

# Sec 2 NA Streaming Talk

*16 February 2022*



Please scan the QR code to access the digital version of the streaming booklet



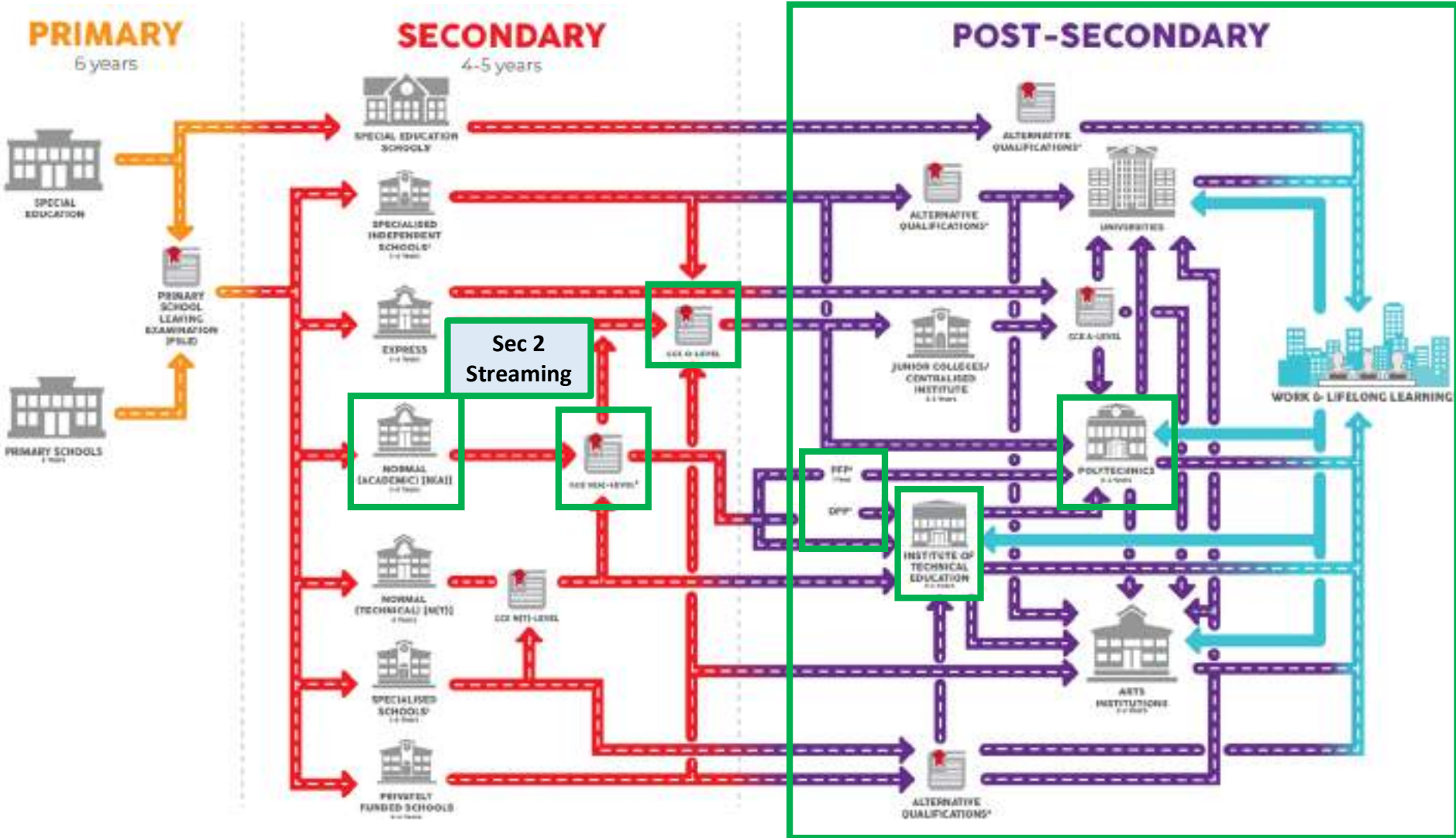


# PROGRAMME OUTLINE (2NA)

1. Streaming Matters and 2023 Subject Combinations
2. Electives Sharing: **Additional Mathematics**
3. Electives Sharing: **POA**
4. Electives Sharing: **Art**
5. Electives Sharing: **D&T and F&N**
6. Education and Career Guidance (ECG) Sharing
7. Sharing on SBB & OOS Matters
8. Q & A Segment

# Streaming Matters by Mrs Ong

# Singapore's Education System:





# STREAMING YEAR

Streaming at the end of Secondary 2 is an **important crossroad**.





Parents  
Class Mentors  
Subject Teachers  
IP HODs/SHs/LHs  
Year Heads  
Student Development  
Team

Knowing  
the Child





# WHAT DO I NEED TO KNOW BEFORE I MAKE MY OPTIONS?

- Factors to consider when making options
- Subjects that are offered
- Criteria for subject combination
- Streaming Process



# FACTORS TO CONSIDER

- Child's **strengths, interests, aspirations** and **post-secondary options**
- Results at Secondary 1 and 2

- Subject combination must equip your child with the **passion, self-confidence** and the **belief** to progress to more advanced levels after OPSS.
- There must be **positive outcomes** – student engagement and achievement.

# SEC 3NA SUBJECT COMBINATIONS 2023

Subj 1	Subj 2	Subj 3	Subj 4	Subj 5	Subj 6
*English Language	*Mother Tongue Language	Humanities SS/Geo  Or  SS/Hist	*Mathematics	*Science (Chem/Phy)  Or  *Science (Chem/Bio)	Additional Mathematics Or Art Or Design and Technology Or Nutrition and Food Science Or Principles of Accounts

- \* Subject is offered at either NA-level or at O-level
- # Student taking NA A. Math will be required to take O' level E. Math

# SUBJECTS WITH ELIGIBILITY REQUIREMENTS (3NA)

To be eligible for	Criteria* Subject to changes
Additional Mathematics at N Level	Mathematics (overall) $\geq 75\%$
Mathematics at O Level	Mathematics (overall) $\geq 75\%$
Science at O Level	Science (overall) $\geq 75\%$
English at O Level	English (overall) $\geq 75\%$
Mother Tongue Language at O Level	MT (overall) $\geq 75\%$

**\*Note:**

- **Students must achieved an average of 55% (overall combined results)**
- Subject percentile ranking is also taken into account in the streaming process.

# STREAMING PROCESS

1	Streaming talk for parents	16 February
2	Subject Exposure + Online interest survey for students	Mid-May
3	2 <sup>nd</sup> Streaming Talk for students	Mid-October
4	<b>Actual:</b> Submission of choices	End of October
5	Release of streaming results	Early November
6	Appeals	Mid-November
7	Release of appeal results	End of November



# STREAMING PROCESS

The allocation of subjects is based on the following:

- Students' choice(s)
- Students' **overall academic performance** at Secondary 2
- Eligibility requirements for certain subjects
- Teachers' recommendations
- Available resources

# GETTING YOUR CHOICE SUBJECT COMBINATION ...

## ✓ Consistent hard work

2NA	Assessment Weighting (%)		Date
	Weighted Assessment 1 (WA1)	15%	Term 1
	WA2	15%	Term 2
	WA3	15%	Term 3
	End-of-Year Exam	55%	Term 4

## ✓ Selecting your combinations wisely



# 4As to Success



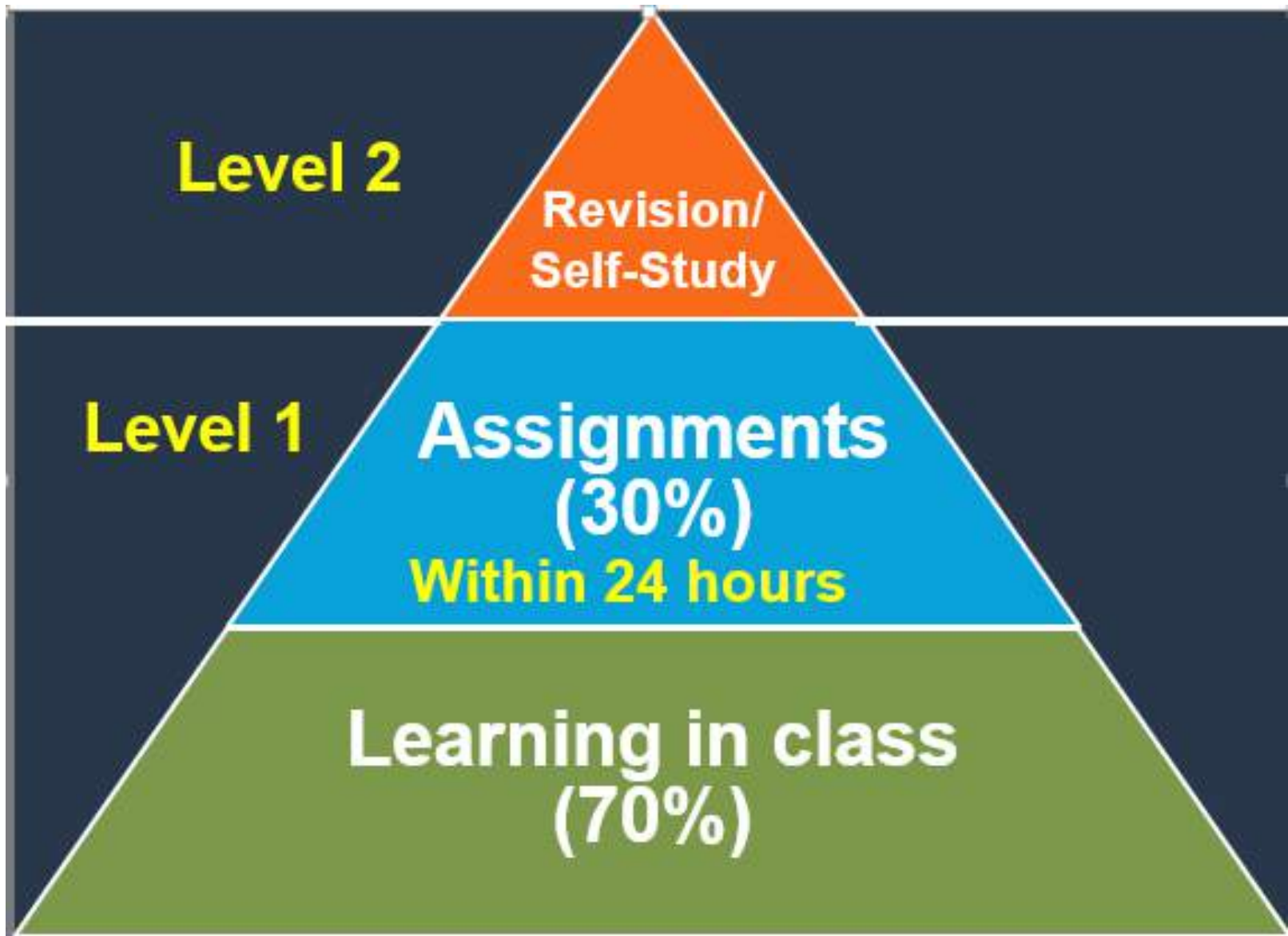
**A**ttendance

**A**pppearance

**A**ttentiveness

**A**ssignment







CCA

LEAPS 2.0

Leadership

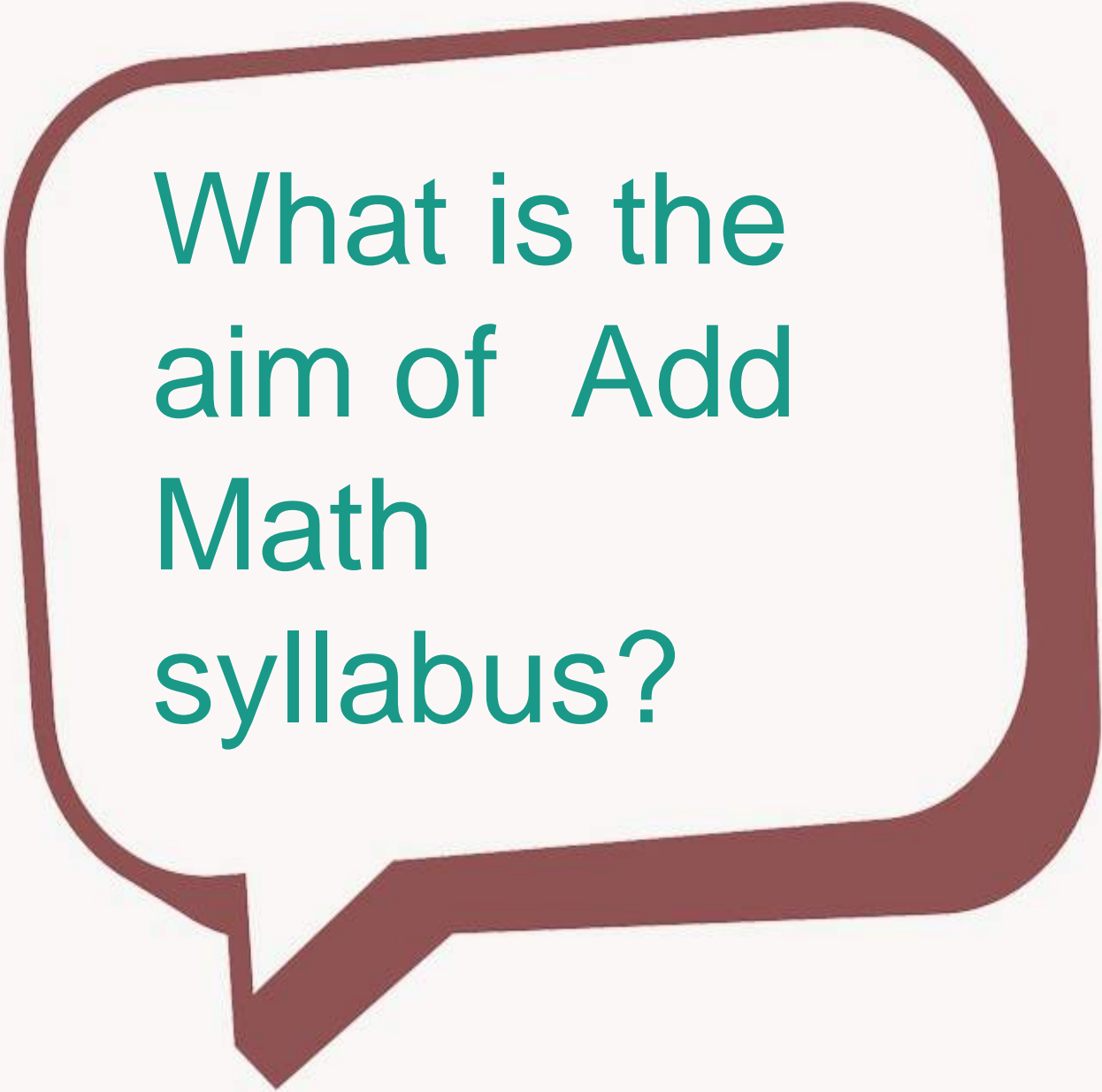
Achievement

Participation

Service

- Recognition of Students' Co-Curricular Attainment
- Bonus points for admission (Post Secondary)
  - **Excellent: 2 Bonus Points**
  - **Good: 1 Bonus Point**
  - **Fair: No Bonus Points**

# Elective Sharing on Additional Mathematics



What is the  
aim of Add  
Math  
syllabus?



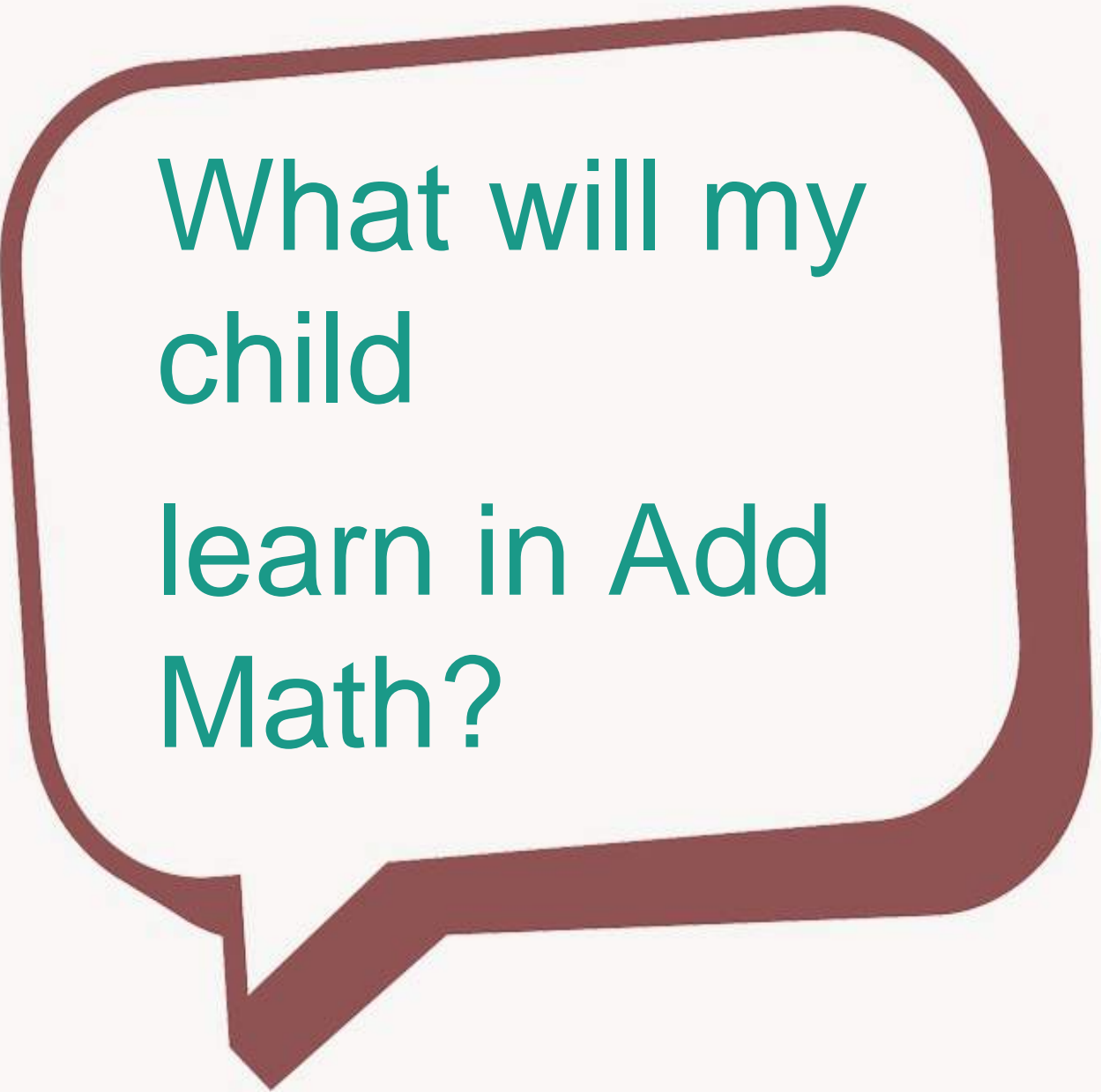


# Aims:

- ❖ Acquire Math concepts and skills for higher studies in Math and to support learning in the other subjects, in particular, the Sciences
- ❖ Develop thinking, reasoning and metacognitive skills through a mathematical approach to problem-solving
- ❖ Connect ideas within Math, and between Math and the Sciences through applications of Math
- ❖ Appreciate the abstract nature and power of Mathematics.

# In taking Add Math

- Students taking Add Math must take Express (O Level) Mathematics at Secondary 3NA (Out of Stream)
- Students will take National Exam Papers for both O level and N Level Mathematics at Secondary 4



What will my  
child  
learn in Add  
Math?

# CONTENT

Concept and Skills

Algebra

Geometry and Trigonometry

Calculus

Learning Experiences  
(Processes, Metacognition and Attitudes)

A **strong foundation and proficiency in algebra** is required for Add Math!

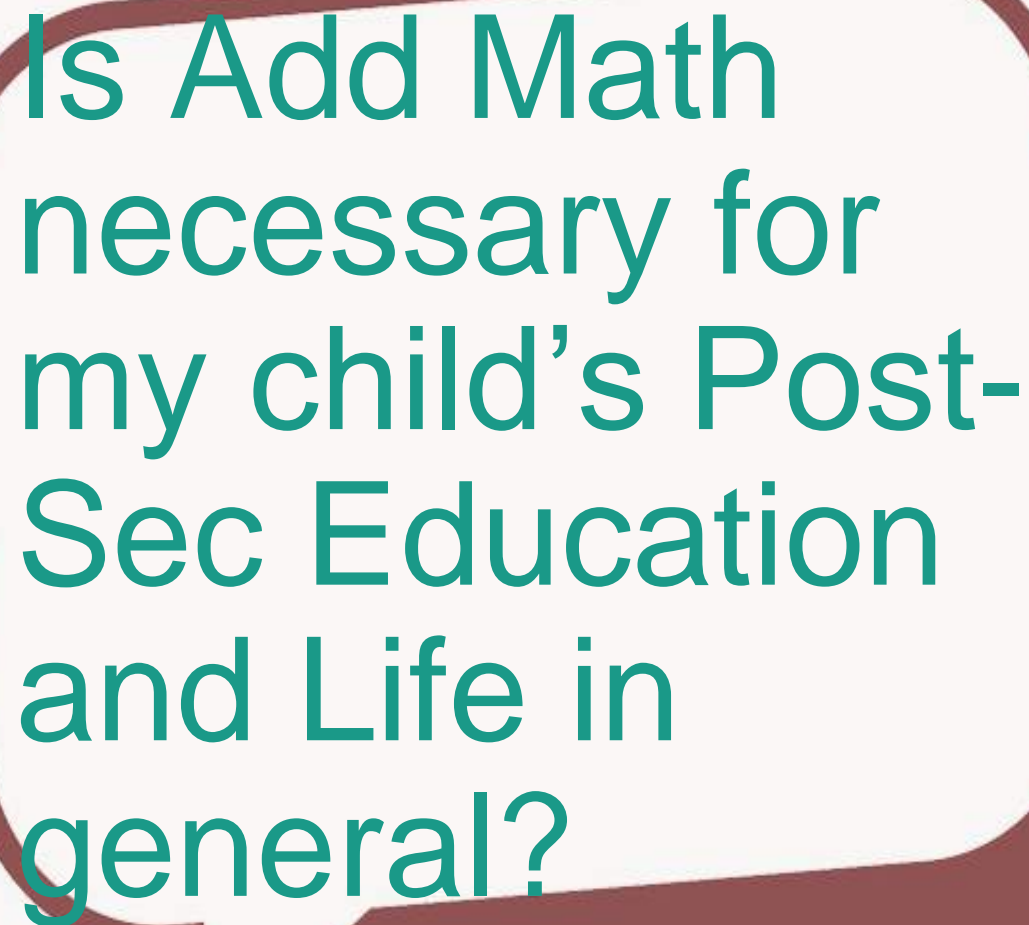


<b>Algebra</b>	<b>Geometry &amp; Trigonometry</b>	<b>Calculus</b>
Quadratic Functions	Trigonometry functions, identities and equations	Differentiation and Integration
Equations and Inequalities	Coordinate Geometry in 2D	
Surds	Proofs in Plane Geometry	
Polynomials and Partial Fractions		

# 4051 'N' Level

Paper	Assessment	Duration	Weighting
1	Written Paper 70 marks	1 hour 45 mins	50%
2	Written Paper 70 marks	1 hour 45 mins	50%





Is Add Math  
necessary for  
my child's Post-  
Sec Education  
and Life in  
general?

## Examples of Algebra Questions in Sec 3 Elementary Math vs Add Math

### E. Math

Simplify

1.  $x^3 \times x^2$

2.  $\frac{y^8}{y^3}$

### Add. Math

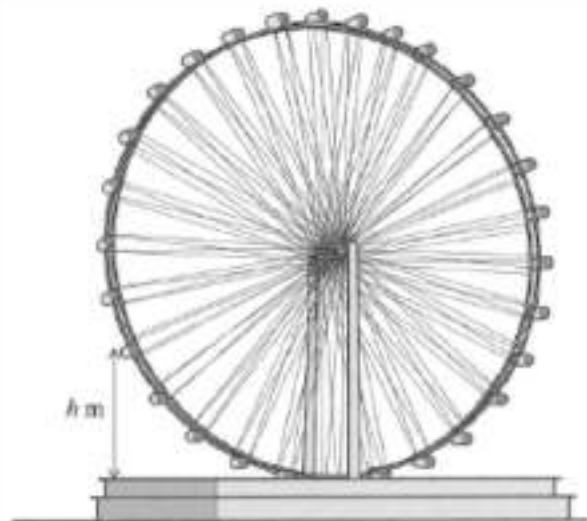
Simplify  $\left(\frac{x^6}{1000}\right)^{\frac{1}{3}} \div (256x^4)^{-\frac{1}{4}}$

Simplify  $\frac{6a^4}{a^{-5}b} \times \frac{(-a^{-3}b)^2}{2\sqrt{b}}$

$k$ ,  $m$  and  $n$ .

Simplify  $\frac{3a^0 \times (ab^2)^{-3}}{\sqrt{a}}$

## Example of a Real World Problem in Add Math



The height above ground level,  $h$  m, of a capsule on the Singapore Flyer is modelled by the equation,  $h = 80(1 - \cos kt)$ , where  $k$  is a constant and  $t$  is the time in minutes after starting the ride at ground level. The total time to complete one revolution is 30 minutes.

(i) Explain why this model suggests that the height of the Singapore Flyer is 160 m. [1]

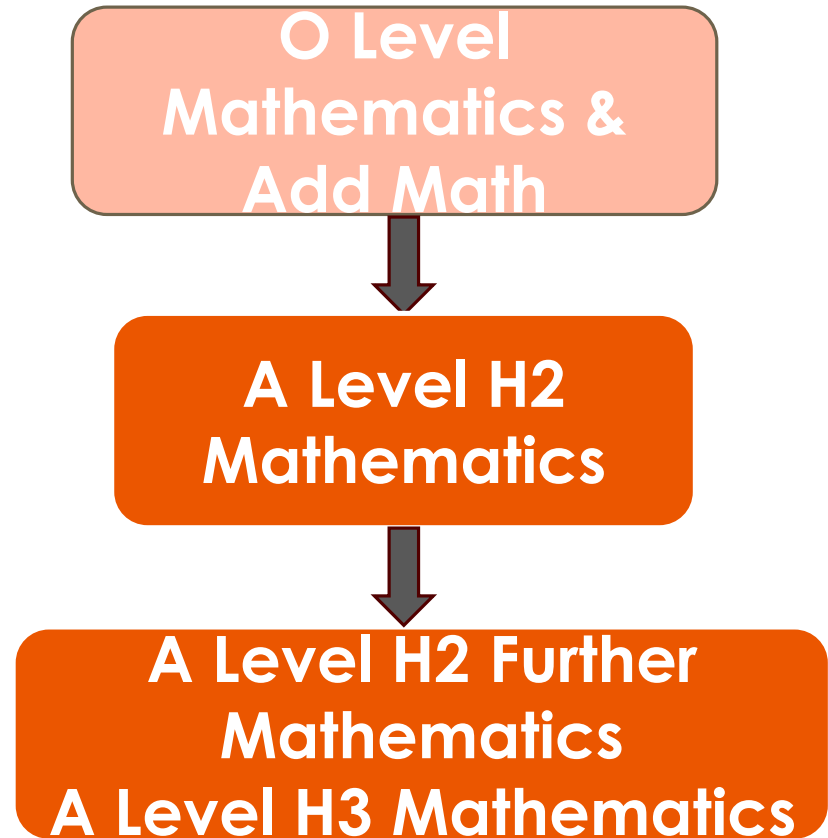
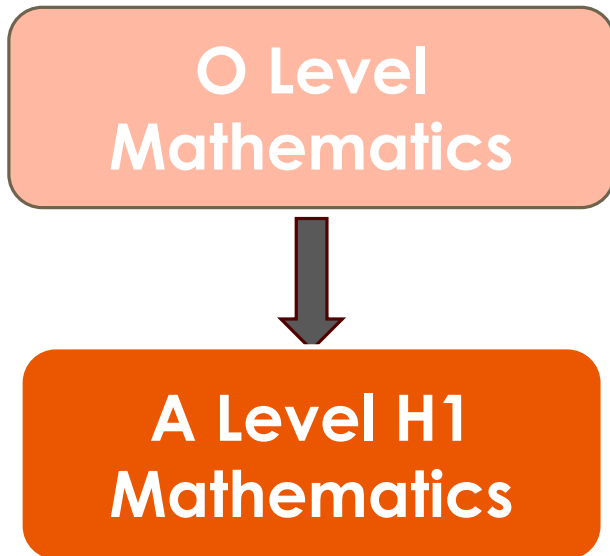
(ii) Show that the value of  $k$  is  $\frac{\pi}{15}$  radians per minute. [2]

It is possible for a person riding in a capsule to see a certain landmark, provided the capsule is at least 100 m above ground level.

(iii) Find the length of time for which the landmark will be in view during one revolution. [5]

# Requirements for Admission to Junior College

Add Math can be considered as one of the L1R5 subjects





# Requirements for Admission to Polytechnics

- Add Math is **NOT** compulsory for all Polytechnic Courses including some Engineering related courses
- Can be included as one of the two Relevant Subjects for ELR2B2  
(Need only one Mathematics Subject – can be either Elementary Mathematics or Add Math)

# Jobs/Courses in the Future That Requires A.Math



Business



Game  
Designer



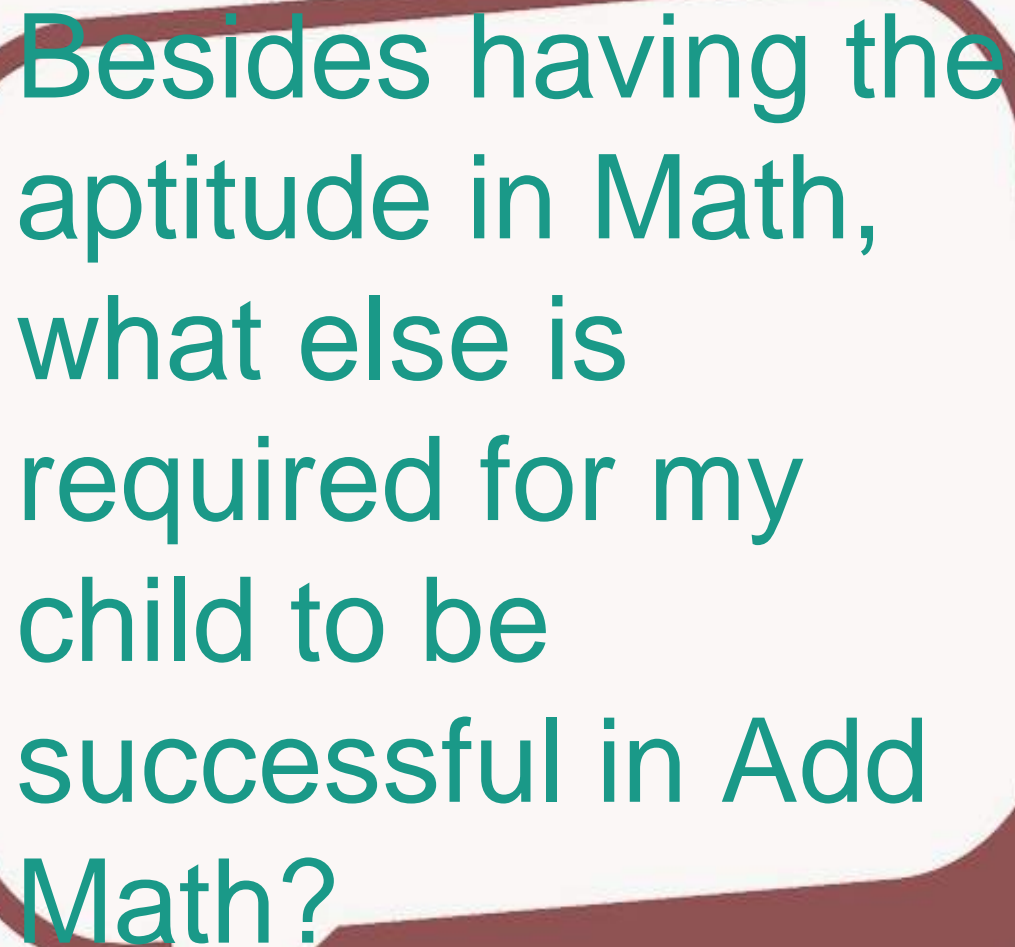
Pilot



Architect



Engineer



Besides having the aptitude in Math, what else is required for my child to be successful in Add Math?

**Diligent**



**Attentive**

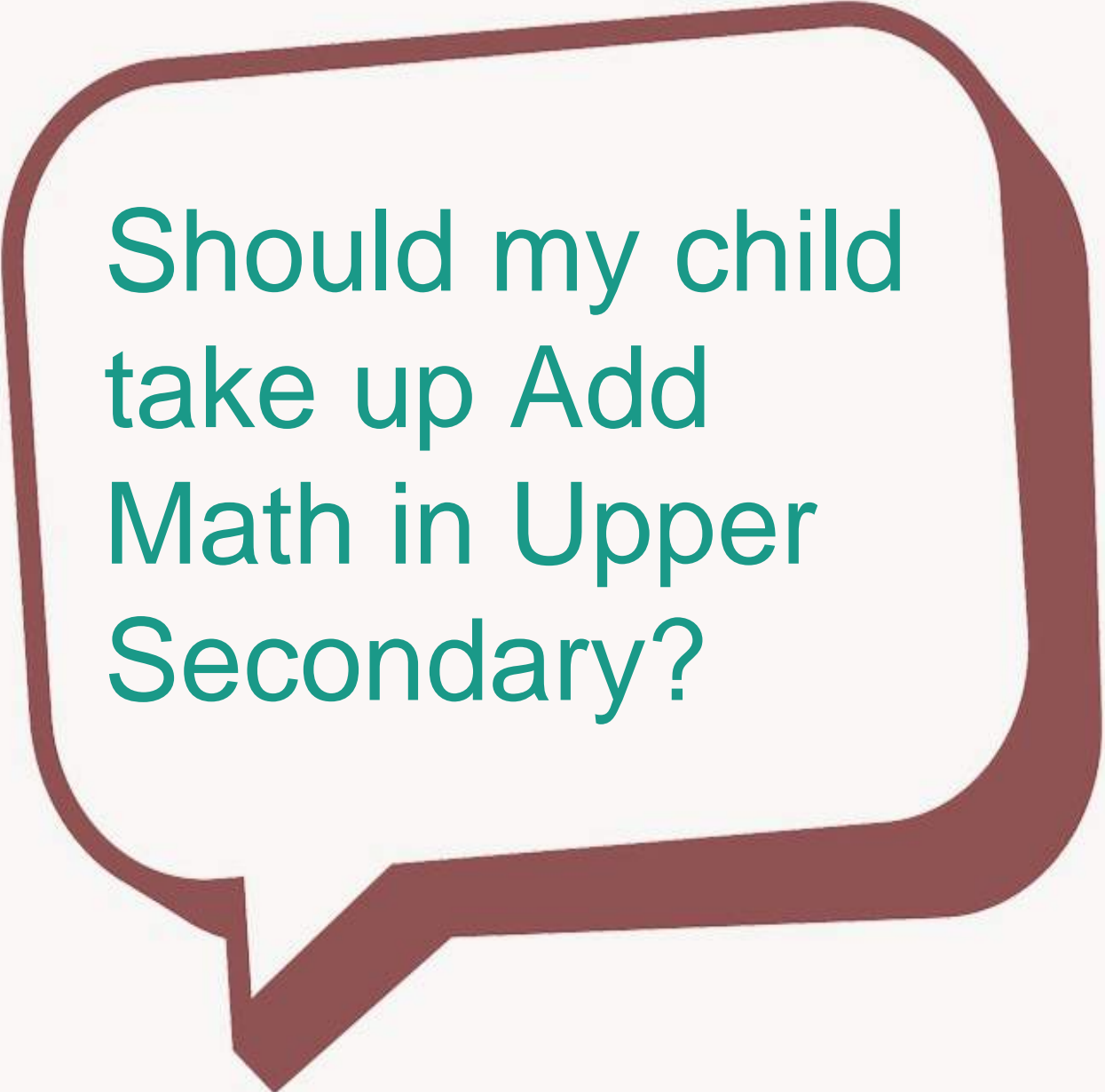


**Self  
Discipline**



**Never  
Give Up!**





Should my child  
take up Add  
Math in Upper  
Secondary?

Aspirations



Interest



STRENGTH

# Elective Sharing on Principles of Accounts (POA)



## Principles of Accounts (Syllabus 7086)

- Students will be taught age-appropriate and relevant accounting knowledge and skills.
  - Applying the **double entry system** of recording business transactions
  - Synthesis and presentation skills in the **preparation of accounting information** in a suitable form
  - **Analytical skill** in interpreting, analyzing financial statements



# Principles of Accounts (Syllabus 7086)

- Students will learn and understand how businesses use accounting and non-accounting information to make decisions.
  - **decision-making skill** in evaluating choices using both accounting and non-accounting information.



# Principles of Accounts (Syllabus 7086)

- Students will acquire transferrable skills that they can apply in their daily lives.
  - being **logical, methodical, consistent and accurate**
  - develop values such as **integrity, objectivity and social responsibility**



# PRINCIPLES OF ACCOUNTS

It involves more than just numbers and calculations!

*Definitions*

Accounting  
terms

Concepts

Application

*Business knowledge*

Formats

Formulae

*Analysis and Evaluation*



# LEARNING A NEW LANGUAGE

- Language of business
  - How to communicate financial information of a business to the users of the information
- Students will be learning
  - new terms
  - various formats for recording and reporting
  - How to analyse and interpret financial information



# ACCOUNTING TERMS (EXAMPLES)

Statement of financial position		Statement of financial performance
<b><u>Current assets</u></b>	<b><u>Current liabilities</u></b>	Sales revenue
Inventory	Trade payables	Cost of sales
Other receivables / Prepaid expenses / Income receivables	Expenses payable / Income received in advance	Gross profit
Trade receivables	Bank overdraft	Other income
Allowance for impairment of trade receivables	Current portion of long-term borrowings	Interest expense
Cash at bank / Cash in hand	Dividends payable	Impairment loss on trade receivables
<b><u>Non-current assets</u></b>	<b><u>Non-current liabilities</u></b>	
Land	Long-term borrowings	Gain/loss on sale of non-current assets
Property		
Plant and equipment	<b><u>Equity</u></b>	Profit/loss for the year
Fixtures and fittings	Capital / Issued share capital	
Accumulated depreciation	Retained earnings	



# FORMATS

## Journal entries

Journal			
Date	Particulars	Debit	Credit
20X1		\$	\$
Feb 5	Drawings	120	
	Cash in hand		120
	Withdrawal by owner of \$120 for personal use		
Feb 12	Inventory	1,000	
	Trade payable — TeeShirts		1,000
	Purchased goods of \$1,000 from TeeShirts on credit		
Feb 22	Trade payable — TeeShirts	400	
	Inventory		400
	Returned goods of \$400 to credit supplier, TeeShirts		
Feb 28	Trade payable — TeeShirts	600	
	Cash at bank		600
	Payment of \$600 by cheque to credit supplier, TeeShirts		

## Ledger account

Service fee revenue account				
Date	Particulars	Debit	Credit	Balance
20X1		\$	\$	\$
Jan 1	Service fee revenue received in advance <b>a</b>		1,000	1,000 Cr
Mar 8	Cash at bank		20,000	21,000 Cr
Apr 12	Cash in hand		5,000	26,000 Cr
Sep 18	Trade receivables		18,000	44,000 Cr
Dec 31	Service fee revenue received in advance <b>d</b>	3,000		41,000 Cr



# FORMATS

## Statement of Financial Performance

Name of Business Statement of Financial Performance for the year/period ended [_____]		
	\$	\$
Service fee revenue	XXXX	
Less: Sales returns	XXXX	
Net sales revenue		XXXX
Less: Cost of sales		XXXX
Gross profit		XXXX
Other income		
Commission income	XXXX	
Discount received	XXXX	
Gain on sale of non-current assets/	XXXX	
Rent income	XXXX	XXXX
<b>Less: Other expenses</b>		
Impairment loss on trade receivables	XXXX	
Depreciation of fixtures and fittings	XXXX	
Depreciation of office equipment	XXXX	
Depreciation of motor vehicles	XXXX	
Interest	XXXX	
Insurance	XXXX	
Loss on sale of non-current assets/	XXXX	
Motor vehicle expenses	XXXX	
Office expenses	XXXX	
Rent and rates	XXXX	
Wages and salaries	XXXX	XXXX
Profit for the year/period		XXXX

## Statement of Financial position

Name of Business Statement of Financial Position as at [_____]			
	\$	\$	\$
<b>Assets</b>			
<b>Non-current assets</b>	Cost	Accumulated depreciation	Net book value
Property	XXXX	XXXX	XXXX
Fixtures and fittings	XXXX	XXXX	XXXX
Office equipment	XXXX	XXXX	XXXX
Motor vehicles	XXXX	XXXX	XXXX
			XXXX
<b>Current assets</b>			
Inventory		XXXX	
Trade receivables	XXXX		
Less: Allowance for impairment of trade receivables	XXXX	XXXX	
Other receivables/prepaid expenses/income receivables		XXXX	
Cash at bank		XXXX	
Cash in hand		XXXX	XXXX
Total assets			XXXX
<b>Equity and Liabilities</b>			
<b>Owner's equity</b>			
Capital			XXXX
<b>Non-current liabilities</b>			
Long-term borrowings			XXXX
<b>Current liabilities</b>			
Trade payables		XXXX	
Expenses payable/income received in advance		XXXX	
Current portion of long-term borrowings		XXXX	XXXX
Total equity and liabilities			XXXX



## SCENARIO-BASED QUESTION

The SBQ requires students to make a decision between two possible choices within a fictional business context.

Each scenario will include both accounting and non-accounting information which students are expected to use to support their decision.

The business context for a scenario will be based on one of the 3 topics prescribed for the scenario-based question:

Inventory

Trade Payables

Trade receivables



# COMMON TRAITS OF STUDENTS WHO HAVE DONE WELL IN POA

Attention to details

Logical thinking skills

Hardworking

On task

Tenacious

Good command of English



# BUILD YOUR OWN BUSINESS (BYOB) GAME BOARD CHALLENGE 2018

- Board game in learning more about the applications of accounting
- Organised by Republic Polytechnic



# POA LEARNING TRAIL 2018



- Multiple stations of quizzes and games in NEX shopping mall
- Link between their learning of POA in classroom to real life practices
- Organised by Zhonghua Secondary School



## BEYOND N LEVEL: O LEVEL

- *Continuing with Sec 5 in OPSS*
- *Principles of Accounts offered at O level*



## BEYOND N LEVEL: AT ITE (DPP)

- For students who have performed well in the GCE 'N' (Academic) Level examination may first enrol in a **Higher Nitec** course at ITE.
- Will subsequently be assured of a place in a related polytechnic course, provided the qualifying Grade Point Average (GPA) score is achieved in the *Higher Nitec* course.
- **Entry Requirements**

Business and Services	Required Grades
English Language	1 - 3
Mathematics	1 - 4
Any three other subjects	1 - 5

- **Higher Nitec in Accounting** is one of the courses offered under Business and Services.





## BEYOND N LEVEL: AT POLYTECHNIC (PFP)

- The Polytechnic Foundation Programme (PFP) is a one-year programme to prepare polytechnic-bound N(A) students for entry into the relevant Polytechnic Diploma courses.
- Entry Requirements

<b>Business and management courses</b>	<b>Minimum Required Grades in N level exam</b>
English Language Syllabus A	2
Mathematics Syllabus A / Additional Mathematics	3
One relevant subject (POA being one of them)	3
Any two other subjects	3



# Elective Sharing on Art

# Upper Secondary Art

**Art as “O” or  
“N” Level  
Subject**

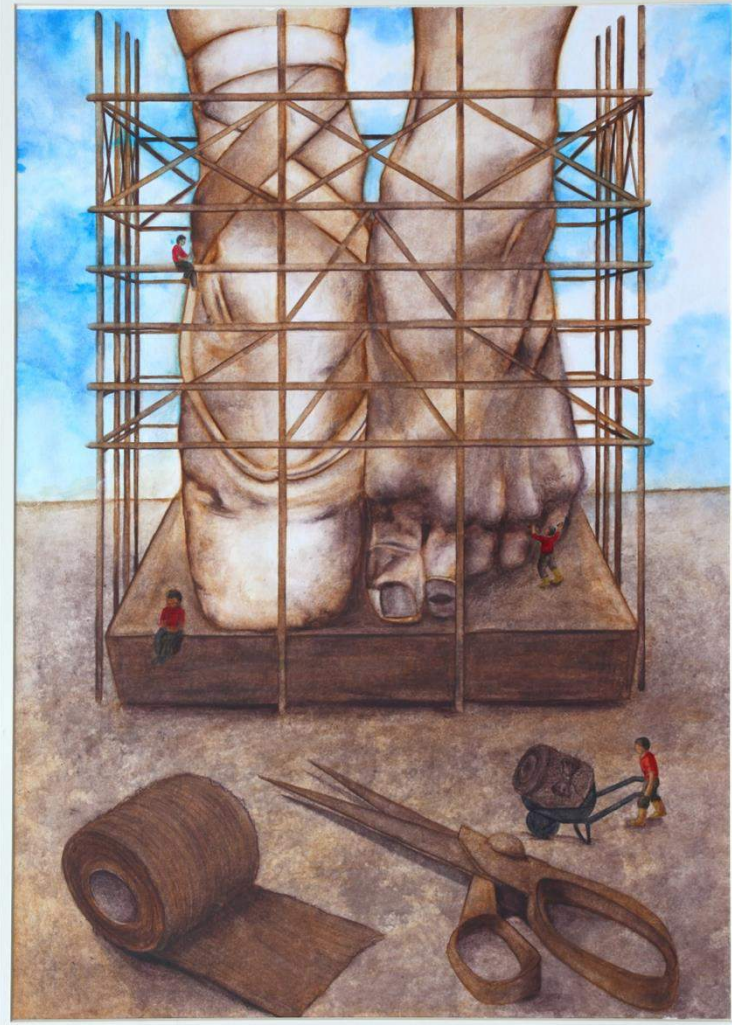
## Overview of 'O' & 'N' Upper Sec Art

- What do you learn?
- What is being measured (assessed)?
- How much is expected?
- Where can “N” / “O” Level Art lead to?

## What do you get to learn?

- Painting (Watercolour / Oil / Acrylic / Digital)
- Batik Painting
- Intermediate to Advanced illustration skills, to be applied in:
  - Fashion / Costume illustration
  - Narrative illustration

# 0 level illustrations



## What will be provided to help you learn?

### □ Equipment

- DSLR Camera, computer, illustration sensor tablets, Ipad pro (procreate app)

### □ Materials

- 72-Colour pencils, pastels, charcoal
- Watercolour, acrylic, oil paint
- Illustration markers
- Art, Design, Illustration Books



## How Much Is Expected?

***6 periods per week + remedial***

- Coursework (60%)
  - Done over 6 months
  - CONSISTENT effort (no last minute)
- Paper 2 (40%)
  - Question / Theme given 21 days before exam
  - 3-hour paper



# Coursework

## Consistency and Commitment



## Acceleration?

- Take 'O' Level Art at 4N Year
  - 1 less subject to worry about in sec 5
- "O" grade conversion to "N" grade
  - In favour of students

*(E.g. a Grade B4 in O level art is equivalent to Grade 2 in N level)*

- **More choice** *Paper 3- Study of Visual Arts*
  - Syllabus – 24 artists (2 artworks each)
  - 2-hour paper

## Where can “N” level Art lead to?

- ITE
  - Design related courses

## Where can “O” level Art lead to?

- Poly & JC (H2 Subject)
  - Design-based courses
- Fine Art Institutions
  - Fine Arts, Design-based courses

# Elective Sharing on Design & Technology and Food & Nutrition

# What is Design & Technology?

- ❖ A video containing a brief introduction on the subject 'Design & Technology' can be viewed at: <https://youtu.be/DBvJUaWPAIE>







# Aims:

- ❖ Develop '**Design**' related dispositions.
  - ✓ Empathy, sensitivity, embrace complexities.
- ❖ Foster **positive values**
  - ✓ Confidence, tenacity, pride
- ❖ Cultivate the following:
  - ✓ **Creative, critical** and **reflective** thinking
  - ✓ **Decision making** skills

# Subject Content:



- ❖ Section A: Knowledge with understanding.
  - ✓ Understand, apply design process.
  - ✓ Project Management
- ❖ Section B: Design Thinking Skills.
  - ✓ Generate ideas
  - ✓ Research, analyse info for decision making.
- ❖ Section C: Design Manipulating skills.
  - ✓ Sketch, build mock-ups to explore ideas.
  - ✓ Prototype design solution.

# 'N' Level Assessment:

Paper	Assessment Mode	Duration	Weighting
1	Written Paper	1.5 hrs	40%
2	Design Project	20 wks	60%





# Design Project:

## 1) Design Journal

- Design process
- Research, ideation, mock-ups

## 2) Presentation Boards

- Communicate proposed design solution

## 3) Prototype

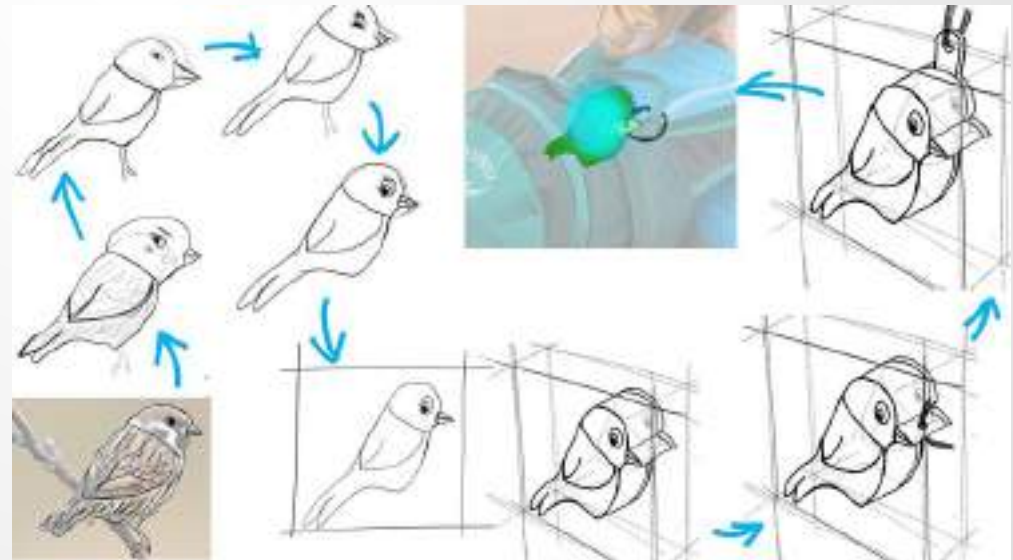


**2019 D&T Awards  
Creative Innovation Award**

# Examples: Research



Ideation





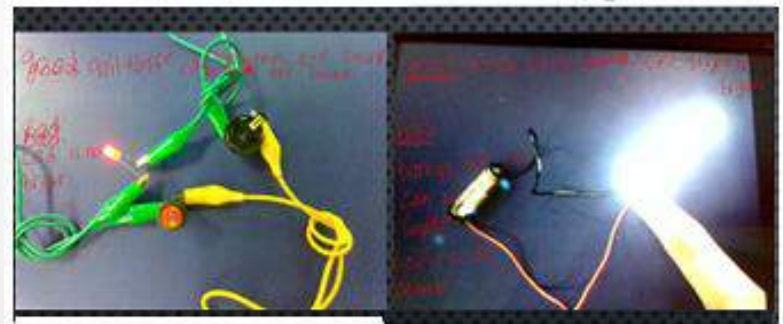
# Examples:

## Mock-ups & Testing



ORCHID PARK SECONDARY SCHOOL

## Testing, tinkering



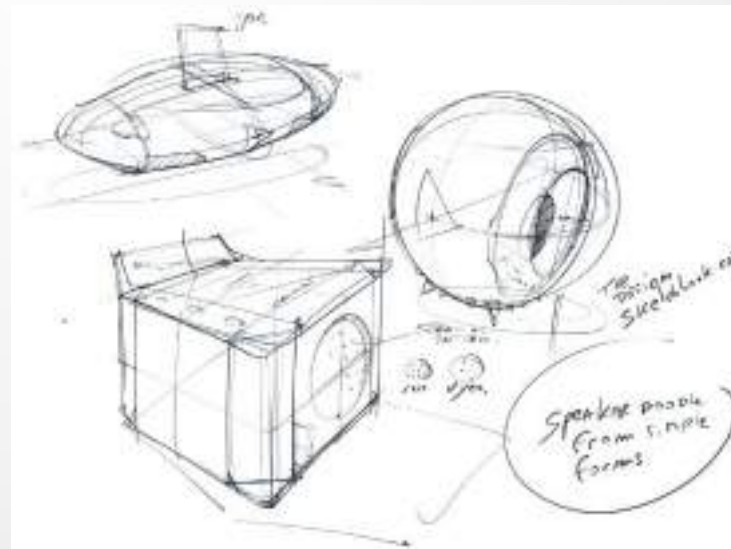
# Demands of D&T:

**Time  
Management  
skills.**



**Regular &  
consistent work**

**Sketching skills**



# Possible Progression:

## ❖ Polytechnics – EL R2 B2

- ✓ Engineering related courses  
(Aerospace, electrical, electronics,  
Civil, Marine, mechanical, etc.)
- ✓ Technology related courses,
- ✓ Aerospace,
- ✓ Build Environment (Hotel & Leisure Facility Mangt,  
etc)
- ✓ Maritime Studies,
- ✓ Applied Sciences (Biomedical sciences, etc)



# Possible Progression:

## ❖ ITE – EL R2 B2

- ✓ Engineering related courses  
(Electrical, electronics, Civil, Marine, mechanical, mechatronics, etc.)
- ✓ Engineering with Business,
- ✓ Security systems integration,
- ✓ Facility Management,
- ✓ Space Design Technology.





# Aims:

- ❖ Acquire knowledge and skills to make informed decisions concerning food and nutrition.
- ❖ Learn the principles of Food Science.
- ❖ Develop the following:
  - ✓ Concepts of Nutrition and Meal Planning
  - ✓ Understanding of the link between diet and health



# Subject Content:



- ❖ 1. Nutrition & Health
  - ✓ Nutrients, Diet & Health
  - ✓ Energy Balance
  - ✓ Meal Planning & Meal Analysis
- ❖ 2. Food Literacy
  - ✓ Main food commodities, food labels.
- ❖ 3. Food Science
  - ✓ Food Preparation & Cooking (Science, reactions)
  - ✓ Evaluation of food.



# 6073 'N' Level Assessment:

Paper	Assessment	Duration	Weighting
1	Written Paper	1.5 hours	40%
2	Coursework	5-6 months	60%



# What do we do in class?

## Theory Lessons





# What do we do in class?

## Practical Lessons





# What do we do in class? Food Science Experiments



# Demands of Nutrition & Food Science:



**Regular &  
consistent work**

**Time Management  
skills.**



❖ ICT skills is a bonus

# Possible Progression:

- ❖ JC – L1R5
  - ✓ One of the R5 subject
- ❖ Polytechnics – EL R2 B2
  - ✓ Health Sciences  
(Nursing, Optometry, Health Services Management, Sports and Exercise Sciences, Perfumery and Cosmetic Science, etc)
  - ✓ Applied Sciences  
(Chemical & Pharmaceutical Technology, Pharmaceutical Sciences, Biomedical Science, Molecular Biotechnology, Baking & Culinary Science, etc)



# Sharing on ECG Matters

# Supporting Your Child's ECG Journey

Jerlyn Poh, ECG Counsellor  
Orchid Park Secondary School  
16 Feb 2022





# Overview



01

Changing World of Work

02

Evolving Education  
Landscape

03

Supporting your Child's ECG Journey



# World of Work



# What is the 4<sup>th</sup> Industrial Revolution?



Source : <https://www.youtube.com/watch?v=Ko2esJeGsrI>

# Top 10 Job Skills of Tomorrow



## Top 10 skills of 2025

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

### Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

Source: Future of Jobs Report 2020, International Labour Organization



## Time needed to start building new skills online in jobs of tomorrow

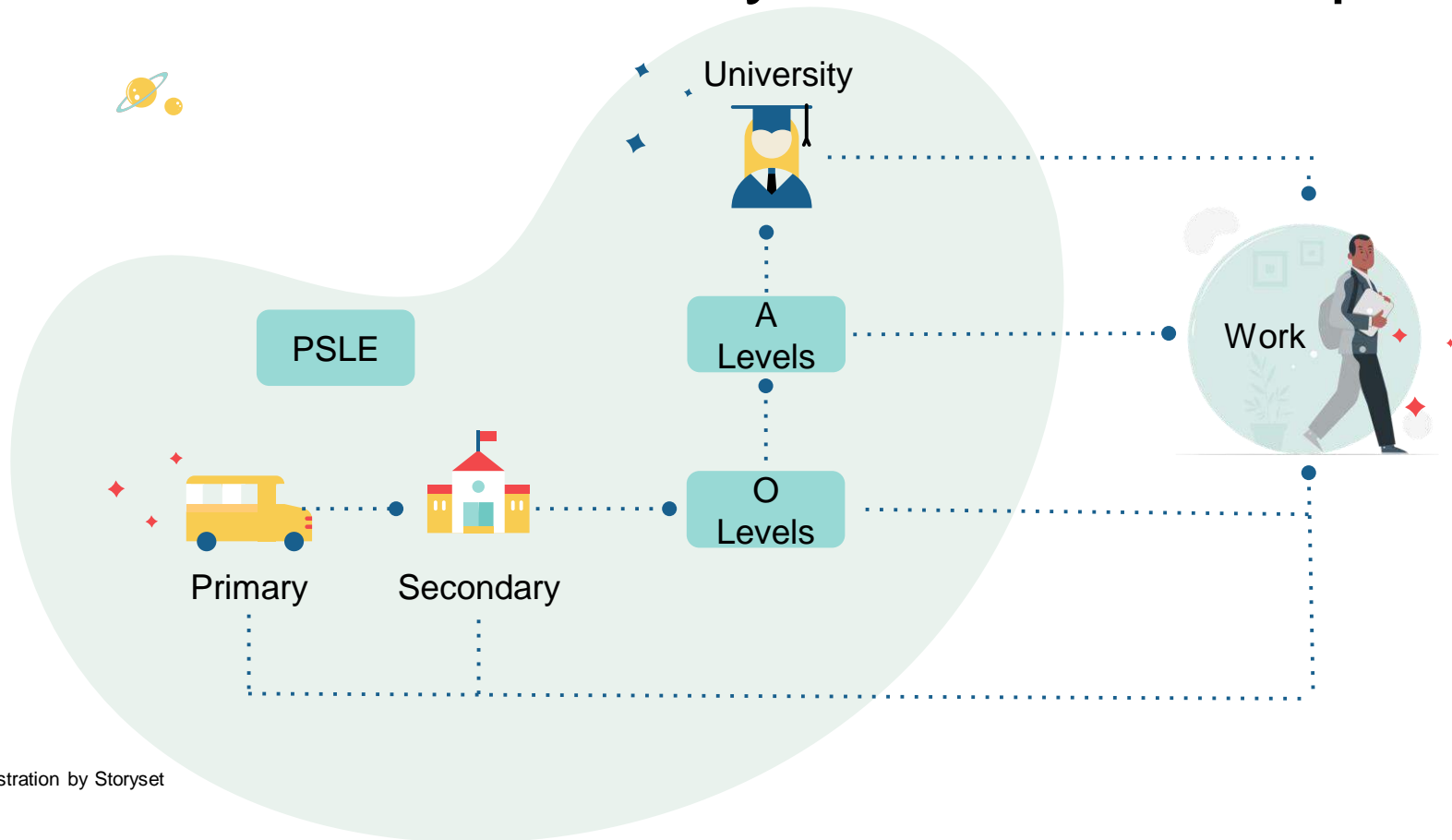


Source: Courses data provided for the Future of Jobs Report, World Economic Forum  
 Presents the time of learning needed for the average worker to get the level of mastery through Coursera learning.



# Changing Education Landscape

# Education Pathway used to be Simple



# Today the Education Landscape is Dynamic

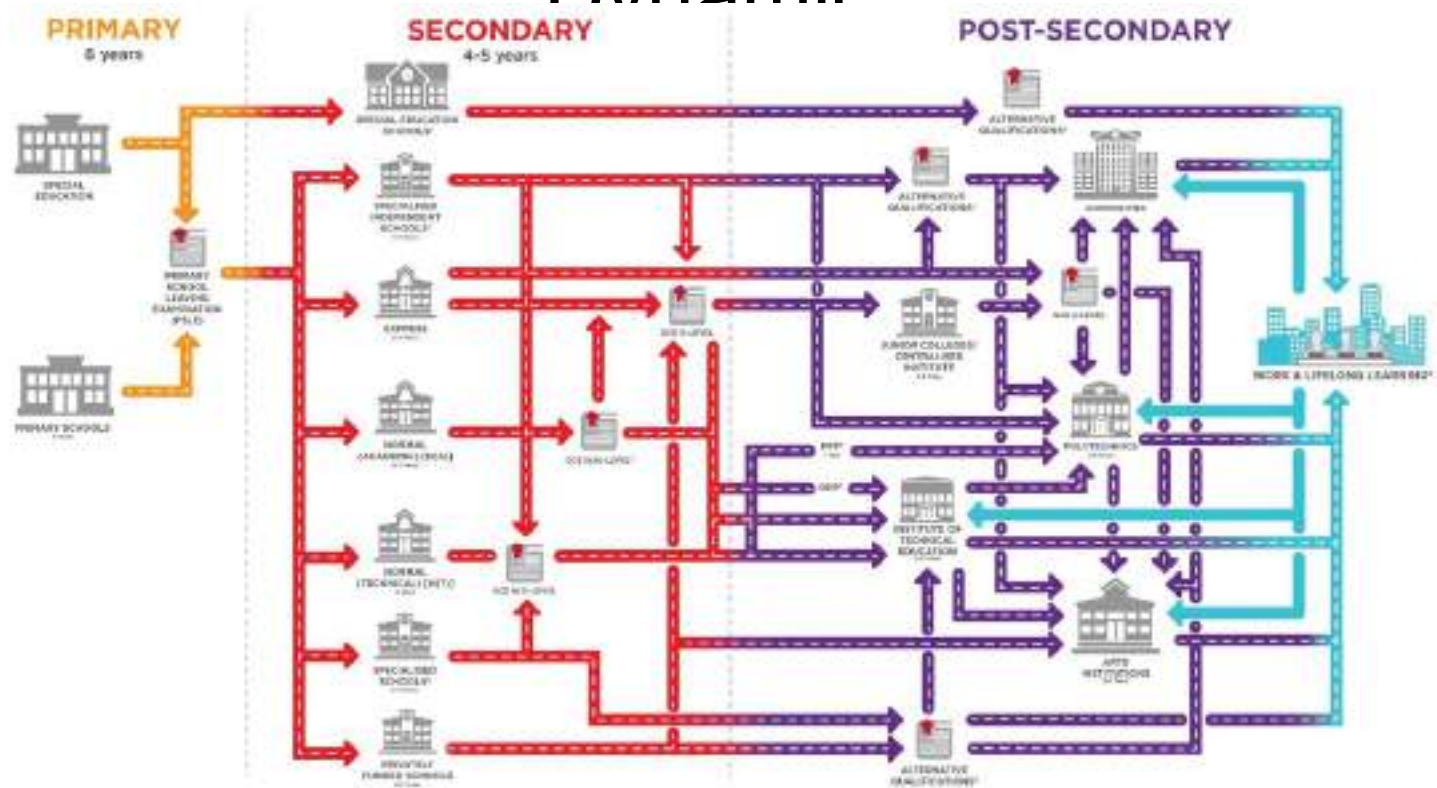



Diagram taken from the Post-Secondary Booklet/Secondary Booklet: <https://www.moe.gov.sg/-/media/files/secondary/secondary-school-booklet-2021.pdf>

# Some Changes in the Education Landscape

Revised PSLE Scoring System	Full Subject-Based Banding	Post-Secondary Landscape	IHL Landscape
<p>New Achievement Levels scoring system</p> 	<p>Implementation of Full Subject-Based Banding in all Secondary Schools by 2024</p>	<p>Expanding CEP<sup>^</sup> offerings by Polytechnics</p> <p>New ITE curriculum from 2022; shortened route to Higher Nitec</p> <p>Offering of ITE Work-Study Diplomas</p> <p>Shorter Polytechnic Diplomas for A-Level Students</p>	<p>Launch of NUS College of Humanities and Sciences in 2020</p> <p>Establishing New University of the Arts</p> <p>Expanding Aptitude-Based Admissions at Autonomous Universities</p>
<p>*IHL : Institute of Higher Learning  <sup>^</sup>CEP : Common Entry Programme</p>			





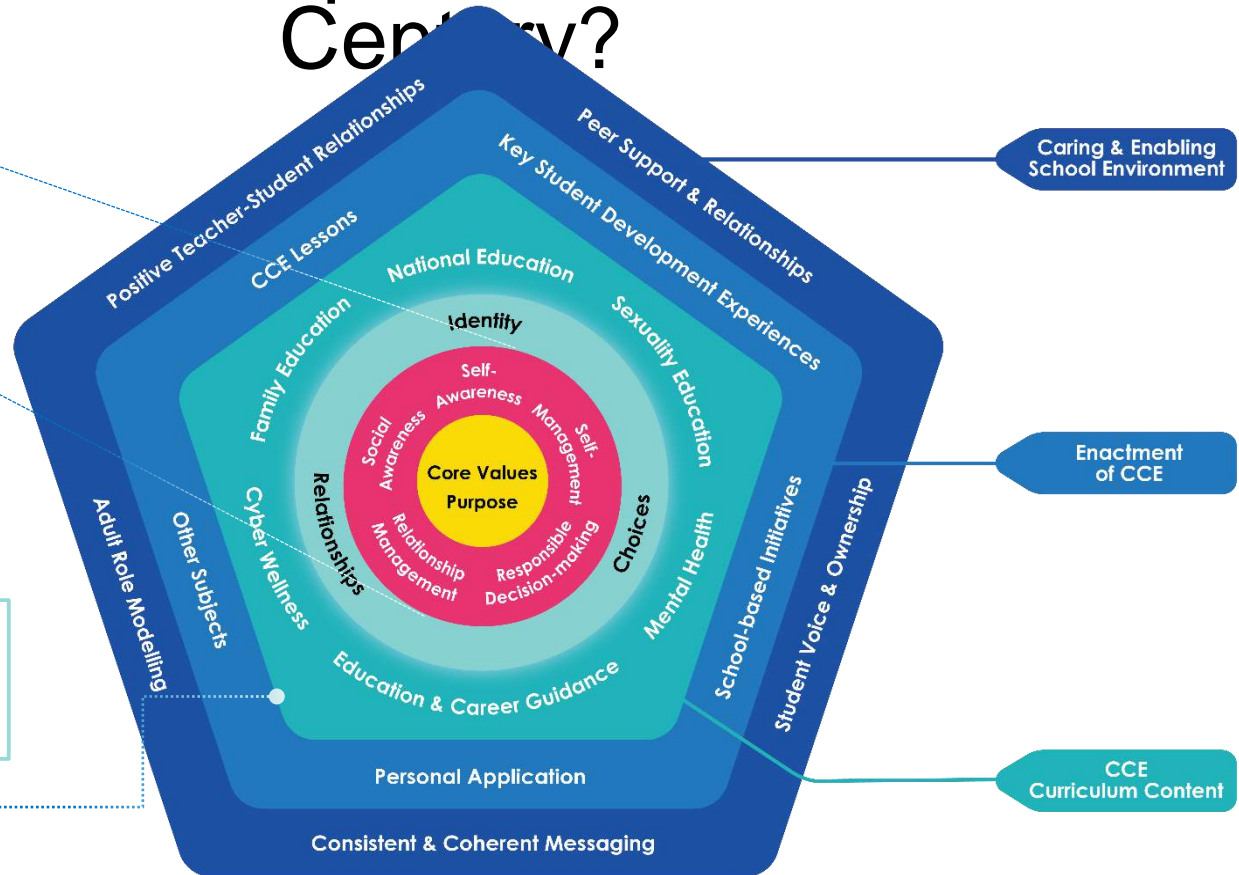
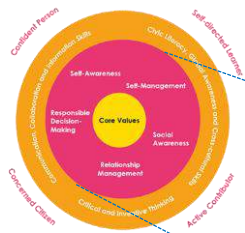
# How Do We Prepare Our Child For 21<sup>st</sup> Century?



Source : <https://www.moe.gov.sg/education-in-sg/21st-century-competencies>

Source : <https://www.moe.gov.sg/-/media/files/secondary/syllabuses-nt/cce/2021-character-and-citizenship-education-syllabus-secondary.pdf>

# How Do We Prepare Our Child For 21<sup>st</sup> Century?



**Who am I?**  
**Where do I want to go?**  
**How do I get there?**

Source : <https://www.moe.gov.sg/education-in-sg/21st-century-competencies>

Source : <https://www.moe.gov.sg/-/media/files/secondary/syllabuses-nt/cce/2021-character-and-citizenship-education-syllabus-secondary.pdf>

# Supporting Our Child's ECG Journey



# The 3 ECG Questions to Guide Our Child

**WHO?**  
Who am I?

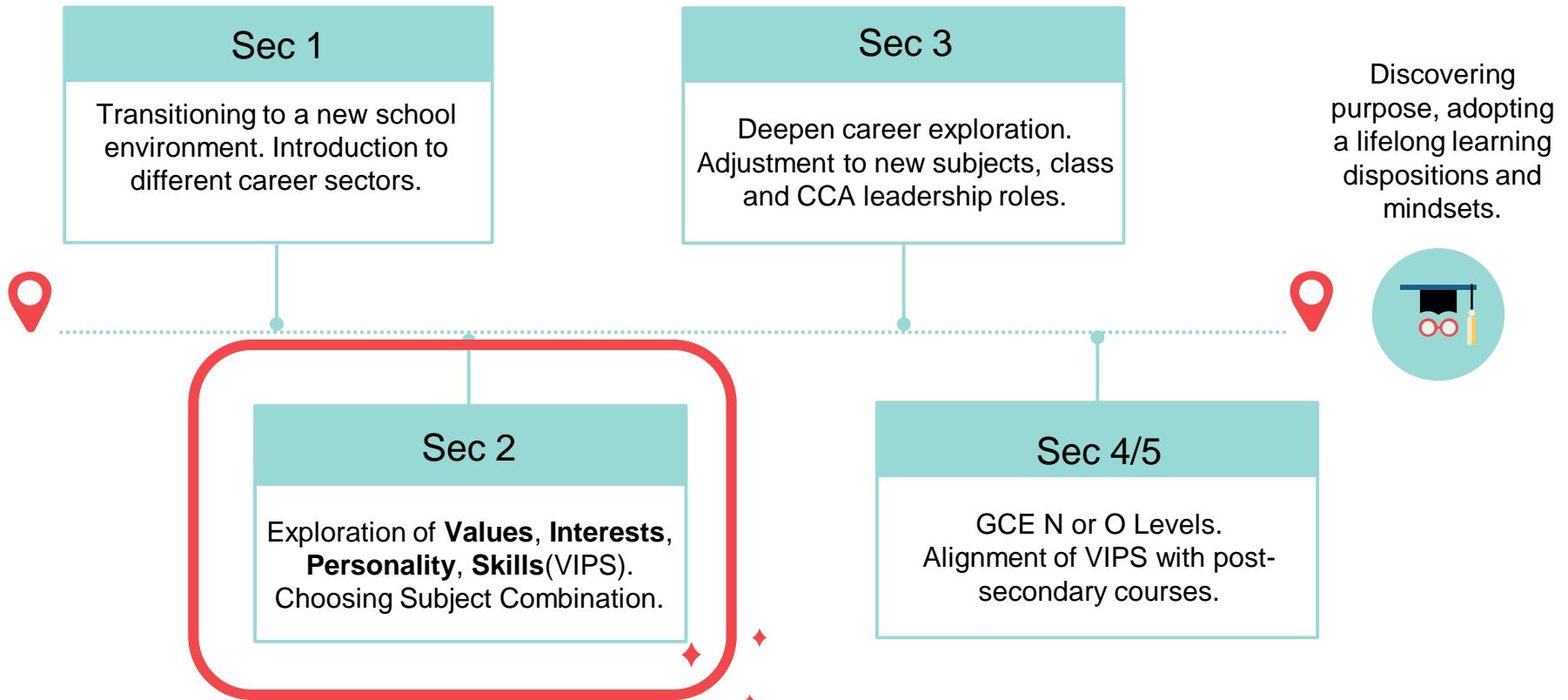


**HOW?**  
How do I get there?



**WHERE?**  
Where do I want to go?

# Our Child's ECG Journey



# Questions Our Child May Have ...

## Subject Combination

Which Subject Combination should I take?



## I Don't Know

I don't know what I want to be yet, but I know I love Literature. How now?



## Education Pathways

Which Education Pathway should I choose?

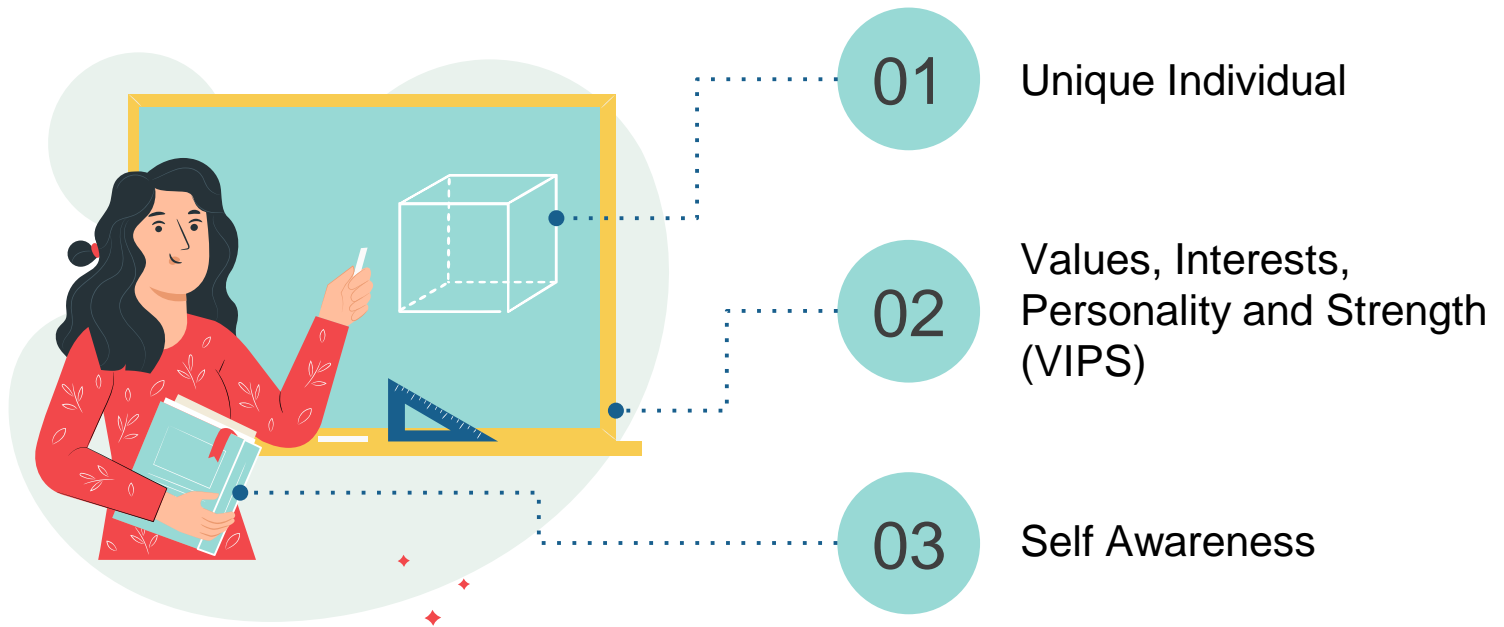


## Career Aspiration

Do I know my career aspiration yet?



# Who am I?





# My SkillsFuture (Student Portal) [go.gov.sg/mysfsec](https://go.gov.sg/mysfsec)



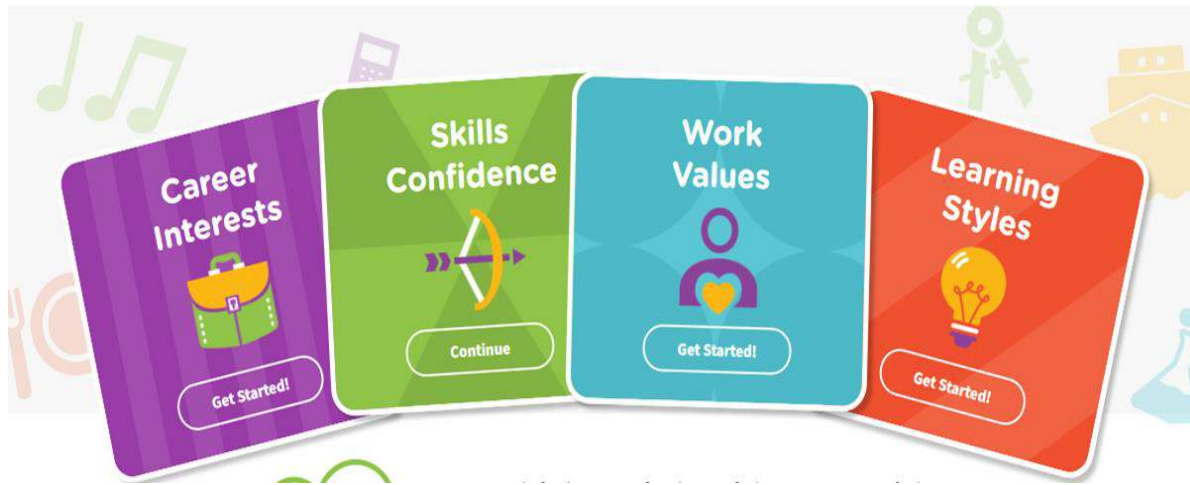
*My*SKILLS*Future*

About ▾ Know Yourself World of Work ▾ Education Guide



# My SkillsFuture (Student Portal) Know 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.



# Who am I?



Support them as they discover their VIPS	Encourage Reflection on Experiences	Connect Experiences
<p>What is important to you? What motivates you?</p> <p>What are the issues you feel strongly about?</p> <p>What do you enjoy doing?</p> <p>How would you describe yourself? How do others describe you?</p> <p>What are your strengths? What have people praised you for?</p>	<p>What do you do in...?</p> <p>What do you like / dislike about...?</p> <p>How do you feel when...?</p> <p>What did you learn about...?</p> <p>What did you discover about yourself through...?</p>	<p>What have you learned in &lt;Subject&gt; that will be useful for &lt;Jobs you like&gt;?</p> <p>Is this an ability / skill / interest you want to develop further?</p> <p>Would you like to do something like that in your future job? Why?</p>

# Where Do I Want to Go?




Designer?  
Physiotherapist?  
Programmer?  
Urban Farmer?

Which Occupation should I choose?



Creating new AI?  
Improve Mental Health?  
Improve Sustainability?  
Distribute Wealth?

Sense of Purpose /  
Challenge

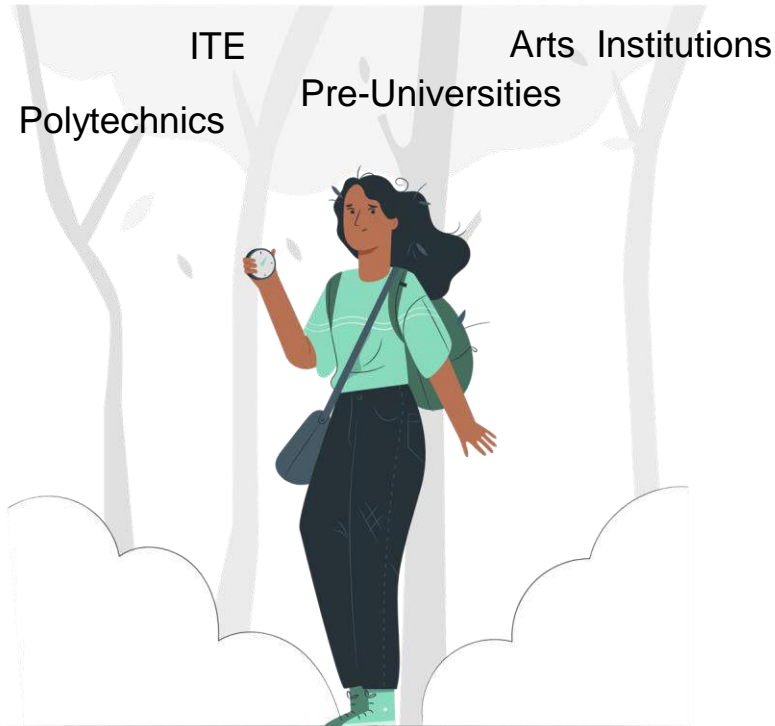


Engineering?  
Business?  
Humanities?  
Science / Arts?

Which Course / Stream should I choose?

# Where Do I Want to Go ?

## Education Pathways



## Admissions



# Where Do I Want to Go?



## Start exploring areas of Interests

Which would be your top 3 aspirations? Why did you choose these?

Are there others you have in mind?

What are the skills / knowledge you wish to develop / gain?

Would you prefer something more academic or hands-on and work-oriented?

## Prompt them to think Beyond

What do you want from this career?

What are the things important to you in a job?

What would be some other jobs related to this role / industry?

How can you find more information?

## Let your Child be the Expert

That's a job I don't know much about, could you tell me more what it does?

How's the job prospect like? Could we find out and discuss more next time?

What does this course offer? What will you be learning / experiencing?



# My SkillsFuture (Student Portal) Education Guide

**Explore Educational Institutions**

Search by school name to find out more.

Search by keyword

**Singapore Post-Secondary Education**  
Learn more about the various post-secondary education pathways.

**Explore by Educational Institution Types**

- Junior Colleges / Centralised Institute
- Institute of Technical Education
- Polytechnics
- Universities
- Arts Institutions
- Other Government-Affiliated Educational Institutions

**Explore Courses**

Search for available courses to find out more about them.

Search by Title of Study | Search by Keyword

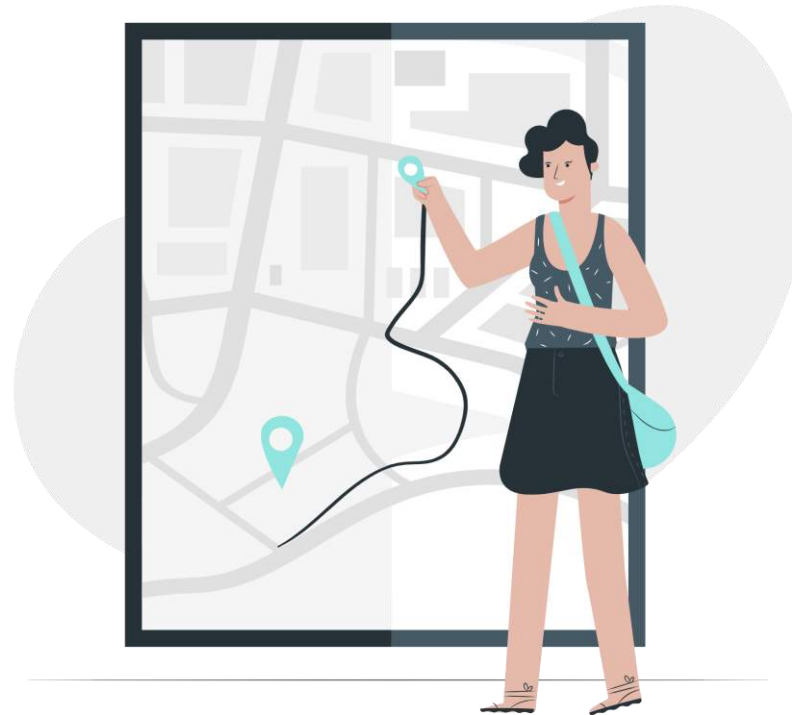
**16 programmes found for Humanities & Social Sciences**

Course	Institution	Qualification Offered
<b>ITEC IN COMMUNITY CARE &amp; SOCIAL...</b> This ITEC in Community Care is best if you wish to help provide students with the skills and knowledge to provide current support to clients and...	INSTITUTE OF TECHNICAL EDUCATION	ITEC, CERTIFICATE IN OFFICE SKILLS, ITEC GRADE 2 OR EQUIVALENT
<b>DIPLOMA IN SPORT COACHING</b> Develop academic, pedagogical skills to gain a real understanding of the fundamentals of sports coaching. Develop skills to the fundamentals of sports...	REPUBLIC POLYTECHNIC	POLYTECHNIC DIPLOMA
<b>DIPLOMA IN SOCIAL WORK</b> Please refer to our website at <a href="https://www.rp.edu.sg/academic/education/career/social-work.html">https://www.rp.edu.sg/academic/education/career/social-work.html</a>	IMMERSIVE POLYTECHNIC	POLYTECHNIC DIPLOMA
<b>DIPLOMA IN PSYCHOLOGY STUDIES</b> The studies in Psychology that are proper in nature is the variety of course path. Through the course, students will be engaged with the work...	TEMASEK POLYTECHNIC	POLYTECHNIC DIPLOMA
<b>DIPLOMA IN ORAL HEALTH THERAPY</b> Please refer to our website at <a href="http://www.rp.edu.sg/academic/education/career/oral-health-therapy.html">http://www.rp.edu.sg/academic/education/career/oral-health-therapy.html</a>	IMMERSIVE POLYTECHNIC	POLYTECHNIC DIPLOMA

Credit : Image from go.gov.sg/mysfsec



# How Do I Get There?



Information to Gather

Points to Consider

Actions to Take

# How do I Get There?



Get your child to be responsible for their own plan

Which courses / qualifications do you think will lead you to this job?

- ◆ Are there any prerequisites / minimum entry requirements to apply to these courses?

What steps can you take to work towards your goal?

How can you better prepare yourself for this course / job?

What are the possible ways/admissions to get to your course?



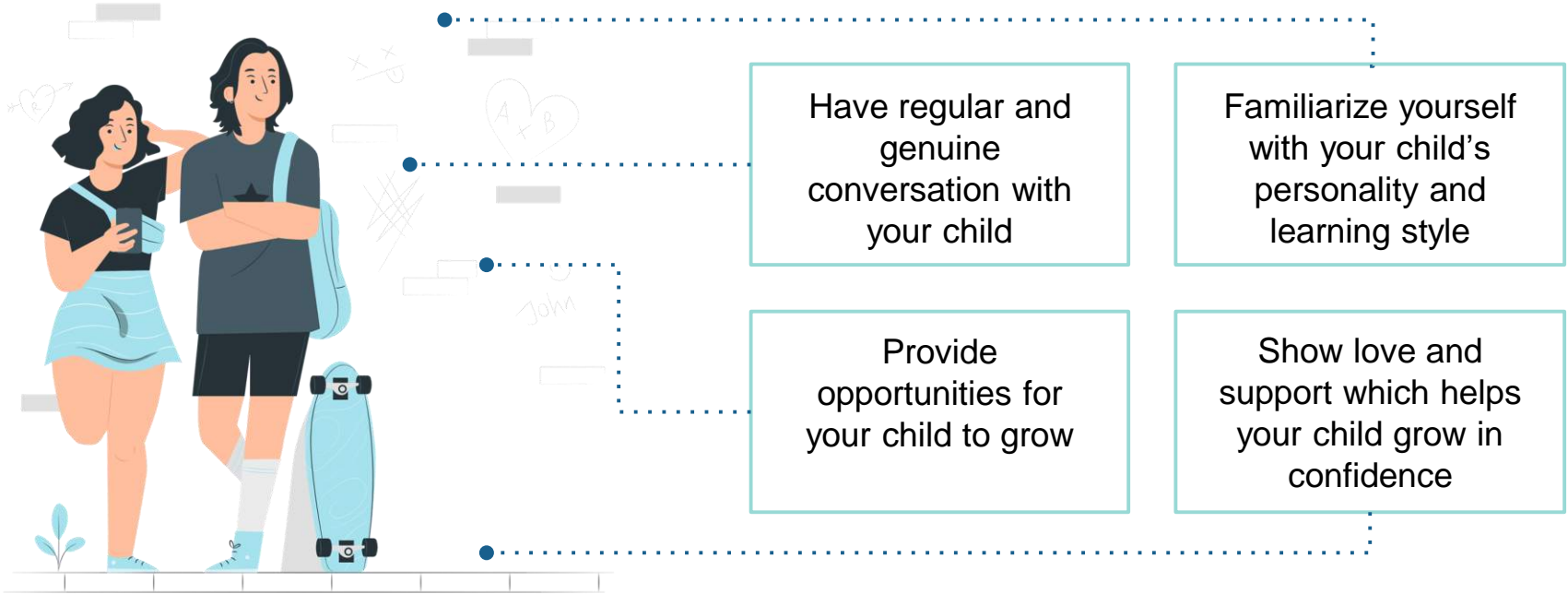
Discuss with your child like they are adults

What 'game plan'/plan do you have in mind to work towards this course/career?

Are there ways you can experience what the job is like?

Are there practical constraints you may face?  
Eg. colour appreciation deficiency?





# Supporting our Child's Aspirations

“

As parents, we all want what is best for our children...



Within our own families,  
we can all spend a bit more time listening to our children's thoughts and feelings.

Let us walk alongside them as they grow and handle their new challenges.





”

- Mr Chan Chun Sing, Minister for Education








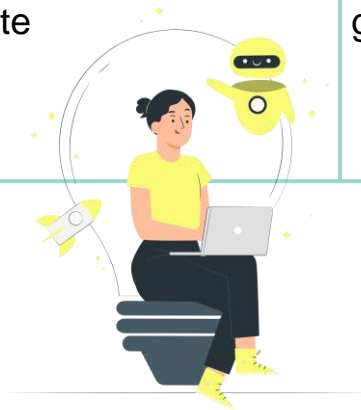
# Useful Resources

Website	URL	
Journeying with our Children. Supporting their Aspirations	<a href="https://go.gov.sg/ecg-parent-guide">go.gov.sg/ecg-parent-guide</a>	
Overview of Post-Secondary Education Institutions (PSEIs)	<a href="https://go.gov.sg/overview-pseis">go.gov.sg/overview-pseis</a>	
The Next Step Forward (e-book)	<a href="https://go.gov.sg/next-step-forward">go.gov.sg/next-step-forward</a>	
MySkillsFuture for Secondary School	<a href="https://go.gov.sg/mysfsec">go.gov.sg/mysfsec</a>	






# Useful Resources

Website	URL	
MOE Course Finder	<a href="https://go.gov.sg/coursefinder">go.gov.sg/coursefinder</a>	
What's Next (After 'N' / 'O' / 'A' Level)	<a href="https://go.gov.sg/whats-next">go.gov.sg/whats-next</a>	
Schoolbag Website	<a href="https://go.gov.sg/schoolbag">go.gov.sg/schoolbag</a>	






# Useful Resources

Website	URL	
Early Admissions Exercise - ITE	<a href="https://go.gov.sg/applyeae">go.gov.sg/applyeae</a>	
Early Admissions Exercise – Polytechnics	<a href="https://go.gov.sg/polyeae">go.gov.sg/polyeae</a>	
Direct School Admission – Junior Colleges	<a href="https://go.gov.sg/applyjcda">go.gov.sg/applyjcda</a>	



# Useful Resources



Website	URL	
Direct Entry to Polytechnic Programme (DPP)	<a href="https://go.gov.sg/dpp">go.gov.sg/dpp</a>	
Polytechnic Foundation Programme	<a href="https://go.gov.sg/pfp">go.gov.sg/pfp</a>	
NAFA Foundation Programme (NFP)	<a href="https://go.gov.sg/applynafafp">go.gov.sg/applynafafp</a>	



# Need someone to talk to about your Child's Education and Career journey?

Jerlyn Poh  
Education & Career Counsellor


Mondays and Wednesdays from 8am to 4.30pm

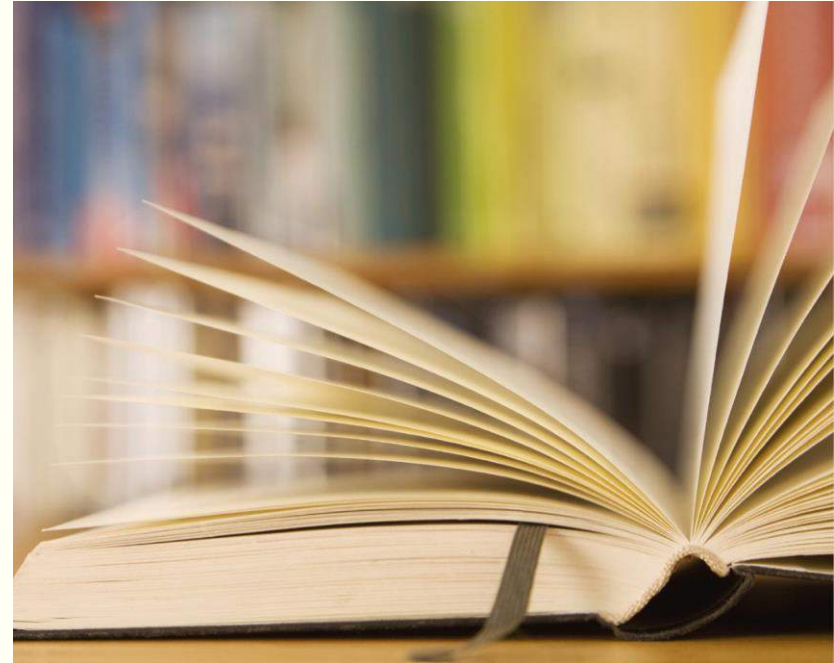
Email: [Jerlyn\\_poh\\_yoke\\_hui@schools.gov.sg](mailto:Jerlyn_poh_yoke_hui@schools.gov.sg)

Appt Link: <https://go.gov.sg/opssmsjerlyn>



# Sharing on Subject- Based Banding (SBB) & Out-of-Stream Subjects (OSS) Matters

- 
- ✓ **Rationale and Intent**
  - ✓ **Subjects Offered & Criteria**
  - ✓ **Post-Secondary Progression**
  - ✓ **Conversion of Grades**
  - ✓ **FAQs**



**CONTENT**



# Rationale and Intent

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- ❖ Each student is different and possesses **different strengths**.
- ❖ To help each student find **fulfilment in learning** and be **motivated to excel** in what he/she is good at.
- ❖ Taking higher level subjects at Lower Secondary (SBB) helps students to build a **strong foundation**.
- ❖ Taking higher level subjects at Upper Secondary (OOS) may help students in their **post-secondary progression**.

# Out-of-Stream (OOS) Subjects offered

- English Language
- Mother Tongue Language
- Mathematics
- Science (Combined)
  - Chemistry & Physics OR
  - Chemistry & Biology



# Criteria for taking OSS Subjects

---

## For SBB Students

- Overall (**60% and above**) in the **SBB subject** (at Express level) at the end of Secondary 2
- Overall percentage of (**55% and above**) for **all subjects combined** at the end of Secondary 2
- Teachers' inputs on learning disposition and attitude
- **Max: 3 Out-of-Stream subjects**

# Criteria for taking OSS Subjects

---

## For non-SBB Students

- Overall (**75% and above**) in the **subject** (at NA level) at the end of Secondary 2
- Overall percentage of (**55% and above**) for **all subjects combined** at the end of Secondary 2
- **Max: 3 Out-of-Stream Subjects**

# Criteria for taking OSS Subjects

## SUMMARY

- Students may be offered a maximum of 3 Out-of-Stream subjects

Secondary 3 Subject offered at O level standard	Minimum Requirement (Based on Sec 2 Overall Results)	
	For 2NA SBB students	For 2NA non-SBB students
<ul style="list-style-type: none"> <li>English Language</li> <li>Mother Tongue Language</li> <li>Mathematics</li> <li>Combined Science (Chem/Phy or Chem/Bio)</li> </ul>	SBB subject (Exp level): <b>60%</b>	Subject (NA level): <b>75%</b>
	Overall combined Avg. Result: <b>55%</b>	

# Conversion of Grades

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GCE 'O' Level Grade	GCE 'N' Level Grade
A1 – B3	1
B4 – C6	2
D7	3

For N-level students offering O-level subjects, their grades will be converted to the N(A) level grades for admission to Poly Foundation Programme (PFP) or Direct Poly Programme (DPP).

# Consideration for taking up OSS subject(s)

- Interest and aptitude in the subject(s)
- Ability to cope with subject(s) at higher level and overall demand at Upper Secondary
- Requirement for interested courses at Institute of Higher Learning
- Seek advice from subject teachers/ HOD





# Revert to Appropriate level of study

**Can a student withdraw from taking higher-level subjects if he or she finds it unsuitable after a semester?**

Students and parents can make the final decision to continue or drop the subject. Nevertheless, students are encouraged to give themselves time to adjust to the greater demands of the higher-level subject. Before a decision is made to drop the subject, advice from subject teachers should be sought on the students' academic progress. The school will also advise on the possible impact on admission to post-secondary courses.

- Students taking Out-of-Stream subject at Sec 3 may revert to the appropriate level of study for the subject at (NA) level at the end of the year, if they face insurmountable problems.
- Parents' approval is needed.
- This will be approved after discussion on a case by case basis.



# Taking higher-level subject examination

**At the national examinations, will my child be taking the higher-level subject examination or the normal level examination for this out-of-stream subject?**

**Is my child allowed to take the subject at both the Normal and higher-level examination.**

Your child will sit for the higher-level subject examination for the out-of-stream subjects that they are taking.

For example, a student in the Normal Academic Stream taking 'O' level Science will sit for the 'O' level Science examination only. He/she is not required to sit for the 'NA' Science examination. This is to be consistent with school-based assessments where your child has been prepared and has sat for the higher level paper.



# Marks Adjustment for OOS students

**How will my child be compared to the other students from his/ her course at the end of the year, for lateral transfers, promotion and Edusave awards, given that the higher level subject is more demanding?**

For the purposes of determining eligibility for promotion, lateral transfers and Edusave awards, your child will be considered alongside those in his course. To ensure that students who stretch themselves by taking up higher-level subjects are not disadvantaged in terms of promotion to the next level, eligibility for lateral transfer, and Edusave awards, the school will adjust the marks obtained in the higher-level subject *at the backend*. For example, adding marks to the Math score obtained by an N(A) student taking Math at Express level.



# Q uestion A nswer



# Thank you for joining us today.

To help us improve on future streaming talks, please spare us some time to complete the feedback form. Your feedback is truly appreciated.



SCAN ME

