

Resilience by
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ALYSA BINTE MUHAMMAD CHIA, 2 Enterprise (right),
Pastel on Paper 2024

Yuan Ching Secondary School

STUDENT HANDBOOK 2025

Efforts Today · Rewards Tomorrow

今日耕耘・明日长青

Welcome to **Yuan Ching**









Chinese Zodiac Zentangles - New Year Greetings by
MS NG SOOK KIT, Principal, Yuan Ching Secondary School
Pen & Ink and Digital Media 2020 - 2024



JANUARY

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T1W1				1	2	3	4
T1W2	5	6	7	8	9	10	11
T1W3	12	13	14	15	16	17	18
T1W4	19	20	21	22	23	24	25
T1W5	26	27	28	29	30	31	

FEBRUARY

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T1W5							1
T1W6	2	3	4	5	6	7	8
T1W7	9	10	11	12	13	14	15
T1W8	16	17	18	19	20	21	22
T1W9	23	24	25	26	27	28	

MARCH

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T1W9							1
T1W10	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
T2W1	16	17	18	19	20	21	22
T2W2	23	24	25	26	27	28	29
	30	31					

APRIL

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T2W3			1	2	3	4	5
T2W4	6	7	8	9		11	12
T2W5	13	14	15	16	17	18	19
T2W6	20	21	22	23	24	25	26
T2W7	27	28	29	30			

MAY

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T2W7					1	2	3
T2W8	4	5	6	7	8	9	10
T2W9	11	12	13	14	15	16	17
T2W10	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

JUNE

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
T3W1	29	30					

JULY

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T3W2			1	2	3	4	5
T3W3	6	7	8	9	10	11	12
T3W4	13	14	15	16	17	18	19
T3W5	20	21	22	23	24	25	26
T3W6	27	28	29	30	31		

AUGUST

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T3W6						1	2
T3W7	3	4	5	6	7	8	9
T3W8	10	11	12	13	14	15	16
T3W9	17	18	19	20	21	22	23
T3W10	24	25	26	27	28	29	30
	31						

SEPTEMBER

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5	6
T4W1	7	8	9	10	11	12	13
T4W2	14	15	16	17	18	19	20
T4W3	21	22	23	24	25	26	27
T4W4	28	29	30				

OCTOBER

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T4W4				1	2	3	4
T4W5	5	6	7	8	9	10	11
T4W6	12	13	14	15	16	17	18
T4W7	19	20	21	22	23	24	25
T4W8	26	27	28	29	30	31	

NOVEMBER

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
T4W8							1
T4W9	2	3	4	5	6	7	8
T4W10	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						

DECEMBER

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

School Terms and **Holidays for 2025**

School Calendar 2025

SECONDARY SCHOOL	
Semester 1	
Term 1	Thur 2 Jan to Fri 14 Mar
Term 2	Mon 24 Mar to Fri 30 May
Semester 2	
Term 3	Mon 30 Jun to Fri 5 Sep
Term 4	Mon 15 Sep to Fri 21 Nov

The last day of the final school term for schools which will be used as venues for the GCE O-Level written examinations, will be Friday, 24 October 2025.

School Internal Assessment 2025

SEMESTER 1		
Term 1	Weighted Assessment I (Sec 1 – 5)	Mon 17 Feb – Thu 27 Feb
Term 2	Weighted Assessment 2 (Sec 1 – 5)	Mon 28 Apr – Thu 15 Apr
	Sec 4E5N MTL Oral Exams	Fri 14 Mar
	Sec 4E5N EL Oral Exam	Fri 4 Apr
	Sec 4NA MTL Oral Exam	Fri 11 Apr
	Sec 4NT EL Oral Exam	Fri 11 Apr
	Sec 4NT MTL Oral Exam	Mon 7 Apr
	Sec 4NA EL Oral Exam	Fri 25 Apr
SEMESTER 2		
Term 3	Weighted Assessment 3 (Sec 1 – 3)	Mon 4 Aug – Fri 22 Aug
	Sec 3E EL Oral Exam	Thu 14 Aug – Fri 15 Aug
	Sec 3NA EL Oral Exam	Mon 4 Aug
	Sec 3NT EL Oral Exam	Tue 19 Aug
	GCE N(A) & N(T) Level Prelim Exam	Mon 28 Jul – Tue 5 Aug
	GCE O Level Prelim Exam	Thu 21 Aug – Wed 3 Sep
Term 4	Sec 3Exp MT Oral Exam	Mon 22 Sep – Tue 23 Sep
	Sec 3NA MT Oral Exam	Mon 29 Sep – Tue 30 Sep
	Sec 1– 3 End of Year Exam	19 Sep & Wed 24 Sep – Fri 3 Oct

The weighted assessment and exams timetable stating the actual dates and details will be issued to the students.

National Examinations 2024

SEMESTER 1		
Term 2	GCE O Level MT & MTB Exams	Mon 2 Jun
SEMESTER 2		
Term 3	GCE O Level MT Oral Exams	Mon 14 Jul – Fri 18 Jul
	GCE O Level HCL Oral Exams	Mon 14 Jul – Fri 18 Jul
	GCE O Level EL Oral Exam	Mon 14 Jul – Fri 18 Jul
	GCE O Level MTB Oral Exams	Mon 14 Jul – Fri 18 Jul
	GCE N(A) & N(T) Level EL Oral Exams	Mon 14 Jul – Fri 18 Jul
	GCE N(A) & N(T) Level MT Oral Exams	Mon 14 Jul – Fri 18 Jul
Term 4	GCE N(A) & N(T) Level Written Exams	Mon 15 Sep – Tue 23 Sep Mon 6 Oct – Tue 14 Oct
	GCE N(A) & N(T) Level LC Exams	Tue 16 Sep – Wed 17 Sep
	GCE N(T) CPA Practical Exam	Fri 19 Sep & Thu 25 Sep
	GCE O Level CLB Oral Exam	Wed 24 Sep
	GCE O Level Practical Exams	Wed 1 Oct – Tue 14 Oct
	GCE O Level EL & MTB LC Exams	Wed 8 Oct
	GCE O Level Written Exams	Thu 16 Oct – Mon 10 Nov

The exams timetable stating the actual dates and details will be issued to the students. Refer to SEAB website for the actual dates of the national exams.

School Vacation 2025

	SECONDARY
Between Terms 1 & 2	Sat 15 Mar to Sun 23 Mar
Between Semesters 1 & 2	Sat 31 May to Sun 29 Jun
Between Terms 3 & 4	Sat 6 Sep to Sun 14 Sep
At End of School Year	Sat 22 Nov to Wed 31 Dec

The scheduled school holidays and public holidays for 2024 will be as follows:

Scheduled School Holidays 2025

Youth Day	Sun 6 Jul (The following Mon 7 Jul will be a school holiday)
Teachers' Day	Fri 5 Sep

Public Holidays 2025

Term 1	New Year's Day	Wed 1 Jan
	Chinese New Year	Wed 29 Jan
		Thu 30 Jan
Term 2	Hari Raya Puasa	Mon 31 Mar
	Good Friday	Fri 18 Apr
	Labour Day	Thu 1 May
	Vesak Day	Mon 12 May
Term 3	Hari Raya Haji	Sat 7 Jun *(The following Mon 9 Jun will be a school holiday)*
	National Day	Sat 9 Aug *(The following Mon 9 Jun will be a school holiday)*
Term 4	Deepavali	Mon 20 Oct
	Christmas Day	Thu 25 Dec

The school terms and holidays for 2025 are also listed on the MOE's website at https://www.moe.gov.sg/calendar.

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Standard Operating Procedure for

Students Needing Medical Attention

For serious or life-threatening injuries, the school staff will call for an ambulance (995) and the SCDF first responder will assess the most appropriate hospital for evacuation. Parents will be informed as soon as possible.

For minor injuries, the school staff will render first aid and call the parents or adult family members immediately. If parents or adult family members are unable to fetch the student for medical treatment, they can request the school to send the student for medical treatment. If parents are not contactable, the school will exercise discretion and send the student for medical treatment where necessary and inform the parents later.

All students are insured against accidents under the Group Personal Accident Insurance for Students provided by the school. This provides for 24-hour worldwide coverage for school activities in and out of school. The detailed list of benefits, terms and conditions can be found on the insurer's ePortal: https://studentgpa.incomegroupins.com.sg/. Students will need to fill in an incident report at the General Office and will need to submit a claim electronically via the insurer's ePortal above.

All first aiders are not allowed to administer any oral medication. All first aid kits will not contain oral medications in view of possible allergic reactions, as advised by the Health Promotion Board. Any request for school staff to administer any oral medication would be declined.



Holistic Target **Setting**

Subject	**My Goal (Grade)**	**WA1 (marks/grade)**		**WA2 (marks/grade)**		**WA3 (marks/grade)**		**SA2 (marks/grade)**	
		Target	Actual[#]	Target	Actual[#]	Target	Actual[#]	Target	Actual[#]
Example: MTL	B3 (*1 grade better than previous*)	C6*		C5*		B4*		B3*	
EL									
Math									
MTL									
Science									

Note:
* To be filled in at the first target setting exercise and can be adjusted after each assessment (WA/SA)
[#] To be filled in post WA/SA

Connect the dots/reflection:
(See, Think, Wonder)

- What are my goals/desired post-secondary options?
- How near or far am I away from my goals/desired post-secondary options? What are some areas I can work on to help me improve?
- Translate reflection into actionable steps:
    - If near or have already make it, what more can I do to excel?
    - If far, what should I change to achieve my goals? (my attitude, habits, study methods)

School Routines
for Engaged Learning

BEING PREPARED FOR CLASS



1. Be on time for class.
2. Make sure your classroom is clean.
3. Have only necessary materials on your desk.
4. Be ready to hand in your homework.
5. Listen when your teacher speaks.

DON'T

- ✕ Have a messy desk
- ✕ Have a messy classroom
- ✕ Forget your diary
- ✕ Talk when your teacher is speaking

DO

- ✓ Keep items that are not needed in your school bag
- ✓ Help to clean the classroom
- ✓ Use your diary to keep a list of reminders to yourself
- ✓ Politely remind your classmates, or tell yourself, to keep quiet

Discovering **My Education** & **Career Interest Profile**



My RIASEC code:

A	*Artistic*

Some occupations which match my interest areas are:

Qualifications and Personal Qualities required:

E.g., Journalist	• **Diploma in Mass Communications** • **Research and Analytical Skills** • **Interpersonal Skills**
1.	
2.	
3.	

Some courses which I am interested in pursuing are:

Subjects and Personal Qualities required:

Cut-off point (COP)

E.g., Mass Communication	• **English, Humanities** • **Outspoken, Creative, Adventurous**	**L1R2B2 - 10**
1.		
2.		
3.		

Do you need to speak with our Education & Career Guidance (ECG) Counsellor?
Name: Ms Sumarni
Day: Every Tuesday and Wednesday
Time: 9.00 a.m. – 5.30 p.m.
Venue: D'YC Resort or Library
Contact: Sumarni_Mohd_Nor@schools.gov.sg
Appointment: Walk in/ Through the teachers/ Direct email to ECG Counsellor/ Sign up at https://go.gov.sg/meetecg

Height & Weight Monitoring

	Term 1	Term 2	Term 3	Term 4
Date				
Height (m)				
Weight (kg)				
BMI				
BMI Percentile				
Target weight management (reduction or increase)				

Body Mass Index (BMI) = Weight ÷ (Height x Height); Desired Range → 5th to <90th BMI Percentile

NAPFA Scores

Test Item	**Raw score for 2024**	**Target raw score for 2025**	**2025 Actual raw score**			
			Semester 1		Semester 2	
Sit-ups						
Standing Broad Jump						
Sit & Reach						
Inclined Pull-ups or Pull-ups						
Shuttle Run						
2.4km Run						
NAPFA Award	Nil / Bronze / Silver / Gold					

Record of CCA Participation (LEAPS 2.0)

	Name of Activity	**Name of Teacher IC**
Leadership		
Enrichment		
Achievement		
Intra-school participation		
VIA		



Outer Space by
ASHOK KUMAR, 2 Integrity
Digital Art 2024

2.0
MY NATION



The **Singapore Flag**

The Singapore flag shall be halved horizontally - red over white. It shall have at the top a crescent moon sided by five stars in a circle, all in white. The ratio of the width to the length of the flag shall be two to three.

The colour red is symbolic of universal brotherhood and equality of man, while the colour white signifies pervading and everlasting purity and virtue. The crescent represents a young country on the ascent in its ideals of establishing democracy, peace, progress, justice, and equality as indicated by the five stars.

Majulah **Singapura**

Mari kita rakyat Singapura
Sama-sama menuju bahagia
Cita-cita kita yang mulia
Berjaya Singapura
Marilah kita bersatu
Dengan semangat yang baru
Semua kita berseru
Majulah Singapura
Majulah Singapura

Onward **Singapore**

Come, fellow Singaporeans
Let us progress towards happiness together
May our noble aspiration bring Singapore success
Come, let us unite
In a new spirit
Let our voices soar as one
Onward Singapore
Onward Singapore

Our **Pledge**

We, the citizens of Singapore,
pledge ourselves as one united people, regardless of race, language or religion,
to build a democratic society
based on justice and equality
so as to achieve happiness, prosperity and progress for our nation.

Our **Shared Values**

- **Nation before community and society above self**
- **Family as the basic unit of society**
- **Community support and respect for the individual**
- **Consensus, not conflict**
- **Racial and religious harmony**

Recollections

Narrator:
There was a time, not long ago,
When other flags flew in Singapore
The British flag in colonial rule,
And the Japanese flag in war.

There was no freedom, no justice,
When our forefathers stepped ashore.
Life was a struggle, bitter and hard.
And families were hungry and poor.

They spoke a dozen different tongues,
Though their dreams were all the same.
But their hopes for a better life were lost
When war and invasion came.

Response from audience:
They had no rights, they had no say,
And they longed to be free one day.

Narrator:
After the war, we called for change,
For the right to decide our fate.
Some of us wanted democracy;
Others, a Communist State.

Riots and killings in our streets,
Years of hate and fear
People said we'd never survive
As independence drew near.

When self-rule came, we took a vote
And joined Malaysia, merged as one
But even friends disagree sometime,
And more trouble had soon begun.

Response from audience:
Our happiness was not to be
Until our country could be free.

Narrator:
August nine, nineteen sixty-five,
We were out of Malaysia – alone!
Against all odds we had to build
A nation of our own

We've come this far, by ourselves,
One people from many lands.
Our forefathers paid the price for us;
Now the future is in our hands.

This is our home, where we belong,
And our flag flies high and free.
But let's not take for granted
What we have will always be.

Response from audience:
We pledge to keep our nation free
With justice and equality.



National Day Songs

Home

Whenever I am feeling low
I look around me and I know
There's a place that'll stay within me
Wherever I may choose to go
I will always recall the city
Know every street and shore
Sail down the river
which brings us life
Winding through my Singapore

Chorus:
This is Home, truly
Where I know I must be
Where my dreams wait for me
Where that river always flows
This is home, surely
As my senses tell me
This is where I won't be alone
For this is where I know it's home

Home continues...

When there are troubles
to go through
We'll find a way to start anew
There is comfort in the knowledge
That homes about its people too
So we'll build our dreams together
Just like we've done before
Just like the river
which brings us life
There'll always be Singapore

(Repeat Chorus) (x2)

My People, My Home

Who are you my country?
More than celebrations and tears
More than memories put together
Or the summing up of years

I see you enduring all weathers
Sunshine and storms at your heart
In your face the lines ever changing
Tell the story where I have a part

You, my people, my home,
Our lives defend and uphold;
May the good we achieve as one nation
Be shared with the world

As a new chapter begins,
From where we have come thus far,
Once again may it be written:
You are who we are

In you may we see ourselves,
Your needs, your strengths, in us,
That the work for freedom and peace
Is mine as much as ours.





A New Breath by
YOANA HESTIA, 3 Respect,
Digital Art 2024

3.0
MY SCHOOL

School Crest and **School Song**

Our School Crest

Symbols:

Rotary wheel - progress and continuous improvement.

Students holding hands - a caring, supportive and closely-knit school community, valuing strong partnerships with stakeholders and parents.

Radiating sun formation - where the source of learning shines and energizes a passion for lifelong learning and holistic development of students.

Colours:

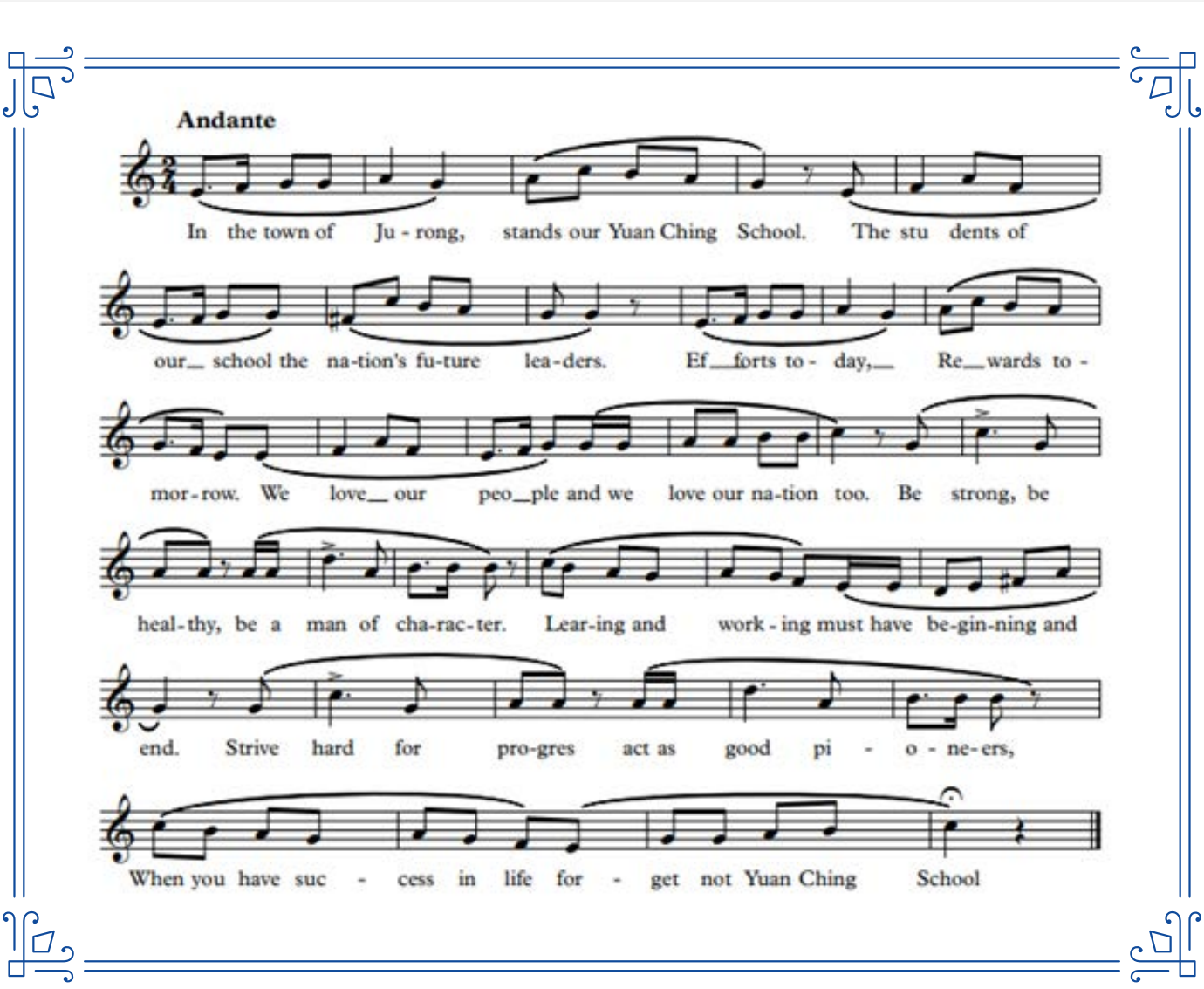
Orange – radiance from the sun, signifying compassion and loyalty.

Black – steadfastness and strength, signifying integrity.

Yellow – resilience of youth, signifying excellence and enterprise.

School Crest and **School Song**

Our School Song







School Direction **and Focus**

School Philosophy	Every student can become a future-ready, contributing citizen with a lifelong passion for learning.
School Mission	Enriching Minds, Unleashing Potential, Impacting Lives.
School Vision	Every Individual a Thinker, an Achiever, a Concerned Citizen.
School Values	iExCEL (Integrity, Excellence, Compassion, Enterprise, Loyalty).
School Motto	Efforts Today, Rewards Tomorrow 今日耕耘，明日长青





School **Vision**

SCHOOL VISION	What it means for the students
Every Individual A Thinker	An engaged learner who • monitors and manages their own learning. • reflects on his/her thoughts, attitudes, behaviours, actions and determines the improvements needed (sound reasoning and decision-making). • communicates and collaborates with others using a variety of ICT tools. • locates and evaluates information effectively and efficiently using ICT tools.
An Achiever	A wholesome person who • strives and achieves academic and CCA excellence. • acquires physical skills to exercise regularly to maintain a healthy lifestyle. • participates and appreciates music and the arts.
A Concerned Citizen	A concerned citizen who • contributes actively to the school/ community/ nation by participating actively in Values-in-Action (VIA) and Environmental Education (EE) programmes. • empathises through understanding, acceptance and respect and engages in appropriate behaviours with diverse socio-cultural groups. • is aware of local and global issues and understands the implication of these issues in the context of Singapore to maintain a sense of rootedness.



School **Values**

SCHOOL VALUES	What it means for the students
Integrity	• Is honest and sincere. • Has the moral courage to defend what is right and admit one's mistakes. • Is willing to take responsibility and is accountable. • Is always fair and just to all.
Excellence	• Seeks continual improvement. • Is self-directed/has initiative. • Has strong work ethics. • Consistently showcases high-quality work.
Compassion	• Is sensitive to the needs of others. • Shows care and concern for everyone. • Is respectful and gracious. • Is actively engaged in VIA and EE programmes.
Enterprise	• Is innovative and creative. • Is resolute in seeking improvement in all areas. • Is adaptable and willing to embrace changes. • Is ready to experiment and unafraid of making mistakes and learning from them.
Loyalty	• Takes pride in and speaks well of the school. • Conducts oneself well in public. • Demonstrates allegiance to the school and Singapore (e.g. singing the school song and the national anthem and reciting the national pledge with pride).

SCHOOL MOTTO

Efforts Today, Rewards Tomorrow
今日耕耘，明日长青

What it means for the students

- Our teachers are deeply committed and will provide their utmost support and guidance to their students, equipping them with strong fundamentals and skills to flourish in a globalized, technology-driven world. Our students are critical thinkers, reflective learners, and team players. They learn to be caring and responsible towards their families and communities, understanding their role in contributing to the future of Singapore. Resilient and diligent, they exemplify the school's motto, 'Efforts Today, Rewards Tomorrow.'







School **Culture**

SCHOOL CULTURE	What it means for the students
School Culture	• Our school fosters robust partnerships among educators, parents, alumni, and the community to cultivate the holistic development of every child, enabling them to reach their full potential. Our school serves as a secure and nurturing environment, rooted in positive education, discipline, care, and genuine concern for each individual. We cultivate a vibrant Yuan Ching spirit by leveraging our strengths, emphasizing a Growth Mindset, and enhancing peer support, all aimed at nurturing our Yuan Ching students to embody our vision of 'A Thinker, an Achiever, and a Concerned Citizen.'





School Profile & **Distinctive School Programmes**

School History

Yuan Ching Secondary School (YCSS) was established in January 1978 as an Integrated, Government co-educational school serving Chinese and English medium students with Mr Chou We Chuan as the founding Principal. From 1987 to 1990 YCSS also served as a Pre-University centre offering Arts and Commerce courses. YCSS saw its last batch of Chinese medium students graduands in 1987. Due to demographic shifts, YCSS experienced falling enrolment in the late 1990s. The situation was turned around in the early 2000s with sustained value-added academic performances as YCSS became the top value-added school for the Express course in the 2002 GCE 'O' Level Examination.

From 2006 to 2009, YCSS was completely rebuilt on site under the MOE PRIME project. With new facilities that include an Indoor Sports Hall and interactive learning walls, the school now provides an innovative, learner-centred environment that facilitates independent learning and interaction for personal growth. Leveraging on Jurong Lake as a learning venue, YCSS has an Applied Learning Programme (ALP) that focuses on Marine Robotics while the Learning for Life Programme nurtures sports and outdoor experiences through elements of Dragon Boat. Sports and Performing Arts CCAs are an integral part of the school curriculum which serve to enrich the life of students. Together with the Uniformed Groups that provide an opportunity for students to experience the rigours and discipline that go with the training afforded, these CCAs are in-line with the emphasis on a holistic education that YCSS seeks to provide.

With a student population that stands at 1100, YCSS has established itself as a choice school amongst primary 6 students with steadily increasing numbers over the years and where students are **C**onfident **E**ngaged **O**wners of their learning.





Distinctive School Programmes

Learning for Life Programme

Our school broadened the Learning for Life Programme (LLP) to that of 'Sports and Outdoor Education' in 2018 with elements of Dragon Boat to provide a greater breadth of experiences and learning opportunities for our student. The theme for LLP 'gRowing Values through Sports and Outdoor Experiences' reflected this enlarged scope and in 2020, the LLP was further enhanced with the addition of our signature Talent Development Programme to leverage character and life skills development for all students.

In developing students' Talents and Aspirations in LLP, a two-tiered approach was adopted to engage both the general student population and student segments with the aptitude and interests for talent development (Refer to Figure 1).

The outer ring of our LLP framework is a safety float, symbolising the notion of safety and risk assessment. On the ring, the desired student outcomes are encapsulated in the acronym 'GRIT21' (G – Growth Mindset, R – Resilience, I – IExCEL (School Values), T – Thrive, 21 – 21st Century Competencies). To achieve these student outcomes, students undergo the Kolb's Experiential Learning Cycle through the following processes - Experimentation, Experience, Reflection and Conceptualisation.



All students will have the opportunity to demonstrate and develop GRIT21 through Customised Swimming Programme at Secondary 1, Dragon Boat Orientation at Secondary 2 and Dragon Boat Quest at Secondary 3. To enhance and deepen experiences at cohort level, the school provides integrated outdoor and experiential programmes that engage the students' sense of adventure through the exploration of both natural and urban environment. Students develop appropriate outdoor skills through physical activities while cultivating an attitude of care and appreciation for the environment. They have the opportunity to experience different activity sessions in virtual and physical settings, apply thoughtful consideration of the risks and safety of self and others and being inclusive in games with students of different physical abilities. These authentic experiences are supplemented with other enrichment programmes such as the Customised Sports Education Programme, Sports Modules and CCE learning packages.

To deepen students' 21st Century Competencies, those with good aptitude and interest in Sports and Games, will be identified to participate in the Tier-2 Talent Development Programme. This includes the opportunity to engage in dialogues with sports scientists, practitioners from the sports industry, participate in LLP related learning journeys and experience a multi-sport exposure. As the school looks towards focusing more on outdoor authentic experiences and exposure to support our students' development, the 'gRowing' activities in LLP would expand to include Stand Up Paddling for selected students from 2023 onwards. Through a greater variety of different athletic sporting pursuits, the school aims to further strengthen character and life skills development for more students.





Applied Learning Programme

Our school embarked on Applied Learning Programme (ALP) with the focus on Marine Robotics in 2016. Our ALP (Marine Robotics) programme connects the knowledge and scientific thinking skills our students learn in the classroom to related real world contexts as we navigate the future of transportation. This programme seeks to deepen our students' interest and passion in Science, Technology, Engineering and Mathematics (STEM) while providing the opportunity to learn life skills through a sustained tier and progressive multidisciplinary approach. The experiential activities and learning inculcate in students' values of collaboration and the competencies to apply their knowledge in the real-world context.



Starting from lower secondary levels, our students will acquire the essential skills in scientific thinking and design thinking, and apply them with their knowledge in Science, Maths and Design and Technology in the Marine Robotics programme. Working in teams, our students are engaged in active collaboration, critical and creative thinking to ideate and design prototypes while communicating their ideas and design proposals. Students are equipped with coding knowledge which broadens their perspectives and provides them with a good understanding of the working principles of microprocessors and sensors. The concepts in these lessons come alive with the integrated application of STEM knowledge and coding into the sensors of surface

and underwater vehicles that students in their teams' design and build to overcome designated water challenges.

As part of the Talent Development Programme in ALP, students who are keen to stretch their potential in this field will embark on a Talent Development Roadmap, charting the journey to deepen their understanding of advance topics in the area of Science, Technology, Engineering and Mathematics (STEM). Students will gain a better understanding of Singapore Maritime History; current and future impact of Maritime industry in Singapore as they go for the Learning Journeys organised by external partners such as Maritime and Port Authority of Singapore (MPA), Singapore Maritime Foundation (SMF) and Singapore Shipping Association (SAA).

Students also hold the autonomy to decide on their own specialised training programme. The school houses the Tech Alley, a tinkering space for the students to carry out self-exploration of coding and other STEM-related projects. They will also be challenged to excel in the field of STEM by participating in various inter-school competitions such as the annual Shell Challenge organised by the Singapore Science Centre, Underwater Robotics Olympiad and Marine & Offshore Challenge organised by Polytechnics. To reinforce their learning through these experiences, the students will document their products, learning points and reflections in an online e-portfolio. Opportunities will also be provided for the students to share their learnings at school level.





Holistic Education

To provide an enriching and holistic learning experience for students, the school has designed varied learning experiences using Differentiated Instruction and Assessment for Learning. Teaching and learning practices leverage on a wireless environment with mobile technology/ e-Learning/ Media-Literacy/ ICT Enrichment/ Digital Art. Other key programmes include Media Literacy, EL/MT Language learning through On-line Oral Portal, Mother Tongue Culture Appreciation, CL Authors-in-Residence, Conversational CL/ML, ACE Math e-Learning and Arts Education. To cultivate every child to be 'A Thinker', the school promotes a culture of reading and reflection via an interdisciplinary and integrated Reading Programme. As part of our efforts to nurture confident speakers, YC Says! is a programme by the English Language and Literature Department which allows students to delve into contemporary and relatable issues. Agency is given to aspiring speakers, who conduct research on their topics of choice before presenting their persuasive speeches in front of their peers, either at a level-wide or school-wide setting.

Our approach to values education is through an integrated Character and Citizenship Education programme which incorporates Values-in-Action, Environmental Education and Trips for Internationalisation Experience. Leveraging community partners, the school enhances the learning experiences of students through customised programmes such as Values of the Month (VOTM).

To promote a caring and collaborative school culture, programmes such as Sports Education (1-Star Kayaking/ Aikido/ Tchoukball/ Handball/ Fencing/ Archery), Sec 1 SwimSafer/ Lifesaving, Dragon Boat Orientation, Outdoor Education (Sec 1 Orientation Camp/ Sec 2 Adventure Camp/ MOE-OBS Challenge Programme) and intra & inter-class games are in place to promote student interaction and cultivate healthy relationships. Our Student Leadership Development modules develop the





Yuan Ching **Students' Creed**

WE, THE STUDENTS OF YUAN CHING
UPHOLD INTEGRITY AND STRIVE FOR EXCELLENCE
IN ALL THAT WE DO.
WE SERVE OUR SCHOOL AND
COMMUNITY WITH COMPASSION
AND RESPECT AND
DEMONSTRATE THE SPIRIT OF
ENTERPRISE BY THINKING
CREATIVELY.

WE PLEDGE LOYALTY TO OUR NATION AND SCHOOL,
CONTRIBUTING WITH PRIDE AND COMMITMENT.

AND IN DOING SO, HONOUR THE SCHOOL'S MOTTO
EFFORTS TODAY, REWARDS TOMORROW!



Renewal by
LEE OH JORDAN, 3 Respect,
Digital Art 2024

4.0
MY WELL-BEING

Character And **Citizenship Education**

Overview

Character and Citizenship Education (CCE) has always been at the heart of holistic education at Yuan Ching Secondary School. We believe that every school experience has the potential to be transformed into a CCE lesson when students are guided to learn, apply and demonstrate values, character, social-emotional competencies, and citizenship dispositions. Thus, CCE extends beyond the CCE classroom to authentic student development experiences.

In coherence with the school vision and Strategic Thrust of 'Character Excellence' and 'Curriculum Excellence', structured processes and programmes are put in place for the teaching and learning of school values and Social-Emotional (SE) competencies, with a focus on developing a sense of purpose in our students. This coherence also serves in establishing a caring and enabling school environment that can motivate and empower students in their learning and development in CCE.

Learning Outcomes

For CCE efforts to be impactful, we must begin with clarity of the learning outcomes. This clarity is achieved by articulating clear learning outcomes for CCE based on the Developmental Milestones. These CCE learning outcomes need to be intentionally integrated into the design of learning activities in the classroom and student development experiences.



1 Intent 1 (Identity) : Develop self-awareness and self-management skills to achieve personal effectiveness and well-being

SE competencies: Self-Awareness, Self-Management

Self-awareness and self-management are fundamental to the development of positive character dispositions. Being able to recognise our character strengths and weaknesses, having an awareness of our emotions, and habitual or impulsive behaviours, and believing in the potential for us to be our best self, will more likely develop in us a positive self-concept and sense of self-worth. Self-awareness and self-management skills enable us to flourish through positive relationships with others, and living meaningful and purposeful lives.

2 Intent 2 (Relationships): Develop social awareness and manage relationships for personal and social well-being

SE competencies: Social Awareness, Relationship Management

Social awareness enables our students to recognise, accept and embrace diversity, demonstrate empathy, and be civic conscious and active citizens. Learning how to manage relationships effectively is essential for the development of personal well-being. It also contributes towards a harmonious society.

3 Intent 3 (Choices): Make responsible decisions and act on them

SE competencies: Responsible Decision Making

Responsible decision-making requires perspective-taking, critical thinking and the ability to identify the implications and consequences of the decisions made based on personal, social, and moral considerations. It also involves translating responsible decisions into action, and having the courage and conviction to stand and live by one's decisions and actions.







Key **Components of CCE**

The key components of CCE comprise CCE Curriculum, School-based CCE, Citizenship Education and Student Leadership.

Components in CCE	Key Programmes
CCE Curriculum	• National Education (NE) • Sexuality Education (SEd) • Mental Health (MH) • Education & Career Guidance (ECG) • Family Education (FE) • Cyber Wellness (CW)
School-based CCE	• Social Skills Booster (SSB) • The ABCD Thinking Habits of YCS • Value of the Month (VOTM) • Guiding & Empowering students for Affiliation & Resilience to Unlock their Potential (GEAR-UP) Programme • Assembly Programme
Citizenship Education	• National Education (NE) • NE Commemorative Days • NE Learning Journeys (LJs) • NE Ambassadors • International Students Programme • Trips for International Experience (TIE), GoGlobal@YCSS • Values-in-Action (VIA) Programme
Student Leadership	• Personal Leadership • Peer Leadership • Inspiring Leadership

Key **Programmes**

National **Education (NE)**

NE provides opportunities for our students to explore and examine their identity as Singaporeans and arrive at a common set of ideals and values. The school commemorates the 4 NE Commemorative Days, as well as organises NE Learning Journeys (LJs), so as to help the students understand Singapore's constraints, challenges and opportunities.

The following key dispositions for citizenship in Singapore shape the purpose and approach to NE:

- A Sense of Belonging – to develop a deeper understanding of who we are as Singaporeans, and a shared understanding of the values that are important to us as a nation;
- A Sense of Reality – to be aware of contemporary realities — including Singapore's constraints and vulnerabilities — which affect us as a nation amidst the backdrop of a less predictable world;
- A Sense of Hope – to have confidence and optimism in Singapore's future and the resilience to face the challenges ahead; and
- A Will to Act – to be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.

Sexuality **Education(SEd)**

Our youths are growing up in a different world today. Globalisation and technological advancements like the Internet and social media have exposed our young to a wide range of influences from around the world, including sexual morals that could endanger health and undermine the integrity of the family.

SEd aims to help students:

- Make wise, responsible, and informed decisions through the provision of accurate, current, and age-appropriate knowledge on human sexuality and the consequences of sexual activity;
- Know themselves and build healthy and rewarding relationships through the acquisition of social-emotional competencies of self-awareness, management of their thoughts, feelings, and behaviours, development of empathy for others, possession of effective communication, problem-solving, and decision-making skills; and
- Develop a moral compass, respect for themselves and for others as sexual beings, premised on the heterosexual married couple forming a nuclear family as the basic unit of society, through the inculcation of positive mainstream values and attitudes about sexuality.

TIER 1 PROGRAMME:
FOR ALL STUDENTS

Target Participants	Programmes	Curriculum Hours
Sec 1-5	SEd	5 hours

TIER 2 PROGRAMME:
CUSTOMISED TO BETTER MEET THE DIFFERENT NEEDS OF STUDENTS

Target Participants	Programmes	Curriculum Hours
Sec 3	E-Teens ● 1 mass talk by Health Promotion Board (HPB) ● 1 classroom-based lesson	2 hours

Mental **Health (MH)**

Mental well-being is key to overall health. A person with good mental health has a balance in various aspects of life, such as having a healthy diet, exercising regularly, having sufficient sleep, and managing screen time. He or she is also able to manage his/her thoughts, feelings, and behaviours to effectively cope with life's stresses, relate to others, develop a sense of meaning and purpose in life, as well as contribute to the community.

A focus on MH and well-being in CCE helps students to strengthen their resilience and develop the capacity to live effectively in an increasingly dynamic and complex environment. These are some key messages students need to understand:

- MH is part of overall health, which includes physical and social well-being;
- Resilience can be strengthened, like a muscle, each time we face a challenge and overcome it;
- We need to be able to differentiate normal stresses from a state of distress and take steps, including seeking help, to address it. Prolonged distress may lead to mental illness;
- Help-seeking is not a sign of weakness but an act of strength as it leads to better outcomes; and
- We have a responsibility to fight stigma by being careful with our words and actions, as well as ensure we have an accurate understanding about mental illnesses.

Education & **Career Guidance (ECG)**

ECG is about equipping students with the necessary knowledge, skills, and values to make informed decisions at each key education stage for successful transition from school to further education or work, so that they can manage their education and career pathways and practise lifelong learning throughout their lives.

ECG aims to:

- nurture student's self-awareness and self-directedness for lifelong learning;
- enable students to explore education and career options, by equipping them with accurate and comprehensive information;
- help students develop a growth mindset and a resilient attitude to embrace future opportunities, and appreciate all occupations across society; and
- create opportunities for students to build positive connections with the community (such as teachers, ECG counsellors, parents, industry partners), to develop an appreciation for different career pathways.

TIER 1 PROGRAMME:
FOR ALL STUDENTS

Target Participants	Programmes
Sec 1-5	ECG

TIER 2 PROGRAMME:
CUSTOMISED TO BETTER MEET THE DIFFERENT NEEDS OF STUDENTS

Target Participants	Programmes
Sec 2, 4 & 5	ECG Fair
Sec 2NT & 3NA	Experience ITE Programme
Sec 3E/NA (selected students)	Advanced Elective Modules (AEMs)
Sec 3 (selected students)	WORK-X (Internship through job attachment)
Sec 3 & 4 Normal Course	Elective Modules (EMs) on *STEM-related courses ***Science, Technology, Engineering & Mathematics***

Family **Education (FE)**

The family provides the first experience of love, care, and emotional support. A well-functioning family built on loving and healthy relationships is an anchor for the growth and development of the child. The family is also the key influencer in helping our children make sense of their experiences in life.

Family Education is premised on the heterosexual family as the basic unit of society and focuses on the importance of having stable family units with extended family support. Fathers and mothers parent differently and make unique and complementary contributions to the overall development of the child. The key messages that students will understand are:

- All families are unique. Roles played by different family members contribute to providing love and support for you;
- We can love and appreciate the family for shaping us to become better versions of ourselves and for contributing to our sense of purpose and hope in life;
- Life goals can include those that contribute to flourishing of self, family, and others that impact the community positively; and
- Families experience change and transitions. Resilient, stable, and strong families are the foundation of our society.

Social **Skill Booster**

- **Learning** – To develop organisational skills to support learning and improvement
- **Self-Management** – To develop self-regulatory skills and positive mindsets to manage challenges
- **Relationships** – To develop pro-social skills for healthy relationship-building

TIER 1 PROGRAMME: FOR ALL STUDENTS

Target Participants	Activities Involved
Sec 1-5	Development of the selected social skill, based on the areas of growth of individual classes

TIER 2 PROGRAMME: FOR SELECTED LEVEL

Target Participants	Activities Involved
Sec 1	Development of the social skill, 'Being Prepared for Class'

The ABCD Thinking **Habits of YCS**

In-house lesson packages for the selected Habits of Mind (HOM) of focus @ YCS are introduced as part of CCE curriculum for all students. Highlights include the infusion of YC elements such as:

- school values
- unique YC experiences such as ALP, LLP
- other school/level wide signature programmes

The above would better support students in their internalisation of HOM by:

- making sense of new knowledge by making connections to prior knowledge, concepts and ideas
- processing their emotions

Tier 1 programme: **For All Students**

Level	Selected HOM	School Values
Sec 1	Be Precise	Excellence
Sec 2	Dive Deeper	Excellence
Sec 3	Alternative Solutioning	Enterprise
Sec 4/5	Connect the Dots Thinking Positively	Enterprise

Value of the **Month (VOTM)**

Purpose:

- To raise awareness of the school values among staff, students, parents and other stakeholders
- To create opportunities for staff, students, parents and other stakeholders to share their thoughts and experiences of putting the school's values into action
- To encourage all students and staff to embrace and live out the school values

TIER 1 PROGRAMME: FOR ALL STUDENTS

Target Participants	Activities Involved
Sec 1-5	Reflection of the school values
	Sharing by parents, alumni and members of the community on their life experiences
	Affirmation to any students and stakeholders for embracing the school values and being a role model to all

TIER 2 PROGRAMME: FOR SELECTED LEVELS

Target Participants	Activities Involved
Sec 2, 4 & 5	Presentation of reflections during the morning assembly

GUIDING & EMPOWERING STUDENTS FOR AFFILIATION & RESILIENCE TO UNLOCK THEIR POTENTIAL (GEAR-UP) PROGRAMME

GEAR-UP programme provides all students with a conducive and safe environment at the D'YC Resort for interaction with one another and with teachers or to relax after curriculum time in school. It enables students to cultivate a strong sense of belonging to the school. Structured activities conducted at D'YC Resort include upcycling hands-on projects, board games, video games, 'Tinkering Corner' for students to work together and carry out self-directed exploration of activities or projects related to STEM and YCS ALP, 'Robotics' and reading or quiet time.

TRIPS FOR INTERNATIONALISATION EXPERIENCE (TIE), GOGLOBAL@YCSS

The TIE serves the following objectives:

- Develop in our students the 21CC of global awareness and cross-cultural skills and sensitivities
- Expose students to Asia with a greater focus on South East Asian countries
- Deepen students' commitment and rootedness to Singapore

Over the years, students in YCSS have been given the opportunities to visit countries in the region. As overseas learning journeys are powerful learning experiences, the school ensures that as many students as possible, especially those who have no or few opportunities to travel, are provided with the experience of an overseas learning journey at least once during their time in school.

Values-in-Action (VIA) **Programme**

The school's VIA Programme is driven by strong school-community links and a 5-stage Service Learning approach: Investigation, Design, Action, Reflection and Exhibition (I DARE). Bold and structural changes were made to the VIA framework in 2021 and except for the Sec 4 students, the school is running a dual track for the rest of the levels, where the students leverage on Design Thinking in the running of the school's VIA Programme. Design thinking is an iterative process in which you seek to understand your users, challenge assumptions, redefine problems and create innovative solutions which you can prototype and test. The overall goal is to identify alternative strategies and solutions that are not instantly apparent with your initial level of understanding.

The objectives of the VIA programme are:

- To nurture our students to become respectful and socially responsible members of the school and community;
- To develop in our students a deep sense of rootedness to Singapore and desire to serve through active participation and service to the community.

Student **Leadership**

OVERVIEW

Student leadership development is an integral part of the overall student development programme in the school. Aligned to the school vision of every student 'A Thinker, an Achiever and a Concerned Citizen', the student leadership development is anchored on the belief of 'Every Student a Leader'.

A tiered approach is adopted for student leadership development. All students undergo basic personal leadership development, with opportunities provided to develop themselves progressively through structured deployment of customized programmes.

The progressive development of our student leaders is achieved through differentiated training and assessment for each of the 3 levels of student leadership: Personal Leadership, Peer Leadership and Inspiring Leadership for the respective segments of student leaders.

APPROACH

The school adopts the 4As approach in the implementation of student leadership development programme. The 4As are

- **Awareness**
- **Actions**
- **Assessment & Review**
- **Affirmation**

The 4As approach guides the student leadership development across committees and CCAs to ensure that the development of student leaders is structured and intentional. Programmes are planned for the students at different stages to ensure smooth progression in developing their leadership competencies.

AWARENESS OF LEARNING OUTCOMES

The school adopts the Leadership Challenge Model (LCM) and aligns the student leadership outcomes to the 21st Century Competencies (21CC). Students are developed in their roles as personal leaders, peer leaders and inspiring leaders using the LCM, anchored on the 21CC.

ACTIONS OF BEHAVIOURAL OUTCOMES

Student leaders are given the opportunities at class level, school level and community level to demonstrate their leadership competencies. The leaders are involved in the running of daily operational matters in the class and school, leading fellow students in planning and executing of students' initiated projects, guiding fellow students in decision making and innovation for school improvement.

Further opportunities are also provided through the integration of student leadership programme with various schoolwide initiatives to provide student leaders with varied experiences.

AFFIRMATION

Affirmation for the success and progress in student leaders' development is provided to encourage student leaders to seek continuous improvement. At the school level, Student Leader Investitures are carried out to affirm and recognise the contributions of the student leaders.



KEY PROGRAMMES IN STUDENT LEADERSHIP

The table below shows the categorisation of the 3 levels of positional leadership opportunities in the school.

	Personal Leader	Peer Leader	Inspiring Leader
Segments of Students	Every Student	Class Leaders Sports Leaders Class Committee CCA Sub-committee Student Councillors	Senior Student Councillors Student Council EXCO CCA Leaders

Students can embark on their leadership journey towards an inspiring leader through the various programmes designed for the different segment of students.

	Personal Leader	Peer Leader	Inspiring Leader
Sec 1	● CCE lessons ● Orientation ○ Leadership Module (I)	● Customised Workshops ● Student Council Training Camp ● Organising Class Events ● Supporting School Events	
Sec 2	● CCE lessons ● Level Camp ○ Leadership Module (I) ● ECG Fair	● Customised Workshops ● Student Council Training Camp ● Organising Class Events ● Supporting School Events	
Sec 3	● CCE lessons ● Level Camp ● NYAA (Silver)	● Customised Workshops ● Student Council Training Camp ● Organising Class Events ● Supporting School Events	● Inspiring Leaders Programme ● Leadership Training Camps ● Leadership Conferences ● Organising School Events ● Student-led VIA
Sec 3	● CCE lessons ● Level Camp ● NYAA (Silver)	● Customised Workshops ● Organising Class Events ● Supporting School Events	● Inspiring Leaders Programme ● Leadership Training Camps ● Leadership Conferences ● Organising School Events ● Student-led VIA

Cyber Wellness (CW)

Overview

Social networking sites, online games, video-sharing sites and devices such as mobile phones and tablets are now common fixtures in our students' lives. In Singapore, by the age of fifteen, most youths are connected online via their smartphones.
The digital lifestyle and the evolving nature of social media have also given rise to a set of emerging and complex issues such as: (1) online sexual grooming; (2) instant gratification; (3) deliberate online falsehoods; and (4) the loss of opportunities to build deep connections with peers, resulting in feelings of isolation.

All of these can have an adverse impact on our students' well-being.

Through CW education, students learn to be respectful, safe, and responsible users of technology and be a positive peer influence, advocating for the good of the community online. Students should:

01 Embrace the affordances of technology while maintaining a balanced lifestyle between offline and online activities.

02 Be a safe and responsible user of technology and maintain a positive online presence.

03 Be responsible for personal well-being in cyberspace.

In Yuan Ching, we will guide students to adopt the following Cyber Wellness Principles while navigating cyberspace.

MOE Cyber Wellness Framework



Sense - Think - Act Process

Sense – Identify the possible risks of harmful behavious online and learn how to protect oneself

Think – Analyse, evaluate and reflect on the online situation based on the three CW principles

Act – Translate understanding into actions so as to be safe and have a positive presence online

Cyber Wellness Principle 1: **Respect For Self And Others**

Students need to

- uphold their own dignity when online (e.g. avoid surfing inappropriate sites and participating in illegal online activities);
- respect others (e.g. avoid using the work of others without permission and publishing undesirable materials that hurt others).

Cyber Wellness Principle 2: **Safe and Responsible Use**

Students need to

- have an understanding of the risks of harmful and illegal online behaviours, and learn how to protect themselves as well as to avoid dangers they may encounter online;
- be able to evaluate the consequences of their decisions/ behaviours while online and make responsible choices to protect themselves and the community (e.g. not spending excessive amounts of time chatting or playing games online, and reporting victims of cyber bullying to a trusted adult/authority).

Cyber Wellness Principle 3: **Positive Peer Influence**

Students need to

- be a positive role model online (e.g. share healthy and positive content, harness the affordances of technology to do good for society);
- advocate positive online behaviour (e.g. stand up for their peers online, report cases of cyber bullying to a trusted adult/authority, post encouraging remarks on social media).

Cyber Wellness **Topics**

Through CCE lessons, students will be exposed to the norms of responsible behaviour regarding technology use as well as knowledge, skills, values, and attitudes on how to protect oneself and other users in the cyber world.

Topics in CCE lessons include the following:

Cyber Use

01 Cyber Identity

02 Cyber Relationships

03 Cyber Citizenships

04 Cyber Ethics

Common Cyber **Wellness Issues**

The following section provides some pointers for students to follow while navigating the cyber world.

Tips on Netiquette

Netiquette refers to the rules of Internet courtesy. They are not very different from the normal rules of common courtesy that govern our behaviours in any public domain. While the rules of courtesy continue to apply, negative behaviours are what we should learn to avoid.

Examples of Negative Behaviour while communicating online can include:

- Shouting (typing text in capital letters)
- Using crude language
- Insulting others
- Flaming (posting hostile messages on the Internet)
- Cyber bullying
- Infringing others' privacy

Effects

The effects can be misunderstanding, miscommunication, and the breakdown of relationships. In a worst-case scenario, disregard for the rules of netiquette can result in punishment by authorities.

Proposed Actions to **Maintain Netiquette**

01.
Remember the rules of courtesy.
Maintain the same standards of behaviour online that one would follow in real life.

02.
Think about what is posted.
Is it offensive to others? Will the sender stand by the information being posted? Remember that what is said in a chat room or instant messaging session is live — it can't be taken back or deleted later. Be responsible for what is posted.

03.
Respect other people's time.
Avoid sending or forwarding information that is not important or relevant to others.

04.
Avoid flaming.
Do not scold, insult, or ridicule others.

05.
Respect other people's privacy.
Do not share friends' details with strangers or other friends without permission.

06.
Know your audience.
Remember that tone, punctuation and spelling are dependent on the context for the piece of writing.

Tips to Prevent Internet Addiction

- Exercise control over internet usage and reduce time spent online.
- Disable unnecessary notifications from social media or mobile apps.
- Participate in hobbies and activities that do not involve the internet.
- Spend more time with family members and friends offline.
- Use the internet as a tool rather than an escape measure from the real world.

Preventing Cyberbullying

- Be polite to others online.
- Never give out personal information online.
- Never tell anyone your passwords, not even your friends.
- Never open an email from someone you don't know.
- Tell an adult or talk to a friend you trust.
- Stay free of phone, chat or email for a few days.
- Report the bullying to the web host, internet service provider, mobile phone service provider or local police.

Danger with Cyber Contacts

Cyberpal is a friend met online, known only via the Internet. As anonymity is afforded by the Internet, it is difficult to know the true identity of the cyberpal. Therefore, a cyberpal is really a stranger.

Advice for Students

- Avoid giving away personal details or sending personal pictures to cyberpal(s).
- Avoid meeting a cyberpal face-to-face without first discussing with parents or guardian and obtaining permission.
- Be suspicious of cyberpal who speaks ill of their parents and friends.
- Say 'NO' firmly if someone is trying to persuade you into meeting up or giving personal information about yourself.
- Stop the conversation if it makes you feel uncomfortable.

Protecting Your Personal Data Online

Singapore recently passed our Personal Data Protection Act (PDPA) to require that organisations balance their business or legal requirements to collect, use or disclose personal data, with the individual's need to protect their data. With the PDPA coming into force on 2 January 2013, organisations will have to safeguard personal data in their possession and you will be able to have more control over how your personal data is collected, used and disclosed. You will also have rights of access and correction of your personal data.

Advice for Students

- Use privacy controls.
- Connect only with people you know offline.
- Be mindful of posting personal information.
- Ask friends not to post photos of you or your family without your permission. Likewise, refrain from tagging friends in videos or photos online.
- Keep an eye on your digital reputation.
- Read the privacy policy of websites that you visit, especially for transactions.

Cyber Security

Cyber security is about protecting your computer and online accounts against threats that may damage your computer or cause you to lose your personal information or suffer monetary loss.

Identity theft

- Malware
- On social networking sites, do not accept friend's request from people you don't know, and be selective about the type of information you post and share
- On ecommerce sites, read the site's terms and conditions to ensure that they have a comprehensive policy on how your personal information and privacy is protected.
- Create strong passwords for your online accounts and do not use the same password for different accounts.
- Cookies
- Browser hijacking

Types of software threats

- Malware
- Cookies
- Browser hijacking

Types of spams and online scams

- Email phishing scams
- Scamware and fraudware
- Advance fee scam and chain letter scam

Adapted from MOE Cyber Wellness Starter Kit Sec and Media Literacy Council Core Values & Skills





MENTAL HEALTH CONCEPTS THAT ARE REINFORCED IN VARIOUS CCE LESSONS:

Resilience building in the CCE curriculum employs an approach of recognizing all students are capable of developing resilience by tapping on their internal and external strengths. They will be introduced to the strengths-based approach of 'I Am, I Can', and 'I Have' that will strengthen them when they are going through challenges and personal crises.

This strengths-based approach is centered around the idea that students can identify, acknowledge, value and capitalize on their strengths to help them through challenges. These strengths can include:

- **Internal strengths** – the 'I AM' (mindsets) and I CAN' (skills) that empower them to overcome the challenge on their own, andimprovement
- **External strengths** – the 'I HAVE' (environment) which consist of people around them who provide support, help and care.





Student **Management**

Overview

Student management forms the foundation of a safe and conducive learning environment. In line with the school's Strategic Thrust of nurturing 'Future-Ready Students of Good Character and Citizenship', routines and processes are put in place to ensure that students can be self-disciplined, respectful, respectable, and responsible.

Objective

To enable a positive school experience through a whole school approach to nurture self-discipline and good character in all students.

Key Component of Student Management

The school adopts Positive Discipline as its philosophy in student management. Together with three other key components of student management, the school aims to educate, restore, and support our students to become confident students of good character and citizenship.



1. Restorative **Practices (RP)**

Relationships are the key to happiness – Glasser

The school adopts RP to improve student-student and student-teacher relationships. This allows for a fair process of problem solving where students are more engaged and learn to repair any harm done and restore any relationship that may have been affected. RP emphasises on undoing harm done, of whatever kind, in a conflict situation, and on looking to the future correct behaviour. It views misconduct as a fundamental violation of interpersonal relationships. It seeks to heal and put things right through participatory and democratic justice that focuses on the incident and not solely on the wrongdoer's behaviour. It values responsibility, forgiveness, compassion, support, restoring and restitution.

In RP, all parties involved are asked to reflect further to understand the situation and empathise with each other.

If you are the Wrongdoer, reflect on the following questions:

- What happened?
- What was going through your mind at that time?
- What do you think about it now?
- Is that the right or wrong thing to do?
- Who has been harmed/ affected by what you did? How?
- What can you do to make things right?

If you are the Victim, reflect on the following questions:

- What was going through your mind when it happened?
- What do you think about it now?
- How has this affected you?
- What has been the worst part?
- What needs to happen to make things better?
- Is there anything you wish to say to the Wrongdoer?

RP tools used by teachers may include Circle Time, RP Chat and Restorative Thinking Plan

2. Preventive **Education (PE)**

A series of programmes are prepared by the school with the aim to educate our students against deviant behaviours. These programmes are designed to help our students cope with common temptations faced by teenagers.

a. Smoking and Drug Prevention Programme – The aim is to reinforce the anti-smoking and anti-drug messages through regular talks and visits. Programmes include

(1) HPB's Live It Up Without Lighting Up Programme
(2) SATA CommHealth Youth Smoking Prevention Talk and
(3) Anti-Substance Abuse Talk by Central Narcotics Bureau.

b. Crime Prevention Programme – The aim is to educate students about the consequences of committing crime, through regular talks and visits. Programmes include

(1) Counselling by the Police,
(2) Assembly talk by the Police and
(3) Crime Prevention Exhibition.

c. Special programmes – The aim is to support behaviourally and academically at-risk students through enrichment activities which allow them to learn SEL competencies. Programmes include

(1) After School Engagement Programme and
(2) GearUp programme.

3. Behavioural and **Emotional Support**

The school has in place a support system where students with learning, behavioural and emotional difficulties, are identified and assessed for support as early as possible. Support is provided by specially trained staff within the school. A referral process is in place for students needing external specialised support.
In RP, all parties involved are asked to reflect further to understand the situation and empathise with each other.

School Counselling Services

What is COUNSELLING?

1. Helps you to SEE OTHER PRESPECTIVES to issues you are facing
2. Teaches you to LOOK FOR ALTERNATIVES to issues
3. Helps you to COPE with CHALLENGING SITUATIONS in your life
4. Helps you to EXPLORE your FEELINGS attached to certain behaviour
5. Provides a listening Ear

It is NOT

1. Not Scolding you
2. Not giving advice
3. Not asking you to listen to the counselor
4. Not frightening you with threats
5. Not a form of punishment

When do you NEED to see a counsellor?

1. TALK to someone about some issue of FEELINGS bothering you
2. NEED someone to LISTEN to you especially when you are feeling sad, angry or hopeless
3. Need GUIDANCE in Educational matters of Career development
4. Either you or someone you know is being ABUSED or BULLIED
5. Need help in coping with Study STRESS
6. RELATIONSHIP problems with family or friends

Our School Counsellors' office is located at F2-01, beside the Staff Room. Please make an appointment to see the School Counsellors if you need any assistance.

Code of Conduct **For Students**

01.

I will adopt the school mission and vision as my own.

02.

I will uphold the school values of integrity, excellence, compassion, enterprise and loyalty.

03.

I will obey school rules and uphold the school's good name both within and outside school, bring honour and good repute to the school.

04.

I will respect myself and others - every member of the school community has the right to be treated with care and respect.

05.

I will not disrupt my own learning and others' learning – every student has a right to learn and every teacher has a right to teach.

06.

I will strive to have self-awareness, self-management, social awareness, relationship management and responsible decision-making.





School Rules **& Regulations**

01. Attendance and Punctuality

- Students are to attend school daily.
- Students are to attend daily morning flag-raising ceremony. They should observe solemnity and silence during morning assembly.
- Students who are Singapore citizens must sing the National Anthem and take the pledge. Students will take the pledge with the right fist placed over the heart. Non-citizens must stand at attention during the flag raising ceremony.
- School begins punctually at 7.30 am with the flag-raising ceremony unless otherwise communicated. Students are to be at the assembly point by 7.25 am. However, on every Wednesday, school begins at 8.30 am. Students are to be at the assembly point by 8.25 am.
- Students who are absent must submit the Medical Certificate (MC) or supporting documents for personal reasons e.g., official death certificate accompanied by parents' letter to explain absence on the day of return to the school; otherwise it may be treated as truancy.
- Only MC will be accepted for students' absence on days with examinations and common tests,
- Students are to attend prescribed lessons/ remedial/ CCA/ enrichment programmes/ school events/ activities during school days or school vacation unless they have valid Medical Certificate or valid reasons. Absentees who have no valid reasons are considered to have played truant.
- Latecomers are to collect the Late coming Slip from the discipline teachers on duty or from the office staff. Students without the Late coming Slip will not be allowed to join their classes.
- Attendance and punctuality for school is a component in the assessment of a student's conduct grade.

02. Attire

- Students are to wear the prescribed school uniform and modification to the uniform is strictly not allowed.
- School uniform and socks must be made by the appointed school tailor. Pants and skirts must not be too tight-fitting. Skirts must touch the top of the knee cap when standing. Long pants must cover the ankles when standing. Socks must cover the ankle when worn and the letters 'YCSS' must be visible.
- Shoes must be plain white with white shoe laces.
- School T-shirts and PE shorts must be worn during PE lessons.
- Full/ half school uniform or CCA attire must be worn during CCA or school vacation.
- Class T-shirts may be worn during special events as and when permission is given by the school.
- Slippers and sandals are not allowed in school at all times unless due to an obvious foot injury.

03. Appearance

- Hairstyle must be conservative and not outlandish.
- Hair colour must be natural. Any shade of colouring of hair (highlighting/dyes) is strictly not allowed.
- Hair for boys must be short, simple, neat and natural.
  - For example, hair at the front must be above both eyebrows. When combed downwards, it should not cover the eyebrows. Hair at the back should not touch the collar. There should be a distinct and gradual slope. The slope should not be stepped or undercut. Hair at the crown must not be too thick or bushy. Hair at the sides must not touch the ears. Side-burns must be short.
- Girls with long hair that falls below the collar must tie their hair neatly and firmly with a plain hairband/ribbons/clips. The fringe should not cover the forehead and must not fall below the eyebrows.
- Facial makeup (e.g., eye shadow, eye liner, lipstick) is not allowed.
- All male students must be clean-shaven at all times. Beards and moustaches are not allowed. Fingernails must be kept short and neat. Nail polish is not allowed.
- Only girls are allowed to wear one pair of identical ear studs on the ear lobes. Ear studs must be small, plain, metallic and without precious stones. Multiple piercings or earrings are not allowed.
- All forms of body piercing (except ear piercing for girls) are not allowed.
- Temporary or permanent tattoo (including henna) on any part of the body is not allowed.
- Spectacles must be plain, non-tinted and not flashy. Contact lenses must not be coloured.
- Accessories of any kind (e.g., ring, chain, bracelet) are not allowed to be worn with the school uniform.
- Religious items (e.g., religious amulets) if worn, must be hidden from view.



Attire and **Grooming**

Male Students













Attire and **Grooming**

Female Students















04. Banned Items in school

- Students are not allowed to have in their possession any weapon. They are also not allowed to bring any weapon-like item which can be used or intended to be used to cause harm to others. Items that are sharp-pointed/ sharp-edged tools (e.g., penknife) required for curriculum purposes will be issued and supervised by teachers during lessons.
- Students are not allowed to bring items that can distract their attention from learning – MP3 players, game cards, electronic games, etc.
- Students are not allowed to bring branded items that may promote unhealthy comparison or encourage theft.

05. Policy on the use of Mobile Phone and Personal Learning Device (PLD) in school

- Mobile phones are to be switched off and kept out of sight during curriculum time/ remedial/CCAs.
- PLDs are to be switched off unless instructed to turn on during curriculum time/ remedial/ CCA.
- Mobile phones and PLDs are allowed to be used only in the canteen after school/remedial/CCAs.
- Students are to refrain from using the camera function, playing music from the speaker and charging their mobile phone or PLD in school.
- Non-adherence will result in the confiscation of the mobile phone (including SIM card) or PLD for one week.
- Abuse of technology will be dealt with seriously.

06. Student Movements

- Students are to remain in classrooms during lessons and in between lessons (except outdoor lessons or if they are required to move to other classrooms or special rooms such as Art Room, Food Lab, D&T Workshops etc).
- Students who have free periods are to stay in designated areas unless otherwise instructed.
- Students are to obtain the teacher's permission and movement pass if they wish to leave the classroom during lessons (e.g., visiting the washrooms). They should move quietly and return to class as quickly as possible.

07. Use of School Property & Facilities

- Students are not allowed to bring outsiders into school premises at all times. Parents must register at the General Office and students will be called to the office to meet their parents.
- Students are to take good care of all school property and facilities (classrooms, special rooms, toilets, canteen, sports facilities, school grounds etc) and keep them clean at all times.
- Students are not allowed to enter any special room without the teacher's permission. All students must observe the rules and regulations governing the use of these rooms and the equipment in them.
- Students are not allowed to enter the HOD Room, Staff Room, PE Staff Room, D&T Staff Room and Staff Toilets at all times.
- Students are not allowed to enter beyond the office counter in the General Office at all times unless they are asked to do so.
- Students are to queue up for food/drinks in an orderly manner in the canteen and return all used crockery and utensils to the respective receptacles of the stalls. Students are not allowed to enter the premises of the stall holders at all times.
- Canteen food or drinks are to be consumed in the canteen. Students are not to eat or drink while walking from the canteen to their classes.

08. Road Safety within the School Compound

- The speed limit for vehicles in the school compound is 15 km/h.
- Pedestrians have the right of way at the zebra crossing located inside the school compound. All vehicles must stop before it and check for pedestrians before moving off again.
- All vehicles must be parked in designated visitor parking lots in the school compound.
- Students are not allowed to cycle within the school premises. Only school approved bicycles can be parked in the bicycle parking area. Students are to dismount upon entering the school and to wheel their bicycles to the designated parking area.
- Parents who drive their child to school should drop them off at the school driveway in front of the foyer.
- Parents are to exercise patience and not attempt to overtake vehicles along the narrow driveway.





Expectations in **the Classroom**

No student has the right to disrupt a lesson
Every student has a right to learn
The teacher has a right to teach

01 Respect all teachers.

02 Stand up and greet the teacher at the start of a lesson.
Stand up and thank the teacher at the end of a lesson.

03 Observe discipline and orderliness during and between lessons.

04 Be polite and courteous to teachers and classmates.

05 Pay full attention during lessons.

06 Stand up when answering a question given by the teacher.

07 Raise your hand or wait for your turn when you want to ask a question.

08 Do not leave the classroom without the teacher's permission (obtain movement pass from the teacher).

09 Be considerate towards neighbouring classes, do not drag your chairs or raise your voice.

10 Regard the classroom as your own room and ensure your classroom is clean and tidy.

11 Food or drinks are not to be consumed in the classroom. Students may consume light snacks and drinks in the classroom only during Wellness Break.

12 Do not change seats without the teacher's permission.

13 Move quietly and quickly when there is a change of classroom.

14 Carry out your classroom duties diligently.

15 Look for the teacher or alert the office if a teacher is not present after more than 5 minutes into the lesson.

16 Hand in all assignments/homework on time.



Serious **Offences**

School will mete out consequences to students who commit these serious offences wilfully:

- Refusal to sing the National Anthem or take the pledge (Singaporeans only).
- Refusal to wear the prescribed school uniform or making modifications to the uniform.
- Causing nuisance to the public.
- Truancy, defaulting on punishments.
- Rude/Open defiance to teachers/school authorities.
- Recalcitrant behaviour despite repeated warnings.
- Smoking, vaping and substance abuse.
- Possession of cigarettes or vaping devices.
- Bullying, fighting, assault, threatening others, using vulgar language, possession of dangerous items.
- Cheating, forgery, theft.
- Vandalism, arson.
- Inappropriate use of technology (e.g., gambling, viewing or possession of pornographic materials, etc).
- Inappropriate behaviour (e.g., public display of affection, abuse of technology, inappropriate language on social media, etc).

Disciplinary **Measures**

Disciplinary actions may be taken against any student who breaks school rules, depending on the severity and frequency of the offences, at the discretion of the Student Management Committee and endorsed by the Principal/ Vice-Principal.

These include:

- Physical punishment (e.g., running laps within the school compound).
- Recalcitrant cases of long hair and unacceptable hairstyle/colour will not be allowed to attend lessons until their hairstyle has been rectified.
- Confiscation of banned items.
- Detention after school hours up to 6 pm.
- Community Service.
- Corrective Work.
- Signing a bond for good behaviour in the presence of parents/guardians.
- Dismissal from positions of responsibility (e.g., Student Council, Class Committee, CCA EXCO).
- Downgrading of conduct grade.
- Public apology.
- Caning in the Principal/VP Office (for boys).
- Suspension from class and/or from school.
- Expulsion from school.

School rules and disciplinary measures are subject to review and changes at the discretion of the School Management Committee. All students will be informed as and when there are any changes and they are expected to convey such changes to their parents for information.

Financial **Assistance Schemes**

A. Ministry Of Education (MOE)
Financial Assistance Scheme

Eligibility

The student is a Singapore citizen and meets one of the following conditions:

a) The family's gross household income (GHI) does not exceed $3,000 per month; or
b) The family's per capita income (PCI) does not exceed $750 per month.

The scheme provides for:

The student is a Singapore citizen and meets one of the following conditions:

- Full waiver of school fees of $5.00 per month
- Full waiver of miscellaneous fees of $20.00 per month
- Textbook grant - textbooks and writing materials in the approved book list
- Free school attire – 2 sets of uniforms, 2 sets of PE attire, 2 pairs of socks and 1 pair of shoes
- Transport voucher of $17 per month for students taking public transport
- School Meals Programme of $35 per school week

Application Process

Application for MOE FAS is either through *(1) hardcopy* or *(2) online via eFAS*.
For *application through hardcopy form*, please acquire an application form from the General Office and submit the completed form with the required supporting documents to the General Office.
For *application through eFAS*, the application link is https://go.gov.sg/moe-efas. eFAS application could also be done via the Parents Gateway App under "Services".

Parents/ guardians with children in different schools need to submit *only one application form* for all their school-going children/ wards to one of their schools. The school which receives the application form will inform the parents/ guardians of the outcome for all the children.



B. School Advisory Committee (SAC)

Financial Assistance Scheme

Eligibility

The student is a Singapore citizen and meets one of the following conditions:

a) Student is a Singapore citizen and does not qualify for MOE FAS,
b) Gross household income (GHI) is not more than $4,400 per month; or
c) Gross family per capita income is not more than $1,100 per month, and
d) Good conduct and at least 80% attendance in school.

The scheme provides for:

The student is a Singapore citizen and meets one of the following conditions:

- Subsidy for school fees / miscellaneous fees and / or,
- Subsidy for textbooks and / or,
- Subsidy for school attire and / or,
- Transport Subsidy and / or,
- Meals Subsidy



Special **Educational Needs (SEN)**



Students with SEN include those with learning disorders like dyslexia, attention deficit hyperactivity disorder, mild autism spectrum disorders, as well as disabilities such as sensory or physical impairments. Most youths with SEN face challenges integrating into society. These students require additional needs that will help them overcome their challenges in school. Socializing with them will help them with transition and enable us to take action towards a more inclusive society.



BE ALL IN FOR INCLUSION!



A smile, a nod, or high five goes a long way in encouraging the students with SEN on their journey.

Take the initiative to include them in discussions, class work or even during your recess time!





Take a stand. If you see someone teasing or disturbing a friend with SEN, tell the person that it's not cool. Tell them to stop.
If you are concerned, tell a teacher.

If you notice your friend acting differently, he or she might need help. Alert a teacher or the SEN officer.



Useful Helplines for **Students Facing Emotional Distress**

Mental Wellness Support

There are times in our lives when we experience certain ups and downs, so if you feel you need to talk to someone, don't hesitate to do so.

If you need assistance, please contact your Form Teachers, subject teachers, CCA teachers or school counsellors.

The School Counsellors' room is located right above AVT, so look for us when you feel stressed or upset. You can swing by during recess time or inform your teacher that you like to speak to us.

You can also contact School counsellors via our hotlines: **6261 2489 (ext 227, 228)** to look for ***Ms Kang or Ms Khoo***.

Alternatively, you may contact someone via the following resources.

HELPLINES:

Family Violence:

National Anti-Violence and Sexual Harassment
1800-777-0000

Police
999

Mental Well-Being:

Samaritans of Singapore
1-767(24 hours)

Institute of Mental Health
6389-2222

Singapore Association for Mental Health
1800-283-7019

Counselling/ Family Service Centres around Jurong Areas:

Lakeside Family Service Centre (Jurong West)
6567-1908

THK Family Service Centre (Boon Lay - Jurong)
6716 - 9466

Fei Yue Family Service Centre (Taman Jurong)
6267 - 2900

Whispering Hearts Family Service Centre (Jurong West)
6795 - 1008

ONLINE RESOURCES:

Caretext by Samaritans of Singapore
https://www.sos.org.sg/contact-us

Emotional support chatline by MOH, IMH, MSF and NCSS
https://letstalk.mindline.sg/

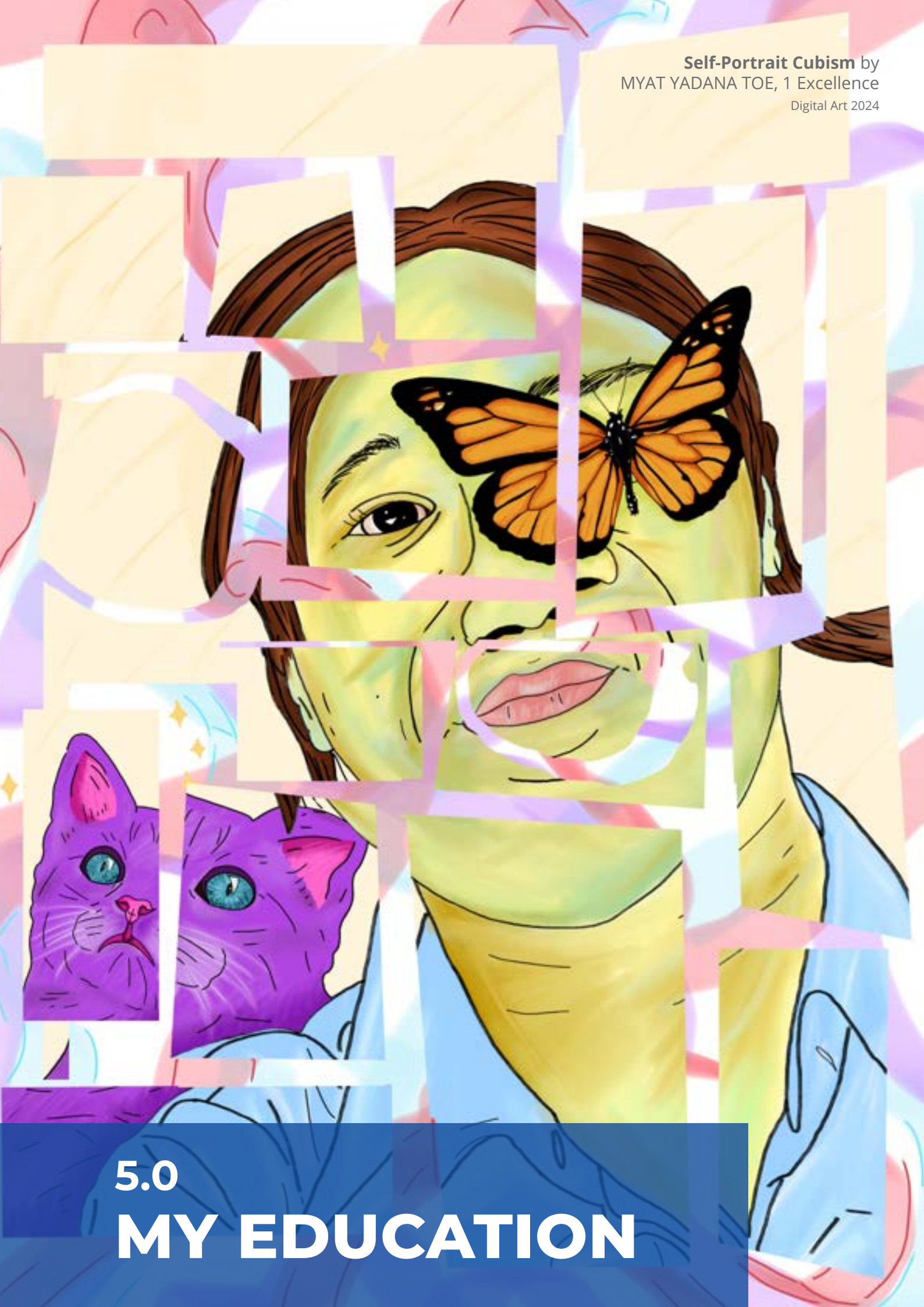
eC2 Quickchat by Fei Yue
https://fycs.org/ec2-sg/

Emotional text support by Limitless
https://www.limitless.sg/talk

Self check tools by carecorner
https://carey.carecorner.org.sg/

Community Health Assessment Team (CHAT) by IMH
https://www.imh.com.sg/CHAT/Pages/default.aspx

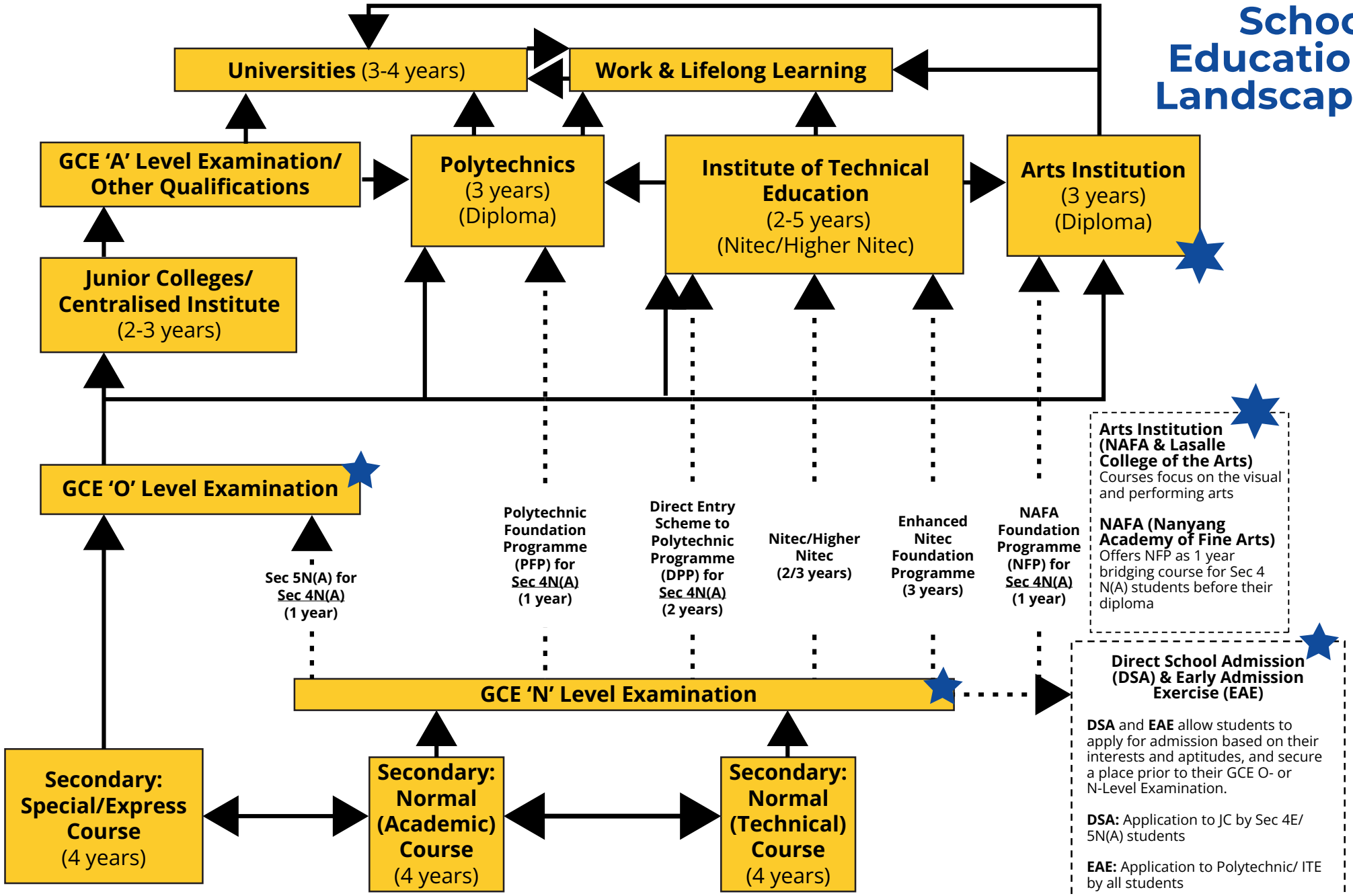




Self-Portrait Cubism by
MYAT YADANA TOE, 1 Excellence
Digital Art 2024

5.0
MY EDUCATION

School Education Landscape



Arts Institution (NAFA & Lasalle College of the Arts)
Courses focus on the visual and performing arts

NAFA (Nanyang Academy of Fine Arts)
Offers NFP as 1 year bridging course for Sec 4 N(A) students before their diploma

Direct School Admission (DSA) & Early Admission Exercise (EAE)

DSA and **EAE** allow students to apply for admission based on their interests and aptitudes, and secure a place prior to their GCE O- or N-Level Examination.

DSA: Application to JC by Sec 4E/ 5N(A) students

EAE: Application to Polytechnic/ ITE by all students

For detailed education landscape overview, please visit www.myskillsfuture.gov.sg/secondary



Admission Criteria **to Junior Colleges/ Millennia Institute**

Admission Criteria to Junior Colleges (JC)

To be eligible for admission to a junior college, students must meet these **2 criteria:**

1. L1R5 score must not exceed 20 points.
2. Meet the grade requirement for specific subjects.

AGGREGATE SCORE COMPUTATION FOR JC COURSES:

L1R5 gross aggregate score

= First Language (L1) + Relevant Subject 1 (R1) + R2 + R3 + R4 + R5

1R5	Subjects
L1	English Language or Higher Mother Tongue
R1	Any 1 best-scoring subject from Humanities ● Humanities (Social Studies, Geography) ● Humanities (Social Studies, History) ● Literature in English
R2	Any 1 best-scoring subject from Mathematics or Science ● Elementary Mathematics ● Additional Mathematics ● Biology ● Chemistry ● Physics ● Science (Biology, Chemistry) ● Science (Physics, Biology) ● Science (Physics, Chemistry)
R3	Any 1 best-scoring subject from Humanities, Mathematics or Science
R4 & R5	Any 2 best-scoring subjects, except Religious Knowledge

WHAT CANNOT BE USED FOR AGGREGATE COMPUTATION

Students cannot use:

- The grades of Higher Mother Tongue Language and Mother Tongue Language in the same aggregate computation. For example: if Higher Chinese is used as the first language (L1), Chinese cannot be used as a relevant subject (R1 to R5).
- "Merit" and "Pass" grades for the Mother Tongue 'B' Syllabus for aggregate computation.

- **Higher Mother Tongue:** Higher Chinese, Higher Malay, Higher Tamil
- **Mother Tongue:** Chinese, Malay, Tamil
- **Mother Tongue 'B' Syllabus:** Chinese 'B', Malay 'B', Tamil 'B'

GRADE REQUIREMENT FOR SPECIFIC SUBJECTS

Subject	Grade
English Language	1-6
Mathematics (Elementary / Additional)	1-7
Any 1 Mother Tongue Language (MTL) ● MTL: Chinese, Malay, Tamil ● MTL approved by MOE in lieu of an official MTL (MTL-in-lieu): *Arabic, Bengali, Burmese, French, German, Gujarati, Hindi, Japanese, Punjabi, Thai, Urdu*	● MTL or MTL-in-lieu: 1-7 ● Higher MT: 1-8 ● 'B' syllabus: Merit or Pass Note: There is no Higher level or 'B' Syllabus or MTL-in-lieu.

BONUS POINTS FOR ADMISSION

The bonus points are subtracted from the students' gross aggregate score to obtain the net aggregate score for posting.

Types of bonus points	No. of bonus points
CCA grade ● Excellent ● A1 or A2	2
CCA grade ● Good ● B3 to C6	1
English and Higher Mother Tongue grade ● A1 to C6	2

Taken from
https://www.moe.gov.sg/post-secondary/admissions/jae/junior-colleges-and-millennia-institute

Admission Criteria to Millennia Institute (MI)

To be eligible for admission to Millennia Institute, students must meet these **2 criteria:**

1. Your L1R4 score must not exceed 20 points.
2. Meet the grade requirement for specific subjects.

AGGREGATE SCORE COMPUTATION FOR MI COURSES:

L1R4 gross aggregate score
= First Language (L1) + Relevant Subject 1 (R1) + R2 + R3 + R4

1R5	Subjects
L1	English Language or Higher Mother Tongue
R1 & R2	Any 2 best-scoring subject from Humanities, Mathematics or Science ● Humanities (Social Studies, Geography) ● Humanities (Social Studies, History) ● Literature in English ● Elementary Mathematics ● Additional Mathematics ● Biology ● Chemistry ● Physics ● Science (Biology, Chemistry) ● Science (Physics, Biology) ● Science (Physics, Chemistry)
R3 & R4	Any 2 best-scoring subjects, except Religious Knowledge

WHAT CANNOT BE USED FOR AGGREGATE COMPUTATION

Students cannot use:

- The grades of Higher Mother Tongue Language and Mother Tongue Language in the same aggregate computation. For example: if Higher Chinese is used as the first language (L1), Chinese cannot be used as a relevant subject (R1 to R4).
- "Merit" and "Pass" grades for the Mother Tongue 'B' Syllabus for aggregate computation.

- **Higher Mother Tongue:** Higher Chinese, Higher Malay, Higher Tamil
- **Mother Tongue:** Chinese, Malay, Tamil
- **Mother Tongue 'B' Syllabus:** Chinese 'B', Malay 'B', Tamil 'B'

GRADE REQUIREMENT FOR SPECIFIC SUBJECTS

Subject	Grade
English Language	1-6
Mathematics (Elementary / Additional)	1-7
Any 1 Mother Tongue Language (MTL) ● MTL: Chinese, Malay, Tamil ● MTL approved by MOE in lieu of an official MTL (MTL-in-lieu): *Arabic, Bengali, Burmese, French, German, Gujarati, Hindi, Japanese, Punjabi, Thai, Urdu*	● MTL or MTL-in-lieu: 1-7 ● Higher MT: 1-8 ● 'B' syllabus: Merit or Pass Note: There is no Higher level or 'B' Syllabus or MTL-in-lieu.

BONUS POINTS FOR ADMISSION

The bonus points are subtracted from the students' gross aggregate score to obtain the net aggregate score for posting.

Types of bonus points	No. of bonus points
CCA grade ● Excellent ● A1 or A2	2
CCA grade ● Good ● B3 to C6	1
English and Higher Mother Tongue grade ● A1 to C6	2

Taken from
https://www.moe.gov.sg/post-secondary/admissions/jae/junior-colleges-and-millennia-institute



Admission Criteria **to Polytechnics**

Admission Criteria to Polytechnics

To be eligible for admission to a polytechnic, students must meet these **2 criteria**:

1. The ELR2B2 net aggregate score must not exceed 26 points unless students are applying for the Diploma in Nursing. To apply for the Diploma in Nursing, the ELR2B2 – C net aggregate score must not exceed 28 points.
2. Meet the minimum entry requirement (MER) of the course the students are applying for. Find out the MER of specific courses on to this document for the consolidated MER of all courses.

AGGREGATE SCORE COMPUTATION FOR POLYTECHNIC COURSES

ELR2B2 net aggregate score

= English Language (EL) + 2 Relevant Subjects (R2) + 2 Best Subjects (B2) minus CCA bonus points

ELR2B2 : For Polytechnic Courses					
Aggregate Type		**ELR2B2-A**	**ELR2B2-B**	**ELR2B2-C**	**ELR2B2-D**
Course Type		Media & Design Humanities	Business & Management	• Applied Sciences, • Engineering, • Health Sciences, • Built Environment, • Information & Digital Technologies, • Maritime Studies • Business & Management	• Applied Sciences, Media & Design • Built Environment
EL		**English**			
R2	1st Group of Relevant Subjects	• Art • Humanities • Literature in English • Music	• Elementary Mathematics • Additional Mathematics		
	2nd Group of Relevant Subjects	• Additional Mathematics • Art • Chinese • Design & Technology • Elementary Mathematics • Food & Nutrition • Higher Chinese • Higher Malay • Higher Tamil • Humanities • Literature in English • Malay • Music • Principles of Accounts • Tamil	• Art • Humanities • Literature in English • Music • Principles of Accounts	• Biology • Chemistry • Design & Technology • Food & Nutrition • Physics • Science (Chem, Bio) • Science (Phy, Chem)	• Art • Biology • Chemistry • Design & Technology • Food & Nutrition • Physics • Science (Chem, Bio) • Science (Phy, Chem)
		Best 2 other subjects			

Taken from https://www.moe.gov.sg/post-secondary/admissions/jae/polytechnics





Multiple Pathways for **Entry into Polytechnics**

To provide more progression pathways for Normal (Academic) students, there are two 'through-train' pathways for students who meet the eligibility criteria: (i) a one-year Polytechnic Foundation Programme (PFP) and (ii) a two-year Direct-Entry-Scheme to Polytechnic Programme (DPP). About 1500 places for PFP and 1200 places for DPP are catered for each Secondary 4 Normal (Academic) cohort annually.

(i) One-year Polytechnic Foundation Programme (PFP)

The Polytechnic Foundation Programme (PFP) is a one-year programme that offers a practice-oriented curriculum taught by polytechnic lecturers, to better prepare polytechnic-bound N(A) students for entry into the relevant Polytechnic Diploma courses. This is an alternative to the Sec 5 year. PFP students are given provisional places in diploma programmes, subject to them passing all modules in the one-year PFP. The requirements to pass all modules ensures that students continue to work hard during their PFP year and are well prepared for polytechnic studies. Students who apply effort should have no difficulties in meeting the requirement.

The PFP caters to students of the Sec 4N(A) cohort in the preceding year. The PFP will have about 1,500 places set aside each year. It will be offered by all five Polytechnics. More than 80% of Polytechnic Diploma courses will be offered under the PFP.

(ii) Direct-Entry-Scheme to Polytechnic Programme (DPP)

Selected students from the Sec 4 Normal (Academic) cohort can opt for the DPP at the ITE, instead of taking their 'O' Levels in Secondary 5. These students will also be assured of a place in a mapped Poly course, provided they achieve the qualifying GPA scores in their Higher NITEC course.

(*Refer* to *Section* on *Admission Criteria to Higher NITEC Courses under* DPP)

Early Admission Exercise (EAE)

EAE is an admissions exercise that allows students to apply for admission to a Polytechnic or ITE based on their interests and aptitudes, and secure a place in a Polytechnic diploma course or Nitec or Higher Nitec course prior to their GCE O- or N-Level Examination.

It allows the Polytechnics and ITE greater flexibility to select students based on a broader measure of aptitude beyond just academic grades. This allows for a wider range of talents to be recognised, thereby encouraging lifelong learning and mastery.

The 3 'W'of EAE

WHAT?

- Allows Polytechnics and ITE to select students based on aptitudes and interests before the release of GCE O- or N-Level results.
  - Focus on **course-specific aptitudes and interests**
  - Non-course-specific achievements e.g. sports, leadership, community service etc are also considered.
- Various modes of assessment
  - Examples include interviews, aptitude tests, portfolios etc. The choice of the mode of assessment is dependent on the polytechnic and course in question.
- Still required to meet polytechnic admissions criteria but do not have to complete with other students for entry strictly on basis of relative academic performance.

WHO?

- Singapore Citizen / Permanent Resident students who have registered for O- or N-Level in the year of EAE
- International Students in Government, Government-aided, or Independent Schools who have registered to sit for O- or N-Level in the year of EAE
- All five Polytechnics participate in EAE (namely, Nanyang, Ngee Ann, Republic, Singapore and Temasek)

WHEN?

- Held **before** release of O- or N-Level results
- Successful applicants receive **conditional** offers

Polytechnic EAE

- Place in the course subject to meeting admissions criteria
  - **Net ELR2B2 score of 26 points or better at O-Levels**
  - **Minimum entry requirements for Polytechnic course**
- When O-Level results are released:
  - **Meet criteria:** Confirm offer, not eligible for all other admissions exercises
  - **Do not meet criteria:** Offer revoked, can take part in other admissions exercises (same as other O-Level candidates)

ITE EAE

- Place in the course subject to meeting admissions criteria
  - **Meet the subject-specific minimum entry requirements for ITE course**
- When N- or O-Level results are released:
  - **Meet criteria:** Confirm offer, not eligible for all other admissions exercises (4NA students who are DPP/PFP-eligible will, however, be allowed to apply for DPP/PFP, so as to allow them to pursue a higher level of study)
  - **Do not meet criteria:** Offer revoked, can take part in other admissions exercises. (same as other N-or O-Level candidates)



Admission Criteria to **Institute of Technical Education (ITE)**

Admission Criteria to 2-Year National ITE Certificate (NITEC) or 3-Year Higher NITEC Courses

1.1 GCE 'N'/ GCE 'O' Level holders can apply for the various courses in the 2-year NITEC Course or 3-year Higher NITEC Course. **Applicants can be admitted to these courses based on the aggregate of 4 best GCE 'N' subjects, including pre-requisites and bonus points.**

1.2 For details on the computation of ITE aggregate points for admission to NITEC courses, refer to Table 6 for Normal (Technical) subjects and Table 7 for Normal (Academic) subjects.

Table 1 : Computation of ITE Aggregate Points for Normal (Technical) Subjects

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

Table 2 : Computation of ITE Aggregate Points for Normal (Academic) Subjects

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

Admission Criteria to Higher NITEC Courses under DPP

2.1 The 2-year Higher NITEC course with a 10-week preparatory course under DPP, is offered only for students from the Normal (Academic) Course. **To be eligible for admission to a Higher NITEC course under DPP, applicants must obtain 19 points or less for the raw ELMAB3 aggregate score (i.e. English Language, Mathematics and best 3 other subjects, excluding CCA Bonus Points)** and meet the minimum entry requirements of the courses.

2.2 For details on the computation of ITE aggregate points for admission to Higher NITEC courses, refer to Table 8 for Normal (Academic) subjects.

Table 3 : Computation of ITE Aggregate Points for Normal (Academic) Subjects

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

For Normal (Academic) students, using their GCE 'O' Level subject grades to apply for DPP, refer to Table 9 for the computation of ITE aggregate points for admission to Higher NITEC courses.

Table 4 : Computation of ITE Aggregate Points for GCE 'O' Level Subjects

GCE 'O' Level Grade	ITE Aggregate Points
A1-B3	1
B4-C6	2
D7-E8	3

The GCE 'O' Level grade of F9 and GCE 'N' Level grade of U will not be used to determine DPP eligibility. It will not be considered in both the aggregate score (ELMAB3) computation as well as minimum entry requirements.

Registration for GCE 'O' **and 'N' Level Examinations**

Candidates who are taking the GCE Examinations are to comply with the following requirements:

1. Candidates are to abide by the guidelines as stipulated by the Ministry of Education (Candidates are to refer to the instruction booklet "Instructions for School Candidates taking Singapore-Cambridge GCE N(T), N(A), and/or O-Level Examinations").
2. Candidates (Permanent residents and International students) registering for the GCE N-Level and/or GCE O-Level are required to pay the examination fees (basic and subject fees) as charged by Singapore Assessment and Examination Board (SEAB). The school reserves the right not to register a candidate for the examination if examination fees are not paid. Examination fees for candidates who are Singaporean students in Government-funded schools will be waived.
3. All students registering as school candidates for the GCE N-Level and/or GCE O-Level must have at least 75% attendance for the year.
4. School candidates must not register as private candidates. School candidates who register as private candidates for GCE N-Level and/or O-Level will have their private registrations invalidated and their examination fees paid as private candidates forfeited.
5. Candidates who have learning disabilities, physical disabilities or other forms of disability, which are likely to have an adverse effect on their performance in the examination, may apply to SEAB for access arrangements or exemption from certain components in advance (usually in January of the year of the examination). Such candidates are advised to consult their form teachers on their eligibility and the application procedure.

Provision of Duplicate Subjects for More Demanding Level Subjects

Students taking More Demanding Level subjects benefit from greater curriculum exposure and will be sufficiently prepared for assessment at the higher level subject. Hence, in line with the national direction on enhancing student overall well-being and managing students' assessment load, minimizing test anxiety and while discouraging over-emphasis on academic results, the school will not be offering duplicate subjects for these students as it would not result in significant improvement in their learning outcomes.



ICT @ **Yuan Ching**

Vision

Every Student an Ethical & Responsible C.E.O in his learning

Desired Outcomes

Every student, a confident digital learner
An engaged digital learner
Who takes ownership of his own learning via digital devices
Ethical and responsible digital learner

National Digital Literacy Programme (NDLP)

Computing devices and access to the Internet have become a necessity to prepare our students for an increasingly complex, interconnected and tech-driven world in the 21st Century.

In Yuan Ching Secondary School, technology is incorporated into our teaching and learning to engage our students and to make learning more meaningful for them. All students will own his own school-prescribed personal learning device (PLD), which he will use in tandem with the Singapore Student Learning Space (SLS) and other educational technology to personalise and enhance his learning. Students will be able to use the devices to activate their learning by accessing varied digital resources, to think critically via data analysis and collaborative discussion, to demonstrate learning though quizzes, creation of digital products and presentations, as well as to receive timely and customised feedback from teachers and peers. Students will see themselves embracing technology more purposefully to enhance their learning interactions, enabling them to learn actively, independently and collaboratively, both in class and outside class.

We are committed to providing a safe and conducive learning environment for all students. All students are responsible for using the ICT devices and infrastructure (including computers, networks and Internet services) in an effective, ethical and lawful manner.

The Ministry of Education has developed a Cyber Wellness Framework to help students become responsible digital learners. When navigating cyberspace, students should demonstrate respect for self and others and practise safe and responsible use. Students should also be a positive peer influence by harnessing technology for collaboration, learning and productivity, as well as advocating positive use of technology for the good of the community. These 3 Key Principles, when adhered to, will anchor a child's wellbeing in cyberspace as he will then be able to make careful and well-considered decisions.



Sense – Think – Act Process

Sense: Identify the possible risks of harmful behaviours online and learn how to protect oneself

Think: Analyse, evaluate and reflect on the online situation based on the three CW principles

Act: Translate understanding into actions so as to be safe and have a positive presence online

Blended Learning and Singapore Student Learning Space

Blended Learning is the re-imagination of how an educational experience for our students could possibly be and provides our students with a seamless blending of different learning modes. In Yuan Ching, one aspect of Blended Learning is to integrate Home-Based Learning (HBL) as part of a regular feature in our students' schooling experience. Blended Learning Days allow students to develop into self-directed and passionate lifelong learners while providing time and space for them to explore wholesome personal interests beyond the curriculum.

In addition, as part of our continuing efforts to ensure that all students are prepared for school closure and further strengthen our students' ability to be self-directed learners, the school has put in place various learning platforms and communication channels which teachers, parents and students can tap on.

1) Home-Based Learning/Blended Learning Days

To achieve the outcomes of Blended Learning, Home-Based Learning inculcates the practice of self-directedness and to exercise self-management as the students learn the curriculum content. Students should refer to the instructions and tasks assigned by their teachers via various communications channels and learning platforms.

2) Singapore Student Learning Space (SLS)

The Singapore Student Learning Space (SLS) is the main learning management system that the school uses. Not only do teachers assign work through this platform, students can also use this platform to browse the repository of curriculum-aligned materials for their own self-revision. SLS can be accessed via **https://learning.moe.edu.sg.** Please ensure that you are able to log in and should there be a need to reset the account, please go to **https://go.gov.sg/sls-pw-reset.**

Can't Log In To SLS?

School Helpline: *6261 2489*

School Password Reset form: *https://go.gov.sg/sls-pw-reset*

SLS Helpdesk: *6702 6513* *(Mon-Fri: 4pm-9pm, Sat: 9am-9pm)*

**Closed on Sundays & Public Holidays*

helpdesk@sls.ufinity.com

https://go.gov.sg/loginissues

For more information, scan the QR code below or go to *https://go.gov.sg/ycss-ict*





Student-Initiated **Learning**

Student-initiated learning enables students to exercise agency, explore their interests and passions, and learn within and beyond the curriculum. Thus, student-initiated learning seeks to develop students' intrinsic motivation and nurture self-directed learning. Blended learning days provide the dedicated time and space for students to actively discover their interests and plan how they should go about pursuing them. It provides an opportunity for students to learn to be independent, passionate, and lifelong learners.

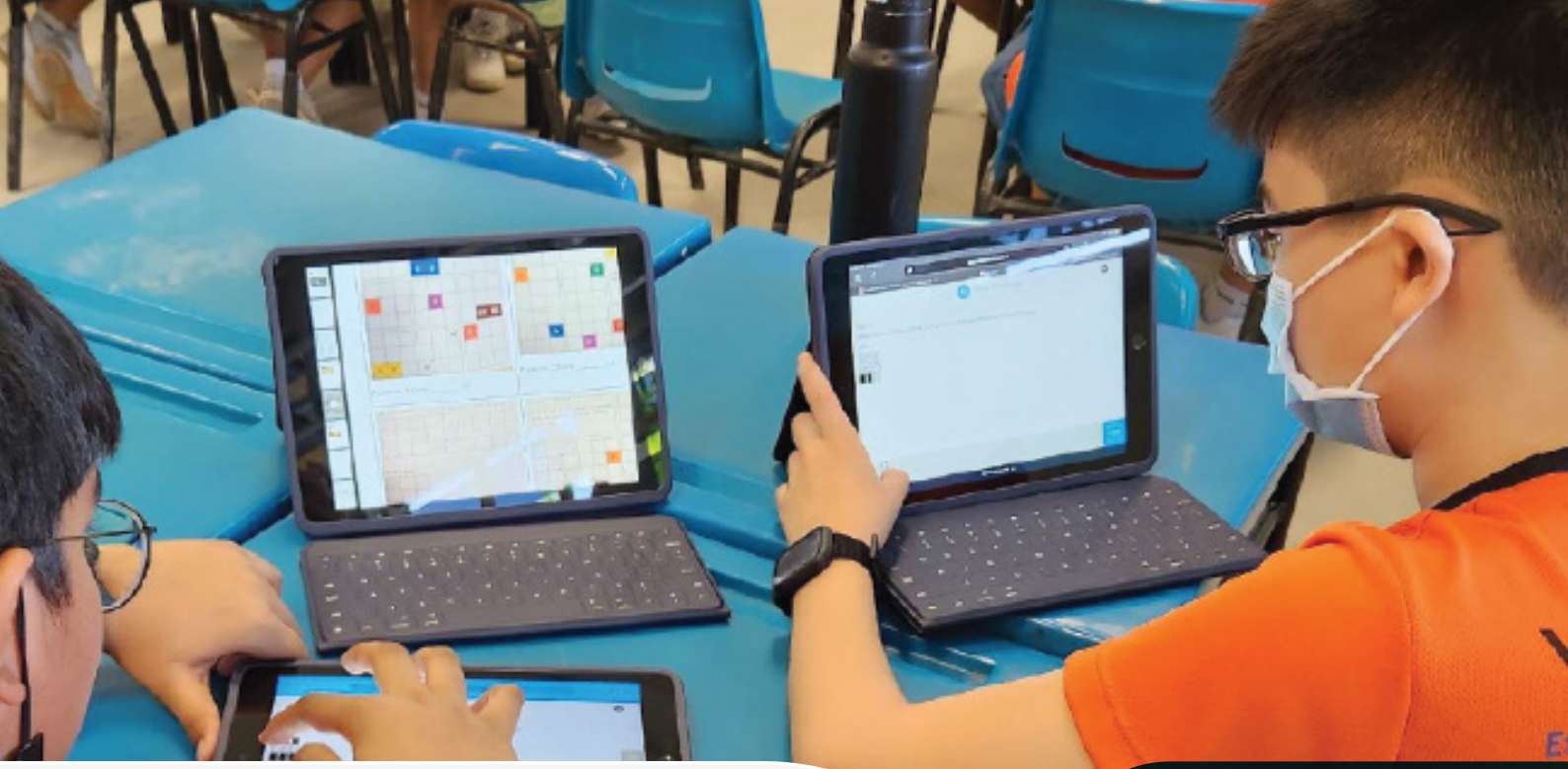
In Yuan Ching, our student-initiated learning programme is called DIVE (Developing Interests Via Exploration). Through DIVE, it is hoped that students can develop their interests by doing self-exploration in one or more of the following domains:

- **Aesthetics**
- **Cognitive**
- **Language**
- **Physical**
- **Social and emotional well-being**

If students require guidance and suggestion of activities, they can visit https://sites.google.com/moe.edu.sg/ycssdive/home.

If students require guidance for building their portfolios, they can visit https://sites.google.com/moe.edu.sg/ycssdiveportfolio.

After every session, students are given the opportunity to share their learning with their teachers and peers.

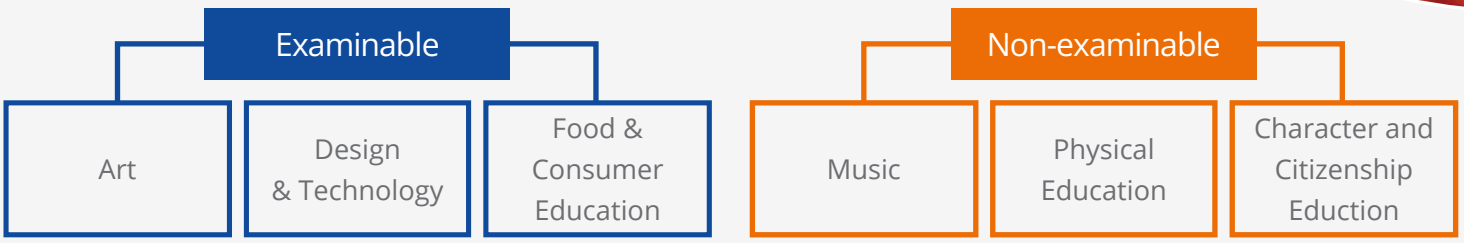


School Curriculum (Sec 1 & 2)

Full Subject Based Banding will be implemented from the 2024 Secondary One cohort.

Common Curriculum

In lower secondary, students take a set of six common curriculum subjects:



Subjects Offered at G1, G2 and G3

In addition to the six common curriculum subjects, English Language, Mother Tongue Languages, Mathematics, Science, and Humanities subjects will be offered at G1, G2 and G3. Students will be grouped in different classes based on their subject level for each subject.

New Grading Scheme for Examinable Common Curriculum Subjects

From 2025, a new grading scheme at Secondary 1 and 2 will apply to Art, D&T and FCE to better align the required levels of competencies students should have to access the corresponding upper secondary subjects at G1/G2/G3. The recommended placement guidelines from Secondary 2 to Upper Secondary for this 3 subjects will consists of:

- Placement to G3 Art/D&T/NFS: Proficient (≥ 70 marks) at Secondary 2
- Placement to G2 Art/D&T/NFS: Competent (≥ 60 marks) at Secondary 2
- Recommended subject-specific skills and dispositions

Grade Descriptors (with abbreviations)	Mark Range
Proficient (PF)	70-100
Competent (CP)	60-69
Developing (DV)	50-59
Beginning (BG)	<50

Offering subjects at a more demanding level

At the start of Secondary One, eligible students can offer English Language, Mother Tongue Languages, Mathematics and Science at a more demanding level (MDL) based on their PSLE Achievement Level (AL) for each of these subjects.

Beyond the start of Secondary One, students may also offer these subjects at a more demanding level based on their performance in secondary school.

	Subjects that are offered at MDL	Eligibility
Mid Year of Sec 1	English Language, Mother Tongue Languages, Mathematics and Science	• 75% or higher in specific subject • Subject teachers' recommendation
End Year of Sec 1	English Language, Mother Tongue Languages, Mathematics and Science	• 75% or higher in specific subject • Subject teachers' recommendation
	Humanities • Geography • History • Literature in English	Students studying G2 level offered to take up G3 level • 75% or higher in specific subject i.e. Geography/History/Literature in English. • Subject teachers' recommendation Students studying G1 level offered to take up G2 level • 75% or higher in overall G1 English Language (or • 50% or higher in overall G2 English Language); and a pass with Distinction grade for both G1 • Humanities (Social Studies component) • Performance Tasks in Semesters 1 and 2. • Subject teachers' recommendation

Offering subjects at a less demanding level

Beyond Secondary 1, students may offer subjects at a less demanding level, based on their performance and schools' holistic assessment, to calibrate their academic load. Based on holistic considerations, schools have the discretion to allow students with extreme difficulties to offer subjects at a less demanding level.

For more information, please refer to
https://www.moe.gov.sg/microsites/psle-fsbb/full-subject-based-banding/secondary-school-experience.html

School Curriculum **2025 (Sec 3-5)**

Upper Secondary

Express Course

Students will offer a minimum of 7 examinable subjects.

COMPULSORY SUBJECTS:

1. English Language
2. Mother Tongue Language
3. Mathematics
4. Humanities
5. Science
6. Others

Humanities (1 from the list)	Science (1-2 from the list)	Others (1-2 from the list)
Humanities (Social Studies, Geography) Humanities (Social Studies, History)	Science (Chemistry/Biology) Science (Physics/Chemistry) Pure Biology Pure Chemistry Pure Physics	Art Design and Technology Nutrition and Food Science Literature in English Principles of Accounts Additional Mathematics



Normal (Academic) Course

Students will offer a minimum of 6 examinable subjects.

COMPULSORY SUBJECTS:

1. English Language
2. Mother Tongue Language
3. Mathematics Syllabus A
4. Science (Physics/Chemistry)
5. Humanities
6. Others

Humanities (1 from the list)	Others (1-2 from the list)
Humanities (Social Studies, Geography) Humanities (Social Studies, History)	Art Design and Technology Nutrition and Food Science Principles of Accounts

English Language, Mother Tongue Language, Mathematics and Science (Physics/Chemistry) will be offered at the Express level to students who achieved the following:

- at least 75% in the specific subject overall result at Sec 2;
- deemed able to cope with the subject at a higher level.

Normal (Technical) Course

Students will offer a minimum of 5 examinable subjects, in addition to the Portfolio Preparation Programme (PPP).

COMPULSORY SUBJECTS:

1. English Language Syllabus T
2. Mother Tongue Language
3. Mathematics Syllabus T
4. Science Syllabus T
5. Computer Applications

English Language, Mother Tongue Language, Mathematics and Science (Physics/Chemistry) at Normal (Academic) level will be offered to students who achieved the following:

- at least 85% in the specific subject overall result at Sec 2;
- deemed able to cope with the subject at a higher level.

Duplicate Subjects

Duplicate subjects refer to the same subject or subjects with content overlap offered at different levels. Examples of the same subject offered at different levels are Mathematics Syllabus A and O-Level Mathematics, or Mathematics Syllabus T and Mathematics Syllabus A. To manage students' assessment load, the school will not be offering duplicate subjects.

School Internal **Assessment Plan**

A. Examinable Subjects

LOWER SECONDARY

Sec 1 and Sec 2	WA1 (%)	WA2(%)	WA3 (%)	EOY (%)
English Language	15	15	15	55
Mother Tongue Languages				
Mathematics				
Science				
History				
Geography				
Literature				
Art				

LOWER SECONDARY

Level	Subject	Semester 1			Semester 2		
		WA1 (%)	WA2 (%)	End of Module (%)	WA3 (%)	WA4 (%)	End of Module (%)
Sec 1	D&T	10	10	80			
Sec 1	FCE				15	15	70
Sec 2	D&T				10	10	80
Sec 2	FCE	15	15	70			

UPPER SECONDARY

Sec 3	WA1 (%)	WA2(%)	WA3 (%)	EOY (%)
English Language	15	15	15	55
Mathematics				
Additional Mathematics				
Science [Pure Science & Combined Science]				
Humanities				
Principles of Accounts				
Mother Tongue Languages				
English Literature				
Art				
Design & Technology				
Nutrition and Food Science				

Sec 4 and 5	WA1 (%)	WA2(%)	Prelim
English Language	15	15	70
Mathematics			
Additional Mathematics			
Science [Pure Science & Combined Science]			
Humanities			
Principles of Accounts			
Mother Tongue Languages			

Sec 4 and 5	WA1 (%)	WA2(%)	Prelim
English Literature	15	15	70
Art			
Design & Technology			
Nutrition and Food Science			
Computer Applications (G1 subject only)			

Grades used in Express/G3 subjects		Grades used in N(A)/G2 subjects	
Grades	Marks (%)	Grades	Marks (%)
A1	75	1	≥ 75
A2	70-74	2	70-74
B3	65-69	3	65-69
B4	60-64	4	60-64
C5	55-59	5	50-59
C6	50-54	U	≤49
D7	45-49	Grades used in N(T)/G1 subjects	
E8	40-44	A	≥ 75
F9	≤ 39	B	70-74
		C	60-69
		D	50-59
		U	≤49

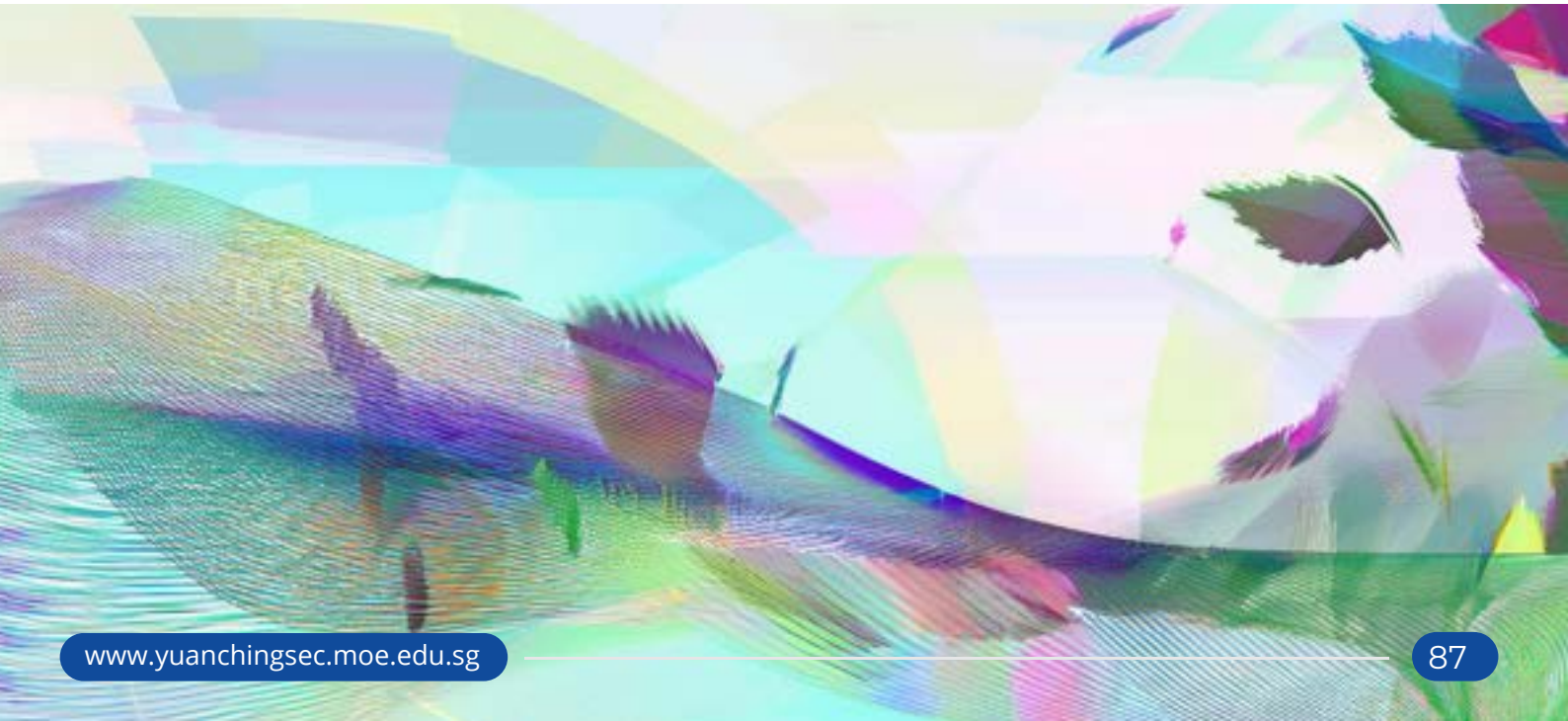




B. Non-Examinable Subjects

Descriptors for Grades used in Recording Performance in the Non-Examination Subjects			
Grades	Descriptors for		
	Music	Physical Education	Art [Normal (Technical)]
A	Demonstrates very strong musical aptitude and skills	**Exceeding** – Student consistently demonstrates **very good** skills and knowledge in a variety of physical activities and positive personal/social traits.	Demonstrates competent skills in Art-making and the handling of art materials. Shows good application of art elements and design principles to tasks.
B	Demonstrates strong musical aptitude skills	**Achieved** – Student consistently demonstrates **good** skills and knowledge in a variety of physical activities and positive personal/social traits.	Demonstrates basic skills in Art-making and the handling of art materials. Shows elementary application of art elements and design principles to tasks.
C	Demonstrates fair musical aptitude and skills	**Developing** – Student consistently demonstrates **adequate** skills and knowledge in a variety of physical activities and positive personal/social traits.	Demonstrates basic skills in Art-making and the handling of art materials. Shows elementary application of art elements and design principles to tasks.
D	Demonstrates some musical skills with guidance	**Emerging** – Student consistently demonstrates **some** skills and knowledge in a variety of physical activities and positive personal/social traits.	Demonstrates weak skills in Art-making and the handling of art materials. Shows limited application of art elements and design principles to tasks.

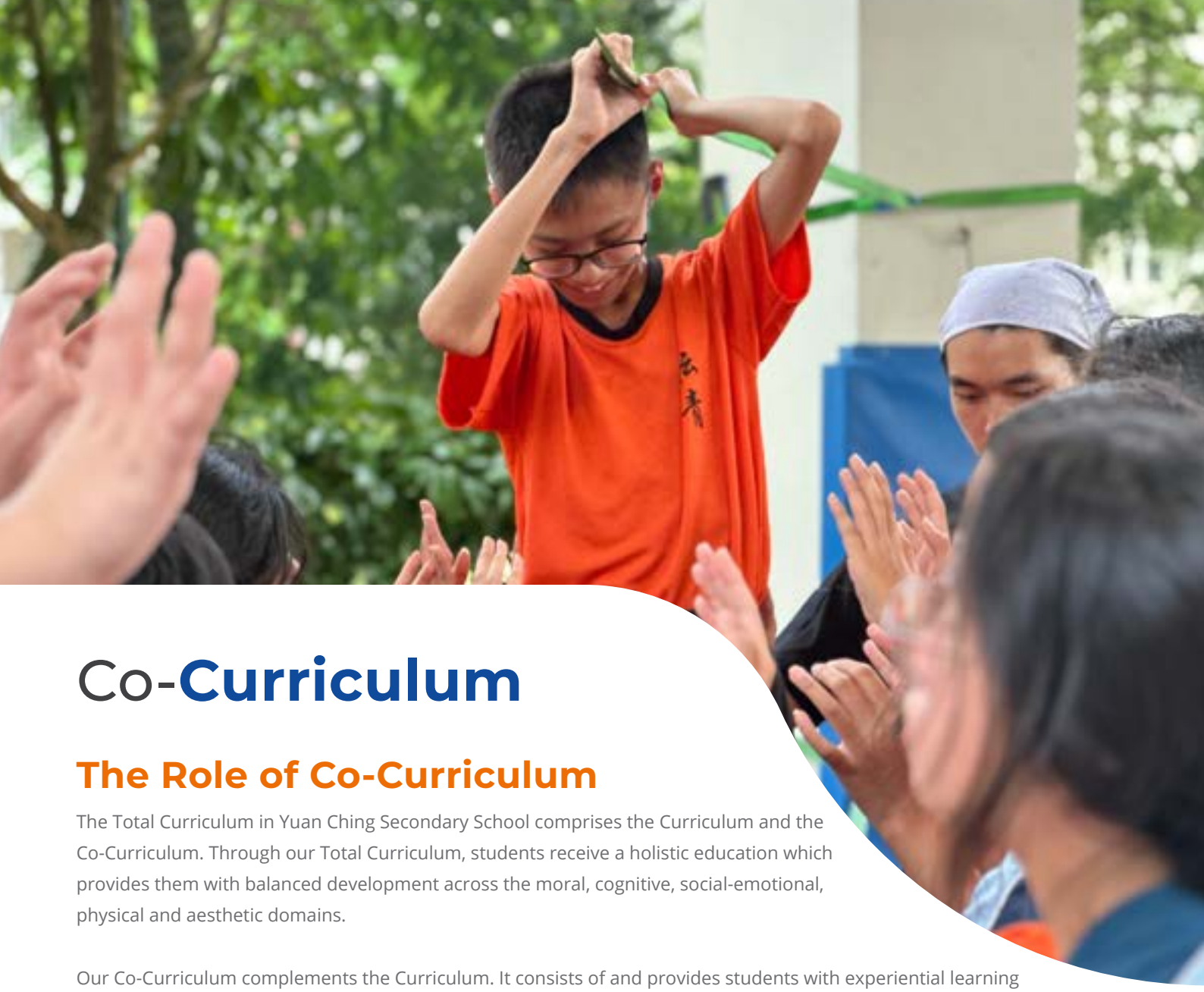
Grades	Grade Description for Social Studies [Normal (Technical)]
DI - Pass with Distinction DI	Gather information that is consistently relevant in answering the question for investigation. Make conclusions that are consistently supported by the information gathered. Create a product that provides a consistently coherent response to the question for investigation. Share reflections which are consistently connected to the product.
ME - Pass With Merit ME	Gather information that is usually relevant in answering the question for investigation. Make conclusions that are usually supported by the information gathered. Create a product that provides a usually coherent response to the question for investigation. Share reflections which are usually connected to the product.
PA - Pass PA	Gather information that is somewhat relevant in answering the question for investigation. Make conclusions that are somewhat supported by the information gathered. Create a product that provides a somewhat coherent response to the question for investigation. Share reflections which are somewhat connected to the product.
UG - Ungraded UG	



APPLIED LEARNING PROGRAMME

Domains	Band Descriptors		
Knowledge Application • Gathering and processing information • Using knowledge and skills from different subjects	**Approaching Expectation (AE)**	**Meeting Expectation (ME)**	**Exceeding Expectation (EE)**
Product • Creativity and Intent			
Communication • Oral presentation skills (clarity, confidence, fluency) • Written report (organization, clarity, visuals, ICT)			
Collaboration • Teamwork			
Independent Learning • Self-reflection			





Co-Curriculum

The Role of Co-Curriculum

The Total Curriculum in Yuan Ching Secondary School comprises the Curriculum and the Co-Curriculum. Through our Total Curriculum, students receive a holistic education which provides them with balanced development across the moral, cognitive, social-emotional, physical and aesthetic domains.

Our Co-Curriculum complements the Curriculum. It consists of and provides students with experiential learning opportunities through programmes in Co-Curricular Activities (CCA), Values in Action (VIA), Student Leadership Development (SLD) as well as Enrichment and Lifeskills.

Co-Curricular Activities (CCA)

Purpose of CCA

The CCA Programme in the school provides students a platform to discover their interests and talents and drive their character development. Each CCA strives to fuel in each student a life-long love for a particular activity, be it a sport or a musical pursuit. This helps our students to lead rich and meaningful lives in adulthood through pursuing their passions and having the life skills and values to cope with challenges.

Each CCA in the school has its specific objectives. For instance, Physical Sports (PS) develop robustness, fair play and team spirit in students. The Visual and Performing Arts (VPA) instil in students a sense of graciousness and an appreciation for the rich culture and heritage of a multi-racial society. Uniformed Groups (UG) activities aim to make good citizens of students by inculcating in them self-reliance, resilience, discipline and a spirit of service to others. Clubs and Societies (CS) allow students to explore and extend their interests in wide-ranging and specialised areas which may be knowledge-based or skills-based. Students are honed in information, communication and technical skills as they strive to grow their mastery of the specialised areas.

Developmentally appropriate activities in CCA are carefully planned so that our students progressively develop CCA-specific knowledge, skills, values and attitudes through sustained participation in any of the CCA groups. Our CCA are also excellent platforms for our students to learn school values, social and emotional competencies and the emerging 21st Century Competencies. At Yuan Ching Secondary School, we emphasise social interaction in CCA by providing a common space for friendships and social integration amongst students of diverse backgrounds. Over time, we hope that students develop a sense of identity and belonging to Yuan Ching Secondary School.

Learning Outcomes

Through CCA, our school hopes that every student will be able to develop and demonstrate:

- Passion
- Leadership and teamwork
- Friendship and belonging
- Spirit of service to the community
- Knowledge, skills and values related to their chosen CCA
- School values, social and emotional competencies and the emerging 21st century competencies as articulated in the 21st Century Competencies Framework

Opportunities for all students to receive a higher level of training and to excel in the physical, cognitive and aesthetics areas in our school.

Physical Sports (Dragon Boat, Cross-Country, Basketball, Football, Netball)

Building upon the physical education in our school, the Physical Sports CCA cater to students with interest at both recreational and competitive levels. They can focus on learning new skills and knowledge while developing character and 21CC.

Visual & Performing Arts (Concert Band, Guzheng Ensemble, Chinese Dance, Malay Dance, Indian Dance, English Drama, Art & Crafts Club, Dragon & Lion Dance)

Our Visual and Performing Arts (VPA) CCA provide opportunities for students to develop a lifelong passion for the arts. The CCA also nurture students' creative expression, enrich social, cultural and historical awareness, and build character.

Uniformed Groups (National Police Cadet Corps, Scouts, National Civil Defence Cadet Corps)

Uniformed Groups (UG) provide students with authentic learning experiences which will help them develop important qualities such as leadership, teamwork and resilience. UG also help to instil in students commitment and loyalty to the nation, develop ruggedness of body and mind as well as inculcate discipline and esprit de corps.

Clubs & Societies (Infocomm Technology, Robotics Club, Environmental Science Club, Media Resource Library)

Clubs and Societies encompass a diverse range of interests which may be knowledge-based, skills- based otherwise. They enable the school to provide a balanced, inclusive and diverse CCA programme which caters to a broad spectrum of interests and talents.





CCA Recognition **Scheme**

(LEAPS 2.0)

LEAPS 2.0 serves as a recognition scheme to chart student's development in the Co- curriculum. The Co-Curricular Programme is integral to the holistic development of our students where multiple avenues are provided to achieve the desired student outcomes.

The intent of LEAPS 2.0 is:

- To motivate students' holistic and balanced participation in the Co-curriculum.
- To facilitate better learning and attainment of values, skills and competencies for life.
- To better recognize diverse interests; and developing self-directed learners.

Students' participation in CCA will be recognized through the 4 domains, namely, Participation, Achievement, Leadership and Service. The CCA recognition scheme uses levels of attainment within each of the domains from Level 1 to Level 5. Students need to achieve at least Level 1 in each of the domains.

Participation

This domain recognizes students' participation and seeks to encourage continuous involvement in and commitment to the same school-based CCA. Students must achieve at least 75% attendance in their CCAs in order for their participation to be recognized as follows:

Level 1-4 – Sustained engagement in a CCA for 2 to 5 years.

Level 3-5 – Exemplary conduct & active contributions to a CCA for 3 to 5 years.

Level 4-5 – Continuous involvement in the same CCA for 4 or 5 years.

Leadership

This domain recognizes leadership qualities (positional & dispositional) and the extent of influence, effort and contribution beyond what leadership position/role requires. National Youth Achievement Award (NYAA) helps to hone self-leadership and dispositional leadership in our students. Positional leadership roles include committee positions to top leadership positions such as Chairman or President.

Level 1 – Completed 2 modules on leadership training
Level 2-5 – Dispositional leadership (NYAA Bronze and above); and Positional leadership from Class Committee to EXCO positions such as Chairman/Vice-Chairman or President/Vice-President.

Service

This domain recognizes students' involvement as well as to bring about deeper student learning and understanding through service to the community. It also seeks to encourage student initiation in service to the community. The level of attainment is the highest level achieved in either the number of hours of service or the number of Values-in-Action (VIA) projects or a combination of both. To achieve level 5, students need to be involved in VIA projects that are student-initiated or impact the community beyond the school.

At the end of Sec 4/5, students' co-curricular attainment will be recognized using band descriptors - Excellent, Good and Fair. This attainment will be translated to bonus points which can be used for admission to post-secondary institutions, e.g. JCs, Polytechnics and ITEs. The attainment will continue to be converted into a CCA grade for admission into Millennia Institute.

Co-curricular Attainment	Descriptor	Bonus Point
Excellent	The student has fulfilled the requirements for holistic development and achieved quality learning in the co-curriculum.	**2**
Good	The student has fulfilled the requirements for holistic development in the co-curriculum.	**1**
Fair	The student is working towards holistic development in the co-curriculum.	**0**

For **Excellent** attainment, a minimum Level 3 in all four domains with at least Level 4 in 1 domain is required.

For **Good** attainment, a minimum Level 1 in all four domains with any one of the following:

- At least Level 2 in three domains;
- At least Level 2 in one domain & at least Level 3 in another domain; or
- At least Level 4 in one domain.

In addition to the four domains under LEAPS 2.0, enrichment programmes are also an integral part of the co-curriculum for the holistic development of students. Enrichment programmes are not included as one of the criteria for the awarding of bonus points. Nonetheless, students' participation in key school-based enrichment programmes will be recorded in the Holistic Development Profile (HDP), Co-Curriculum Certificate, and School Graduation Certificate (SGC).

Body Mass Index-**For-Age Percentiles**

BMI-for-age for GIRLS aged 6-18 years

Weight Indicator / Age (Years)	Severely Underweight	Underweight	Acceptable Weight	Overweight	Severely Overweight
	<3rd percentile	3rd - <5th percentile	5th - <90th percentile	90th - <97th percentile	≥97th percentile
6	≤ 12.6	12.7 - 12.8	12.9 - 18.3	18.4 - 20.5	≥ 20.6
7	≤ 12.8	12.9 - 13.1	13.2 - 19.1	19.2 - 21.8	≥ 21.9
8	≤ 13.1	13.2 - 13.4	13.5 - 20.1	20.2 - 23.1	≥ 23.2
9	≤ 13.4	13.5 - 13.7	13.8 - 21.0	21.1 - 24.4	≥ 24.5
10	≤ 13.7	13.8 - 14.1	14.2 - 21.9	22.0 - 25.6	≥ 25.7
11	≤ 14.1	14.2 - 14.4	14.5 - 22.7	22.8 - 26.6	≥ 26.7
12	≤ 14.4	14.5 - 14.8	14.9 - 23.4	23.5 - 27.5	≥ 27.6
13	≤ 14.8	14.9 - 15.2	15.3 - 24.0	24.1 - 28.3	≥ 28.4
14	≤ 15.1	15.2 - 15.5	15.6 - 24.6	24.7 - 28.9	≥ 29.0
15	≤ 15.4	15.5 - 15.8	15.9 - 25.0	25.1 - 29.4	≥ 29.5
16	≤ 15.7	15.8 - 16.1	16.2 - 25.4	25.5 - 29.7	≥ 29.8
17	≤ 15.9	16.0 - 16.3	16.4 - 25.7	25.8 - 30.0	≥ 30.1
18	≤ 16.1	16.2 - 16.5	16.6 - 25.9	26.0 - 30.3	≥ 30.4

Anthropometric Study on School Children in Singapore, 2002
Health Promotion Board

BMI-for-age for BOYS aged 6-18 years

Weight Indicator / Age (Years)	Severely Underweight	Underweight	Acceptable Weight	Overweight	Severely Overweight
	<3rd percentile	3rd - <5th percentile	5th - <90th percentile	90th - <97th percentile	≥97th percentile
6	≤ 12.8	12.9 - 13.1	13.2 -18.8	18.9 - 21.4	≥ 21.5
7	≤ 13.0	13.1 - 13.3	13.4 - 19.8	19.9 - 23.0	≥ 23.1
8	≤ 13.2	13.3 - 13.6	13.7 - 20.9	21.0 - 24.6	≥ 24.7
9	≤ 13.5	13.6 - 13.8	13.9 - 21.8	21.9 - 26.0	≥ 26.1
10	≤ 13.8	13.9 - 14.1	14.2 - 22.7	22.8 - 27.3	≥ 27.4
11	≤ 14.1	14.2 - 14.5	16.4 - 23.6	23.7 - 28.9	≥ 28.4
12	≤ 14.4	14.5 - 14.8	14.9 - 24.3	24.4 - 29.2	≥ 29.3
13	≤ 14.7	14.8 - 15.1	15.2 - 25.0	25.1 - 30.0	≥ 30.1
14	≤ 15.0	15.1 -15.4	15.5 - 25.5	25.6 - 30.6	≥ 30.7
15	≤ 15.3	15.4 - 15.8	15.9 - 26.1	26.2 - 31.2	≥ 31.3
16	≤ 15.6	15.7 - 16.1	16.2 - 26.5	26.6 - 31.7	≥ 31.8
17	≤ 15.9	16.0 - 16.3	16.4 - 27.0	27.1 - 32.1	≥ 32.2
18	≤ 16.1	16.2 - 16.6	16.7 - 27.4	27.5 - 32.4	≥ 32.5

Anthropometric Study on School Children in Singapore, 2002
Health Promotion Board

NAPFA Standards **(Secondary)**

Standards For Males

Age Group	Performance Grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk Time (min:sec)
12	A	5	>41	>202cm	>39cm	>24	<10.4 sec	<12:01
	B	4	36-41	189-202	36-39	21-24	10.4-10.9	12:01-13:10
	C	3	32-35	176-188	32-35	16-20	11.0-11.3	13:11-14:20
	D	2	27-31	163-175	28-31	11-15	11.4-11.7	14:21-15:30
	E	1	22-26	150-162	23-27	5-10	11.8-12.2	15:31-16:50
13	A	5	>42	>214cm	>41cm	>25	<10.3 sec	<11:31
	B	4	38-42	202-214	38-41	22-25	10.3-10.7	11:31-12:30
	C	3	34-37	189-201	34-37	17-21	10.8-11.1	12:31-13:40
	D	2	29-33	176-188	30-33	12-16	11.2-11.5	13:41-14:50
	E	1	25-28	164-175	25-29	7-11	11.6-11.9	14:51-16:00
14	A	5	>42	>225cm	>43cm	>26	>10.2 sec	<11:01
	B	4	40-42	216-255	40-43	23-26	10.2-10.4	11:01-12:00
	C	3	37-39	206-215	36-39	18-22	10.5-10.8	12:01-13:00
	D	2	33-36	196-205	32-35	13-17	10.9-11.2	13:01-14:10
	E	1	29-32	186-195	27-31	8-12	11.3-11.6	14:11-15:20
Age Group	**Performance Grade**	**Points**	**No. of Sit-ups in 1 min**	**Standing Broad Jump**	**Sit & Reach Distance**	**No. of Pull-ups in 30 sec**	**4 X 10m Shuttle Run Time**	**2.4 km Run-Walk Time (min:sec)**
15	A	5	>42	>237cm	>45cm	>7	<10.2 sec	<10:41
	B	4	40-42	228-237	42-45	6-7	10.2-10.3	10:41-11:40
	C	3	37-39	218-227	38-41	5	10.4-10.5	11:41-12:40
	D	2	34-36	208-217	34-37	3-4	10.6-10.9	12:41-13:40
	E	1	30-33	198-207	29-33	1-2	11.0-11.3	13:41-14:40
16	A	5	>42	>245cm	>47cm	>8	<10.2 sec	<10:31
	B	4	40-42	236-245	44-47	7-8	10.2-10.3	10:31-11:30
	C	3	37-39	226-235	40-43	5-6	10.4-10.5	11:31-12:20
	D	2	34-36	216-225	36-39	3-4	10.6-10.7	12:21-13:20
	E	1	31-33	206-215	31-35	1-2	10.8-11.1	13:21-14:10
17	A	5	>42	>249cm	>48cm	>9	>10.2 sec	<10:21
	B	4	40-42	240-249	45-48	8-9	10.2-10.3	10:21-11:10
	C	3	37-39	230-239	41-44	6-7	10.4-10.5	11:11-12:00
	D	2	34-36	220-229	37-40	4-5	10.6-10.7	12:01-12:50
	E	1	31-33	210-219	32-36	2-3	10.8-10.9	12:51-13:40
18	A	5	>42	>251cm	>48cm	>10	<10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:10
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:11-11:50
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:51-12:40
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:41-13:40
19	A	5	>42	>251cm	>48cm	>10	>10.2 sec	<10:21
	B	4	40-42	242-251	45-48	9-10	10.2-10.3	10:21-11:00
	C	3	37-39	232-241	41-44	7-8	10.4-10.5	11:01-11:40
	D	2	34-36	222-231	37-40	5-6	10.6-10.7	11:41-12:30
	E	1	31-33	212-221	32-36	3-4	10.8-10.9	12:31-13:20
20 to 24	A	5	>39	>242cm	>47cm	>10	>10.4 sec	<10:21
	B	4	37-39	234-242	44-47	9-10	10.4-10.5	10:21-11:00
	C	3	34-36	225-233	40-43	7-8	10.6-10.7	11:01-11:40
	D	2	31-33	216-224	36-39	5-6	10.8-10.9	11:41-12:20
	E	1	28-30	207-215	32-35	3-4	11.0-11.1	12:21-13:00

AWARD REQUIREMENTS	
Awards	**Minimum Scores**
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points

NAPFA Standards **(Secondary)**

Standards For Females

Age Group	Performance Grade	Points	No. of Sit-ups in 1 min	Standing Broad Jump	Sit & Reach Distance	No. of Inclined Pull-ups in 30 sec	4 X 10m Shuttle Run Time	2.4 km Run-Walk Time (min:sec)
12	A	5	>29	>167cm	>39cm	>15	<11.5 sec	<14:41
	B	4	25-29	159-167	37-39	13-15	11.5-11.9	14:41-15:40
	C	3	21-24	150-158	34-36	10-12	12.0-12.3	15:41-16:40
	D	2	17-20	141-149	30-33	7-9	12.4-12.7	16:41-17:40
	E	1	13-16	132-140	25-29	3-6	12.8-13.2	17:41-18:40
13	A	5	>30	>170cm	>41cm	>16	<11.3 sec	<14:31
	B	4	26-30	162-170	39-41	13-16	11.3-11.7	14:31-15:30
	C	3	22-25	153-161	36-38	10-12	11.8-12.2	15:31-16:30
	D	2	18-21	144-152	32-35	7-9	12.3-12.7	16:31-17:30
	E	1	14-17	135-143	27-31	3-6	12.8-13.2	17:31-18:30
14	A	5	>30	>177cm	>43cm	>16	>11.5 sec	<14:21
	B	4	28-30	169-177	41-43	14-16	11.5-11.8	14:21-15:20
	C	3	24-27	160-168	38-40	10-13	11.9-12.2	15:21-16:20
	D	2	20-23	151-159	34-37	7-9	12.3-12.6	16:21-17:20
	E	1	16-19	142-150	29-33	3-6	12.7-13.0	17:21-18:20
15	A	5	>30	>182cm	>45cm	>16	<11.3 sec	<14:11
	B	4	29-30	174-182	43-45	14-16	11.3-11.6	14:11-15:10
	C	3	25-28	165-173	39-42	10-13	11.7-12.0	15:11-16:10
	D	2	21-24	156-164	35-38	7-9	12.1-12.4	16:11-17:10
	E	1	17-20	147-155	30-34	3-6	12.5-12.8	17:11-18:10
16	A	5	>30	>186cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	178-186	44-46	14-17	11.3-11.5	14:01-15:00
	C	3	26-28	169-177	40-43	11-13	11.6-11.8	15:01-16:00
	D	2	22-25	160-168	36-39	7-10	11.9-12.2	16:01-17:00
	E	1	18-21	151-159	31-35	3-6	12.3-12.6	17:01-17:50
17	A	5	>30	>189cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	181-189	44-46	14-17	11.3-11.5	14:01-14:50
	C	3	27-28	172-180	36-39	11-13	11.6-11.8	14:51-15:50
	D	2	23-26	163-171	32-35	7-10	11.9-12.1	15:51-16:40
	E	1	19-22	154-162	32-36	3-6	12.2-12.5	16:41-17:30
18	A	5	>3	>192cm	>46cm	>17	<11.3 sec	<14:01
	B	4	29-30	183-192	44-46	15-17	11.3-11.5	14:01-14:50
	C	3	27-28	174-182	40-43	11-14	11.6-11.8	14:51-15:40
	D	2	24-26	165-173	36-39	8-10	11.9-12.1	15:41-16:30
	E	1	20-23	156-164	32-35	4-7	12.2-12.4	16:31-17:20
19	A	5	>30	>195cm	>45cm	>17	>11.3 sec	<14:21
	B	4	29-30	185-195	43-45	15-17	11.3-11.5	14:21-14:50
	C	3	27-28	174-184	39-42	11-14	11.6-11.8	14:51-15:30
	D	2	24-26	165-173	36-38	8-10	11.9-12.1	15:31-16:20
	E	1	21-23	156-164	32-35	5-7	12.2-12.4	16:21-17:10
20 to 24	A	5	>28	>197cm	>43cm	>17	>11. 6 sec	<15:01
	B	4	27-28	186-197	41-43	15-17	11.6-11.8	15:01-15:30
	C	3	25-26	174-185	38-40	11-14	11.9-12.1	15:31-16:00
	D	2	23-24	162-173	35-37	8-10	12.2-12.4	16:01-16:30
	E	1	21-22	150-161	31-34	5-7	12.5-12.7	16:31-17:00

AWARD REQUIREMENTS	
Awards	**Minimum Scores**
Gold	C grade in all 6 stations with a minimum of 21 points
Silver	D grade in all 6 stations with a minimum of 15 points
Bronze	E grade in all 6 stations with a minimum of 6 points

The Periodic Table of **Elements**

Group																	
1	2											13	14	15	16	17	18
							1 H Hydrogen 1										2 He Helium 4
3 Li Lithium 7	4 Be Beryllium 9											5 B Boron 11	6 C Carbon 12	7 N Nitrogen 14	8 O Oxygen 16	9 F Fluorine 19	10 Ne Neon 20
11 Na Sodium 23	12 Mg Magnesium 24	3	4	5	6	7	8	9	10	11	12	13 Al Aluminium 27	14 Si Silicon 28	15 P Phosphorus 31	16 S Sulfur 32	17 Cl Chlorine 35.5	18 Ar Argon 40
19 K Potassium 39	20 Ca Calcium 40	21 Sc Scandium 45	22 Ti Titanium 48	23 V Vanadium 51	24 Cr Chromium 52	25 Mn Manganese 55	26 Fe Iron 56	27 Co Cobalt 59	28 Ni Nickel 59	29 Cu Copper 64	30 Zn Zinc 65	31 Ga Gallium 70	32 Ge Germanium 73	33 As Arsenic 75	34 Se Selenium 79	35 Br Bromine 80	36 Kr Krypton 84
37 Rb Rubidium 85	38 Sr Strontium 88	39 Y Yttrium 89	40 Zr Zirconium 91	41 Nb Niobium 93	42 Mo Molybdenum 96	43 Tc Technetium -	44 Ru Ruthenium 101	45 Rh Rhodium 103	46 Pd Palladium 106	47 Ag Silver 108	48 Cd Cadmium 112	49 In Indium 115	50 Sn Tin 119	51 Sb Antimony 122	52 Te Tellurium 128	53 I Iodine 127	54 Xe Xenon 131
55 Cs Cesium 133	56 Ba Barium 139	57-71 Lanthanoids	72 Hf Hafnium 178	73 Ta Tantalum 181	74 W Tungsten 184	75 Re Rhenium 186	76 Os Osmium 190	77 Ir Iridium 192	78 Pt Platinum 195	79 Au Gold 197	80 Hg Mercury 201	81 Tl Thallium 204	82 Pb Lead 207	83 Bi Bismuth 209	84 Po Polonium -	85 As Astatine -	86 Rn Radon -
87 Fr Francium -	88 Ra Radium -	89-103 Aci Actinoids	104 Rf Rutherfordium -	105 Db Dubnium -	106 Sg Seaborgium -	107 Re Bohrium -	108 Os Hassium -	109 Ir Meitnerium -	110 Pt Darmstadtium -	111 Au Roentgenium -	112 Hg Copernicium -		114 Fl Flerovium -		116 Lv Livermorium -		

Key: proton (atomic) number; Atomic Symbol; Name; relative atomic mass

Lanthanoids	57 La Lanthanum 139	58 Ce Cerium 140	59 Pr Praseodymium -	60 Nd Neodymium -	61 Pm Promethium -	62 Sm Samarium -	63 Eu Europium -	64 Gd Gadolinium -	65 Tb Terbium -	66 Dy Dysprosium 163	67 Ho Holmium 165	68 Er Erbium 167	69 Tm Thulium 169	70 Yb Ytterbium 173	71 Lu Lutetium 167
Actinoids	89 Ac Actinium -	90 Th Thorium -	91 Ps Protactinium -	92 U Uranium -	93 Np Neptunium -	94 Pu Plutonium -	95 Am Americium -	96 Cm Curium -	97 Bk Berkelium -	98 Cf Californium -	99 Es Einsteinium -	100 Fm Fermium -	101 Md Mendelevium -	102 No Nobelium -	103 Lr Lawrencium -

For use in GCE 'N' or 'O' level examinations from 2024 onwards

Mathematical Formulae for **Additional Mathematics**

1. ALGEBRA

Quadratic Equation

For the equation $ax^2 + bx + c = 0$,

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Binomial Expansion

$$(a+b)^n = a^n + \binom{n}{1}a^{n-1}b + \binom{n}{2}a^{n-2}b^2 + \ldots + \binom{n}{r}a^{n-r}b^r + \ldots + b^n$$

where ***n*** is a positive integer and $\binom{n}{r} = \frac{n!}{r!(n-r)!} = \frac{n(n-1)\ldots(n-r+1)}{r!}$

2. TRIGONOMETRY

Identities

$$\sin^2 A + \cos^2 A = 1$$

$$\sec^2 A = 1 + \tan^2 A$$

$$\operatorname{cosec}^2 A = 1 + \cot^2 A$$

$$\sin(A \pm B) = \sin A \cos B \pm \cos A \sin B$$

$$\cos(A \pm B) = \cos A \cos B \mp \sin A \sin B$$

$$\tan(A \pm B) = \frac{\tan A \pm \tan B}{1 \mp \tan A \tan B}$$

$$\sin 2A = 2 \sin A \cos A$$

$$\cos 2A = \cos^2 A - \sin^2 A = 2\cos^2 A - 1 = 1 - 2\sin^2 A$$

$$\tan 2A = \frac{2\tan A}{1 - \tan^2 A}$$

Formulae for ΔABC

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$a^2 = b^2 + c^2 - 2bc\cos A$$

$$\Delta \quad \frac{1}{2}ab\sin C$$

Mathematical Formulae for **Elementary Mathematics**

Compound Interest

$$\text{Total amount} = P\left(1+\frac{r}{100}\right)^n$$

Mensuration

Curved surface area of a cone = $\pi r l$

Surface area of a sphere = πr^2

Volume of a cone = $\frac{1}{3}\pi r^2 h$

Volume of a sphere = $\frac{4}{3}\pi r^3$

Area of a triangle ABC = $\frac{1}{2}ab\sin C$

Arc length = $r\theta$, where θ is in radians

Sector area = $\frac{1}{2}r^2\theta$, where θ is in radians

Trigonometry

$$\frac{a}{\sin A}=\frac{b}{\sin B}=\frac{c}{\sin C}$$

$$a^2 = b^2 + c^2 - 2bc\cos A$$

Statistics

$$\text{Mean} = \frac{\sum fx}{\sum f}$$

$$\text{Standard deviation} = \sqrt{\frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2}$$

Mathematical Formulae for **Normal (Technical) Mathematics**

Compound Interest

$$\text{Total amount} = P\left(1+\frac{r}{100}\right)^n$$

Quadratic equation $ax^2+bx+c=0$

$$x=\frac{-b\pm\sqrt{b^2-4ac}}{2a}$$

Geometry and Mensuration

Curved surface area of a cone = $\pi r l$

Surface area of a sphere = $4\pi r^2$

Volume of a cone = $\frac{1}{3}\pi r^2 h$

Volume of a pyramid = $\frac{1}{3}$ × base area × height

Volume of a sphere = $\frac{4}{3}\pi r^3$

Science Laboratory **Rules**

1. No student may enter a laboratory except under the direct supervision of the teacher in charge.
2. Wear proper eye protection at all times during laboratory activities involving chemicals and hot liquids.
3. Know the location of eye wash station and fire extinguishers.
4. Securely tie hair that reaches to shoulders.
5. Do not eat or drink in any laboratory at any time. Never taste anything in the laboratory unless specifically instructed to do so by your teacher.
6. Never engage in horseplay or practical jokes. Remember at all times that the laboratory is a place for serious work.
7. Footwear that completely covers the foot is highly recommended. Footwear, at the very least should be hard-soled sandals. Never run in a lab.
8. Avoid inhaling chemical fumes; when observing odor of a substance. No not hold your face directly over the container.
9. Notify the teacher immediately of any symptom of illness or allergic condition that might have been caused by laboratory activities.
10. Do not touch chemicals with your hands unless you are directed to do so.
11. The teacher is to be notified immediately of any accident, no matter how trivial it may appear.
12. Dispose of flammable or water insoluble liquids in designated places, never in the sink
13. Flames or operating hot plates should never be left unwanted and when heating chemicals in a test- tube, point the test tube away from people.
14. Do only the experiments assigned or approved by your teacher. Unauthorized experiments are prohibited.
15. Never return unused chemicals to the stock bottles. Do not put any object into a reagent bottle except the dropper with which it is equipped.

16. Laboratory glassware should always be clean before use or returning to the storage area. Notify the instructor of any cracked or broken glassware.

17. You are financially responsible for any equipment damaged or lost as a result of carelessness or misuse.

18. Keep your apparatus, floor space and desk top clean. Clean up any spillage immediately.

19. Do not begin any labwork until your instructor tells you to do so.

20. Always wash your hands before leaving the chemical laboratory.

21. Chemical reactions that involve the production or use of noxious or corrosive fumes should be performed in the fume cupboard.

22. Before leaving a laboratory, all work areas must be clean and tidy. (With stools pushed under benches, gas taps switched off.)

✓ I have read and understood the safety rules listed above to ensure that the lab is a safe learning place for others and myself

✓ I promise to follow all safety rules in the science lab at all times.

Failure to do so will result in me in accepting appropriate consequences and be banned from all science labs in Yuan Ching Secondary School.

Name & Class (Student)	Date	Signature
Name & Class (Witness)	Date	Signature







Clockwise:

Ducky Paradise by
TAN ZI YUN, EVA, 3 Enterprise,
Acrylic on canvas 2024

Sea and Land Abuse by
CHAI YING SHAN, 3 Excellence,
Acrylic on canvas 2024

Freedom by
LOW CAI EN, 3 Enterprise,
Acrylic, paper origami and collage onboard 2024

6.0
Useful Contact Information

Useful **Contact Information**

Yuan Ching Secondary School

School Address	**103 Yuan Ching Road, S'pore 618654**
General Office	**6261 2489**
Fax	**6261 6275**
E-mail	**ycss@moe.edu.sg**
Website	**http://www.ycss.edu.sg**

Suppliers (Textbook and School Uniform Vendor)

Pacific Bookstores Pte Ltd	**6267 4811**
Email: sales@pacificbookstores.com	

Emergency Numbers

Police	**999**
Fire & Ambulance	**995**
Jurong West Neighbourhood Police Centre	**1800-2689999**

Community Self-Help Groups

Chinese Development Assistance Council (CDAC)	**6841 4889 (https://www.cdac.org.sg)**
Yayasan Mendaki	**6245 5555 (https://www.mendaki.org.sg)**
Singapore Indian Development Association (SINDA)	**1800 295 3333 (https://www.sinda.org.sg)**

Helplines

ComCare Call	**1800-222 0000**
Child Protection & Welfare Service	**1800-777 0000**
Social Service Office @ Taman Jurong	**1800-222 0000**
Lakeside Family Services (Jurong West)	**6567 1908**
Whispering Hearts Family Service Centre	**6795 1008**
TOUCHline	**1800-377 2252**
TOUCH Youth Intervention	**1800-6123123**
Care Corner 800 Hotline (Mandarin)	**1800 353 5800**
PAVe (for Family Violence)	**6555 0390**
Institute of Mental Health Crisis Helpline	**6389 2222**
All Addictions Helpline	**6732 6837**
Quitline (Smoking)	**1800-438 2000**
Samaritans of Singapore (SOS) - Crisis/ Suicidal	**1-767 (24hr)**
Pertapis Welfare for women and children	**6745 3969**

Do you need to speak with our Education and Career Guidance Counsellor?

- Name: Ms Sumarni M.N.
- Day: Every **Tuesday** and **Wednesday**
- Time: **9.00 a.m. – 5.30 p.m.**
- Venue: D'YC Resort or Library
- Contact: Sumarni_Mohd_Nor@schools.gov.sg
- Appointment: Walk in/ Through the teachers/ Direct email to ECG Counsellor/ Sign up at **https://go.gov.sg/mee-tecg**)

Photography & Videography

At Yuan Ching Secondary, we believe in celebrating the achievements and activities of our students. The school routinely captures photos and live or taped videos of our students during classroom lessons, CCAs, school events, including external learning journeys and feature these on our official social media channels. By studying at Yuan Ching Secondary, a student acknowledges this right of the school. These visuals are carefully selected to highlight the positive and educational experiences our students have at school or places of learning. The school does not post or permit the posting of images that may be deemed inappropriate.

Should you or your parents have concerns about the use of your images on our school's platforms, please contact the General Office via the school's email **ycss@moe.edu.sg**, and we will ensure that your preferences are respected.





7.0 NOTES

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