



Bukit Panjang Government High School

Secondary One Core Curriculum 2020

(Syllabus 2020)

ENGLISH LANGUAGE

| | Express / Normal Academic | Normal Technical |
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| Learning Objectives | <p>The English Language Programme aims to develop effective and affective language use in students in the following areas:</p> <ul style="list-style-type: none"> • Listen to, read and view critically and with accuracy, understanding and <i>appreciation</i> of a wide range of literary and informational texts in standard English from print, non-print and digital networked sources. • Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures. • Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact. • Use English with impact, effect and affect | <p>The English Language Programme aims to develop effective and affective language use in students. For students offering FEL or N(T) EL, emphasis is placed on reinforcing their foundation in English to help them gain mastery in using language for functional purposes and strengthen their academic literacy in the following areas:</p> <ul style="list-style-type: none"> • Listen to, read and view critically and with accuracy and understanding a suitable range of literary and informational texts in standard English from print, non-print and digital networked sources. • Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures. • Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact. • Use English with impact, effect and affect. |
| Supplementary Reading | <ul style="list-style-type: none"> - Hoot, by Carl Hiaasen - 2 issues of Inspire | <ul style="list-style-type: none"> - Boy, by Roald Dahl |

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| <p>Assessment</p> | <p>Continual Assessment [40%]: Refer to Scheme of Assessment 2020</p> <p>End-of-Year Semestral Assessment [60%] Paper 1: Grammar and Continuous Writing</p> <p>Paper 2: Comprehension</p> <p>Paper 3: Listening Comprehension</p> <p>Paper 4: Oral Communication</p> | <p>Continual Assessment [40%]: Refer to Scheme of Assessment 2020</p> <p>End-of-Year Semestral Assessment [60%] Paper 1: Form-filling, Functional Writing and Guided Writing</p> <p>Paper 2: - Grammar and Language Use - Comprehension</p> <p>Paper 3: Listening Comprehension</p> <p>Paper 4: Oral Communication</p> |
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Bukit Panjang Government High School

Lower Secondary Core Curriculum 2020

LITERATURE-IN-ENGLISH

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| Subject | LITERATURE-IN-ENGLISH EXPRESS / NORMAL ACADEMIC | |
| Desired Student Outcomes | <p>The Literature-in-English Programme seeks to enable students to be:</p> <ul style="list-style-type: none"> ● empathetic and global thinkers who are aware of diverse perspectives and so empathise with other people’s experiences; ● critical readers who appreciate the contexts in which literary texts are written and the aesthetic value of language; ● creative meaning-makers who embrace ambiguity and actively and creatively construct their understanding and interpretations of texts; and ● convincing communicators who demonstrate critical thinking when discussing and writing about texts and convincing others of their interpretations. | |
| Instructional Programme | <p><u>Sec One (Express and Normal Academic)</u></p> <ol style="list-style-type: none"> 1. 2 Plays: DON’T KNOW, DON’T CARE by Haresh Sharma & ABSENCE by Geraldine Song (Semester 1) 2. Drama Enrichment Programme (Semester 1) 3. Poetry (Semester 2) <p><u>Sec Two (Express and Normal Academic)</u></p> <ol style="list-style-type: none"> 1. THE BOY IN THE STRIPED PYJAMAS by John Boyne (Semester 1) 2. Poetry (Semester 2) | |
| Areas of Study | <p><u>Plot</u> Elements of Plot Narrative Structure</p> <p><u>Character</u> Characterisation Character Traits</p> <p><u>Theme</u> Central Ideas</p> | <p><u>Setting and Atmosphere</u> Time Place Physical Details</p> <p><u>Style</u> Diction Imagery Figurative Language Rhyme Repetition</p> |
| Assessment | <p>Continual Assessment [40%]: Refer to the Scheme of Assessment 2020.</p> <p>End of Year Semestral Assessment [60%]:</p> <p><u>Sec One (Express and Normal Academic)</u></p> <p>ABSENCE and Poetry</p> <ul style="list-style-type: none"> - Text-based Question <p><u>Sec Two (Express and Normal Academic)</u></p> <p>THE BOY IN THE STRIPED PYJAMAS and Unseen Poetry</p> <ul style="list-style-type: none"> - Text-based Question - Essay Question | |



Bukit Panjang Government High School

Lower Secondary Core Curriculum 2020

CHINESE LANGUAGE

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| Learning Objectives | <p>1. 总目标：热爱母语 弘扬文化</p> <p>1.1 加强学生听、说、读、写等方面的能力，并提高他们学习华文兴趣。</p> <ul style="list-style-type: none"> ● 学生听得懂日常生活话题、新闻、报告等 ● 使学生能以流畅、准确的华语与人交谈、沟通，互动、讨论、发表意见、即席演讲等 ● 学生能阅读一般新闻、评论、通俗的文学作品等，同时培养他们具有广泛的阅读兴趣及欣赏文学作品的能力 ● 学生能以华文写文章（描写文、记述文、说明文、议论文）、公函、私函、报告等。高级华文：口头报告。 ● 学生能独立思考并掌握自学能力 <p>1.2 通过华文的学习，让学生进一步认识及吸收华族文化与传统价值观。</p> <ul style="list-style-type: none"> ● 学生深入了解华族文化 ● 学生吸收并体现优良的传统价值观 ● 学生明白在多元种族、文化、宗教社会里，应该与人和睦相处等社交技能 <p>学生认识并实践新加坡五大共同价值观纲目的精神</p> | |
| Syllabus | Sec One | Sec Two |
| | 根据教育部课程纲要 （学习技能详见课本） | 根据教育部课程纲要 （学习技能详见课本） |
| Activities | <p><u>教学活动</u></p> <ul style="list-style-type: none"> ● 晨光伴读 ● 朗读 / 朗诵 ● 口头填充 / 口头造句 ● 组句成篇 ● 讲述及专题报告 ● 看图说话/看图写作 ● 简单戏剧表演 / 角色扮演 ● 讨论时事话题 / 辩论 ● 欣赏录象或录音节目 ● 电脑教学 / 网上学习 ● 仿作 ● 组织与整理要点 ● 专题作业（广播剧/访谈/时事视频） ● 听力活动 ● 语文活动比赛 ● 网上学习日 | |

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| | <p>作业分量建议（全年）</p> <ol style="list-style-type: none"> 1. 作文 <ul style="list-style-type: none"> ● 高级华文8篇 ● 快捷华文7篇 ● 普通华文7篇 2. 实用文 4-5篇 3. 读报作业 / 文笔练习：每两周1次 4. 语文测试（理解问答/词语搭配/技能运用）：每课或每单元1次 5. 专题作业（广播剧/访谈/时事视频） 6. 录像说话 7. 听力练习 | <p>作业分量建议（全年）</p> <ol style="list-style-type: none"> 1. 作文 <ul style="list-style-type: none"> ● 高级华文8篇 ● 快捷华文7篇 ● 普通华文7篇 2. 实用文 4-5篇 3. 读报作业 / 文笔练习：每两周1次 4. 语文测试（理解问答/词语搭配/技能运用）：每课或每单元1次 5. 专题作业（广播剧/访谈/时事视频） 6. 录像说话 7. 听力练习 |
| <p>Assessment Format</p> | <p>Continual Assessment [40%]: Refer to Scheme of Assessment 2019</p> <p>End-of-Year Exam 快捷华文: 试卷一：快华 60% 作文：40% 应用文：20%</p> <p>试卷二：80% 综合填空：10% 理解测验2-3篇：20% 理解问答2篇：50%</p> <p>试卷三：口试和听力考试：60% 口试：40% 听力：20% （注：各项目分数的比例也许会有更动）</p> | <p>Continual Assessment [40%]: Refer to Scheme of Assessment 2019</p> <p>End-of-Year Exam: [快捷华文] 试卷一：快华 60% 作文：40% 应用文：20%</p> <p>试卷二：80% 综合填空：10% 理解测验2-3篇：20% 理解问答2篇：50%</p> <p>试卷三：口试和听力考试：60% 口试：40% 听力：20% （注：各项目分数的比例也许会有更动）</p> |
| <p>Remarks</p> | <ul style="list-style-type: none"> ● 字典 <p>考试时，试卷一学生可以携带字典。所采用的字典或电子辞典须符合教育部所批准的版本。（详见附录）</p> <ul style="list-style-type: none"> ● 选修高级华文事宜 <p>中三高级华文的学生年底时须参加教育部普通水准快捷华文的考试。</p> <ul style="list-style-type: none"> ● 华文“B”课程 <p>学生选修华文“B”课程须经校方同意。</p> | <ul style="list-style-type: none"> ● 字典 <p>考试时，试卷一学生可以携带字典。所采用的字典或电子辞典须符合教育部所批准的版本。（详见附录）</p> <ul style="list-style-type: none"> ● 选修高级华文事宜 <p>中三高级华文的学生年底时须参加教育部普通水准快捷华文的考试。</p> <ul style="list-style-type: none"> ● 华文“B”课程 <p>学生选修华文“B”课程须经校方同意。</p> |

字典

考试时，学生可以携带字典。所采用的字典须符合教育部所批准的版本。

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| 1 | 最新现代汉语词典 | 世界书局 |
| 2 | 汉语字典 | |
| 3 | 最新学生词典 | |
| 4 | 现代汉语词典 | 商务印书馆 |
| 5 | 新华字典 | |
| 6 | 通用新字典 | |
| 7 | 现代华语词典 | 上海书局 |
| 8 | 新编学生字典 | |
| 9 | 实用汉语词典 | 胜利书局 |
| 10 | 华语规范字典 | |
| 11 | 最新常用汉语词典 | 胜友书局 |
| 12 | 时代汉语词典 | 联邦出版社 |
| 13 | 时代学生词典 | |
| 14 | 时代学习汉语词典 | |
| 15 | 时代高级汉语词典 | |
| 16 | 最新汉语字典 | 泛太平洋出版社 |
| 17 | 汉语词典 | |
| 18 | 新编学生实用词典 | 新亚出版社 |
| 19 | 新编华语词典 | 智力出版社 |
| 20 | 最新通用词典 | 威世出版社 |
| 21 | 新汉语字典 | 联营出版有限公司 |
| 22 | 最新汉语大词典 | |
| 23 | 最新学生词典 | |
| 24 | 学生汉语词典 | |
| 25 | 新汉语词典 | |
| 26 | 现代汉语辞典 | |
| 27 | 时代新汉语词典 | 联邦出版社 / 华语教学出版社 |
| 28 | 现代汉语学习词典 | 上海外语教育出版社 |
| 29 | 新纪元汉语词典 | 牛津大学出版社 |
| 30 | HansVision PX2051 – e-dictionary | - |
| 31 | Besta Chinese e-dictionary | - |



Bukit Panjang Government High School

Lower Secondary Core Curriculum 2020

MALAY LANGUAGE

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| <p>Matlamat Pembelajaran</p> | <ul style="list-style-type: none"> <input type="checkbox"/> <u>KEMAHIRAN MENDENGAR</u> Para pelajar memahami dan menghayati perkara yang didengar daripada perbualan, ucapan, lakonan dan temu bual. <input type="checkbox"/> <u>KEMAHIRAN BERTUTUR</u> Para pelajar boleh :- <ul style="list-style-type: none"> ● bercerita, membuat penyampaian individu/ berkumpulan / ucapan, main peran/ berlakon <input type="checkbox"/> <u>KEMAHIRAN MEMBACA</u> Para pelajar boleh membaca secara lantang dengan menggunakan sebutan baku, intonasi, jeda dan kelancaran. <input type="checkbox"/> <u>KEMAHIRAN MEMBACA DAN PEMAHAMAN</u> Para pelajar boleh memahami teks dan memberikan respons bagi kemahiran: <ul style="list-style-type: none"> ● Mengingati ● Memahami ● Mengaplikasi ● Menganalisis ● Menilai <input type="checkbox"/> <u>KEMAHIRAN MENULIS</u> Para pelajar boleh menulis karangan bentuk Naratif, Deskriptif, Teks ucapan, E-mel dan Blog. <input type="checkbox"/> <u>KEMAHIRAN MENULIS PERINGKASAN (BAHASA MELAYU LANJUTAN)</u> Para pelajar boleh menulis peringkasan berdasarkan teks kefahaman. <input type="checkbox"/> <u>KEMAHIRAN TATABAHASA</u> Para pelajar belajar boleh menggunakan tatabahasa yang betul dalam aspek morfologi (kata) dan sintaksis (ayat). | | |
| <p>Aktiviti Tambahan</p> | <ul style="list-style-type: none"> ● Bacaan senyap dalam kelas selama 20 minit dua hingga 3 kali seminggu ● Perkhemahan Bahasa & Budaya (Bahasa Melayu Lanjutan) ● Bengkel-bengkel pengayaan - Penulisan Pantun, Syair dan Cerpen | | |
| <p>Penilaian</p> | <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Men 1 BM Lanjutan/BM /BM Asas Penilaian Berterusan (CA) - 40% (Rujuk kepada skema penilaian 2019)</p> <p>Peperiksaan Akhir Tahun - 60%</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Men 2 BM Lanjutan/BM /BM Asas Penilaian Berterusan (CA) - 40% (Rujuk kepada skema penilaian 2019)</p> <p>Peperiksaan Akhir Tahun - 60%</p> </td> </tr> </table> | <p>Men 1 BM Lanjutan/BM /BM Asas Penilaian Berterusan (CA) - 40% (Rujuk kepada skema penilaian 2019)</p> <p>Peperiksaan Akhir Tahun - 60%</p> | <p>Men 2 BM Lanjutan/BM /BM Asas Penilaian Berterusan (CA) - 40% (Rujuk kepada skema penilaian 2019)</p> <p>Peperiksaan Akhir Tahun - 60%</p> |
| <p>Men 1 BM Lanjutan/BM /BM Asas Penilaian Berterusan (CA) - 40% (Rujuk kepada skema penilaian 2019)</p> <p>Peperiksaan Akhir Tahun - 60%</p> | <p>Men 2 BM Lanjutan/BM /BM Asas Penilaian Berterusan (CA) - 40% (Rujuk kepada skema penilaian 2019)</p> <p>Peperiksaan Akhir Tahun - 60%</p> | | |

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| | <p><u>BAHASA MELAYU LANJUTAN</u></p> <p><u>Kertas 1</u></p> <ul style="list-style-type: none"> ● E-mel Tidak rasmi / Blog ● Karangan Deskriptif / Naratif / Teks Ucapan <p><u>Kertas 2</u></p> <ul style="list-style-type: none"> ● Prosedur Kloz, Mengedit Teks, Peribahasa, Kefahaman Subjektif, Kefahaman Objektif & Kosa Kata, Peringkasan <p><u>Kertas 3</u></p> <p>Lisan</p> <p><u>BAHASA MELAYU (Ekspres/NA)</u></p> <p><u>Kertas 1</u></p> <ul style="list-style-type: none"> ● E-mel Tidak rasmi ● Karangan Deskriptif/ Naratif <p><u>Kertas 2</u></p> <ul style="list-style-type: none"> ● Imbuan, Peribahasa & Prosedur Kloz ● Kefahaman Objektif, Kefahaman Subjektif & Kosa Kata <p><u>Kertas 3</u></p> <ul style="list-style-type: none"> ● Kefahaman Mendengar, Lisan <p><u>BAHASA MELAYU ASAS</u></p> <p><u>Kertas 1</u></p> <ul style="list-style-type: none"> ● Tatabahasa , Kefahaman Objektif & Terbuka, Penulisan E-mel Ringkas <p><u>Kertas 2</u></p> <p>Lisan</p> <p><u>Kertas 3</u></p> <p>Kefahaman Mendengar</p> | <p><u>BAHASA MELAYU LANJUTAN</u></p> <p><u>Kertas 1</u></p> <ul style="list-style-type: none"> ● E-mel Rasmi / E-mel Tidak rasmi / Blog / Forum ● Karangan Deskriptif / Naratif / Teks Ucapan <p><u>Kertas 2</u></p> <ul style="list-style-type: none"> ● Prosedur Kloz, Mengedit Teks, Peribahasa, Kefahaman Subjektif, Kefahaman Objektif & Kosa Kata, Peringkasan <p><u>Kertas 3</u></p> <p>Lisan</p> <p><u>BAHASA MELAYU (Ekspres/NA)</u></p> <p><u>Kertas 1</u></p> <ul style="list-style-type: none"> ● E-mel Rasmi / E-mel Tidak rasmi ● Karangan Deskriptif/ Naratif <p><u>Kertas 2</u></p> <ul style="list-style-type: none"> ● Imbuan, Peribahasa & Prosedur Kloz ● Kefahaman Objektif, Kefahaman Subjektif & Kosa Kata <p><u>Kertas 3</u></p> <ul style="list-style-type: none"> ● Kefahaman Mendengar, Lisan <p><u>BAHASA MELAYU ASAS</u></p> <p><u>Kertas 1</u></p> <ul style="list-style-type: none"> ● Tatabahasa , Kefahaman Objektif & Terbuka, Penulisan E-mel Ringkas <p><u>Kertas 2</u></p> <p>Lisan</p> <p><u>Kertas 3</u></p> <p>Kefahaman Mendengar</p> |
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Bukit Panjang Government High School

Lower Secondary Core Curriculum 2020

MATHEMATICS

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| Learning Objectives | <p>The course should enable students to :</p> <ol style="list-style-type: none"> 1. acquire the necessary mathematical concepts and skills for continuous learning in mathematics and related disciplines, and for applications to the real world; 2. develop the necessary process skills for the acquisition and application of mathematical concepts and skills; 3. develop the mathematical thinking and problem solving skills and apply these skills to formulate and solve problems; 4. recognise and use connections among mathematical ideas, and between mathematics and other disciplines; 5. develop positive attitudes towards mathematics; 6. make effective use of a variety of mathematical tools (including information and communication technology tools) in the learning and application of mathematics; 7. produce imaginative and creative work arising from mathematical ideas; 8. develop the abilities to reason logically, to communicate mathematically, and to learn cooperatively and independently. | |
| Syllabus | Sec One | Sec Two |
| | EXPRESS | EXPRESS |
| | <ol style="list-style-type: none"> 1. Primes, Highest Common Factor and Lowest Common Multiple 2. Integers, Rational Numbers and Real Numbers 3. Approximation and Estimation 4. Basic Algebra and Algebraic Manipulation 5. Linear Equations and Simple Inequalities 6. Functions and Linear Graphs 7. Number Patterns 8. Percentage 9. Ratio, Rate and Speed 10. Basic Geometry 11. Triangles, Quadrilateral and Polygons 12. Geometrical Constructions 13. Perimeter and Area of Plane Figures 14. Volume and Surface Area of Prisms and Cylinders 15. Statistical Data Handling | <ol style="list-style-type: none"> 1. Direct and Inverse Proportions 2. Linear Graphs and Simultaneous Linear Equations 3. Expansion and Factorisation of Quadratic Expressions 4. Further Expansion and Factorisation of Algebraic Expressions 5. Quadratic Equations and Graphs 6. Algebraic Fractions and Formulae 7. Congruence and Similarity 8. Pythagoras Theorem 9. Trigonometric Ratios 10. Volume and Surface Area of Pyramids, Cones and Spheres 11. Probability of Single Events 12. Statistical Diagrams 13. Averages of Statistical Data |

| | NORMAL (ACADEMIC) | NORMAL (ACADEMIC) |
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| | <ol style="list-style-type: none"> 1. Factors and Multiples 2. Real Numbers 3. Approximation and Estimation 4. Introduction to Algebra 5. Algebraic Manipulation 6. Simple Equations in One Variable 7. Angles, Parallel Lines and Triangles 8. Ratio, Rate and Speed 9. Percentage 10. Number Patterns 11. Perimeter and Area of Plane Figures 12. Volume and Surface Area of Solids 13. Data Handling | <ol style="list-style-type: none"> 1. Proportion 2. Expansion and Factorisation of Algebraic Expressions 3. Simple Algebraic Fractions 4. Quadratic Functions and Equations 5. Linear Equations in Two Variables 6. Congruence and Similarity 7. Pythagoras Theorem 8. Trigonometric Ratios of Acute Angles 9. Mensuration of Pyramids, Cones and Spheres 10. Data Analysis 11. Probability |
| | NORMAL TECHNICAL | NORMAL TECHNICAL |
| | <ol style="list-style-type: none"> 1. Numbers 2. Fractions 3. Decimals 4. Ratio 5. Percentage 6. Angles 7. Statistics 8. Symmetry 9. Area and Perimeter 10. Volume and Surface Area of Cubes and Cuboids 11. Algebra 12. Mathematics in Practical Situations | <ol style="list-style-type: none"> 1. Triangles and Quadrilaterals 2. Congruency and Similarity 3. Algebraic Manipulation 4. Linear Equations 5. Rate and Properties 6. Functions & Graphs 7. Pythagoras' Theorem 8. Prisms and Cylinders 9. Data Analysis 10. Probability 11. Mathematics in Practical Situation |
| Activities | Activities include <ul style="list-style-type: none"> ● Use of IT for selected topics. ● Enrichment Programmes for whole cohort. ● Competitions include Singapore Mathematical Olympiad and Australian Mathematics Competition. | |
| Assessment Tasks | Continual Assessment [40%]: Refer to the Scheme of Assessment 2020 End of Year Examination [60%]: Refer to the assessment format on next page | |

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| Assessment Format | <u>End of Year Examination</u> | | | |
| | <i>Stream</i> | <i>Component</i> | <i>Time Allocated</i> | <i>Coverage</i> |
| | Secondary One Express and Normal (Academic) | 1 Paper (80 marks) | 2 hrs | Sec 1 topics |
| | Secondary One Normal (Technical) | 1 Paper (50 marks) | 1 hr 30 mins | Sec 1 topics |
| | Secondary Two Express | 1 Paper (80 marks) | 2 hrs | Sec 1-2 topics |
| | Secondary Two Normal (Academic) | 1 Paper (80 marks) | 2 hrs | Sec 1-2 topics |
| | Secondary Two Normal (Technical) | 1 Paper (50 marks) | 1 hr 30 mins | Sec 1-2 topics |
| Remarks | <u>CALCULATING AIDS</u> Please refer to http://www.seab.gov.sg/SEAB/OLevel/syllabusSchool.html for an updated list of approved calculators. | | | |



Bukit Panjang Government High School

Lower Secondary Core Curriculum 2020

SCIENCE

| | Sec One | Sec Two |
|-------------------|--|--|
| Syllabus | <u>Lower Secondary Science (1 Express / NA)</u> <ol style="list-style-type: none"> 1. The Scientific Endeavour and Lab Knowledge 2. Exploring Diversity of Matter by Its Physical Properties 3. Exploring Diversity of Matter by Its Chemical Composition 4. Exploring Diversity of Matter Using Separation Techniques 5. Understanding Diversity of Organisms 6. Model of Cells – The Basic Units of Life 7. Model of Matter – The Particulate Nature of Matter 8. Model of Matter - Atoms and Molecules 9. Ray Model of Light | <u>Lower Secondary Science (2 Express / NA)</u> <ol style="list-style-type: none"> 10. Transport System in Organisms 11. Human Digestive System 12. Human Sexual Reproductive System 13. Electrical Systems 14. Interactions Through the Application of Forces 15. Energy and Work Done 16. Transfer of Sound Energy Through Vibrations 17. Effects of Heat and Its Transmission 18. Chemical Changes 19. Interactions Within Ecosystems |
| | <u>Science (1 NT)</u> <ol style="list-style-type: none"> 1. Chapter 5 – Properties of Matter 2. Chapter 6 – Water Solutions and Suspensions 3. Chapter 9 – Cells: Basic Units of Life 4. Chapter 7 – Water Pollution 5. Chapter 10 – Getting Energy and Nutrients from Food 6. Chapter 12 – Taking Good Care of my Body | <u>Science (2 NT)</u> <ol style="list-style-type: none"> 1. Chapter 11 – Human Reproduction 2. Chapter 4 – Investigating Electricity 3. Chapter 1 – Exploring Forces 4. Chapter 2 – Discovering Energy 5. Chapter 3 – Investigating Heat 6. Chapter 8 – Air Pollution |
| Activities | <ul style="list-style-type: none"> ● University of New South Wales (UNSW) Reach Assessments (Science) to provide an external, objective benchmark of learner progress ● University of New South Wales (UNSW) International Competitions and Assessments for Schools (ICAS Science) for selected students ● Sec 1 Science Enrichment Day for all Sec 1 students | <ul style="list-style-type: none"> ● University of New South Wales (UNSW) Reach Assessments (Science) to provide an external, objective benchmark of learner progress ● University of New South Wales (UNSW) International Competitions and Assessments for Schools (ICAS Science) for selected students ● Sec 2 Science Enrichment Day for all Sec 2 students |

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| | | <ul style="list-style-type: none"> ● Applied Science Programme for all Sec 2 students ● Global Scholars Programme for selected Sec 2 students ● Learning Journey and Science Fair ● Inter-School Competitions ● Science Interest Group |
| Assessment Format | <p>Continual Assessment [40%]: Refer to Scheme of Assessment 2020</p> <p>End of year Examination [60%]:</p> <p><u>Sec 1 Express / NA LSS – 100 marks</u> Sect A MCQ – 30 m Sect B Structured – 40 m Sect C Database and Essay – 30 m</p> <p><u>Sec 1 NT Science – 100 marks</u> Sect A MCQ – 40 m Sect B Structured & Free-Response – 60 m</p> | <p>Continual Assessment [40%]: Refer to Scheme of Assessment 2020</p> <p>End of year Examination [60%]:</p> <p><u>Sec 2 Express / NA LSS – 100 marks</u> Sect A MCQ – 30 m Sect B Structured – 40 m Sect C Database and Essay – 30 m</p> <p><u>Sec 2 NT Science – 100 marks</u> Sect A MCQ – 40 m Sect B Structured & Free-Response – 60 m</p> |
| Remarks | <ul style="list-style-type: none"> ● The Sec 1 Express and 1 NA adopt the MOE LSS E/N(A) curriculum according to the integrated themes of Science. The curriculum provides students with a holistic learning experience in Science. ● Sec 1 NT Science follows the Lower Secondary NT Science syllabus. The chapter sequence has been structured to facilitate mid-year and end-year insertion for Subject-based Banding. | <ul style="list-style-type: none"> ● The Sec 2 Express and 2 NA adopt the MOE LSS E/N(A) curriculum according to the integrated themes of Science. The curriculum provides students with a holistic learning experience in Science. ● Sec 2 NT Science follows the Lower Secondary NT Science syllabus. |



Bukit Panjang Government High School

Lower Secondary Core Curriculum 2020

GEOGRAPHY (Express, Normal Academic)

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| Learning Objectives | <p>The syllabuses aim to enable students to:</p> <ul style="list-style-type: none"> ● develop an interest in geography; ● acquire geographical knowledge and develop a basic understanding of geography as a discipline/subject; ● gain global awareness of current geographical issues and future challenges; ● learn the process of geographical inquiry and to use it to make sense of new knowledge; ● develop skills in acquiring, communicating and applying geographical knowledge; and ● develop a concern for the environment and make informed judgments about human action/behaviour. |
| Syllabus | <p>Sec 1: Environment and Resources</p> <ul style="list-style-type: none"> ● Introduction: What will I learn in Geography? ● Geographical investigation and skills ● Tropical rainforest – How can we save rainforest? ● Water supply – Will our taps run dry? <p>Sec 2: Urban Living</p> <ul style="list-style-type: none"> ● Introduction: How and where do people live? ● Geographical investigation and skills ● Housing – How to build inclusive homes for all? ● Transport – How do we keep people moving? |
| Activities | <ul style="list-style-type: none"> ● Geographical Investigation ● Cooperative Learning |
| Assessment Format | <p>Continual Assessment [40%]: Refer to the Scheme of Assessment 2020</p> <p>End-of-Year Semestral Assessment [60%]</p> <ul style="list-style-type: none"> ● Section A: Map Reading and Short Answer Questions ● Section B: Structured Essay Questions |

HISTORY (Express, Normal Academic)

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| Learning Objectives | <p>The revised Lower Secondary History syllabuses align the value of History learning with the aims of the Desired Outcomes of Education by developing in students the qualities of a history learner, by:</p> <ul style="list-style-type: none"> ● engaging students actively in historical inquiry so as to develop them into confident, self-directed, critical and reflective thinkers; ● enabling students to acquire knowledge and understanding of key periods, communities and aspects of history; ● acquainting students with an understanding of how the past has been interpreted, represented and accorded significance for different reasons and purposes; ● developing in students an inquisitive mind, and the ability to ask relevant questions about the past and examine a range of sources critically in their historical context to reach supported responses about the past; ● developing in students the ability to organise and communicate their historical knowledge and understanding through a variety of ways using different media; and ● equipping them with the necessary historical knowledge, understanding, dispositions and skills to understand the present, to contribute actively and responsibly as local and global citizens, and to further study and pursue their personal interest in the past. | | | | | | | | |
| Syllabus | <p>CONTENT</p> <ul style="list-style-type: none"> ● Studying Singapore’s History across 2 years ● Use of a meta-narrative that <i>captures the forces and individuals that shaped Singapore into a nation-state beginning from the 14th century and ending in 1975, a decade after Singapore attained independence</i> ● Use of personal stories <table border="1" data-bbox="384 1391 1394 1581"> <tr> <td>Unit 1</td> <td><i>Tracing Singapore’s Origins: How Old Is Singapore?</i></td> </tr> <tr> <td>Unit 2</td> <td><i>Life in Colonial Singapore: Was It The Same For Everyone?</i></td> </tr> <tr> <td>Unit 3</td> <td><i>Towards Independence: Was Singapore An Accidental Nation?</i></td> </tr> <tr> <td>Unit 4</td> <td><i>Singapore’s First Decade (1965-1975): How Did Life Change?</i></td> </tr> </table> <p>SOURCE BASED QUESTIONS</p> <ul style="list-style-type: none"> ● Inference Skills ● Compare and Contrast Skills | Unit 1 | <i>Tracing Singapore’s Origins: How Old Is Singapore?</i> | Unit 2 | <i>Life in Colonial Singapore: Was It The Same For Everyone?</i> | Unit 3 | <i>Towards Independence: Was Singapore An Accidental Nation?</i> | Unit 4 | <i>Singapore’s First Decade (1965-1975): How Did Life Change?</i> |
| Unit 1 | <i>Tracing Singapore’s Origins: How Old Is Singapore?</i> | | | | | | | | |
| Unit 2 | <i>Life in Colonial Singapore: Was It The Same For Everyone?</i> | | | | | | | | |
| Unit 3 | <i>Towards Independence: Was Singapore An Accidental Nation?</i> | | | | | | | | |
| Unit 4 | <i>Singapore’s First Decade (1965-1975): How Did Life Change?</i> | | | | | | | | |
| Activities | <ul style="list-style-type: none"> ● Historical Investigation ● Learning Journey ● Conceptual learning | | | | | | | | |
| Assessment Tasks | <p>Continual Assessment [40%]: Refer to the Scheme of Assessment 2020</p> <p>End-of-Year Semestral Assessment [60%]</p> | | | | | | | | |

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| | <ul style="list-style-type: none"> ● Section A: Source-Based Case Study ● Section B: Structured-Essay Questions |
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SOCIAL STUDIES (Normal Technical)

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| Learning Objectives | <p>The subject aims to develop students to be informed, concerned and participative citizens.</p> <p>As informed citizens, students will:</p> <ul style="list-style-type: none"> ● understand the rights and responsibilities of citizens and the role of the government in society; ● understand their identity as Singaporeans, with a regional and global outlook; ● understand the Singapore perspective on key national, regional and global issues; ● analyse and negotiate complex issues through evaluating multiple sources with different perspectives; and ● arrive at well-reasoned, responsible decisions through reflective thought and discernment. <p>As concerned citizens, students will:</p> <ul style="list-style-type: none"> ● have a sense of belonging to the nation, appreciate and be committed to building social cohesion in a diverse society; ● be motivated to engage in issues of societal concern; and ● reflect on the ethical considerations and consequences of decision making. <p>As participative citizens, students will:</p> <ul style="list-style-type: none"> ● take responsible personal and collective actions to effect change for the good of society; and ● be resilient in addressing concerns of society in spite of challenges faced. |
| Syllabus | <p>Sec 1: Issue 1 - Living in a Multicultural Society Issue 2- Embracing Migration</p> <p>Sec 2: Issue 3 - Resolving Conflict and Building Peace Issue 4 - Protecting Our Environment</p> |
| Activities | <ul style="list-style-type: none"> ● Understanding and Evaluating sources of information ● Cooperative Learning ● Experiential Learning |

**Assessment
Format**

Students will be assessed through the Performance Task for each Issue. There will be NO end-of-year examination for Social Studies.



Bukit Panjang Government High School

Lower Secondary Core Curriculum 2020

General Art Programme

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| Learning Objectives | <ul style="list-style-type: none"> ● Excite the students through exposure to different disciplines and mediums of art making. ● Engage the students through constant discussions and inquiries into their processes of art making and development. ● Excel- Provides the platform for students to excel in their art making through in depth guidance and competitions. | |
| Syllabus | Sec One | Sec Two |
| | <p>Modules</p> <ul style="list-style-type: none"> ● Creature Design (Term 1) ● Shoe Poster Design (Term 2) ● Alternative Chinese Ink Painting (Term 3) ● Self Portrait with oil pastel (Term 4) <p>The students will experience different forms of art making from drawing to design and more experimental works using oil pastel.</p> | <p>Modules:</p> <ul style="list-style-type: none"> ● Food Business Rebranding (Term 1) ● My Artist School (Term 2) ● Optical Illusion- Tape Art (Term 3) ● Character Design (Term 4) <p>The students will be exposed to art history in the sec 2 modules as well as more commercialised art form such as corporate identity design and perspective.</p> |
| Assessment Tasks | <ul style="list-style-type: none"> ● Modular projects. Within each module, there are specific assessment rubrics. ● Results will be given in marks except for NT classes. | <ul style="list-style-type: none"> ● Modular projects. Within each module, there are specific assessment rubrics. ● Results will be given in marks except for NT classes. |
| Assessment Format | <p>Exam</p> <p>There will be NO end-of-year examination for General Art.</p> | |

ART ELECTIVE PROGRAMME (AEP)

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| Learning Objectives | <ul style="list-style-type: none"> ● Excite the students through exposure to different disciplines and mediums of art making. ● Engage the students through constant discussions and inquiries into their processes of art making and development. ● Excel. Provides the platform for students to excel in their art making through in depth guidance and competitions. | |
| Syllabus | Sec One | Sec Two |
| | <p>Modules:</p> <ul style="list-style-type: none"> ● AEP selection (Term 1)- AEP students will be confirmed by week 6 and lessons will commence thereafter. Basic of drawing such as ratio and proportion are taught. ● Drawing & painting (Term 2) ● Sculpture 1 (Term 3) ● Sculpture 2 (Term 4) <p>They will be taught different ways of drawing from realistic to the more experimental techniques in Term 1 and 2. They will also copy paintings to have a better understanding of the old masters' works and style.</p> <p>Based on the theme of animals, the students will create animals using polymer clay. They will learn about the different languages of sculpture such as form and texture.</p> <p>They will bake and paint their sculptures in term 4.</p> | <p>Modules:</p> <ul style="list-style-type: none"> ● Design module (Term 1) ● 2D & mixed media (Term 2) ● Painting & self expression (Term 3) ● Plein air drawing & painting (Term 4) <p>Based on the theme of Peranakan culture in Singapore, the students will conduct research and propose a mug design to commemorate BPGHS 60th anniversary celebration. They will also conceptualise a piece of fashion design (Kebaya) and beaded shoe based on their research.</p> <p>In term 2, they will further their competency with various mediums such as pencil, colour pencil, charcoal and watercolour through a series of drawing and painting exercises based on the theme of self and family.</p> <p>Drawing influences from artists such as Frida Kahlo and Affandi, the students will conceptualise an expressive self-portrait for painting in term 3.</p> <p>In term 4, they will practice their observation and sketching skills by doing Plein Air sketching and painting of the school's compound.</p> |
| Activities | <p>There will be art enrichment workshops for AEP students during the March (Combined Schools' AEP workshop) and November holidays.</p> | <p>There will be art enrichment workshops for AEP students during the November holidays.</p> |
| Assessment Tasks | <p>Refer to the Scheme of Assessment 2020.</p> | |
| Assessment Format | <p><u>End-of-Year Exam</u> There will be NO end-of-year examination for AEP.</p> | |

DESIGN & TECHNOLOGY

| Learning Objectives | Sec One | Sec Two |
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| | <p>The lower secondary D&T focuses on the development of freehand sketching skills through idea generation and development and offers tactile learning experiences for pupils to construct prototypes of the developed ideas. It aims to enable pupils to:</p> <ul style="list-style-type: none"> ● cultivate visual-spatial thinking through sketching, experimenting and prototyping using appropriate materials and basic hand tools/equipment/machines safely ● develop an appreciation of function, aesthetics and technology in design through everyday products and their implication on sustainability ● exercise judgements for design appropriateness with respect to the users, functionality and the environment ● develop confidence and pride through turning ideas into physical objects <p>The knowledge, skills and values gained at this level lay the foundation for D&T learning at the upper secondary level.</p> | |
| Syllabus | <ul style="list-style-type: none"> ● Lines, shape & forms. ● 2-D & 3-D sketching. ● Drawing tools. ● Technology – Structures. | <ul style="list-style-type: none"> ● 3-D sketching. ● Design modelling. ● Technology - Mechanisms. ● Technology - Basic electronics and electricity. |
| Activities | <ul style="list-style-type: none"> ● Handling workshop tools. ● Handling workshop machines. ● Design and construct a tooth paste / toothbrush holder. ● Design and construct a desk tidy. | <ul style="list-style-type: none"> ● Brief design process. ● Design and construct a mechanism toy. ● Design and construct a LED light panel. |

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| Assessment Tasks | <p><u>Knowledge with understanding</u></p> <ol style="list-style-type: none"> 1. Demonstrate the ability to apply appropriate knowledge in materials handling and workshop processes; 2. Generate ideas using appropriate tools and methods; 3. Explain the need for structure in everyday life; 4. Recognise the use of different methods of reinforcing structures. <p><u>Design communication</u></p> <ol style="list-style-type: none"> 1. Demonstrate the ability to sketch shapes, forms & objects clearly; 2. Able to draw 3-dimensional projection drawing and ideas. <p><u>Realisation</u></p> <ol style="list-style-type: none"> 1. Create toothpaste / toothbrush holder that are rigid and stable. 2. Create desk tidy that is rigid and stable. | <p><u>Knowledge with understanding</u></p> <ol style="list-style-type: none"> 1. Describe the use of mechanisms in conversion and transmission of motion in everyday products. 2. Demonstrates awareness in circuit connection and the use of common electronics components. <p><u>Design Communication</u></p> <ol style="list-style-type: none"> 1. Able to provide a solution-based approach to solving problem through design process methodology. <p><u>Realisation</u></p> <ol style="list-style-type: none"> 1. Create simple mechanisms toy using cam and follower. 2. Create a LED circuit panel with basic electronics components. |
| Assessment Format | <p><u>End-of-Year Exam</u> There will be NO end-of-year examination for D&T. Students will be asses through their assignment and projects. Refer to Scheme of Assessment 2020.</p> | |
| Remarks | <p>Design and Technology module is taught in both Semester One & Two.</p> | |

Food and Consumer Education (FCE)

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| Learning Objectives | <p>The Food and Consumer Education</p> <ul style="list-style-type: none"> ● provides the learner with opportunities to develop knowledge and skills in both theoretical and practical aspects of the subject. ● instils problem solving skills as well as life skill so as to help individuals prepare for the real life situations and to cope with the changing world. ● equips learners with basic knowledge, skills, attitudes and practical experiences that will help enhance their well-being and prospects for generating income and improvement of quality of life. ● seeks to equip learners with life skills that will help them to cope with changes in a technological, socio-economic and multi-cultural society. <p>Through Food and Consumer Education, students learn</p> <ul style="list-style-type: none"> ● about the management of resources, nutrition and health, textile maintenance as well as consumer education in order to effectively utilise resources for the accomplishment of goals. ● to be self-reliant and business minded as well as compliant to global issues ● to explore and recognize their individual talents and skills. ● to apply scientific knowledge in real life situations using appropriate technology ● to examine their environment critically and find ways to making it as safe and healthy place to live in. | |
| Syllabus | Sec One | Sec Two |
| | <ul style="list-style-type: none"> ● A guide to your health ● Healthy diet guidelines and tools (recommended by Health Promotion Board) ● Meal planning for different age groups. ● Choosing healthier meals ● Shopping for food @ Interpreting food labels ● Making informed decisions ● Managing money ● Food culture ● Caring for your clothes | <ul style="list-style-type: none"> ● Processed and fresh food ● Food additives ● Culinary skills ● Food investigative work ● Shopping smart ● Hawker culture |
| Activities | <ul style="list-style-type: none"> ● Sensory evaluation ● Hand stitching (apron) ● Salad making competition | <ul style="list-style-type: none"> ● Sensory Evaluation ● 3R (Reduce, Reuse and Recycle resources) ● Investigative work ● Sandwich making competition |
| Assessment Tasks | Modular task. Within some modules there are specific assessment rubrics. | |

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| <p>Assessment Tasks</p> | <p>Modular projects. Within the modules there are specific assessment rubrics comprises of :</p> <p><u>Knowledge with understanding</u></p> <ol style="list-style-type: none"> 1. Demonstrate the ability to apply appropriate knowledge of the principles of nutrition and the concept of a balanced diet in meal planning. 2. Develop understanding of the link between diet and health 3. Extend their own knowledge and experience towards making informed food choices regarding a healthy diet. <p><u>Application</u></p> <ol style="list-style-type: none"> 1. Apply food preparation techniques and use different cooking methods in preparing dishes/meal for different health condition. 2. Demonstrate proficient use of equipment and good management of resources in food preparation. <p><u>Evaluation</u></p> <ol style="list-style-type: none"> 1. Demonstrate the ability to evaluate and draw conclusions 2. Communicate Ideas effectively through coursework 3. Results will be given in marks | <p>Modular projects. Within the modules there are specific assessment rubrics comprises of :</p> <p><u>Knowledge with understanding</u></p> <ol style="list-style-type: none"> 1. Demonstrate the ability to apply appropriate knowledge of the principles of nutrition and the concept of a balanced diet in meal planning. 2. Develop understanding of the relationship between nutrition and health. 3. Make informed food choices regarding a healthy diet. 4. The scientific principles underlying food preparation, processing and safety. <p><u>Application</u></p> <ol style="list-style-type: none"> 1. Investigate and develop ideas towards a solution. 2. Observe, measure and record data accurately. 3. Make informed decisions with appropriate justifications. 4. Apply food preparation techniques and use different cooking methods and skills in preparing dishes for a specific task. 5. Demonstrate proficient use of equipment and good management of resources in food preparation. <p><u>Evaluation</u></p> <ol style="list-style-type: none"> 1. Demonstrate the ability to evaluate and draw conclusions 2. Communicate Ideas effectively through coursework 3. Results will be given in marks |
| <p>Assessment Format</p> | <p><u>End of Year Exam</u> There will be NO end-of-year examination for FCE. Refer to Scheme of Assessment 2020.</p> | |
| <p>Remarks</p> | <p>● Food and Consumer Education Module is taught in both Semester One and Two.</p> | |