

GENERAL PAPER SYLLABUS HIGHER 1

Implementation starting with
2012 Pre-University One Cohort



Ministry of Education
SINGAPORE

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PLACE OF GENERAL PAPER IN THE 'A' LEVEL CURRICULUM

The 'A' Level curriculum offers a broad and flexible curriculum to students entering Junior Colleges (JCs) and the Centralised Institute (CI). It aims to foster new approaches to learning and develop in students a wide range of skills so that students are challenged to think critically and creatively.

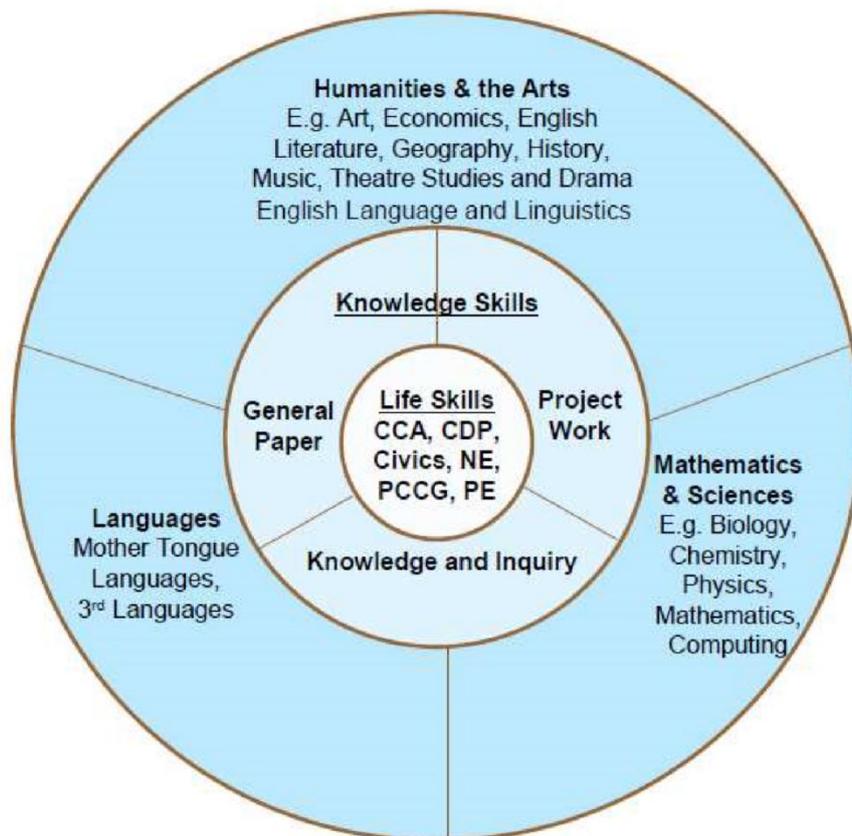


Figure 1: Framework of the 'A' Level Curriculum

General Paper (GP) is offered as one of the three Knowledge Skills subjects under the 'A' Level curriculum framework. Knowledge skills subjects focus on the development of thinking, process and communication skills in students.

INTRODUCTION

General Paper (GP) aims to develop in students the ability to think critically, to construct cogent arguments and to communicate ideas using clear, accurate and effective language. GP encourages students to explore a range of key issues of global and local significance and provides students with a good foundation to thrive in a fast-changing world. At the end of the course, students should have a broader understanding of the world, and be ready to meet the challenges of higher education and the workplace of the future.

This Teaching Syllabus explicates the desired learning outcomes of GP and sets out the principles for teaching GP. Together with the Teaching and Learning Guide, it serves to encourage good classroom practices.

AIMS

The General Paper aims to encourage students to:

1. Understand better the world in which they live by fostering a critical awareness of continuity and change in the human experience
2. Appreciate the interrelationship of ideas across disciplines
3. Broaden their global outlook while enabling them to remain mindful of shared historical, social and cultural experiences both within Singapore and regionally
4. Develop maturity of thought and critical reading and creative thinking skills
5. Develop the skills of clear, accurate and effective communication
6. Develop the skills of evaluation of arguments and opinions
7. Promote extensive and independent reading and research

LEARNING OUTCOMES

By the end of the course, students will be able to:

LO1	Demonstrate <i>Knowledge and Understanding</i>
	<ul style="list-style-type: none">• Draw on relevant knowledge and understanding of diverse topic areas through independent research as well as exposure to a range of print and non-print sources• Develop awareness and understanding of the significance and implications of issues on the individual and society• Develop an awareness, understanding and appreciation of the shared historical, social and cultural experiences both within Singapore and regionally• Cultivate respect for, and appreciation of diverse perspectives and inter-connectedness of issues
LO2	Demonstrate <i>Skills and Processes</i>
	<ul style="list-style-type: none">• Read text(s) critically• Infer and summarise relevant information• Make observations about trends and relationships• Analyse and evaluate issues across disciplines• Apply knowledge and understanding of issues in addressing specific task(s)• Construct cogent arguments and formulate informed and insightful personal responses
LO3	Demonstrate the use of Language for Communication
	<ul style="list-style-type: none">• Use accepted conventions of spelling, punctuation and grammar• Use and demonstrate understanding of a wide range of appropriate vocabulary• Use tone and style appropriate to the context, task and audience• Express ideas and issues in a succinct and accurate manner.

PRINCIPLES FOR TEACHING GP

Participatory Learning Environment

GP teachers should seek to create an intellectually challenging learning environment where students exercise mutual respect in considering and objectively evaluating competing voices and views. The GP classroom should provide the space for students to participate actively in a safe environment and to form opinions based on reasoned evaluation and respond to issues with maturity. Students should be encouraged to question, reflect on, and persevere in their learning process.

Timely and Timeless Content

GP is a skills-based subject and content serves as a vehicle for the teaching of critical thinking and communication skills. GP teachers should aim to create a classroom where students can explore and engage actively with real world issues that are timeless as well as contemporary. In discussing these issues, students should be encouraged to adopt broader perspectives and appreciate the inter-connectedness of issues.

Engaging Pedagogies

GP teachers should use a range of engaging pedagogies that increases student participation, collaboration and independent thinking. Teachers should consider the learning needs and different learning styles of their learners in designing classroom activities for their learners. Teachers should also expand the classroom experiences of their students through harnessing the range of learning opportunities afforded by digital technologies.