

Full Subject-Based Banding

For students posted to PG1 and PG2

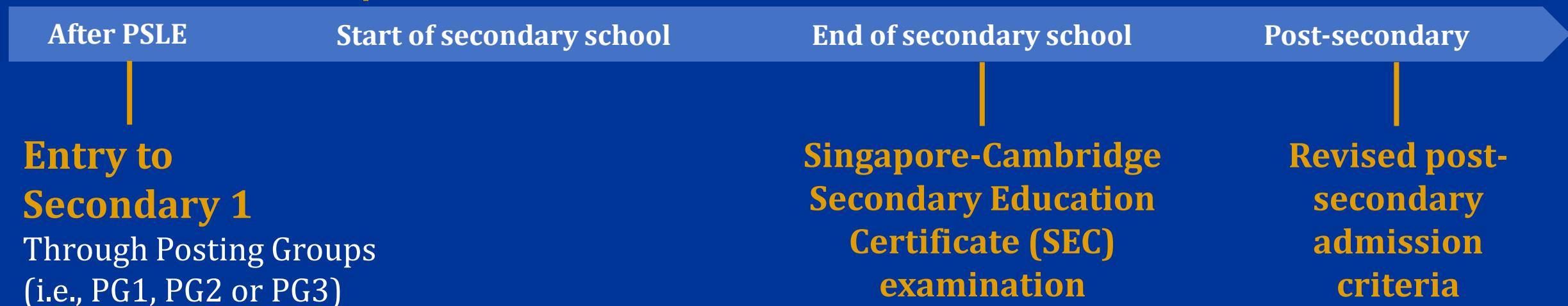
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SECONDARY**



Overview of Full Subject-based Banding (Full SBB)

Secondary school experience

1. Mixed form classes upon entering secondary school
2. Common curriculum subjects at lower secondary
3. Subjects to be offered at G1, G2 or G3, mapped from the standards of the N(T), N(A) and Express subject levels respectively
4. Greater flexibility to offer subjects at various subject levels
5. Shift away from stream-based subject offerings



Rationale of Full SBB

Have **greater ownership of their learning** according to their strengths, interests, abilities, talents and learning needs

Develop a **growth mindset and an intrinsic motivation** to learn for life

Have **more opportunities to interact with friends** of different strengths, interests, abilities and talents

Have **more options for post-secondary pathways**, while ensuring they have strong fundamentals and can thrive in their chosen pathway



How are offers of more demanding level (MDL) subjects determined?

- Applicable to English Language, MTL, Mathematics and Science
- Parents of eligible students would have received an offer based on the following criteria:

Indicative Level of Most Subjects at Start of S1	PSLE Standard grade	PSLE Foundation grade	Option to offer subject at
G2	AL 5 or better	-	G3
G1	AL 5 or better	-	G2 / G3
	AL 6	AL A	G2

EXAMPLE: MARY FROM 1 ANGELA

After PSLE

- Indicative level of most subjects at start of Secondary 1: G2
- Scored AL5 for English at PSLE

Note: SBB works the same for students with an indicative level of G1; they will then be offered specific subjects at G2.

1 MDL subject at the start of Sec 1



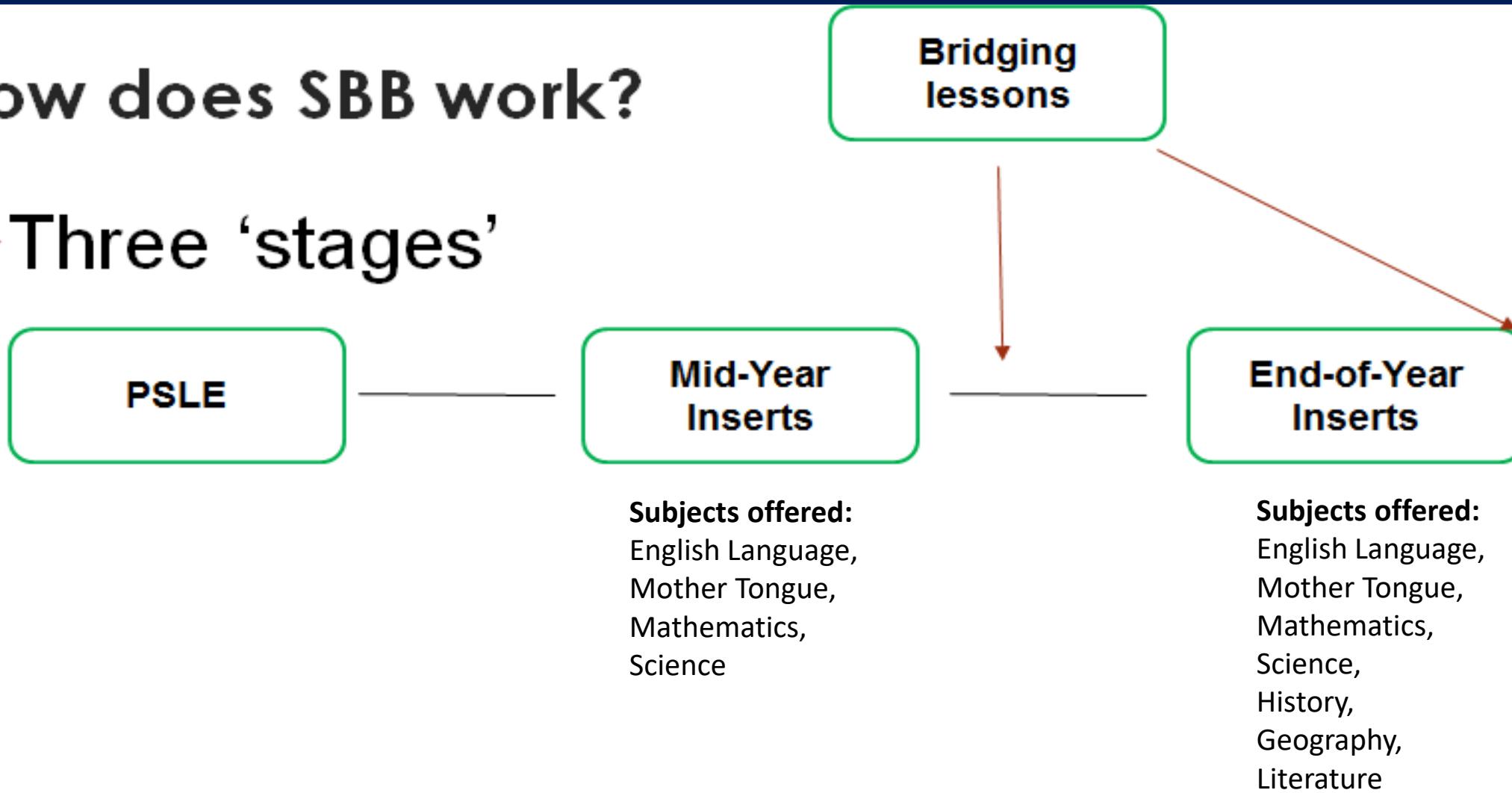
Subjects to be taken in Sem 1 of Sec 1

G2 Math	G2 MTL
G3 English	G2 Science
G2 Humanities (Geography, History, Literature)	
Common Curriculum Subjects	

Are there other junctures beyond the PSLE?

How does SBB work?

- Three ‘stages’



How will my child's eligibility for these subjects be determined?

- via school-based assessment, after Sec 1 WAs or year-end examinations and overall results, 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*



What is the criteria to offer Humanities at a more demanding level?

Offering G3 Humanities (Geography / Literature / History)

- Good performance in EOY results and overall results in Humanities subjects
- Good performance in EOY results and overall results in English Language

Offering G2 Humanities (Geography / Literature / History)

- a) Good performance in EOY results and overall results in English Language
- b) Good performance in G1 Humanities
- c) Graded class work

Note:

Maximum of one Humanities subject will be offered



EXAMPLE: MARY FROM 1 ANGELA

Sec 1 Mid-year Juncture

- Showed consistently good performance in WA 1 and WA 2 for Science
- Decided to take up G3 Science



2 MDL subjects from Semester 2

Subjects to be taken in Sem 2 of Sec 1

G2 Math	G2 MTL
G3 English	G3 Science
G2 Humanities (Geography, History, Literature)	
Common Curriculum Subjects	

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EXAMPLE: MARY FROM 1 ANGELA

Sec 1 End of Year Juncture

- Showed consistently good performance over the year for History
- Decided to take up G3 History (Humanities only offered from Sec 2)

3 MDL subjects from Sec 2



Subjects to be taken in Sec 2

G2	G3
Math, MTL	Science
G3	G3
English	History
G2 Humanities (Geography, Literature)	
Common Curriculum Subjects	

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EXAMPLE: MARY FROM 2 ANGELA

Sec 2 End of Year Juncture

- Did not meet criteria to continue with G3 History but met criteria for G3 English and Science
- Decided to take up G3 English
- However, chooses to continue Upper Sec Science at G2



Subjects to be taken
in Upper Sec

G2 Math	G2 SS/History
G3 English	G2 Science

1 MDL subject from Sec 3

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What are the support systems in place if my child takes up the offer?

- Students to **continue MDL subjects until the end of Secondary 2** ('adjustment' period)
- Constant monitoring of students' progress, 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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Will my child continue with the subject at Upper Sec?

- Entry into SBB 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



Offering Subjects at the Less Demanding Level

Indicative level of most subjects at start of Secondary 1	PSLE Grade (Standard Mother Tongue Language)	PSLE Grade (Foundation Mother Tongue Language)	Option to offer at
G3	AL 6	AL A	G2
	AL 7-8	AL B-C	G1 or G2
G2	AL 7-8	AL B-C	G1



EXAMPLE: Amy FROM 1 BRIDGET

- Indicative level of most subjects at start of Secondary 1: G3
- Scored AL6 for MTL at PSLE



Subjects to be taken
in Sem 1 of Sec 1

G3 Math	G2 MTL
G3 English	G3 Science
G3 Humanities (Geography, History, Literature)	
Common Curriculum Subjects	

For Further Queries on MDL Subjects

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