

Subject-Based Banding

**Secondary Two Parent Talk
30 January 2026**

**CONVENT OF THE HOLY INFANT JESUS
SECONDARY**



Why Subject-Based Banding (SBB)?

- Every student is unique and possesses different strengths.
- Subject-Based Banding can:
 - a. **nurture students' strengths**
 - b. provide **more educational opportunities**
 - c. encourage students to be **more engaged in learning**
 - d. allow students to **build a stronger foundation** in subjects that they are good at

SCHOOLBAG
THE EDUCATION NEWS SITE

TUESDAY, 5TH DEC

Providing Greater Flexibility with Subject-Based Banding

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Miss Donna Koh of CHIJ St Theresa's Convent shares about the importance of working in partnership with parents to provide opportunities for students to cope academically and emotionally.



EXAMPLE: JANE FROM 2 Angela

End of Sec 1

- Offered G3 English at PSLE
- Offered G3 Science at Sec 1 mid-year juncture
- Offered G3 History at Sec 1 end-of-year juncture
- Moving into Sec 2, Jane has 3 more demanding level (MDL) subjects



Subjects to be taken in Sec 2

G3 English	G3 History
G2 Math	G3 Science
G2 MTL	G2 Geography
Common Curriculum Subjects	G2 Literature

Junctures to take up subjects at a more demanding level

- via school-based assessment, after Sec 2 year-end examinations, based on
 - (a) excellent and consistent performance in the subject;*
 - (b) positive learning attitude to cope with the higher academic demand; and*
 - (c) teachers' recommendations*



Will my child continue with the subject at Upper Sec?

- Entry into MDL subjects at Secondary 1 **does not automatically guarantee transition** to subjects at the more demanding level at Sec 3.
- Child's performance needs to meet the **school's criteria** at the end of Secondary 2 to offer subjects at the more demanding level (*subject combination criteria apply*)
- Subject to minimum class size and school resourcing



Sec 2 EOY Criteria: EL, MT

Criteria to Offer Subjects at MDL – G3

Subject	Students currently offering MDL (G3)	Students currently offering G2 EL or MTL
English Language Mother Tongue Languages	At least 50% for EOY results (written paper ¹) and overall results in the subject	At least 75% for EOY results (written paper ¹) in G2 English and overall results in the subject

¹ Including oral and listening components.



Sec 2 EOY Criteria: Science

Criteria to Offer Subjects at MDL – G3

Subject	Students currently offering MDL (G3)	Students currently offering G2 Science
Science *Students will be offered Combined Science only	At least 50% for EOY results (written paper) and overall results in the subject	At least 75% for EOY results (written paper) in G2 Science and overall results in the subject



Sec 2 EOY Criteria: Mathematics

Criteria to Offer Subjects at MDL – G3

Subject	Students currently offering MDL (G3)	Students currently offering G2 Mathematics
Mathematics	At least 50% for EOY results (written paper) and overall results in the subject	At least 75% for EOY results (written paper) in G2 Mathematics and overall results in the subject
Offering of G3 Additional Mathematics is contingent on meeting subject-specific criteria of: 55% for students offering G3 Mathematics at Sec 2 75% for students offering G2 Mathematics at Sec 2		



Sec 2 EOY Criteria: Humanities

Criteria to Offer Subjects at MDL – G3

Subject	Students currently offering MDL (G3)	Students currently offering G2 History/Geography/Literature
History Geography Literature	At least 50% for EOY results (written paper) and overall results in the subject	<ul style="list-style-type: none">At least 75% for EOY (written paper)¹ and overall results in G2 English Language (OR at least 65% for EOY and overall in G3 English Language)At least 75% for EOY and overall results in the subject
*Students will be offered Combined Humanities (Social Studies + Geog/History/Lit) only	Note: Current SBB students will only be offered the corresponding elective of the G3 Humanities subject offered in Sec 2.	¹ written paper in EL includes oral and listening components



EXAMPLE: JANE FROM 2 Angela

End of Sec 2

- Did not meet criteria to continue with G3 History but met criteria for G3 English and G3 Science
- Decided to take up G3 English
- Chose to take G2 Science even though she is eligible (student's choice)



Subjects to be taken in Upper Sec

G2 Math	G2 SS/History
G3 English	G2 Science
Other subjects	G2 MTL

What if my child/ward struggles with the subject(s) at MDL?

- Constant monitoring of students' progress
- Monitoring of students' **socio-emotional and academic needs**
- Provision of **necessary support to students** to help them cope, e.g. bridging lessons will be conducted for all SBB inserts

TODAY MENU ▾ 

A struggle at first, but taking higher-level subjects helped boost confidence

By FARIS MOKHTAR



Jurong Secondary student Ismahani Azmi, 15, struggled with taking higher-level subjects when she first entered secondary school, but has seen her confidence blossom from the experience, with some help from her teachers, including Mdm Siti Hawa Zaini, her Malay language teacher (seated). PHOTO: FARIS MOKHTAR

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What are the benefits of taking up subjects at MDL?

- To help each student **find fulfilment** in learning and be motivated to excel in what she is good at
- Taking subjects at a more demanding level at Lower Secondary, where possible, **builds a stronger foundation** for Upper Secondary
- Eligible for **grade conversion** at the national examinations for desired courses (where applicable)



Revised Downward Grade Mapping

- Students can use grade mapping to aggregate scores across subjects offered at different subject levels for post-secondary progression

<u>Downward grade mapping table from G3 to G2</u>	
G3	G2
A1-B3	1
B4-C6	2
D7	3
E8	4
9	5
	6

<u>Downward grade mapping table from G2 to G1</u>	
G2	G1
1	A
2	A
3	A
4	B
5	C
6	D
	E

For Further Queries

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