



**NAVAL BASE SECONDARY SCHOOL  
SECONDARY 3 NORMAL ACADEMIC COURSE**

**Information on Subject Combinations for 2024**

**Dear Secondary 2 Navalites and Parents,**

This set of information aims to brief Navalites on the 2023 Secondary 3 Subject Choice Exercise so that they can make informed choices on their subject options. It is important that our Navalites' choice of subjects is based on their academic inclinations and strengths, interests and aptitudes.

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## [1] EVERY PARENT A SUPPORTIVE PARTNER

In working closely with our Navalites' parents on your child's subject combinations, we honour our Navalites' choice of subjects, based on their academic inclinations and strengths, as well as their interests and aptitudes.

### 1. Allocation of subjects

The subject combinations offered to the students will be based on their overall academic performance, availability of school resources and vacancies in each option.

In helping your child make the best-informed decision for their Secondary 3 Subject Combination, you may want to consider your child's interests, academic strengths as well as aspirations.

### 2. Tips on how you can contribute to your child's development

- Monitor your child progress and development with reference to the targets set
- Help your child to be a self-directed learner
- Communicate with them and ask what support they need
- Be a keen observer and look out for warning signs that your child is facing some issues, e.g. difficulty in doing homework, breaking of school rules, gaming addiction
- Inform school or Form Teachers if you notice such behaviour, so that the school can partner with you to provide the support for your child
- Create a positive home learning environment

### 3. Other Important Information

- a) Frequently Asked Questions (Annex A, pg. 15)
- b) A Guide for Parents in Education and Career Guidance (ECG) (Annex B, pg. 16)

## [2] 2023 SECONDARY 3 SUBJECT CHOICE EXERCISE SCHEDULE

Term / Wk / Date	Description
25 Oct to 30 Oct	Subject Choice Exercise
Wed 8 Nov	Release of Subject Choice Results Start of Appeal
Sun 12 Nov	End of Appeal
Mon 20 Nov	Release of Subject Choice Appeal Results

### [3] SECONDARY 3 NORMAL ACADEMIC SUBJECT COMBINATIONS

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Characteristics of Option
<b>A</b>	English Language	Mother Tongue Language	Mathematics	Social Studies with Geography <i>or</i> History Elective	Science (Chemistry, Biology)  <i>or</i> Science (Chemistry, Physics)	Principles of Accounts	<ul style="list-style-type: none"> <li>• Caters to students interested in business or finance-related courses at a Polytechnic</li> </ul>
<b>B</b>						Art <i>or</i> Design & Technology <i>or</i> Nutrition & Food Science	<ul style="list-style-type: none"> <li>• Caters to students interested in hands-on subjects</li> </ul>

**Notes:**

Allocation of the above will be based on students' academic performance and aptitude, subjected to the availability of school resources.

## [4] INTRODUCTION TO UPPER SECONDARY SUBJECTS

### A. COMBINED HUMANITIES ELECTIVES

Combined Humanities is a compulsory subject in the GCE examination. It comprises a compulsory component, Social Studies and an elective component, namely the Geography Elective, History Elective or English Literature Elective.

All students have to choose **one** of the 2 elective components.

#### *Elective: Geography*

##### **Brief Description**

The overarching theme of sustainable development in the Geography syllabuses aims to deepen students' understanding of the impact of human activity on environmental sustainability and vice versa. The study of Geography provides opportunities for students to understand sustainability-related challenges around the world including Singapore in an integrated way, providing students with the kind of synthesis and holistic thinking needed to inspire them to take action to achieve a more sustainable world. Teaching with inquiry is a signature pedagogy in Geography. Using real-world contexts to assess students' understanding help stimulate a variety of field conditions for questions testing students' fieldwork competencies.

Students will:

- Acquire knowledge and skills to describe, explain and analyse geographical phenomena and processes that occur in Singapore and beyond;
- Examine selected geographical phenomena and process by analysing data;
- Be aware of different value orientations towards the environment, which influence people's actions;
- Be imbibed with sense of responsibility towards the environment; and
- Be provided with opportunities to discuss solutions and take actions to achieve a more sustainable world

##### **Examination Requirements**

**The syllabus is divided into three clusters of topics:**

1. Geography in Everyday Life Cluster
2. Tourism Cluster
3. Climate Cluster

##### **Assessment Format**

2 structured questions from these clusters

- Geography in Everyday Life Cluster
- Climate or Tectonics

##### **For students who...**

have a keen interest in seeking an understanding of the physical and human environments as well as the interconnectedness among groups of people, and people and their environment.

## Post-Secondary Options

Students seeking to pursue a polytechnic diploma can consider the Humanities grade as one of the relevant subjects in computing the L1R4 aggregate. In addition for students intending to enrol in the School of Humanities and Social Sciences in polytechnics as well as courses related to tourism and hospitality will also find their mastery of Humanities at 'O' Level will prepare them with foundational knowledge.

## *Elective: History*

### Brief Description

The History syllabus provides students with an understanding of the complexities of international relations. It aims to equip students with the knowledge and skills to understand how forces, events and developments of the past shaped today's world.

Students will:

- develop into confident, self-directed, critical and reflective thinkers
- understand how the past has been interpreted, represented and accorded significance for different reasons and purposes
- ask relevant questions about the past and examine a range of sources critically in their historical context to reach substantiated judgements about the past
- acquire necessary historical knowledge, understanding, dispositions and skills to understand the present and contribute actively and responsibly as local and global citizens

### Examination Requirements

#### Topic:

The Making of the 20th Century Modern World, 1910s–1991

- Unit 1 – Challenges to European Dominance after World War I, 1910s – 1942
- Unit 2 – Developments in the Post-World War II World: The Cold War, 1940s – 1991

#### Question types:

- A) Source-Based Question (30%)
- B) Essay Question (20%)

#### For students who ...

- have an interest in current affairs
- are interested in how human actions and political events shape our world
- are able to carry out independent research learning

## Post-Secondary Options

Students seeking to pursue a polytechnic diploma can consider the Humanities grade as one of the relevant subjects in computing the L1R4 aggregate. In addition for students intending to enrol in the School of Humanities and Social Sciences in polytechnics, their mastery of Humanities at 'O' Level will stand them in good stead.

## **B. SCIENCES**

### **Brief Description**

The study of science at the secondary school is to prepare students for further studies in scientific enquiry at post secondary level, e.g. JC, polytechnic, university. There are 3 basic branches of Science:

1. *Physics* – The word, Physics, is derived from the Greek word, *phusis*, which means “Nature”. It is concerned with the underlying principles of the natural world, and deals with the elementary constituents of the universe, that is, all classes of matter and energy, and their interactions, as well as the analysis of systems which are best understood in terms of their fundamental principles. Mathematics is widely used as a basis to formulate the framework and principles.
2. *Chemistry* – The word, Chemistry, is derived from the Greek word, *chemeia*, which means “pour together”. It deals with the composition and statistical properties of matter and structures, as well as their transformations and interactions to become materials encountered in everyday life. According to modern chemistry, the physical properties of materials are generally determined by their structure at the atomic scale which is determined by the properties and energies of the interactions.
3. *Biology* – Biology, essentially the study of Life, is concerned with the characteristics, classification, and behaviours of organisms, how species come into existence, and the interactions they have with each other and with the environment. Biology encompasses a broad spectrum of academic fields that are often viewed as independent disciplines. However, together they address phenomena related to living organisms (biological phenomena) over a wide range of scales, from biophysics to ecology. All concepts in biology are subject to the same laws that other branches of science obey, such as the laws of thermodynamics and conservation of mass.

Students will:

- become confident citizens in a technological world and able to develop an informed interest in matters of scientific importance
- recognise the usefulness and limitations of scientific method and to appreciate its applicability in other disciplines and in everyday life
- develop abilities and skills that are useful in everyday life and in effective communication
- develop values, ethics, and attitudes relevant to science
- develop interest in and care for the local and global environment

The school offers **Combined Sciences** for the Normal Academic course. In Naval Base Secondary, The Combined Sciences comprises a compulsory Science component, Chemistry and another Science component (Physics or Biology). All students have to choose **one** of the 2 science components.

Students should note that it is important to be able to cope with both components equally well in order to do well. For example, students pursuing Science (Physics/Chemistry) must do equally well in the Physics and Chemistry components in order obtain a good grade for the subject.

## Examination requirements

### Combined Sciences

Paper	Types of papers	Duration	Marks	Weighting
3	Multiple Choice (Chemistry)	1h 15min	20	20%
4	Structured (Chemistry)		30	30%
1 or 5	Multiple Choice (Physics) or (Biology)	1h 15min	20	20%
2 or 6	Structured (Physics) or (Biology)		30	30%

### Post-Secondary Options

Science subjects at the secondary level prepare pupils for the next phase of education, i.e. Polytechnic Foundation Programme (PFP), Direct-Entry-Scheme to Polytechnic Programme (DPP), 3-Year Higher Nitec and Nitec education. Firstly, due to the government's promotion of the life sciences and the relaxing of subject pre-requisites. Therefore, most science-related polytechnic courses or Higher Nitec/Nitec courses accepts any science subject as a pre-requisite for studying that course. However, students who have exposure to Physics will have an advantage when they pursue Engineering related courses in 3-Year Higher Nitec/Nitec, Polytechnics and University.

Secondly, with the increasing influence of Life Sciences, students who have exposure to Biology will have an advantage when they pursue Life Science courses in Polytechnics and University. However, students should note that Chemistry, and not Biology, is the compulsory subject for university studies in Life Sciences degree programmes. Thus, for those who are thinking of a career in Life Sciences, it is important to have studied Chemistry, as a Combined Science option, during the secondary school education.

Thirdly, both 3-Year Higher Nitec/Nitec and Polytechnic education are industrial-based. Students who pursue the 3-Year Higher Nitec/Nitec education will have an early route to specialise in their field of interest and then pursue further specialisations in Polytechnic education and in University.

## **C. ART**

### **Brief Description**

The aims of the Normal (Academic) Art syllabus are to:

- nurture an informed awareness and appreciation of the visual arts;
- enhance ability to identify and solve problems creatively in visual and tactile forms;
- develop competency in the use of art and design principles, materials and processes;
- foster self-confidence and a sense of achievement through the practice of the visual arts;
- cultivate an inquiring mind, a spirit of experimentation and a passion for the visual arts.

During the course of their study of Art, students will be engaged in the creation of artworks. They will hone their observation skills, learn to identify visual qualities and give form to their ideas and experiences when they are engaged in art-making. They would also be given opportunities to explore and experiment with a good range of media and techniques.

Further, through the study of visual arts, students will develop visual literacy and critical thinking skills such as description, analysis, interpretation and evaluation. It provides students with the opportunities to respond to and discover insights from artists/artworks. These learning experiences inculcate in students greater appreciation for the visual arts and their role in society.

The art programme at NBSS strives to provide pupils with authentic experiential learning through programme tie-ups with museums, annual art exhibitions and more.

### **Examination Requirements**

Examination	GCE 'N(A)' Level Art	Duration	Weighting
Paper 1: Coursework	<p>The question paper will be issued to the students in the month of January of the examination year. Six themes will be issued and students are to develop and create an artwork in a medium of their choice in response to one of the themes.</p> <p>Preliminary studies of five A2 boards must be submitted along with the final artwork.</p> <p>The deadline for the submission of the coursework is in August of the examination year.</p>	Not applicable	60%
Paper 2: Drawing and Painting	<p>The question paper be given three weeks before the start of the N(A)-level examinations. Six themes will be issued and students are to develop and create a two-dimensional artwork in response to one of the themes.</p> <p>Preliminary studies of three to five A3 sheets of paper must be submitted. Students will produce the final artwork during the 3-hour examination.</p>	3 hr	40%



**For students who ...**

- love to draw or engage in other forms of artmaking
- enjoy the creative process
- enjoy expressing themselves visually

**Post-Secondary Options**

This subject counts as one of the relevant subjects for admission to polytechnic in art-related courses such as Visual Communications, Architecture and Interior Design. Students could also choose to further develop their passion in Art at the Nanyang Academy of Fine Arts or LASALLE College of the Arts. There are also a number of Nitec or Higher Nitec courses in art-related disciplines offered at the ITE. The following courses give preference to students with good drawing and/ or sketching abilities:

- Digital Animation
- Digital Media Design
- Product Design

## **D. DESIGN AND TECHNOLOGY**

### **Brief Description**

Design and Technology (D&T) offered at the upper secondary level enables students to develop their designing and making skills by developing their knowledge and understanding of systems and control and combining these skills to design and make a functioning product.

The subject nurtures creativity and innovation through designing and making. It also develops a further understanding of technological processes and an awareness of everyday products and their design. The D&T programme provides students with opportunities to relate and apply their knowledge and understanding from across the curriculum especially Science, Mathematics and Art.

In a typical D&T coursework, students will learn to present their solutions effectively, using a variety of graphic design methods. They will conduct research and use the information to guide their design proposals. These proposals are generated and developed using annotated sketches and mock-ups.

Students are guided to produce step-by-step plans of the necessary methods and equipment required to produce their prototype. With the working plan, students will select and work with a range of equipment and a variety of materials and tools, paying attention to the aesthetic qualities, functionality, and safety features to complete their Design project.

### **Examination Requirements**

<b>Examination</b>	<b>GCE N(A) Level Design &amp; Technology</b>
Paper 1 (40%)	<p>1 ½ hr written paper consisting of 3 questions.</p> <p><u>One</u> case-based design questions set based mainly on the Design content section.</p> <p><u>Two</u> design application questions relating to mechanisms and electronics from the Technology content section.</p>
Paper 2 (60%)	<p>Design Project comprising a Design Journal, Presentation Boards, Mock-ups and a Prototype with the following requirements:</p> <ul style="list-style-type: none"> <li>• a time-stages plan and sub-plans for advancing the project.</li> <li>• information and images, doodles/ sketches/ drawings rendered where appropriate, notes and annotations, calculations, etc. for identifying design opportunity leading to the formulation of the design brief and design specifications, initiating a suitable design idea, and developing the design idea into a working prototype to arrive at a proposed design solution.</li> </ul>

### **For students who ...**

- love to doodle and dream of designing and creating innovative solutions.
- have the tenacity to work through their ideas towards a viable solution within a given timeframe.
- have good self-discipline and perseverance to work through the essential processes of researching, discovering, creating and evaluating.

### **Post-Secondary Options**

This subject counts as one of the relevant subjects for admission into polytechnic for courses from the following groups: Engineering, Design, Technology and Architectural Technology. Students can also continue to pursue relevant subject at a greater depth in the ITE.

## **E. NUTRITION AND FOOD SCIENCE**

### **Brief Description**

The Nutrition and Food Science (NFS) syllabus provides students with a broad understanding of concepts in nutrition and health, food literacy and principles of food science. Students will be exposed to authentic real-world contexts through hands-on practical and coursework. Through these learning experiences, the syllabus aims to develop students to:

- lead a healthier lifestyle proactively through proper diet and nutrition;
- advocate sustainable food consumption by planning and making appropriate food choices; and
- apply principles of culinary science creatively in food preparation and cooking.

NFS students will be provided the opportunity to extend and apply their learnt knowledge into their coursework assignments. This involves researching of a given task; decision making; development of a plan; recording and interpreting experimental results and a methodical approach in the production and presentation of the final products. They will conduct sensory evaluation of the dishes prepared and evaluate the outcomes of the execution process.

### **Examination requirements**

<b>Paper</b>	<b>GCE N(A)-Level</b>	<b>Marks</b>	<b>Weighting</b>
1	1½ hr written paper consisting of 3 sections:  <u>Section A</u> Multiple choice questions  <u>Section B</u> Short answer and data-response type questions  <u>Section C</u> 2 Open-ended questions	80 marks  16 marks  40 marks  2 X 12 marks	40%
2	Coursework	60 marks	60%

### **For students who...**

- have an interest in advocating nutrition and health for self, family and the community
- appreciate how a variety of food is used in food management and take into consideration the issue of food security, which includes food safety and sustainable food consumption
- have a desire to be a food innovator and apply scientific principles during food preparation and cooking

### **Post-Secondary Options**

This subject counts as one of the relevant subjects for admission to polytechnic in courses such as sports and exercise sciences, nursing, applied food science and nutrition, baking and culinary science and culinary and catering management. Students can also continue to pursue the subject at a greater depth in the ITE. Courses include applied food science, food and beverage operations, Asian culinary arts, Western culinary arts and pastry and baking.

## **F. PRINCIPLES OF ACCOUNTS**

### **Brief Description**

The main thrust of the syllabus is on developing basic fundamentals of accounting with a good understanding of the rationale and underlying principles for preparing accounting information. The focus is on basic double-entry book-keeping method, from which students develop the ability to prepare and analyse financial statements.

The course aims to enable students to:

- acquire knowledge and understanding of fundamental accounting concepts, conventions, principles, procedures and techniques in the context of business aims and activities;
- develop an understanding of the role of accounting in providing an information system for monitoring and decision making;
- develop skills in analysing, preparing and interpreting accounting information and understanding their implication;
- develop skills of numeracy, information technology literacy, communication, inquiry, presentation and interpretation;
- develop attitudes of accuracy, orderliness and logical thought and an appreciation of professional ethics such as integrity, objectivity and independence.

### **For students who...**

- have an interest in learning about the business environment and types of decisions people make and how accounting information impacts those decisions
- have a liking for calculations and 'number-crunching'

### **Examination Requirements**

Paper 1	1 h	40 marks
Paper 2	2 h	60 marks

### **Post-Secondary Options**

Students pursuing a higher Nitec course in Accounting at ITE should preferably have a keen sense for numbers and accuracy and organisational skills that the subject aims to inculcate among students. This will prepare them well for future career opportunities in the commercial, industrial or public sectors.

The Principles of Accounts grade also counts as one of the relevant subjects in computing the L1R4 aggregate for admission into polytechnics. Pupils who pursue polytechnic courses in Accountancy, Business, Banking and Finance with specialisations in insurance, entrepreneurship, tourism and resort management will find the knowledge useful in their study of these courses.

## [5] POST SECONDARY EDUCATION OPTIONS

### AFTER SECONDARY SCHOOL / GCE N LEVELS

There are a variety of Post-Secondary Education Institutions (PSEIs) available for secondary school graduates.

<b>Polytechnic</b>	<b>Institute of Technical Education</b>
<p>Polytechnics provide hands-on, practice-based learning experience within a dynamic and progressive learning environment. Work attachments with industry partners, which ranges from 6 weeks to 6 months, are also offered as part of the curriculum.</p> <p>Polytechnic graduates who wish to further their studies may be considered for admission to universities based on their diploma qualifications.</p> <p>The polytechnics also provide programmes at diploma and post-diploma levels, including Work-Study Post-Diplomas, for adult learners who want to deepen their skills across a range of disciplines and industries.</p>	<p>The Institute of Technical Education (ITE) provides technical and vocational education for students through full-time Nitec, Higher Nitec courses, or traineeship programmes conducted in partnership with employers.</p> <p>They typically admit N-Level holders into Nitec courses, and selected Higher Nitec courses. Eligible Secondary 4 Normal (Academic) students can also apply for entry to Higher Nitec courses through the Direct-Entry-Scheme to Polytechnic Programme, which prepares students for progression into polytechnic diploma courses.</p> <p>ITE graduates who wish to further their studies can also be considered for admission to the polytechnics, ITE's Work-Study Diploma and Technical Diploma programmes, based on their Nitec or Higher Nitec qualifications.</p>

## DIRECT ADMISSION TO POLYTECHNIC FOUNDATION PROGRAMME (PFP)

N(A) students who obtained

- 1) an **ELMAB3 (English, Mathematics, Best 3 Subjects)** raw aggregate score of **12 points or better** (excluding CCA bonus points) **and**
- 2) **Minimum Required Grades** of the Subjects for courses in **Group 1 and Group 2**

at the GCE N-Level examination will be **eligible to apply** to the Polytechnic Foundation Programme.

For Courses featured in <b>Group 1*</b>	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"> <li>• Science (Physics, Chemistry)</li> <li>• Science (Physics, Biology)</li> <li>• Science (Chemistry, Biology)</li> <li>• Food and Nutrition</li> <li>• Design and Technology</li> </ul>	3
Any two other subjects excluding CCA	3

For Courses featured in <b>Group 2**</b>	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"> <li>• Principles of Accounts</li> <li>• Literature in English</li> <li>• History</li> <li>• Combined Humanities</li> <li>• Geography</li> <li>• Art</li> </ul>	3
Any two other subjects excluding CCA	3

For more information, please log into <https://pfp.polytechnic.edu.sg/PFP/index.html>

## **JOINT INTAKE EXERCISE TO 2-YEAR HIGHER NITEC - DIRECT ENTRY SCHEME-TO-POLYTECHNIC (JIE 'H' OR DPP)**

Students who obtained an **ELMAB3 (English, Math, Best 3 Subjects) raw aggregate score of 19# points or better** (excluding CCA bonus points) at the GCE N-Level examination will be eligible to apply to the JIE'H'/DPP

<b>Applied Sciences, Engineering and Info-Communications Technology JIE'H'/DPP Courses</b>	<b>Minimum Required Grades</b>
English Language Syllabus A	4
Mathematics (Syllabus A / Additional)	4
Any three other subjects excluding CCA	5

<b>Business &amp; Services JIE'H'/DPP Courses</b>	<b>Minimum Required Grades</b>
English Language Syllabus A	3
Mathematics (Syllabus A / Additional)	4
Any three other subjects excluding CCA	5

Upon the completion of your *Higher Nitec* course, you would be assured of a place in a Polytechnic Diploma course if you meet the Qualifying Grade Point Average (GPA) for DPP students, as follows:

	<b>Progress to 1st year relevant Polytechnic Diploma course</b>	<b>Progress to 2nd year relevant Polytechnic Diploma course</b>
Engineering and Info-Communications Technology Higher Nitec DES Courses*	ITE raw GPA $\geq$ 2.5 points (excluding CCA bonus points)	ITE raw GPA $\geq$ 3.5 points (excluding CCA bonus points)
Applied Sciences Higher Nitec DES Courses*	ITE raw GPA $\geq$ 2.5 points (excluding CCA bonus points)	N.A.
Business & Services Higher Nitec DES Courses	ITE raw GPA $\geq$ 3.0 points (excluding CCA bonus points)	N.A.

*\*For DPP courses in Applied Sciences, Engineering and Info-Communications Technology, in addition to the qualifying GPAs, students are required to offer and pass a Math elective at ITE to be eligible to articulate into polytechnic courses under DPP.*

**\*Students need to refer to the aggregate scores in the JIE booklet for their interested DPP courses. To note that accepted students of all the DPP courses are in the aggregate score range of 8 to 14.**

## ANNEX A: FREQUENTLY ASKED QUESTIONS (FAQ)

### STREAMING PROCEDURE

#### Q1. When and how will the subject choice exercise be conducted?

The subject choice exercise will be conducted in October 2023. Students will log onto an online portal to exercise their options. Please refer to the timeline on page 1 for more details.

#### Q2. If my child/ward is not allocated the combination/elective of choice, can we appeal?

Yes. The appeal can be conducted online from **8 – 12 Nov 2023** once the subject choice results are released.

#### Q3. Who can I contact should I need further clarifications?

You can approach your child's/ward's form teacher or email Year Head (Lower Secondary), Mr Andrew Lim ([andrew\\_lim\\_swee\\_leong@schools.gov.sg](mailto:andrew_lim_swee_leong@schools.gov.sg)) or contact 62571996 x550.

### SUBJECT CHOICES

#### Q4. My child is unsure of which combination would benefit her in the future. What should he/she do?

We strongly encourage parents to discuss with your child/ward on his/her interests, learning styles and explore possible post-secondary options. Parents may wish to refer to the parents' guide on <https://go.gov.sg/ecg-parent-guide> to find out more about the post-secondary pathways and how you can support your child in their education and career journey.

Your child/ward may see their Form Teachers or our Education and Career Guidance counsellor, Ms Jerlyn Poh, whom he/she can make an appointment with to explore his/her possible options.

## Let's Explore!

**Have a chat with your Education and Career Guidance Counsellor**  
if you have questions on how to...

- discover your interests and strengths
- find the motivation to reach your goals
- plan for your education and career pathways

Interests

Skills

Purpose

Values

Personality

Strengths

**Book an appointment** with your ECG Counsellor today to...

Discover yourself

Explore your education and career possibilities

Make a plan and act on it



https://go.gov.sg/informant/lim

**Telegram: @ecgc\_jp** Email: [jerlyn\\_poh\\_yoke\\_hui@schools.gov.sg](mailto:jerlyn_poh_yoke_hui@schools.gov.sg)

Education and Career Guidance Branch  
Ministry of Education  
Singapore



## ANNEX B: GUIDE FOR PARENTS IN EDUCATION AND CAREER GUIDANCE (ECG)

All parents want the best for their children and hope that they find happiness and purpose in life. It is important to recognise that you can play a significant role in the decisions your child makes for his or her life, especially at this crucial juncture.

Below are 7 ways you can be more involved in your child's education and career journey:

	Ways to be involved	Questions you can ask your child and other useful tips
1	Show Concern and Support for Your Child by engaging him or her using some conversation starters	<ol style="list-style-type: none"> <li>1. What do you value most about life at home and in school?</li> <li>2. What are your favourite subjects and Co-Curricular Activities? What do you like about them?</li> <li>3. How would you want to contribute to our community to make a positive difference?</li> <li>4. What community/global challenges would you like to get involved in solving?</li> </ol>
2	Observe Your Child's Strengths and Interests through Various Activities	<ol style="list-style-type: none"> <li>1. What is important to you? What motivates you?</li> <li>2. What are the issues you feel strongly about?</li> <li>3. How would you describe yourself? How do others describe you?</li> <li>4. What are your strengths? What have people praised you for?</li> </ol>
3	Listen and Find Out the Schools or Courses Your Child is Interested In	<ol style="list-style-type: none"> <li>1. Are there learning and training programmes offered by the education institutions that can nurture your interests, abilities and passion?</li> <li>2. What are your academic goals?</li> <li>3. Is this an ability / skill / interest you want to develop further?</li> <li>4. What does this course offer? What will you be learning / experiencing?</li> </ol>
4	Introduce a Variety of Occupations to Your Child	<ol style="list-style-type: none"> <li>1. Start by talking about your own industry and career, and bringing your child to your workplace.</li> <li>2. Explore the My SkillsFuture Portal with your child for related information at <a href="https://go.gov.sg/mysfsec">https://go.gov.sg/mysfsec</a></li> <li>3. Encourage your child to join volunteering activities to gain opportunities to observe professionals at work.</li> </ol>
5	Support Your Child's Aspirations by asking what his or her dream job is	<ol style="list-style-type: none"> <li>1. What do you want from this career?</li> <li>2. What are the things important to you in a job?</li> <li>3. What would be some other jobs related to this role / industry?</li> <li>4. How can you find more information?</li> </ol>
6	Instill in Your Child the Importance of Developing Transferable Skills <i>World Economic Forum</i>	<p><b>Top 10 Job Skills of Tomorrow of 2025.</b> Talk about the importance of the following:</p> <ol style="list-style-type: none"> <li>1. Problem-solving Skills (Analytical thinking and innovation)</li> <li>2. Self-Management (active learning, resilience, stress tolerance and flexibility)</li> <li>3. Working with People (Leadership and social influence)</li> <li>4. Technology use and development (Technology design and uses)</li> </ol>
7	Model Lifelong Learning	Demonstrate how you continually strive towards excellence through knowledge and experience. Show your child that learning does not happen only in school, but throughout life.

Extracted from "Journeying with Our Children, Supporting their Aspiration" – an ECG publication from MOE for parents.