

**Design & Technology**

**Nutrition & Food Science**

**Elements of Business Skills**



COURSE	EXPRESS	NORMAL (ACADEMIC)	NORMAL (TECHNICAL)
<b>SUBJECTS OFFERED</b>	NA	Design and Technology Nutrition and Food Science	Elements of Business Skills
<b>ASSESSMENT FORMAT</b>	-	DT P1 Written Paper (40%) P2 Design Project (60%)  NFS P1 Written Paper (40%) P2 Coursework (60%)	P1 Written Paper (60%) P2 Coursework (40%)

	Nutrition and Food Science (NFS)
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of Nutrition and Food Science should have:</p> <ul style="list-style-type: none"> <li>• a natural curiosity about food, nutrition, and their impact on health to lead a healthier lifestyle proactively</li> <li>• an intrinsic interest in promoting health and well-being through nutrition</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b>	<p>The syllabus provides opportunities for students to develop a wide range of valuable skills:</p> <ul style="list-style-type: none"> <li>• Learning to conduct nutritional assessments such as dietary analysis to evaluate one's diet and build awareness and appreciation of cultural diversity in food practices and dietary preferences</li> <li>• Develop proficiency in conducting research studies, collecting and analysing data and interpreting experimental finding to provide evidence-based recipe modification, cultivating <b>critical</b> and <b>adaptive thinking</b></li> <li>• Gaining hands-on experience in food preparation techniques, culinary skills, recipe development, and menu planning</li> </ul>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>Students of NFS would have a strong grasp of the nutrition, diet and health. The ability to read analytically, think critically and communicate clearly will be needed in various fields: <b>healthcare, nutrition and dietetics, applied sciences and STEAM-related areas</b></p>





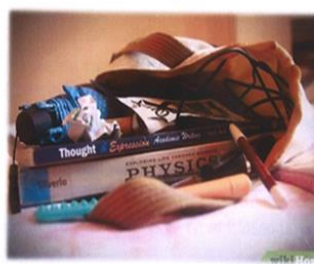
	Design and Technology
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of Design and Technology should have:</p> <ul style="list-style-type: none"> <li>• a strong grasp of design thinking protocol which enable them to be empathetic and adaptable to create suitable solutions which understand the perspectives, preferences and needs of end user</li> <li>• a strong creative flair and the ability to think outside the box</li> <li>• the ability to be adaptable and open to learning new skills and techniques to adapt their designs to meet changing requirements and constraints.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b>	<p>With School's Imaginarium, student will be able to</p> <ul style="list-style-type: none"> <li>• Design projects with complex problems that require creative solutions. Students should be adept at <b>analysing problems</b>, identifying constraints, and developing effective design solutions which hones <b>problem-solving skills</b></li> <li>• Student will be proficiency with <b>design tools, software, and technical skills</b> such as CAD programs, 3D printer, tabletop laser cutter and prototyping tools, to bring their designs to life.</li> <li>• critically evaluate their own designs as well as the work of others which involves assessing the functionality, usability, and aesthetics of designs to ensure they meet the needs of users and clients with the application of <b>critical thinking</b></li> </ul>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>Students of Design &amp; Technology would have a sharpened grasp of the Design Thinking protocol with heightened sensitivity to the impact of design on meeting the needs of users. The ability to be empathetic, think critically and communicate clearly via their design solutions will be needed in various fields of Design, such as <b>Architectural, graphic, industrial, game, user experience, product design</b> and <b>STEAM-related areas</b></p>





### Number 1: Find visuals

1 design opportunities  
are everywhere,  
get out there to seek  
and gather findings.



Internet: found pictures of messy school bags, shows how student do not have extra space for art materials that is big and has many different separate component. >>problem

When I was taking art in lower secondary, I had to buy many items for painting class, it is all big and inconvenient which led to me bringing an extra bag for art all the time. I have classmates facing problems of losing some component and they felt that its too expensive to purchase them all over again.

using A20 Cr. Finest  
(1/15/003)



	Elements of Business Skills
<b>CRITERIA, DESIRED DISPOSITIONS</b>	<p>Students of Elements of Business Skills should have</p> <ul style="list-style-type: none"> <li>• <b>confidence</b> in their ability to learn new concepts and apply them to real-world business scenarios as the subject covers various sectors like Travel, Tourism, Hospitality, and Retail.</li> <li>• strong and effective <b>communication skills</b> as the subject often involves interactions within a business context and customer relations.</li> <li>• willingness to <b>actively participate</b> and contribute to projects and team activities is important.</li> </ul>
<b>SKILLS &amp; COMPETENCIES TO BE DEVELOPED</b>	<ul style="list-style-type: none"> <li>• Students are expected to develop skills in marketing and customer relations, critical thinking, innovation, self-management, effective communication, and the use of ICT.</li> <li>• Students should develop the values and attitudes of: <ul style="list-style-type: none"> <li>• integrity and responsibility in making decisions;</li> <li>• <b>respect</b> and social awareness in managing relationships with others;</li> <li>• an <b>enterprising</b> mindset;</li> <li>• <b>resilience</b> in overcoming challenges; and</li> <li>• passion to pursue <b>lifelong learning</b>.</li> </ul> </li> </ul>
<b>POST-SECONDARY OPPORTUNITIES</b>	<p>The syllabus prepares students for further studies in institutes of higher learning and careers in the service industry (<b>Travel and Tourism, Hospitality, and Retail</b>) which continues to be a significant sector in Singapore's economy.</p>