother Tongue Language		
Mathematics		
Computer Application		

Students need to demonstrate mastery by obtaining a minimum overall percentage score of at least 50% in English at Sec 2.

5 'N' Level Subject Combination (Option B)

Student will have a total of 5 'N' Level subjects.

Compulsory Subjects (4)	Elective 1 (1)
English Language	Science OR Design & Technology
Mother Tongue Language	
Mathematics	
Computer Application	

^***Subject Combination is subjected to changes.***

4. Considerations for Parents and Child

4. Considerations for Parents and Child

Key Education and Career Messages for the student

1. Discover who you are
2. Navigate pathways with confidence
3. Make informed decisions and own them
4. Keep learning. Be Resilient.

Suggestions for Parents in Speaking to Their Child

A. Communicate with your child to explore their interest.

   You can explore their interest by asking about their favourite subjects

B. Be aware of your child's strength and preferences.

   Do they prefer working with people, data, things or ideas? Do they like to talk and discover more about people around them? Do they like working with numbers and organising information? Do they like to manipulate objects, operating machines or tools?

   Do they like coming up with ideas for a situation or problem.

C. Listen to your child as they articulate their career aspirations and possible education options.

   Guide them in their decision-making by considering:
   - Their interests, abilities and passion
   - Favourite/best subjects, possible careers and aspirations
   - The possible education options

D. Help your child learn more about the world of work of different industries and careers.

   You can discuss the possible education pathways that can lead to your children's career aspiration and introduce a variety of industries and careers for exposure. It is important to stay updated with the education landscape to stay connected with your children. Avoid relying only on your own past experiences alone as education policies have changed and new pathways have been created.

E. Support your child's career interest and aspiration.

5. School Considerations for Subject Allocation

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The school will decide the final list of subject combinations to be offered by October 2024.

The final subject combination and/or classes offered will be dependent on the following:

a) To provide students the necessary number and relevant range of subjects to progress towards post-secondary education
b) Minimum number of students choosing and eligible for the combination to run the class for resource optimisation
c) Availability of resources e.g. availability of teacher expertise for specific subject
d) Student demand for subject combination

Each student will be allocated their subject combination based on the following:

a) Merit - student's demonstrated ability in meeting the eligibility criteria for subject specific
b) Choices - student's choice of subject combination
c) Resources - availability of resources to be committed for the next 2 years

6. Information on Post Secondary Pathways and Admission Exercises

6. Information on Post Secondary Pathways and Admission Exercises

Information	Link
Post-secondary Admission Exercises	https://www.moe.gov.sg/-/media/files/post-secondary/a-guide-to-post-secondary-admissions-exercises.pdf
Admissions exercises and programmes	https://www.moe.gov.sg/post-secondary/admissions
Junior colleges and Millennia Institute	https://www.moe.gov.sg/post-secondary/admissions/jae/junior-colleges-and-millennia-institute
Polytechnics	https://www.moe.gov.sg/post-secondary/admissions/jae/polytechnics
Institute of Technical Education	https://www.moe.gov.sg/post-secondary/admissions/jae/institute-of-technical-education
Consolidated Minimum Entry Requirements (MER) of all courses.	https://www.moe.gov.sg/-/media/files/post-secondary/2024-jae/2024-jae-courses.pdf
CourseFinder	https://www.moe.gov.sg/coursefinder

8. Subject Information (Express and Normal Academic)

8. Subject Information (Express and Normal Academic)

8.1 English Language (EL) (Compulsory Subject)

The English Language is the lingua franca of the world. As such, it operates at many levels and plays many roles in Singapore. At national level, it is the common language that facilitates bonding among the different ethnic and cultural groups while at global level, English allows Singaporeans to participate in a knowledge-based economy which is ruled by a competitive international environment and rapid developments in technology.

It is therefore pertinent that our students are equipped with the necessary language skills that would enable them to access, process and keep abreast of information as well as to engage with the wider and more diverse communities outside of Singapore.

Our English Language syllabus aims to develop our students to be articulate, confident and effective communicators through systematic and explicit instruction as well as a contextualised and holistic approach to learning English.

Our secondary syllabuses focus very much on both receptive and productive skills so that students are able to listen, speak, write and represent in Standard English that is grammatical and fluent. There will also be teaching of grammar and vocabulary enrichment at upper secondary levels. While the former aims to reinforce the fundamental rules that students have learnt at lower levels, the latter aims to encourage students to constantly enlarge their vocabulary bank so that they can be more effective communicators.

Scheme of Assessment at National Examination

GCE 'O' Level and GCE 'N' Level Examination

Component	Weighting
Paper 1 – Writing	35%
Paper 2 – Comprehension	35%
Paper 3 – Listening	10%
Paper 4 – Oral Communication	20%

FAQs

Q1: Does my child need to pass English Language to go to junior colleges?
A: Yes, a minimum grade of C6 is a requirement for admission to junior colleges.

Q2: What is the minimum grade that my child needs for English Language to gain admission to polytechnics?
A: The minimum grade for English Language for admission to polytechnics is D7. Having said that, students need to bear in mind that EL is L1. In other words, the grade for English will be considered in the computation of the total aggregate score. If a student obtains a D7 for English, he needs to ensure that he does very well for the other subjects to obtain a low overall aggregate score. In addition, students should take note that certain courses in junior colleges and polytechnics require a certain minimum grade for English as one of their entrance criteria.

8.2 Mathematics (Compulsory Subject)

The syllabus is intended to provide students with fundamental mathematical knowledge and skills. The content is organised into three strands, namely, *Number and Algebra, Geometry and Measurement, as well as Statistics and Probability*. Besides conceptual understanding and skills proficiency explicated in the content strands, development of process skills that are involved in the course of acquiring and applying mathematical knowledge is also emphasised. These include reasoning, communication and connections, thinking skills and heuristics, and application and modelling; and are developed based on the three content strands.

The assessment will test students' abilities to:

- understand and use mathematical concepts and skills in a variety of contexts;
- organise and analyse data and information; formulate and solve problems, including those in real-world contexts; selecting and applying appropriate techniques of solution; interpret mathematical results;
- solve higher order thinking problems; make inferences; write mathematical explanation and argument.

Scheme of Assessment at National Examinations

GCE O Level and GCE N Level Examinations

Component	Weighting
Paper 1	50%
Paper 2	50%

FAQs

Q1: Are students able to enter a junior college or polytechnic if they failed the subject?

A: For entry to junior colleges, Mathematics grade may be included in the computation of L1R5.

For entry to polytechnics, other than satisfying the minimum L1R2B2 aggregate, the course requirements for majority of polytechnic courses would be a pass in Mathematics. More information could be found in the JAE booklet downloadable from the MOE website.

8.4 Additional Mathematics (A Math)

The syllabus prepares students adequately for A Level H2 Mathematics, where a strong foundation in algebraic manipulation skills and mathematical reasoning skills are required. The content is organised into three strands, namely, *Algebra, Geometry and Trigonometry*, and *Calculus*. Besides conceptual understanding and skill proficiency explicated in the content strand, the development of process skills, namely, reasoning, communication and connections, thinking skills and heuristics, and application and modelling are also emphasised. The O/N Level A Math syllabus assumes knowledge of O/N Level Mathematics.

For students planning to study H2 Mathematics in a junior college
H2 Mathematics requires knowledge of O Level A Math or equivalent. The H2 Mathematics syllabus assumes knowledge of A Math at O Level. However, schools may offer H2 Mathematics to students who did not sit for A Math at O Level if they show an aptitude for the subject. These students must be prepared to put in the work to bridge the knowledge gap.

The grade for A Math can be used in the computation of the aggregates for JC courses in place of Mathematics if the student performs better in A Math.

For students planning to study in a polytechnic
For students seeking admission to diploma courses in polytechnics, the ELR2B2 aggregate computation is used. Knowledge of O Level A Math will be useful if your polytechnic course requires you to study Mathematics.

Scheme of Assessment at National Examination

GCE O and N Level Examination

Component	Weighting
Paper 1	50%
Paper 2	50%

FAQs

Q1: What are the differences between A Math and Mathematics?

A: In terms of strands – A Math has 3 strands, i.e., Algebra, Geometry and Trigonometry, as well as Calculus while Mathematics has Numbers and Algebra, Geometry and Measurement, as well as Statistics and Probability. For the same strand, the depth of the content is different. For example, for Geometry in Mathematics, students learn how to find the equation of a straight line while in A Math, they learn how to find the equation of a circle. It should also be noted that a strong foundation in algebra acquired from the Mathematics syllabus would be very useful in the study of Additional Mathematics.

Q2: Why does a student take A Math? Will it benefit the student when moving on to polytechnic/JC?

A: A Math provides the foundation for JC H2 Mathematics and some courses in the polytechnics such as engineering courses.

Q3: Is A Math a requirement for courses offered in the Polytechnics?

A: A Math is not a requirement for courses offered in the Polytechnics. The grade for A Math can be used in the computation of the aggregates for JC and Poly courses in place of Mathematics if the student performs better in A Math.

Q4: Is A Math a requirement for taking H2 Mathematics in Junior Colleges?

A: H2 Mathematics at the JC level assumes knowledge of A Math at O Level. Some JCs do not allow their students to take up H2 Mathematics if they have not taken up A Math at O Level. However, schools may offer H2 Mathematics to students who did not sit for A Math at O Level if they show an aptitude for the subject.

8.5 Mother Tongue Language (MTL) (Compulsory Subject)

The Mother Tongue Language (MTL) policy requires all students to study their respective official Mother Tongue Language: Chinese, Malay and Tamil. A non-Tamil Indian may choose to offer as his/her Mother Tongue Language (a) Tamil, or (b) a non-Tamil Indian Language such as Bengali, Gujarati, Hindi, Punjabi or Urdu. Nonetheless, there is flexibility in the application of this policy for students who have been away from our school system for some years and who have not kept up with the study of their Mother Tongue Language. Students may apply for exemption from studying their official Mother Tongue Language or to study a non-official language such as French, German or Japanese in lieu of Mother Tongue Language. Applications should be made through the school. Applications will be considered on a case-by-case basis.

The purpose of the learning of Mother Tongue Languages at Junyuan Secondary School is to inculcate in every student the love for the language, and to develop individual to become an effective communicator.

The key approaches to mastering the communication skill is through listening, speaking, reading and writing. Through these approaches, our students are able to sharpen their critical thinking skills, deepen their understanding and also be able to articulate their views effectively.

Scheme of Assessment at National Examination

GCE 'O' Level Examination

Component	Weighting
Paper 1 – Writing	30%
Paper 2 – Comprehension	35%
Paper 3 – e Oral & Listening Comprehension	35%

GCE 'N' Level Examination

Component	Weighting
Paper 1 – Writing	30%
Paper 2 – Comprehension	30%
Paper 3 – e Oral & Listening Comprehension	40%

GCE 'O' Level Higher Mother Tongue Language Examination

Component	Weighting
Paper 1 – Writing	40%
Paper 2 – Comprehension	40%
Paper 3 – e Oral	20%

Mother Tongue Language e Oral Examination Format
The papers include reading passages and conversation. Before the examination, the candidates will have 10 minutes of silent reading time for a reading passage and watching a video clip. During the examination, candidates will be asked to read the passages aloud, followed by a conversation regarding to the video clips with the oral examiners.

Mother Tongue Language (Higher) Syllabus

To allow more students to deepen their knowledge and appreciation for these languages and their cultures, Junyuan offers HCL from Secondary 3. Students who have obtained at least 70 marks and above in their overall CL results at the end of the year can apply. For HML and HTL, the students can apply but lessons will be conducted at the language centre (which you can refer to further down the document).

GCE 'O' Level Examination (HTML)

Component	Weighting
Paper 1 – Writing	40%
Paper 2 – Comprehension	40%
Paper 3 – Oral	20%

Mother Tongue Language 'B' Syllabus
Introduced in 2001, the MTL 'B' syllabus emphasised practical communication skills to help students who face exceptional difficulties with MTL. It aimed to motivate these students to learn their MTL up to a realistic level, and sustain their interest in their MTL and culture.

Students within the following categories will be allowed to take MTL 'B':

- Those with AL 7 & 8 or Foundational MTL for PSLE MTL; and
- Those with learning disabilities, e.g. dyslexia, ADHD, autism and hearing impairment. (Those with more severe disabilities will be exempted altogether from MTL requirements.)
- Those who obtain E8 and below for school examinations for 2 consecutive years.

Schools have the flexibility to consider any application from other students to offer MTL 'B'. We will assess the MTL standard that a student can achieve with reasonable effort, taking into account the student's PSLE MTL grade and MTL performance in his secondary school examinations.

GCE 'O' Level MTL B Examination

Component	Weighting
Paper 1 – e Writing	20%
Paper 2 – Comprehension [MCQ]	30%
Paper 3 – eOral & Listening Comprehension	50%

FAQs

Q1: **Can Mother Tongue 'B' Syllabus be used in the computation of aggregate for admission to JCs, MI, Polytechnic and ITE?**

A: No, "Merit" and "Pass" grades for the Mother Tongue 'B' Syllabus (viz. Chinese 'B', Malay 'B' and Tamil 'B') cannot be used for the computation of aggregate points.

Q2: Where is the venue of HMTL lessons? Does my child need to report to any Language Centre?

A: Upper secondary students taking HCL will **either** be having their lessons at the designated language centre – Ngee Ann Secondary School or in Junyuan Secondary (depending on class size & demand). Lessons at external venues are conducted twice a week, for 3 hours on each day.

Students taking HML will be having their lessons at the designated language centre – Tanjong Katong Secondary School. Lessons at external venues are conducted weekly for 3 hours on each day.

Students taking HTL will be having their lessons after school in UPTLC.

Q3: Does my child need to take both MTL and HMTL lessons? Does my child need to stay back after school for HMTL lessons?

A: Students taking HMTL need not take MTL lessons. However, they will have to sit for the GCE O-level MTL examination at the end of Secondary 3 before they take the GCE O-level HMTL examination in Secondary 4.

Students taking HCL report for their HCL classes during mother tongue periods. Secondary 3 HCL students will have extended curriculum of an hour on one of the weekdays.

Students taking HML report for the ML class while students taking HTL will do self-revision during mother tongue periods. Their lessons at the external centres are conducted once a week after school.

Q4: **What are the incentives of taking Higher Mother Tongue language (HMTL)?**

A: Students who obtain C6 or above for O-level HMTL and English Language will have 2 points deducted from their L1R5 aggregate score at O-level Exam for admission to Junior Colleges. (Student must first meet aggregate range)

Students who obtain C6 or above for O-level HMTL and English Language can use HMTL as L1 instead of English Language. However, if HMTL language is used as L1, O-level MTL (taken at Sec 3) cannot be used as one of the R5 for aggregate score computation.

Students need not offer Mother Tongue language at JC level if he/she has obtained a D7 or better for O-Level HMTL.

Q6: My child is not offered HMTL. Can my child appeal to offer HMTL?

A: MOE has identified a list of students who are eligible to take HMTL (HCL/HML/HTL) in Secondary 1. The school will admit the students based on this list. However, the school will identify students who have done well in MTL in Secondary 2 and their overall and offers them HMTL.

Q7: FAQ regarding other non-CL/ML Mother Tongue Languages

Q7a. What will the students who are excused from MTL be doing during mother tongue periods?

A: Students who are not taking MTL in school will do self-revision during mother tongue periods.

The lessons at the external centres are conducted once a week after school. If the students have MTL lessons externally, they will be excused from lesson (depending on the time taken for transportation) to make their way to the centres.

If the last period of the day is a MTL lesson, the students can leave school early.

Q7b. What are the things to note for Foreign Language (e.g. French/German) in-lieu of MTL?

A: There is no need to reapply MTL if approval is granted in primary school. Vacancies to take lesson at MOELC are scarce and priority is given to students who have been given approval to take these subjects as Third Language. If a student wishes to be placed in the waiting list, please obtain the application form from HOD/MTL and submit the application.

Students who opt to take Foreign Languages are expected to seek private lessons externally and provide proof of attendance to the school periodically, even if they do not get a place in the MOELC.

Students may register for the yearly exam at MOELC (Bishan), the result will be reflected in their report book. At the end of Sec 4, students will take O level MTL exam.

Q7c. What are the things to note for Non-Tamil Indian Languages (Bengali/ Gujarati/ Hindi/ Punjabi/ Urdu)?

A: The school does not have Hindi Class conducted during MTL lessons.

Parent should enrol their children in a NTIL language centre, e.g. Hindi Society Centre for Hindi lessons. The Board for the Teaching and Testing of South Asian Languages (BTTSAL) oversees NTIL instruction and assessment. The list of NTIL centres can also be found on the official BTTSAL website at bttsal.com.

Students are to maintain regular attendance at the centres. Result from the centres will be reflected in the report book. At the end of Sec 4, students will take O level MTL exam.

Q8. How can Express/Normal Academic students go about the application for MTL 'B' syllabus (CLB/ MLB/TLB)?

A: The application window takes place at the end of the school year through Parents' Gateway. Consent is given through the portal.

Do note that students need to fulfil at least one of the following criteria in order to be considered:

- AL 7 or 8 or Foundational MTL in PSLE
- Consistent D7 and below for MTL in school-based assessment (Exp)
- Consistent U and below for MTL in school-based assessment (NA)

Summary of other MTL options and locations

	MTL	Language Center
1	Higher Tamil	Umar Pulavar Tamil Language Centre
2	Tamil	Changkat Changi Sec Sch
3	Hindi	Angsana Primary School 3 Tampines ST 22 S529363 Run by the Hindi Society of Singapore
4	Hindi	The Hindi Society Mahatma Gandhi Memorial 3 Race Course Lane S 218731
5	Hindi	Bedok Green Primary School
6	Higher Malay	Tanjong Katong Secondary School
7	CL B	St Hilda's Sec Sch (Except Sec 3 & 4 – offered in Junyuan Sec)
8	ML B	MOELC Bishan

8.6 Humanities (Compulsory Subject)

Humanities is a compulsory subject offered at upper secondary level to Express and Normal Academic students. Unlike the Humanities subjects offered at lower secondary, Humanities at upper secondary level is made up of two components: Social Studies and an Elective. The Elective may either be a Geography Elective, a History Elective or a Literature in Malay Elective. Humanities (Social Studies, Literature in Malay) is only offered to express course students.

The Social Studies syllabus serves to expose our students to key issues challenging contemporary Singapore. It prepares our students to meet these challenges in an increasingly complex global economy and develop in our students a sense of belonging and rootedness to Singapore even as we become more cosmopolitan in our outlook.

In addition to Social Studies, the knowledge and higher order thinking skills offered in the Elective subjects will equip our students for learning at pre-university institutions (i.e. junior colleges and centralised institute) and polytechnics. The skills acquired will enable them to be critical thinkers and analyse issues objectively. Humanities helps to educate your child in the nuances of the social sciences and humanities so that they can handle complex issues in the future.

Scheme of Assessment at National Examination

GCE 'O' Level and GCE 'N' Level Examination

Component	Weighting
Social Studies	50%
Electives: Geography or History or Literature in Malay	50%

8.6.1 Humanities (Social Studies, Geography)

Geography bridges the humanities, social and natural sciences. It is a holistic subject that provides students with integrative ways of understanding the real world. Students will explore the Earth, its natural and man-made environments and examine human interactions with these environments, from personal to global scales. Geography fascinates and inspires students, enabling them to gain a deep appreciation of the Earth's beauty, the immense power of natural forces, and ingenious ways humans thrive under different circumstances. Through Geography, students will understand how places and landscapes evolve, deliberate on consequences arising from our everyday decisions, and experience the mosaic of cultures and society.

The overarching theme of sustainable development in the Geography syllabuses aims to deepen students' understanding of the impact of human activity on environmental sustainability and vice versa. The study of Geography provides opportunities for students to understand sustainability-related challenges around the world including Singapore in an integrated way, providing students with the kind of synthesis and holistic thinking needed to inspire them to take action to achieve a more sustainable world. A holistic and continued coverage of ideas and knowledge through the context

of sustainable development is planned into the curriculum across all levels of study, which explores sustainability through different topics on human-environment relationships.

Scheme of Assessment at National Examination

Paper One 50%	Social Studies	Paper comprises 2 sections: Section A: (35 marks) One source-based case study. Section B: (15 marks) Two structured-response questions. *Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response questions from Section B.*	Time 1h 45 min
Paper Two 50%	Geography (elective)	Paper comprises 2 sections: For GCE O-Level Section A: (32 marks) Two structured questions. Section B: (18 marks) Two structured questions. *Candidates answer Questions 1 and 2 in Section A, and either Question 3 or 4 in Section B.* For GCE N-Level Section A: (25 marks) One structured question. Section B: (25 marks) Two structured questions. *Candidates answer Question 1 in Section A, and either Question 2 or 3 in Section B.*	Time 1h 45 min

8.6.2 Humanities (Social Studies, History)

What is the value of learning History? In a world where attention is often divided between concerns over the present and future, the relevance of History is often questioned. Learning to manage the present and anticipate the future would not be possible without knowing the past. By equipping students with knowledge and attributes, 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.

Studying history helps us understand and grapple with complex questions and dilemmas by examining how the past has shaped (and continues to shape) global, national, and local relationships between societies and people.

History helps us realize how different our lived experience is from that of our ancestors, yet how similar we are in our goals and values. These attributes support learners to develop the Desired Outcomes of Education so that they become well-prepared individuals, able to acquire personal growth, contribute to the nation and respond to global developments.

Scheme of Assessment at National Examination

Paper One 50%	Social Studies	Paper comprises 2 sections: Section A: (35 marks) One source-based case study. Section B: (15 marks) Two structured-response questions. *Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response questions from Section B.*	Time 1h 45 min
Paper Two 50%	History (elective)	Paper comprises 2 sections: Section A: (30 marks) One source-based case study. Section B: (20 marks) Essay questions. *Candidates are required to answer the compulsory source-based case study from Section A and answer 2 out of 3 questions set from Section B.*	Time 1h 50 min

8.6.3 Humanities (Social Studies, Literature in Malay)

The syllabus aims to expose students to literary devices that will instill values pertaining to morality, culture and citizenship so as to develop them holistically. In addition, students will learn to appreciate the beauty of the language used in literary texts, thus cultivating a reading culture.

Students will be taught to analyse literary texts in terms of theme, plot, background, values, language used and the intent of the writer. Students will also learn how to interpret and respond appropriately to a given text in a clear and coherent manner.

The book which will be used in 2024 is ANTOLOGI KARYA PAHLAWAN PANGGUNG (Unggun Creative, Singapura, 2018).

The texts which we are using are as follows (subjected to revision):
(a) Sajak (Poem)

- Anakku – Mohamed Latiff Mohamed
- Tidak Senang Dengan Duduk-duduk – Masuri S.N.
- Kepada Pohon Tak Bernama – Rasiah Halil
- Manuskrip – Noridah Kamari
- Ke Makam Bonda – Usman Awang

(b) Cerpen (Modern Prose)

- Sambal Goreng Mak – Wan Jumaidah Mohd Jubri
- Kudrat – Maimunah Kemat
- Pahlawan Panggung – Suratman Markasan
- Nyanyuk – Jamal Ismail
- Dr Remaja PhD – Sharifah Khadijah Aljoofri
- Bintang Dua Belas – Farihan Bahron
- Orkidnya Sudah Menjadi – Khadijah Hashim
- Tika Aksara Menari – Djohan A. Rahman

Scheme of Assessment at National Examination (Elective Paper)

GCE ‘O’ Level Examination

Component for Literature in Malay	Weighting
Paper 2 • Part A: Poem / Modern Prose • Part B: Text Analysis (Poem / Modern Prose)	50%

*Note: Students taking the Elective Paper will only sit for Paper 2. Paper 1 is only applicable for the Full Paper.

FAQs

Q1: **Why is Humanities compulsory?**
A: The subject is mandatory as required by the Ministry of Education. The Humanities syllabus equips our students with essential knowledge and skills in the humanities and social sciences that are necessary for the 21st century workplace. More importantly, it inculcates core values and helps to strengthen their sense of belonging to the country as a people.

Q2: Can my child drop the subject if he/she is not doing well in Secondary 4?
A: No. It is compulsory.

Q3: Can my child offer both two Electives instead of Social Studies?
A: No. Social Studies must be taken. It is to be studied with either a Geography Elective, a History Elective or a Literature in Malay Elective (offered only for the Express stream).

Q4: How can my child prepare for their Humanities subjects?
A: Students are encouraged to read widely and be in touch with current affairs. They should conscientiously review the subject content and practice the skills required in the subject.

Q5: Is Literature in Malay a difficult subject to manage?
A: This subject requires students to read and analyse literary texts. Therefore, it is suitable for students who love to read and have a flair in Malay language as they are required to express their responses to texts

8.7 Geography

Geography bridges the humanities, social and natural sciences. It is a holistic subject that provides students with integrative ways of understanding the real world. Students will explore the Earth, its natural and man-made environments and examine human interactions with these environments, from personal to global scales. Geography fascinates and inspires students, enabling them to gain a deep appreciation of the Earth's beauty, the immense power of natural forces, and ingenious ways humans thrive under different circumstances. Through Geography, students will understand how places and landscapes evolve, deliberate on consequences arising from our everyday decisions, and experience the mosaic of cultures and society.

The overarching theme of sustainable development in the Geography syllabuses aims to deepen students' understanding of the impact of human activity on environmental sustainability and vice versa. The study of Geography provides opportunities for students to understand sustainability-related challenges around the world including Singapore in an integrated way, providing students with the kind of synthesis and holistic thinking needed to inspire them to take action to achieve a more sustainable world. A holistic and continued coverage of ideas and knowledge through the context of sustainable development is planned into the curriculum across all levels of study, which explores sustainability through different topics on human-environment relationships

Scheme of Assessment at National Examination

GCE 'O' Level Examination

Paper One 50%	Content 1) Geography in Everyday Life (Fieldwork) 2) Tourism 3) Climate	Format 3 compulsory structured questions Question 1: Geography in Everyday Life – Topic 3 (Fieldwork) (20m) Question 2: Tourism (15m) Question 3: Climate (15m) Each structured question will consists of no more than 9 sub-parts. Candidates will be required to answer one 9 marks question in either Question 2 or Question 3. The fieldwork context for Question 1 may or may not relate to the clusters covered in the syllabus content. .	Time 1h 45 mins
Paper Two 50%	Content 1) Geography in Everyday Life 2) Tectonics 3) Singapore	Format 3 compulsory structured questions. Question 1: Geography in Everyday Life Cluster – Topics 1 and 2 (15m) Question 2: Tectonics (15m) Question 3: Singapore (20m) Candidates will be required to answer one 9 marks question in either Question 2 or Question 3.	Time 1h 45 mins

FAQs

Q1: **Can my child drop the subject if he/she is not doing well in Secondary 4?**
A: This will be subjected to approval by the school.

Q2: Can my child take Geography and Humanities (Social Studies, Geography)?
A: No. Geography must be taken with either Humanities (Social Studies, History) or Humanities (Social Studies, Literature in Malay).

Q3: Is this subject difficult to manage?
A: Students can do well as long as they put in consistent effort and read widely.

8.8 Sciences (Compulsory Subject)

The school offers Science (Biology/Chemistry or Chemistry/Physics) or two Pure Sciences (Pure Chemistry and Pure Biology or Pure Physics).

Physics
The 'O' Level Physics and Science (Physics) syllabuses run for a 2-year duration in both Secondary 3 and Secondary 4. The 'O' level Physics and Science (Physics) syllabuses provide students with a coherent understanding of energy, matter and their interrelationships. They focus on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe. The theories and concepts presented in them belong to a branch of Physics commonly referred to as classical Physics. Modern Physics, developed to explain the quantum properties at the atomic and sub-atomic level, is built on the knowledge of these classical theories and concepts.

The broad content structure include:

- Measurement
- Newtonian Mechanics
- Thermal Physics
- Waves
- Electricity & Magnetism
- Radioactivity

Biology
The 'O' Level Biology and Science (Biology) syllabuses run for a 2-year duration in both Secondary 3 and Secondary 4. It is designed to have less emphasis on factual content and a greater emphasis on the understanding and application of scientific concepts and principles. This approach has been adopted in recognition of the need for students to develop skills that will be of long-term relevance.

The teaching and learning programmes based on this syllabus will feature a wide variety of learning experiences designed to promote inquiry.

The broad content structure include:

- Cells and the Chemistry of Life
- The Human Body – Maintaining Life
- Living Together – Plants, Animals and Ecosystems
- Continuity of Life

Chemistry
The 'O' Level Chemistry and Science (Chemistry) syllabuses run for a 2-year duration in both Secondary 3 and Secondary 4. It is designed to let students have a better understanding of the world they live in, the interactions between the different matter in our surroundings and most importantly, the curriculum strives to cultivate critical thinking.

Besides having a strong conceptual understanding and the ability to apply theories, this subject also requires students to develop practical skills through various types of hands-on experiments. The teaching and learning programmes based on this syllabus will feature a wide variety of learning experiences designed to promote inquiry and will eventually provide the students with a good foundation that is relevant in the future practice of science.

The broad content structure include:

- Experimental Chemistry
- Matter – structure and properties
- Chemical calculations
- Chemistry of Reactions
- Periodicity
- Maintaining Air Quality
- Organic Chemistry

Scheme of Assessment at National Examination

GCE 'O' Level Examination (Pure Sciences)

Component	Duration	Weighting
Paper 1 – Multiple Choice	1 h	30%
Paper 2 – Structured and Free Response	1 h 45 min	50%
Paper 3 – Practical	1 h 50 min	20%

GCE 'O' Level Examination (Combined Science)

Component	Duration	Weighting
Paper 1 – Multiple Choice	1 h	20%
Paper 2, 3, or 4 – Structured and Free Response	1 h 15 min	65%
Paper 5 – Practical	1 h 30 min	15%

GCE 'N' Level Examination (Combined Science)

Component	Duration	Weighting
Paper 3 – Science (Chemistry) Multiple Choice	1 h 15 min	20%
Paper 4 – Science (Chemistry) Structured		30%
Paper 1 or 5 – Science (Physics) or Science (Biology) Multiple Choice	1 h 15 min	20%
Paper 2 or 6 – Science (Physics) or Science (Biology) Structured		30%

FAQs

Q1: What are the differences between Pure and Combined Sciences?

A: In terms of content coverage, Pure Sciences cover more topics and in greater depth per topic. The assessment of Pure Sciences will also be of higher rigor.

Weighting of Assessment objectives (Theory papers)

Assessment objective	Pure Science	Combined Science
Knowledge with Understanding	Approximately 45% of the marks with approximately 15% allocated to recall	Approximately 50% of the marks with approximately 20% allocated to recall
Handling Information and Solving Problems	Approximately 55% of the marks	Approximately 50% of the marks

Q2: Will doing Combined Science affect the chances of my child going to a junior college?

A: It will not, because the child's entry to the junior college is solely based on the L1R5 results. However, different junior colleges require different subject pre-requisites for the choice of subjects. As the requirements differ from school to school and may change from year to year, it is best to check with the relevant institutions for their specific requirements.

Q3: Will doing Combined Science affect the courses my child can take in a Junior College?

A: Based on MOE policy, your child may qualify to select subjects at 3 different levels of study: Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H2 subjects are equivalent to the rigour of the traditional GCE 'A' level while H1 subjects are equivalent to half of H2 in breadth but similar in depth. H3 subjects are offered only to students who wish to excel in the subject at a higher level. To study a Science subject at H1 or H2 level, your child must have studied the subject either as Combined Science or Pure Science at GCE 'O' level. However, specific subject pre-requisites may vary from JC to JC, it is good to find out the relevant information from the targeted JC directly.

Q4: Will doing Combined Science lower the chances of entry to Polytechnic?

A: No, it will not. The selection criteria for entry into Polytechnic courses is ELR2B2 where EL represents English Language, R2 represents two relevant subjects and B2 represents any two other subjects, including those in the two groups of relevant subjects that have not already been used in the computation.

Q5: Will doing Combined Science affect the courses my child can take in a Polytechnic?

A: The polytechnic courses are broadly categorized into 3 areas – Business-related, Science & technology, and Design courses. Both Science and Pure Science subjects belong to the 2nd group of relevant subject for Science & Technology and Design courses. On top of ELR2B2, your child will also have to meet the eligibility criteria for the individual courses.

Q6: Does my child qualify for admission to Medicine school in NUS or NTU if he/she does not take any Pure Science subject at 'O' Level?

A1: **For admission to NUS or NTU School of Medicine,** you require a good H2 pass in Chemistry and either Biology or Physics in JC to meet the pre-requisite for admission to NUS School of Medicine. JCs can offer Science subjects at H2 level to students who take Combined Science at 'O' Level. As specific subject pre-requisites may vary from JC to JC, it is good to find out the relevant information from the targeted JC directly.

Details for admission to NUS School of Medicine can be found at:
https://medicine.nus.edu.sg/prospective-students/bachelor-of-medicine-and-bachelor-of-surgery-mbbs/admissions-frequently-asked-questions/

Details for admission to NTU School of Medicine can be found at:
https://www.ntu.edu.sg/medicine/education/bachelor-of-medicine-and-bachelor-of-surgery-(mbbs)/entry-requirements

Q7: Does it mean that my child's post-secondary education options are very limited if he/she does not take any Pure Science subject?

A: This is untrue. A wealth of opportunities in different courses awaits you in the JCs and Polytechnics. The important thing here is to achieve a good L1B4 and L1R5 score to enter these institutions.

8.9 Computing

Technology is inevitable and surrounds us in almost all aspects of living, from the moment we wake to critical aspects of our daily routines. The exponential growth of technology over the last decade alone has given rise to revolutionized ways of operation thus forming new unknown careers that extends to all industries. Economists apply deep learning models to financial data. Musicians work with synthesized sound. Surgeons operate using robotics arms in complex surgeries. Artists work with digital images.

Computing, or the understanding of how technology works gives students an empowering start to the intrinsic ways it is used to solve business and societal challenges. In fact, computing is about problem solving, thinking analytically and finding innovative ways to tackle complex tasks creatively and efficiently. These transferable skills open diverse opportunities in our ever-changing world.

The Computing curriculum aims to grow students' interest and competency in more advanced concepts and skills. This will equip them with the necessary foundation to continue with post-secondary computing courses. A secondary aim is to encourage students to consider careers in computing technology and systems or provide them with tech skills adaptable to their discipline of choice. Our aspiration is for this group of students with the passion for Computing to eventually harness their talent to solve complex problems or create new value propositions in society through technology.

The aims of this subject are to enable students to:

- apply logical reasoning and algorithmic thinking in analysing problem situations and developing solutions;
- develop simple programs through the use of Python;
- understand the impacts related to the daily use of information communications technology (ICT) in daily life;
- understand and explain the ethical, social and economic issues associated with the use of ICT.

The main modules of the syllabus are:

- Module 1: Data and Information
- Module 2: Systems and Communications
- Module 3: Abstraction and Algorithms
- Module 4: Programming

Scheme of Assessment at National Examination

GCE 'O' Level Examination

Component	Weighting
Paper 1 – Written Paper	60%
Paper 2 – Practical (Programming)	40%

FAQs

Q1: Does my child need to be good in a programming language such as Python/Java/C++ to take the subject?

A: It is not a requirement for your child to have prior knowledge in a programming language. Students will be progressively taught programming skills as part of the two-year lesson package for the subject which is more than sufficient to meet the needs of the O levels.

Q2: Is Computing a relevant subject considered for aggregate computation to the Pre-University (i.e. Junior Colleges and Millennia Institute), Polytechnic and ITE courses?

A: Yes, Computing is one of the relevant subjects to Pre-University courses, Science and Technology-related and Design-related courses in Polytechnics. Otherwise, it can be considered as one of the Best 2 Other Subjects for aggregate computation in Polytechnics. For ITE courses, Computing can be considered as one of Best 2 or Best 3 Other Subjects for aggregate computation.

Q3: Which higher institutions offer computing as a subject at A Level?

A: The following higher institutions will offer Computing at A Level:

- Anderson Serangoon Junior College
- Anglo-Chinese Junior College
- Dunman High School (Junior College)
- Hwa Chong Institution (Junior College)
- Jurong Pioneer Junior College
- Nanyang Junior College
- National Junior College
- Raffles Institution (Junior College)
- River Valley High School (Junior College)
- Temasek Junior College
- Victoria Junior College
- Yishun Innova Junior College

8.10 Principles of Accounts (POA)

The study of accounting helps students understand how businesses measure and communicate their performance and make use of both accounting and non-accounting information related to their businesses to make decisions. Through the study of accounting, they will acquire transferrable skills such as organising and analysing information for decision-making, and develop attitudes of accuracy, orderliness and an appreciation of professional ethics.

Key Modules:

- Types of Businesses
- Accounting Theories
- Double Entry Recording System
- Financial Statements
- Income and Expenses
- Assets (Inventory, Trade Receivables, Non-current Assets)
- Liabilities (Trade Payables, Long-term borrowings)
- Equities
- Correction of Errors
- Analysis of Financial Statements for Decision-Making (only for 'O' Level)

Scheme of Assessment at National Examination

GCE 'O' Level and GCE 'N' Level Examination

Component	Weighting
Paper 1	40%
Paper 2	60%

FAQs

Q1: Does my child need to be good in Math in order to do well for the subject?

A: POA is not just about figures and numbers. The syllabus also focuses on interpreting and analysing accounting information for decision making.

Q2: Is POA a pre-requisite for business courses in Polytechnic?

A: No. However, the foundational knowledge learnt will be an advantage in pursuing any business courses in Polytechnic.

8.11 Design & Technology (D&T)

Design, as a unique way of thinking and acting, involves planning with meaningful intention and purpose. Broadly and simply defined, designing comprises rational thought processes undertaken in a somewhat logical sequence and all this is nested within a holistic fabric of critical and creative thinking processes that also involves intuitive responses.

Design & Technology is offered at the upper secondary level as an elective for students. During the course of study, students are required to design which involve research, reasoned application of knowledge and skills in the areas of design and technology.

The aims of the D&T syllabus are to enable students to:

- foster positive values and develop dispositions for enterprise, creativity and innovation through research and exploration, idea conceptualisation and development, communication, working with materials and tools in response to needs identified;
- harness their innate curiosity and ability to create through design-and-make activities;
- develop the quality of tenacity through continuous refinement of their ideas towards a viable solution within a given timeframe;
- exercise judgements of an aesthetic, technical and economic nature;
- develop an awareness of design in the areas of social, culture and environment; and
- acquire knowledge and skills beyond that as stipulated in the syllabus through the contexts of the design-and-make activities

Scheme of Assessment at National Examination

GCE 'O' Level and GCE 'N' Level Examination

Component	Weighting (O and NA)
Paper 1 – Written Examination	40%
Paper 2 – Design Project	60%

FAQs

Q1: Is Design & Technology a relevant subject in application to Polytechnic courses?

A: Design & Technology is one of the relevant subjects in application to Science & Technology courses or Design-related courses in Polytechnics.

Q2: What is a Design Project?

A: The Design Project comprises a completed working Prototype, Design Journal and Presentation Boards. The coursework paper will be issued in January and students are expected to work on their Design Project during scheduled sessions in school after curriculum time. Students are required to work independently and adhere to the scheduled submission timeline.

8.12 Nutrition & Food Science (NFS)

Nutrition & Food Science (NFS) is offered at the upper secondary level as an option for students who have an interest for the subject. The syllabus aims to provide students with a broad understanding of concepts in nutrition and health, food literacy and principles of food science.

The syllabus content comprises three main sections: Nutrition and Health, Food Literacy and Food Science. The topics and objectives are to be taught over two years (Express)/ three years (Normal Academic).

Students will be exposed to authentic real-world contexts through hands-on practical and coursework. Through these learning experiences, the syllabus aims to develop students to:

- lead a healthier lifestyle proactively through proper diet and nutrition;
- advocate sustainable food consumption by planning and making appropriate food choices; and
- apply principles of culinary science creatively in food preparation and cooking.

Scheme of Assessment at National Examination

GCE 'O' Level and GCE 'N' Level Examination

Component	Weighting
Paper 1 – Written Examination	40%
Paper 2 – Coursework	60%

FAQs

Q1: What does coursework mean?

A: Coursework refers to a rigorous research paper (approximately 20 – 25 pages of writing for O' level and 15 – 20 pages of writing for N' level) which requires students to analyse, think critically, plan and carry out comprehensive, thorough research and construct an investigative experiment (GCE 'O' Level only) in which they ask questions, examine issues, gather, record, collate, interpret and evaluate data. It may involve students in carrying out any of the following:

- comparative studies;
- investigative work;
- a survey; and
- industrial visits

These should be conducted in relation to the research paper. Practical work is an essential feature of the coursework.

Q2: What are the components in Coursework?

A: There are 6 components in Coursework namely:

- Research
- Decision making
- Investigation (for O' level) / Exploratory Study (for N' level)
- Planning
- Execution (organization & management, manipulation, product & presentation)
- Evaluation

Q3: How much time is required to complete the coursework?

A: A duration of 28 hours is specified for the O' level coursework and 25 hours is specified for the N' level coursework. As coursework must be done in school, students will complete it within extended curriculum hours.

8.13 Art

The ability to communicate through visual representations has become an increasingly important and sought-after skill in the 21st century work place where individuals are expected to be multi-faceted in skills and abilities. Art education will help a student to think critically and creatively from multiple perspectives and also become culturally aware individuals in our society.

The Art syllabus is designed to provide students with the opportunity to:

- nurture an informed awareness and appreciation of the visual arts;
- enhance ability to identify and solve problems creatively in visual and tactile forms;
- develop competency in the use of art and design principles, materials and processes;
- foster self-confidence and a sense of achievement through the practice of the visual arts; and
- cultivate an inquiring mind, a spirit of experimentation and a passion for the visual arts.

Art Students are expected to:

- be disciplined and self-directed in conducting primary and secondary research and investigation.
- be committed in managing tasks and assignments to meet milestone deadlines.
- inculcate interest and passion for visual arts by reading about art, artworks and artists.

Scheme of Assessment at National Examination

GCE 'O' Level Examination

Component	Weighting
Paper 1 – Coursework	60%
Paper 2 – Drawing and Painting	40%

GCE 'N' Level Examination

Component	Weighting
Paper 1 – Coursework	60%
Paper 2 – Drawing and Painting	40%

FAQs

Q1: What is Coursework?

A: The Coursework unit comprises of a finished artwork and not more than five A2 sheets of preparatory studies for N(A) level coursework, and eight A2 sheets of preparatory studies for O-level coursework. The question paper will be issued in January and students are expected to work on their coursework during **scheduled sessions in school after curriculum time**. Students are required

to work independently and be self-directed to manage their own work to adhere to the scheduled submission timeline.

Q2: What is Drawing and Painting?

A: It is an exam where students are given 3 hours to complete an artwork. The question paper will be given three weeks before the exam and students must use that time to complete three to five A3 sheets of preparatory drawings that must be submitted on the day of the examination. Students are required to work independently to manage their own work in order to complete their preparatory drawings on time.

Q3: Must my child be proficient in different mediums such as Acrylic painting and Watercolour painting?

A: No, the various mediums will be taught to your child. However, it will be advantageous if your child is already equipped with prior knowledge of the skills used in these mediums.

Q4: Is Art a relevant subject considered for aggregate computation to the Pre-University (i.e. Junior Colleges and Millennia Institute), Polytechnic and ITE courses?

A: Yes, Art is one of the relevant subjects to Pre-University courses, Business-related and Design-related courses in Polytechnics. Otherwise, it can be considered as one of the Best 2 Other Subjects for aggregate computation in Polytechnics. For ITE courses, Art can be considered as one of Best 2 or Best 3 Other Subjects for aggregate computation.

8.14 Music

The two-year upper secondary O-Level Music Course is for students with a strong interest in developing their knowledge and skills in music beyond the foundations laid by the primary and lower secondary music curriculum. Students with musical background from music CCA, other school-based music programmes or external music-related activities can be encouraged to apply for the course.

The O-Level Music Course integrates rich Listening, Creating and Performing experiences in the curriculum to engage students in finding relevance and purpose in their music learning. Students will also explore music-making using digital means (e.g. using Digital Audio Workstations) and expand their music understanding and appreciation through five Areas of Study (AoS):

Area of Study (AoS)	**Genre / Tradition**
Western Classical	Solo Instrumental Music, Chamber Music, Symphony
Asian Music	Music of Malay Traditional Dances, Chinese Ensemble Music, Indian Ensemble Music, Gamelan (Javanese)
Jazz	Traditional Jazz, Swing, Bebop, Cool Jazz
Popular Music	Late 1960s Pop-Rock, Synth-Pop, R&B/Soul
Music in Multimedia	Music in Film and Television

The aims of the syllabus are to:

- Develop critical thinking and music creativity
- Develop communication, collaborative and interpretative skills in music
- Develop perception and awareness of musical cultures and traditions, both local and global
- Develop independent learners with inquiring and innovative minds through reflective practices in music
- Provide the basis for an informed and lifelong appreciation of music

Scheme of Assessment at National Examination

The following table provides a summary of the weighting and assessment of the examination. All Music candidates are required to take all the compulsory papers listed in the table below:

Paper	**Title**	**Weighting**	**Assessment Format**	**Duration**	**Marks**
1	Music Studies	40%	Written Examination	1.5 hours	**75**
2	Creating	30%	(i) Coursework	9 weeks, 5 hours of supervision time	**40**
			(ii) Reflection Notes		**10**
3	Performing	30%	(i) Recital	5-10 minutes	**40**
			(ii) Reflection Notes	-	**10**

FAQs

Q1: Is Music offered in Junyuan Secondary School?

A: No, Music is not offered within Junyuan Secondary School. However, your child may still apply to study Music in one of the O-level music centres. Music classes will be held weekly at the selected music centres after school. The duration of each class is approximately 3 hours. Successful applicants will be invited to choose their centres in September.

Q2: Would I be able to offer another coursework-based subject (eg. Art, NFS, D&T) in addition to O-level Music?

A: Students are not recommended to offer more than one coursework-based subject and should consider the workload of each subject in managing multiple deadlines during the period of coursework submission over and above their other school commitments and schedules such as CCAs and school-based activities and their aspirations for the future.

Q3: Do we submit our application together with the other subjects at the end of the year?

A: No, application to study Music at O-Level can be done separately online with the uploading of all the necessary supporting documents online at https://go.gov.sg/2025olmcourse by Wednesday, 10 July 2024. You may get more information on the application procedure from the school's music coordinator.

Q4: If I offer N-level subjects, would there be a challenge in managing coursework deadlines between O-level Music and N-level subjects?

A: Students who offer N-Level subjects must continue to attend O-Level Music lessons while the GCE N(A)/N(T)-Level examination is ongoing in September and October. The GCE O-Level Music Performing examination will take place at the end of September, and the submission of O-Level Music coursework would usually be in early October. Hence, students must be able to cope with O-level Music lessons and examination submission deadlines while concurrently sitting for the GCE N(A)/N(T) – Level examination.

Q5: Would I be allowed to take upper secondary N(T) Music concurrently with O-level Music?

A: No students are not allowed to take Music at another subject level concurrently.

Q6: What should I expect in the selection exercise?

A: There are two components to the Selection Exercise:

- Component 1: Audition (online video submission)
- Component 2: e-Listening test (in person)

All applicants are required to complete both Components 1 and 2. Applicants must meet the requirements for both components to qualify for the course.

Q8: Do I still need to complete both components if I already have external certifications in practical and theory?

A: Yes, ALL applicants must complete both components regardless of whether they have attained certifications from external examination boards.

Q9: Are there additional school fees to be incurred for the O-level Music course?

A: No, there are no additional fees to enrol in the O-level Music Course. If students require financial assistance for transportation costs due to the need to travel to the O-Level Music Centre for lessons, or costs related to their music learning if any (e.g. co-payment of workshops, purchase of books and scores, engagement of musicians for group performing assessment), they may approach their secondary schools for financial support.

9. Subject Information (Normal Technical)

9. Subject Information (Normal Technical)

9.1 English Language (EL) (Compulsory Subject)

By the end of their Secondary education, pupils will be able to achieve functional fluency in English as a result of their development in the following areas: 1. Listen, read and view critically and with accuracy and understanding a wide range of literary and informational/functional texts from print and non-print sources. 2. Speak, write and represent in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures. 3. Understand and use internationally acceptable English (Standard English) grammar and vocabulary accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning.

Scheme of Assessment at National Examination

GCE 'N' Level Examinations

Component	Weighting
Paper 1 (Writing) (e-Assessment)	30%
Paper 2 (Language Use and Comprehension)	40%
Paper 3 (Listening)	10%
Paper 4 (Oral Communication)	20%

9.2 Mathematics (Compulsory Subject)

The syllabus is intended to provide students with the fundamental mathematical knowledge and skills to prepare them for technical- or service-oriented education. The syllabus consists of three content strands, namely, *Number and Algebra*, *Geometry and Measurement*, and *Statistics and Probability*, and a context strand called Real-World Contexts. Application of mathematics is an important emphasis of the content strands. The approach to teaching should involve meaningful contexts so that students can see and appreciate the relevance and application of mathematics in their daily life and the world around them. Real world contexts are realistic contexts that naturally have practical applications of mathematics, and the mathematics can come from any part of the 'Content'.

The N(T)-Level Mathematics Syllabus aims to enable all students who are bound for post-secondary vocational education to:

- acquire mathematical concepts and skills for real life; to support learning in other subjects and to prepare for vocational education;
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem-solving;
- build confidence in using mathematics and appreciate its value in making informed decisions in real life.

Scheme of Assessment at National Examinations

GCE 'N' Level Examinations

Component	Weighting
Paper 1	50%
Paper 2	50%

FAQs

Q1: Are students able to enter ITE if they failed the subject?

A: For entry to ITE, the course requirements for majority of the 2-year NITEC courses would be a pass in Mathematics. Students who fail the subject will have limited choices for the ITE programme. More information could be found in the JIEN booklet downloadable from the ITE website https://www.ite.edu.sg/docs/default-source/admissions-docs/full-time/publications/admission-booklet/gce-n-admission-booklet-2024.pdf

9.3 Mother Tongue Language Basics (BMTL) (Compulsory Subject)

The Mother Tongue Language (MTL) policy requires all students to study their respective official Mother Tongue Language: Chinese, Malay and Tamil. A non-Tamil Indian may choose to offer as his/her Mother Tongue Language (a) Tamil, or (b) a non-Tamil Indian Language such as Bengali, Gujarati, Hindi, Punjabi or Urdu. Nonetheless, there is flexibility in the application of this policy for students who have been away from our school system for some years and who have not kept up with the study of their Mother Tongue Language. Students may apply for exemption from studying their official Mother Tongue Language or to study a non-official language such as French, German or Japanese in lieu of Mother Tongue Language. Applications should be made through the school. Applications will be considered on a case-by-case basis.

The purpose of the learning of Mother Tongue Languages at Junyuan Secondary School is to inculcate in every student the love for the language, and to develop individual to become an effective communicator.

The key approaches to mastering the communication skill is through listening, speaking, reading and writing. Through these approaches, our students are able to sharpen their critical thinking skills, deepen their understanding and also be able to articulate their views effectively.

Scheme of Assessment at National Examination

GCE 'N' Level Examination

Component	Weighting
Paper 1 – Comprehension [MCQ] + e-Writing	35%
Paper 2 – e Oral	45%
Paper 3 – Listening Comprehension	20%

9.4 Computer Applications (Compulsory Subject)

Through the CPA curriculum, students learn a range of software application, how computer systems and networks work, and basic programming concepts. Students also gain awareness of the ethical, legal and security issues relating to the use of computers. Specifically, the aims of the syllabus are to:

1. acquire skills in using a variety of computer application software and hardware to accomplish tasks and communicate ideas;
2. appreciate the ethical, legal and security issues relating to the use of computers and ICT in society;
3. recognise the impact of ICT on society and people; and
4. develop basic computational thinking and problem-solving skills.

There are six compulsory modules in the subject;

- □ Computer Fundamentals (CPF)
- □ Media Elements (MEL)
- □ Document Processing (DOP)
- □ Spreadsheets (SST)
- □ Interactive Multimedia Communication (IMC)
- □ Animation and Game Making (AGM)

Scheme of Assessment at National Examination

GCE 'N' Level Examination

Component	Weighting
Paper 1 – Written Paper (All modules)	30%
Paper 2 – Practical – MEL (Digital Drawing), DOP, IMC	35%
Paper 3 – Practical – MEL (Video Editing), SST, AGM	35%

9.5 Elements of Business Skills (Elective)

This syllabus is an introduction to business through an understanding of business activities, focusing on basic marketing and customer relations, in the context of Singapore. The syllabus intends to provide students with opportunities to develop transferable employability skills and knowledge in the service industry, namely the Travel and Tourism, Hospitality, and Retail industries, which continue to offer employment opportunities accessible to the students. It provides students with the foundational knowledge and skills for further studies in institutes of higher learning and the awareness of prospects of a career in the service industry.

Scheme of Assessment at National Examination

GCE 'N' Level Examination

Component	Weighting
Paper 1 – Written Paper	60%
Paper 2 – Coursework *(Conducted from February to May during curriculum hours)*	40%

FAQs

Q1: **What skills can my child look forward acquire by the end of the two years?**

A: EBS syllabus aims to develop your child to:
- apply concepts in marketing and customer relations to the three industries mentioned earlier;
- gather, select, interpret, analyse and evaluate information in the investigation of a business;
- think critically and innovatively to generate solutions and make decisions to improve marketing and customer relations;
- self-manage and direct personal learning to work independently and collaboratively;
- communicate effectively; and
- harness the use of Information and Communication Technologies (ICT) where appropriate.

Q2: **How can my child be value-added in terms of his/her values & attitudes by the end of the two years?**

A: EBS syllabus aims to develop the values and attitudes of:
- integrity and responsibility in making decisions;
- respect and social awareness in managing relationships with others;
- an enterprising mindset;
- resilience in overcoming challenges; and
- passion to pursue lifelong learning.

9.6 Science (Elective)

The syllabus is organised around contexts that students can relate to their everyday experiences and the commonly observed phenomena in nature. The contexts are presented as three Core Modules in the Upper Secondary syllabus. They are 'Machines around us', 'Food Matters' and Wonders of 'Our Body and Health'. These contexts have been chosen because they provide a strong link between the concepts to be learnt and their applications in daily life. The topics encompassed by each context are not to be viewed as compartmentalised blocks of knowledge, but rather as interdependent and united through that context.

Scheme of Assessment at National Examination

GCE 'N' Level Examination

Paper	Type of Paper	Duration	Marks	Weightings
1	E-Examination (Multiple choice, selected response, short-answer and structured)	1 hr 15 min	50	50%
2	Short-answer or structured	1 hr	50	50%

Paper 1 (1 h 15 mins, 50 marks)	Paper 1 consists of two sections: Section A will carry 40 marks and consist of 30 multiple-choice questions (30 marks) and 2 to 5 selected response questions (10 marks). Section B will carry 10 marks and consist of 2 to 3 selected-response, short-answer and/or structured questions with video, animation or interactive stimuli. Selected response questions in Paper 1 may include matching, checkbox, drag and drop, and fill-in-the blank. Candidates answer questions on a computer for Paper 1.
Paper 2 (1 h, 50 marks)	Paper 2 will carry 50 marks and consist of a variable number of short-answer and structured questions. One of the questions is a data-response question, requiring candidates to interpret, evaluate or solve problems using data and/or observations. This question will carry 8–12 marks.

FAQs

Q1: Does my child qualify for admission to a NITEC course in culinary arts or nursing if he/she does not take Science at 'NT' level?

A: Science is not an entry requirement for these courses. You may refer to the following for more information.

https://www.ite.edu.sg/docs/default-source/admissions-docs/full-time/entry-requirements/jien/jien-2024-intake-entry-requirements.pdf?sfvrsn=7955fe35_4

9.7 Design and Technology (Elective)

This syllabus is designed to lead to an examination for that part of the school curriculum identified as Design and Technology (D&T). It offers an examination for pupils who have followed a course of study that emphasises designing involving research, reasoned application of knowledge and skills in the areas of design and technology

At the upper secondary level D&T, designing and making are dealt with at greater depth and scope. Pupils do research to understand and define user needs, explore and develop design solutions, and prototype their ideas using basic hand tools/equipment/machines. Such learning activities leverage and build on pupils' experiences in design and technology, with a focus on understanding of everyday activities to create possibilities to make life better. In the process, pupils cultivate creative, critical and reflective thinking and develop design related dispositions and skills. It aims to:

- develop confidence, pride and tenacity through exploring real world design opportunities for which ideas are developed
- develop the quality of mindfulness, empathy and sensitivity through improving aspects of their environment in everyday life
- embrace complexities, uncertainties and the inherent social dimension of the design process when exploring design opportunity vis-à-vis design ideas
- cultivate thinking through doodling and sketching/drawing
- experiment and prototype ideas using appropriate materials and tools
- build on their innate curiosity and ability to create
- exercise judgements and make evidence-based decisions of technological, aesthetic and economic nature

In achieving the above aims, pupils also develop safe working habits.

Scheme of Assessment at National Examination

GCE 'N(T)' Level Examination

Component	Weighting
Paper 1 – Written Examination	30%
Paper 2 – Design Project	70%

FAQs

Q1: Is Design & Technology a relevant subject in application to Polytechnic courses?
A: Design & Technology is one of the relevant subjects in application to Science & Technology courses or Design-related courses in Polytechnics.

Q2: What is a Design Project?
A: The Design Project comprises of a completed Prototype, Design Journal and Presentation Boards. The question paper will be issued in January and students are expected to work on their Design Project during scheduled sessions in school after curriculum time over 20 weeks for N(T) level. Students are required to work independently and adhere to the scheduled submission timeline.