



**HWA CHONG INSTITUTION (High School Section)  
INTEGRATED HUMANITIES CORE  
SECONDARY THREE  
EDUCATION IN SINGAPORE**

**Introduction**

The aims and objectives of education in Singapore have evolved since independence in 1965.

Time Frame	Point and Example	Elaboration & Link
<p><b>1965-1970s</b> <b>Rationale:</b> Building a harmonious and cohesive society</p>	<p><b>Meeting the needs of a young nation:</b></p> <ul style="list-style-type: none"> <li>a) Providing a place for every child                             <ul style="list-style-type: none"> <li>• Building primary schools</li> </ul> </li> <li>b) Building national loyalty                             <ul style="list-style-type: none"> <li>• Common practices</li> <li>• Flag raising and pledge</li> </ul> </li> <li>c) Fostering social cohesion                             <ul style="list-style-type: none"> <li>• Fairness (PSLE);</li> <li>• Bilingualism;</li> <li>• English language;</li> <li>• uniformed groups</li> </ul> </li> <li>d) Preparing for Economic development                             <ul style="list-style-type: none"> <li>• Technical education</li> <li>• English language as First Language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a) Post WW2 baby boom and limited supply of schools</li> <li>b) Vernacular schools (taught in Malay, Chinese and Tamil) and racial loyalty; racial tolerance and harmony</li> <li>c) Common examination to achieve fairness to all races and integrated school system to promote racial harmony</li> <li>d) Export oriented industrialization focusing on manufacturing</li> </ul>

<p>Late 1970s-early 1990s  <b>Rationale:</b>          Creating a “good man and useful citizen” through developing of individual pupil</p>	<p><b>Improving the quality of education</b>          a) Streaming</p> <p>b) Teaching Moral Values</p> <ul style="list-style-type: none"> <li>• Social responsibility</li> <li>• Loyalty to country</li> <li>• Civics</li> </ul> <p>c) Encouraging creativity</p> <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Single-session schools</li> <li>• Independent schools</li> <li>• Autonomous schools</li> <li>• Integrated Programme</li> </ul>	<p>a) Initial ineffectiveness of the bilingual policy and limited focus on learner’s needs.</p> <ul style="list-style-type: none"> <li>• Streaming in Primary school             <ul style="list-style-type: none"> <li>➢ Normal bilingual; Extended bilingual; Monolingual</li> <li>➢ PSLE &amp; PSPE</li> <li>➢ Vocational Institute Training Board (VITB)</li> </ul> </li> <li>• Streaming in Secondary school             <ul style="list-style-type: none"> <li>➢ Normal Technical</li> <li>➢ Normal Academic</li> <li>➢ Express</li> <li>Special/ Gifted education</li> <li>➢ ‘N’ level</li> <li>➢ ‘O’ level.</li> <li>➢ ITE</li> </ul> </li> </ul> <p>b) Moral Education Programme/ Religious Knowledge and Civics and Moral Education (Singaporean Shared Values)</p> <p>c) Global Recession (1985) and the need to diversify economy through innovation and creativity</p>
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<p>Current</p>	<p><b>Preparing the challenges of the 21<sup>st</sup> Century</b></p> <p>a) Promoting critical and creative thinking</p> <ul style="list-style-type: none"> <li>• 'Stretching' the pupils</li> <li>• Project Work</li> </ul> <p>b) Using Information Technology</p> <ul style="list-style-type: none"> <li>• Computer based IT lessons</li> </ul> <p>c) Introducing National Education</p> <ul style="list-style-type: none"> <li>• Racial Harmony</li> <li>• Total Defence</li> <li>• CIP</li> </ul> <p>d) Developing Talents</p> <ul style="list-style-type: none"> <li>• Elective Programs</li> <li>• CCA</li> </ul> <p>e) Compulsory Education</p> <ul style="list-style-type: none"> <li>• 10 Years of compulsory education</li> </ul>	<p>a) Team work in achieving common goals</p> <p>b) Accessing information electronically</p> <p>c) The need for social cohesion</p> <p>d) Maximising talents beyond the classroom</p> <p>e) Life-long learning. National Identity and social cohesion</p>
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