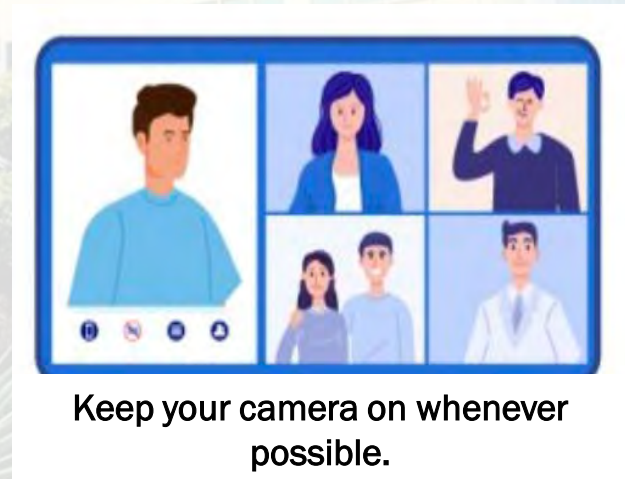
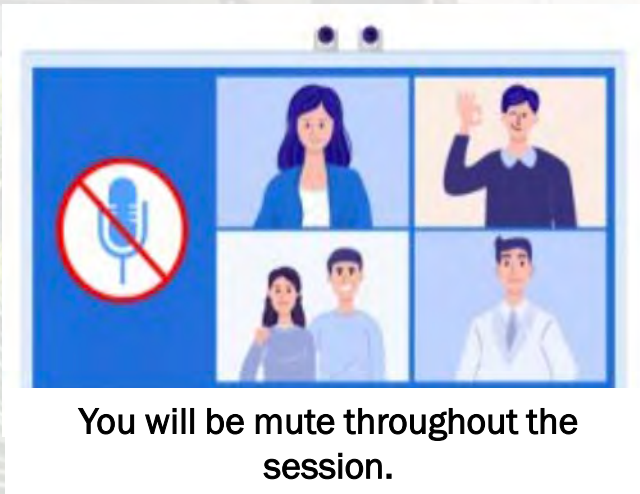


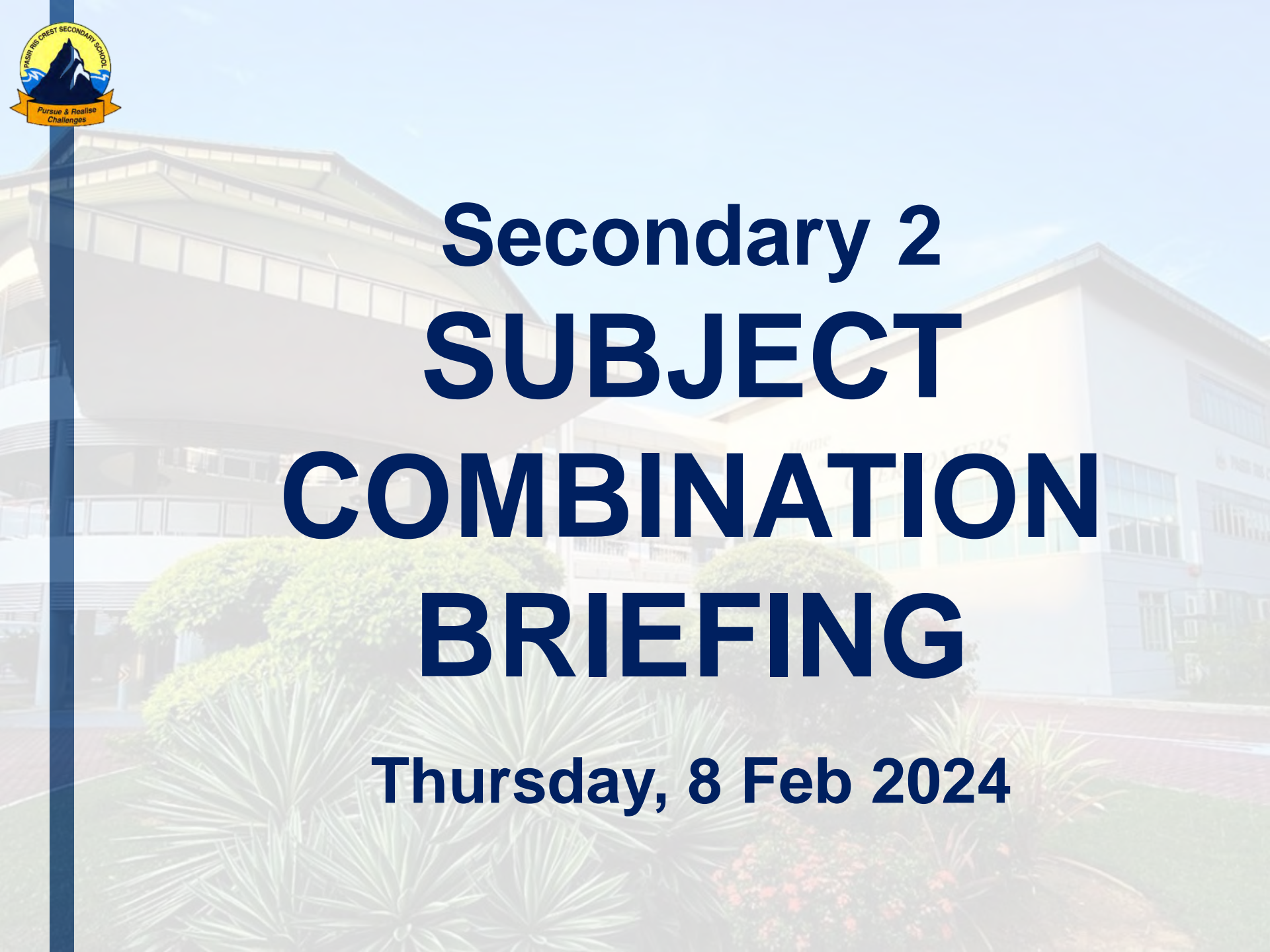
# Agenda

Time	Programme
5.30pm to 6.15pm	Principal's Address Year Head Briefing HOD Briefing
6.15 to 6.30pm	Home tutors Interaction
6.30pm	End of session

Please ensure that your login ID is in this format:  
**<class>\_<name of your child>**, e.g. 2/1\_Thomas Tan  
You will need to leave the meeting to change your login ID.



**Briefing slides will be available in the school website by 12 Feb 2024.**



# **Secondary 2 SUBJECT COMBINATION BRIEFING**

**Thursday, 8 Feb 2024**



# Overview

1. **Principal's Address**
2. **Year Head Briefing**
  - a) ***CCE: Co-curriculum Matters***
  - b) ***Progressing to Sec 3***
  - c) ***Upper Sec Subject Combinations***
3. **Introduction by HODs: Upper Secondary Subjects**
4. **Interaction with Home Tutors**



# Principal's Address



EDUCATION AND  
CAREER GUIDANCE

## Why ECG?




Goals and  
Targets

Sec 2 Subject  
Combinations

Secondary &  
Pre-University  
Education  
Choice

Higher  
Education  
Choice

Passion and  
Identity  
Aspiration and  
Career Choice





# What is focused in School ECG efforts?

(Part of Character and Citizenship Education)

3 Big Ideas	4 Themes	3 ECG Questions
<ul style="list-style-type: none"><li>• Identity</li><li>• Choices</li><li>• Relationships</li></ul>	<ul style="list-style-type: none"><li>• Self-Awareness and Self-Management</li><li>• Awareness of Relational Support and Decision Influencers</li><li>• Exploring the Education Landscape and Planning Pathways</li><li>• Career Sectors Exploration</li></ul>	<ul style="list-style-type: none"><li>• Who am I?</li><li>• Where am I going?</li><li>• How do I get there?</li></ul>



# What can be discussed at home?

3 Big Ideas	4 Themes	3 ECG Questions
<ul style="list-style-type: none"><li>• Identity</li><li>• Choices</li><li>• Relationships</li></ul>	<ul style="list-style-type: none"><li>• <b>Self-Awareness and Self-Management</b></li><li>• Awareness of <b>Relational Support and Decision Influencers</b></li><li>• Exploring the Education Landscape and Planning Pathways</li><li>• <b>Career Sectors Exploration</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Who am I?</b></li><li>• Where am I going?</li><li>• How do I get there?</li></ul>



# Careers that we are familiar with...

- Teachers
- Doctors
- Nurses
- Lawyers
- Bankers
- Journalists
- Architects
- Engineers
- Scriptwriters
- Psychologists







# New Career Opportunities

- Early Childhood Educators
- Healthcare Aides, Home Care Assistant
- Gerontologist
- Nanotechnologist
- Green Economy / Environmental Engineer
- Unmanned Vehicles System Engineer
- Digital, Cryptocurrency and Blockchain Architects
- Information & Cyber Security
- Immersive Game development
- Med-Tech entrepreneurs
- AI engineering
- Data Scientist
- Space Tech
- Internet of Things
- People & Culture





# Future-Readiness: No longer Arts vs Science; No longer just Academic

*“Incoming freshmen to the NUS Faculty of Engineering and the NUS School of Design and Environment will read a new Common Curriculum that integrates knowledge and skills from both schools, starting from August 2021... taking students out of their silos to embrace the intersection of different disciplines”*

~NUS Provost





# Sec 2 Subject Combination

Important Decision of Secondary School Journey

**Academic**

Subject and Conceptual  
Mastery and Foundation

**Non - Academic**

Self-management  
Interpersonal Competencies

Critical and Inventive Thinking  
Problem-Solving Skills

**DECISION - MAKING**

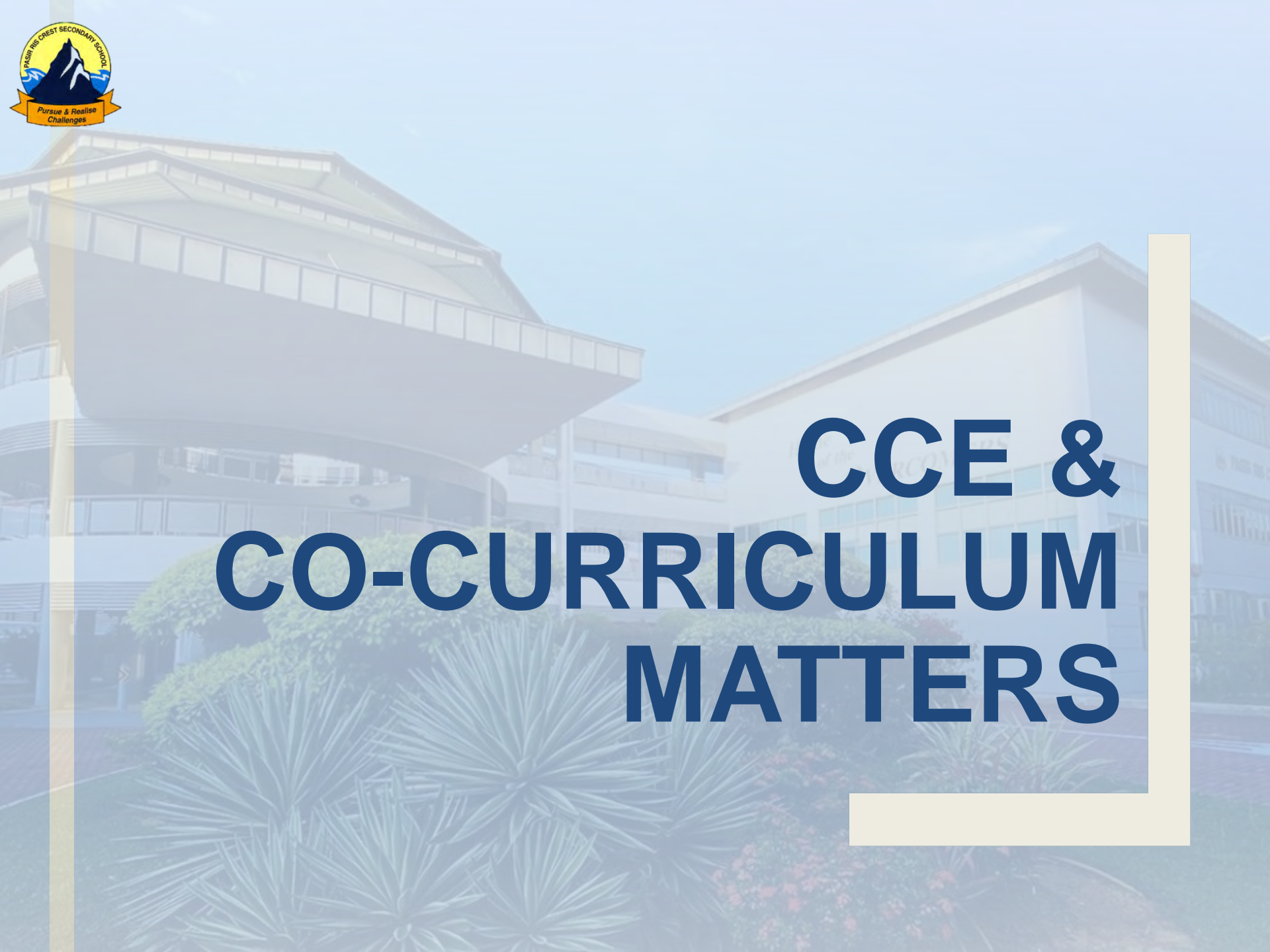
Self-Awareness  
Educational and Global Landscape Development

**Aspirations and Interests**



# Year Head Briefing

**Ms. Fatimah Mohamed Ali**  
(Assistant Year Head, Secondary 2)



# **CCE & CO-CURRICULUM MATTERS**

## Pasir Ris Crest Desired Student Learning Outcomes



### Active & Engaged Learner

Able To

Take ownership and demonstrate resilience in their learning  
Maintain positive self-belief and pursue excellence through seeking continual improvement in learning



### Innovative Problem-Solver

Able To

Understand the needs of the community and environment to identify and advocate areas for improvement  
Analyse problems, conceptualise theses, develop arguments, weigh evidence, and derive conclusions



### Effective Communicator

Able To

Present different perspectives and articulate complex information and ideas effectively in varying context/ audience/ modes



### Self-Disciplined & Responsible Leader

Able To

Acquire self-awareness and apply self-management skills to achieve personal well-being and effectiveness.  
Discern and do what is right without being told.  
Acquire social awareness and apply interpersonal skills to build and maintain positive relationships based on empathy and mutual respect



### Active & Concerned Citizen with Global Awareness

Able To

Understand different perspectives  
Reflect on and respond to community, national and global issues, as an informed and responsible citizen  
Appreciate the importance of harmony and collaboration between diverse groups in Singapore, and contribute collectively to Singapore's social cohesion

21<sup>st</sup> Century Competencies



# Programmes for Sec 2

- 1. Crest Time (CCE Curriculum Content Areas)**
  - National Education (NE)***
  - Sexuality Education (Sex Ed)***
  - Mental Health (MH)***
  - Education & Career Guidance (ECG)***
  - Cyber Wellness (CW)***
  - Family Education (FE)***
- 2. Programmes for the NYAA (Bronze)**
- 3. Start-It-Right Programme**



# National Youth Achievement Award (Bronze)

1. School's signature programme
2. Level-wide attains Bronze Award (Sec 2 students)
3. Objectives
  - *Use as a platform for Values Education, Social Emotional Learning (SEL) competencies and 21st century competencies (21CC)*
  - *To inculcate team spirit*
  - *To provide our students with a platform to make a difference to themselves and their communities.*







# National Youth Achievement Award (Bronze)

<b>NYAA 3 Criteria</b>	<b>School Programme</b>	<b>Period</b>
Healthy Living (Physical & Mental Wellness)	PE programmes	Semester 1 and 2
Outdoor Appreciation (To be at Ease with Nature)	Sec 2 SIR Programme	2 to 5 Jan 2024
Service Learning (Touching Lives, Making A Difference)	VIA (school community)	Semester 1 and 2

**NYAA Award Ceremony – July 2024**



# Sec 2 SIR Programme Objectives

## Desired learning outcomes

- Problem solver
- Effective communicator
- Self-disciplined and responsible leader

## Social emotional competencies

- Social awareness
- Relationship management
- Responsible decision making

## Leadership competencies

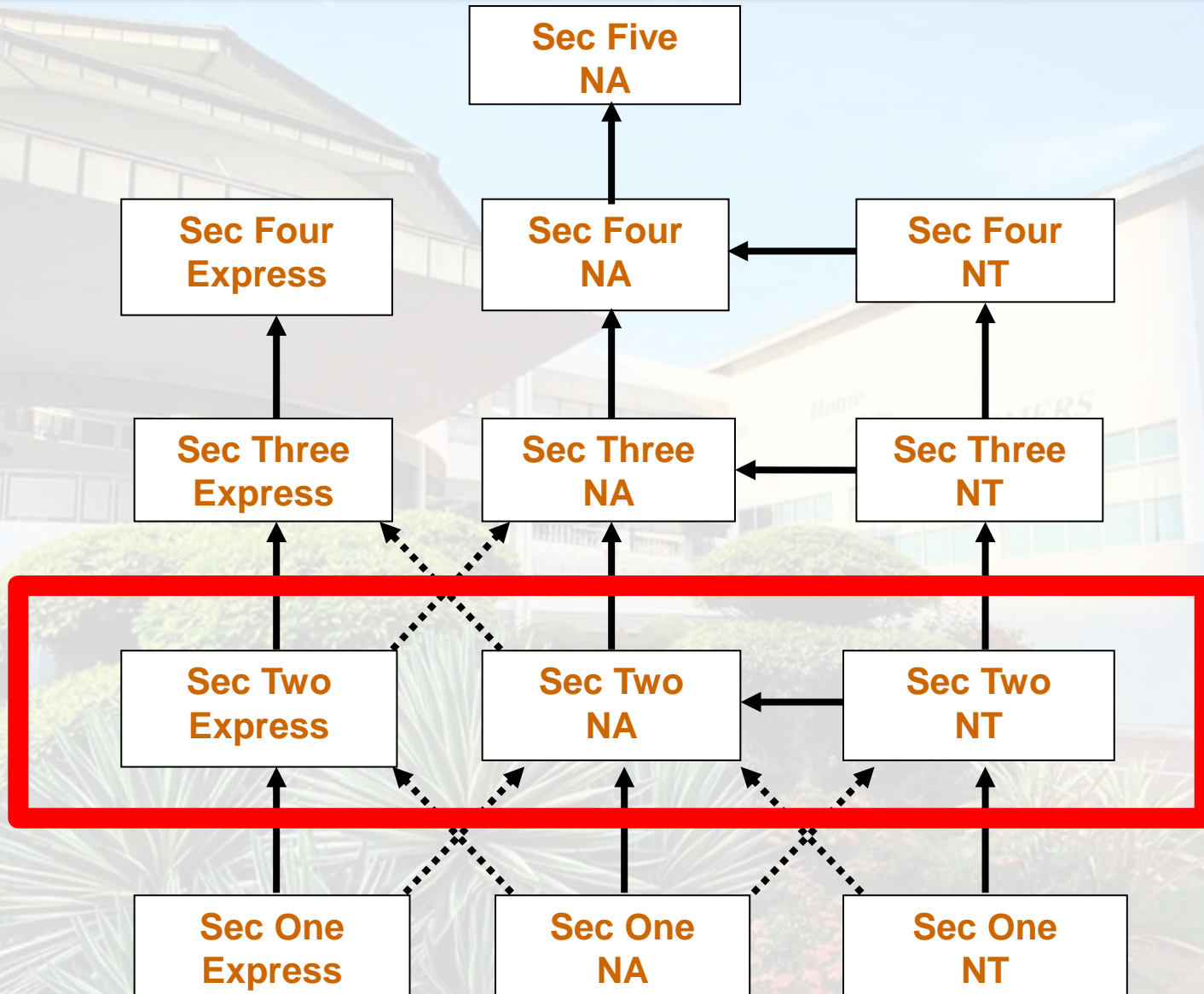
- 5 practices of exemplary leadership
- Effective peer leadership



# PROGRESSION TO SECONDARY 3



# PROGRESSION FOR STUDENTS



# Sec 2 - EXAMINABLE SUBJECTS (NT)

- **8 subjects counted into overall results.**

<b>English</b>	<b>Mathematics</b>	<b>Computer Applications</b>	<b>Design &amp; Technology (Sem 1)</b>
<b>Mother Tongue</b>	<b>Science</b>	<b>Art</b>	<b>Nutrition &amp; Food Science (Sem 2)</b>

- **Various modes of assessment:** Class tests, Projects, Presentations
- **Assessment Weighting:** Refer to Annex A of letter to parents (16 Jan) for details.

# Sec 2 - EXAMINABLE SUBJECTS (NA/EXP)

- **10 subjects counted into overall results.**

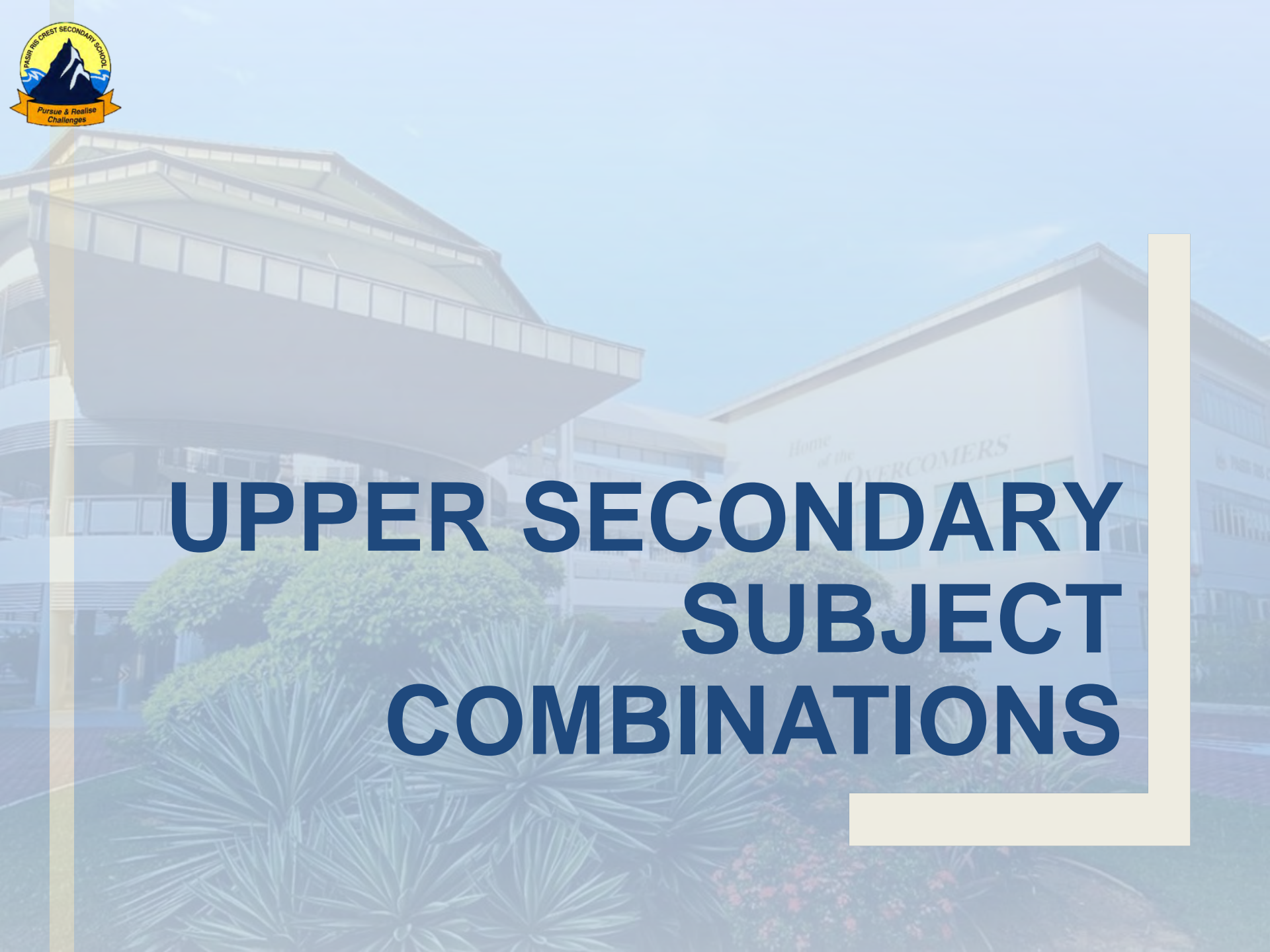
<b>English</b>	<b>Maths</b>	<b>Geography</b>	<b>Design &amp; Technology (Sem 1 or 2)</b>	<b>Art</b>
<b>Mother Tongue</b>	<b>Science</b>	<b>History</b>	<b>Nutrition &amp; Food Science (Sem 1 or 2)</b>	
		<b>Literature</b>		

- **Various modes of assessment:** Class tests, Projects, Presentations
- **Assessment Weighting:** Refer to Annex A of letter to parents (16 Jan) for details.

# Sec 2 - EXAMINABLE SUBJECTS (NT/NA/EXP)

Subjects assessed either in Semester 1 or Semester 2:

Semester 1	Semester 2
Design & Technology	Nutrition & Food Science



# UPPER SECONDARY SUBJECT COMBINATIONS



# KNOW YOUR CHILD



Your child's interests and hence the intended course of study beyond secondary school.



Your child's strengths in the subjects – realistic expectations of your child's ability to cope with the demands of various subjects.



Engage your child in conversations and activities to explore their career aspirations.

# **SUBJECT COMBINATION (CONSIDERATIONS)**

- 1. Entry requirements for post-secondary education**
- 2. Students: Strengths, Interests and Well-being**
- 3. Number of subjects for national exams:**
  1. N(T): Max 7
  2. N(A): Max 7
  3. Express: Max 8
- 4. Availability of school's resources:**  
teachers, time-tabling, infrastructure, etc.

# **SUBJECT COMBINATION (ALLOCATIONS)**

**Priority given based on:**

- 1. Merit – overall results of all 8 or 10 subjects for the whole year**
- 2. Choice**
- 3. Places available**



# Subjects Offered for Sec 3 (2024) Normal (Technical) – 7 subjects

<b>Compulsory Subjects CS</b>	English	✓
	Mother Tongue	✓
	Mathematics	✓
	Science	✓
	Computer Applications	✓
	Elements of Business Skills	✓
<b>OT Choose 1</b>	Music	
	Design & Technology	
	Art	
	Nutrition & Food Science	

# Compulsory Subjects (Normal Academic)

No.	Subject	Choices
1.	<b>ENGLISH</b>	
2.	<b>MOTHER TONGUE</b>	(COMPULSORY unless officially exempted)
3.	<b>MATHEMATICS</b>	
4.	<b>HUMANITIES</b>	Social Studies & Elective History <u>OR</u> Social Studies & Elective Geography
5.	<b>SCIENCE</b>	Chemistry & Physics <u>OR</u> Chemistry & Biology

# Subjects Offered for Sec 3 (2024) Normal (Academic) (7 Subjects)



<b>Compulsory Subjects CS</b>	English	✓
	Mother Tongue	✓
	Mathematics	✓
<b>Science Choose 1</b>	Science (Chemistry/Physics)	
	Science (Chemistry/Biology)	
<b>Humanities Choose 1</b>	Social Studies & Elective Geography	
	Social Studies & Elective History	
<b>Others OT1 Choose 1</b>	Design & Technology	
	Art	
	Nutrition & Food Science	
	Principles of Accounts	
<b>Others OT2 Choose 1</b>	Literature	
	Additional Mathematics with O Level Math*	
<b>Others OT3 (Optional)</b>	O Level English* (*Only one O level Subject)	

# COMPULSORY SUBJECTS (EXPRESS)

No.	Subject	Choices
1.	<b>ENGLISH (EL)</b>	
2.	<b>MOTHER TONGUE LANGUAGES (MTL)</b>	(unless officially exempted)
3.	<b>MATHEMATICS</b>	
4.	<b>HUMANITIES</b>	Social Studies & Elective History <u>OR</u> Social Studies & Elective Geography <u>OR</u> Social Studies & Elective Literature
5.	<b>SCIENCE</b>	Pure Science <u>OR</u> Combined Science





# Subjects Offered for Sec 3E (2024) (7 Subjects)

<b>Compulsory Subjects (CS)</b>	English	✓
	Mother Tongue	✓
	Mathematics	✓
<b>Science Choose 1</b>	Science (Chemistry/Physics)	
	Science (Chemistry/Biology)	
<b>Humanities Choose 1</b>	Social Studies & Elective Geography	
	Social Studies & Elective History	
	Social Studies & Elective Literature	
<b>Others OT1 Choose 1</b>	Design & Technology	
	Art	
	Nutrition & Food Science	
	Music	
	Principles of Accounts	
<b>Others OT2 Choose 1</b>	Literature	
	History	
	Additional Mathematics	



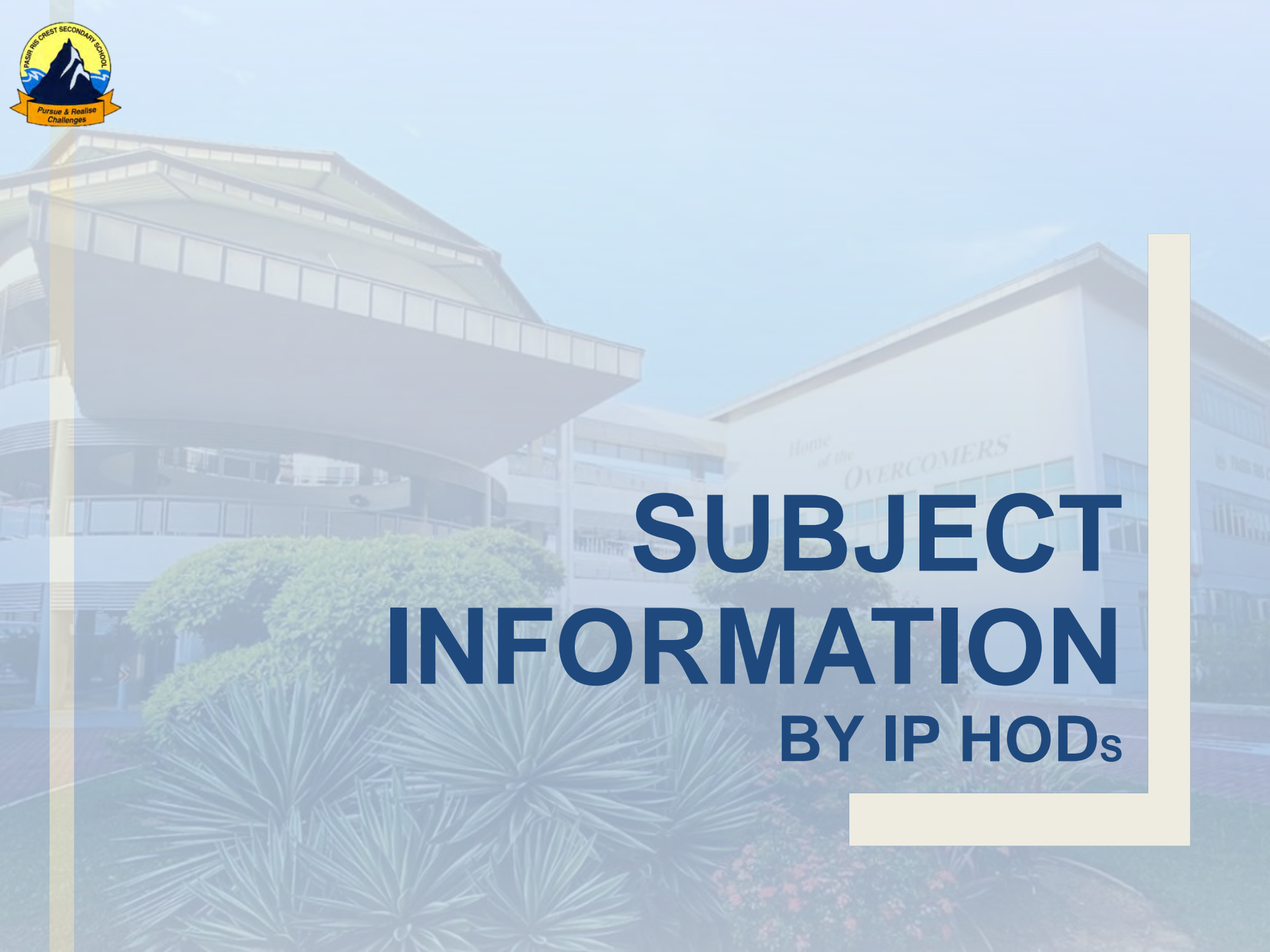


# Subjects Offered for Sec 3E (2024) (8 Subjects)

<b>Compulsory Subjects (CS)</b>	English	✓
	Mother Tongue	✓
	Mathematics	✓
	Additional Mathematics	✓
<b>Pure Sciences Choose 1</b>	Chemistry, Physics	
	Chemistry, Biology	
<b>Humanities Choose 1</b>	Social Studies & Elective Geography	
	Social Studies & Elective History	
	Social Studies & Elective Literature	
<b>Others OT1 Choose 1</b>	Biology	
	Literature	
	Geography	

# SUBJECT COMBINATION MATTERS (TIMELINE)

SN	ACTIVITY	TIME-FRAME
1	Briefing for parents (i)	8 Feb
2	Briefing for students	By Mar
3	Interest survey for students	By Jul
4	Briefing for parents (ii)	28 Aug
5	Briefing for students regarding individual subjects (After EOY in Oct)	Oct (End EOY)
6	Final subject combination selection	Oct (After EOY)
7	Release of results	Nov



# SUBJECT INFORMATION

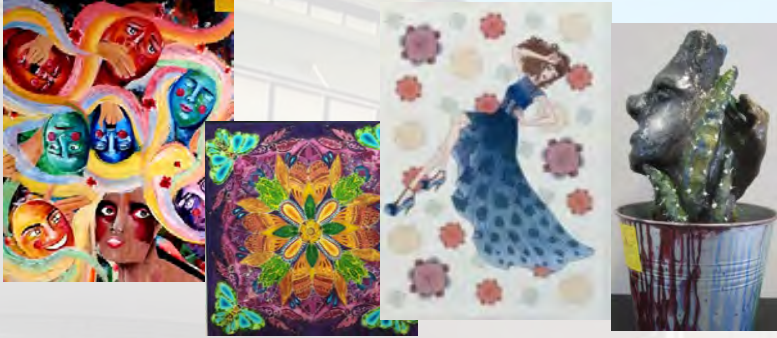
BY IP HODs



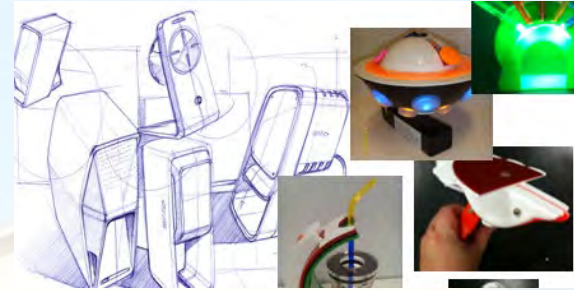
# **Aesthetics, Craft & Technology (ACT)**

**Mr Tan Wee Meng (HOD ACT)**

## Art



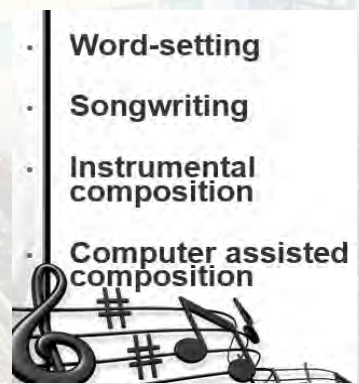
## Design & Technology (ex Technical Studies)



## Coursework Subjects – Applied Learning



## Nutrition & Food Science



## Music

# GCE Coursework Subjects Assessment Components



Subjects	Coursework Component	Written or Paper Component
Art	60% (Prep studies and Main Art work)	40% (Prep Studies & 3 hr Art Paper)
Design & Technology	60% (E,NA)/ 70% (NT) Design Journal, Boards, Prototype	40% (E,NA)/30% (NT) (Written Paper)
Nutrition and Food Science	60% (Report and Practical)	40% (Written Paper)
*Music	60% (Performing and Music Creating)	40% (Listening & Written Paper)

**\*O-level Music Audition & Selection Test:**

**Play 2 CONTRASTING Pieces on any instrument & Listening and Theory Paper**

**\*O-level Indicative: ABRSM Music Theory and Practical Grade 4 and above (previous requirement)**

## For Parents to Note:

- ✓ Child's **Interest** and **Choice** in the selected coursework subject is important (i.e. 2 years of upper secondary)
- ✓ If demand exceeds available places i.e. safety ratio 1:20, offered to students based on **Merit**
- ✓ **Parental support** is essential (**Mar & June holidays** necessary for completion of GCE coursework in Sec 4s and 5s)
- ✓ Coursework subject is a **GCE subject** and can be one of the subjects for computation to IHL admission
- ✓ Coursework subject can be a “**relevant**” subject for some Polytechnic courses (but it is NOT a compulsory subject)

Diploma in Product & Industrial Design

Diploma in Food, Nutrition & Culinary Science

Diploma in Music and Audio Technology

Diploma in Apparel Design and Merchandising



# Science

**Mr Harms Collin (HOD Science)**



# Sec 3 Normal (Technical) Science Content

Lower Secondary	Upper Secondary
Force, Energy Electricity, Heat	Energy, Wave, Effects of Forces Electricity,
Matter, Water & Air Pollution	Sources of Food, Food Chemistry,
Cells Nutrients from food, Human Reproduction, Taking good care of Body	Food Safety, Staying Healthy, Digestion, Breathing, Blood Circulation

## Assessment

Paper	Type of paper	Duration	Marks	Weighting
1	E-Examination Multiple choice, selected response, short-answer and structured	1 h 15 min	50	50%
2	Short-answer and structured	1 h	50	50%





# Sec 3 Normal (Academic) & Sec 3 Express Science

Sec 3 NA	Sec 3 EX
Science(Physics/Chemistry) Science(Chemistry/Biology)	Science(Physics/Chemistry) Science(Chemistry/Biology) Pure Biology Pure Chemistry Pure Physics

	Biology	Chemistry	Physics
Topics in Lower Thematic Sec Science	Cells Structure and Organisation, Nutrition in Humans, Reproduction, Organisms & their Environment	The Particulate Nature of Matter, Patterns in the Periodic Table, Organic Chemistry	Kinematics, Thermal Processes, Current of Electricity
Themes or Sections in Upper Sec Science	Cells and the Chemistry of Life, The Human Body - Maintaining Life, Living Together - Plants, Animals and Ecosystems, Continuity of Life	Matter - Structures and Properties, Chemical Reactions, Chemistry in a Sustainable World	Measurement, Newtonian Mechanics, Thermal Physics, Waves, Electricity & Magnetism, Radioactivity



# Assessment

## Sec 3 Normal (Academic)

Paper	Type of Paper	Duration	Marks	Weighting
1	Multiple Choice (Physics)	1 hour 15 minutes	20	20%
2	Structured (Physics)		30	30%
3	Multiple Choice (Chemistry)	1 hour 15 minutes	20	20%
4	Structured (Chemistry)		30	30%

### Pure Science vs Science(Che/Bio) OR Science(Phy/Che)

	Pure	Sci(Che/Bio) OR Sci(Phy/Che)
Assessment Format	Paper 1 MCQ (1h)	Paper 1 MCQ (1h)
	Paper 2 Structured, Free Response (1h 45min)	Paper 2 Sci(Phy) (1h 15min) Paper 3 Sci(Che) (1h 15min) Paper 4 Sci(Bio) (1h 15min)
	Paper 3 Practical (1h 50 min)	Paper 5 Practical (1h 30min)



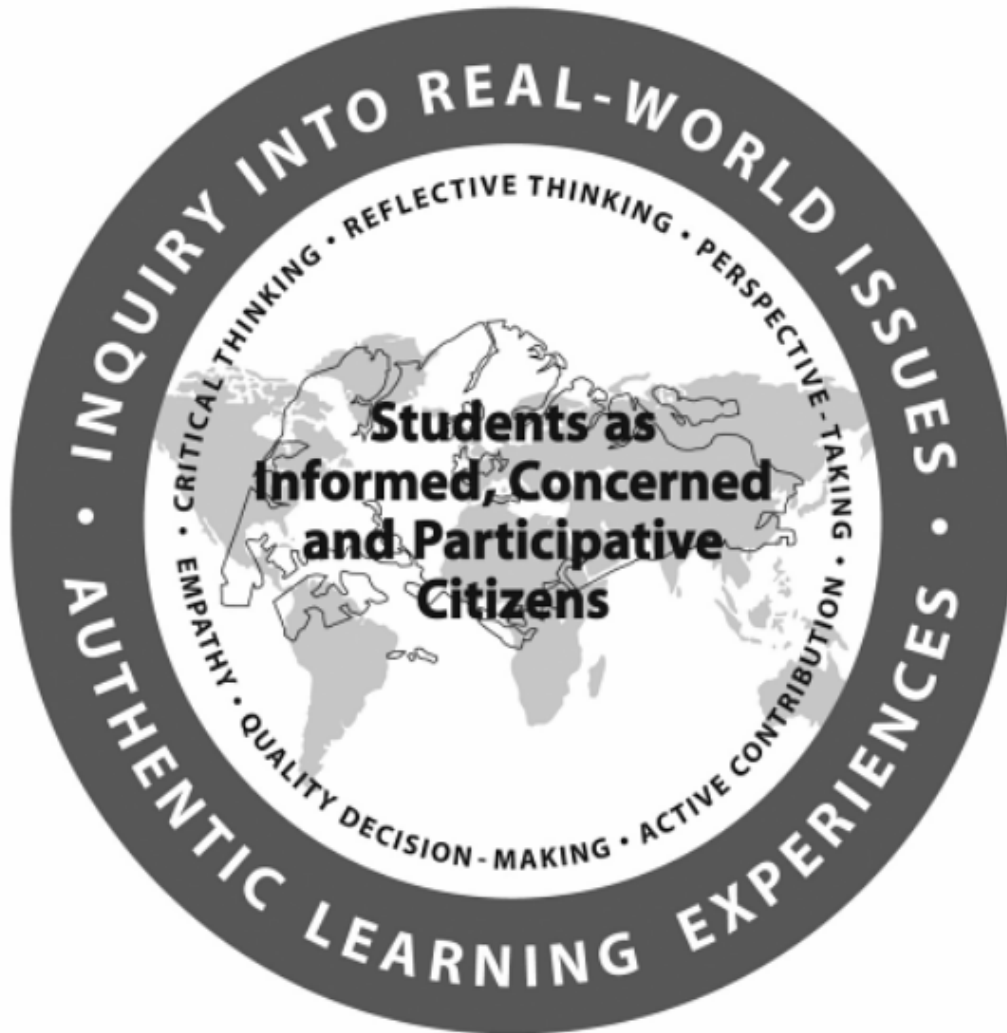
# Humanities

**Ms. Farah Ibrahim (HOD Humanities)**



# Social Studies

# AIMS



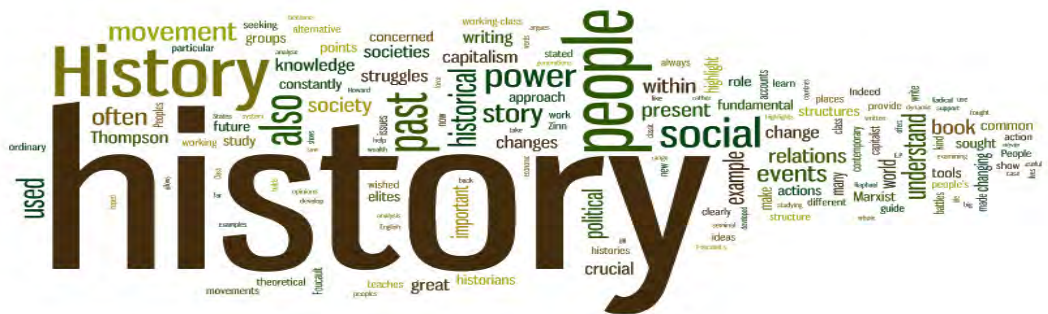


# Geography

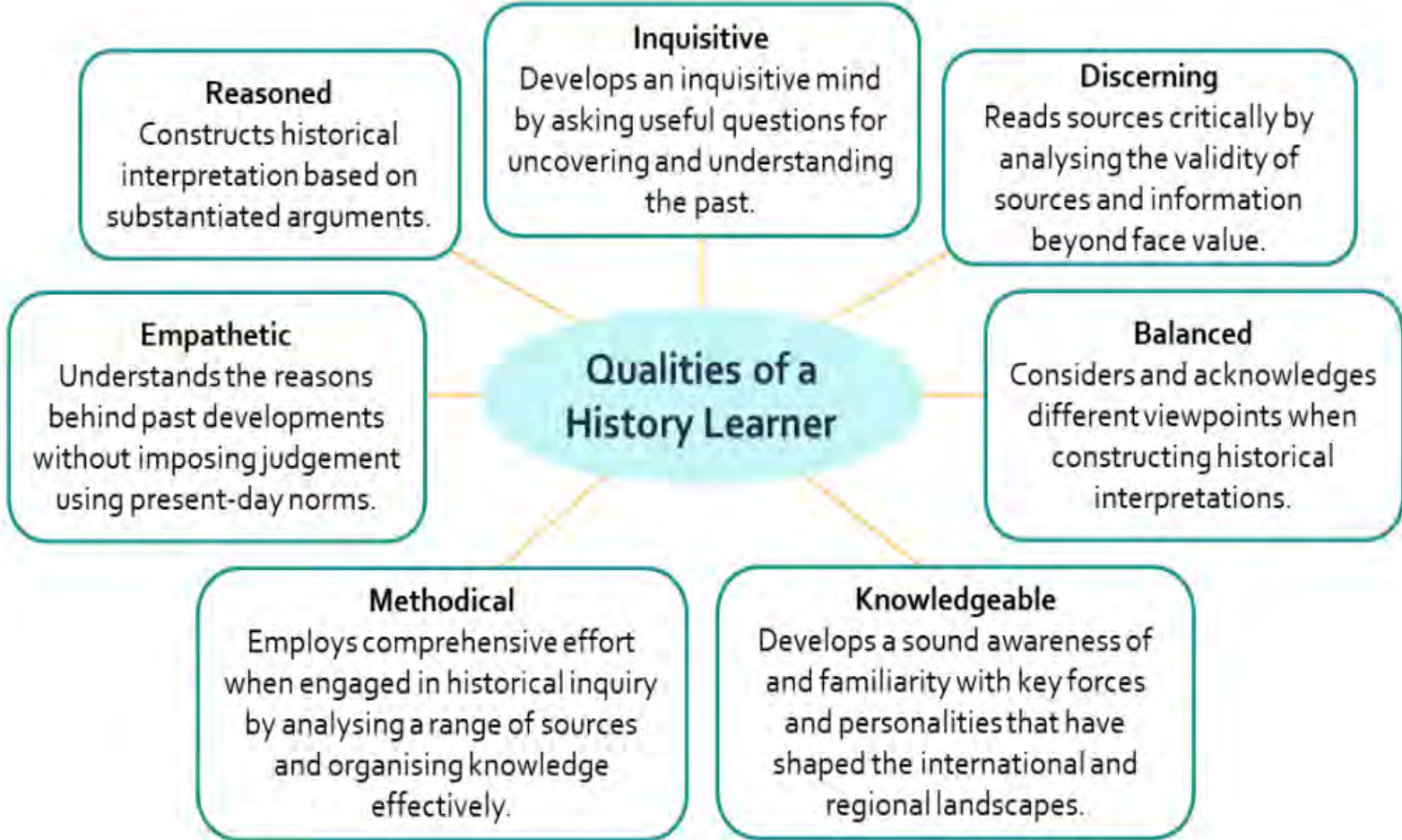
## AIMS

- Understand geographical phenomena and processes.
- Understand sustainable development and approaches.
- Apply geographical methods of inquiry to investigate natural and human phenomena.





# AIMS



# LITERATURE

## AIMS

### ***Ethical***

- raise awareness of timeless issues concerning society
- promote the appreciation of multiple perspectives; and
- build empathy and global awareness.

### ***Aesthetic***

- inculcate the habit of close reading
- promote heightened appreciation of nuances of language; and
- sensitise students to artistic decisions made by writers.

### ***Intellectual***

- cultivate metacognitive habits of mind as students pay attention to the impact of language on one's thoughts and feelings
- develop greater acceptance for ambiguity and open-endedness; and
- equip students with the skills to convince others of their interpretations, based on sound reasoning with evidence.



# AIMS



## Principles of Accounts

- Helps students acquire basic financial accounting knowledge and to develop an appreciation of the **discipline of accounting**.
- Helps students acquire transferrable skills: organising and analysing information for decision-making, developing a **keen-eye for detail**, becoming critical thinkers who solve problems and appreciating the need for ethical conduct.



# ASSESSMENT

**HUMANITIES: SOCIAL STUDIES (50%) + AN ELECTIVE (50%)**

<b>COMPULSORY: SOCIAL STUDIES</b>	<b>GEOGRAPHY ELECTIVE</b>	<b>HISTORY ELECTIVE</b>	<b>LITERATURE ELECTIVE</b>
<p>Issues:</p> <ul style="list-style-type: none"><li>- Exploring Citizenship and Governance</li><li>- Living in a Diverse Society</li><li>- Being Part of a Globalised World</li></ul>	<p>Themes:</p> <ul style="list-style-type: none"><li>- Geography in Everyday Life</li><li>- Climate</li><li>- Tourism</li></ul>	<p>Unit:</p> <ul style="list-style-type: none"><li>- The Making of the 20<sup>th</sup> Century Modern World (1910s to 1991)</li></ul>	<ul style="list-style-type: none"><li>- Prose</li><li>- Unseen poetry</li></ul>

# What's the Difference?

FULL GEOGRAPHY	FULL HISTORY	FULL LITERATURE
<p>Themes:</p> <ul style="list-style-type: none"><li>- Geography</li><li>- Everyday Life</li><li>- Climate</li><li>- Tourism</li><li>- Tectonics</li><li>- Singapore</li></ul>	<p>Units:</p> <ul style="list-style-type: none"><li>- Extension of European Control in SEA and Challenges to European Dominance (1870s-1942)</li><li>- Developments in the Post-WWII World: The Cold War and Decolonisation in SEA (1940s-1991)</li></ul>	<ul style="list-style-type: none"><li>- Drama</li><li>- Prose</li><li>- Unseen Poetry</li></ul>



# Mathematics

**Ms. Ong Jing Hui (HOD Mathematics)**



## Elementary Maths (Sec 1 to 4)

Provides the foundation for

1. Basic Problem Solving Skills
2. Basic Mathematics knowledge in
  - Numbers and Algebra
  - Geometry
  - Statistics
3. The use of Mathematics on a day-to-day basis

## Additional Mathematics (Sec 3 and 4) (For NA & EX only)

Provides the opportunity to

1. Apply Problem Solving Skills in more complex situations
2. Learn basic modelling by relating Real World contexts to graphs and to algebra
3. Build the capacity for learning Professional and/or Academic mathematics in the future



ENHANCED  
UNDERSTANDING OF  
ELEMENTARY  
MATHEMATICS

DEVELOP STRONG  
PROBLEM  
SOLVING SKILLS

BUILD CAPACITY TO  
UNDERSTAND  
SCIENCE BETTER

STRENGTHEN  
THINKING  
SKILLS

DEVELOP LOGICAL  
THINKING  
PROCESSES



OPPORTUNITIES TO DISCUSS  
MATHEMATICS



OPPORTUNITIES TO EXPLAIN  
THOUGHT PROCESS TO TEACHERS  
AND PEERS



MORE IN-DEPTH EXPERIENCE IN  
PROBLEM SOLVING



EXPLORE AND DEEPEN UNDERSTANDING  
OF CONCEPTS THROUGH VARIED  
APPROACHES



GUIDED EXPERIENCE IN  
WRITING LOGICAL PROOFS



OPPORTUNITIES TO DRAW LINKS  
BETWEEN NUMBERS, ALGEBRA AND  
GRAPHS



# **BREAKOUT ROOMS WITH HOME TUTORS**



# Home Tutor Interaction

- Touchpoints with Parents for Y2024
- Brief information on the Post Secondary pathways
- Q&A



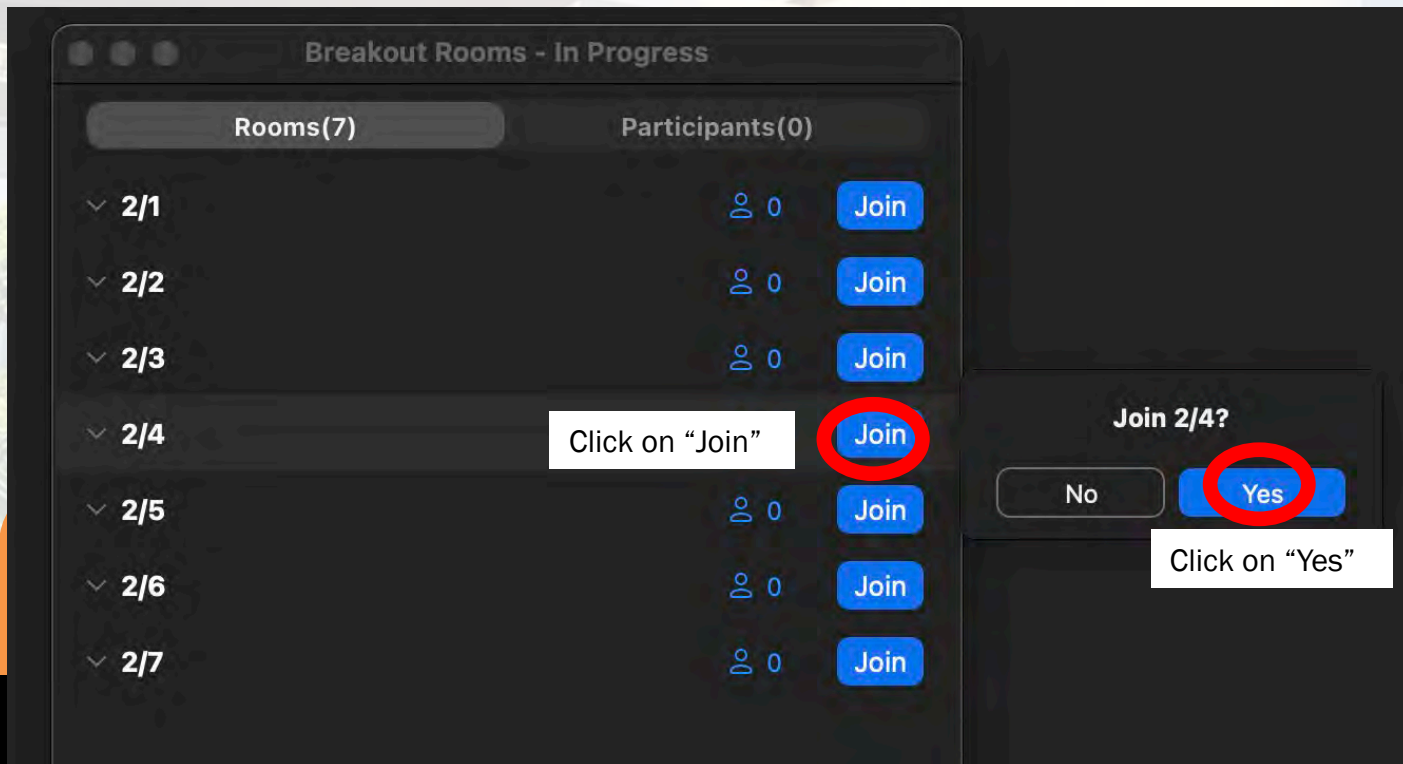


# Breakout Rooms

Please **join** the breakout room corresponding to your child's class to meet your child's Home Tutors (Form Teachers).

- *E.g. your child's class is 2/4, please join Breakout Room, Class 2/4*

Click on "Breakout Rooms"





# **Subject Combination Briefing Sec 2 Classes**

**Thur, 8 Feb 2024**

**Home Tutor Interaction**

# **TERM 1 & 2**

## **CLASS ACTIVITIES & SCHOOL EVENTS**

<b>Crestian Learning Day</b>	<b>26 Jan, 23 Feb, 12 Apr, 10 May, 24 May, 23 Jul</b>
<b>MTL Fortnight</b>	<b>21 / 28 Feb, 1 Mar</b>
<b>Term 1 Class Tests</b>	<b>29 Jan to 18 Feb</b>
<b>Cheering Competition</b>	<b>8 Mar</b>
<b>Term 2 Class Tests</b>	<b>24 Mar – 28 Apr</b>
<b>NAPFA Test</b>	<b>22 / 29 Apr</b>
<b>Overcomers Run</b>	<b>3 May</b>
<b>Experiential Learning Day</b>	<b>20, 21 and 23 May</b>



# Overview

1. Touchpoints with Parents for Y2024
2. Educational Milestones
3. Knowing Your Child
4. Brief Overview: Post-Secondary Pathways
5. Partnering Parents

# TOUCHPOINTS with Parents

28 Aug  
Subject  
Combination

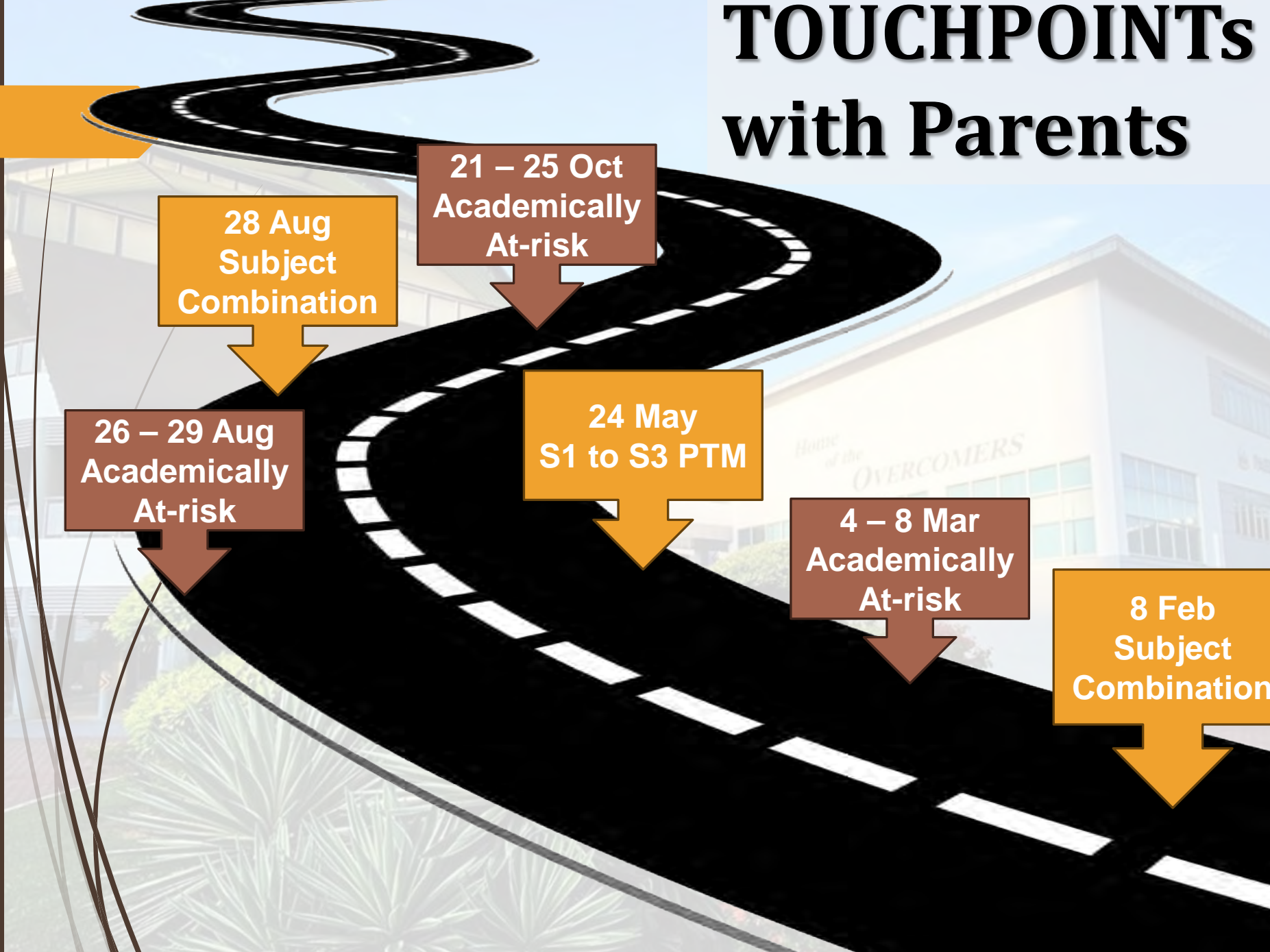
21 – 25 Oct  
Academically  
At-risk

26 – 29 Aug  
Academically  
At-risk

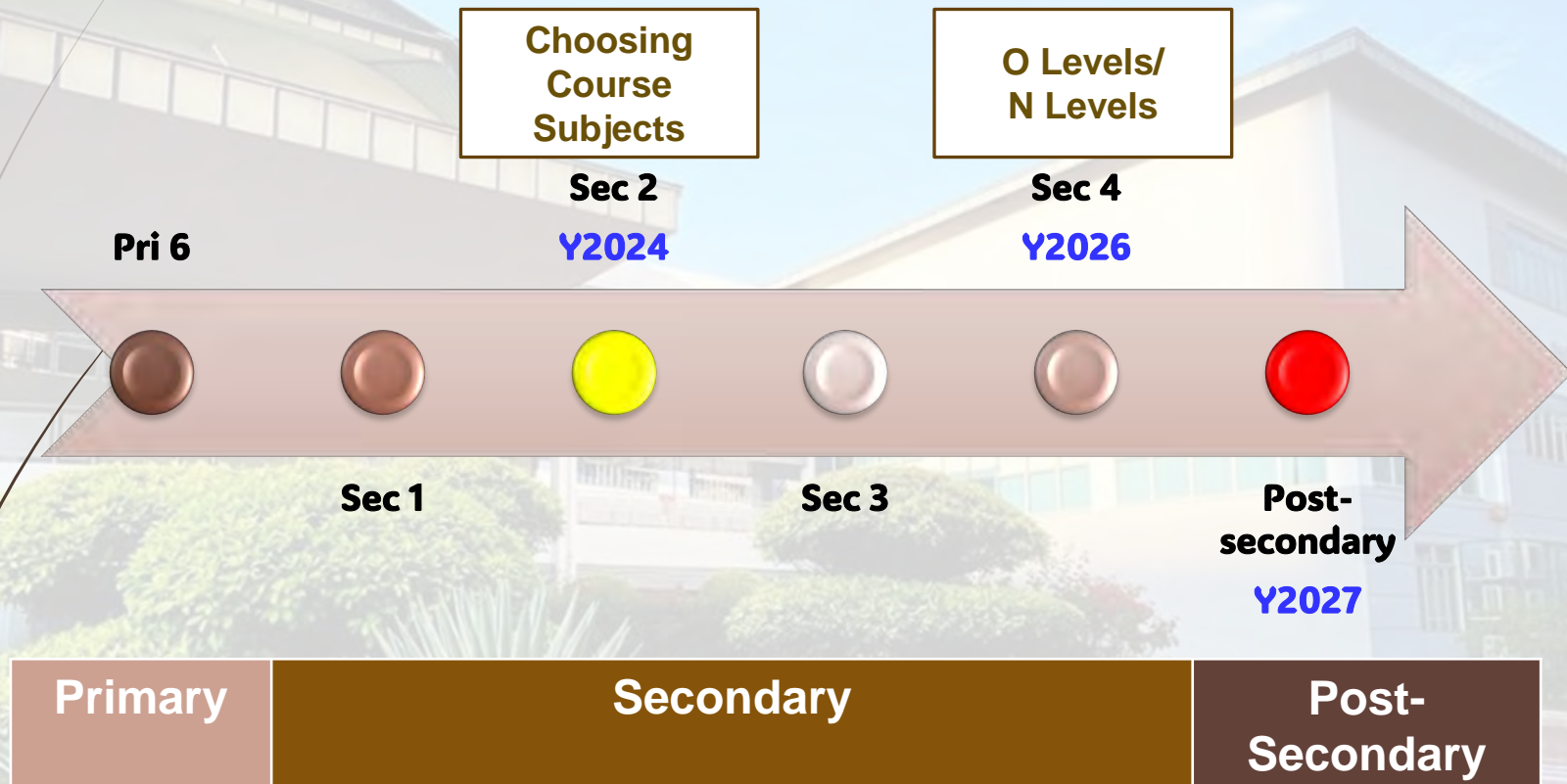
24 May  
S1 to S3 PTM

4 – 8 Mar  
Academically  
At-risk

8 Feb  
Subject  
Combination



# Educational Milestones



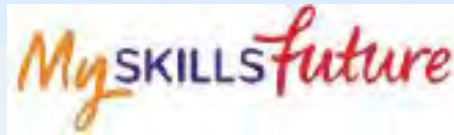
# Choosing the Subject Combination

## Begin with an end in mind

➤ You may consider these questions:

1. Which subject is your child good at?
2. What are your child's strengths and interests?
3. What have you observed about your child's learning style?
4. What has your child shared about his/her dreams and aspirations?

# Explore



# Portal

# With Your Child

**About MySKILLSFuture**

MySKILLSFuture for students is a one-stop platform to help you better understand yourself, your interests and strengths. You can use relevant information and tools to explore different education and career pathways. This portal will help you identify career goals and make informed education and career choices.

Discover more about yourself, explore the different education and career pathways and start planning for your future.

# DISCOVER



**Know Yourself**

## Find Out More About Yourself

Discover more about your career interests, skills, work values, and learning styles. These tools are meant to facilitate self-awareness and exploration. You may use them as a guide to plan your education or career. Do speak to your parents, teachers and Education and Career Guidance counsellors if you need further advice.

**Career Interests**

**Skills Confidence**

**Work Values**

**Learning Styles**

**Which tool should I start with?**

Every tool from which you can discover a different aspect of yourself. It will help in taking you a step closer to deciding the educational and career pathway most suited for you.



Explore



Portal

With Your Child

# Self-Profiling Tools

**Conventional**

- Likes structure
- Enjoys taking tests
- Interested in details
- Prefers clear instructions

**Post-Secondary Courses**

- Accounting
- Pharmaceutical Science
- Engineering

To Explore Post-Secondary Courses: <https://www.myskillsfuture.sg/icc>

**Investigative**

- Logical
- Curious
- Likes to solve problems

**Post-Secondary Courses**

- Aeronautical/Marine Engineering
- Environmental Engineering
- Computer Science
- Biomedical Science
- Healthcare related

To Explore Post-Secondary Courses: <https://www.myskillsfuture.sg/icc>

**Realistic**

- Can be athletic
- Likes to work with tools
- Likes to work with animals using hands

**Post-Secondary Courses**

- Engineering
- Creative Media; Fine Arts
- Sports related
- Healthcare related

**Relevant Subjects**

- Design
- Math
- Art, C
- Biology
- Physics

To Explore Post-Secondary Courses: <https://www.myskillsfuture.sg/icc>

**Artistic**

- Enjoys creating
- Sees trends
- Unstructured

**Post-Secondary Courses**

- Mass Communication
- Film, Sound & Video
- Game Design & Animation
- Architecture / Interior Design
- Product Design

To Explore Post-Secondary Courses: <https://www.myskillsfuture.sg/icc>

**Social**

- Enjoys helping others
- Likes working with people
- Enjoys teaching

**Post-Secondary Courses**

- Healthcare (e.g. Nursing, Physiotherapy)
- Early Childhood Education
- Psychology
- Social Work
- Social Enterprise

To Explore Post-Secondary Courses: <https://www.myskillsfuture.sg/icc>

**Enterprising**

- Likes to influence and persuade
- Gives opinions
- Manages and leads people

**Post-Secondary Courses**

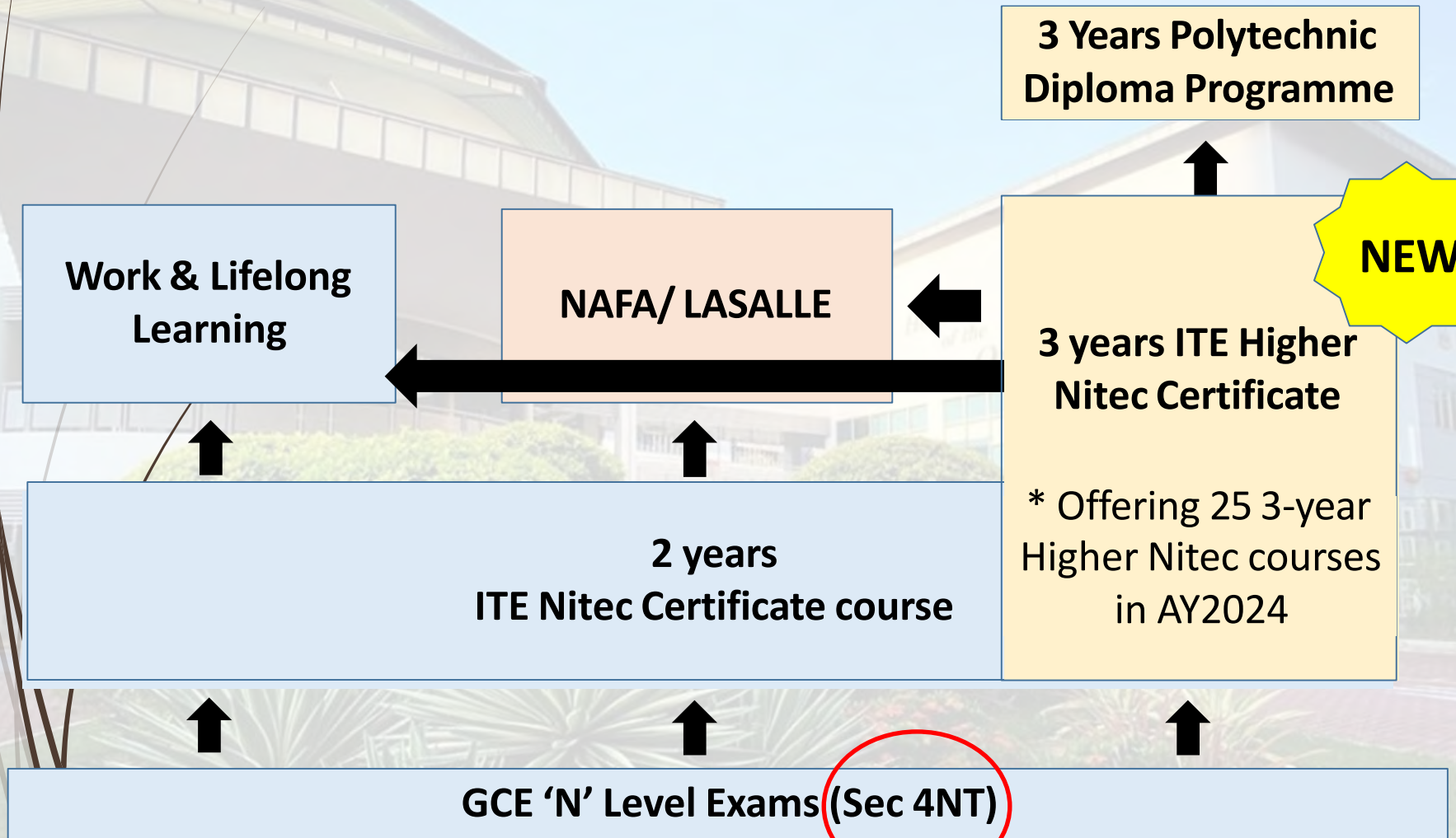
- Business
- Hospitality; Tourism; Retail
- Arts, legal-related

**Relevant Subjects**

- Math; Language
- Math; Geography; Language
- History, English

To Explore Post-Secondary Courses: <https://www.myskillsfuture.sg/icc>

# Post-secondary pathways have changed significantly



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## Four Main Pathways

[1]

Polytechnic Foundation Programme (PFP)

[2]

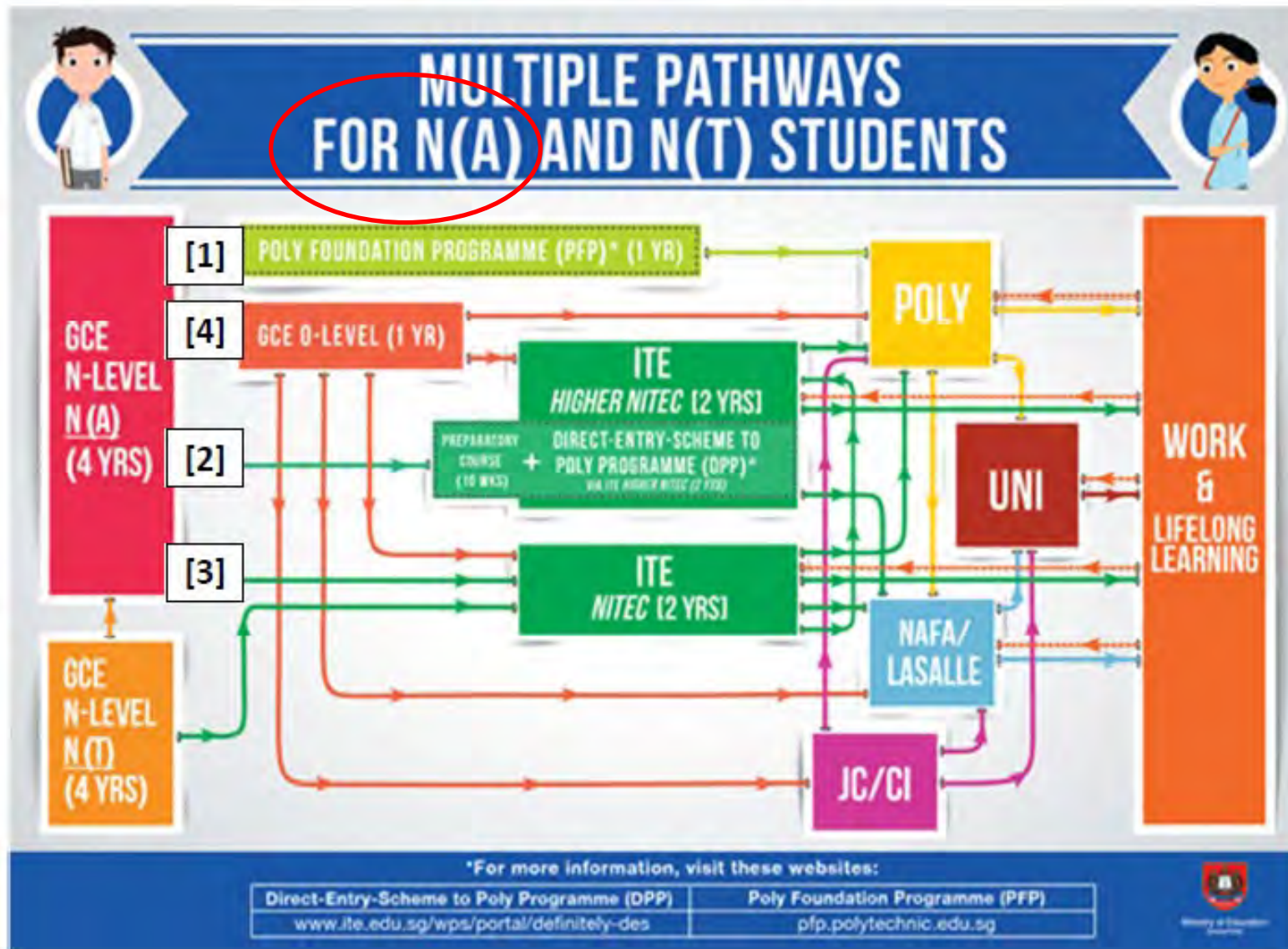
Direct Polytechnic Programme

[3]

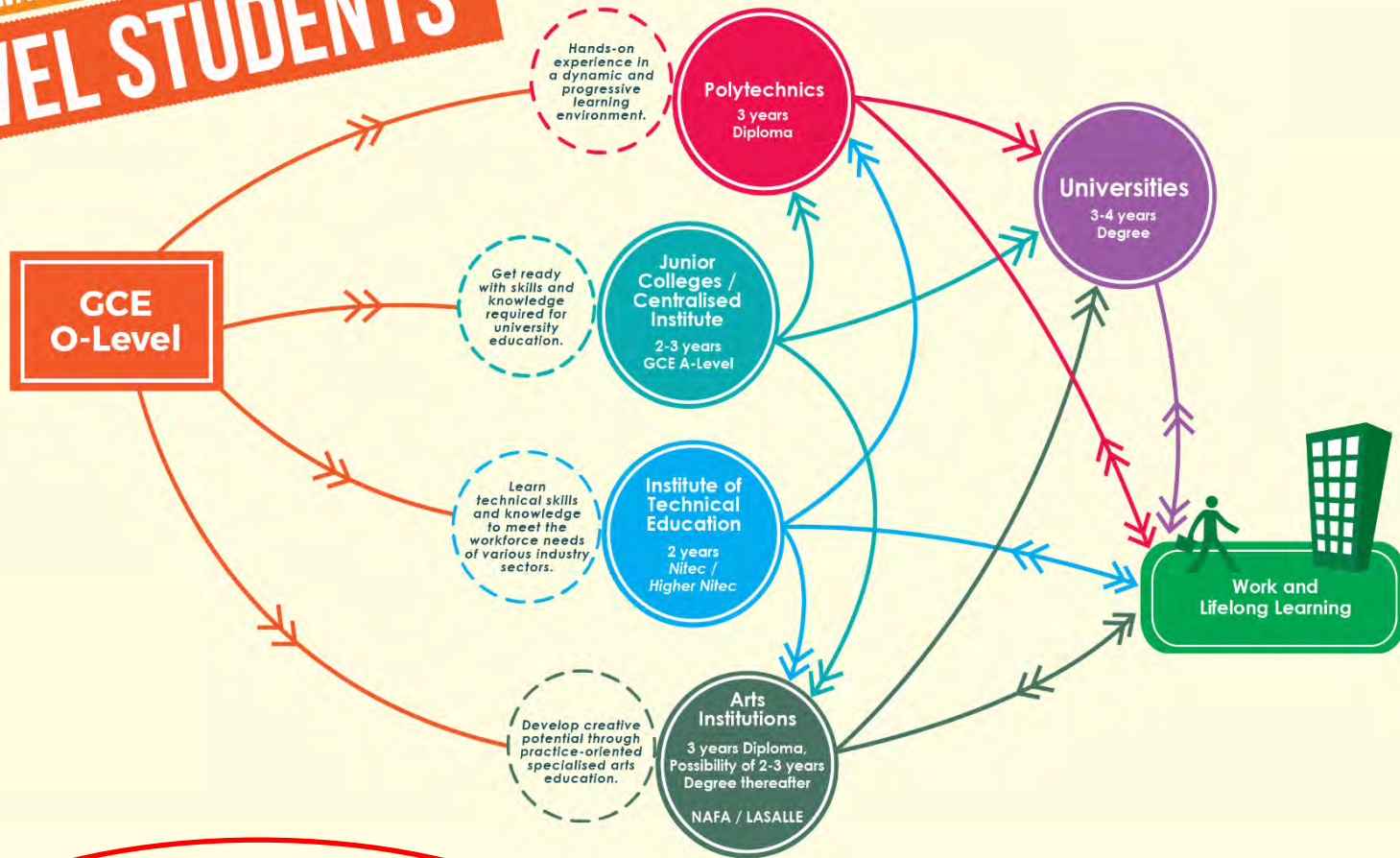
Higher Nitec

[4]

Sec 5 O Levels



# MULTIPLE PATHWAYS FOR O-LEVEL STUDENTS



## HOW TO APPLY

### JUNIOR COLLEGES/CENTRALISED INSTITUTE

- \* Joint Admissions Exercise (JAE)
- \* Direct School Admission-JC (DSA-JC) Exercise

### POLYTECHNICS

- \* Joint Admissions Exercise (JAE)
- \* Early Admissions Exercise (EAE)
- \* Direct Admissions Exercise (DAE)

### INSTITUTE OF TECHNICAL EDUCATION

- \* Joint Intake Exercise (JIE) for Nitec courses
- \* Joint Admissions Exercise (JAE) for Higher Nitec courses
- \* Special College Admissions Scheme (SCAS)

### ARTS INSTITUTIONS

- \* The Arts Institutions are the Nanyang Academy of Fine Arts (NAFA) and the LASALLE College of the Arts (LASALLE)
- \* Apply directly to the Arts Institutions
- \* Admissions information is available on the NAFA and LASALLE websites

For more information on JC, Poly and ITE Admissions, visit <http://www.moe.gov.sg/admissions/>



# Conclusion

## ► What does this mean?

- Importance of identifying one's strength and interests
- Doing research of the courses available in post secondary institutions and their admission requirements
- Early preparation for portfolio/CCA records
- Close monitoring of your child's attendance and ensuring consistent good behaviour
- Take charge now in Secondary 2 by selecting the right subjects

# Take Charge of your ECG Journey

- ▶ Students have been informed that: if they would like to **explore** further, do chat with **Ms Meena Kaur** on **Mondays** and **Tuesdays** at **The Library Workroom** or **book an appointment via the QR code.**



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



# Partnering Parents

## Monitor

- ▶ your child's homework and academic progress
- ▶ your child's time on the mobile phone, Internet, TV and online activity
- ▶ your child's attendance, by ensuring your child show up in school and are only supported with MCs if they are unwell. Excuse letters are only permissible due to special cases (eg: compassionate grounds, family-related issue).  
**Maximum three letters per semester.**

# Partnering Parents


## Understand

- ▶ the various choices, not just one choice
- ▶ your child's interest and qualifying criteria for post secondary education
- ▶ your child has to commit to the choice and no changes will be allowed in Sec 3





# Q & A



**Please submit your questions via the chat function.**



**Thank You!**

**We look forward to partnering you in  
educating your child**