



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

Information on Subject Combinations for 2025

Dear Secondary 2 Navalites and Parents,

This set of information aims to brief Navalites on the 2025 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 children'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 Sec 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 work together 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. 10)
- b) A Guide for Parents in Education and Career Guidance (ECG) (Annex B, pg. 11)

[2] SECONDARY 3 SUBJECT CHOICE EXERCISE SCHEDULE

Term / Wk / Date	Description
24 Oct to 29 Oct	Subject Choice Exercise
Wed 6 Nov	Release of Subject Choice Results Start of Appeal
Sun 10 Nov	End of Appeal
Mon 18 Nov	Release of Subject Choice Appeal Results

[3] SECONDARY 3 NORMAL TECHNICAL SUBJECT COMBINATIONS

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
English Language	Mother Tongue Language	Mathematics	Science	Computer Applications	Art or Design & Technology or Music or Nutrition & Food Science

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. ART

Brief Description

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

- Foster self-confidence and a sense of achievement;
- Nurture a spirit of exploration, inventive thinking and creative expression;
- Cultivate an awareness and appreciation of art to make informed responses to works; and
- Develop a keen interest and build a foundation in art for further educational/ professional pursuit.

This syllabus focuses on equipping students with fundamental knowledge, skills and values that will lay the foundation for their post-secondary pursuits and for lifelong learning. In their course of study, students will focus on learning about:

- Context of artworks - the defining circumstances which lead to considerations that artists and designers have, in the selection of appropriate art elements and design principles, materials, techniques and processes for different purposes;
- Artistic processes - methods and strategies artists and designers adopt to gather, develop and decide on ideas for their artworks,
- Visual qualities - use of elements of art and principles of design to create desired outcomes, and
- Media - Drawing and Digital Media as essential media and at least one other two and/or three-dimensional media – use of materials, tools and techniques to present and communicate ideas.

Examination Requirements

Paper	GCE N(T)-Level Art	Exam Duration	Weighting
Paper 1: Art Task	<p>One task accompanied with a visual stimulus will be offered five weeks before the commencement of the N(T)-Level examination. Within the task, three product outcomes will be offered. Candidates must select one product to respond in relation to the task and visual stimulus given.</p> <p>Students will document the processes involved in the development of the final solution on 3-5 A3 sheets of paper. They will produce the final solution during the 3-hour examination.</p>	3 hr	40%
Paper 2: Portfolio	<p>This paper consists of three parts.</p> <ul style="list-style-type: none"> • Part A – Digital Journal <p>Each work must be accompanied with a digital journal of not more than five screens for submission. Sketches, paintings, images and/or short audio-visual recordings must be included.</p>	18 weeks	60%

	<ul style="list-style-type: none"> • Part B – Art and Design Work Each candidate is to submit two works. One Fine Art submission and one Design submission. Each work must not exceed 60x40cm or weigh more than 15 kg. • Part C – Personal Response Evaluation of the candidate's ability to remain engaged and to take responsibility for the completion of the Portfolio examination (Part A and Part B). Submission of the Portfolio will be in the month of May of the examination year. 		
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For students who....

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

Post-Secondary Options

The habits, such as creativity, innovation and resourcefulness, acquired in the learning of the subject will stand the students in good stead in post secondary and future learning and also serve as useful life skills. Currently, there are 11 Nitec or Higher Nitec courses in art-related disciplines offered at the ITE. The following courses give preferences to students with good drawing and/ or sketching abilities:

- Digital Animation
- Digital Media Design
- Product Design

B. 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 manufacture. 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

Examination	GCE N(T)-Level Design & Technology
Paper 1 (30%)	<p>1 hr written paper consisting of 5 questions.</p> <p><u>Three</u> short questions set based mainly on Design content section.</p> <p><u>Two</u> design application questions relating to mechanism and electronics from the Technology content section.</p>
Paper 2 (70%)	<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"> • a time-stages plan to plan and to monitor the progress of the project. • information and images, sketches, annotations, calculations, etc. to arrive at a design brief and design specifications, and to develop an idea into a working prototype leading to a proposed design solution.

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

The habits, such as creativity, innovation and enterprise, and resourcefulness, acquired in the learning of the subject will stand the students in good stead in post-secondary and future learning and also serve as useful life skills. There are 16 Nitec or Higher Nitec courses in electronics or engineering disciplines offered at the ITE. Students who like hands-on problem skills will enjoy the courses in these areas.

C. MUSIC

Brief Description

The syllabus provides a broad-based music education while being relevant to the needs and requirements of the growing music and media-related industries. It recognises that the use of music technology is central and pertinent to contemporary musical expression and experience, and integrates music technology in developing basic skills and creativity. It fosters students' musicianship through exposure to a range of music with a slant towards 'popular music'.

The prominence of music-making activities and coursework promotes an experiential learning approach that would engage and motivate N(T) candidates.

Through the syllabus, candidates learn to appreciate the function of music in the larger society and to develop a lifelong love for music.

The syllabus is organised into two key areas, with music technology permeating the syllabus:

1. Listening: develops aural skills and a basic understanding of varied musical styles, and the use of music technology to create different effects.
2. Music making: provides a range of music skills through performing and creating; music technology will be used in sequencing music and notating.

Examination Requirements

Paper 1 (40%)	'Listening' paper – MCQ & short answer questions based on extracts
Paper 2 (50%)	A coursework paper with two tasks: <u>Task 1</u> : Create a song or instrumental music arrangement, with the student's live performance on it. <u>Task 2</u> : Produce an original 30-second instrumental music cue and a short supporting note for a given film or TV context.

For students who ...

- display positive attitude towards learning and are able to play relatively well on the principal instrument(s) learnt in the Secondary 1 and 2 Music syllabus.
- have an interest in writing, creating and performing music.
- are interested in developing basic music technology skills.

Post-Secondary Options

The dispositions, such as analytical thinking, and responsible risk-taking, acquired in the learning of the subject will stand the students in good stead in post-secondary and future learning and also serve as useful life skills. Currently, there are 2 Nitec or Higher Nitec courses in music-related disciplines offered at the ITE.

- School of Design & Media: Higher Nitec in Performance Production
- School of Engineering: Nitec in Electrical Technology (Lighting & Sound)

More information at: www.ite.edu.sg

D. NUTRITION AND FOOD SCIENCE

Brief Description

The Nutrition and Food Science syllabus is designed to provide Normal (Technical) students with knowledge of food commodities and the basic concepts of nutrition and meal planning, and understanding of their impact on health. It will equip students with the essential knowledge and skills to plan and prepare healthy meals using a variety of food commodities and methods of cooking.

The emphasis of the syllabus is on the practical application of knowledge and skills of the subject. A coursework element is included in the syllabus and students are expected to become increasingly competent in a wide range of practical and investigation skills. The sound theoretical knowledge and culinary skills acquired would help students to meet their present and future individual health needs as well as those of their family and the community.

The syllabus will also provide a foundation for students to pursue further learning in courses related to the food industry. It will incorporate authentic learning experiences with the provision of exposure to the food industry to build relevant work habits and skills.

Examination requirements

Paper	GCE N(T)-Level NFS	Marks	Weighting
1	1½ hr written paper consisting of 3 sections:	80 marks	40%
	Section A: Multiple choice questions	16 marks	
	Section B: Short answer type questions	32 marks	
	Section C: Structured type questions	32 marks	
2	Coursework	60 marks	60%

For students who ...

are interested in learning the basic concepts of nutrition and meal planning, the principles of various methods of preparation and cooking and the properties of food commodities and how they can be used.

Students need a lot of perseverance to investigate and develop ideas by defining a task question/problem situation, gathering and processing information and exploring and deriving learning from food preparation.

To ensure that students are able to cope with the demands of the Nutrition and Food Science syllabus as it involves report writing skills, students must possess strong command of the English language.

Post-Secondary Options

Students can continue to pursue the subject at a greater depth in the Institute of Technical Education. Courses includes applied food science, food and beverage operations, asian culinary arts, western culinary arts and pastry and baking.

[5] POST SECONDARY EDUCATION OPTIONS

AFTER SECONDARY SCHOOL / GCE N LEVELS

Institute of Technical Education

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.

They typically admit N-Level holders into Nitec courses and selected Higher Nitec courses.

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.

COMPUTATION OF ITE AGGREGATE POINTS

The computation of ITE aggregate points is based on the best 4 GCE 'N' Level subjects, including pre-requisite subjects and bonus points.

Normal (Technical) Grade	ITE Aggregate Points
A	1
B	2
C	3
D	4
E	5

For students offered Out-of-Stream subjects (such as Normal Academic), the computation of ITE aggregate points is as follows.

Normal (Academic) Grade	ITE Aggregate Points
1	1
2	1
3	1
4	2
5	3
6	4

#N(A)-Level Grade 6 and N(T)-Level Grade E cannot be used for fulfillment of MER for admission to Nitec/Year 1 of the enhanced curricular structure. i.e *Nitec in Western Culinary Arts requires a grade 1-5 for N(A) Level or A – D for N(T) Level in English and 2 other subjects*

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 from **24 to 29 October 2024**. Students will log onto an online portal to exercise their options. Please refer to the timeline on page 2 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 **6 – 10 Nov 2024** 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) 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

Values

Skills

Personality

Purpose

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/ibsm/jerlyn

Telegram: @ecg_jp Email: 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"> 1. What do you value most about life at home and in school? 2. What are your favourite subjects and Co-Curricular Activities? What do you like about them? 3. How would you want to contribute to our community to make a positive difference? 4. What community/global challenges would you like to get involved in solving?
2	Observe Your Child's Strengths and Interests through Various Activities	<ol style="list-style-type: none"> 1. What is important to you? What motivates you? 2. What are the issues you feel strongly about? 3. How would you describe yourself? How do others describe you? 4. What are your strengths? What have people praised you for?
3	Listen and Find Out the Schools or Courses Your Child is Interested In	<ol style="list-style-type: none"> 1. Are there learning and training programmes offered by the education institutions that can nurture your interests, abilities and passion? 2. What are your academic goals? 3. Is this an ability / skill / interest you want to develop further? 4. What does this course offer? What will you be learning / experiencing?
4	Introduce a Variety of Occupations to Your Child	<ol style="list-style-type: none"> 1. Start by talking about your own industry and career, and bringing your child to your workplace. 2. Explore the My SkillsFuture Portal with your child for related information at https://go.gov.sg/mysfsec 3. Encourage your child to join volunteering activities to gain opportunities to observe professionals at work.
5	Support Your Child's Aspirations by asking what his or her dream job is	<ol style="list-style-type: none"> 1. What do you want from this career? 2. What are the things important to you in a job? 3. What would be some other jobs related to this role / industry? 4. How can you find more information?
6	Instill in Your Child the Importance of Developing Transferable Skills <i>World Economic Forum</i>	<p>Top 10 Job Skills of Tomorrow of 2025. Talk about the importance of the following:</p> <ol style="list-style-type: none"> 1. Problem-solving Skills (Analytical thinking and innovation) 2. Self-Management (active learning, resilience, stress tolerance and flexibility) 3. Working with People (Leadership and social influence) 4. Technology use and development (Technology design and uses)
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.