School Leaders

Principal
Mrs Karen Tay

Vice-Principals
Academic: Ms Candice Seet
Admin: Mr Mark Hong

Dean
Mrs Mathews Shu Quo
Year Head & Assistant Year Heads
Key Personnel
School Counsellors
Form Teachers & Co-Form Teachers
WHO WE ARE

Established in 1854 at Victoria Street

Formerly known as Town Convent

Mother school of the CHIJ family (11 IJ Schools in Singapore)

2nd oldest girls’ school in Singapore
OUR MISSION

A CHIJ school is a Christ-centred school community where all work together for the promotion of truth, justice, freedom and love, with special reference to the needs of persons who are disadvantaged in any way.

Blessed Nicolas Barré
Founder of the IJ Sisters
SCHOOL MOTTO

Simple in Virtue
Steadfast in Duty
OUR VISION

A Woman of Distinction
AN IJ GIRL is...

a THINKER, LEADER and COMMUNICATOR

who is

certain with humility,
principled with compassion,
and cultured with grace.
School Values

Compassion
Humility
Integrity
Perseverance
Faith
<table>
<thead>
<tr>
<th>Time</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30am</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7.45am</td>
<td>Principal’s Address</td>
</tr>
<tr>
<td>8.00am</td>
<td>Address by Year Head</td>
</tr>
<tr>
<td>8.10am</td>
<td>Sharing by Academic Heads</td>
</tr>
<tr>
<td></td>
<td>- Mother Tongue</td>
</tr>
<tr>
<td></td>
<td>- Mathematics</td>
</tr>
<tr>
<td></td>
<td>- Science</td>
</tr>
<tr>
<td></td>
<td>- Humanities</td>
</tr>
<tr>
<td></td>
<td>- Design &amp; Technology</td>
</tr>
<tr>
<td></td>
<td>- Art</td>
</tr>
<tr>
<td></td>
<td>- Drama</td>
</tr>
<tr>
<td></td>
<td>- CCA</td>
</tr>
<tr>
<td>8.50am</td>
<td>Welcome by CHIJ Sec PSG</td>
</tr>
<tr>
<td>9.00am</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>
A HOLISTIC EDUCATION

Twin emphasis on

ACADEMIC EXCELLENCE

CHARACTER DEVELOPMENT

CONVENT OF THE HOLY INFANT JESUS
SECONDARY
A HOLISTIC EDUCATION

3Ls@IJ

LEARN ◆ LIVE ◆ LEAD

CONVENT OF THE HOLY INFANT JESUS
SECONDARY
# CHIJ EDUCATION & EXPERIENCE

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Events / Experience</th>
</tr>
</thead>
</table>
| **Sec 1** | Orientation and Campfire  
Learning Journey to CHIJMES  
General Leadership Programme (Hike)  
VIA (My School, A Litter-free Environment)  
Inter-class Drama Competition  
Story-telling Workshop  
Study Skills Workshop  
IJ FLAIR  
Financial Literacy  
IJ Spirit Day & IJ Fiesta  
Cross Country  
Retreat |
| **Sec 2** | General Leadership Programme (Outdoor Adventure Camp)  
VIA (Recycling Outreach Project)  
Specific Leaders Camp  
Overseas Learning Journey  
Financial Literacy |
<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Events / Experience</th>
</tr>
</thead>
</table>
| **Sec 3** | General Leadership Programme (Outward Bound Singapore)  
Student Leaders Camp  
VIA (Raising Funds for Needy & Befriending the Elderly)  
Work Attachment  
Learning Journey to SAFTI  
Mission Trips |
| **Sec 4** | Self-Awareness Camp  
VIA (Befriending the Elderly)  
Educational Fair & Career Seminar  
Graduation Ceremony & Graduation Night |
ACADEMIC CORE

- English Language
- Mother Tongue or Higher Mother Tongue
- General Science
- Mathematics
- History
- Geography
- Literature
- Drama
- General Art Programme
- Food & Consumer Education
The Singapore education system aims to help our students discover their talents, realise their potential, and develop a passion for learning that lasts through life. This infographic provides an overview of the Singapore education landscape.

**PRIMARY**
- 7-12 years old

**SECONDARY**
- 4-5 years
- 13-16 years old
- 17-22 years old

**POST SECONDARY**
- 1-6 years

**DIFFERENT PATHWAYS TO WORK & LIFE**

**WORK**

---

*Specialised schools* offer customised programmes for students who are inclined towards hands-on and practical learning. These schools include Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School, which is due to open in 2014.

*Alternative Qualifications* refer to qualifications not offered by the majority of mainstream schools in Singapore.

*Continuing Education and Training (CET)* is designed for adult learners or companies looking to upgrade the skills and knowledge of their employees.
<table>
<thead>
<tr>
<th><strong>L1</strong></th>
<th>First Language</th>
<th>English / Higher Mother Tongue</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R5</strong></td>
<td>Relevant Subject 1</td>
<td>Humanities / Higher Art / Higher Music</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 2</td>
<td>Mathematics / Science</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 3</td>
<td>Humanities / Higher Art / Higher Music / Mathematics / Science</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 4</td>
<td>Any GCE ‘O’ Level subjects excluding CCA and Religious Knowledge</td>
</tr>
<tr>
<td></td>
<td>Relevant Subject 5</td>
<td>Any GCE ‘O’ Level subjects excluding CCA and Religious Knowledge</td>
</tr>
</tbody>
</table>
## COMPUTATION OF L1R4

<table>
<thead>
<tr>
<th>L1</th>
<th>First Language</th>
<th>English / Higher Mother Tongue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant Subject 1</td>
<td>Humanities / Higher Art / Higher Music / Mathematics / Science</td>
<td></td>
</tr>
<tr>
<td>Relevant Subject 2</td>
<td>Humanities / Higher Art / Higher Music / Mathematics / Science</td>
<td></td>
</tr>
<tr>
<td>Relevant Subject 3</td>
<td>Any GCE ‘O’ Level subjects excluding CCA and Religious Knowledge</td>
<td></td>
</tr>
<tr>
<td>Relevant Subject 4</td>
<td>Any GCE ‘O’ Level subjects excluding CCA and Religious Knowledge</td>
<td></td>
</tr>
</tbody>
</table>

**CONVENT OF THE HOLY INFANT JESUS SECONDARY**
# COMPUTATION OF ELR2B2

<table>
<thead>
<tr>
<th></th>
<th>English Language</th>
<th>Two Relevant Subjects</th>
<th>Two group of relevant subjects from four categories of courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>R2</td>
<td>Two Relevant Subjects</td>
<td>Two Relevant Subjects</td>
<td>Two relevant subjects from four categories of courses:</td>
</tr>
<tr>
<td>B2</td>
<td>Two Best Other Subjects</td>
<td>Two Best Other Subjects</td>
<td>Best 2 other subjects excluding CCA</td>
</tr>
</tbody>
</table>
MOE - Joint Admissions Exercise (JAE)

http://www.moe.gov.sg/education/admissions/jae/
CHARACTER DEVELOPMENT

CCE@IJ
STRENGTHS OF CHARACTER

Lifelong learner and critical thinker
Diligent and capable performer
Socially and emotionally skilled leader
Responsible and self-disciplined person
Contributing community member
Spiritual person crafting a purposeful life
Milestone Checklist of an IJ Girl

The CCE Competency Map is supported by the Milestone Checklist for an IJ Girl. This checklist is a developmental tool which enables the teachers to support the student’s growth and development in the key competencies identified, and support her attainment of the Outcomes of the IJ Girl.
LEAPS 2.0

<table>
<thead>
<tr>
<th>Co-Curricular Attainment</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong> (2 bonus points)</td>
<td>Student who attains a minimum Level 3 in all four domains with at least a Level 4 in one domain.</td>
</tr>
</tbody>
</table>
| **Good** (1 bonus point) | Student who attains a minimum Level 1 in all four domains with any one of the following:  
  a) At least Level 2 in three domains;  
  b) At least Level 2 in one domain and at least Level 3 in another domain; or  
  c) At least Level 4 in one domain. |
| **Fair** | Student’s attainment in co-curricular will not translate into any bonus points. |
ASSESSMENT

• Formative Assessment
• Summative Assessment
Address by Year Head

Mr Francis Yap
Sharing by HoD/ Mother Tongue
Mrs Shirley Yeung
Main Syllabus Focus & Skills

- Oral Competency
- Reading Competency
- Writing Competency
- Creative Thinking
Learning MT @ IJ

- Discussion of Current Affairs
- Flipped Classroom
- Customised mind mapping tools
- MT Fortnight: Culture and Heritage
- Attitude towards learning
# Curriculum Focus

<table>
<thead>
<tr>
<th>Language Skills</th>
<th>MT (NA)</th>
<th>MT (Exp)</th>
<th>HMT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and Oral</td>
<td>40%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td>30%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Writing</td>
<td>30%</td>
<td>30%</td>
<td>45%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
# Assessment

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written component</strong></td>
<td>Paper 1</td>
</tr>
<tr>
<td>• Unit test</td>
<td>Email and Composition Writing</td>
</tr>
<tr>
<td>• Email writing</td>
<td>Paper 2</td>
</tr>
<tr>
<td>• Composition writing</td>
<td>Vocabulary &amp; Comprehension</td>
</tr>
<tr>
<td><strong>Oral Component</strong></td>
<td>Paper 3</td>
</tr>
<tr>
<td>• Oral report/ Presentation</td>
<td>Oral &amp; Listening Comprehension</td>
</tr>
<tr>
<td></td>
<td>Reading Project</td>
</tr>
</tbody>
</table>
HCL, HTL, HML

• HTL and HML lessons
  – Conducted at language centres

• Strong foundation in language

• 2 bonus points with minimum C6

• Entrance test for HCL;
  Sec 1 EOY (top 10% for CL and 75% overall)
Sharing by HoD/ Mathematics
Ms Sharon Khoo
Mathematics provides the ideal domain to:

• Learn how to think and problem-solve

• Develop 21st century competencies
Thinking and Communicating with Clarity and Precision
Working for Primary Level

\[1800 \div 5 = 360\]
\[1800 - 360 = 1440\]
\[1440 \div 96 = 15\]

Jane paid for 15 months.
Deposit paid = 1800 ÷ 5 = $360

Amount left to be paid = 1800 – 360 = $1440

Number of monthly payments = 1440 ÷ 96 = 15 months
Homework & Reflective Review

Homework (Cognition)

Reflective review (Metacognition)

• What did I learn?
• What mistake did I make?
• What must I do so that I will not make that mistake again?
• What competency did I practise?
What did I learn?

“I learnt to simplify algebraic expressions by adding and subtracting of like terms.”

“I learnt to solve real world problems by translating them into algebraic equations.”
What competency did I practise?

“I was striving for accuracy.”

“I connected information to arrive at the solution.”

“I applied past knowledge to a new situation.”
Syllabus Overview

- Syllabus assumes knowledge of Standard/Foundation Mathematics

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Geometry and Measurement</th>
<th>Statistics and Probability</th>
<th>Mathematical Processes</th>
</tr>
</thead>
</table>
Sharing by HoD/Science
Mr Alvin Tang
Science in daily life

Science in society

Science and the environment

Knowledge, Understanding and Application

Skills and Processes

Science as an inquiry

Ethics and Attitudes

Student as the Inquirer

Teacher as the Leader of Inquiry

© 2004 Curriculum Planning and Development Division
Ministry of Education, Singapore
Lower Secondary Science

Termed as General Science but is divided into 3 domains
- Biology
- Chemistry
- Physics
Assessment

• 10% Science Practical Assessment (Individual)
• 10% Problem Based Assessment (Group)
• 80% Written assessment
Sharing by HoD/ Humanities
Ms Jasmine Ong
Geography

THE STUDY OF ... 
- Interconnectedness and interdependence of people, economies and environments 
- Environmental and social issues in different places and cultures 
- Different cultures and ways of living

THROUGH ... 
- Geographical Inquiry 
- Active questioning 
- Analysis of data and trends 
- Making reasoned judgments

OUTCOMES: 
- Appreciation of the sustainability of resources, people, country and planet 
- Confident person, self-directed learner, active contributor, concerned citizen
Example: Data Analysis & Map Reading

Per Capita Domestic Consumption (1998 – 2013)

Legend:
- River
- Track
- Forest
- Grass pasture
- Tree logging area
- Contour (m)
- Jetty
- Ranch House
- Clinic
- School
- Sawmill
- House
- Church
- Bridge

CONVENT OF THE HOLY INFANT JESUS
SECONDARY
History

THE STUDY OF ...
- Connections between the past and present
- Ourselves and others
- Relevance of Singapore’s past to Singapore today
- Vulnerabilities of nation-state in relation to world

THROUGH ...
- Historical Investigation
- Active questioning
- Taking on perspectives
- Making reasoned judgments
- Understanding cause and consequence

OUTCOMES:
- Empathy, understanding context, making connections
- Confident person, self-directed learner, active contributor, concerned citizen
Geographical Investigation

**Investigation Question:**

What is the quality of water in a waterway or water body?

How do human activities affect the quality of water in a waterway or water body?
Inquiry: Was life difficult for immigrants in 19th Century Singapore?

Source A:
A photograph of coolies unloading sacks of rice at Boat Quay in 19th century Singapore.

Study Source A.

What can you learn from this photograph about the life of the coolies in early Singapore? Use details from the source to explain your answer.
Historical Investigation

Investigation Question:

What should be remembered in Singapore in the 1960s and the 1970s?
THE STUDY OF ...
- Poetry, set text, unseen prose
- Role of language to create meaning
- Connections among texts, lives and the world

THROUGH ...
- Critical analysis of texts
- Making connections
- Active reading, Critical response, Questioning
- Character Analysis

OUTCOMES:
- Develop a questioning mind, manage ambiguities
- Appreciation of language, texts and the world
Areas of Study

**PROSE**
One novel in its entirety, or a range of short stories

**POETRY**
A wide range of poems
The collection of poems selected for study should feature poems by different poets and from different parts of the world and different time periods. It should also include poems of different forms and thematic concerns.

**DRAMA**
One play in its entirety
The play selected should not be a film script.

**Diagram**
- Plot
  - Elements of Plot
  - Conflict
  - Relationship between Scenes and Text
  - Plot and Subplots
  - Narrative Structure
  - Plot Devices
- Character
  - Roles and Purposes of Character
  - Characterisation
  - Character Traits
  - Character Development
  - Relationships
- Setting and Atmosphere
  - Time
  - Place
  - Physical Details
  - Situations
  - Mood
- Style
  - Diction
  - Figurative Language
  - Sound
  - Point of View
  - Irony
  - Tone
  - Form
- Theme
  - Central Ideas
  - Main Concerns
Examples of Literature Programmes

**Literature Reading Programme**
- Read 3 books during the course of the year
- Encourages the habit of reading and responding creatively to texts
- Class discussions

**Inter-Class Drama Competition**
- Held in July
- Students convert one short story into a play

**Poetry Slam Competition**
- Competitive art of performing poetry
- Self-expression
- Collaborative
Importance of Humanities

“Collectively, the Humanities provide multiple lenses to help students understand our world.

They equip students with critical thinking and communication skills as well as global perspectives to become confident persons, active contributors and concerned citizens.

Indeed, these skills are crucial in enabling our students to navigate the complexities of a rapidly changing world.”

Mr Heng Swee Keat, Minister for Education
Humanities Educators’ Conference, 2012
Sharing by HoD/ Lifeskils
Mrs Eugenia Tan
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Sec One 2016</th>
<th>Sec Two 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design &amp; Technology (D&amp;T)</td>
<td>One Year programme</td>
<td>NIL</td>
</tr>
<tr>
<td>Food and Consumer Education (FCE)</td>
<td>NIL</td>
<td>One Year programme</td>
</tr>
</tbody>
</table>

*Previously known as Home Economics*
AIMS OF D&T

Develop:

✓ an awareness of design in products
✓ an appreciation of function, aesthetics and technology in design
✓ basic design thinking and communication skills

• Experience the process of realising design through making of products
1. Product design
2. Interior design
3-STEP PROCESSES

• Design Appreciation
• Designing
• Making
Exposes pupils to:

✓ product awareness,
✓ product functions,
✓ aesthetics
DESIGNING

Pupils learn and practise basic strategies and skills in:

✓ Analysing task problem
✓ Researching
✓ Ideation (sketch possible design ideas)
✓ Evaluation
✓ Design communication (free-hand sketching)
Pupils acquire basic making skills and related knowledge through the:

- simple modelling (making template)
- basic technology (tools, machines & Google sketch-up)
- execution of appropriate techniques and processes to make their product.
PRODUCT DESIGN

Torch light
Key chain

Refrigerator Magnets
INTERIOR DESIGN

Goggle Sketch-up (Bedroom)

Cardboard models
## ASSESSMENT

<table>
<thead>
<tr>
<th>Subject</th>
<th>Sec One 2016</th>
<th>Sec Two 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design &amp; Technology (D&amp;T)</td>
<td>No MY &amp; EOY Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment is carried out throughout the year (pg 25)</td>
<td></td>
</tr>
<tr>
<td>Food and Consumer Education (FCE)</td>
<td>NIL</td>
<td>MY &amp; EOY Exam Coursework and written paper</td>
</tr>
</tbody>
</table>
FOOD & CONSUMER EDUCATION in 2017
# STRUCTURE OF FCE SYLLABUS

<table>
<thead>
<tr>
<th>Core Areas of Study</th>
<th>Elective Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food Studies</td>
<td>1. Nutrition &amp; Food Science</td>
</tr>
<tr>
<td>• Diet &amp; Health</td>
<td></td>
</tr>
<tr>
<td>• Food Management</td>
<td>2. FCE &amp; the Community</td>
</tr>
<tr>
<td>2. Consumer Education (Financial Literacy Programme)</td>
<td></td>
</tr>
<tr>
<td>• Resource management</td>
<td></td>
</tr>
<tr>
<td>• Consumer awareness</td>
<td></td>
</tr>
</tbody>
</table>
Cook ONE dish they have decided on

Individual work

1 hour to prepare, cook & serve
Main ingredients and condiments will be provided. For *e.g.* meat, milk, vegetable, butter, oil, salt, sugar, soya sauce, plain flour.

Students will need to purchase and bring other ingredients (e.g. garnishes which are needed in small quantity) required for their chosen dish.

- Shopping & Budget plan for effective management of resources
Sharing by SH/ Drama
Mr Gary Tang
Sharing by HoD/ CCA & PE
Mr Balbinder Singh
Welcome by CHIJ Sec PSG
Mrs Geraldine Koh
Chairperson
WE SERVE WITH

FAITH HOPE LOVE

CHIJ SECONDARY PARENT SUPPORT GROUP