

Sec 3 Subject Combination Talk *(for Sec 2 NT)*



1 MARCH 2023

Please scan the QR code
to access the digital
version of the Subject
Combination Booklet





PROGRAMME OUTLINE (FOR 2NT)

1. Matters on 2023 Subject Combinations
2. Education and Career Guidance (ECG)
Sharing
3. Electives Sharing: **Art**
4. Electives Sharing: **Music**
5. Electives Sharing: **D&T**
6. Electives Sharing: **NFS**
7. Electives Sharing: **EBS**
8. Q & A Segment



Opening Address

**Vice-Principal
Mdm Ching L H**

CHOOSE WISELY

My Interest/Aspiration

My Strength

My Learning Disposition



My Subject Combination Leading to My Aspiration

- Choose a Subject Combination that will grow my passion and deepen my knowledge in the area of my interest, so that I can reach my aspiration
- Read up on my post-secondary options vis-à-vis my aspiration

ALLOCATION OF SUBJECT COMBINATIONS

- **Students' Choice(s)**

- **Students' Sec 2 Learning Outcomes (academic & non-academic)**
 - Overall academic learning outcomes
 - Subject Eligibility Requirements
 - Teachers' Recommendations
 - School Resources

GETTING YOUR CHOICE SUBJECT COMBINATION

- Work consistently
- Learn with the Right Attitude
- Manage Time well
- Choose wisely

2NT	Assessment Weighting (%)		Date
	Weighted Assessment 1 (WA1)	15%	Term 1
	WA2	15%	Term 2
	WA3	15%	Term 3
	AA	10%	Term 1 - 3
	End-of-Year Exam	45%	Term 4



Parents
Class Mentors
Subject Teachers
IP HODs
Year Heads
ECG Counsellor
School Leaders

Knowing
the Child



Subjects offered at Sec 3 Normal Technical

- English
 - Mother Tongue
 - Mathematics
 - Science
 - Computer Applications
 - Art
 - Design and Tech
 - Nutrition & Food Science
 - Music
 - Elements of Business Skills
- } **Choose 1**

Subjects offered at Sec 3 Normal Technical

Subj 1	Subj 2	Subj 3	Subj 4	Subj 5	Subj 6
*English Language	*Mother Tongue Language	*Mathematics	*Science	Computer Applications	Art or Design and Technology or Elements of Business Skills or Nutrition and Food Science or Music

* Subject is offered at either NT-level or at NA-level

Out-of-Stream (OOS) Subjects offered

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



Criteria for taking OOS Subjects

For SBB Students

- Overall (**50% and above**) in the **SBB subject** (at Express/NA level) at the end of Secondary 2
- Teachers' inputs on learning disposition and attitude

Criteria for taking OOS Subjects

For non-SBB Students

- Overall (**80% and above**) in the **subject** (at NT level) at the end of Secondary 2
- Teachers' inputs on learning disposition and attitude

Criteria for taking OOS Subjects

SUMMARY

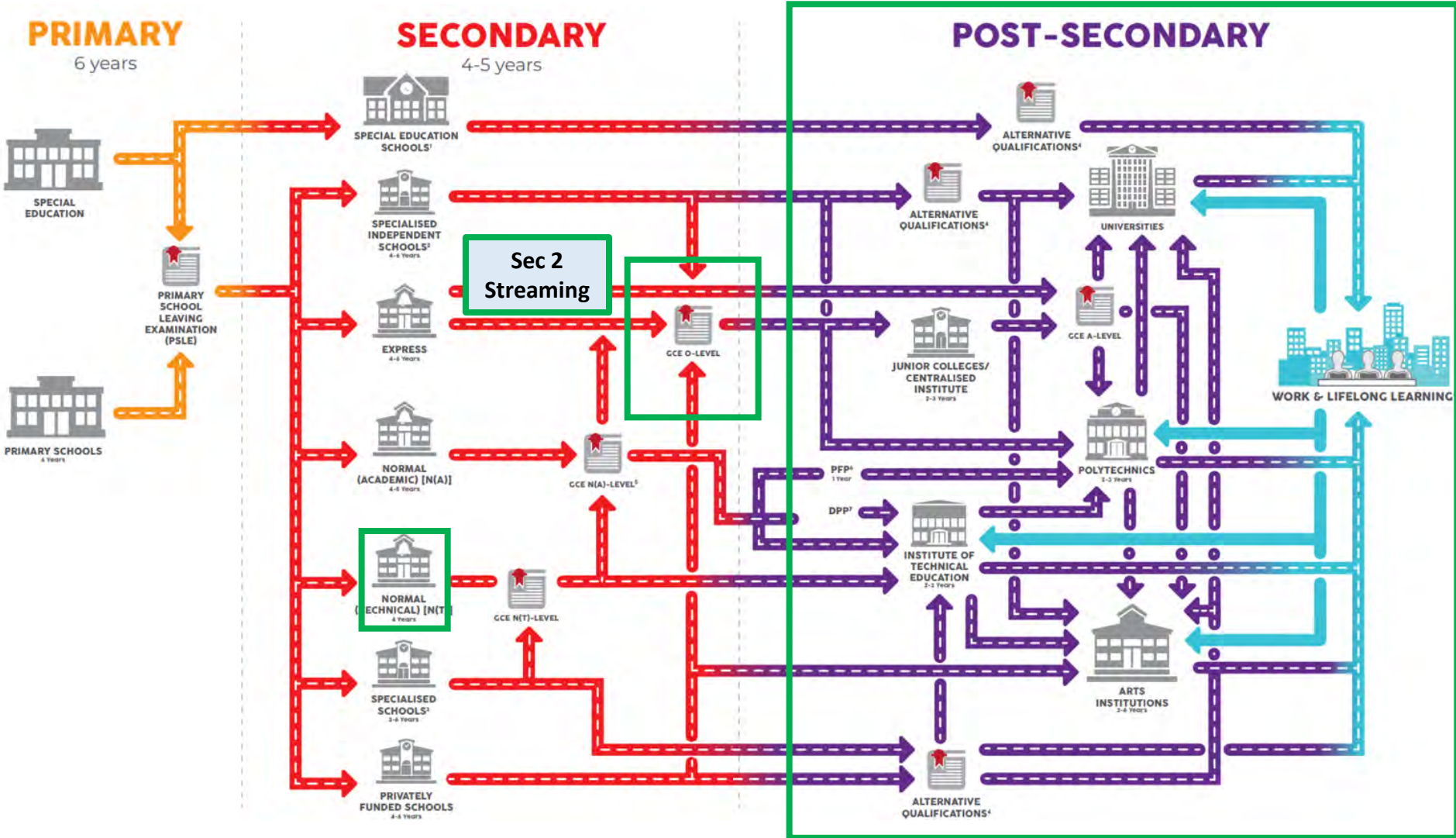
Secondary 3 Subject offered at NA level standard	Minimum Requirement (Based on Sec 2 Overall Results)	
	For 2NT SBB students	For 2NT non-SBB students
<ul style="list-style-type: none">English LanguageMother Tongue LanguagesMathematicsCombined Science (Chem/Phy or Chem/Bio)	SBB subject (Exp/NA level): 50%	Subject (NT level): 80%
	Teachers' inputs on learning disposition and attitude	

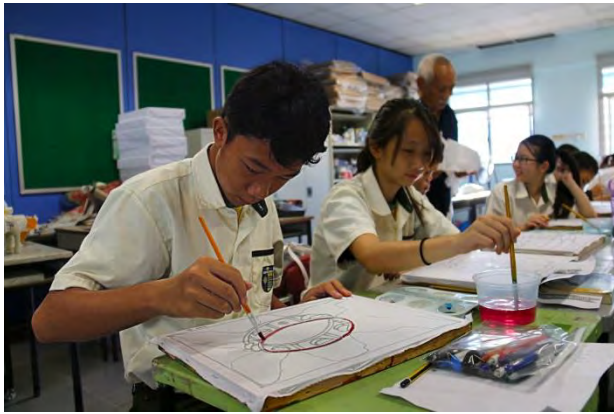
TIMELINE

1	Talk for parents (Students are strongly encouraged to attend with parents)	1 Mar
2	Subject Exposures Online interest survey for students	Mid-May
3	Talk for students	Mid-Oct
4	Submission of Choices	End Oct
5	Release of Allocated Subject Combination	Early Nov
6	Appeals Period	Mid-Nov
7	Release of Appeals Outcome	End Nov



Singapore's Education System:





4As to Success

- A ttendance
- A ppearance
- 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**

Sharing on ECG Matters

Elective Sharing on Art

Aims

Foster positive values:

- self-confidence, perseverance and pride.

Nurture a spirit of:

- exploration, inventive thinking and creative expression.

Cultivate the following:

- awareness and appreciation of art to make informed responses to works.

Subject Content

(what we do in class)



Drawing in different mediums



Photography Skills



Printmaking (linocut)



Painting (acrylic & watercolour)



Fashion Illustration



Digital Work (Packaging Design)



Assessment Requirements

Paper 1: Art Task

- Compulsory
- **40%**
- **3 hours**
- QP given **5 weeks before** actual N Level Art examination.



Paper 2: Portfolio

- Compulsory
- **60%**
- **18 weeks**
- This paper consist of **3 parts.**
 - Part A: Digital Journals
 - Part B: Fine Art & Design Work
 - Part C: Personal Response

Paper 2: Fine Art Exemplar A

Exploration

I started with the idea of using a paper body and face with 3D legs because the artist's usual representation to the artwork makes me reflect deeply about my future as young individual.

The outlines of the figures represents the nightmare that ruins my expectation of myself.

Instead of the reflection of my dream, I replaced it with my dad.

I chose butterflies as part of my composition because I want each butterfly represent hope and new changes.

The figure is standing far from my eye which obstructs my view of reality. Therefore this shows that my dad was a distraction that lured me to my way from my dream.

The intention of the eye effects that really which is different from the expectations have my head.

The composition shows my dad being in a way of not reaching my dream to become reality.

Pictures taken by me

Pictures taken by me

Pictures taken by me

The head space behind the expectation is not for myself but for future. The body is connected with the head cause to show the reality of my life.

Pg 1/5

Composition 2A

The transition of the clouds are different from previous composition because the butterfly is the main purpose of this composition.

This butterfly represents the sense of belonging to the world and my family. The color is lighter than my face because of the head I have in myself and others.

The difference between two objects are that I can only control my head around others which would make me away from my expectations in my dream.

I changed the positioning of the subjects and arranged me to show a closer image of the whole face. The color effect is the central part of the entire measurement.

This composition shows a lot of the facial as a point to it of the upper part of the head. This also shows the right face which is in the side of the head.

They are!

I chose picture both composition because as an artist influence because I can see through the ability a connection with other people's need. It could give you what to think in his head and I catch his eye.

Pictures taken by me

Pictures taken by me

Pictures taken by me

Pg 3/5

Final composition

I explore different head angles of my think.

The main element of the final composition is to show a full control of my daughter together with the sister.

I explore different angles of the position of how my eyes sees.

Pictures taken by me

Pictures taken by me

Pictures taken by me

Pg 5/5

Composition 1

I started with drawing the clouds as a reflection to represent the development of my dreams in expectation to become my reality.

Why I chose butterflies as part of my research because it shows a missing effect into something else.

My dad and his full black and full colorful because the black full represents the faith and trust I had in him and he never let me down.

The butterfly color represents the hope and support I received to achieve my expectations. But one butterfly represents my nightmare which is being one of my family members and all my dreams will be crushed.

As you!

I as a daughter will be a child's eye because my imagination where I can see my dad's face. I can't think about my dad but I can't let go of my responsibility.

Concei Garcia uses two different pencils which shows her sadness during her younger self. She expects something when she was younger but a reality it's come different. There are words come part of her reality while the top is focused on her strong expectation.

Diana Malvar's 'The Blue Butterfly's Dream' she sees a sense of death in her work, which connects to James MacNeill Whistler and Leonardo da Vinci's work.

I chose 'Invisible Girl' as an example of function.

The light source on the right shows the attention of the work. The style characteristics of this work to show an unusual angle of the background and the butterfly.

Pictures taken by me

Pictures taken by me

Pictures taken by me

Pg 2/5

Composition 3

This I started when I looked at my dad's face. I can't let go of a part of my dad with their things to represent the sacrifice he made for her family.

She is the one who she is the top left corner because she is alone. She is also the only person she have face. This shows expectation her nothing which is also shown a celebration of hope.

I looked at the weight of the frame by removing one flower from part of the frame. The proportion of the frame will be heavy due to the size of the image.

This composition starts with an idea of a scene. This is because the color combination may want you to engage.

Dislike the experience she want through, she manage to keep herself high or to cut down.

Picture taken by me

Picture taken by me

Picture taken by me

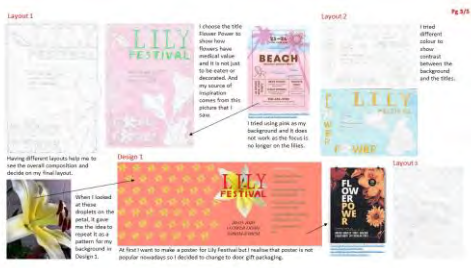
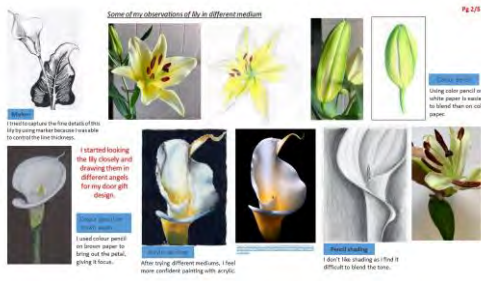
Pg 4/5



Fine Art Work

Digital journal of not more than 5 pages

Paper 2: Design Exemplar A



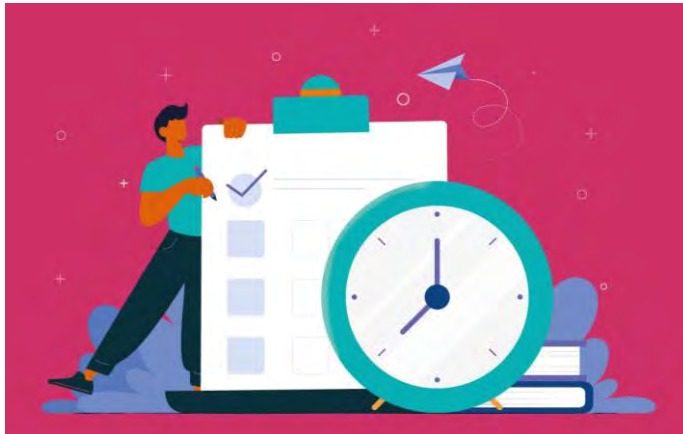
Digital journal of not more than 5 pages

Design Work

Demands of Art Coursework



**regular and
consistent work**



**time management
skills**

Possible Progression



ITE **Nitec** Courses

- Digital Animation
- Product Design
- Fashion Apparel Production & Design
- Visual Communication
- Visual Effects
- Space Design (Interior & Exhibition)
- Digital Audio & Video Production
- Social Media & Web Development

ITE **Higher Nitec** Courses

- Filmmaking (Cinematography)
- Performance Production
- Interactive Design
- Visual Merchandising
- Games Art & Design

Possible Progression



Polytechnic Courses

- NYP (School of Design)
- NYP (School of Interactive & Digital Media)
- Ngee Ann (School of Film & Media Studies)
- Ngee Ann (School of Infocomm Technology)
- RP (School of Infocomm)
- RP (School of Technology for the Arts)
- SP (School of Digital Media & Infocomm Technology)
- SP (School of Design)
- TP (School of Design)

Arts Educational Institutions

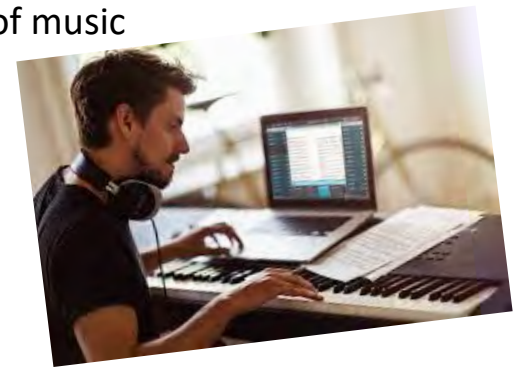
- Nanyang Academy of Fine Arts (NAFA)
- LASALLE College of the Arts

Elective Sharing on Music



Aims:

- ❖ Develop musicianship through active engagement and integration of **listening, performing and creating**
- ❖ Acquire a range of music technology skills and develop an awareness of their applications in **real-world contexts**
- ❖ Foster creativity and innovation, and **develop problem-solving skills and the ability to make informed decisions** in music
- ❖ Develop an awareness and appreciation of music in **local and global cultures** and their functions in society
- ❖ Cultivate **lifelong enjoyment and involvement in music**
- ❖ Inculcate values and nurture positive dispositions through the learning of music



Subject Content:

- Popular Music since 2000s
 - Pop, Rock, Electronic Dance, Rhythm & Blues
 - Film & TV Music
 - Western Classical Music
 - Ethnic Ensembles (Malay, Chinese & Indian Music)
- Coursework
- Performance



Hmm..... Do I want to..



- ❖ Learn about music cultures around
- ❖ Use professional software to write music for film or arrange a song
- ❖ Perform
- ❖ Practice listening skills by playing in a band and/or analysing songs



I must show in my N level exams I can...

❖ Listen!

- ❖ What instrument is this? What genre is this? What technique is this guitar using?
- ❖ Listening Exams: MCQs for Paper 1

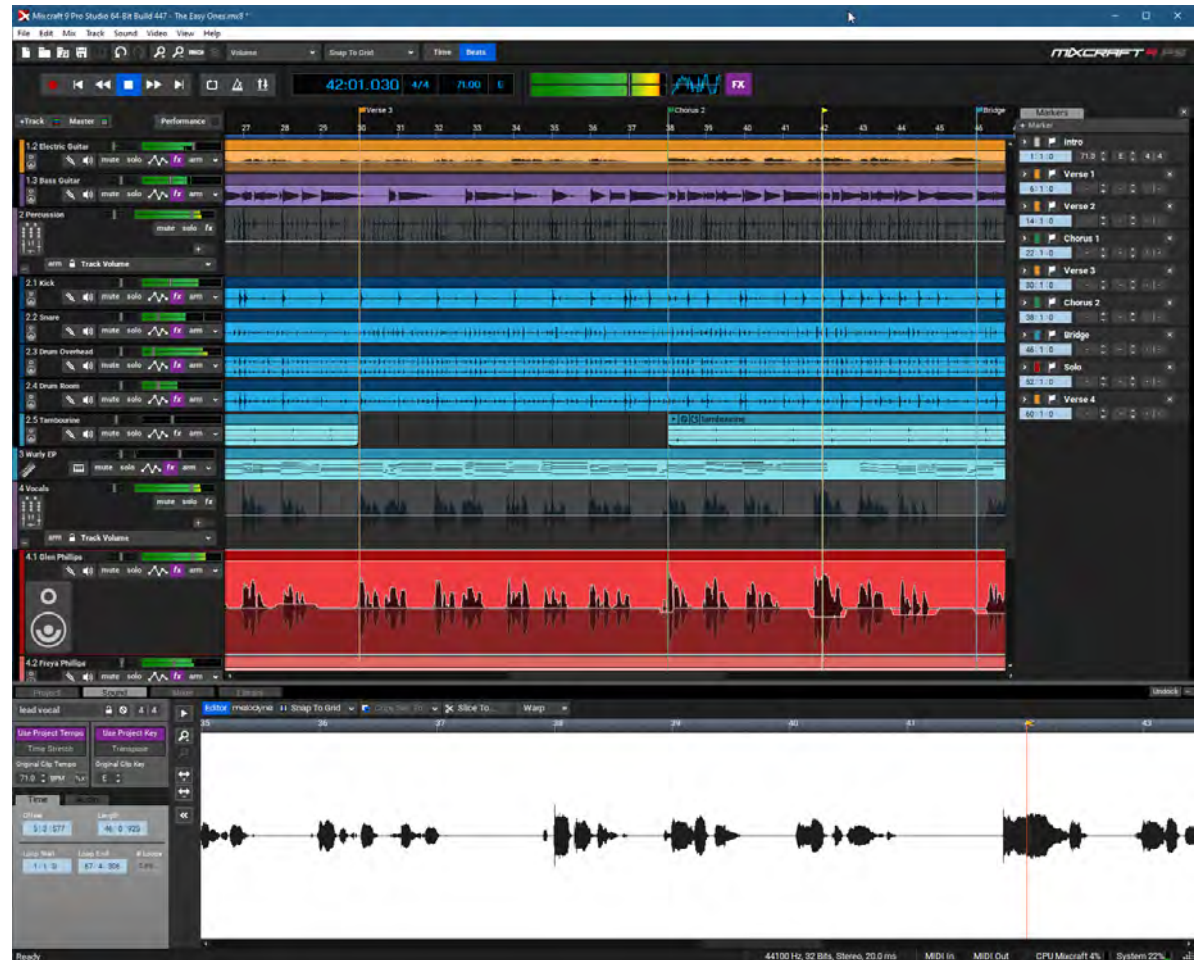
❖ Perform!

- ❖ Play an instrument and show how it fits!



I must show in my N level exams I can...

- ❖ Create!
 - ❖ Use a computer to compose for film (movies) and arrange a song!
 - ❖ Mixcraft



'NT' Assessment:

Paper	Assessment Mode	Duration	Weighting
1	Written Paper Part A: MCQ Part B: Short answer questions	1 hr	40%
2	Coursework Task 1: Creating & Performing a Pop Song/Instrumental Arrangement Task 2: Creating (for Film)	30 hours	60%



Music Internal Projects

- 1) Performing Opportunities
- 2) Jamming
- 3) Presentations
- 4) Learning Journeys & Workshops



Demands of Music

**Regular &
consistent study**



Listening skills



Practice

Possible Pathways:



❖ ITE

- ❖ Nitec in Video Production
- ❖ Higher Nitec in Performance Production
- ❖ Higher Nitec in Filmmaking (Cinematography)

❖ Polytechnic (Further)

- ❖ Diploma in Media, Arts & Design (Singapore Poly)
- ❖ Diploma in Film, Sound & Video (Ngee Ann Poly)
- ❖ Diploma in Sonic Arts (Republic Polytechnic)
- ❖ Diploma in Music (LASALLE/NAFA)
- ❖ Diploma in Audio Production (LASALLE/NAFA)



Elective Sharing on Design & Technology and Nutrition & Food Science

What is Design & Technology?

- ❖ A video containing a brief introduction on the subject 'Design & Technology' can be viewed at <https://www.youtube.com/watch?v=nljmGVWUnDU>





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.

'NT' Assessment:

Paper	Assessment Mode	Duration	Weighting
1	Written Paper	1 hr	30%
2	Design Project	20 wks	70%



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

IMAGE BOARD

Objective: To determine the preferences of the user(s) in terms of design, theme and colour. This image board is studying the surroundings of the user(s)

- user(s) has a love/hate to relax at
- enjoys having flowers/plants in the house, prefers soft
- has a preference for soft/neutral colours & user(s) like the room for a more minimalist theme.
- occasionally welcome earthy tones too
- uses recycled glass bottles; environmentalists.
- keeps mostly indoor plants because they are less of a hassle.
- colour theme of the area appears to be soft/neutral colours.
- has a thing with hidden user does not see their phone
- books are colour-coded
- user(s) like having their things organised
- most of the books colours are bright in contrast to the soft/neutral surroundings of the house.
- which means user(s) is/are welcome to the idea of contrasting colours.
- keeps mostly indoor plants because they are less of a hassle.
- neutral coloured wall.
- simple TV-console → no hassle.

IDEATION

shapes the user(s) like:
 → nature-related (leaf, trees, flowers, etc)
 → geometric shapes
 → compressible shapes
 → instrument shapes (guitar, drums, etc)

more geometric shapes?
 not adjustable
 adjustable for gaps
 not necessary
 more aesthetic appeal of the product is lost

what is this product
 could be made to be attached
 when ever needed?

more adjustable
 adjustable for gaps
 not necessary
 more aesthetic appeal of the product is lost

what is this product
 could be made to be attached
 when ever needed?

flattened

put cushion here?

spread over so it fits for compressibility.

slot for cushion

top shelf to put things, remote control, etc.

FRONT VIEW OF CHANGEABLE COMPARTMENT

cut leg

small adjustable height

final product

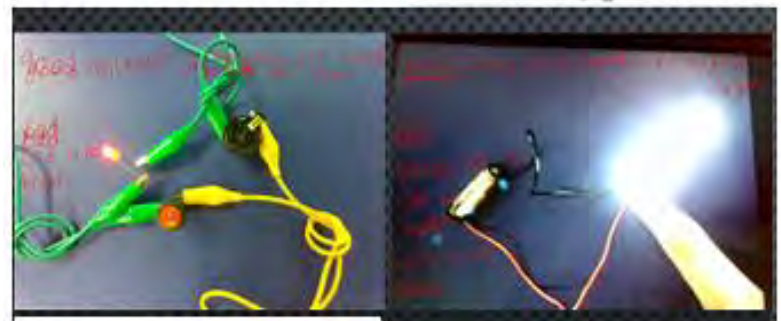
Ideation

Examples:

Mock-ups & Testing



Testing, tinkering



Demands of D&T:

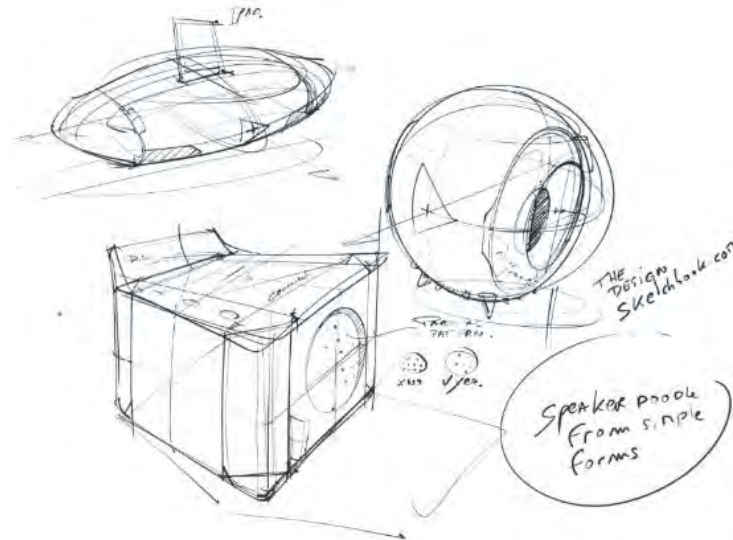
**Time
Management
skills.**



**Regular &
consistent work**



Sketching skills



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:

- ❖ Equip students with the knowledge and skills to lead a healthier lifestyle proactively through proper diet and nutrition.
- ❖ Advocate sustainable food consumption by planning and making appropriate food choices.
- ❖ Apply principles of culinary science creatively in food preparation and cooking.

Subject Content:



- ❖ 1. Nutrition & Health
 - ✓ Nutrients, Diet & Health
 - ✓ Energy needs of different individuals
 - ✓ Use of nutritional tools
- ❖ 2. Food Literacy.
 - ✓ Food management (diet & meal planning, meal analysis)
 - ✓ Informed consumer (convenience food)
- ❖ 3. Food Science
 - ✓ Food safety (food spoilage)
 - ✓ Science in preparing & cooking food

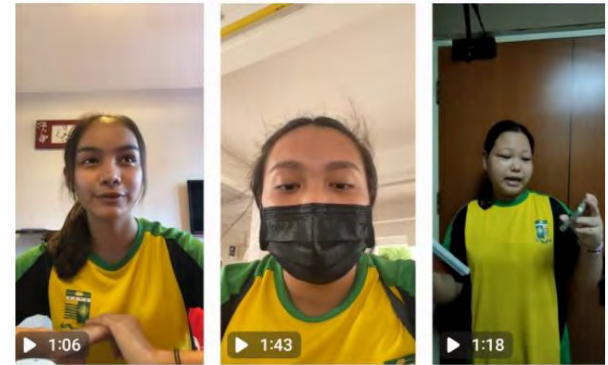
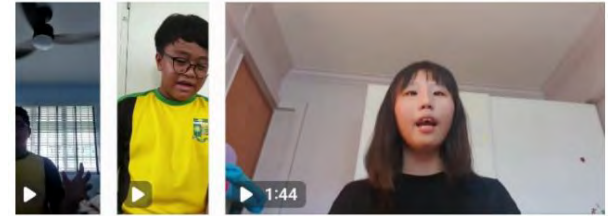
5979 'N' Level Assessment:

Paper	Assessment	Duration	Weighting
1	Written Paper	1.5 hr	40%
2	Coursework	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:

❖ ITE – EL R2 B2

- ✓ Nursing
- ✓ Applied Food Science
- ✓ Asian / Western Culinary Arts
- ✓ Hospitality Operations (formerly known as Food & Beverage Operations)
- ✓ Fitness Training
- ✓ Beauty and Wellness



Elective Sharing on Elements of Business Skills (EBS)



Elements of Business Skills

Aims

The syllabus enables students to develop:

1. basic understanding of business activities in the **travel and tourism, hospitality and retail** industries
2. basic **marketing concepts and customer relations skills**
3. employability skills for working in the travel and tourism, hospitality and retail industries

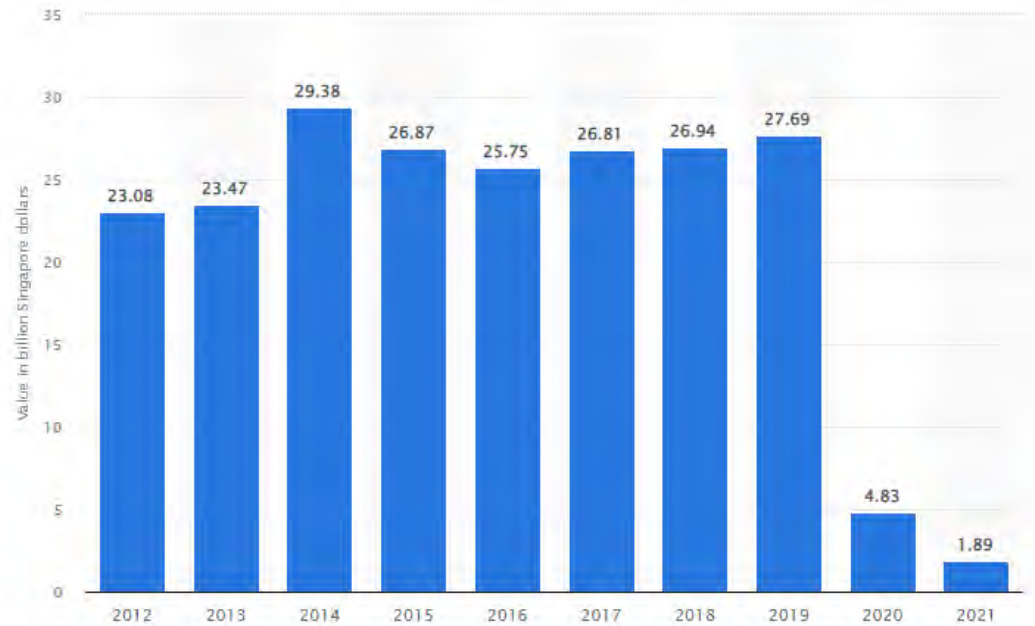
Aims

The syllabus enables students to develop:

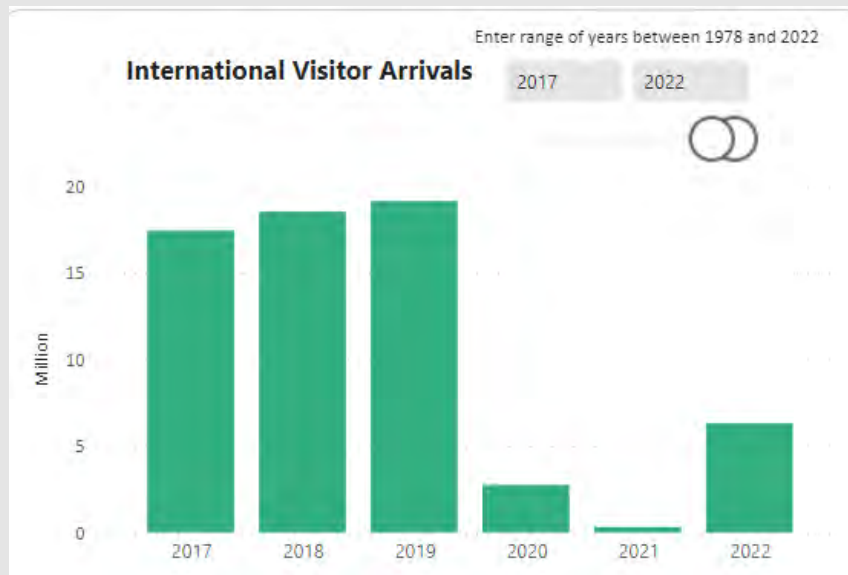
4. **analytical** and **evaluative skills** and the ability to make judgments; and

5. self and relationship management, social awareness, and responsible decision-making.

Before
Covid,
\$23+ Billion
tourism
receipt



Before Covid,
At least 16 million visitor arrivals
annually



**Singapore
population
(as of 2021):
5.45 million
people**

(source: singstats)



Chapters in the syllabus

- Introduction to business
- Businesses in the Travel and Tourism, Hospitality, and Retail Industries
- Introduction to Marketing
- The Marketing Mix
- Communication with the Customer
- Customer Service

EBS GCE 'N' Level Examination Format

Paper 1	Written	60%	1h 30 mins
Paper 2	Coursework	40%	20 hrs over 3 mths
	(Coursework is research focused and will be conducted in the computer room during curriculum time)		



BEYOND EBS

ITE offers a wide range of courses related to the service industry. (Retail, Tourism, F&B and etc)

Factors To Consider

- At least a B grade in English
- Has an interest in the service industry

Q uestion A nswer



Thank you for joining us today.

To help us improve on our future talks on the Sec 3 Subject Combination, please spare us some time to complete the feedback form. Your feedback is truly appreciated.

