Subject-Based Banding

for students in the Normal course

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



EXAMPLE: ANGELA FROM 1 ANGELA

ANGELA

- Enrolled into N(A) course
- Scored AL5 for English at PSLE

Note: SBB works the same for students enrolled into the N(T) course; they are offered subjects at the N(A) level.



Subjects to be taken in Sem 1 of Sec 1

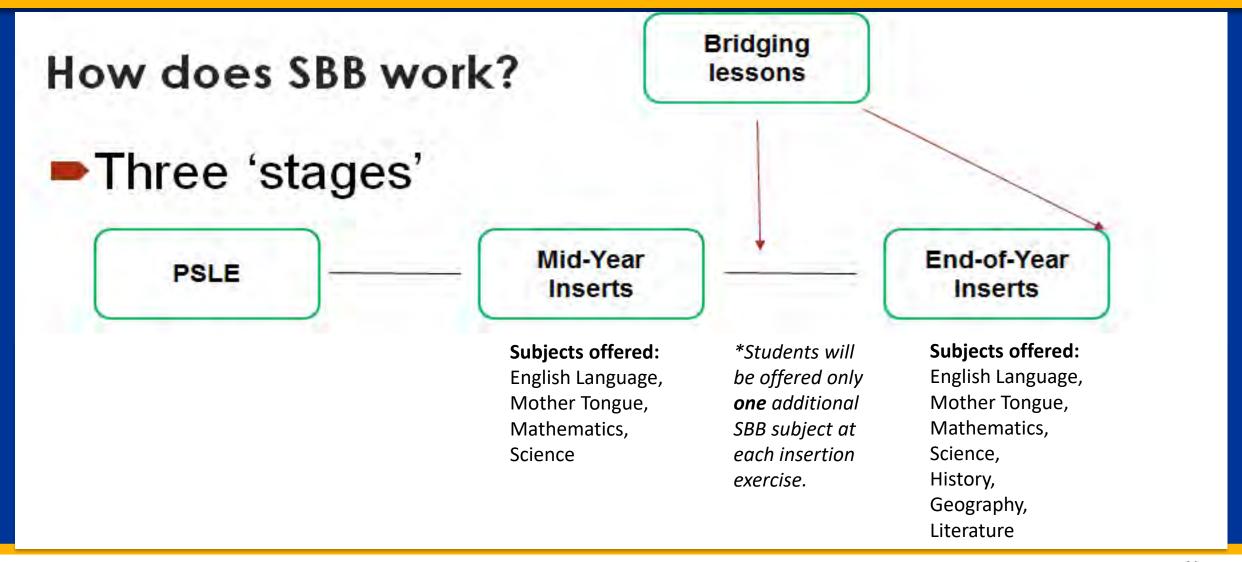
N(A) Math

N(A) History

Express English N(A) Science

Common Curriculum
Subjects

WHAT IF YOUR DAUGHTER IS NOT ELIGIBLE AT PSLE?





OTHER JUNCTURES TO TAKE UP SUBJECTS AT THE MORE DEMANDING LEVEL

- via school-based assessment, after Sec 1 WAs or 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

EXAMPLE: ANGELA FROM 1 ANGELA

Sec 1 Mid Year Juncture

 Showed consistently good performance in WA 1 and WA 2 for Science

Decided to take up Exp Science



N(A)

Math

N(A)

History

Express English Express Science

EXAMPLE: ANGELA FROM 1 ANGELA

Sec 1 End of Year

- Showed consistently good performance over the year for History
- Decided to take up Exp History



Subjects to be taken in Sec 2

N(A)

Math

Express English **Express**

History

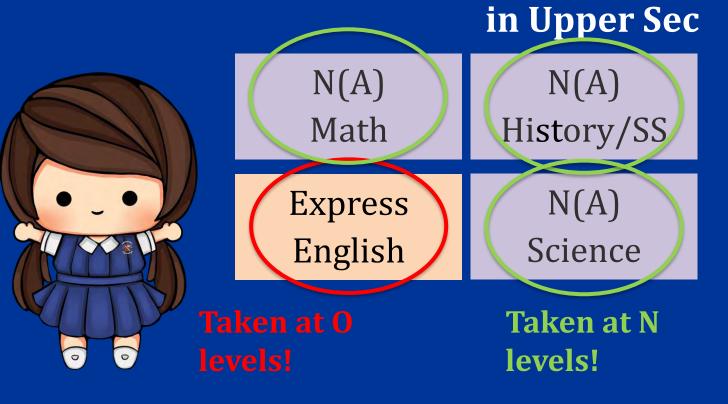
Express Science

EXAMPLE: ANGELA FROM 2 ANGELA

Sec 2 End of Year

 Did not meet criteria to continue with Exp History but met criteria for Exp English and Science

- Decided to take up Exp English
- Chose to take N(A) Science



Subjects to be taken

WHAT IF MY DAUGHTER STRUGGLES WITH THE SBB SUBJECT(S)?

- Students to continue SBB until the end of Secondary 2 ('adjustment' period)
- 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



WHAT ARE THE BENEFITS OF TAKING UP SUBJECTS AT A MORE DEMANDING LEVEL?

- 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)

CONVERSION OF GRADES FOR PFP ADMISSION

• For N-Level students offering O-Level subjects, their grades will be converted to the N(A)-Level grades for admission to the Polytechnic Foundation Programme (PFP).

GCE O-Level Grade	GCE N(A)-Level Grade
A1-B3	1
B4-C6	2
D7	3

Subject to changes by MOE

CONVERSION OF GRADES FOR DPP ADMISSION

• The computation of ITE aggregate points for Normal (Academic) subject grades for merit-based ranking for admission to full-time 3-year *Higher Nitec* and 2-year *Nitec* courses, is shown in the table below.

GCE N(A)-Level Grade	ITE Aggregate Points
1, 2	1
2	2
3	3
4	4
U	5

Subject to changes by MOE

WILL MY DAUGHTER CONTINUE WITH HIGHER-LEVEL SUBJECTS ALL THE WAY TO SEC 4 OR 5?

- Entry into SBB at Secondary 1 does not automatically guarantee transition to higher-level subjects at Secondary 3.
- Child's performance need to meet the **school's criteria** at the end of Secondary 2 (subject combination criteria applies).

FOR FURTHER QUERIES ON SBB

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