YISHUN SECONDARY SCHOOL

WE SEEK - WE STRIVE - WE SOAR

2022

Secondary 2 Subject Combinations Information Booklet

[Normal Academic]

Updated 11 August 2022

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Objective of Secondary 2 Subject Combination Exercise

Yishun Secondary School offers a range of subjects in different subject combinations which have been carefully aligned to the MOE curriculum to prepare students and allow them varied options for post-secondary education.

Our subject combinations allow students to pursue their areas of interest and to specialise in the domains of the Sciences or the Humanities, but at the same time maintaining a broad exposure and building key knowledge skills.

This information booklet is prepared with the objective of assisting parents / guardian and the student in making an informed decision on the Secondary 3 subject combination that best suits the child.

We hope that you will find the information booklet useful. If you need further clarification, feel free to contact the school.

We also welcome feedback to improve the Information Booklet.

Part 1:

Secondary 2 Subject Combinations Exercise (Normal Academic)

1.1 Process

- The timeline of the Subject Combinations can be found below:

Event	Timeline
Zoom Briefing with Parents	15 July 2022, 6pm Face to Face @ Yishun Secondary School
Uploading of Subject Information Booklet for respective levels *(Change)*	19 August 2022
Mock Streaming *(Change)*	22 – 26 August 2022
Actual Streaming	Term 4 Week 6
Sec 3 Posting Exercise	Term 4 Week 8
Release of Posting Result	Term 4 Week 8
Appeal	Term 4 Week 8/9
Release of Appeal Result	Term 4 Week 9

- More information will be found at the school website near to the date of the event.

1.2 School's Considerations

School's Considerations

The school will also consider the following (not in any order of preference) when allocating subjects

- Student's academic results (Overall academic performance + academic performance in specific subject)
- Students' Choice
- Teachers' recommendations
- Availability of places for each subject combination (there will also be a case where there are insufficient students to start a class)
- School resources such as manpower and physical facilities are also part of the important factors for consideration in planning and allocation to our students

Lastly, the school reserves the right to allocate students if they do not meet the criteria

1.3 Promotion Criteria

Normal Technical

Level & Course	Met Minimum Attainment Level: Grade D or better in 2 subjects, one of which should be EL, or Mathematics	Met Minimum Attainment Level AND Lateral Transfer Guidelines: Minimum of 75% in the overall percentage of all subjects combined	Not Met Minimum Attainment Level	
			At or above maximum age	Below maximum age [May be advanced to next level within N(T)]
Sec 2NT	Promoted to Sec 3NT	Promoted to Sec 2NA in the following year	Advanced to Sec 3NT	Retained at Sec 2NT

Normal Academic

Level & Course	Met Minimum Attainment Level: Grade 5 or better in EL and 2 other subjects, OR 4 subjects	Met Minimum Attainment Level AND Lateral Transfer Guidelines: Minimum of 75% in the overall percentage of all subjects combined	Not Met Minimum Attainment Level	
			At or above maximum age	Below maximum age [May be advanced to next level within N(T)]
Sec 2NA	Promoted to Sec 3NA	Laterally Transferred to Sec 3E	Advanced to Sec 3NA	Retained at Sec 2NA

Express

Level & Course	Met Minimum Attainment Level: Pass in EL and a pass in overall percentage of all subjects combined	Not Met Minimum Attainment Level
Sec 2E	Promoted to Sec 3E	Laterally Transferred to Sec 3NA

1.3 Secondary 3 Subject Combinations 2021 – Normal Academic

Normal Academic (2023)

	3N1	3N2	3N3
1	English Language Syllabus A	English Language Syllabus A	English Language Syllabus A
2	Mother Tongue Language	Mother Tongue Language	Mother Tongue Language
3	Humanities (Social Studies, Geography)	Humanities (Social Studies, History)	Humanities (Social Studies, Geography)
4	Science (Physics, Chemistry)	Science (Chemistry, Biology)	Science (Physics, Chemistry)
5	Mathematics	Mathematics Syllabus A	Mathematics Syllabus A
6	Additional Mathematics	Art	Design and Technology
7	Principles of Accounts		

Points to note

- To be eligible for Additional Mathematics, students should obtain a minimum of 65% for Secondary 2 Mathematics.

- There will be a cap of 30 students for 3N1.

The following subjects will be offered as Out-of-Stream subjects for students that meet the requirements:

	Subjects	**Criteria**
To be offered Out of Stream Subjects, the students must achieve 70% and above for Overall results at Secondary 2 NA	English Language (Express)	75% and above for English Language for Sec 2 NA
	Mother Tongue Language (Express)	75% and above for Mother Tongue Language for Sec 2 NA
	Mathematics (Express)	75% and above for Mathematics for Sec 2 NA
	Science (Physics , Chemistry) (Express)	75% and above for Science for Sec 2 NA

Part 2:
Subject Information for Normal Academic Stream

Subject	English Language
Subject Code	1190
Stream	Normal (Academic)

Introduction

By the end of Secondary education, pupils will be able to communicate effectively in English as a result of their development in the following areas:

1. Listen, read and view critically and with accuracy, understanding and appreciation, 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 and achieve impact.

Scheme of Assessment

Paper	Description	Marks	Weighting (%)	Duration
1	Writing	70	35	1 h 50 min
2	Comprehension	50	35	1 h 50 min
3	Listening	30	10	45 min
4	Oral Communication	30	20	20 min

Subject Content

<u>Paper 1 Writing</u>

Section A:
Editing - Candidates identify and edit grammatical errors in a short written text.

Section B:
Situational Writing - Candidates write 180–250 words on a given situation which will involve viewing a visual text.

Section C:
Continuous Writing - Candidates write 250–400 words on one of four topics set.

<u>Paper 2 Comprehension</u>

Section A:
Candidates respond to questions based on Texts 1 and 2, one of which is a visual text.

Section B:
Candidates respond to a variety of questions based on Text 3 which is a narrative or a recount.

Section C:
Candidates respond to a variety of questions based on Text 4, a non-narrative text, and write an 80-word response to a summary writing task.

Paper 3 Listening
Section A:
Candidates respond to a variety of listening tasks based on a number of audio recordings which the candidates will hear twice.

Section B: Candidates listen to an audio recording and do a simple note-taking exercise. Candidates will hear the recording only once.

Paper 4 Oral Communication
The two parts in this paper may be thematically linked.
Part 1: Planned Response
Candidates plan and deliver a response to a video clip and accompanying prompt presented on a computer screen.
Part 2: Spoken Interaction
Candidates engage in a discussion with the Examiners on a topic based on the same video clip.

Additional Information

Students are encouraged to read widely on a range of topics to familiarise themselves with current affairs and to experience good writing. They should also build up their store of vocabulary and appropriate expressions, in order to communicate effectively in both speaking and writing.

Entry Requirement

NA

Subject	Mathematics Syllabus A
Subject Code	4045
Stream	Normal Academic

Introduction

The N-Level Mathematics syllabus aims to enable students to:

- acquire mathematical concepts and skills for continuous learning in mathematics and to support learning in other subjects;
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem solving;
- connect ideas within mathematics and between mathematics and other subjects through applications of mathematics; and
- build confidence and foster interest in mathematics.

Students will be solving problems in real-world contexts as part of the learning experiences of every student. These experiences give students the opportunities to apply the concepts and skills that they have learnt and to appreciate the value of and develop an interest in mathematics. Problems in real-world contexts can be included in every strand and level, and may require concepts and skills from more than one strand.

Students are expected to be familiar with the following contexts and solve problems based on these contexts over the four years of their secondary education:

- In everyday life, including travel/excursion plans, transport schedules, sports and games, recipes, floor plans, navigation etc.
- In personal and household finance, including simple and compound interest, taxation, instalments, utilities bills, money exchange, etc.
- In interpreting and analysing data from tables and graphs, including distance-time and speed-time graphs. The list above is by no means exhaustive or exclusive.

Through the process of solving such problems, students will experience all or part of the mathematical modelling process.
This includes:

- formulating the problem, including making suitable assumptions and simplifications;
- making sense of and discussing data, including real data presented as graphs and tables;
- selecting and applying the appropriate concepts and skills to solve the problem; and
- interpreting the mathematical solutions in the context of the problem.

Scheme of Assessment

N(A)-Level Mathematics (First Year of Examination – 2023)

PAPER	DURATION	DESCRIPTION	MARKS	WEIGHTING
Paper 1	**2h**	There will be 13–15 questions of varying marks and lengths. Candidates are required to answer **ALL** questions.	**70**	50%

Paper 2	**2h**	There will be 2 sections:
		• Section A will contain 9 to 10 questions of varying lengths. The last question in this section will focus specifically on applying mathematics to a real-world scenario. Candidates are required to answer **all** questions.
		• Section B will contain 2 questions of which candidates will be required to answer only one.
		  • The questions in Section B will be based on the underlined content and there will be one question from the 'Geometry and Measurement' strand and one from the 'Statistics and Probability' strand.
		  • Each question carries the same number of marks, that is, either 7 or 8 marks.
			70	50%

Subject Content

The concepts and skills covered in the syllabus are organised along 3 content strands. The development of processes, metacognition and attitudes are embedded in the learning experiences that are associated with the content.

<table>
<tr><td colspan="3">Concept and Skills</td></tr>
<tr><td>Number and Algebra</td><td>Geometry and Measurement</td><td>Statistics and Probability</td></tr>
<tr><td colspan="3">Learning Experiences
(Processes, Metacognition and Attitudes)</td></tr>
</table>

Additional Information
Students who have attained distinction in Math may be offered O-Level Mathematics in 3N1.
Entry Requirement
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Subject	Additional Mathematics
Subject Code	4051
Stream	Normal Academic

Introduction

The N-level Additional Mathematics syllabus aims to enable students to:

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

Students will be solving problems in different contexts, including those in the sciences and engineering. These experiences give students the opportunities to apply the concepts and skills that they have learnt and to appreciate the value and power of mathematics.

Students will learn different functions, namely, linear, quadratic, exponential, logarithmic and trigonometric. These functions provide the building blocks for simple models. Students could be exposed to the following applications and contexts.

- Motion of projectile (quadratic functions and calculus)
- Optimisation problems e.g. maximising profits, minimising costs (functions and calculus)
- Financial mathematics e.g. profit and cost analysis, marginal profit (functions and calculus)
- Tidal waves, hours of daylight, simple harmonic motion (trigonometric functions)

The list above is by no means exhaustive or exclusive. Students are not required to have in-depth knowledge of these applications and contexts. Problems involving these contexts will provide sufficient information for students to formulate and solve the problems, applying the relevant concepts and skills and interpret the solution in the context of the problem.

Through the process of solving such problems, students will experience all or part of the mathematical modelling process. This includes:

- formulating the problem, including making suitable assumptions and simplifications;
- making sense of and discussing data, including real data presented as graphs and tables;
- selecting and applying the appropriate concepts and skills to solve the problem; and
- interpreting the mathematical solutions in the context of the problem.

Scheme of Assessment

Sec 3 NA Additional Math (New Syllabus 4051) Papers

PAPER	DURATION	DESCRIPTION	MARKS	WEIGHTING
Paper 1	**1h 45 min**	There will be 13–15 questions of varying marks and lengths. Candidates are required to answer **ALL** questions.	**70**	100%

Sec 4 NA Additional Math (New Syllabus 4051) Papers

PAPER	DURATION	DESCRIPTION	MARKS	WEIGHTING
Paper 1	**1h 45 min**	There will be 13–15 questions of varying marks and lengths. Candidates are required to answer **ALL** questions.	**70**	50%
Paper 2	**1h 45 min**	There will be 8–10 questions of varying marks and lengths. Candidates are required to answer **ALL** questions.	**70**	50%

Subject Content

The concepts and skills covered in the A Math syllabus are organised along 3 content strands. The development of processes, metacognition and attitudes are embedded in the learning experiences that are associated with the content.

<table>
<tr><td colspan="3">Concept and Skills</td></tr>
<tr><td>Algebra</td><td>Geometry and Trigonometry</td><td>Calculus</td></tr>
<tr><td colspan="3">Learning Experiences
(Processes, Metacognition and Attitudes)</td></tr>
</table>

Additional Information

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Entry Requirement

Students should have a strong interest in Maths and must be offered O Level Math before they can do N(A) A Math.

Algebra concepts in lower secondary must be good and students should score at least 50% overall for OOS subject or 70% or more for N(A) Maths in Sec 2

Subject	Geography Elective
Subject Code	2125/02
Stream	Normal Academic

Introduction

The Upper Secondary Geography syllabus is aligned to the Framework for 21st Century Competencies (21CC) and Student Outcomes, and it enables students to develop competencies necessary for them to thrive in a globalised and fast-changing world. Learning Geography supports the acquisition of the 21CC through inquiries, developing well-constructed explanations and responses to phenomena or issues affecting their everyday lives. Geography also introduces investigative and communication tools including maps, fieldwork and Geographic Information Systems (GIS), which offer unique opportunities to make sense of the modern world. Geography students can expect 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.

Scheme of Assessment

2125 N(A)-Level Humanities (Geography)	
Duration: **1hr 45 mins** Total Marks: **50** Weighting: 50%	Candidates answer **Question 1, and *<u>either</u>* Question 2 *<u>or</u>* 3** based on the Cluster studied: • Question 1: Geography in Everyday Life (25m) **EITHER** • Question 2: Climate (25m) **OR** • Question 3: Tectonics (25m) Each structured question will consist of **no more than 12 sub-parts.** Candidates will be required to answer <u>one</u> 6 marks question testing on AO3 in Question 2/Question 3. This AO3 question carrying 6 marks will be marked using a generic holistic rubric. All other questions in this paper will be marked using point marking.

Subject Content

Content Overview
This syllabus is divided into **three** clusters of topics.

Geography in Everyday Life Cluster
- Topic 1 – Thinking Geographically
- Topic 2 – Sustainable Development
- Topic 3 – Geographical Methods

EITHER

Climate Cluster
- Topic 1 – Weather and Climate
- Topic 2 – Climate Change
- Topic 3 – Climate Action

OR

Tectonics Cluster
- Topic 1 – Plate Tectonics
- Topic 2 – Earthquakes and Volcanoes
- Topic 3 – Disaster Risk Management

Assessment Specification Grid
The table below shows the approximate weighting of the AOs in the syllabus.

Assessment Objectives	Weightings for Paper 1 and Paper 2 each
AO1: Knowledge with Understanding	20%
AO2: Skills and Analysis	20%
AO3: Judgement and Decision-making	10%
Total	**50%**

Additional Information

Nil

Entry Requirement

N.A.

Subject	Elective History (NA)
Subject Code	2176
Stream	Express

Introduction

In the History classroom, lessons are conducted with the goal of ensuring that students are empowered to draw connections between the past and present by understanding how the nature and impact of past developments explain today's world.

Why does History matter?
The study of History aims to develop students that are:

1. **Enquiring**
   Develops an inquisitive mind by asking useful questions for uncovering and understanding the past.
2. **Balanced**
   Considers and acknowledges different viewpoints when constructing own historical interpretation.
3. **Knowledgeable**
   Develops a sound awareness of and familiarity with key forces and personalities that have shaped the international and regional landscapes.
4. **Empathetic**
   Understands the reasons behind past developments without imposing judgement using present day norms.
5. **Methodical**
   Employs comprehensive effort when engaged in historical enquiry by covering a range of sources, selecting and organising knowledge effectively.
6. **Reasoned**
   Constructs historical interpretation based on substantiated arguments.

These are qualities that are essential to help students confront an increasingly ambiguous and complex world.

Scheme of Assessment

The examination consists of **one** paper and the duration of the paper is 1 hour 40 minutes. The assessment modes comprise source-based case study and structured-essay questions.

The Making of the Contemporary World Order (1900s–1953)	
Section A: Source-Based Case Study (30%) • Max of 5 sources • Q1a–e: source-based questions (A01+A03)	30m
Section B: Structured-Essay Questions (20%) • Answer 1 out of 2 questions set (A01+A02) • Each question will have 2 sub-parts • Part (a) requires candidates to describe events and/or issues [8m] • Part (b) requires candidates to explain events and/or issues [12m]	20m
Total marks for Paper	**50m**

Subject Content

Unit 1 –The World in Crisis What forces and developments changed Europe and the Asia-Pacific in the first half of the 20th century?

- Impact of World War I
- Rise of authoritarian regimes and its impact in the interwar years
  - *Case study of Communist Russia
  - *Case study of Nazi Germany
- World War II in Europe and the Asia–Pacific
  - Reasons for outbreak of World War II in Europe
  - Reasons for outbreak of World War II in the Asia–Pacific
  - Reasons for the defeat of Germany
  - Reasons for the defeat of Japan

Unit 2 – Bi-Polarity and the Cold War How did the Cold War impact the world order in the post-1945 years?

- Cold War and the bi-polar world order
  - Reasons for the Cold War in Europe
- Manifestation of the Cold War outside Europe
  - *Case study of Korean War, 1950–53

Source based studies will only be set on the case studies indicated by the symbol [*].

Entry Requirement

N.A.

Subject	Principles of Accounts
Subject Code	7086
Stream	Normal Academic

Introduction

The primary aim of the Principles of Accounts syllabus is to develop in students the knowledge and skills to prepare, communicate and use both accounting information and non-accounting information related to the business to make decisions.

Students need to understand the purpose of the information and how business activities are measured and represented before becoming users of accounting information. Hence, the syllabus aims to first equip students with the basic knowledge and skills on how to prepare and present accounting information and communicate them in a useful manner that can be understood by others.

The syllabus then aims to help students to become users of accounting information and make informed decisions using both accounting and non-accounting business-related information. By learning to become users of information, students understand:

- what business decisions are
- how decisions are made using accounting information
- the limitations of relying only on accounting information; and
- the consideration of non-accounting business-related information.

Scheme of Assessment

There are *two compulsory* papers.

	Details	Weighting	Duration
Paper 1	Answer 3 to 4 compulsory structured questions. (40 marks)	40%	1 hour
Paper 2	Answer 4 compulsory structured questions. (60 marks) • One question requires the preparation of financial statements for a business for one financial year. (20 marks) • A scenario-based question (5 marks) will be part of one of the 3 remaining questions.	60%	2 hours

Subject Content

Accounting and its role in Stakeholders' Decision-making Process
1.1. Roles of accounting and accountants
1.2 Stakeholders and their decision-making needs

Businesses
2.1 Types of businesses

Measurement and Presentation of Business Activities
2.3 Elements of Financial Statements
2.4 Accounting Equation
2.5 Financial statements

2.6 Income and Expenses 2.7 Assets 2.8 Liabilities 2.9 Equities Correction of Errors 2.10 Correction of errors Accounting Assumptions and Principles 3.1 Accounting theories Accounting Information System and Accounting Cycle 3.2 Accounting information system and accounting cycle 3.3 Understanding double-entry recording system 3.4 Internal controls
Entry Requirement
Students should have a strong interest in accounting and business. Students should score at least 65% for overall, mathematics and English.

Subject	Design & Technology
Subject Code	7055
Stream	Normal Academic

Introduction

The Design & Technology (D&T) curriculum is designed to engage students in designing and prototyping ideas through applying technology. The students' learning leverages and builds on their experiences in design and technology and emphasises on understanding everyday activities and creating possibilities to make life better. Through the design process, students cultivate creative, critical and reflective thinking to make sense of their learning and to develop related dispositions and skills using graphical means and technology.

Scheme of Assessment

The assessment domains are weighted to give an indication of their relative importance. They are not intended to provide a precise statement on the number of marks allocated to a particular assessment domain.

Paper	Duration	Assessment Domains			Total
		A Knowledge with Understanding	B Design Thinking Skills	C Design Manipulating Skills	
1 Written Paper	1 hour 30 minutes	25%	10%	5%	40%
2 Design Project	20 weeks	15%	20%	25%	60%
Overall		40%	30%	30%	100%

Subject Content

Section 1 (Design) and Section 2 (Technology) in the syllabus document define a content baseline for Centres to provide designing and prototyping opportunities via the Design Process for candidates to:

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

Designing is concerned with creating change to affect empathy, practicality and appropriateness in everyday life. As a way of thinking and doing, it focuses on creating solutions using appropriate technology with purposeful intent. This broadly involves rational thought processes and intuitive responses that are nested within a holistic fabric of analytical, creative and critical thinking. Essential to designing is the ability to imagine and model using doodles/sketches/drawings and mock-ups. These means of modelling ideas also trigger and inform thought processes for experimenting and testing the feasibility of solutions and to help in decision making. Upon thorough and thoughtful development of the idea, the proposed design solution is realised through prototyping. This involves working with suitable resistant materials using workshop processes, and practical application of knowledge in structures, mechanisms and/or electronics. During Prototyping, evaluation and refinement of the proposed design solution should not be ruled out with the aim of achieving a practical and appropriate solution for the identified user.

Examination

Paper 1	**Written Examination (1 hour 30 minutes)** [40% of the total mark for the subject]

Candidates are to answer all questions. The questions will be design-centric. Question 1 requires knowledge application of Section 1 Design. Question 2 to Question 4 require knowledge application of Section 2 Technology; specifically mechanisms and electronics. The mark allocation is:

Question 1	24 out of 60 marks
Question 2 and 3	36 out of 60 marks

Paper 2	**Design Project (20 weeks)** [60% of the total mark for the subject]

The Design Project is an **individual coursework-based** examination. The examination will be conducted over 20 weeks from the question paper release, excluding school holidays. Candidates will be required to work on a design and prototyping project based on the examination question.

The Design Project will comprise two components: The Design Journal and Presentation Board. The Design Journal is a real-time document that reflects the candidate's attempt at managing his or her personal design process.

Additional Information

- D&T is a relevant subject under ELMAB3 for application to Polytechnic Foundation Programme (PFP) courses featured in Group 1.
- Students may be offered a more demanding D&T syllabus 7059 at O level depending on their aptitude and grades for D&T and all other subjects at Secondary Three, subject to teacher's recommendation.

- Secondary Four Normal (Academic) students who have sat for D&T syllabus 7059 at O level are allowed to combine their N and O level examination results to compute their eligibility to the Polytechnic Foundation Programme (PFP) courses featured in Group 1.
- Students typically proceed to take a more demanding D&T syllabus 7059 at O level during Secondary Five after completing D&T syllabus 7055 at Secondary Four.

Entry Requirement

1. At least a pass in Design & Technology at Secondary Two

Demands of the Syllabus

1. Ability to do basic sketching and idea conceptualisation, make mock-up(s) and prototype
2. Ability to conduct internet search for research, organisation of data, and use Google Apps for coursework
3. Be self-directed and have good time management and perseverance as coursework requires consistent effort in research, self-study and experimentation
4. Have the desire to innovate
5. Like to work with their hands

Subject	Art
Subject Code	6125
Stream	Normal Academic

Introduction

The Art syllabus is designed to provide students with the opportunity to give form and meaning to their ideas, thoughts and feelings through visual and tactile forms. Visual literacy skills such as perceiving and responding to visual images, and analysis of visual information in its many forms are also developed.

Subject Content (Learning Outcomes)

The learning outcomes for the Art syllabus are organised under the domains of **PERCEIVING, COMMUNICATING** and **APPRECIATING**.

PERCEIVING	COMMUNICATING	APPRECIATING
• record from observation and experience • identify and define problems, issues and themes in visual expressions	• conceptualise and translate ideas into artworks • apply art elements and design principles in the creation of artworks • explore creative use of materials, techniques and technologies to generate ideas and solutions to problems • acquire competence in manipulating art media towards the expression of an idea • communicate with relevant vocabulary the processes involved in art making	• enjoy experiences of art making • achieve a sense of confidence and self-esteem through the visual arts • make connections between visual expressions and personal experiences • critically appraise artists and artworks • value local artworks as part of the development of Singapore's history and cultural heritage • develop an inquiring attitude and lifelong interest in the visual arts

Examination Requirements

Students taking the GCE N(A)-Level Art Syllabus Examinations will be required to offer:

Paper 1: Coursework (60%)

One Coursework unit comprising the finished artwork and not more than ***five*** A2 sheets of preparatory studies. Candidates are to include explorations of artists/artworks relevant to the chosen theme/media in their preparatory studies. The question paper will be issued to the candidates in the month of January of the examination year. Six themes will be issued and candidates are to make response to ***one*** of the themes.

Paper 2: Drawing and Painting (40%)

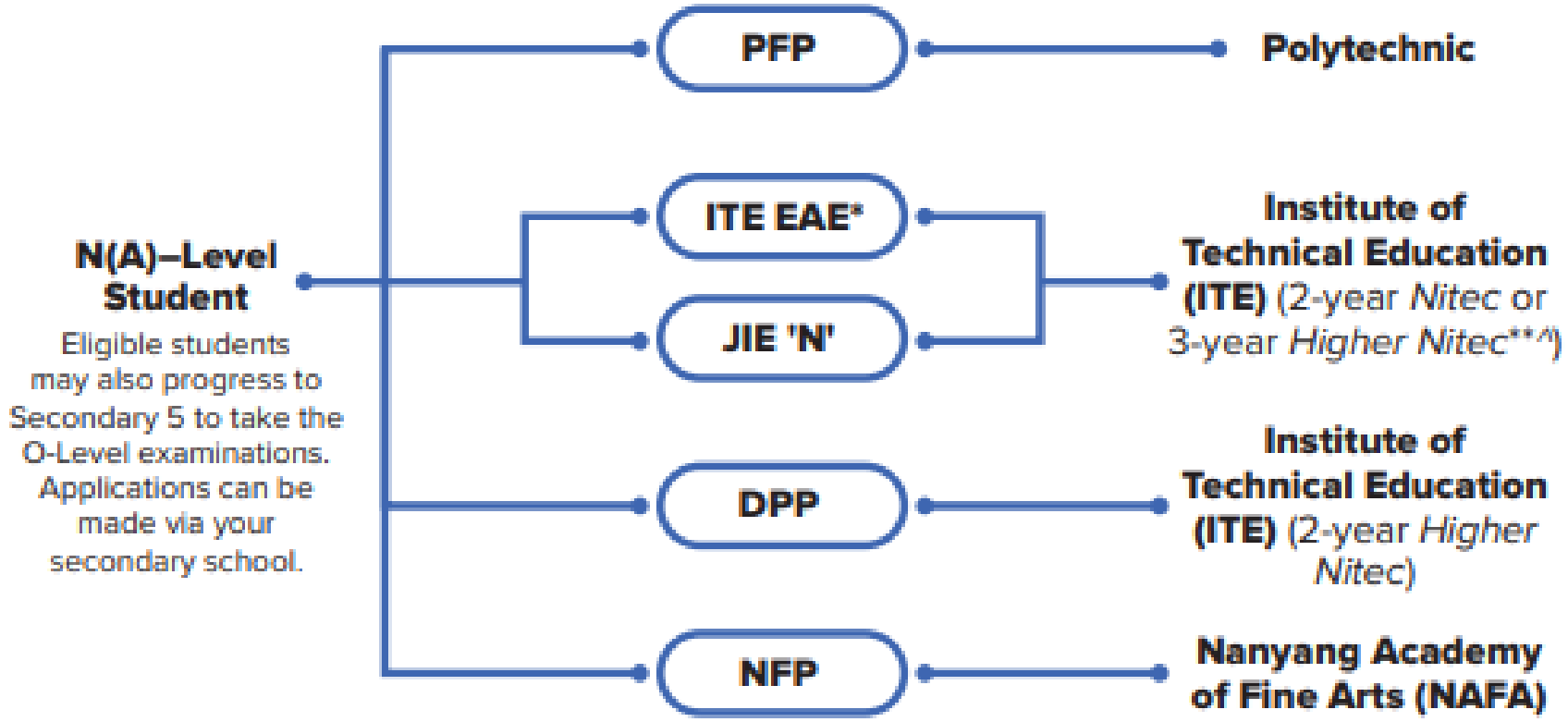
Paper to be given three weeks before the commencement of the N(A)-Level Examination. *Six* themes will be issued and candidates are to make response to ***one*** of the themes on paper of size A3 or A2. Preparatory studies of ***three to five A3*** sheets of paper must be submitted.

Scheme of Assessment
Paper 1: Coursework **The five assessment domains applied to the Coursework paper are:** 1. Gathering and Investigation of Information (15%) 2. Exploration and Development of Ideas/Concepts (15%) 3. Aesthetic Qualities (25%) 4. Selection and Control of Materials and Technical Processes (25%) 5. Personal Response (20%) **Paper 2: Drawing and Painting** **The five assessment domains applied to the Drawing and Painting paper are:** 1. Investigation and Interpretation of Theme (15%) 2. Exploration and Development of Theme (15%) 3. Aesthetic Qualities (25%) 4. Control of Materials and Technical Processes (25%) 5. Personal Response (20%)
Entry Requirement
N.A.

Part 3:

Information on Post-secondary education [Normal Academic]

Part 3: Information on Post-secondary education [Normal Academic]



*Students can apply through these admissions exercises before their examinations.
**Certain Nitec and Higher Nitec courses are available in traineeship mode. For more information on applying to these courses, you can visit https://www.ite.edu.sg/admissions/traineeship
^There are eleven 3-year Higher Nitec courses available for AY2023

Part 3: Information on Post-secondary education [Normal Academic]

Admission to Secondary 5 N(A)

- To be eligible for Secondary 5N(A), the following N-Level results are required
  - EL : Grade 1- 5
  - MA : Grade 1- 5
  - All subjects used in ELMAB3**:** Grade 1- 5
  - ELMAB3 must not exceed aggregate score of 19
  - Excluding CCA

Admission to Polytechnic Foundation Programme (PFP)

- The Polytechnic Foundation Programme (PFP) is a **one-year programme** that offers a practice-oriented curriculum taught by polytechnic lecturers, to better prepare polytechnic-bound N(A) students for entry into the relevant Polytechnic Diploma courses.

- To be eligible for PFP, the following N-level results are required.

Group 1 **(Applied sciences, design, engineering, IT courses)**		**Group 2** **(Business, humanities courses)**	
English Language Syllabus A	Grade 1 - 3	English Language Syllabus A	Grade 1 - 2
Mathematics Syllabus A / Additional Mathematics		Mathematics Syllabus A / Additional Mathematics	Grade 1 - 3
One of the relevant subjects: - Design and Technology - Science (Chemistry, Biology) - Science (Physics, Chemistry)		One of the relevant subjects: - Art - Humanities (Social Studies, Geography) - Humanities (Social Studies, History) - Principles of Accounts	
2 other subjects	Grade 1 – 4*	2 other subjects	Grade 1 – 4*

- From 2024 intake onwards, PFP minimum grade requirement of two “Best” subjects would be relaxed from N(A)-Level Grade 3 to Grade 4.
- More information can be found at https://pfp.polytechnic.edu.sg/PFP/pfp_courses.html

Admission to Direct-Entry Scheme to Polytechnic Programme (DPP)

- The Direct-Entry-Scheme to Polytechnic Programme (DPP) allows Secondary 4 N(A) students to be admitted directly into a 2-year Higher Nitec programme at the Institute of Technical Education (ITE).

- If the student successfully complete the course with the **minimum required Grade Point Average (GPA),** he or she is **guaranteed** a place in a polytechnic diploma course mapped to his or her choice Higher Nitec course.

- To be eligible for DPP, the following N-level results are required.

Applied Sciences, Engineering and Info-Communications Technology Courses	Business and Services Courses
EL : Grade 1 - 4	EL : Grade 1 - 3
MA : Grade 1 - 4	MA : Grade 1 - 4
3 other subjects : Grade 1- 5	3 other subjects : Grade 1- 5
ELMAB3 aggregate score of 19 points or less (Best 3 other subjects excluding CCA)	ELMAB3 aggregate score of 19 points or less (Best 3 other subjects excluding CCA)

- The classification of DPP courses can be found at https://www.ite.edu.sg/courses/full-time-courses/higher-nitec-for-dpp

Admission to Nanyang Academy of Fine Arts Foundation Programme (NFP)

- NFP is a one-year practice-based programme that prepares Secondary 4 N(A) students to pursue a diploma in the creative arts. NFP students who successfully complete the programme will be offered a place in their chosen diploma course at NAFA.

Admission to ITE

- Admission is merit-based and posting to a course is based on aggregate of best 4 GCE 'N' Level subjects, including bonus points where applicable and is subjected to availability of vacancies. A lower aggregate point is indicative of better performance. Selected courses will require applicants to attend interview/aptitude test.

  For Example

ITE	Course	Aggregate (based on best 4 subjects)
East	Nitec in Applied Food Science	9
	Nitec in Nursing	15
Central	Nitec in Business Services	8
	Higher Nitec in Sports Management (3 years)	6
West	Nitec in Retail Services	11
	Nitec in Electrical Technology (Lighting & Sound)	15

- See https://www.moe.gov.sg/coursefinder?journey=ITE for previous year cut-off points.

- N(A) students can apply for the two-year Nitec courses or three-year Higher Nitec courses via the following admission exercises:
  - Joint Intake Exercise 'N' (JIE 'N')
  - ITE Early Admissions Exercise (ITE EAE)

- The computation of ITE aggregate points for Normal (Academic) subject grades for merit-based ranking for admission to full-time Nitec/Higher Nitec courses, is shown in the table below:

- Computation of ITE Aggregate Points for Normal (Academic) Subjects

Normal (Academic) Grade	ITE Aggregate Points
1-2	1
3	2
4	3
5	4
6	5

Part 4: Contact Us

If you have any further enquiries, feel free to write in to the following:

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