

Preparatory Course for Admission to Government Schools (Secondary 3)

OVERVIEW

These courses are designed to prepare students for admission to Secondary 3 Singapore government mainstream schools. Students are taught English and Mathematics subjects in preparation for the Admissions Exercise for International Students (AEIS) examinations. Students who are successful in the AEIS exams will receive a school posting offer from the Singapore Ministry of Education (MOE)

PROGRAMME OBJECTIVES:

The course is focused on preparing International Students for the Admission Exercise for the International Students (AEIS) Examination – A pathway to gain entry into local schools in Singapore and equip them with the necessary skills required to examine the fundamental keys and the right approach for effective problem-solving techniques and test-taking strategies in the English and Mathematics modules.

DURATION:

- 6 months (Face-to-Face) OR
- 3 months (Face-to-face) and 3 months (Blended)

DELIVERY MODE:

Full Time

NUMBER OF MODULES:

2

MODULE SYNOPSIS

S301: Mathematics

Students will be able to

- acquire mathematical concepts and skills for everyday use and continuous learning in mathematics and to support learning in other subjects
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem-solving
- connect ideas within mathematics and between mathematics and other subjects through applications of mathematics; and build confidence and foster interest in mathematics

The study areas focus on:

- 1) **Ratio and Proportion** – map scale / direct & inverse proportions

SYLLABUS:

Syllabus following Singapore's MOE Secondary 2 Mathematics and English

ASSESSMENT METHODS:

- **Internal Examination:** Monthly and Final Test
- **External Examination:** AEIS Exam by Ministry of Education (MOE)

CONTACT HOURS:

- Weekdays, Monday to Friday
- 9 am to 12 noon and 1 pm to 4 pm
- 6 hours per day

TOTAL CONTACT HOURS

480

COURSE COMPLETION:

Students may take the Admission Exercise for International Students (AEIS) in September/October organised by MOE Singapore.

REQUIREMENT FOR COURSE COMPLETION:

Students must achieve at least 90% attendance and not be absent for more than Global School of Technology and Management

QUALIFICATION TO BE AWARDED UPON COURSE COMPLETION:

Certificate of completion Preparatory Course for Admission to Government Schools (Secondary 3)

AWARDING BODIES:

Global School of Technology and Management

- 2) **Algebraic expression and Formulae** – expansion of product of algebraic expression / changing subject of a formula / use of algebraic identities / factorisation of linear and quadratic equations / multiplication and division of simple algebraic fractions / addition and subtraction of algebraic fractions with linear or quadratic denominator
- 3) **Functions & Graphs** – quadratic equation graphs / properties of quadratic graphs such as maximum & minimum point, positive & negative coefficients of x^2 , line of symmetry
- 4) **Equations & Inequalities** – concept of equation and inequality / solving simple inequalities and representing on a number line / graph of linear equation in 2 variable / solve simultaneous equation in 2 variable by substitution and elimination method / solve quadratic equation in one variable by factorisation / formulate a pair of linear equation to solve problem

- 5) **Congruence & Similarity** – congruent figures / similar figures / properties of congruent and similar figures
- 6) **Pythagoras' theorem and trigonometry** – use of Pythagoras' theorem / determine if a triangle is a right-angled triangle / use of trigonometric ratio such as sine, cosine, tangent in right-angled triangle
- 7) **Mensuration** – area and volume of 3D shapes such as pyramid, cones and sphere
- 8) **Data handling and Analysis** – analysis and interpretation of dot diagrams, histogram, stem-and-leaf diagram / use of mode, median, mean for a set of data / calculation of mean for grouped data
- 9) **Probability** – probability as a measure of chance / probability of single events

S302: English

Students will be able to:

- Develop effective and affective language use in students.
- Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English that is grammatical, fluent and appropriate for purpose, audience, context and culture refers to the formal register of English used in different parts of the world. from print, nonprint and digital networked sources.
- Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures
- Use standard English grammar and vocabulary accurately and appropriately and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.
- Use English with impact, effect and affect

The study areas focus on the following areas:

1) Listening and Viewing: Develop appropriate listening and viewing attitudes and behaviour and apply skills and strategies in a variety of contexts for effective communication and collaboration, strengthened by exposure to a wide range of listening and viewing texts.

- **Listening and Viewing Closely with a Positive Disposition:**
 - Develop a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect, and by indicating response appropriately in a range of communicative contexts and interactions.
 - Strengthen perception and recognition of words in context through identification of key words, prosodic features and non-fluency features of spoken language

- Listen and view for understanding increasingly more complex information, including abstract ideas from diverse texts, by applying the full range of listening and viewing skills and learner strategies.

- **Listening and Viewing Critically:**

- Listen and view critically by analysing different semiotic features in texts, determining the credibility of sources and relevance of information, and using comprehension monitoring strategies while listening and viewing.

- **Listening and Viewing Extensively:**

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions) in a variety of contexts for enjoyment and understanding to other areas of language learning.

2) Reading and Viewing: Develop beginning, close and critical reading and viewing skills, strategies, attitudes and behaviour to comprehend a variety of texts meaningfully, strengthened with wide and extensive reading and viewing.

- **Reading and Viewing Closely:**

- Apply close reading and viewing skills and strategies, including representing the ideas in texts, to demonstrate comprehension of texts with more complex and ambiguous meaning.

- **Reading and Viewing Critically:**

- Respond critically to and more deeply appreciate implied and ambiguous meaning in more complex texts by actively applying analysis, judgement and metacognitive strategies in the reading and viewing process, connecting such knowledge to the texts and beyond, and demonstrating understanding of how writers' style can create impact and appeal.

- **Reading and Viewing Widely and Extensively for Different Purposes:**

- Respond to a wide and extensive range of exemplary works appealing to adolescent readers and viewers, including combinations of multimodal and hybrid texts, for different purposes – to analyse and evaluate the impact of different semiotic modes on text, meaning and language use, to facilitate application of skills to other areas of language learning and subject

areas, and for enjoyment and personal development.

3) Speaking and Representing : Develop knowledge of the features of spoken language and use speaking and representing skills, strategies, attitudes and behaviour to communicate appropriately according to purpose, audience, context and culture.

- **Knowledge Base for Speaking and Representing:**

- Attain deeper knowledge of the features of spoken language, including variation in register according to situation.
- Recognise the conventions of speech and the roles of speakers in different situations.
- Develop fluency and accuracy in pronunciation with use of appropriate prosodic features.

- **Speaking and Representing Confidently and Effectively for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively**

- Plan and set goals.
- Gather, select and evaluate information.
- Develop and organise ideas from a variety of texts combining linguistic and other semiotic modes
- Participate respectfully in discussion to develop, articulate and represent ideas in real time in response to the listener(s)
- Speak and represent with confidence, coherence and cohesion using different semiotic modes appropriately to fulfil different purposes
- Pay increasing attention to producing texts that recount, entertain, instruct, describe, inform, explain and evaluate.
- Self-adjust planned speech, monitor and revise speech to adjust and improve communication based on intended purposes and response of the listener immediately after and upon reflection.

4) Writing and Representing: Develop a positive disposition towards writing and representing, writing readiness and handwriting, spelling accuracy, and apply skills and strategies for idea generation, selection, organisation, development, expression and revision in creating a variety of texts, to address different purposes, audiences, contexts and cultures.

- **Acquiring the Mechanics of Writing:**

- Develop a positive disposition towards writing and representing

- Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (standard English).

- **Writing and Representing Creatively and Critically for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively:**

- Apply increasingly sophisticated and higher-order skills for idea generation, selection, organisation, development, expression and revision so as to achieve intended effects and precision of expression in writing and representing. Consider and evaluate how various semiotic modes work together to convey with impact the text's intended message.
- Create a variety of texts for different purposes, using an appropriate tone and register. Understand how the skills and knowledge of writing and representing specific types of texts can inform and be applied to the creation of other increasingly sophisticated texts of different types and/or forms.
- Apply knowledge of appropriate organisational structures and language features to create a variety of increasingly sophisticated texts for different purposes.
- Pay increasing attention to writing and representing texts that respond, argue, evaluate and/or persuade.

5) Grammar: Develop knowledge of grammar for the purposeful use of language at the word, phrase, sentence and text levels

- **Use of Terms:**

- Develop and strengthen grammatical metalanguage learnt previously.

- **Grammar at Word, Phrase and Sentence Levels:**

- Revisit and strengthen grammatical knowledge learnt previously. Identify and address recurring language errors to develop greater control in the use of language for speaking, writing and representing. Use appropriate language structures learnt previously to convey thoughts and opinions in interactions and communication with others.

- **Grammar at Text Level:**

- Apply knowledge of cohesive devices and grammatical structures to create links across different

clauses, sentences and paragraphs.
Apply knowledge of language
features of texts and reproduce
them in a full range of texts,
including hybrid texts. Recognise
how the purposeful use of language
shapes meaning in texts.

6) Vocabulary: Develop knowledge of vocabulary
for the purposeful use of rich language

- **Developing Rich Vocabulary**

- Knowledge:**

- Continue to develop and strengthen vocabulary knowledge and take an active role in studying word meaning and learning new vocabulary items.
 - Develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context.
 - Use various learner strategies to develop rich vocabulary.

- **Using Vocabulary:**

- Use words suitable for purpose, audience, context and culture
 - Use fixed expressions accurately and appropriately.
 - Recognise, appreciate and use words for literary effect meaningfully.
 - Use words meaningfully in conjunction with semiotic modes.