

SOCIAL STUDIES SYLLABUS

(Lower Secondary Normal (Technical))

Secondary 1 to 2 Normal (Technical)

**CURRICULUM PLANNING AND DEVELOPMENT DIVISION
MINISTRY OF EDUCATION
SINGAPORE**

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1 INTRODUCTION

- 1.1 The Lower Secondary N(T) Social Studies syllabus was first implemented at Sec 1 in 1994 and at Sec 2 in 1995. The aim was to provide students who were in the predominantly technical-vocational curriculum with a holistic education through the study of the humanities.
- 1.2 In 1997, the Ministry embarked on a systemic review of the curriculum to incorporate the 3 MOE initiatives, namely Thinking Skills, National Education (NE) and Information Technology (IT). Content reduction for the N(T) Social Studies syllabus was carried out in 1998 to free up more time for the incorporation of these initiatives. The content-reduced syllabus was implemented in 1999.
- 1.3 However, to meet the new challenges of our increasingly unpredictable and fast-changing world of the 21st century, the Social Studies syllabus was reviewed in 2002. It has become increasingly important that our students understand the constraints and opportunities facing Singapore and develop a sense of belonging to the community and nation. The knowledge, skills and values of the revised syllabus, provide better understanding of historical and current events, cultures and geography and enable our students to make decisions that will contribute to the improvement of our local and global communities.

2 AIMS AND OBJECTIVES

2.1 General Aims

- To enable students to be aware of our national history and heritage and know our nation's constraints and the strategies used to overcome these constraints
- To develop skills of information gathering, data analysis and evaluation which are necessary for learners of the 21st century
- To engage and challenge all students to maximise their individual talents and capabilities for life-long learning
- To inculcate in students a sense of appreciation and responsibility for the society and environment
- To develop students into informed citizens who will be able to have a better understanding of national and world issues

2.2 Specific Aims

2.2.1 Knowledge

- To acquire a knowledge of key historical milestones in Singapore's history

- To know the system of government and the principles of good governance
- To know the changing emphasis in Singapore's economy and the demands on the workforce
- To understand Singapore's constraints and vulnerabilities, and how Singapore is able to overcome these constraints
- To be aware of the challenges which affect Singapore's survival and success
- To be aware of environmental issues affecting Singapore

2.2.2 Skills

- To develop skills which enable students to think independently and make informed judgement of issues or events through working with sources
- To interact and collaborate effectively with others when working in teams
- To develop good oral and written communication skills
- To be an active and engaged learner, acquiring and creating new knowledge with the use of IT

2.2.3 Attitudes

- To demonstrate a sense of pride, loyalty and commitment to Singapore
- To show respect and care for people and the environment
- To foster a spirit of creativity, enterprise and desire for continuous learning

3 CURRICULUM TIME

A minimum of two periods per week (approximately 35 minutes each) should be allotted to the study of Social Studies in Secondary 1 and 2. This syllabus is designed to be covered over a minimum of 54 periods per year over a period of 2 years. Teachers have the flexibility to allocate the number of periods to the topics and conduct field studies where relevant.

4 SYLLABUS FRAMEWORK

The revised Lower Secondary N(T) Social Studies syllabus builds on the foundation of key topics covered in the Primary Social Studies syllabus. It also introduces new topics that enhance the knowledge and skills of Lower Secondary N(T) students. The syllabus adopts a thematic framework comprising the following six themes:

4.1 Secondary 1

Theme 1: Journey To Nationhood
Theme 2: Growth Of Singapore

4.2 Secondary 2

Theme 3: Governing Singapore
Theme 4: Living in Peace and Harmony
Theme 5: Managing Our Environment
Theme 6: Looking Ahead

Within the thematic framework, a patch approach involving a deliberate blend of chronological and topical approaches is adopted in organising the content. The syllabus includes real life examples, case studies and source materials.

5 SUGGESTED TEACHING STRATEGIES

A variety of appropriate teaching methods should be adopted to provide a range of learning experiences that is meaningful to students.

5.1 Student-centred activities such as role-play could be carried out. They will not only generate interest among the students but will also make the lessons more interactive and interesting.

5.2 Co-operative learning strategy could be employed to promote teamwork among students and help develop other life skills such as interpersonal skills.

5.3 IT-based lessons could be incorporated so as to harness the IT skills of the N(T) students. Students will have the opportunity to work collaboratively and create products to demonstrate what they have learnt.

5.4 Field trips could be conducted to relevant sites in Singapore. A list of possible relevant sites for field trips is available in the N(T) Teachers' Resource File.

5.5 Source materials such as photographs, posters, paintings, letters, maps, plans, oral history and press articles could be used to engage the N(T) students in learning through inquiry.

Teachers should develop and use other methods that will enhance their students' learning.

6 ASSESSMENT

Social Studies will continue to be a non-examination subject in the Lower Secondary N(T) course. Assessment, however, is necessary to monitor students' progress and to evaluate the effectiveness of the instructional programme.

Students will be assessed in both the formal and non-formal modes for each semester. The suggested formal assessment can include a test or written class work. One component of the formal assessment is working with source materials where students are taught to analyse and evaluate sources, and to make sound judgement. The suggested non-formal assessment can include a field study, research work or other modes of assessment that meet the needs, interests and abilities of the students.

7 IMPLEMENTATION

The revised Lower Secondary Social Studies N(T) syllabus is for implementation at Secondary One in 2005 and at Secondary Two in 2006.

CONTENT OUTLINE FOR LOWER SECONDARY N(T) SOCIAL STUDIES SYLLABUS

Secondary One	Secondary Two
<p>Theme 1: Journey To Nationhood</p> <ul style="list-style-type: none"> • Overview of Singapore’s history up to 1942 • Road to independence 	<p>Theme 3: Governing Singapore</p> <ul style="list-style-type: none"> • What makes a good government
<p>Theme 2: Growth Of Singapore</p> <ul style="list-style-type: none"> • Managing population changes • Providing jobs for our people • Housing our people • Providing education for our people 	<p>Theme 4: Living In Peace And Harmony</p> <ul style="list-style-type: none"> • Living in multi-racial Singapore • Defending our nation
	<p>Theme 5: Managing Our Environment</p> <ul style="list-style-type: none"> • Caring for our environment
	<p>Theme 6: Looking Ahead</p> <ul style="list-style-type: none"> • Staying competitive in the 21st century

LOWER SECONDARY N(T) SOCIAL STUDIES SYLLABUS

THEME 1 : JOURNEY TO NATIONHOOD				
TOPIC	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
OVERVIEW OF SINGAPORE'S HISTORY UP TO 1942	<p><u>Overview of Singapore's history up to 1942</u></p> <ul style="list-style-type: none"> • Early Singapore <ul style="list-style-type: none"> - Singapore as a trading settlement before Raffles • Singapore as a British colony <ul style="list-style-type: none"> - growth of Singapore as a British Port - development of a migrant society 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain the significance of the Singapore River to Singapore's growth • explain why the British chose Singapore as a port • describe how trade brought prosperity to Singapore • explain how Singapore developed into a multi-racial society 	<ul style="list-style-type: none"> • settlement • colony • entrepot trade • migration • foreign rule 	<ul style="list-style-type: none"> • pride • resilience • survival

THEME 1 : JOURNEY TO NATIONHOOD

TOPIC	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
<p>ROAD TO INDEPENDENCE</p>	<p><u>Road to independence</u></p> <ul style="list-style-type: none"> • Struggle for self-government <ul style="list-style-type: none"> - lessons learnt from Japanese Occupation – demand for self-rule - 1959 General Election – achieving self-government • Merger and separation <ul style="list-style-type: none"> - reasons for merger - reasons for separation - Singapore’s independence 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the importance of self-government • explain the reasons for merger and separation • appreciate that the journey to nationhood was a difficult one 	<ul style="list-style-type: none"> • riots • self-government • election • interdependence • nationhood • independence 	<ul style="list-style-type: none"> • courage • commitment • pride • loyalty • determination • national consciousness • survival

THEME 2 : GROWTH OF SINGAPORE

TOPICS	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
MANAGING POPULATION CHANGES	<p><u>Managing population changes</u></p> <ul style="list-style-type: none"> • Managing rapid population growth <ul style="list-style-type: none"> - post-war rapid population growth - measures to reduce population growth • Managing slow population growth <ul style="list-style-type: none"> - reasons for slow population growth - measures to increase population growth - effects of an ageing population - preparing for an ageing population e.g. encouraging healthy living and financial planning 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the effects of population changes • describe the measures taken to manage population changes • explain the reasons for an ageing population • recognise the importance of keeping fit and planning for old age • understand the responsibilities of the community and the role of the government in caring for senior citizens • value the contributions of the senior citizens 	<ul style="list-style-type: none"> • human resource • population growth • ageing population • social services 	<ul style="list-style-type: none"> • appreciation of people as a valuable resource • respect for senior citizens • healthy living

THEME 2: GROWTH OF SINGAPORE

TOPIC	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
<p>PROVIDING JOBS FOR OUR PEOPLE</p>	<p><u>Providing jobs for our people</u></p> <ul style="list-style-type: none"> • Creating jobs for the people <ul style="list-style-type: none"> - labour-intensive industries - developing technical skills • Developing a skilled workforce <ul style="list-style-type: none"> - capital intensive industries - skills upgrading • Preparing for the Knowledge-Based Economy <ul style="list-style-type: none"> - knowledge-based industries - new skills and work attitudes 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe the types of jobs and skills needed in the different industries • understand the need to be a life-long learner • recognise the role played by the government in providing jobs 	<ul style="list-style-type: none"> • industrialisation • labour-intensive • capital-intensive • productivity • retraining • innovation • knowledge-based economy 	<ul style="list-style-type: none"> • efficiency • adaptability • resourcefulness • innovative spirit • forward-looking • life-long learning

THEME 2 : GROWTH OF SINGAPORE

TOPIC	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
HOUSING OUR PEOPLE	<p><u>Housing our people</u></p> <ul style="list-style-type: none"> • Providing affordable and quality homes <ul style="list-style-type: none"> - optimising land use e.g. building of high-rise flats, building self-contained towns - encouraging home ownership e.g. use of CPF to purchase homes - upgrading of housing estates - meeting differing needs e.g. studio apartments for senior citizens • Fostering social cohesion through community living <ul style="list-style-type: none"> - building community and social facilities such as community centres and neighbourhood parks - promoting activities organised by RCs 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the constraint of land facing Singapore • describe how the HDB encourages home-ownership • explain the need for upgrading of the HDB estates • describe how the HDB meets the differing needs of the people • explain how living in the HDB estates helps in fostering social cohesion and community living 	<ul style="list-style-type: none"> • planning • land optimisation • home ownership • community living • upgrading • quality living 	<ul style="list-style-type: none"> • community participation and involvement • mutual respect • community bonding • civic-mindedness

THEME 2 : GROWTH OF SINGAPORE

TOPICS	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
<p>PROVIDING EDUCATION FOR OUR PEOPLE</p>	<p><u>Providing education for our people</u></p> <ul style="list-style-type: none"> • Features of the Singapore education system <ul style="list-style-type: none"> - ten years of general education - bilingualism - catering to the economic needs of the nation e.g. vocational-technical education - fostering social cohesion and national identity through National Education - catering to differences in learning abilities e.g. streaming • New initiatives in education <ul style="list-style-type: none"> - new initiatives e.g. Information Technology (IT), Thinking Skills, Life Sciences, entrepreneurship, economic and financial literacy, etc. - nurturing talents e.g. Sports School 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain the role of education in preparing the people for the workforce and nation building • describe how the policies and initiatives introduced provided quality education to Singaporeans • understand the need and importance of technical education • appreciate the value of education 	<ul style="list-style-type: none"> • technical education • streaming • bilingualism • talent development 	<ul style="list-style-type: none"> • forward-looking • creativity • self-motivation

THEME 3: GOVERNING SINGAPORE				
TOPICS	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
WHAT MAKES A GOOD GOVERNMENT	<p><u>What makes a good government</u></p> <ul style="list-style-type: none"> • The government of Singapore <ul style="list-style-type: none"> - representative democracy - structure and roles of the government • Principles of good governance <ul style="list-style-type: none"> - meritocracy and incorruptibility - forward-looking - pragmatism - fairness 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the meaning of representative democracy • understand the government structure and its functions • explain the principles of good governance 	<ul style="list-style-type: none"> • representative democracy • meritocracy • incorruptibility • forward-looking • pragmatism • fairness 	<ul style="list-style-type: none"> • integrity • responsibility • confidence in the nation

THEME 4: LIVING IN PEACE AND HARMONY

TOPICS	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
LIVING IN MULTI-RACIAL SINGAPORE	<p><u>Living in multi-racial Singapore</u></p> <ul style="list-style-type: none"> • The making of a multi-racial society <ul style="list-style-type: none"> - an overview of the migrant population in Singapore - contributions of our fore-fathers and community leaders - cultural diversity of our multi-racial society • Challenges of a multi-racial society <ul style="list-style-type: none"> - threats to racial harmony: race riots, terrorism - strengthening racial ties in the community 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain the multi-racial composition of Singapore's population • appreciate the contributions of our fore-fathers and community leaders to Singapore's development • appreciate our cultural diversity • show respect for members of society irrespective of race, language or religion • understand the importance of racial harmony • appreciate the need to work at maintaining peace and harmony in our society 	<ul style="list-style-type: none"> • interdependence • racial harmony • social bonding • multi-racial society • race riots • terrorism • common space 	<ul style="list-style-type: none"> • respect • empathy • appreciation of differences • acceptance • commitment

THEME 4: LIVING IN PEACE AND HARMONY

TOPICS	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
<p>DEFENDING OUR NATION</p>	<p><u>Defending our nation</u></p> <ul style="list-style-type: none"> • Development of our defence force <ul style="list-style-type: none"> - our defence before independence - introduction of National Service - development of the Singapore Armed Forces and defence industries - importance of Total Defence • Singapore and the family of nations <ul style="list-style-type: none"> - regional relations e.g. ASEAN - Singapore in the United Nations (UN) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain the dangers of relying on foreign powers to protect a country • understand the importance of a citizen's army in defending Singapore • understand the importance of building and sustaining strong defence industries • explain the importance of Total Defence • describe Singapore's role in regional and international organisations e.g. ASEAN and UN • explain the benefits of maintaining good relations with other countries 	<ul style="list-style-type: none"> • security • Total Defence • deterrence • diplomacy 	<ul style="list-style-type: none"> • vigilance • inter-dependence • self-reliance • confidence in our defensibility

THEME 5: MANAGING OUR ENVIRONMENT

TOPICS	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
<p>CARING FOR OUR ENVIRONMENT</p>	<p><u>Caring for our environment</u></p> <ul style="list-style-type: none"> • Our natural environment <ul style="list-style-type: none"> - land, air and water pollution - solutions to tackle land, air and water pollution - case study of air pollution, e.g. the haze in Indonesia in 1997 - conserving the natural environment e.g. the case study of Chek Jawa • Our built environment <ul style="list-style-type: none"> - conserving cultural and historic sites/ buildings e.g. Boat Quay, Little India, Peranakan Place 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explain the causes and effects of environmental problems • describe ways to manage the environment effectively • describe the impact of the haze problem on Singapore and the measures taken to solve it • understand the need for environmental conservation • appreciate the historical, architectural and cultural significance of historic areas and buildings 	<ul style="list-style-type: none"> • pollution • environmental degradation • limited resources • conservation 	<ul style="list-style-type: none"> • responsibility • commitment • care & respect for the environment

THEME 6: LOOKING AHEAD

TOPICS	CONTENT	LEARNING OUTCOMES	CONCEPTS	VALUES/ATTITUDES
<p>STAYING COMPETITIVE IN THE 21ST CENTURY</p>	<p><u>Staying competitive in the 21st century</u></p> <ul style="list-style-type: none"> • Constraints to Singapore’s further growth <ul style="list-style-type: none"> - economic competition e.g. new ports, cheaper labour costs - conflicts in other countries e.g. ethnic conflict in Indonesia • Overcoming economic constraints <ul style="list-style-type: none"> - welcoming foreign talent - promoting entrepreneurship e.g. founders of BreadTalk and Sakae Sushi • Going global, staying rooted <ul style="list-style-type: none"> - venturing abroad - maintaining family and communal ties - realising Singapore 21 Vision 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe the challenges facing Singapore in the 21st century • recognise the importance and need to respond to change • explain the need for Singapore to remain globally competitive • describe Singapore’s strategies to overcome economic constraints • understand the need to develop a sense of rootedness in Singaporeans 	<ul style="list-style-type: none"> • planning • economic growth • globalisation • interdependence • entrepreneurship • innovaton 	<ul style="list-style-type: none"> • enterprising • vision • resilience • self-confidence • adaptability • sense of rootedness

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