



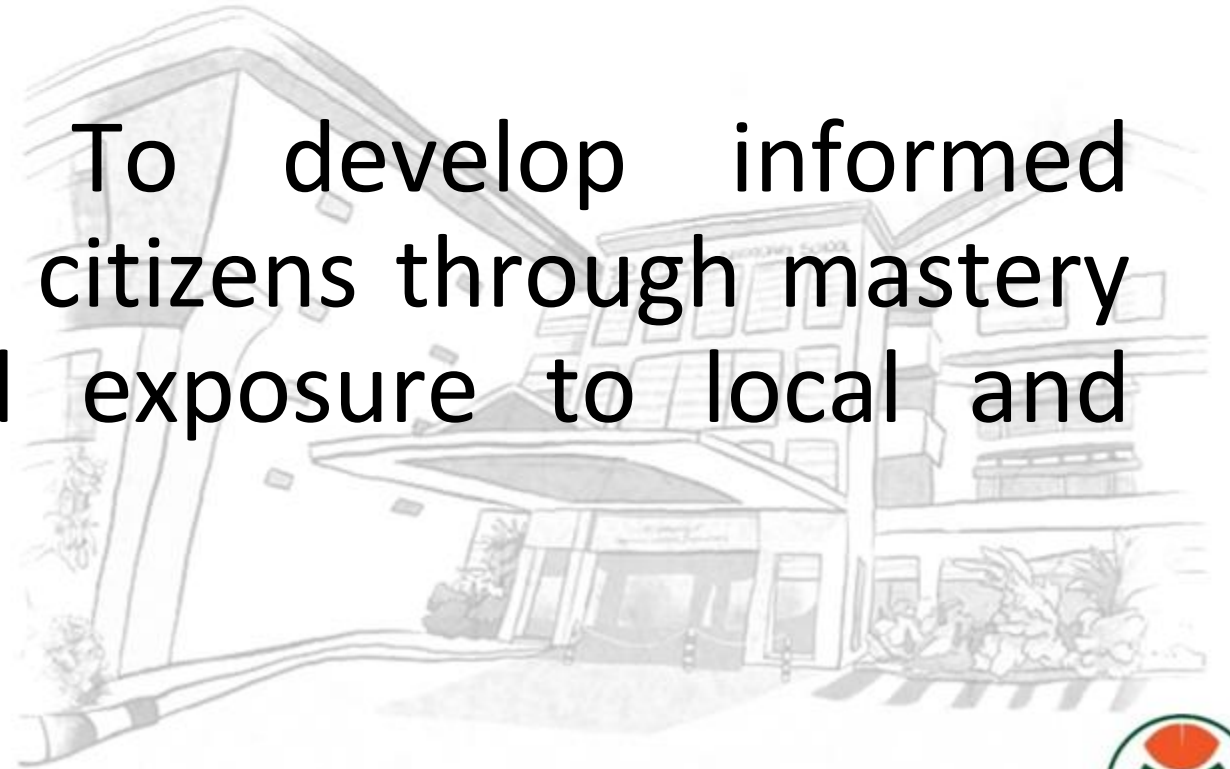
*Yio Chu Kang Secondary School*



***Humanities Department Programme  
and Subject Information***

# Humanities @ YCKSS

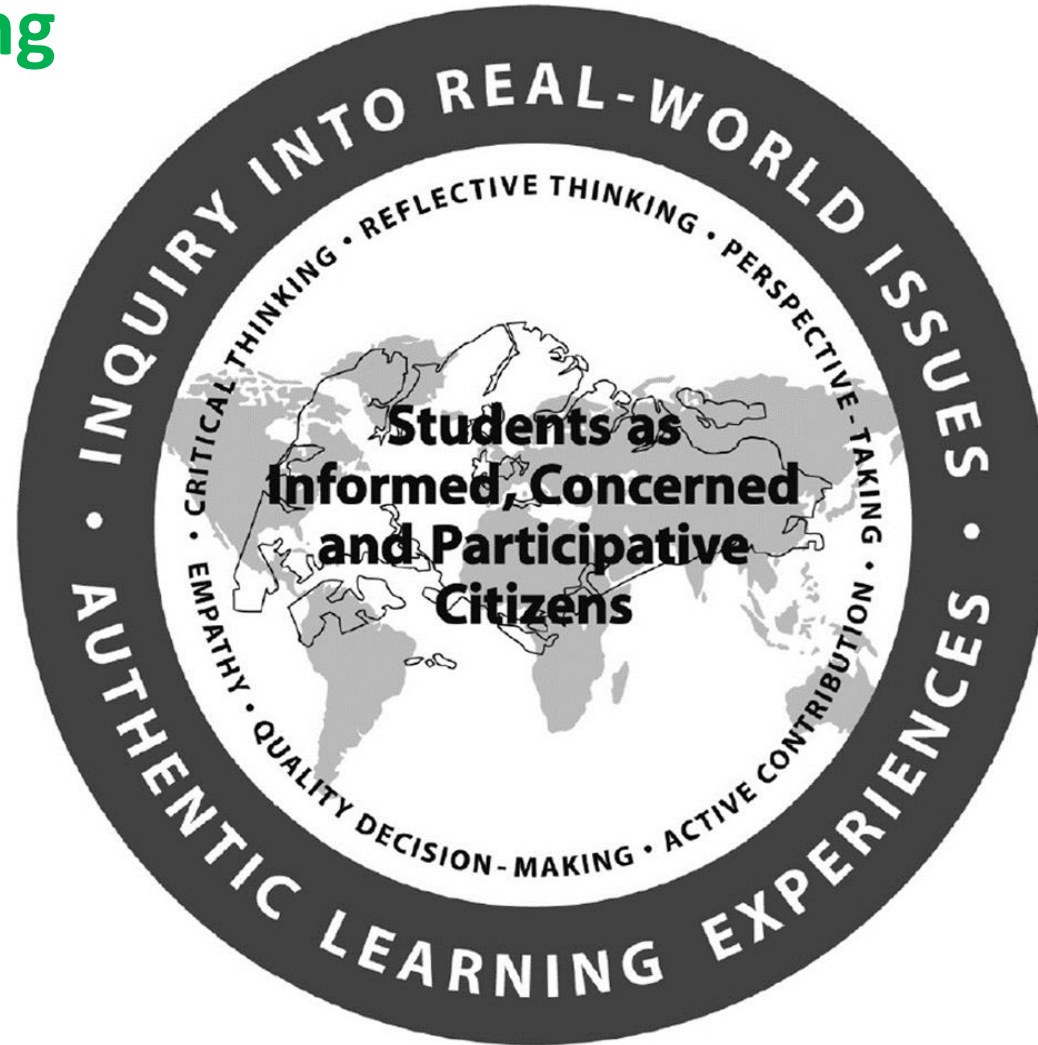
- **Department vision:** Every student to embrace Humanities and be equipped with a lens to the world.
- **Department mission:** To develop informed learners and concerned citizens through mastery of analytical skills and exposure to local and global issues.



# Why is the study of Humanities important?

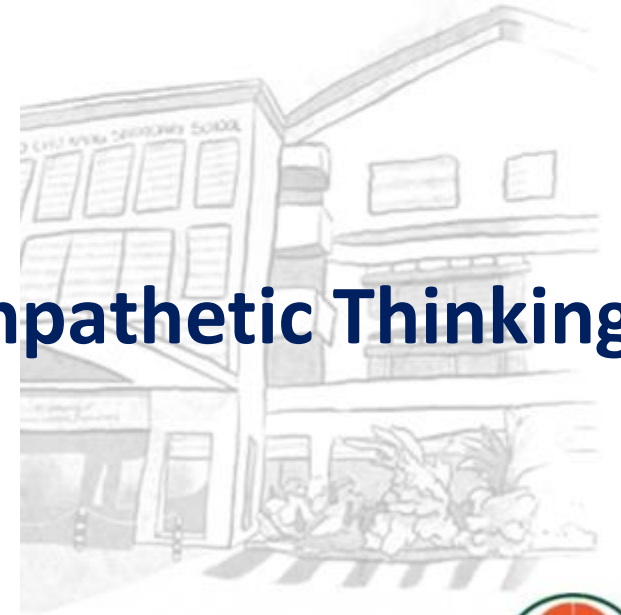
Reflective Thinking

Critical Thinking



Inventive Thinking

Empathetic Thinking



# Through our YCKSS Eco **ACE** Programme, (Environmental Education)

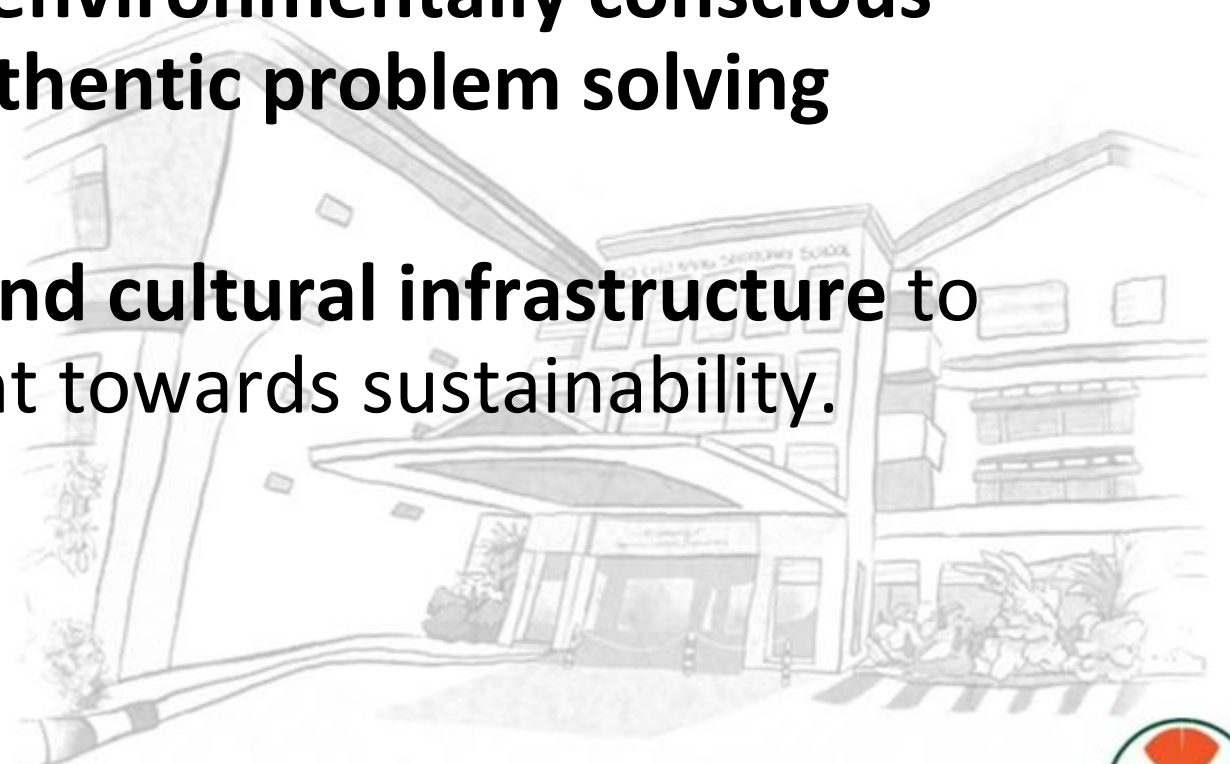
We hope to develop informed learners  
and concerned citizens through  
exposure to global issues.



Amber, the Anemonefish  
YCKSS Eco Mascot

# Intent of Eco **ACE** Programme

- Aims to cultivate in students the right **knowledge, skills and dispositions to prepare them** for the future.
- Nurture students to grow into **environmentally conscious** citizens by learning through **authentic problem solving** experiences.
- Leverage on existing **physical and cultural infrastructure** to create a school-wide movement towards sustainability.





# Efforts Within the School: Advocate

Staff and students practise and champion green habits



Environment Ambassadors helping out with collection of recyclables

Recycling bins created by students

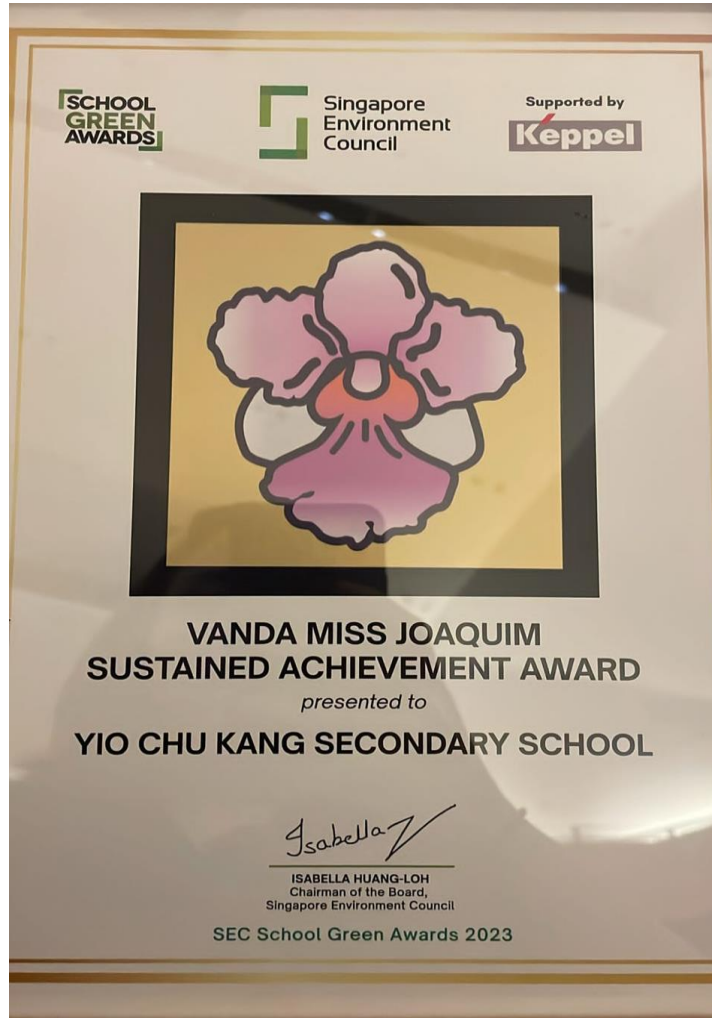
Official (Closed) / Non-Sensitive

Contract cleaners show support regular recycling exercises



# Championing Environment Sustainability

Awarded to schools with 3 consecutive years of attainment of Vanda Miss Joaquim Award



Top 3 schools with highest volume of e-waste collected

Official (Closed) / Non-Sensitive





# School-wide effort: Sustainability Features and Learning Experience



- **Sec 1:** Geographical Investigation on Waterways (Geography, CCE-VIA)

**[in Term 2]**

- **Sec 2:** Multi-disciplinary **Eco Project** (together with Math, Science, Geography)

**[in Term 2]**





# Secondary Two Multi-disciplinary Eco Project



- An integrated learning experience that provides opportunities for students to explore the connections across subjects: Humanities, Science, Mathematics and Design & Technology
- Through this, students practise competencies of 21<sup>st</sup> Century, applying the Thinking Skills, and problem-solving skills with real-world applications.



Latest installation of hybrid solar panels (Dec 2020)



# Multi-disciplinary Approach

## Science

Research on **advantages and disadvantages** of renewable sources of energy.

Submit recommendation on the use of **renewable energy** source.

## Humanities

Research on climate change and **energy-efficient** homes.

Gather data and evidence on sustainable sources of energy and conservation methods in Singapore's homes.

Submit proposal on **sustainable living** in Singapore.

## Mathematics

Conduct energy audit in school.

Plot line graphs to show **relationship and identify patterns** between solar panel output, brightness, temperature and relative humidity.



# SAMPLES OF ENERGY AUDIT AT SCHOOL

## Energy audit in Canteen

[2]

In a typical school day during term time, the canteen is opened from Monday to Friday. Assuming that the lighting and fans are switched on from 0630 hrs to 1700 hrs.

1. Considering the use of lightings and fans only, fill in the blanks in the table in Fig. calculate the total energy consumption in the canteen in a typical week from Monday to Friday.

Appliances	Rating (W)	Number of hours used per day	Number of units	Consumption per day (kWh)	Day Frequency usage per week	Consumption per week (kWh)
Fluorescent lighting	72	10hr 30m	36	27.216	5	136.08
Fan	40	10hr 30m	18	7.56	5	37.8

2. There are 59 solar panels on our school rooftop, and it is found that the average energy harnessed from the solar panels is approximately 9536 kWh yearly.

Calculate the **number of weeks** this amount of energy harnessed from the solar panels will be able to power the fans and the lightings in the canteen.

$$136.08 + 37.8 = 173.88$$

$$\text{Number of weeks} = \frac{9536}{173.88}$$

$$= 54.84242006$$

$$\approx 55 \text{ weeks}$$

This amount of energy harnessed from the solar panels will be able to power the fans and the lightings in the canteen for 55 weeks.

Answer : ... 55 weeks ..... [2]

3. Calculate the amount of money that can be saved by using the energy harnessed from the 59 solar panels each year.

$$\text{cents} \rightarrow \text{dollars}$$

$$29.90 \div 100 = \$0.299$$

$$\$0.299 \times 173.88 \times 55 = \$2859.4566$$

$$= \$2860 \text{ (3.s.f.)}$$

The amount of money that can be saved by using the energy harnessed from the 59 solar panels each year is \$2860.

4. Suggest 2 ways to reduce the electricity consumption in school.

Change light bulbs to LED.

Turn off lights and fans when room not in use.

[2]

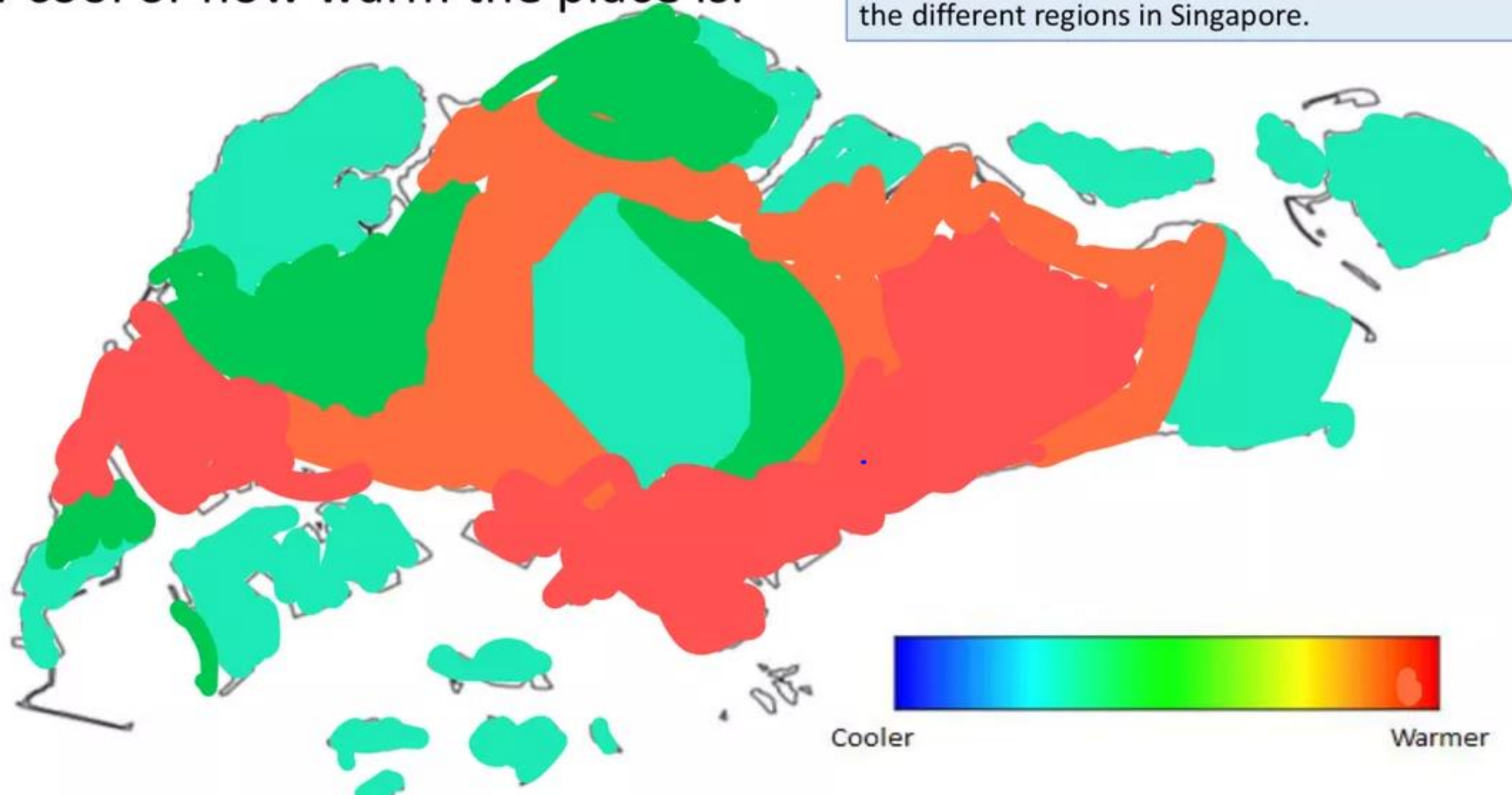




# Introduction to Urban Heat Island Effect - Group and Class Discussion

**Task 2:** Colour the parts of Singapore according to your perception of how cool or how warm the place is.

Please access **Google Map** for more information about the different regions in Singapore.



:Padlet

Instr

Name

1. Form names

Task 1

video

heatin

Plane

Q1. Wh

cause

to incre

the wo

Q2. Wh

reduce

Island

Task 4

strate

has a

Urban

1. List d

Singap

shown

2. Are t

comba

members

(Group leader)

Google Map of Singapore (next page) to help you

color coding to your perception of how cool or

of rising heat is the

people that rely on cars

conditioning

ice using plastic as it

heat-trapping gas.

it but we can set a

air conditioning





# Samples of Sec 2 student's work

**Use of SUSTAINABLE**

Sources of **Energy**

that we strongly encourage in SG homes!

**SOLAR**

**BIOMASS**

**1** It is a sustainable and renewable source of energy  
↳ most viable renewable source of energy in Singapore

- Can be harnessed using solar panels which can convert sunlight into electrical energy to power homes

examples of uses is: to power solar water heaters and house heating can be used to generate electricity in industries and cook

We can have solar panels on the roofs of our houses as it saves space as Singapore is a small country.

**FUN FACT:**

Solar panels can also power our LED lights which can help save electricity! \* LED lights doesn't emit heat or UV

We also encourage the use of solar powered items.

In order for SG to be greener and more energy efficient we will need to use more sustainable and renewable sources of energy.

Let's start now!

**2** It is always and widely available as a renewable source of energy

- Can be generated or produced by living or once-living organisms
- It also generates far less carbon emissions than fossil fuels.

examples of uses is: helps produce hot/warm water for our daily needs and to generate electricity which can be used in homes and industries

We can gather wood waste or garbage that can be burned to produce steam for making electricity, or to produce heat for industries and homes. Burning waste also helps reduce amount of waste sent to land fills.

**FUN FACT:**

It can be used to power other buildings for example... Gardens by the Bay

**WARNING!!!**

For your information About 95% of Singapore's electricity is generated using natural gas. Natural gas when burnt releases strong green house gas that leaks to the atmosphere, which worsens the effect of GLOBAL WARMING



# Our Reflection on the Multi-Disciplinary project

## Task 5 : Reflections by Group

Name: Lucinda (14)

I feel that this eco project was very fun as it allowed me and my team mates to learn new things we have never learnt before. The two most important values we had were teamwork and respect. Working together with each other allowed us to minimise the amount of challenges we faced, allowing us to complete it within the time frame given. Next, respect, this allowed us to listen to each other's opinion respectfully so as to let different ideas to come to life. Overall, I really enjoyed this project and if given it again I would definitely redo it.

Name: Joelle (8)

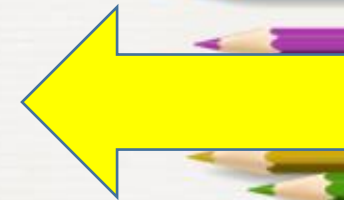
I feel that this eco project has installed a sense of teamwork, wholeheartedness and resilience in me. When we were doing the poster and writing the letter, there were times that we needed the help of other group members. My group members were very helpful and was always there when I needed help. This was a very memorable group project as we got to bond together as a group.

Name: Eunice (18)

I feel that our group demonstrated teamwork and honesty when it comes to our groupwork and our opinions. We were optimistic although our groupwork was not going well and managed to finish it.

Name: Su Fang (5)

I feel that this eco project was very beneficial to us and we had a lot of fun doing it! I have better learnt some important values like gratitude, respect, optimism, teamwork and perseverance. I'm glad that we had some references online for posters and some explanations for energy as we were ensured of a lot of things. I'm grateful for my friends and teachers who gave us ample help on doing our project. With the main idea down for our poster, we needed to give our honest feedback on it. Though some of our opinions may be brutally honest, we still listened to each other's opinion respectfully. This allowed me to have a better understanding of my teammates and how to see things from a different perspective which allowed me to better understand my teammates. However, time was running short and we had trouble putting our ideas into the poster, but we kept positive and encouraged each other. This allowed us to persevere and keep going. And we managed to do it on time. In summary, this project has given us more experience on group projects and allowed us to work together as a team. It was an overall good experience and I had learnt more about sustainable energy along the way.



- Listening attentively
- Listening to different perspectives
- Putting forth our views in a respectful manner.
- Despite the challenges, being positive and encouraging each other



# Other Department Programmes

- **Sec 2: Historical Investigation @ National Museum of Singapore as part of Sec 2 Level Programme**

**Sec 3: Issues Investigation of societal issues**

Students carry out their projects as part of **Service Learning. [in Term 3]**

# Talent Development Programme

## Objectives:

- To nurture **empathetic** learners, **confident** orators and **astute** curators of information in Humanities
- To provide students with an experience and platform to discuss pertinent **local** and **global** issues with like-minded peers

## Programmes and competitions include:

- National Youth Environment Conference
- Model United Nations Conference (ACS)
- NUS Geography Challenge
- MOE History Challenge
- School project with World Wildlife Fund for Nature





# Opportunities to learn beyond Singapore through Internationalisation Programme



- Overseas Educational Programme to Jakarta, Indonesia
- Partner School - SMPK PENABUR Gading Serpong
- November (Briefing and selection process will begin in March)
- Will Involve **20** Sec Three students

# Subject Information and Assessment Matters

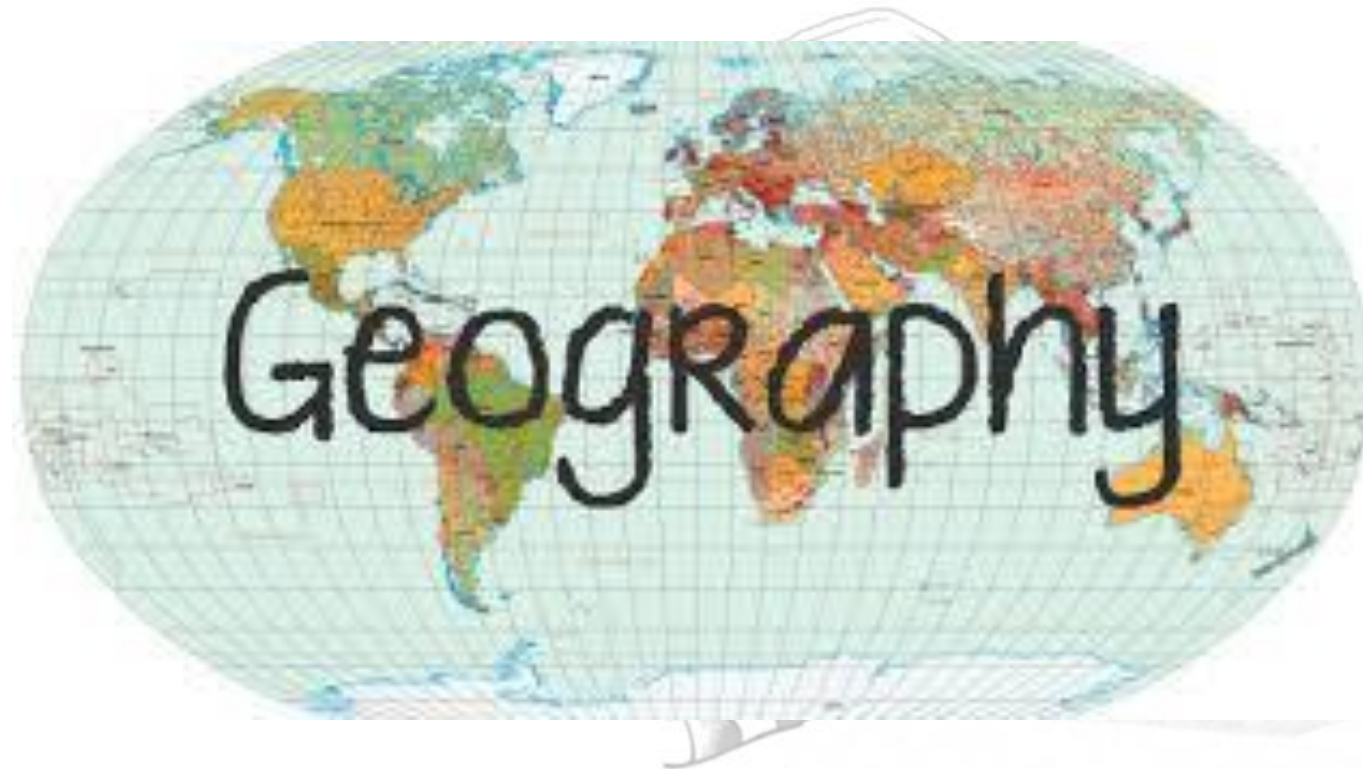
Geography

History

Social Studies



# Key Knowledge and Skills:



# Geography – Knowledge / Content

- **Sec One – Water, Tropical Rainforests and Mangroves**
- **Sec Two – Housing and Transport Systems**
- **Sec Three – Geography in Everyday Life and Plate Tectonics**
- **Sec Four/ Five\* – Tourism / Food Resources \***






# Geography – Skills

Skills tested	Example of question
Interpret and draw charts and graphs	The students decided to show this information on a scatter graph. Complete Fig. 1 and comment on the relationship.
Interpreting world and topographical maps	Use Fig. 5 to <u>describe the distribution</u> of major fold mountains.
Analysing data and trends	Use information from Figs. 10 to explain how changing trends in food consumption in countries such as China may threaten food security.
Explain cause and effect	‘The benefits of living close to a volcano outweigh any risks.’ To what extent is this true?
Fieldwork Techniques	Evaluate the validity of the students’ findings regarding the popularity of the War Memorial Park



# Full Subject-based Banding [Geography]

Course	School-based Results (Overall)	Option to offer subject at
G2	75% or higher in specific subject	Express Level
G1	<ul style="list-style-type: none"><li>75% or higher for English Language at N(T)-Level, or the equivalent at N(A)-Level at the End of Year Examinations; and</li><li>A Pass with Distinction grade for both N(T) SS Performance Tasks in Semesters 1 and 2*</li></ul>	N(A)-Level 

- This will provide opportunities for these students to study subjects at a level **better suited to their strengths and interests.**





# Key Knowledge and Skills:





# History – Knowledge / Content

- **Sec One – Singapore, A Journey Through Time [New Syllabus]**
- **Sec Two – Towards Independence; Singapore's First Decade**
- **Sec Three – The World in Crisis**
- **Sec Four – Bi-polarity and the Cold War**



# History – Skills

Section / Question type	Skills	Example of question
<b>A: Source-based Question</b>	<b>Making inferences</b>	Why do you think this cartoon was published at this time?
	<b>Making comparison</b>	How similar are the sources?
	<b>Checking reliability</b>	How surprised are you by the source?
	<b>Evaluating sources</b>	Using the sources in the case study, explain how far you agree with the statement?
<b>B: Structured-essay Question</b>	<b>Forming explanation</b>	<b>Explain why the United States became involved in the Korean War.</b>

# Key Knowledge and Skills:

SOCIAL  
STUDIES



# Social Studies – Knowledge / Content

**Syllabus consists of 3 main themes:**

Issue 1 – Exploring Citizenship and Governance

Issue 2 – Living in a Diverse Society

Issue 3 – Being Part of a Globalised World



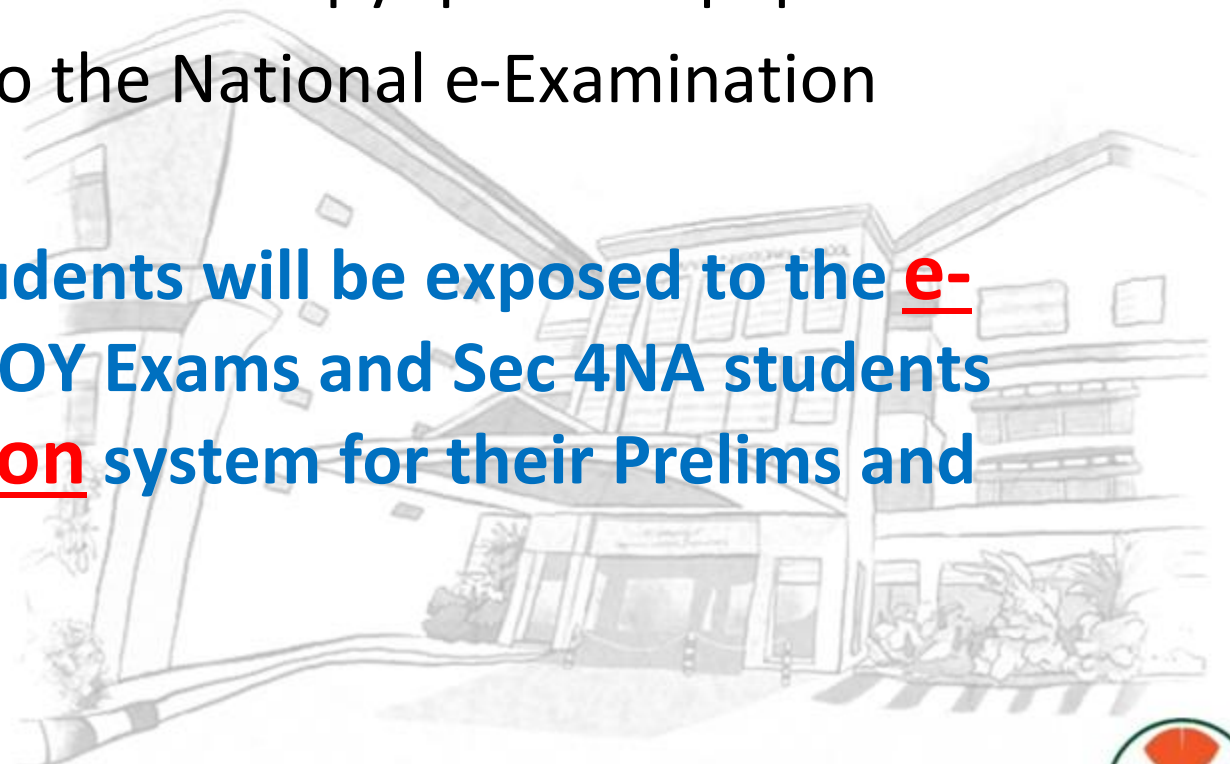


# Social Studies – Skills

Section / Question type	Skills tested	Example of question
A: Source-based Question	Making inferences	What is the cartoonist's message?
	Making comparison	How similar are the sources?
	Checking reliability	How surprised are you by the source?
	Evaluating sources	Using the sources in the case study, explain how far you agree with the statement?
B: Structured-Response Question	Forming explanation	In your opinion, why is spending on healthcare in Singapore likely to increase in coming years?

# Changes to New Syllabus (For 3NA students)

- N(A) Social Studies paper will be administered as an e-examination at the National Examination system from 2024.
- Students will be provided a physical hard-copy question paper.
- They will type their responses into the National e-Examination system.
- **From 2024 onwards, Sec 3NA students will be exposed to the e-examination system for their EOY Exams and Sec 4NA students will be exposed to e-examination system for their Prelims and GCE N Level Exam.**



# Humanities – Assessment (Lower Sec)

Geography (100%)

AND

History (100%)



# Humanities – Assessment (Lower Sec)

Level	Subject	Term 1	Term 2	Term 3	Term 4
Sec 1	History	WA	WA	HI project	EOY – 35m
Sec 1	Geography	WA	WA	GI project	EOY – 36m
Sec 2	History	WA	WA	HI project	EOY – 35m
Sec 2	Geography	WA	WA	FITA project	EOY – 36m



# Humanities – Assessment (Upper Sec)

Social Studies (50%) [**Compulsory**]

and

Geography Elective

**OR** History Elective (50%)

Official (Closed) / Non-Sensitive

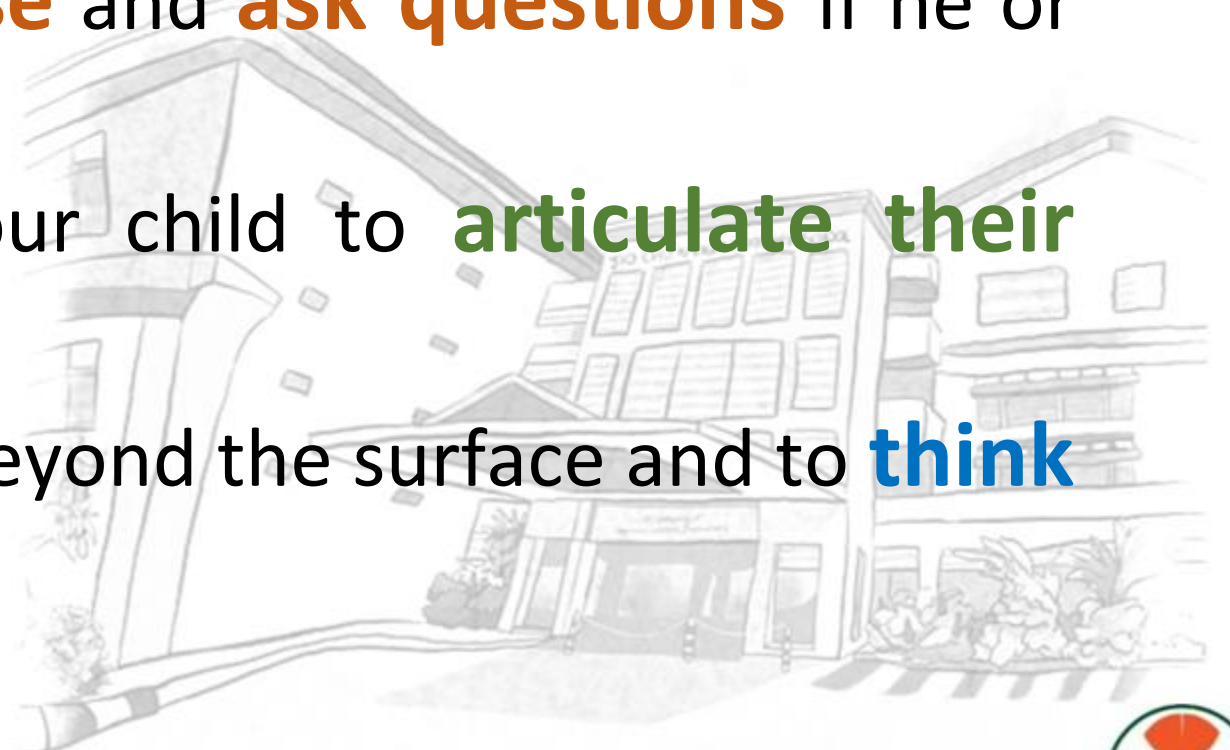


# About Humanities – Assessment (Upper Sec)

Level	Subject	Term 1	Term 2	Term 3	Term 4
Sec 3	Social Studies	WA	Il project	WA	EOY- 50m
Sec 3	Geography Elective / History Elective	WA	WA	WA	EOY- 50m
Sec 4	Social Studies	WA	WA	Prelim – 50m	-
Sec 4	Geography Elective / History Elective	WA	WA	Prelim – 50m	-

# Ways to help your child to excel in Humanities

- Encourage your child to **read the news** and **discuss** local and global current affairs with your child
- Encourage your child to **revise** and **ask questions** if he or she is unsure of the concept
- Provide opportunities for your child to **articulate their explanation**
- Challenge your child to look beyond the surface and to **think critically**





# L1R5 for admission to JC

L1R5 : For JC Course	
L1	First Language - English/Higher Mother Tongue
R5	Relevant Subject 1 - Humanities/Higher Art/Higher Music/Malay (Special Programme)/Chinese (Special Programme)/Bahasa Indonesia
	Relevant Subject 2 - Mathematics/Science
	Relevant Subject 3 - Humanities/Higher Art/Higher Music/Mathematics/ Science/ Malay (Special Programme)/Chinese (Special Programme)/ Bahasa Indonesia
	Relevant Subject 4 - Any GCE O-Level subjects (except Religious Knowledge)
	Relevant Subject 5 - Any GCE O-Level subjects (except Religious Knowledge)

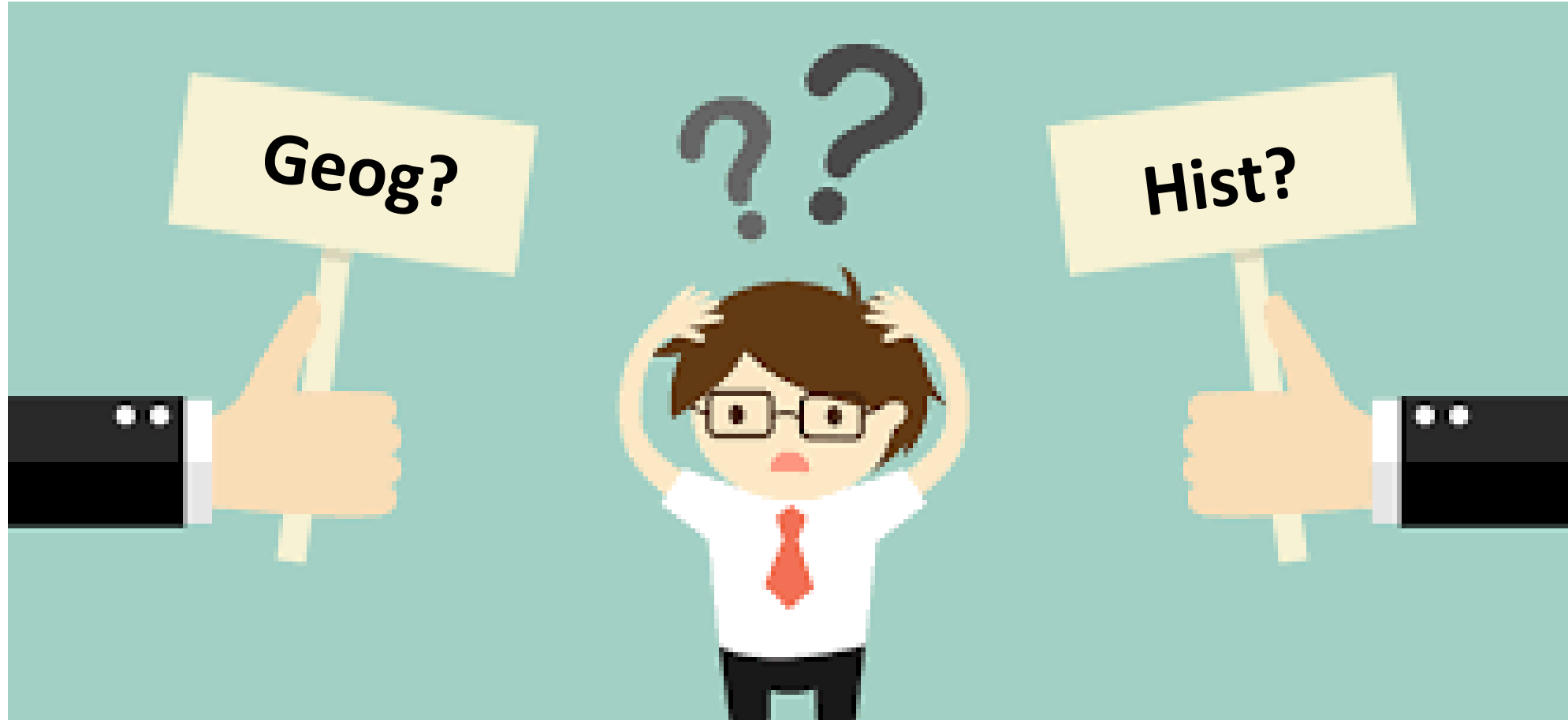
# ELR2B2 for Polytechnic Courses

Group A and B courses:  
Humanities and Business related courses

Aggregate Type		ELR2B2 : For Polytechnic Courses			
		ELR2B2-A	ELR2B2-B	ELR2B2-C	ELR2B2-D
EL		English			
R2	1st Group of Relevant Subjects	Art/Art & Design Business Studies Combined Humanities Commerce Commercial Studies Economics Geography Higher Art Higher Music History Humanities (Social Studies, Literature in English) Humanities (Social Studies, Literature in Chinese) Humanities (Social Studies, Literature in Malay) Humanities (Social Studies, Literature in Tamil) Humanities (Social Studies, History) Humanities (Social Studies, Geography) Intro to Enterprise Development Literature in English Literature in Chinese Literature in Malay Literature in Tamil Media Studies (English) Media Studies (Chinese) Music		Elementary Mathematics Additional Mathematics	
	2nd Group of Relevant Subjects	Additional Mathematics Art/Art & Design Business Studies Chinese Combined Humanities Commerce Commercial Studies Creative 3D Animation Design & Technology Design Studies Economics Elementary Mathematics Food & Nutrition/Nutrition & Food Science Geography Higher Art Higher Chinese Higher Malay Higher Music Higher Tamil History Humanities (Social Studies, Literature in English) Humanities (Social Studies, Literature in Chinese) Humanities (Social Studies, Literature in Malay) Humanities (Social Studies, Literature in Tamil) Humanities (Social Studies, History) Humanities (Social Studies, Geography) Intro to Enterprise Development	Art/Art & Design Business Studies Combined Humanities Commerce Commercial Studies Economics Geography Higher Art Higher Music History Humanities (Social Studies, Literature in English) Humanities (Social Studies, Literature in Chinese) Humanities (Social Studies, Literature in Malay) Humanities (Social Studies, Literature in Tamil) Humanities (Social Studies, History) Humanities (Social Studies, Geography) Intro to Enterprise Development Literature in English Literature in Chinese Literature in Malay Literature in Tamil Media Studies (English) Media Studies (Chinese) Music Principles of Accounts	Add <sup>a</sup> Combined Science Additional Science Biology Biotechnology Chemistry Combined Science Computing/Computer Studies Creative 3D Animation Design & Technology Food & Nutrition/Nutrition & Food Science Food Science Electronics/Fundamentals of Electronics General Science Human & Social Biology Integrated Science Physics/Engineering Science Science (Chem, Bio) Science (Phy, Bio) Science (Phy,Chem)/ Physical Science Science (Phy, Chem, Bio)	Add <sup>a</sup> Combined Science Additional Science Art/Art & Design Biology Biotechnology Chemistry Combined Science Computing/Computer Studies Creative 3D Animation Design & Technology Design Studies Food & Nutrition/Nutrition & Food Science Electronics/Fundamentals of Electronics General Science Higher Art Human & Social Biology Integrated Science Media Studies (English) Media Studies (Chinese) Physics/Engineering Science Science (Chem, Bio) Science (Phy, Bio) Science (Phy, Chem)/Physical Science Science (Phy, Chem, Bio)



# How to help your child decide at sec 3?





# Choose the subject based on...

- Interest and passion of your child
- Strength of your child



**Do not choose the subject because he/she thinks it is easier or due to peer pressure...**



# Subject Combination Briefing and Taster Modules

**Objective:** Communicate subject expectation so as to enable students to make informed decisions when exercising their subject options for Sec 3

- Subject Combination Briefing – **August**
- Taster Modules – **October**



# ***Thank you for your kind attention!***

**For more information, please contact**

***Name: Mdm Chen Huijun (Mrs Ting)***

***Designation: HOD Humanities***

***Email Address: [chen\\_huijun@moe.edu.sg](mailto:chen_huijun@moe.edu.sg)***

**Yio Chu Kang Secondary School**

3063 Ang Mo Kio Avenue 5 Singapore 569868

**Tel:** (65) 64560669 **Fax:** (65) 65522927 **Email:** [yckss@moe.edu.sg](mailto:yckss@moe.edu.sg)

 [yiochukangsec.moe.edu.sg/](http://yiochukangsec.moe.edu.sg/)

 [facebook.com/yiochukangsec](https://facebook.com/yiochukangsec)

 [instagram.com/yoloyio/](https://instagram.com/yoloyio/)