

How to Support your Child in SAJC?

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16 May 2026

St Andrew's Junior College



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Are you JC1 or JC2's parents?

- A. JC1's parent
- B. JC2's parent

 Multiple Choice

Check-In: How is my child thus far?

In General:

JC1s

Many JC1s are feeling stressed because of the “JC Shock” - JC is very different from secondary school and the learning curve is very steep.

JC2s

Many JC2s are feeling stressed because they fear that they may not be able to catch up with their studies before GCE“A” exam

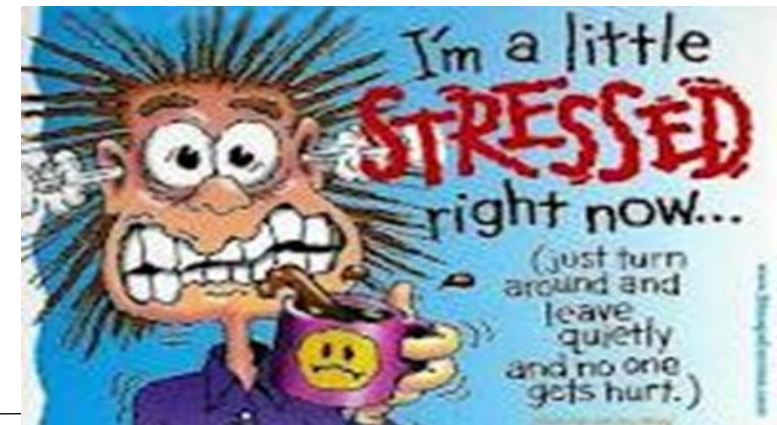


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“JC Shock”

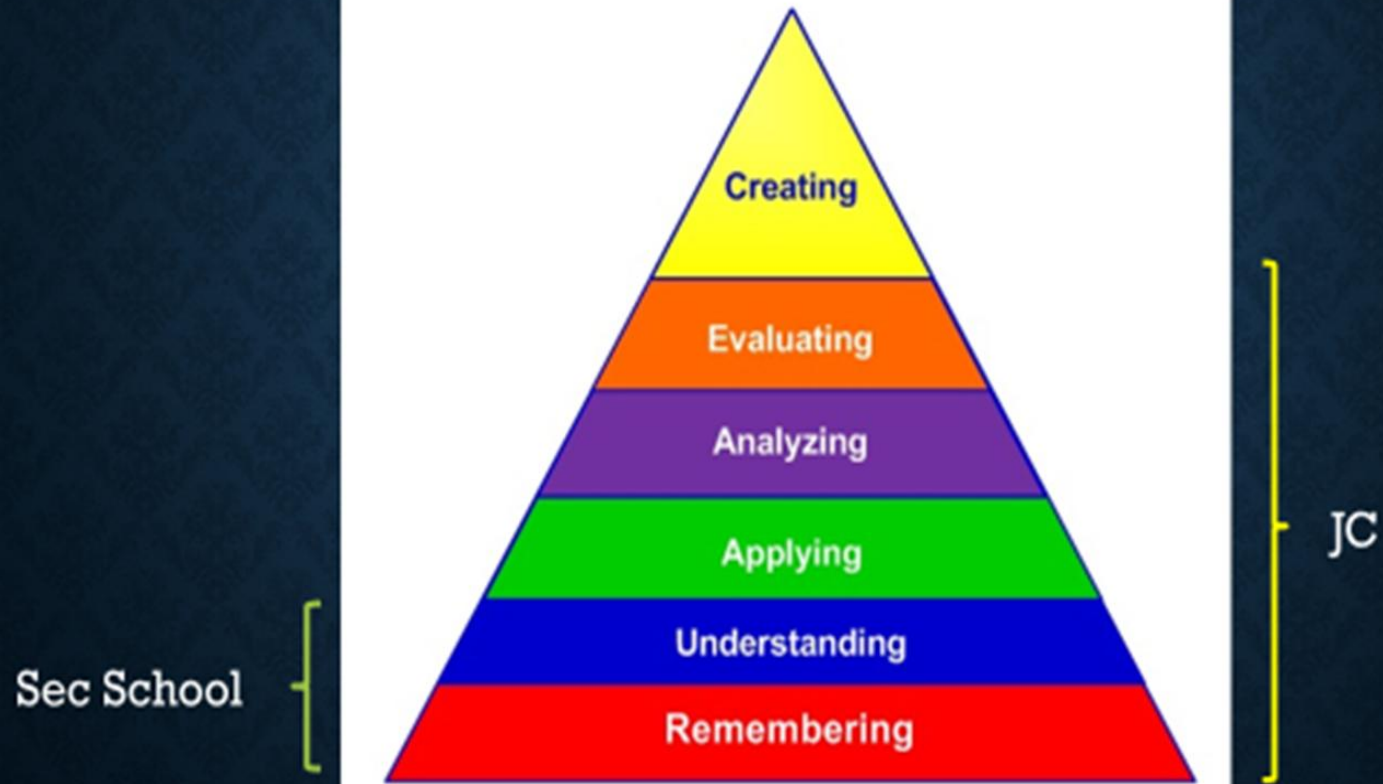
- Academic Rigour → Difficult and Challenging
 - ❖ Content – **a lot more than GCE'O'**
 - ❖ Have to do PW (now P/F grade) & a contrasting subject
 - ❖ Must pass 3 H2 subjects & GP to enter university
- Strategies for GCE'O' don't work for GCE'A' exam
 - ❖ Pure memorization doesn't work
 - ❖ Need understanding, must be able to apply and evaluate
 - ❖ Last minute study doesn't work - a lot of content for each subject
 - ❖ Study techniques are different from sec school
 - ❖ Answering techniques are different from sec school



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Blooms Taxonomy - Revised



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The Straits Times,
April 11, 2016
Home Section, B11

<http://www.straitstimes.com/singapore/education/more-emphasis-in-humanities-on-the-how-and-why>



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More emphasis in humanities on the how and why

When did Sir Stamford Raffles discover Singapore? What is an oxbow lake? What are the factors of urban growth?

In the past, much of the learning in humanities consisted of memorising huge chunks of facts to be regurgitated in exams.

These days, besides asking what, who and when, there is a bigger emphasis on getting students to probe and understand how and why. Lessons also incorporate more current topics, such as measures taken to improve Singapore's competitiveness.

The revised syllabus for subjects in humanities – history, geography and social studies, and economics – took effect from 2012.

There is a greater focus on learning to collect evidence, analyse data, craft explanations and reflect on the process in some of these subjects.

In junior college, geography will from this year be taught in themes like sustainable development to help students draw links between topics. Before this, it was divided into physical and human geography, each taught on its own.

Instead of just being given data

to analyse, students now spend more time outside class to do fieldwork, such as measuring the infiltration rates at different locations like grassy areas or slopes, or using equipment to collect data.

For social studies in secondary schools, the latest textbook is organised around more current societal issues such as the debate about the need for an official poverty line or the Little India riots in 2013.

Students are also prompted to give their own responses to issues such as citizenship.

Ms Tan Chien Ming, who teaches economics in Dunman High School, said lessons now incorporate more current topics and test questions use more real-world data.

"Lecture notes feature current economic developments like inclusive growth," she said.

"And in last year's A levels, one of the essay questions required students to assess measures adopted by the Government to improve Singapore's global competitiveness.

"So students need to know about the local economy and broader global trends."

Amelia Teng

Challenges in JC

Academic Rigour

- Cannot get A & B grades easily
- Long hours of study – lectures & tutorials
- Not much time to “play” and rest



CCAs

- Balancing CCA & VIA projects (for portfolio)

Social

- Difficult to build close friendships within short time frame



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When they are not coping well...

- Easily get discouraged, demoralized & demotivated
- Tendency to go into escapism or avoidance mode (e.g. social media, gaming, videos)
- May skip school via Parent's Letters or MCs
- May feel that Life is meaningless
- May slip into depression



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Low Self-Esteem / Self-Worth

- Many students tend to tie their self-worth/identity to their academic performance. If they don't do well, they tend to view themselves as
 - Lousy
 - Failures
 - Useless
 - Not good enough
 - Disappointment and a burden to parents
- They may also think that there is **no more future** for them and hence may slip into depression



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You can do it!
You are the best!
You are a star

"The WAY we talk to our Children becomes their inner voice."

Idiot!
Shut up!
Go away!

Peggy O'Mara

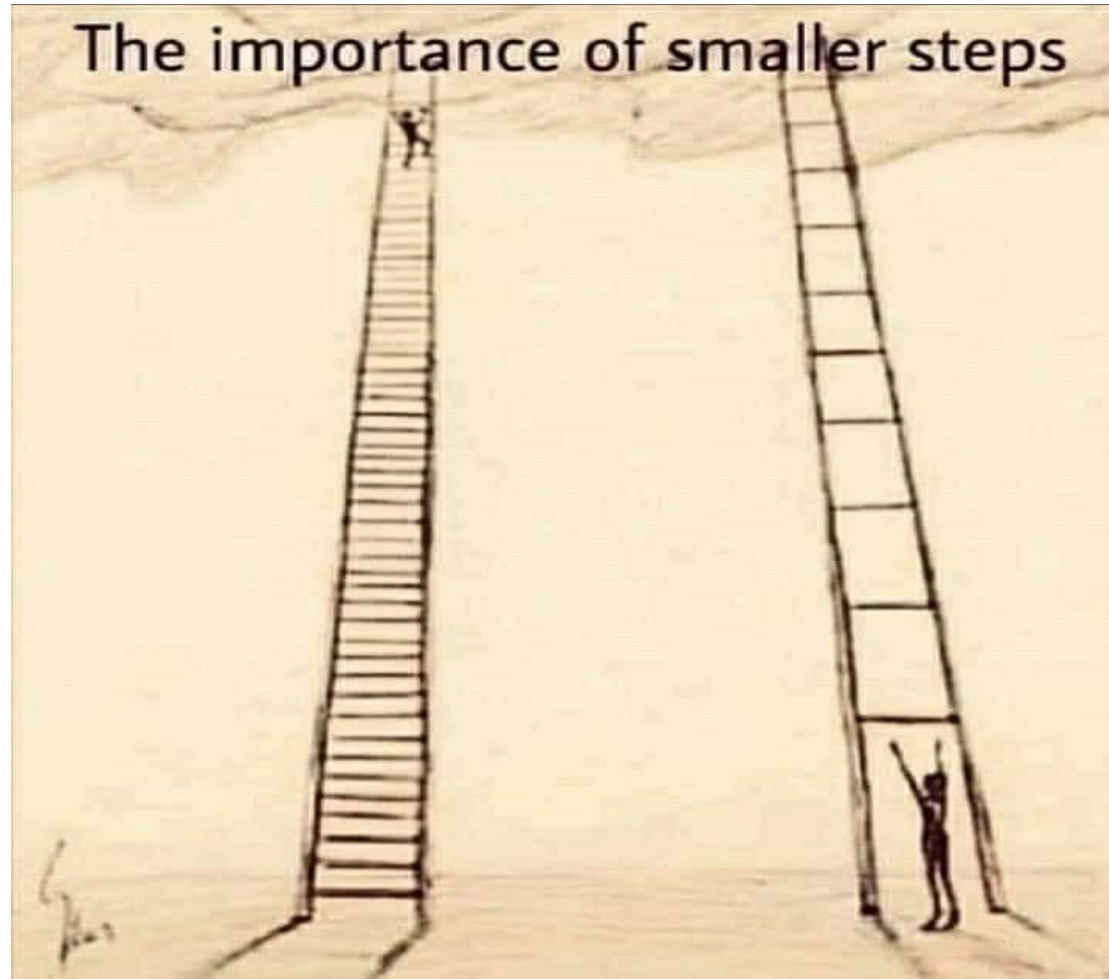


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Making Lives and Learning



Importance of Incremental Improvement



Grades: Ss & Es → Ds & Cs → Bs & As

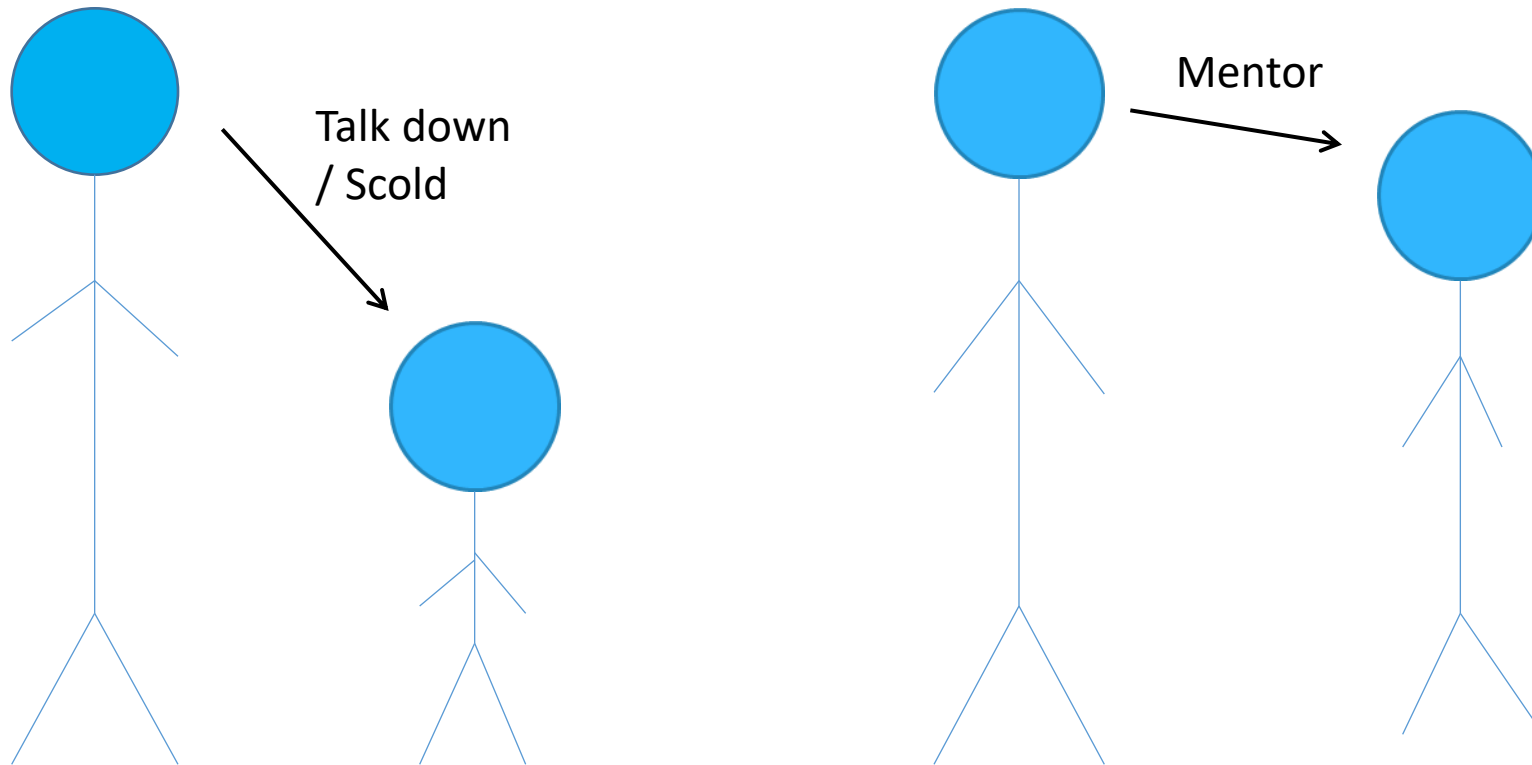
Try to understand the Situation

- Don't Judge Too Quickly (Video)

<https://www.youtube.com/watch?v=MmiwbRXIWvs>

Mentoring/Coaching

- Find out reasons/problems instead of scolding (treat them like young “adults”)
- Discuss strategies with them, help them overcome the hurdles



The Power of Mentoring/Coaching

A coach stands securely on the sidelines. He does not run the race for the athlete, but he ensure the athlete is emotionally supported, hydrated and mentally prepared for the track ahead.

Examples:

Instead of giving directives, ask *“You look exhausted. How can I support you?”*

Instead of getting panic over low grades, you can ask *“How are you feeling? What did you learn from doing the paper?”*

Their Perceived Struggles



Hurdle



Help them to Build Confidence



Build Self-Esteem and Confidence

- Affirm and Encourage them
- Importance of Pacing themselves
 - Time management
 - Incremental improvement
 - Importance of good sleep hygiene (i.e. sleep early)
- Consult teachers
 - To learn new study skills
 - To learn new answering techniques



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Words of Wisdom

And we urge you, brothers,
Warn those who are idle,
Encourage the timid,
Help the weak,
be patient with everyone.

1 Thessalonians 5:14



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What are my concerns for my child?

- A. Too tired to study after CCA / No time to catch up
- B. Can't study at home but parents don't trust them to study outside; can't study alone but fear of distraction by friends
- C. Lack discipline, feel bored and/or feel anxious
- D. Distracted by BGR/Negative Peer Influence
- E. Distracted by phone messages / social media
- F. No motivation to study

 Multiple Choice

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What will you do if your child is

A. Too tired to study after CCA / No time to catch up

➤ Importance of time management

➤ Importance of study plan



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Importance of Time Management & Study Plan

Self-management skill and Time management skill are important skill sets as future leaders.

Teach them to:

- Learn to be proactive and plan ahead *(vs last minute work)*
- Learn to think through (academic) strategies *(vs based on mood)*
- Live healthy and balanced lifestyle *(vs messed up life, e.g. sleep late)*
- It is good enough if they can follow 80% of their plan, not necessary 100%



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Too Tired to Study after CCA

- Sleep early, no point studying if their brain is too tired to think.
- Make good use of their school breaks to study.
- Plan ahead, don't study last minute.



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No Time to Study!!!

Cannot take own sweet time
to do tutorials or essays

Exam = Knowledge + Speed

For JC1s

June Holidays are the only long block of free time for them to **catch up** with Term 1 & Term 2 syllabus and **master** them so that they can focus on **new syllabus, WAs and PW** in Term 3 and Term 4.



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No Time to Study!!!

Cannot take own sweet time
to do tutorials or essays

Exam = Knowledge + Speed

Looking Ahead (for JC1s) ...

Jul

- New Syllabus, PW
- WAs, CCA, activities

Aug

- New Syllabus, PW
- WAs, CCA, activities

Sep

- New Syllabus, PW
- WAs, CCA, activities

Oct

- **Final Exam**
- **Intensive PW & MT lessons (GCE''A'' exam)**

For JC2s

June Holidays are the only long block of free time to study for the **Timed Trials** (Jul), **Prelim exam** (Aug-Sept) & **GCE "A" exam** (Oct-Nov).



One stone kills 3 birds!!!



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Looking Ahead (for JC2s) ...

Jul

- **Timed Trials**
- Lessons

Aug

- Lessons
- **Prelim Exam (mid-Aug)**

Sep

- **Prelim Exam**









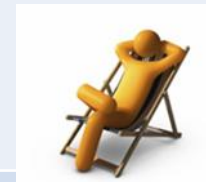










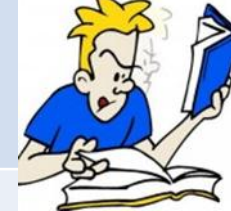

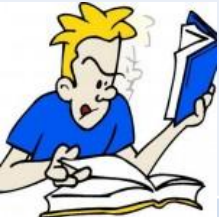
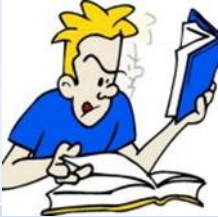
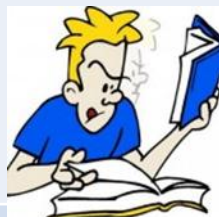
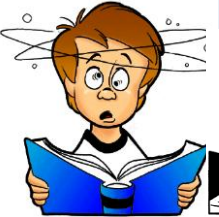

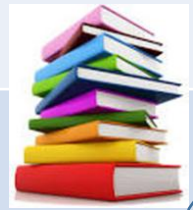

Oct

- **GCE"A" Science Practical (mid-Oct)**

Nov

- **GCE"A" Exam**

Example: Unplanned June Holiday

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						
						
						
						
Term 3	Begins				NOT FINISHED!!	Stress will continue in Term 3 & 4




Example: Planned June Holiday










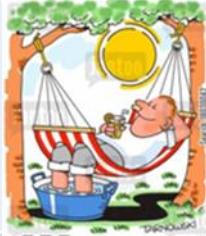

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						
						
						
						
<p>Term 3</p>	<p>Begins</p>					








Bad Example: They will forget what they had studied earlier on (e.g. PCME)

Mon	Tue	Wed	Thu	Fri	Sat	Sun
Phy	Phy	Phy	Phy	Phy	Phy	Rest
Chem	Chem	Chem	Chem	Chem	Chem	Rest
Math	Math	Math	Math	Math	Math	Rest
Econ	Econ	Econ	Econ	Econ	Econ	
Term 3	Begins					

Example (JC1): Study Plan (5-6 hr/day, rotation of subjects)

Mon	Tue	Wed	Thu	Fri	Sat	Sun
						
9-12 Phy 1 1-4 Chem1 REST	9-12 Math1 1-3 Econ 1 REST	9-12 Phy 2 1-4 Chem2 REST	9-12 Math2 1-3 Econ 2 REST	9-12 Phy 3 1-4 Chem 3 REST		
9-12 Math3 1-3 Econ3 REST	9-12 Phy 4 1-4 Chem4 REST	9-12 Math4 1-3 Econ 4 REST	9-12 Phy 5 1-4 Chem5 REST	9-12 Math5 1-3 Econ 5 REST		
9-12 Phy 6 1-4 Chem6 REST	9-12 Math6 1-3 Phy 7 REST	9-12 Chem7 1-4 Math 7 REST	MT, PW Buffer Time	MT, PW Buffer Time		
Term 3	Begins					

Example (JC2): Planned June Holiday (e.g. PCME)

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		9-12 Phy1 1-5 Math1 6-9 Chem1	9-12 Econ1 1-5 Math2 6-9 Chem2	9-12 Phy#2 1-5 Math3 6-9 Chem3	9-12 Phy3 1-4 Econ2 <i>Rest</i>	
9-12 Phy4 1-5 Math4 6-9 Chem4	8-12 Math5 1-4 Phy5 5-8 Chem5	9-12 Phy6 1-5 Math6 6-9 Econ3	9-12 Chem6 1-5 Math7 6-9 Phy7	9-12 Chem7 1-5 Math8 6-9 Econ4	9-12 Phy8 1-4 Chem8 <i>Rest</i>	
9-12 Phy9 1-5 Math9 6-9 Chem9	8-12 Math10 1-4 Phy10 5-8 Econ5	9-12 Che10 1-5 Math11 6-9 Phy11	9-12 Econ6 1-5 Math12 6-9 Chem11	9-12 Phy12 1-5 Math13 6-9 Chem12	9-12 Econ7 1-4 Phy 13 <i>Rest</i>	
9-12 Che13 1-5 Math14 6-9 Phy14	8-12 Math15 1-4 Chem14 5-8 Econ8	9-12 Phy15 1-4 Chem15 5-8 Econ9	Timed Practice/ Revision	Timed Practice/ Revision	Timed Practice/ <i>Rest</i>	
Term 3	Begins					

Importance of REST

- God created the universe in 6 days and rested on 7th day! *It is not because God is tired. He is setting an example for us to follow.*
- We have to rest otherwise we will get burnout or lose motivation to do our work.
- Ensure there are breaks in the Study Plan, e.g. meal time, play time, exercise time, social time, etc.
- *Ecclesiastes 3:1 says “There is a time for everything, and a season for every activity under the heavens.”*



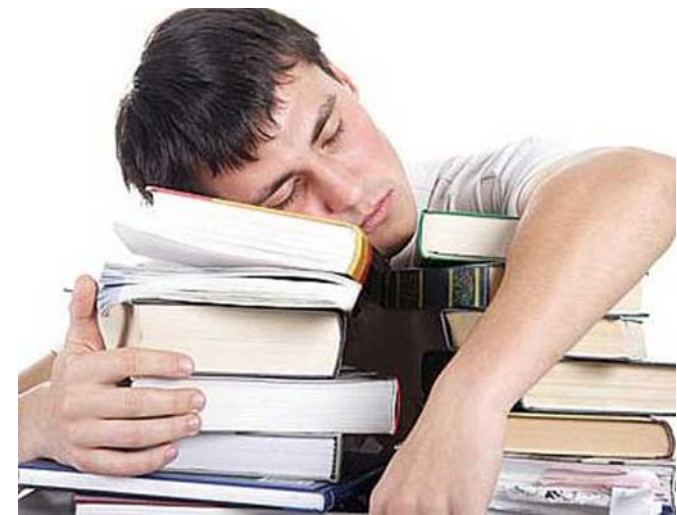
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Importance of SLEEP

Ensure they have about 8 hours of sleep, otherwise

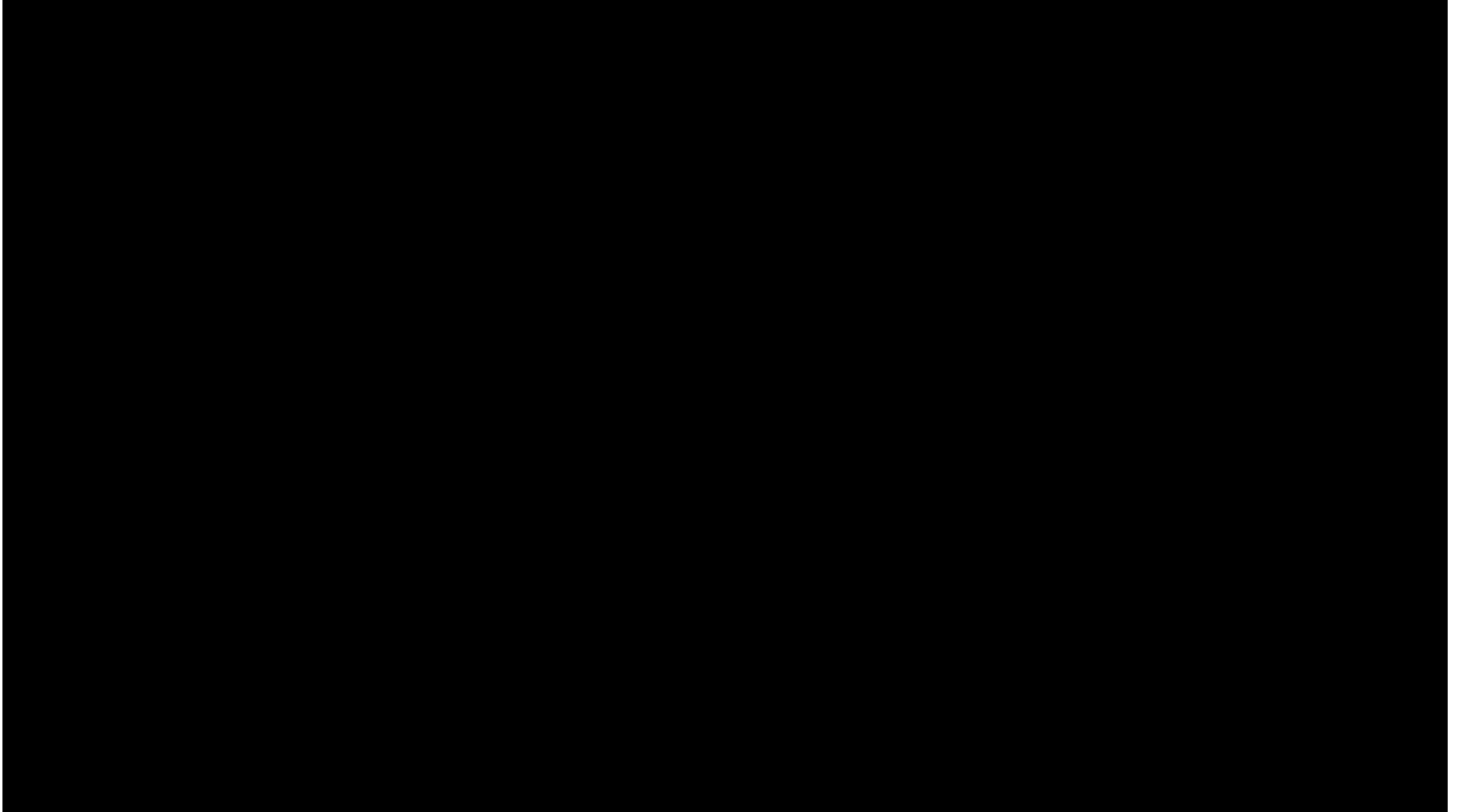
- The brain's speed of processing will be affected during lessons
- Doze off/Can't focus during lessons or revision
- Has to keep moving to keep awake
- Affect mood, irritated easily
- Stressed easily
- Not motivated to study
- Sleep disorder



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Importance of Sleep (Video)





Our study has also shown that the negative impact of poor sleep on academic functioning is not always matched by a realisation of this fact by students themselves, therefore they may have little motivation to alter bad sleep habits. Unlike for adults, adolescence is a crucial time because of continual changes in the brain - so sleep is particularly important for a teenager's health.



biological factors.

Combined with late-night activities, this can have a significant negative effect on the quality of sleep and therefore their behaviour during the day.

Poor quality of sleep - caused by lots of waking up during the night - has also been reported to be a strong predictor of lower academic performance, reduced capacity for attention, poor executive function and challenging behaviour.

Many adolescents get less sleep than the average recommended level - around nine hours for this group. But due to school commitments, teenagers are required to wake up early at a set time even if they have not achieved the optimal number of hours of sleep.

Along with these early start times, teenagers also experience pubertal phase delay - meaning pubertal teenagers will sleep even less due to



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Research is increasingly showing that such a truncated amount of sleep for children in her age group has a detrimental impact on mental and physical health.

NEGATIVE IMPACT ON MEMORY

Lack of sleep limits a person's ability to learn new things and impacts negatively on short- and long-term memory. Chronic sleep deprivation can interfere with decision-making abilities.

DR TOH SONG TAR, director of the Sleep Disorders Unit at Singapore General Hospital.



A new study by the Duke-NUS Medical School found that teens who had insufficient sleep did worse cognitively than teens on the recommended full amount of sleep for their age group, even after just a week.

The researchers found that seven nights of shortened sleep resulted in "prominent deterioration" of sustained attention, working memory, alertness and foul mood.

"Despite the fact that most of our participants were from elite schools, they were not spared the adverse effects of sleep curtailment on their cognitive functions," said Dr June Lo, lead author of the study and a Duke-NUS senior research fellow.

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Each battery of tests lasted about 25 minutes and comprised tasks that evaluated sustained attention, speed of processing, executive function, subjective sleepiness and mood.

Researchers found that those in the nine-hour sleep group either maintained cognitive performance or showed practice-related gains in the speed of processing tasks that required arithmetic calculation or symbol decoding.

On the other hand, the sleep-restricted group, who slept only five hours a night, showed significant and cumulative deterioration of sustained attention, working memory and executive function.

A sobering discovery was that two nights of nine-hour recovery sleep could not fully reverse some of these cognitive deficits.

Positive mood and subjective alertness were also affected, but there was a significant dissociation between objective and subjective markers, said Professor Michael Chee, senior author and director of the Centre for Cognitive Neuroscience at Duke-NUS.


For example, in the sleep-restricted group, sustained attention continued to deteriorate across the seven days, while sleepiness declined until the third day and remained about the same until the end of the experiment, said Prof Chee.



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 My 3-day food journey around this paradise called Hong Kong

 What you need to know about Tanah Merah's newest condominium

Importance of Good SLEEP Hygiene

To do well academically

- It's important to sleep about 8 hours a day
- Begin to condition their brain to sleep early and wake up early, so that their mind will be **sharp** and **alert** in the morning. Prelim and GCE"A" exams begin at 8 am, not night time.
- Their brain needs time to adjust to the new sleeping hours (~*jetlag*).
- Sufficient sleep will help their mind to be **sharp** and do better in their studies/exam.



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What will you do if your child

B. Can't study at Home / Can't study alone

B. Can't Study at Home

- Find out the reasons
- Negotiation between parents and child
 - ❖ If you don't trust them, ask them where they are studying, and check on them if you want to
 - ❖ Parents can check on their progress if they want to



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B. Can't study alone

Suggest to them:

- Study with friends who are serious in their studies
- Sit apart, e.g. sit at different tables
- Set ground rules, e.g. talk only at certain time like lunch, dinner or break time



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What will you do if your child

C. Lack discipline, feel bored and/or feel anxious

- ▶ Lack discipline in getting their work done
- ▶ Feel bored with studies
- ▶ Feel anxious when they are not able to cope with their studies



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For those who lack Discipline

- They usually get things done at last minute.
- Procrastinators work best with **deadlines** and **consequences**.
- Encourage them to set personal **deadlines** and **consequences** (e.g. cannot use phone unless they finish their work).
- Encourage them to come out with their **Study Plan**, they need structure with breaks in between studies.
- Find out from them what environment enable them to be more disciplined. They can usually be more disciplined if they study in library or school. Home is too comfortable/distracting for them.



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Helping those who feel Bored

- ▶ Imagined eating the same food every day → bored
- ▶ Tend to spend time on the screen, e.g. computer games or social media → *can be addictive*
- ▶ Encourage them to incorporate a variety of activities into their schedule, e.g. exercise, workout, hobbies
- ▶ Allow them to study with their friends
- ▶ Allow them to have little breaks to do what they like



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For those who are Anxious

- ▶ For those who are overwhelmed with school work → encourage them to come out with a **Study Plan** and spread out the assignments over the week. With the Study Plan, the students will usually feel more relieved when they realize that they have sufficient time to finish their work.
- ▶ For those who don't understand or can't do the assignments → encourage them to **consult** their teachers. If they are fearful to consult teachers one-to-one, encourage them to go with their friend(s).



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What will you do if your child is

D. Distracted by BGR / Negative Influence

D. BGR / Negative Peer Influence

➤ **Distracted by BGR**

- ❖ Do not criticise their girlfriend or boyfriend
- ❖ Find out what attracted him or her (i.e. values they are looking for)
- ❖ Help them see things in perspectives (weigh pros and cons)
- ❖ Difficult to stop them from seeing each other, teach them what to do (e.g. no intimacy, get to know each other first)

➤ **Negative Peer Influence**

- ❖ Do not criticise their friends
- ❖ Find out what they like about their friends (i.e. values they are looking for)
- ❖ Help them see things in perspectives (weigh pros and cons)
- ❖ Discuss with them what they can do (if they continue to hang out together), e.g. minimize the gatherings

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What will you do if your child is

E. Distracted by Phone Messages / Social Media

E. Distracted by Phone Messages / Social Media

- ▶ Put to silent mode or switch off the phone during study time
- ▶ Check the phone only during the study breaks
- ▶ If study at home, perhaps pass the phone to parents if they can't resist temptations
- ▶ Teach them how to cope with many messages (FOMO)



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What will you do if your child has

F. No Motivation to Study

If they are very Stressed

➤ Find out what happened

- They may be struggling with studies or certain subjects
- They may be fearful that they can't get into university
- Can be other issues, e.g. peer issues

➤ Look out for Warning Signs:

- Sleep – Insomnia or Hypersomnia (don't feel like waking up)
- Appetite – No appetite or Eat a lot
- Low energy & Low mood
- Diminished interest/pleasure in almost all activities
- Feeling that life is hopeless and meaningless
- Suicide Thoughts



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Look out for their Wellbeing

Please look out for the following signs

- Emotionally – sadness, anxious, anger, frustration, moody, stressed
- Physically – constantly falling sick/not feeling well, low energy
- Socially – Withdrawn, do not want to meet people
- Mentally – distracted, not able to focus, life is hopeless/helpless
- Behaviour – out-of-character, not usual self
- Daily activities – sudden change in eating pattern and sleeping pattern, diminished interest in activities



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Wellbeing vs Academic Performance

- Which one is more important?
- Mental wellbeing is more important than academic results
- If they are well, they can bounce back easily
- If they are not well, it is more difficult for them to bounce back

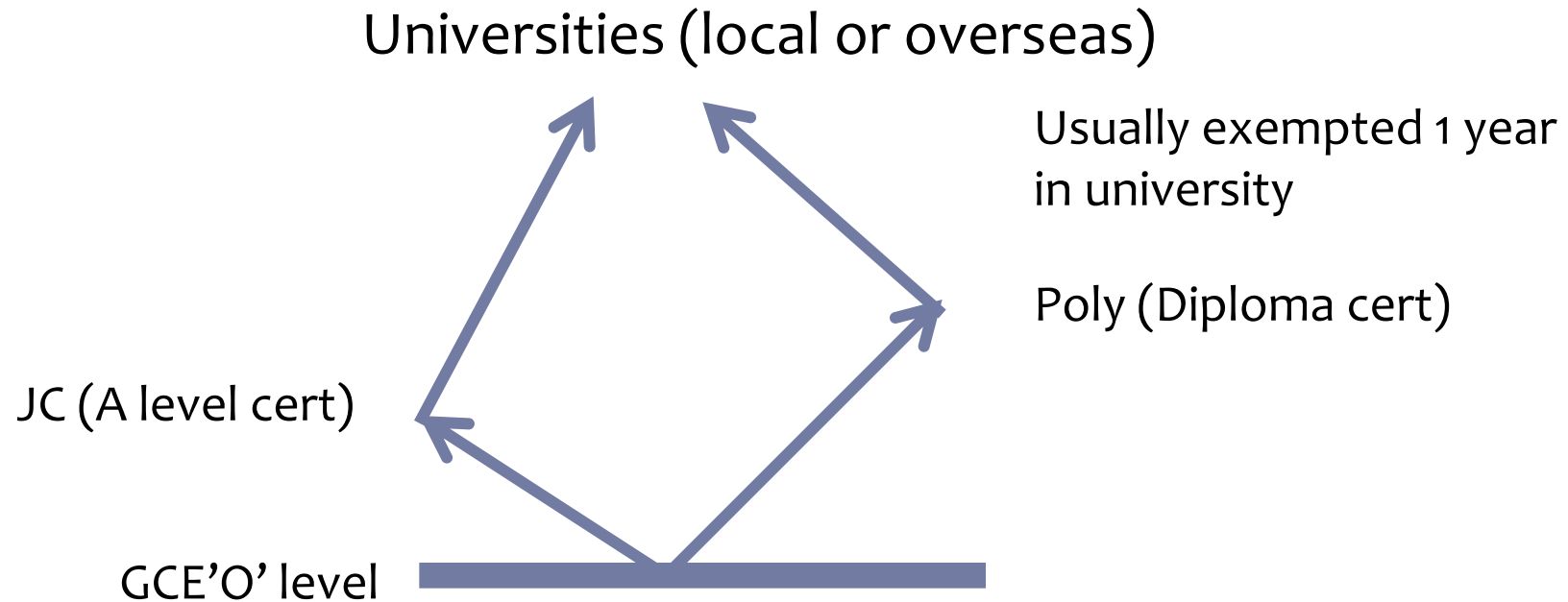


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Different Pathways to Fulfill Dreams

- All roads lead to Rome
- Learning Style → which education pathway fit them better?







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