



SWISS COTTAGE SECONDARY SCHOOL

Humanities Subject Briefing 2023

Sec 2 Subject Combination Talk





	G2 Subjects	
1 st	English Language*	
2 nd	Mother Tongue Languages*	
3 rd	Mathematics*	
4 th	Humanities* Social Studies & Elective (History/ Geography/ Literature in English)	
5 th	Science (Chemistry/Biology)*	Science (Chemistry/Physics)*
6 th	Design and Technology**/ Art**/ Nutrition and Food Science**/ Literature in Malay**/ Literature in English/ Geography/ History/ Principles of Accounts <u>OR</u> N(A) Additional Maths (only for students offering 'O' Level Math)	

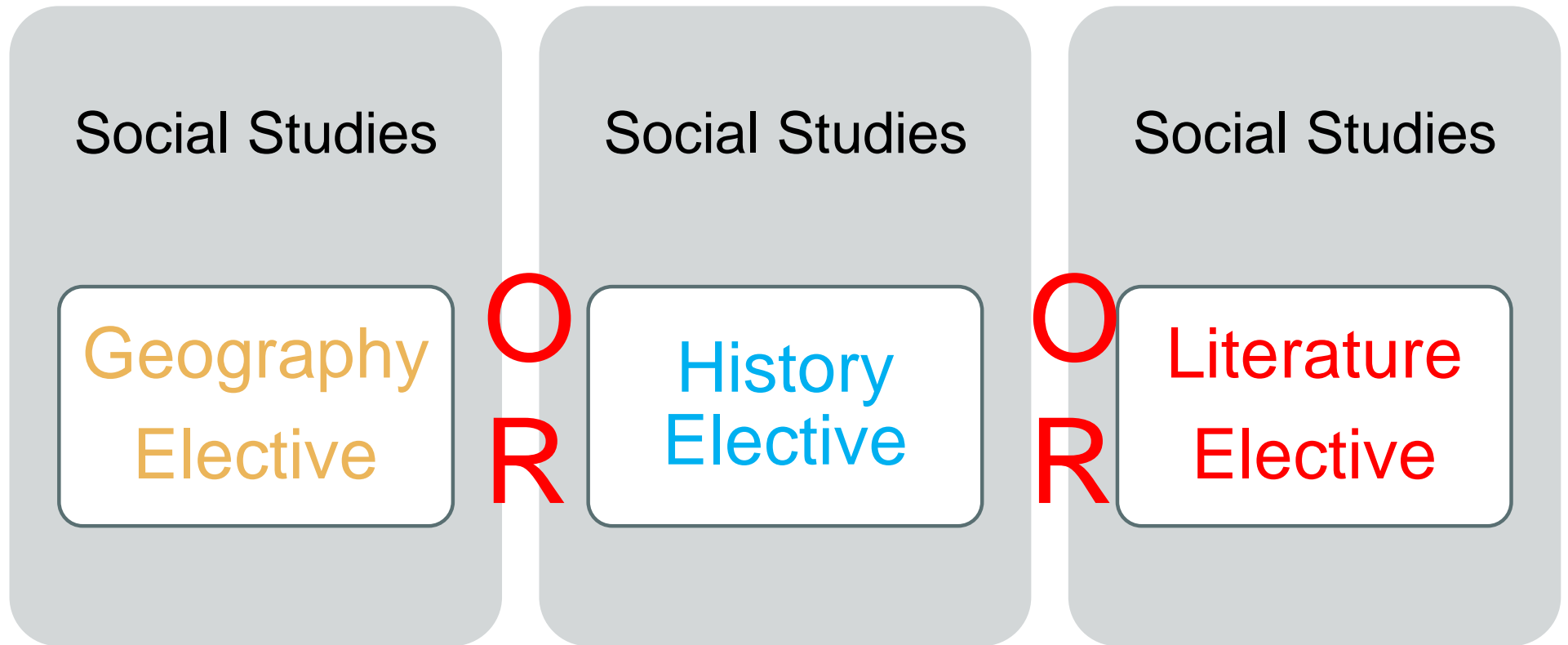
Note:

*: Subjects offered at G3 and G2 Level. Students may be offered out-of-stream subjects i.e. **G3** English and/or Maths and/or Mother Tongue and/or Science and/or Humanities if they meet the criteria

** : subject is offered at only G3 level

6th subject will be offered only if there is a critical mass of students or possible teacher deployment

Humanities (History/Geography/Literature)



OPTIONS / PATHWAYS [2024]



Courses Offered

Group 1

List of NYP diploma courses* offered under Polytechnic Foundation Programme (PFP) to students who obtained: ELMAB3 (English, Maths, Best 3 Subjects) ≤ 12 , where $EL \leq 3$, $MA \leq 3$ & $B3 \leq 3$

Chemical & Life Sciences »

[Biologics & Process Technology \(C49\)](#)

Engineering »

[Chemical & Pharmaceutical Technology \(C73\)](#)

Design »

[Food Science & Nutrition \(C69\)](#)

Health & Social Sciences »

[Medicinal Chemistry \(C45\)](#)

Information Technology »

Pharmaceutical Science (C65)

Interactive & Digital Media »

Oral Health Therapy applicants will be required to take a manual dexterity test to determine their suitability for admission to the course.

Group 2

List of NYP diploma courses* offered under PFP to students who obtained:
ELMAB3 (English, Maths, Best 3 Subjects) ≤ 12 , where $EL \leq 2$, $MA \leq 3$ & $B3 \leq 3$

Business Management >>

Health Sciences >>

[Accountancy & Finance \(C98\)](#)

[Banking & Finance \(C96\)](#)

[Business Management \(C94\)](#)

[Common Business Programme \(C34\) NEW](#)

[Food & Beverage Business \(C46\)](#)

[Hospitality & Tourism Management \(C67\)](#)

[Marketing \(C99\)](#)

[Hospitality & Tourism Management \(C67\)](#)


[Mass Media Management \(C93\)](#)

[Sport & Wellness Management \(C81\)](#)



COURSES IN GROUP 1	
Subjects	Minimum Required Grades
English Language Syllabus A	3
Mathematics (Syllabus A / Additional)	3
One of the following relevant subjects: <ul style="list-style-type: none"> • Science (Physics, Chemistry) • Science (Physics, Biology) • Science (Chemistry, Biology) • Food and Nutrition • Design and Technology 	3
Any two other subjects excluding CCA	3

COURSES IN GROUP 2	
Subjects	Minimum Required Grades
English Language Syllabus A	2
Mathematics (Syllabus A / Additional)	3
One of the following relevant subjects: <ul style="list-style-type: none"> • Principles of Accounts • Literature in English • History • Humanities (Social Studies/Literature/History/Geography) • Geography • Art 	3





SOCIAL STUDIES:
A COMPULSORY
SUBJECT



Upper Sec

Nature of Learning

Continuing the primary learning, SS continues to grow students' knowledge, develop skills and inculcate values as they progress through secondary education. Students will be exposed to the complex tensions that characterise issues happening around the world and Singapore.

Key Learning Outcome: To develop into

- An informed learner who is discerning in judgement, civic-minded, aware of global and cross-cultural issues
- Critical and inventive thinker
- Effective communicator in the globalised and digital age
- Concerned and participative citizens in shaping the development of Singapore

Features
(themes & learning process) Sec 3

Features
(themes & learning process) Sec 4

Issue 1: **Exploring Citizenship and Governance**

Issue 3: **Being Part of a Globalised World**

Issue 2: **Living in a Diverse Society**

Key Learning Outcome: To develop into

- An informed learner who is discerning in judgement, civic-minded, aware of global and cross-cultural issues
- Critical and inventive thinker
- Effective communicator in the globalised and digital age
- Concerned and participative citizens in shaping the development of Singapore



21st Century Competencies

ISSUE 1

EXPLORING CITIZENSHIP AND GOVERNANCE



Being a part
of Singapore
Society



Chapter 1: What
does it mean to
be a Citizen of
my Country?



Chapter 2: How
do we decide
what is good for
society?



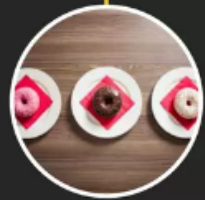
Chapter 3: How
can we work for
the good of
society?

ISSUE 2

LIVING IN A DIVERSE SOCIETY



Is Harmony Achievable?



Chapter 4:
What is Diversity?



Chapter 5:
Why is There Greater Diversity in Singapore?



Chapter 6:
What are the Experiences and Effects of Living in a Diverse Society?



Chapter 7:
How can We Respond in a Diverse Society?

ISSUE 3

BEING PART OF A GLOBALISED WORLD



Being Part of a Globalised World: Is it Necessarily Good?



Chapter 8:
What does it Mean to Live in a Globalised World



Chapter 9:
How Do We Respond to Tensions Arising From Some Economic Impacts of Globalisation



Chapter 10:
How Do We Respond to Tensions Arising From Some Cultural Impacts of Globalisation

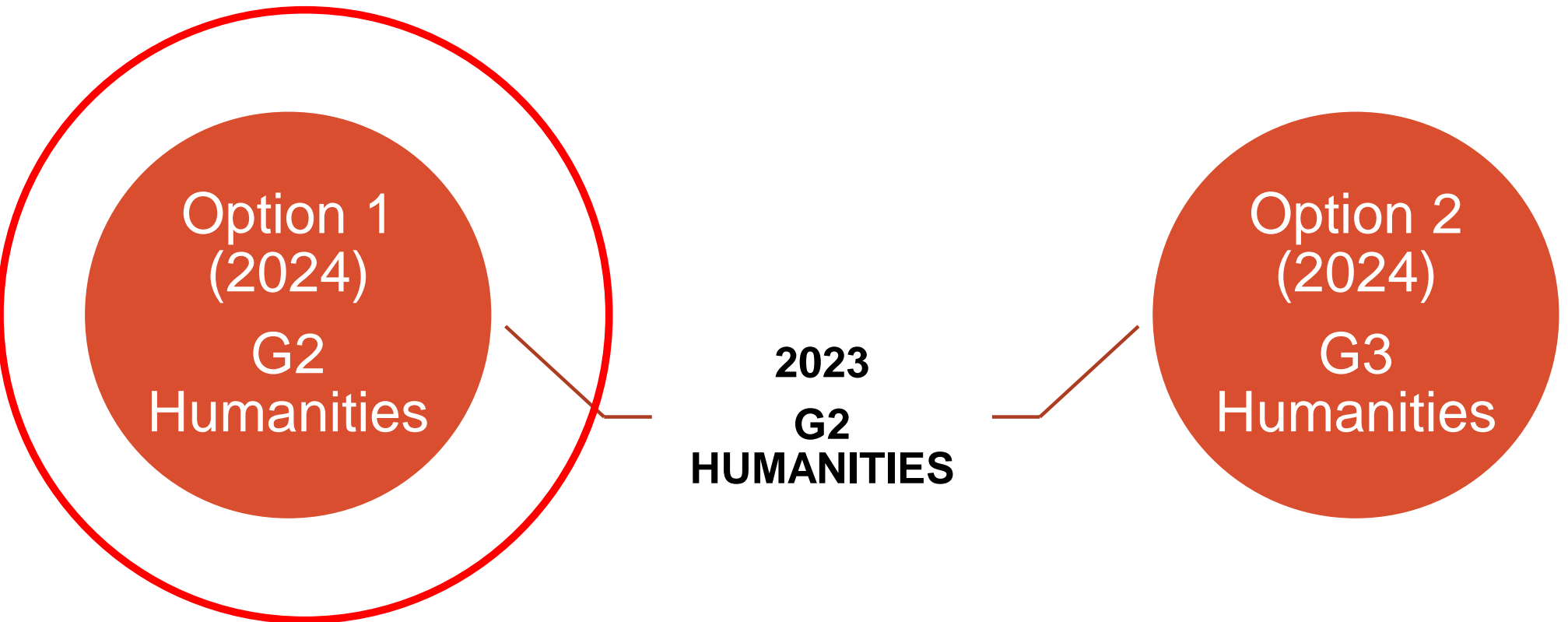


Chapter 11:
How Do We Respond to Tensions Arising From Some Security Impacts of Globalisation

CONCEPTS IN SS

Issue 1: Exploring Citizenship & Governance	Issue 2: Living in a Diverse Society	Issue 3: Being Part of a Globalised World
<p>Working for the good of society: Whose responsibility is it? Citizenship • Trade-offs • Governance</p>	<p>Is Harmony achievable? Identity • Diversity • Harmony • Assimilation • Integration</p>	<p>How can we respond to globalisation? Interconnections • Interdependence • Homogenisation • Hybridisation • Trade-offs • Security</p>
<p>e.g. citizenship in Hong Kong / America</p>	<p>e.g. diversity in Australia / America / Switzerland</p>	<p>e.g. cyber-security threat, transnational terrorism, tensions in France</p>

OPTIONS/PATHWAYS[2024]



SOCIAL STUDIES ASSESSMENT (NA)

N(A)-LEVEL SOCIAL STUDIES

- One paper of 1 hour 45 minutes.
- Paper comprises 2 sections:
Section A: (35 marks)
One source-based case study testing Assessment Objectives 1 and 2.
Section B: (15 marks)
Two structured-response questions testing Assessment Objectives 1 and 3.
- Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response questions from Section B.

Source-Based Case Study

The compulsory source-based case study can be set on any of the three Issues:

- Exploring Citizenship and Governance
- Living in a Diverse Society
- Being Part of a Globalised World

Candidates will be expected to have an understanding of the ways in which sources may be evaluated. The case study will be set on one of the three Issues of the syllabus and will require the skills and concepts taught during the course. The issue of the case study will be related to the syllabus and may or may not be covered in the syllabus content. Candidates are expected to use their knowledge, skills and conceptual understanding developed during the course to help them use the given sources to answer the questions.

Source-Based Case Study (SBCS) [30 marks]

Question 1 is **compulsory** for all candidates.

Exploring Citizenship and Governance

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the issue to help you interpret and evaluate the sources.

1 Study Source A.

What is the message of this cartoon? Explain your answer, using details of the cartoon. [5]

2 Study Source B.

Why do you think Prime Minister Cameron made this speech at this time? Explain your answer. [6]

3 Study Sources C and D.

How different are these sources as evidence about the London riots? Explain your answer. [7]

4 Study Source E.

How surprised are you by this source? Explain your answer. [7]

5 How far do the sources in the case study show that social media were used in a harmful way in the London riots? Explain your answer. [10]

Structured Response Questions (SRQ) [15 marks]

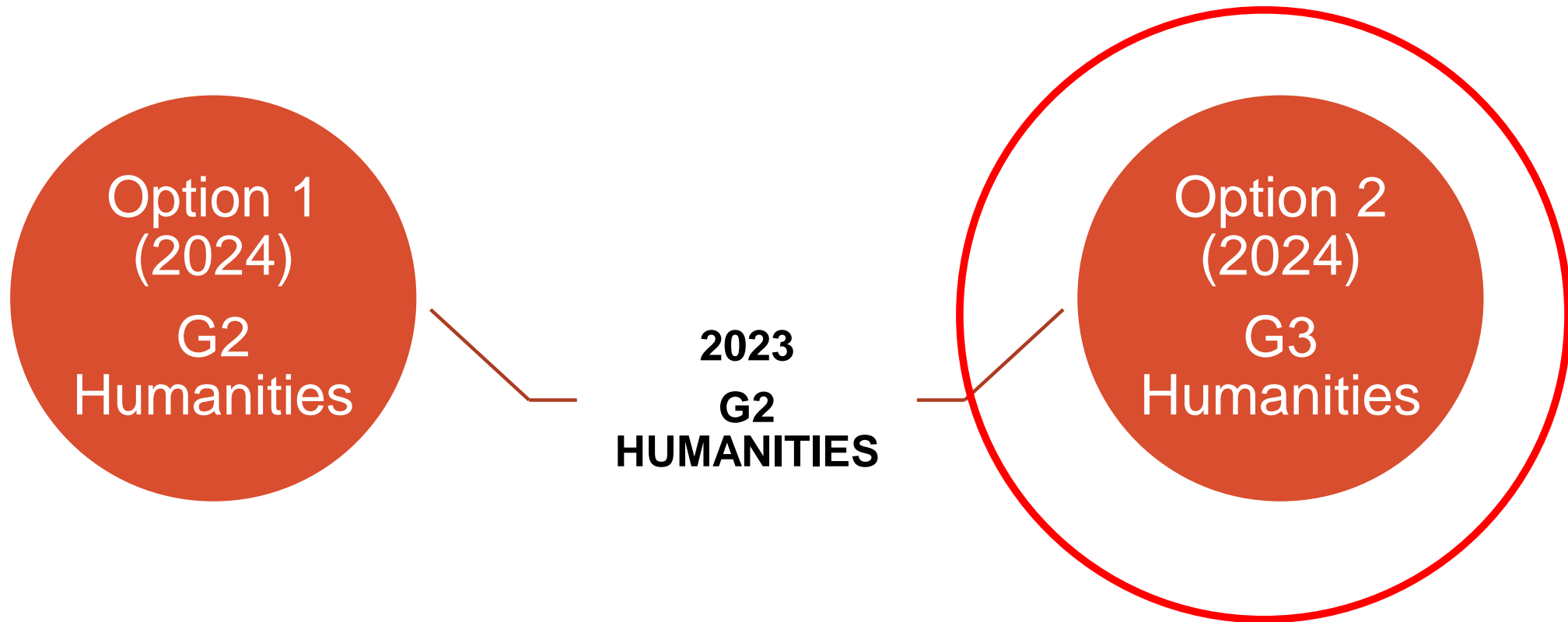
- 6 Extract 1 shows the proportion of Singaporeans living in poverty is increasing.

In your opinion, why is the proportion of Singaporeans living in poverty increasing? Explain your answer using **one** reason. [7]

- 7 Extract 2 and Extract 3 are about the part played by cultural exchanges and common spaces in building harmony in Singapore's diverse society.

Explain how cultural exchanges and common spaces build harmony in Singapore's diverse society. [8]

OPTIONS / PATHWAYS [2024]



SOCIAL STUDIES ASSESSMENT (O Level)

O-LEVEL SOCIAL STUDIES

- One paper of 1 hour 45 minutes.
- Paper comprises 2 sections:

Section A: (35 marks)

One source-based case study testing Assessment Objectives 1 and 2.

Section B: (15 marks)

Two structured-response questions testing Assessment Objectives 1 and 3.

- Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response questions from Section B.

Source-Based Case Study

The compulsory source-based case study can be set on any of the three Issues:

- Exploring Citizenship and Governance
- Living in a Diverse Society
- Being Part of a Globalised World.

Candidates will be expected to have an understanding of the ways in which sources may be evaluated. The case study will be set on one of the three Issues of the syllabus and will require the skills and concepts taught during the course. The issue of the case study will be related to the syllabus and may or may not be covered in the syllabus content. Candidates are expected to use their knowledge, skills and conceptual understanding developed during the course to help them use the given sources to answer the questions.

Source –Based Case Study (SBCS) [30 marks]

- Key differences:
- More types of hybrid questions

Exploring Citizenship and Governance

Study the Background Information and the sources carefully, and then answer all the questions.

You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions, you should use your knowledge of the issue to help you interpret and evaluate the sources.

(a) Study Source A.

What is the attitude of the cartoonist about the haze problem facing Singapore? Explain your answer. [5]

(b) Study Source B.

Why did the Prime Minister make this social media post? Explain your answer. [6]

(c) Study Sources C and D.

How far do these sources agree about the effectiveness of measures taken to tackle haze? Explain your answer. [7]

(d) Study Sources E and F.

Does Source E make Source F surprising? Explain your answer. [7]

(e) 'Individuals should be responsible for tackling haze in Singapore.'

Using sources in this case study, explain how far you would agree with this statement. [10]

Structured Response Questions (SRQ) [15 marks]

- (a) Extract 1 illustrates how Singapore is becoming an increasingly diverse society.

In your opinion, why is Singapore becoming an increasingly diverse society? Explain your answer with reference to **two** reasons. [7]

- (b) Extracts 2 and 3 reflect on the positive and negative impacts of living in a diverse society.

How far do you agree that the positive impact is more significant than the negative impact? Explain your answer. [8]

Some Key Differences



G2 → N Level

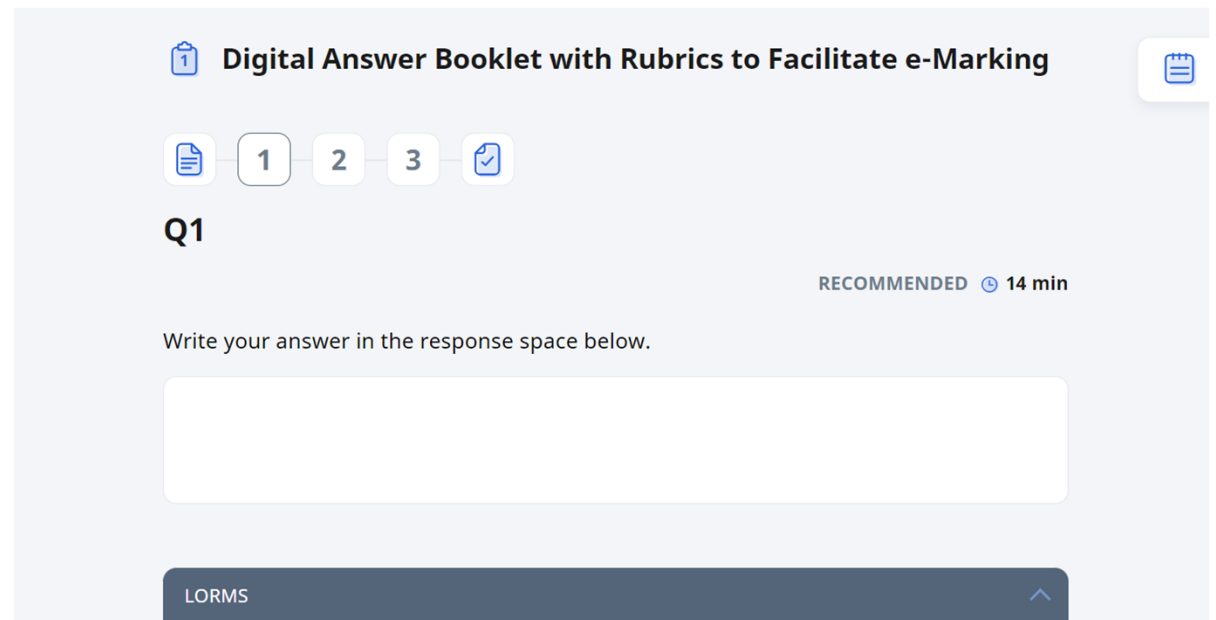
- **5 sources**
- SBCS Question Types –
1 Challenging
Question
- SRQ: Explanation Skill

G3 → O Level

- **6 sources** – Language is usually more complex
- SBCS Question Types –
More **Challenging**
Questions
- SRQ: Explanation +
Evaluation Skill

E-exams Format

- E-exams
- Students will be provided with a lockdown account
- Students to type out their answers on SLS



The screenshot shows a digital interface for an e-exam. At the top, there is a title "Digital Answer Booklet with Rubrics to Facilitate e-Marking" with a document icon on the left and a calendar icon on the right. Below the title is a navigation bar with four items: a document icon, a circle containing the number "1", a circle containing the number "2", a circle containing the number "3", and a circle containing a checkmark icon. The first item is highlighted. Below the navigation bar, the question is labeled "Q1". To the right of "Q1", it says "RECOMMENDED ⌚ 14 min". Below the question label, there is a prompt: "Write your answer in the response space below." Underneath this prompt is a large, empty white rectangular box for the student's answer. At the bottom of the interface, there is a dark blue bar with the text "LORMS" on the left and an upward-pointing arrow icon on the right.