

**Sec 3 Subject Combinations 2025  
for  
GCE O/NA/NT-Level  
Examination Year 2026**



# Key Messages

- Singapore's education system is broad-based to ensure holistic development, yet flexible and diverse to meet the needs of everyone.
- There are multiple educational pathways to suit your child's needs, abilities and learning styles.
- We need to help them find the pathway that is the best fit for them.
- Parents/Guardian and school need to work together to help child/ward make an informed choice.



# Timeline

<b>Events</b>	<b>Date</b>
Briefing for Parents	<b>7 Aug 6:00 pm</b>
Mock Online Exercise	19 to 23 Aug
Actual Online Application	23 to 24 Oct
Sec 3 Posting Exercise	25 Oct to 29 Oct
Release of Posting Results	30 Oct
Appeal	30 Oct to 3 Nov
Release of Appeal Result	7 Nov



# Curriculum Matters

- Weighting for WA1, WA2, WA3 and EOY will be as follows:

WA1	15%
WA2	15%
WA3	15%
EOY	55%

There is no mid-year examination for Secondary 1 – 4 students.

- Curriculum Matters can be found at
  - ✓ <https://www.yishunsec.moe.edu.sg/students/exam>
  - ✓ <https://www.yishunsec.moe.edu.sg/students/content-outlines>
  - ✓ <https://yishunsec.moe.edu.sg/parents/assessment-policy>



# Promotion Criteria



# Normal Technical

## Promotion Criteria

Promotion to 3NT	Grade D or better in 2 subjects, one of which should be EL or Mathematics.
Laterally Transferred to <u>Sec 2N(A)</u> in the following year	Met promotion criteria with minimum of 70% in the overall percentage of all subjects combined.



# Normal Academic

## Promotion Criteria

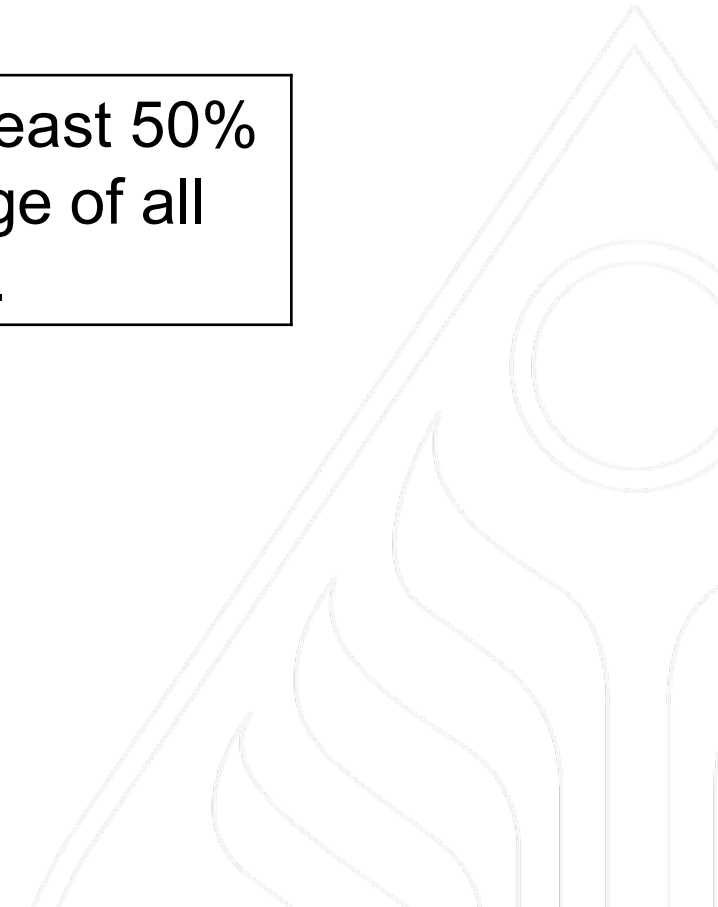
Promotion to 3NA	Grade 5 or better in EL and 2 other subjects, or 4 subjects.
Laterally Transferred to <a href="#">Sec 3E</a> in the following year	Met promotion criteria with minimum of 70% in the overall percentage of all subjects combined.



# Express

## Promotion Criteria

Promotion to 3E	Pass in EL and at least 50% in overall percentage of all subjects combined.
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# Subject Combinations (SC) for Secondary 3 (2025)

updated 2 Aug 2024

	<b>SC1</b>	<b>SC2</b>	<b>SC3</b>	<b>SC4</b>	<b>SC5</b>	<b>SC6</b>	<b>SC7</b>
1	G3 English Language				G2 English Language		G1 English Language
2	G3 Mother Tongue Language				G2 Mother Tongue Language		G1 Mother Tongue Language
3	G3 Mathematics				G2/G3 Mathematics		G1 Mathematics
4	G3 Chemistry	G3 Science (Chemistry/Biology) / G3 Science (Physics/Chemistry)			G2 Science (Chemistry/Biology) / G2 Science (Physics/Chemistry)		G1 Science / D&T / Retail Operations
5	G3 Humanities (Social Studies/History) / G3 Humanities (Social Studies/Geography)				G2 Humanities (Social Studies/History) / G2 Humanities (Social Studies/Geography)		G1 Computer Applications
6	G3 Additional Mathematics				G2 Principles of Accounts	G2 Nutrition & Food Science (NFS) / Design and Technology (D&T)	
7	G3 Physics		G3 Literature in English / History / Geography	G3 D&T / NFS / Exercise and Sports Science	G2 Additional Mathematics (Optional)		
8	G3 Biology / History / Geography / Literature in English					<b>G1: NT, G2: NA, G3: Express</b>	

# Subject Requirements

Subject Level	Subject Name	Requirement based on Sec 2 Overall Results
G3	Biology	Science $\geq$ 70% <b>and</b> Mathematics $\geq$ 70% <b>and</b> English Language $\geq$ 65%
G3	Chemistry	Science $\geq$ 70% <b>and</b> Mathematics $\geq$ 70%
G3	Physics	Science $\geq$ 70% <b>and</b> Mathematics $\geq$ 70%
G3	Geography	English Language $\geq$ 65% <b>and</b> Geography $\geq$ 65%
G3	History	English Language $\geq$ 65% <b>and</b> History $\geq$ 65%
G3	Higher Mother Tongue	Mother Tongue $\geq$ 80% <b>and</b> Overall $\geq$ 60%



# Subject Requirements

Subject Level	Subject Name	Requirement based on Sec 2 Overall Results
<b>G2/G3</b>	Nutrition and Food Science	FCE $\geq$ 50%
<b>G1/G2/G3</b>	Design & Technology	D&T $\geq$ 50%
<b>G2</b>	Additional Mathematics	G2 Mathematics $\geq$ 70% <b>or</b> G3 Mathematics $\geq$ 50%
<b>G2</b>	Principles of Accounts	Mathematics $\geq$ 65% <b>and</b> English Language $\geq$ 65%
<b>G3</b>	Literature in English	English Language $\geq$ 65% <b>and</b> Literature in English $\geq$ 65%
<b>G3</b>	Exercise and Sports Science	Has reached a proficient level of play in selected sports  Preferably from a sports CCA  Trials to be conducted



G1: NT, G2: NA, G3: Express

# Criteria for Sec 2 NA to Qualify for Sec 3 **Pure** Humanities/Literature/Science

Subject	Requirement based on Sec 2 NA Overall Results
<b>Humanities</b>	80% either in History or Geography <b>and</b> 70% in English
<b>Literature</b>	80% in Literature <b>and</b> 80% in English
<b>Science</b>	85% in Science <b>and</b> Math (for Physics and Chemistry) including 70% in English (for Biology)

*Note: Subject teachers' recommendations will be considered for transfer to more demanding level.*



# Example for Student A

Subjects	Overall Results
G2 English Language	70
G2 Mother Tongue	75
G2 Mathematics	75
G2 Science	75
G2 History	74
G2 Geography	72
G2 Literature in English	70
Art	65
Design & Technology	70
Food & Consumer Education	66
<b>Overall:</b>	<b>71</b>

Q1: Is student A eligible for lateral transfer to Sec 3E?

Q2: Can student A take Pure Physics and Chemistry?

Q3: Which SC option(s) is/are available for student A?



# Example for Student B

Subjects	Overall Results
G2 English Language	55
G2 Mother Tongue	65
<b>G3 Mathematics</b>	45
<b>G3 Science</b>	70
G2 History	60
G2 Geography	55
G2 Literature in English	58
Art	65
Design & Technology	70
Food & Consumer Education	60
<b>Overall:</b>	60

Q1: Is student B eligible for lateral transfer to Sec 3E?

Q2: Can student B take Pure Physics and Chemistry?

Q3: Which SC option(s) is/are available for student B?



# Example for Student C

Subjects	Overall Results
G2 English Language	65
G2 Mother Tongue	75
<b>G3 Mathematics</b>	85
<b>G3 Science</b>	85
G2 History	65
G2 Geography	60
G2 Literature in English	58
Art	75
Design & Technology	70
Food & Consumer Education	80
<b>Overall:</b>	72

Q1: Is student C eligible for lateral transfer to Sec 3E?

Q2: Can student C take Pure Physics and Chemistry?

Q3: Which SC option(s) is/are available for student C?



# Example for Student D

Subjects	Overall Results
G3 English Language	65
G3 Mother Tongue	75
G3 Mathematics	68
G3 Science	80
G3 History	65
G3 Geography	60
G3 Literature in English	58
Art	75
Design & Technology	70
Food & Consumer Education	72
<b>Overall:</b>	69

Q: Which SC option(s) is/are available for student D?





# Subject Combination Allocation Process

1

- Your overall Sec 2 results

2

- Your choice of subject combination

3

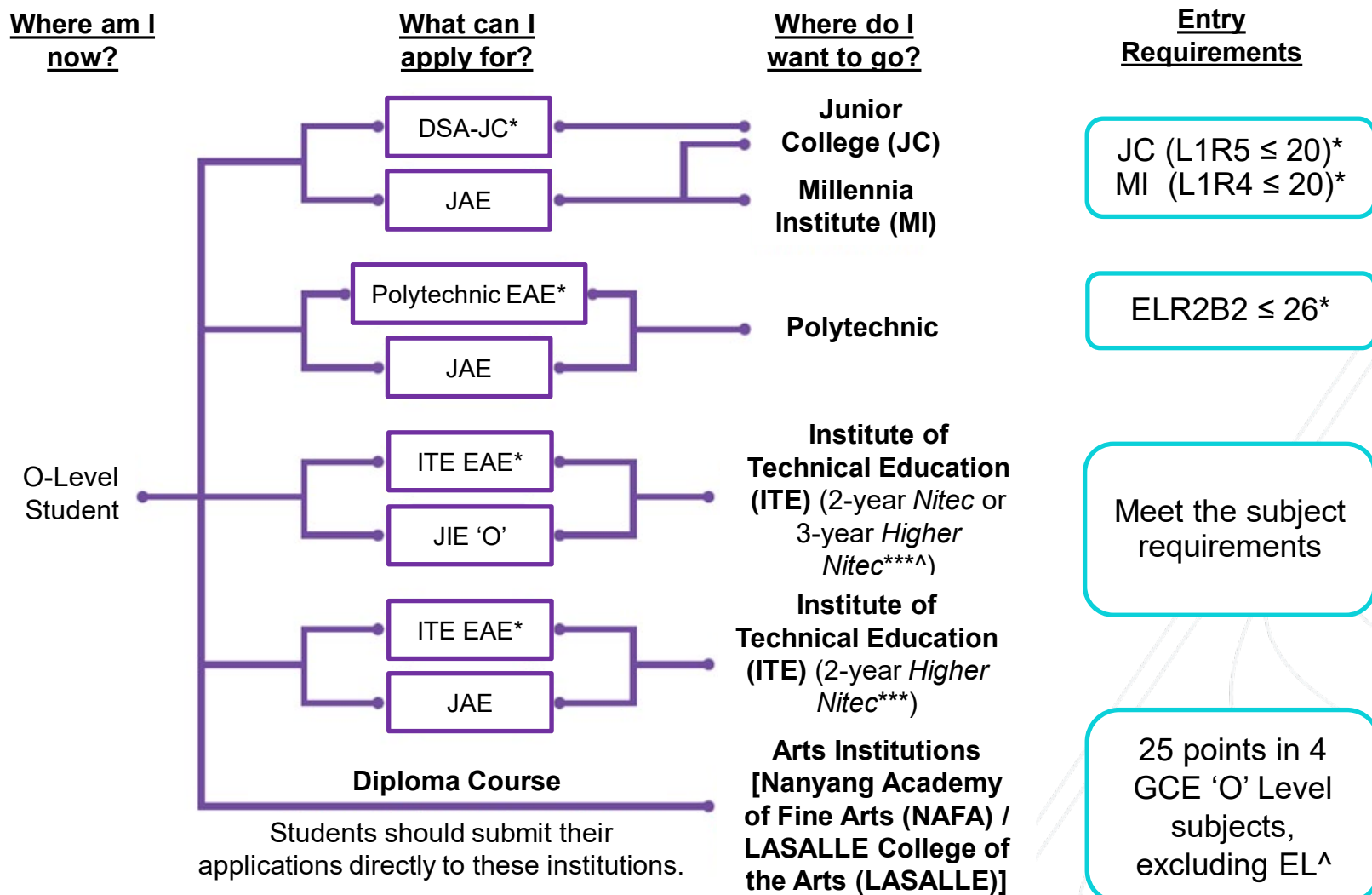
- Subject eligibility criteria

4

- Vacancies available in the class



# Multiple Pathways after GCE O-Level



\*Subject to meeting Subject Requirements  
^ Requires portfolio, auditions and interviews



# Multiple Pathways after GCE N-Level

Where am I now?

What can I apply for?

Where do I want to go?

**N(T)-Level Student**

ITE EAE\*

JIE 'N'/JIE 'E'

**Institute of Technical Education (ITE)** (Enhanced *Nitec* Foundation Programme, 2-year *Nitec* or 3-year Higher *Nitec*\*\*^)

**N(A)-Level Student**

Eligible students may also progress to Secondary 5 to take the O-Level examinations. Applications can be made via your secondary school.

PFP

ITE EAE\*

JIE 'N'

DPP

NFP

**Polytechnic**

**Institute of Technical Education (ITE)** (2-year *Nitec* or 3-year Higher *Nitec*\*\*^)

**Institute of Technical Education (ITE)** (2-year Higher *Nitec*)

**Nanyang Academy of Fine Arts (NAFA)**



# English Language

To develop effective and confident communicators  
with an appreciation for language and a passion  
for discovery



# English Language

## EL 1184 (G3) and EL 1190 (G2)

Paper 1 (35%)	Paper 2 (35%)	Paper 3 (10%)	Paper 4 (20%)
Writing	Comprehension and Summary	Listening	Oral Communication

## EL 1195 (G1)

Paper 1 (30%)	Paper 2 (40%)	Paper 3 (10%)	Paper 4 (20%)
Writing	Language Use and Comprehension (including Modified Cloze Passages testing Grammar and Vocabulary)	Listening	Oral Communication

### WHAT TO EXPECT:

- Areas of Language Learning – Reading, Listening, Speaking, Writing, Grammar and Vocabulary
- Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact
- Reading Programme with Straits Time IN Magazine and Oral Presentation Workshops

### HOW PARENTS CAN HELP:

- Language is an immersive experience
- Encourage your child to make the effort to converse in English, read up on current affairs through print, non-print and official online news channels such as CNA and Straits Times Online



# Literature in English

Literature teaches us about understanding human behaviour, valuing different perspectives, and seeing the relevance of the text in our lives and the world around us.



# Literature in English

Paper 1 (50%)	Paper 2 (50%)
<p>Set Text: <b><i>Lord of the Flies</i></b> by William Golding</p> <ul style="list-style-type: none"><li>• Essay or Passage-based Question (25%)</li></ul> <p><b>Unseen Poetry</b></p> <ul style="list-style-type: none"><li>• Students can choose between a local poem or a global poem (25%)</li></ul>	<p>Drama Text: <b><i>Everything but the Brain</i></b> by Jean Tay</p> <ul style="list-style-type: none"><li>• Essay (25%)</li><li>• Compulsory Passage-based Question (25%)</li></ul>

## WHAT TO EXPECT:

- Experiencing the Story – understanding Plot, Character, Setting and Atmosphere
- Appreciating Style – deepening the appreciation of writers’ techniques used
- Interpreting Theme – discovering Issues and Ideas within the text, and in the readers’ own reality
- Responding through Dialogue and Writing – developing the art of persuasion

## Criteria:

- 65% and above in English Language and Literature at G3 Level in Secondary 2
- The ability and willingness to formulate and articulate thoughts, views, and feelings and being open to other points of view.



# Social Studies

G3/G2

Aims of Social Studies: knowledge, skills and values acquired through a study of key societal issues will build competencies required to respond to real world challenges and as such, strengthen citizenship values of our students.





The Social Studies syllabus includes three key issues, each guided by key questions:

### Issue 1

#### Exploring Citizenship and Governance

1. What does it mean for me to be a citizen of my country?
2. How do we decide on what is good for society?
3. How can we work for the good of society?

### Issue 2

#### Living in a Diverse Society

1. What is diversity?
2. Why is there greater diversity in Singapore now?
3. What are the experiences and effects of living in a diverse society?
4. How can we respond in a diverse society?

### Issue 3

#### Being Part of a Globalised World

1. What does it mean to live in a globalised world?
2. How do we respond to tensions arising from some economic impacts of globalisation?
3. How do we respond to tensions arising from some cultural impacts of globalisation?\*
4. How do we respond to tensions arising from some security impacts of globalisation?\*

*\*key questions 3 and 4 will not be examinable at G2*



# Assessment in Social Studies

## Sec 3 Weighted Assessment Three

### Issues Investigation

- Group inquiry into the extent of inclusivity in Singapore
- Rethinking personal assumptions about the visually impaired
- Engaging creative thinking to suggest ways in which Singapore can be more inclusive

## All other Weighted Assessments + National Examination

### Source-based Case Study [decontextualised]

- Application of conceptual understanding from Issue 1 – 3
- Interpretation of sources and evaluation of interpretation
- Analysis of societal issues through different perspectives

### Structured Response Question

- Construction of reasoned arguments supported by informed judgement and recommendations



# Preparing and thriving in Social Studies

Social Studies is a compulsory subject for all students and the following dispositions, actions and mindsets will aid students in their two-year journey with the subject:

1. Being curious about current affairs [through reading reputable news sites or watching the daily local news]
2. Embracing the ambiguous and dynamic nature of ongoing societal issues – there is no fixed response or answer
3. Considering perspectives that drive societal issues and engaging in discussions in which these perspectives are considered



# History Elective

G3/G2

Aims of Elective History: To develop students' understanding of how the present world system came into being and the interconnectedness of nation states and peoples. This understanding is important for our students to function as effective citizens and participants in the 21st century.



# Making of the 20th Century World Order

*The Elective History Syllabus considers world developments between 1918 and 1991:*

## After World War I

- Aims and terms of the Paris Peace Conference

## War in Europe and the Asia Pacific

- Reasons for outbreak of World War II in Europe
- Reasons for the outbreak of World War II in Asia Pacific
- Reasons for the end of World War II

## Rise of Authoritarian Regimes

- Nazi Germany
- Militarist Japan\*

*\*The Case Studies of Militarist Japan and the Vietnam Korean War will not be taught at G2*

## The Cold War

- Origins and development of the Cold War in Europe
- Extension of Cold War outside Europe
  - Case Study of Korean War\*
  - Case Study of Vietnam War
- Decline of USSR and the end of the Cold War



# Assessment in Elective History:

## Source-based Case Study

Interpret, evaluate and use a range of sources as evidence in their historical context

## Essay Questions

Analyse and explain historical events and periods studied using key historical concepts (causation and consequence, change and continuity, significance) in order to arrive at a reasoned conclusion



# Geography Elective

G3/G2

Aims of Elective Geography: To acquire a wide range of knowledge and skills to understand and explain physical and human phenomena, and other contemporary environmental and social issues that occur in different places and cultures. Equipped with the skills of gathering and analysing information, students will seek to enquire answers to issues affecting their lives and the world they live in.



# The Elective Geography syllabus is divided into three clusters:

**Cluster 1**

**Geography in Everyday Life**

Topic 1.1 – Thinking Geographically

Topic 1.2 – Sustainable Development

Topic 1.3 – Geographical Methods

**Cluster 2\***

**Tourism**

Topic 2.1 – Tourism Activity

Topic 2.2 – Tourism Development

Topic 2.3 – Sustainable Tourism Development

**Cluster 3**

**Tectonics**

Topic 3.1 – Plate Tectonics

Topic 3.2 – Earthquakes and Volcanoes

Topic 3.3 – Disaster Risk Management

*\*Cluster 2 will not be taught at the G2 level.*





# Assessment in G3/G2 Geography

Structured Questions		Essay Question
Knowledge with Understanding	Skills and Analysis	Judgement and Decision-Making
<ul style="list-style-type: none"> <li>To construct responses based on understanding of theories, generalisations, models and concepts.</li> <li>Explain how events, objects and processes cause changes to environments, people and places.</li> </ul>	<ul style="list-style-type: none"> <li>To apply their understanding to break down information into its component parts</li> <li>Support conclusions using relevant material from information provided</li> <li>Identify, describe or compare characteristics, relationships, patterns and trends shown in graphs, maps, photographs, diagrams, tables and texts</li> </ul>	<ul style="list-style-type: none"> <li>To use defined criteria and standards to evaluate methods, outcomes and proposals</li> <li>Arrive at an overall evaluation by considering constraints and opportunities in the environment, people's varying needs, attitudes and beliefs, or the importance of sustainable development</li> </ul>



# Choosing between Elective History and Elective Geography

Besides considering the overall score obtained in Secondary Two, students can consider the following when choosing between the two elective Humanities subjects:

<b>History</b>	<b>Geography</b>
A close study of human/global developments over <u>time</u>	A close study of human/global developments over <u>place</u>
Topics taught are anchored on international case studies	Topics taught are anchored on the concept of Sustainability
Keen interest, effort and agency	



# History [Full]

G3

Aims of Elective History: To develop students' understanding of how the present world system came into being and the interconnectedness of nation states and peoples. This understanding is important for our students to function as effective citizens and participants in the 21st century. The Full History syllabus includes an additional narrative layer of developments and interconnectedness within Southeast Asia.



# Making of the 20<sup>th</sup> Century World Order

## After World War I

- Aims and terms of the Paris Peace Conference

## War in Europe and the Asia Pacific

- Reasons for outbreak of World War II in Europe
- Reasons for the outbreak of World War II in Asia Pacific
- Reasons for the end of World War II

## Decolonisation and Establishment of Newly-Independent Nations in Southeast Asia

- British Malaya
- Dutch Indonesia

1918

1991

## Extension of European Control in Southeast Asia

- British Malaya
- Dutch Indonesia

## Rise of Authoritarian Regimes

- Nazi Germany
- Militarist Japan

## The Cold War

- Origins and development of the Cold War in Europe
- Extension of Cold War outside Europe:
  - Case Study of Korean War
  - Case Study of Vietnam War

## End of Cold War



# Assessment in Full History

## Source-based Case Study

Interpret, evaluate and use a range of sources as evidence in their historical context

## Essay Questions

Analyse and explain historical events and periods studied using key historical concepts (causation and consequence, change and continuity, significance) in order to arrive at a reasoned conclusion



# Geography [Full]

G3

Aims of Full Geography: To acquire a wide range of knowledge and skills to understand and explain physical and human phenomena, and other contemporary environmental and social issues that occur in different places and cultures. Students will understand how places and landscapes evolve and deliberate on consequences arising from their everyday decisions. In addition, they will also undertake an extended fieldwork (10 weeks) and apply their classroom learning to carry out an in-depth study of any content area featured in the syllabus.



# Content Overview

- This syllabus is divided into five clusters. In addition to the three clusters studied at the Elective Geography syllabus, the Full Geography syllabus will include a cluster on Climate and a cluster on Singapore.

<b>Cluster 1 : Geography in Everyday Life</b>	<b>Cluster 2: Tourism</b>	<b>Cluster 3: Climate</b>	<b>Cluster 4: Tectonics</b>	<b>Cluster 5: Singapore</b>
Topic 1.1 – Thinking Geographically	Topic 2.1 – Tourism Activity	Topic 3.1 – Weather and Climate	Topic 3.1 – Plate Tectonics	Topic 5.1 – Small island City-State
Topic 1.2 – Sustainable Development	Topic 2.2 – Tourism Development	Topic 3.2 – Climate Change	Topic 3.2 – Earthquakes and Volcanoes	Topic 5.2 – Opportunities and Challenges
Topic 1.3 – Geographical Methods	Topic 2.3 – Sustainable Tourism Development	Topic 3.3 – Climate Action	Topic 3.3 – Disaster Risk Management	Topic 5.3 – Sustainable and Resilient Singapore
& 10 Weeks Extended Fieldwork (Cluster: Tourism)				



# Assessment in Geography

Structured Questions		Essay Question
Knowledge with Understanding	Skills and Analysis	Judgement and Decision-Making
<ul style="list-style-type: none"> <li>To construct responses based on understanding of theories, generalisations, models and concepts.</li> <li>Explain how events, objects and processes cause changes to environments, people and places.</li> </ul>	<ul style="list-style-type: none"> <li>To apply their understanding to break down information into its component parts</li> <li>Support conclusions using relevant material from information provided</li> <li>Identify, describe or compare characteristics, relationships, patterns and trends shown in graphs, maps, photographs, diagrams, tables and texts</li> </ul>	<ul style="list-style-type: none"> <li>To use defined criteria and standards to evaluate methods, outcomes and proposals</li> <li>Arrive at an overall evaluation by considering constraints and opportunities in the environment, people's varying needs, attitudes and beliefs, or the importance of sustainable development</li> </ul>





# Helping your child thrive in the Humanities

- Encourage an exposure to current affairs
- Conduct family / informal discussions on societal/global issues
- Encourage them to be open to differing perspectives
- Encourage them to be patient with ambiguity and to take on a growth mindset



# Science



# Biology, Chemistry, Physics (G3)

## Biology

## Chemistry

## Physics

The Upper Secondary syllabus seeks to develop in students the understanding, skills, ethics and attitudes relevant to the Practices of Science, enabling them to

- appreciate practical applications of chemistry in the real world,
- deepen their interest in chemistry for future learning and work,
- become scientifically literate citizens who can innovate and seize opportunities in the 21st century, and

develop a way of thinking to understand how living organisms work to sustain life and use the disciplinary ideas in biology to approach, analyse and solve problems in biological systems.

develop a way of thinking to approach, analyse and solve problems by explaining macroscopic characteristics and changes in chemical systems through the use of sub-microscopic and symbolic representations.

appreciate that a small number of basic principles and disciplinary ideas can be applied to explain, analyse and solve problems in the physical world.



# Science (Bio, Chem and Phy) (G2 and G3)

## Biology

The Science (Biology) Syllabus is designed to have less emphasis on factual materials, but a much greater emphasis on the understanding and application of scientific concepts and principles.

## Chemistry

The Science (Chemistry) Syllabus is designed to place less emphasis on factual materials while having a greater emphasis on the understanding and application of scientific concepts and principles.

## Physics

The Science (Physics) Syllabus provides students with a coherent understanding of energy, matter, and their interrelationships. It focuses on investigating natural phenomena and then applying patterns, models (including mathematical ones), principles, theories and laws to explain the physical behaviour of the universe.

This approach has been adopted in recognition of the need for students to develop skills that will be of long-term value in an increasingly complex and globalised world, rather than focusing on large quantities of factual material, which may have only short-term relevance.

# Science (G1)

## Science Syllabus T

The aims of the syllabus are to:

- develop 21st century competencies in students which would enable them to
  - apply critical and inventive thinking to identify and solve problems
  - communicate and collaborate with others effectively
  - show care and concern for people and the environment.
- 
- guide students in acquiring knowledge, skills and values for application in their daily lives such that they
  - are motivated to learn Science through contextualised and hands-on learning
  - become confident citizens who are able to make sound decisions tapping on Science and technology
  - develop safe and ethical practices
  - understand the use of ICT and appropriate tools for scientific inquiry and analysis of issues.
- 
- prepare students for future learning and work such that they
  - become lifelong and motivated learners
  - develop skills which are useful and relevant for them to be contributing citizens.

# Additional Mathematics

To acquire mathematical concepts and skills for higher studies in mathematics and to support learning in other subjects.



# Additional Mathematics

Syllabus 4051 (G2)

Syllabus 4049 (G3)

## 1. What skills are required?

Students must have a strong foundation in algebraic manipulation skills and mathematical reasoning skills.

## 2. What aptitude is necessary?

Students must have strong analytical and critical thinking skills that support their problem solving skills which is essential in the learning of Additional Mathematics.

## 3. What is the demand/advantage of taking Additional Mathematics?

The subject set the foundation to pursue higher level Mathematics at tertiary education. It provides an edge for students to navigate their choices and options available in the long run for academic progression or career advancement.



# Principles of Accounts

To develop the knowledge and skills to prepare, communicate and use both accounting information and non-accounting information related to the business to make decisions.





# Principles of Account (7086)

## a) Skills required:

Students must be comfortable to work with numbers and basic arithmetic, as accounting involves frequent calculations, budgeting, and financial analysis.

## 2. Aptitude required:

Students must have strong analytical skills.

## 3. Demand of the subject:

- a) Accounting involves recording and processing of business transactions and communicating the information to stakeholders.
- b) The accounting information is used to evaluate business performance and facilitate decision-making.



# Elective Subject Offerings

G3 Level – D&T\* / NFS\* / ESS\*

G2 Level – D&T\* / NFS\* / POA

G1 Level – D&T\* / RO\* / Science

\* indicates **coursework-based subject**

**Coursework** refers to a rigorous research paper or design project where students need to analyse, think critically, plan and carry out comprehensive, thorough research which they ask questions, examine issues, gather, record, collate, interpret and evaluate data to complete a working prototype, Design Journal, Presentation Boards, Artwork and/or Research paper.

- The examination question paper will be issued in January of the national examination year.
- Students are expected to work on their coursework during curriculum time and scheduled sessions in school after curriculum time.
- Students are required to work independently and adhere to the scheduled submission timeline and deadline.



# Design & Technology (D&T)

Design & Technology (D&T) provides designing and prototyping opportunities via the Design Process as a way of thinking and doing for students to:

- develop design-related dispositions
- acquire design techniques and strategies
- consolidate a sound working knowledge of technology (materials, workshop processes, structures, mechanisms and electronics).



Paper	Duration	Assessment Domains			Total
		A Knowledge with Understanding	B Design Thinking Skills	C Design Manipulating Skills	
1 Written Examination	2 hours (7059 O level) (G3) 1.5 hours (7055 NA level) (G2) 1 hour (7062 NT level) (G1)	25% (7059/7055) 10% (7062)	10% (7059/7055/7062)	5% (7059/7055) 10% (7062)	40% (7059 / 7055) 30% (7062)
2 Design Project	22 weeks (7059 O level) (G3) 20 weeks (7055 NA & 7062 NT levels) (G2/G1)	15% (7059/7055) 20% (7062)	20% (7059/7055/7062)	25% (7059/7055) 30% (7062)	60% (7059 / 7055) 70% (7062)
Overall		40%	30%	30%	100%



### Knowledge with Understanding

- Demonstrate ability to apply knowledge in D&T through designing and prototyping
- Demonstrate understanding of the nature of the design process
- Plan and manage project and ensure completion within the given timeframe

### Design Thinking skills

- Detect, frame and understand everyday needs for design opportunities
- Generate tentative ideas through inquiry leading to the proposed design solution
- Analyse and synthesise relevant knowledge and information (in areas of user, functionality, aesthetics, technology, economics, culture and environment) for informed design decision making

### Design Manipulating skills

- Sketch to work towards the proposed design solution
- Build mock-up(s) to explore and/or test ideas for decision making
- Work with appropriate technology for prototyping towards the proposed design solution

# Nutrition and Food Science (NFS)

Nutrition & Food Science (NFS) 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, apply principles of culinary science creatively in food preparation and cooking.



Figure 1: NFS Education Framework



## Health Ambassador

Advocate nutrition and health for self, family and the community.

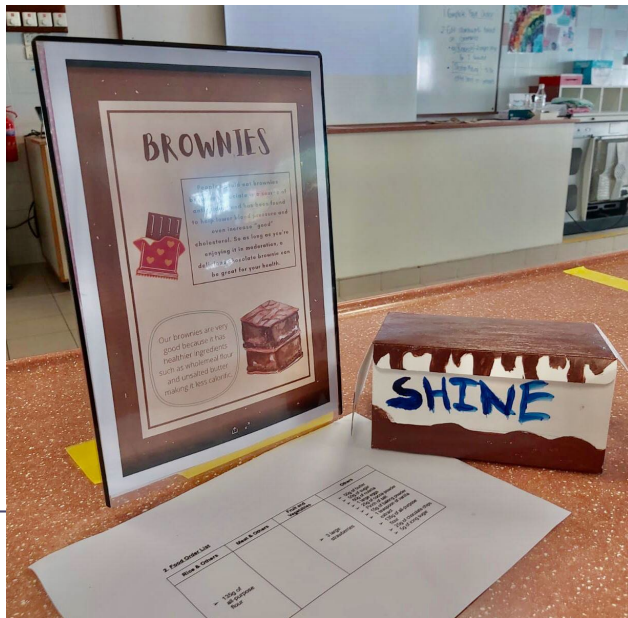
## Discerning Consumer

Appreciate how a variety of food is used in food management and take into consideration the issue of food security, which includes food safety and sustainable food consumption.

## Food Innovator

Apply scientific principles during food preparation and cooking.

Paper	Duration	Assessment Domains			Total
		AOA Knowledge with Understanding	AOB Handling Information & Solving Problems	AOC Application of skills, knowledge & understanding in a variety of contexts	
1 Written Examination	2 hours (6097 O Level) (G3) 1.5 hours (6073 NA Level) (G2)	25%	15%	NA	40%
2 Coursework	28 hours of curriculum time (6097 O Level) (G3) 25 hours of curriculum time (6073 NA Level) (G2)	10%	10%	40%	60%
Overall		35%	25%	40%	100%



### Nutrition & Health

- Benefits of nutrients on health
- Excessive or deficiency intake of nutrients on health

### Food Literacy & Consumer Literacy

- Meal planning
- Food sustainability
- Good money management
- Informed choices for self, family & community

### Food Science

- Science behind quality of food
- Sensory qualities of food
- Food science principles behind unlimited combination of food possibilities



A group of students in YSS uniforms are walking on a paved path in a school setting. The path is made of reddish-brown bricks and is flanked by green grass and trees. The students are wearing white and blue YSS t-shirts and dark shorts. Some are carrying backpacks. The background shows a large tree and a building in the distance.

# Exercise and Sports Science (G3)



# Exercise & Sports Science

- ESS is an **interdisciplinary subject** where students will be grounded in the sub-disciplines of sports science with an understanding of sociology in relation to sports.
- The ESS student **will have a strong foundation to continue in areas of studies directly related to exercise, sports, health and wellness at post-secondary education institutes.**
- In addition, through applying **critical and inventive thinking, self-discipline to apply knowledge and skills to improve personal performance, and managing projects and deadlines**, the student will also be well-prepared to pursue other fields beyond exercise and sports in the post-secondary education.





# RETAIL OPERATIONS (G1)

- MOE-ITE applied subject
- offered to only 6 secondary schools
- provide students with a broad understanding of the key activities in a retail business environment.

## Aims of Syllabus:

- Introduce students to the **retail business environment**
- Develop in students the **basic functional skills and knowledge** required for a variety of **retail scenarios** in a **store and online settings**
- Develop in students the ability to **perform service-related skills** in providing basic customer service, problem solving and communicating effectively
- Develop in students **good working attitudes** and **safe working habits**
- Develop in students an **interest in a post-secondary education in retailing** and/or a **possible career in the services industry**



RO Syllabus Framework

# Assessment Objectives

## Knowledge & Comprehension

- Identify different types of physical and online retail stores
- Describe processes in handling core retail operations
- Explain importance of providing good customer service

## Application

- Performing retailing tasks effectively
- Making sales presentation and selling techniques, making a digital sales pitch
- Applying principles of effective communication and customer service skills, handling enquiries

## Analysis & Organisation

- Deepening product knowledge and retail operations
- Organisation skills in sequencing information for digital sales pitch

## Performance Skills

- Handle routine retail operations for physical and online store
- Maintain good sales image and pitch a sale for a product

Paper	Date
Paper 2 Practical Examination - Handling Retail Processes	Sept <sup>1</sup> of Year 2
Paper 3 Practical Examination - Demonstrate Selling Skills	Sept <sup>1</sup> of Year 2
Paper 1 Written Examination	Oct of Year 2

Assessment Timeline

Paper	Mode	Duration	Marks	Weighting
1	Written Examination	1 hr	30	30%
2	Practical Examination – Handling Retail Processes	30 mins	110	30%
3	Practical Examination – Demonstrate Selling Skills			
	Preparation Task	6 hours over 3 weeks	12	40%
	Practical Exam	15 mins	108	

Assessment Modes and Weightings

# Question & Answer

