CONVENT OF THE HOLY INFANT JESUS SECONDARY

Sec 2 Parents' Meet [25 Oct]

Full Subject Based Banding

Full SBB is part of MOE's ongoing efforts to nurture the joy of learning and develop multiple pathways to cater to the different strengths and interests of our students.

This shift is intended to nurture their confidence, intrinsic motivation and holistic development, which is also supported by a broader focus on student mental wellbeing.

ANNEX A

Secondary School Experience and Post-secondary Pathways under Full SBB

2024

Implementation of Full SBB in Secondary Schools

Relaxation of PFP entry requirements

The minimum grade requirement of two 'Best' subjects from N(A)-Level will be relaxed from Grade 3 to Grade 4 from the AY 2024 intake for PFP.

2026

Transition to 3-year Higher NITEC

Transition of ITE's 3-year Higher NITEC structure is under way and will be completed by the 2026 ITE intake.

Structuring of PFP admissions to a cluster-based approach

From the AY 2026 PFP intake, admissions to the PFP will be restructured to a cluster-based approach. Students in the PFP can enter one of three key broad clusters: (i) Sciences (ii) Design, Engineering & Technology or (iii) Humanities, Art, Media and Business, before posting to a specific diploma course based on their interest and PFP performance.

2027

Singapore-Cambridge Secondary Education Certificate (SEC) examination

From the 2027 graduating cohort, students will sit for the new Singapore-Cambridge Secondary Education Certificate (SEC) examination, comprising different papers for each subject level.

2028

Polytechnics to be more accessible to a wider profile of

More students taking G3 subjects or a mix of G3 & G2 subjects can join the PFP, from the AY 2028 intake for PFP.

Students will be able to offer one [B] subject at G2 to compute their ELR2B2 score for admission to Polytechnic Year 1.

Change in JC admission criteria

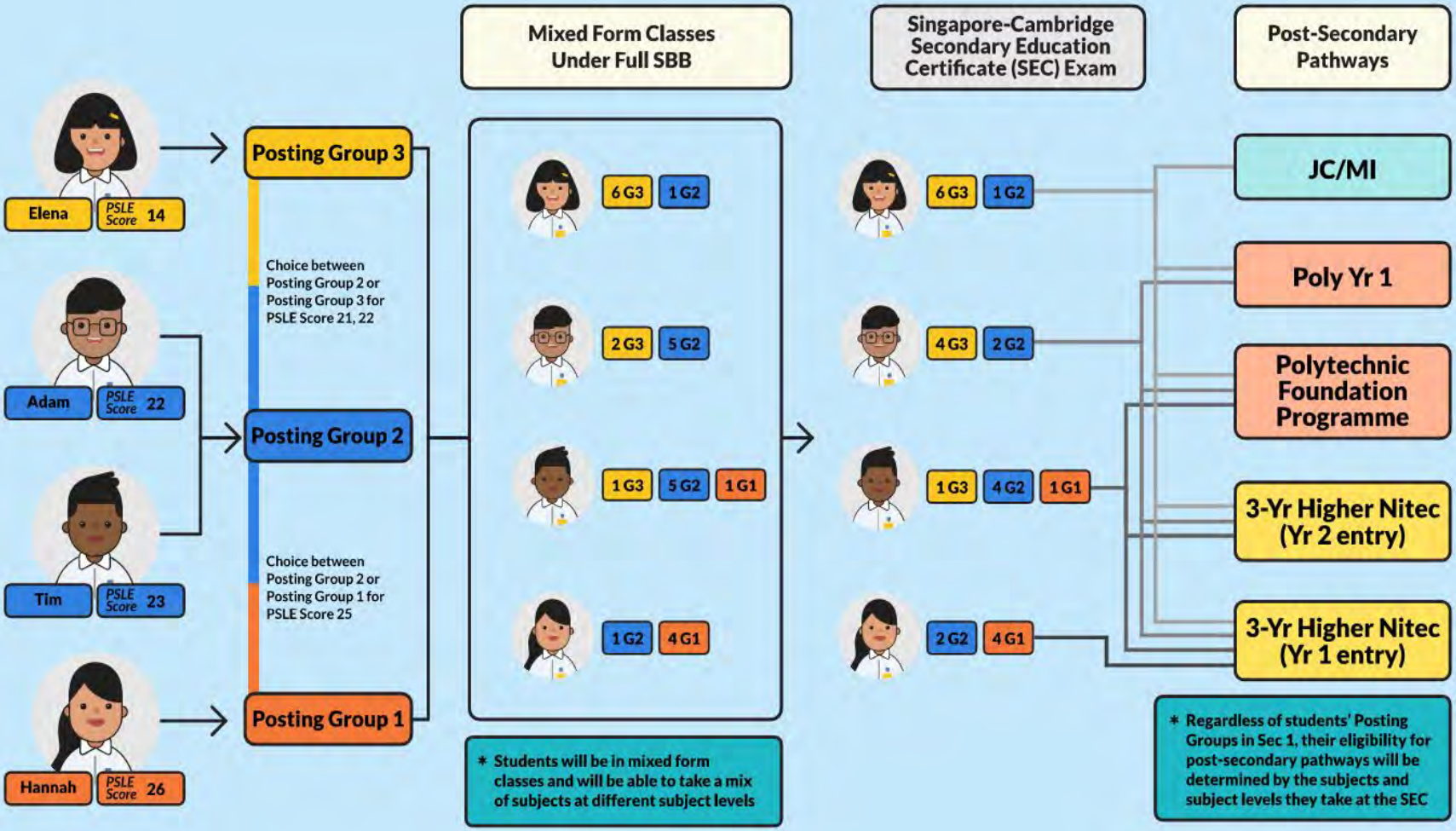
Adjustment of the JC admission criteria from L1R5 ≤ 20 to L1R4 ≤ 16 from the 2028 JAE cohort.

New Details for JC Admission Criteria

Secondary School Experience and Post-Secondary Pathways Under Full SBB

Ministry of Education
SINGAPORE

From 2024, you can take subjects at different levels, eg. G1, G2 or G3, which suit your strengths, interests and learning needs. Along the way, your teachers will guide you to make adjustments as needed. At the end of Secondary Four, all students will take the Singapore-Cambridge Secondary Education Certificate examinations. There will be more options for your post-secondary pathways, and many more opportunities to excel in the pathway you choose. The future is yours to make!

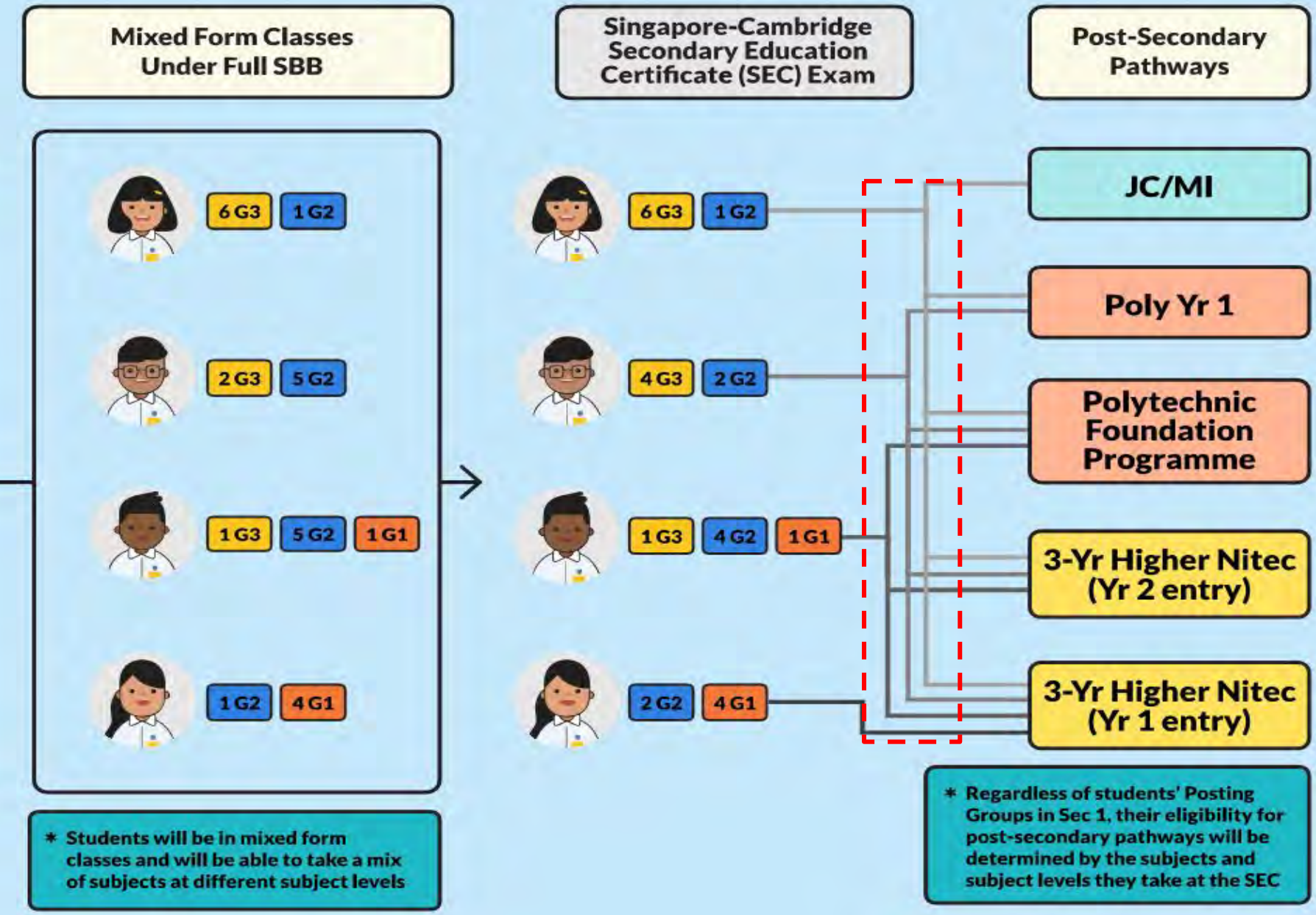


Information presented is accurate as of May 2025

From 2028, more post-secondary options will be available.

Students taking at least	POST-SEC PATHWAYS					
	ITE Year 1 Entry	ITE Year 2 Entry	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
6 G3 subjects	✓	✓	NEW ✓	✓	✓	✓
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 subjects + 1 G2 subject	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

*For students who meet ITE's Year 1 academic requirements



Information presented is accurate as of May 2025

Changes to Entry Criteria to Junior College

Revised Junior College (JC) Admission Criteria

From the 2028 Joint Admissions Exercise (JAE), MOE will reduce the number of **subjects required for JC admission from six to five**, by shifting from the current L1R5 (six subjects) gross aggregate score to L1R4 (five subjects).

This allows students to free up time from offering one fewer subject, to strengthen their development of 21st Century Competencies and pursue other interests.

From 2028 JAE

L1R5 → L1R4

The qualifying threshold for JC eligibility will be revised from **L1R5 ≤ 20** to **L1R4 ≤ 16**

COMPUTATION OF L1R4 (*wef cohort 2027)

(for students entry to JC / Millenia Institute)

L1	First Language	English / Higher Mother Tongue
R4	Relevant Subject 1	Humanities including (Higher Art/ Higher Music/ MSP / CSP / Bahasa Indonesia)
	Relevant Subject 2	Mathematics or Science
	Relevant Subject 3	Humanities, Mathematics or Science
	Relevant Subject 4	Any best scoring G3 subject

Computation of Bonus Points

Type of Bonus Points	Points
CCA Grade	Excellent: **2** Good: **1**
EL and HMTL Grade ◦ A1 to C6 for both subjects	**2**
Chinese/Malay (Special Programme) or Bahasa Indonesia Grade ◦ A1 to C6	**2**
Affliated JC	**2**

Now

MAXIMUM OF **4** from any combination

2028 JAE

MAXIMUM OF **3** from any combination

No change

Additional 2 bonus points are still awarded if a student has applied and is selected for the Chinese, Malay, or Tamil Language Elective Programme.

THE STRAITS TIMES

Monday, October 20, 2025

More Sec 3 students likely to take seven subjects, with revised JC admission criteria

From 2028, fewer subjects are required for admission to junior colleges

Jane Ng
Senior Correspondent

More Secondary 3 students are likely to take seven instead of eight subjects, with fewer subjects required for admission to junior colleges (JCs) from 2028.

Only five subjects will be needed by then, instead of six currently.

Students now in Sec 2 – who are about to choose their upper secondary subjects – will be the first to be affected by this change.

Currently, students need an L1R5 score of 20 or lower across six O-level subjects to be eligible for JC admission. L1R5 stands for one language and five relevant subjects.

With the change, which was announced by the Ministry of Education (MOE) in March, students will need to get 16 points or fewer for their L1R4 score.

MOE said it has "engaged schools on the opportunity for students to recalibrate the number of subjects they would like to offer in upper secondary".

"This can give students more time to strengthen their development of 21st century competencies and pursue other interests," said a spokesperson for the ministry.

Schools will adjust their subject combinations based on factors such as student profiles and timetabling arrangements.

Some schools that previously offered mainly eight-subject combinations will reduce such options and provide more options for students keen to take seven subjects.

In Tanjong Katong Secondary School (TKSS), most students previously took eight subjects, with about one-sixth opting for seven subjects.

Mr Bob Lau, the school's year head for lower secondary, said those taking seven subjects were not necessarily academically less able.

"These could be students who wanted to free up time to pursue their interests, such as in leadership, CCAs (co-curricular activities) or to focus on their subjects," he said.

In 2026, the school expects most students to take seven subjects.

Mrs Alaine Poon, seen here with her daughter, Isabelle, a Tanjong Katong Girls' School Sec 2 student, is happy that her daughter can focus on fewer subjects, which would help her excel in them. ST PHOTO: KEVIN LIM

"Students would likely focus on two instead of three science subjects or take one instead of double humanities subjects," Mr Lau said.

Eight-subject combinations would be offered to those who are able to balance the academic load with their interests, he said, adding that "they will not be the majority".

Jurong Secondary School also plans to reduce the number of eight-subject combinations offered, said principal Yeo Siok Ee, who expects more students to take up to seven subjects.

A small group of students may continue to take eight subjects. For instance, those who have an interest in and aptitude for computing or literature in Chinese, which are offered by the school, may want to take it up as their eighth subject.

"This would provide them with a foundation to pursue these interests in JC or the polytechnic," said Ms Yeo.

Mr Terence Yao, principal of Chung Cheng High School (Main), said his school will continue to offer up to eight-subject combinations.

But he expects more students to take seven subjects as that would free them up for a non-examinable elective from the school's applied learning programme, which includes modules like public speaking and coding, which has been gaining popularity over the years.

Students keen on subjects from the school's Chinese Language Elective Programme, or music, art or Malay (Special Programme), may also offer up to eight subjects.

To cater to students' diverse interests and strengths, some schools, like Anderson Secondary School, will continue offering the same number of eight-subject combination options, while adding more permutations for those who wish to take six or seven subjects.

Its principal Tan Po Chin said that nearly one-third of its Sec 3 Express cohort in 2025 already take seven subjects.

"We anticipate a gradual increase in this proportion over the next few years," she said.

The school stopped offering nine-subject combinations from the 2025 Sec 3 cohort, following a decline in enrolment for this option and "to better manage students' overall curriculum load and support their holistic development", said Ms Tan.

Victoria School, a dual-track school offering both the Integrated Programme and the O-level track, said Sec 3 students on the O-level track can still offer up to eight subjects.

Principal Low Chun Meng said academically stronger students could take up to nine subjects, for instance by studying a third language.

Schools have been engaging parents and students on the changes and range of education paths for different subject combinations.

Bukit Panjang Government High School principal Seet Tiat Hee said parents like the idea of students having more time to develop 21st century competencies and pursuing other interests.

Homemaker Alaine Poon, 50, whose daughter is a Sec 2 student in Tanjong Katong Girls' School, said parents were encouraged to rethink if doing eight subjects was necessary, and she sees this as a positive change.

"It means that my daughter can concentrate on fewer subjects, which would help her excel in them," she said.

TKSS student Yaasir Nor Azahar, 14, who is in Sec 2 and plans to study in a JC, was relieved to hear that fewer subjects will be needed for admission.

"With fewer subjects, I have more time for football. Juggling competitions and studies can be a challenge," said the vice-captain of the school's football team who is also in the Geylang International Under-14 squad and has a rigorous training schedule.

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SEE LIFE • C1

THE STRAITS TIMES

Monday, January 15, 2024

Why polytechnics continue to draw in over 20,000 students a year

From the variety of courses they offer to the options they open up, polytechnics are in tune with the students and employers of today.

Sandra Davie

Senior Education Correspondent

Students at the Diploma in Environmental and Marine Science booth at Republic Polytechnic's open house on Jan 5. More aptitude-based admissions, where the school looks beyond grades to a student's interests, have made polytechnics more attractive. ST PHOTO: LIM YAOHUI

In 2017, when the Ministry of Education announced the merger of some junior colleges (JCs) because of declining birth cohorts, some wondered if the same fate awaited polytechnics.

At that time, the polytechnics were taking in about 20,000 students a year and the five institutions located in different parts of the island were known for their sprawling campuses and state-of-the-art facilities.

Fast forward seven years and the worries seem unfounded. MOE figures show that about 21,000 students enrolled in the five polytechnics in 2023 to take up full-time diploma studies.

The make-up of students has also changed. In the past, most of those joining polytechnics were secondary school students, with many taking this route because they did not make the cut for the JCs.

Now, they comprise secondary school students across the spectrum, those from the Institute of Technical Education and the junior colleges, and working adults. And according to MOE's figures, around 45 per cent of the O-level students admitted to the polytechnics in 2023 had qualified for JC, which requires better results for entry, compared with 40 per cent in 2014.

MANY MORE CHOICES

So what accounts for the healthy demand by different groups of young Singaporeans accessing three-year diploma education in the polytechnics?

It has, in part, to do with the highly porous and flexible pathways in polytechnic education that the Ministry of Education has built up and expanded over the last 10 years.

But it also has to do with the polytechnics offering more than 150 courses across the Stem (science, technology, engineering and mathematics) domains and creative fields.

The polytechnic courses in engineering, applied sciences, healthcare, business, computing and the creative arts are constantly reviewed and updated to keep up with the fast-paced technological and economic changes happening around the world, be it in artificial intelligence, information security, food technology or environmental sustainability. You can now take up courses in aquaculture or cyber security and digital forensics.

The diverse offerings also speak to young people dreaming of making their mark as a top-notch chef, game developer, film maker or a sustainable fashion designer.

In revamping their courses, polytechnics have also injected more industry relevance and academic rigour in their curriculum. Employers are consulted in the designing of curriculum and there is more involvement from companies, including multinational corporations, in internship and work-study diploma programmes.

The flexibility given to students continues even after they are enrolled in their diploma courses. They can pick and choose from a buffet of offerings. The polytechnics now offer a common curriculum before specialisation and one-year internships. Students can also do overseas stints, take minors, join an entrepreneurship programme and aim for industry certifications on top of their diplomas.

The changes have paid off in the improved job prospects for their graduates and the higher number of students heading to the local universities, including those joining the competitive degree courses such as medicine, law, business and computing.

The latest employment survey released on Jan 12 showed that the median gross monthly pay for polytechnic graduates in full-time employment increased from $2,600 in 2022 to $2,800 in 2023. It was $2,100 in 2015.

Apart from better salaries and prospects, another shift is also encouraging people to take the polytechnic route. Mindsets have changed and polytechnics are now seen as a vehicle of choice, embraced by students, the industry and even parents.

MORE PATHWAYS TO POLYS

The polytechnic pathways have been built up over a decade, starting with the Polytechnic Foundation Programme (PFP), set up in 2013 to allow Secondary 4 Normal (Academic) students to apply directly to polytechnic for a foundation year instead of completing Secondary 5 and the O levels.

The scheme started with about 800 students in 2013 but has grown in popularity. In 2023, the polytechnics received around 1,800 applications for the PFP, and around 1,700 students were admitted.

Another popular admission scheme to the polytechnics is the Early Admissions Exercise (Poly EAE), introduced in 2016 to allow polytechnics to admit students based on their skills and talents, apart from grades. It has become popular with O-level students and ITE upgraders, and has been expanded over the years to admit more diverse groups of students, including working adults.

Both the schemes – PFP and EAE – have led to better results for students. It has been reported that over one-third of the first PFP cohort scored a GPA of 3.5 and above, compared with one-fourth for the entire graduating cohort.

MOE's figures show that, in 2023, 4,300 students received places through the Poly EAE.

The figures also show that some 290 students who entered the polytechnics in 2023 came from the JCs and Millennia Institute, which offers a three-year A-level course. They either switched midway through their studies or after completing their A levels.

Also, 4,000 ITE graduates progressed to the polytechnics in 2023, an increase from 3,600 in 2013.

Students appreciate the variety of pathways that can lead them to polytechnics. Top Ngee Ann Polytechnic graduate Natalie Yeh, 22, switched to the polytechnic route after spending one year in a junior college.

She said the JC route did not suit her learning style. She also wanted to become a nurse and Ngee Ann offered a diploma in nursing.

Now in her third year in a nursing degree course at the National University of Singapore, she is glad that MOE had built pathways that allow young people like her to transfer to a poly if they realised they had earlier made the wrong choice.

"It takes a while for young people at the age of 16 to figure out what they really want to do with their lives," said Ms Yeh. "I am glad that our education system now allows for these transfers and students' aptitude and interests are taken into account."

Ms Pearlyn Tan, 24, who managed to get into Singapore Polytechnic to take up a diploma course in music and audio technology after working for a few years as a DJ, agreed that she wouldn't have made it based on her O-level results alone.

"It's a popular course, so it's difficult to get into based on results alone. So I was glad that I was able to display my aptitude in music by playing the piano and producing a short piece of music," said Ms Tan, who graduated in 2023 and is currently working as a DJ and studying for an IT degree.

She said: "It's my mum who read about the admission scheme for working adults and I applied immediately. I am so glad I got in because I gained so much from my three years in Singapore Poly."

More aptitude-based admissions, where the school looks beyond grades to a student's interests, have also made polytechnics more attractive.

It is no surprise then that the developments in the polytechnic sector are also leading to a change in the mindset of Singapore parents, who had traditionally preferred the JC route over the polytechnic route.

Take Mr Jared Tan, 45, a business development manager, who said he was initially unhappy that his son wanted to study business in Singapore Polytechnic, instead of heading to a JC.

"I went to the open houses, saw the latest figures and all the offerings from polytechnics and came away with a changed mindset, and I am confident that if my son wants to go to university, he will be able to do so," said Mr Tan.

The world has changed and Singapore's polytechnics have kept pace with it.

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THE STRAITS TIMES

Monday, November 22, 2021

larker) student Matthias Loong is now a third-year Temasek Polytechnic student in its Cybersecurity & Digital Forensics diploma programme. ST PHOTO: SAMUEL ANG

s say

me grow into my cyber-security future'

The range of topics offered has allowed him to switch up his modules every semester, and he appreciated the challenge from the modules he took in subjects like malware analysis and ethical hacking.

He also felt he works better in handling projects, which is the hallmark of a polytechnic education, rather than cramming for an examination.

He chose the poly route after doing his research and speaking with his secondary school seniors to find out about their experience.

His mother and elder brother, who had gone to JC themselves, had encouraged him to weigh the pros and cons of both routes and what he really wanted out of his education after secondary school.

He added: "The autonomy over your schedule and the flexibility to decide what to do with your own time was very liberating. But the added freedom comes at the price of almost never being spoon-fed.

"A lot of the additional enrichment you can get comes only if you seek it out."

To that end, he attended professional training and attained a Certified Ethical Hacker certification this year. He also supplemented his learning by reading books on different topics and disciplines.

He has been involved in activities like ministerial dialogues and professional mentorship programmes, which are part of TP's leadership programme.

One of the highlights of his polytechnic experience is the on-the-job experience he is getting in his current internship.

"It opened my eyes to what the industry wanted in its employees as well as the expectations of the professional world. I have done things I could have only dreamt of when first entering the polytechnic. I have learnt so much about the cloud security space and had the chance to help out for a regional cloud security conference," he said.

The independence he has gained, and the activities and hobbies he picked up during his time in the polytechnic, have helped in his development as a person, he added.

In his first year in poly, his passion for e-sports saw him representing Singapore at the Pokemon Video Game World Championships in Washington, DC.

"At the end of the day, a post-secondary education is a means to an end, and I found that the polytechnic path was one that would be the most meaningful to me," said Matthias, who plans to study computer science in university.

His dream job would be in penetration testing as he loves the problem-solving element of ethical hacking and wants to secure systems before they go into production to make the Internet a safer place.

MR MATTHIAS LOONG SAYS: The polytechnic's internship offered on-the-job experience and opened my eyes to the industry's needs.

CONVENT OF THE HOLY INFANT JESUS SECONDARY

THE STRAITS TIMES

Sunday, January 12, 2025

More O-level school leavers choosing poly route despite qualifying for JC

Figure jumps to 49% in 2024, up from 45% the year before amid changing mindsets

Sandra Davie
Senior Education Correspondent

With a better understanding of their aspirations and encouraged by more polytechnic graduates winning places at the local universities, more O-level school leavers are choosing the polytechnic route despite qualifying for junior college (JC).

Nearly half – around 49 per cent – of the students who were admitted to the polytechnics in the 2024 Joint Admissions Exercise (JAE) were eligible for JC, up from 45 per cent in 2023.

In 2014, the figure was 40 per cent.

The JAE is held in January every year for O-level students.

Of the 19,200 candidates who were posted to a post-secondary institution in the 2024 JAE, 52 per cent went to the polytechnics and 39 per cent to JCs and Millennia Institute (MI), figures from the Ministry of Education (MOE) show.

To qualify for a JC, students need better results. Their L1R5 score – based on English language and five relevant subjects – must not exceed 20 points.

Polytechnics require grades for English language and four other subjects to not exceed 26 points, although for the more popular courses, successful applicants need to score under 12 points.

All in, 20,800 students enrolled in full-time diploma courses across the five polytechnics, including those who entered through non-JAE pathways like the Early Admissions Exercise and Polytechnic Foundation Programme, said MOE.

About 270 students who entered the polytechnics in 2024 came from the JCs and MI, switching midway through their studies or after completing their A-level exams.

Students who picked a polytechnic over junior college said mindsets are changing, and polytechnics are now seen as a pathway of choice embraced by many of their peers and their parents. The five polytechnics are Nanyang Polytechnic, Ngee Ann Polytechnic, Republic Polytechnic, Singapore Polytechnic and Temasek Polytechnic.

One of these students is Anjali Curic, 17, who applied for early admission into engineering science at Ngee Ann Polytechnic, despite having O-level results that qualify her for the top Integrated Programme schools, including Raffles Institution and Hwa Chong Institution.

The School of Science and Technology student said she was leaning towards the JC route, as it is "considered more academically vigorous", but her parents – both academics with PhDs in engineering – surprisingly nudged her into considering the polytechnic pathway as she enjoys learning through projects.

"I was surprised when they told me I should check out the polytechnics, so I went to the open house held by Ngee Ann to have a look and immediately decided to apply for a place through the early admission scheme.

"My parents know me well and they knew that the poly route would suit me better as I learn best through projects and hands-on learning. On the other hand, I had some schoolmates who questioned my choice of taking the poly route over JC, especially since I had good O-level results."

Another student who picked a polytechnic over JC is Ms Anne Wang, 20, who is in the third year of her diploma in environmental and marine science course at Republic Polytechnic.

The former Ngee Ann Secondary student has been passionate about environmental conservation since her primary school days, an interest fostered by her mother, who is a biology teacher in a secondary school.

"I grew up watching nature documentaries, and when it came to making the JC or poly choice after the O-levels, it was quite an easy choice for me," she said.

"I knew I was interested in environmental science, and I picked Republic Polytechnic which is well known for its courses in the field. Never mind that the polytechnic is at the other end of the island from my home in the east."

Visitors to Nanyang Polytechnic's open house on Jan 5 observing demonstrations by current nursing diploma students at its School of Health and Social Sciences. ST PHOTO: DESMOND WEE

Ngee Ann Polytechnic student Anjali Curic, 17, said she chose to study engineering science at a polytechnic as she learns best through projects. PHOTO: NGEE ANN POLYTECHNIC

She said she is encouraged by the fact that more polytechnic graduates are getting into the six local universities and even entering more competitive courses such as medicine, law and computing.

With a high grade point average of 3.88, she has applied to study environmental science at the National University of Singapore and is awaiting the outcome. She hopes to graduate with a degree and work to conserve the biodiversity of rainforests.

Mr Mah Wee Beng, deputy principal and registrar of Ngee Ann Polytechnic, said about 65 per cent of the students enrolling in its diploma programmes are JC-eligible.

He said that education and career guidance programmes in schools have helped more students discover their interests and make more informed decisions. Mindsets are also changing, he added.

"The polytechnic route used to be for those who want to go to work, and the JC route for those who want to go to university. But now at the polys, we prepare our students for both work and further education...whichever pathway they choose," said Mr Mah.

In recent years, about one in three fresh polytechnic graduates matriculates in the six universities, up from about one in four in 2015. Based on the 20,000-strong annual cohort of polytechnic graduates, that translates to around 7,000 of them being admitted into the local universities yearly.

Parents who have been to the polytechnics' open houses this week, ahead of the release of the O-level results on Jan 10, agreed that they are more open to their children taking the polytechnic route, because many more polytechnic graduates are entering the local universities.

Said Mr A. Rasul, 46, a business development manager who visited two polytechnics with his son: "My son's clear preference is for the poly route, although he is likely to do well enough to make it to a good JC. But I decided to be open-minded and went to the open house, and I must say it's very different from my days as a student.

"I think the emphasis the polys give to practical hands-on learning in the classroom and work attachments will be good for my son who is interested in computing. So after visiting two polys, I really do think he will do well taking the diploma route."

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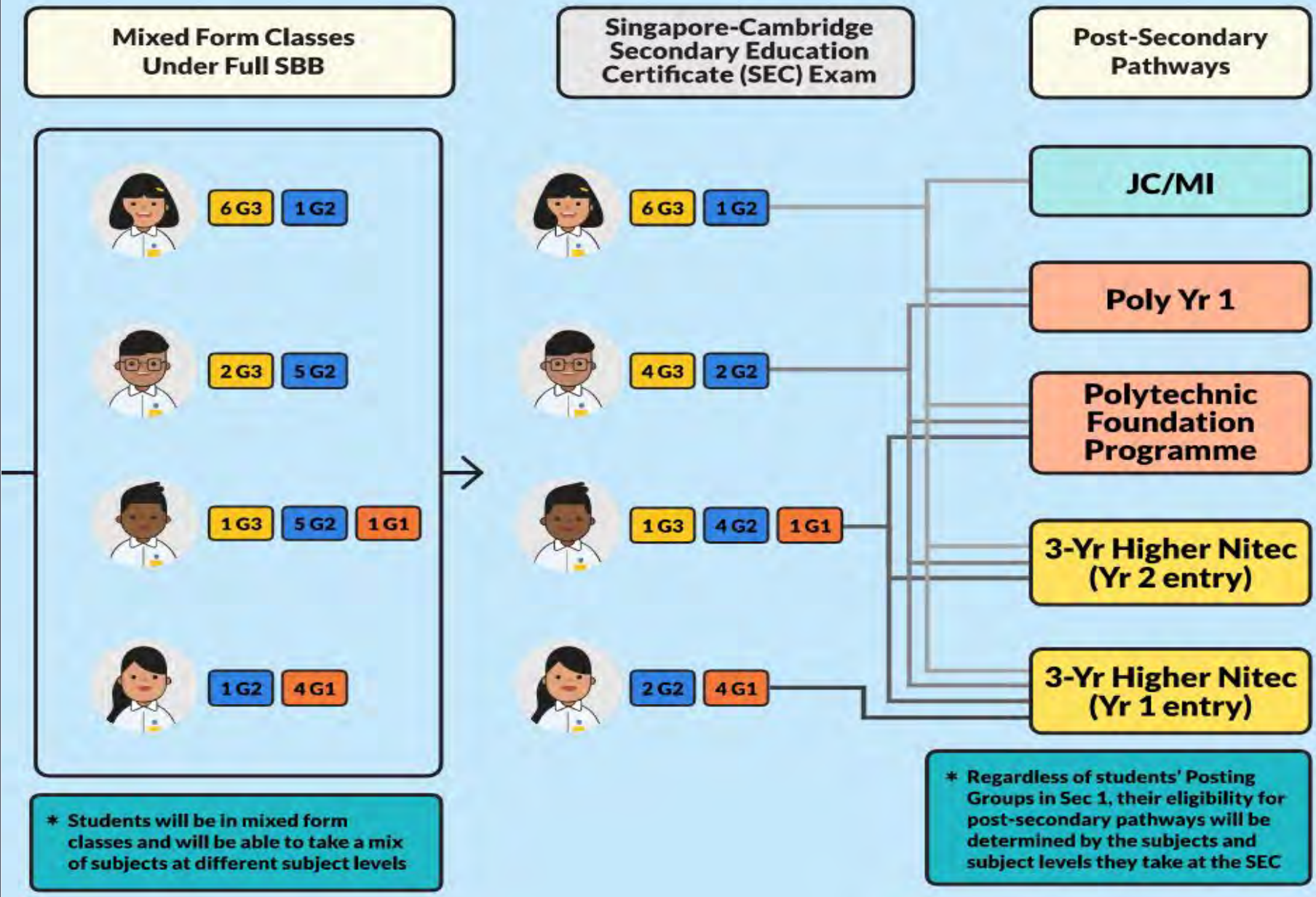
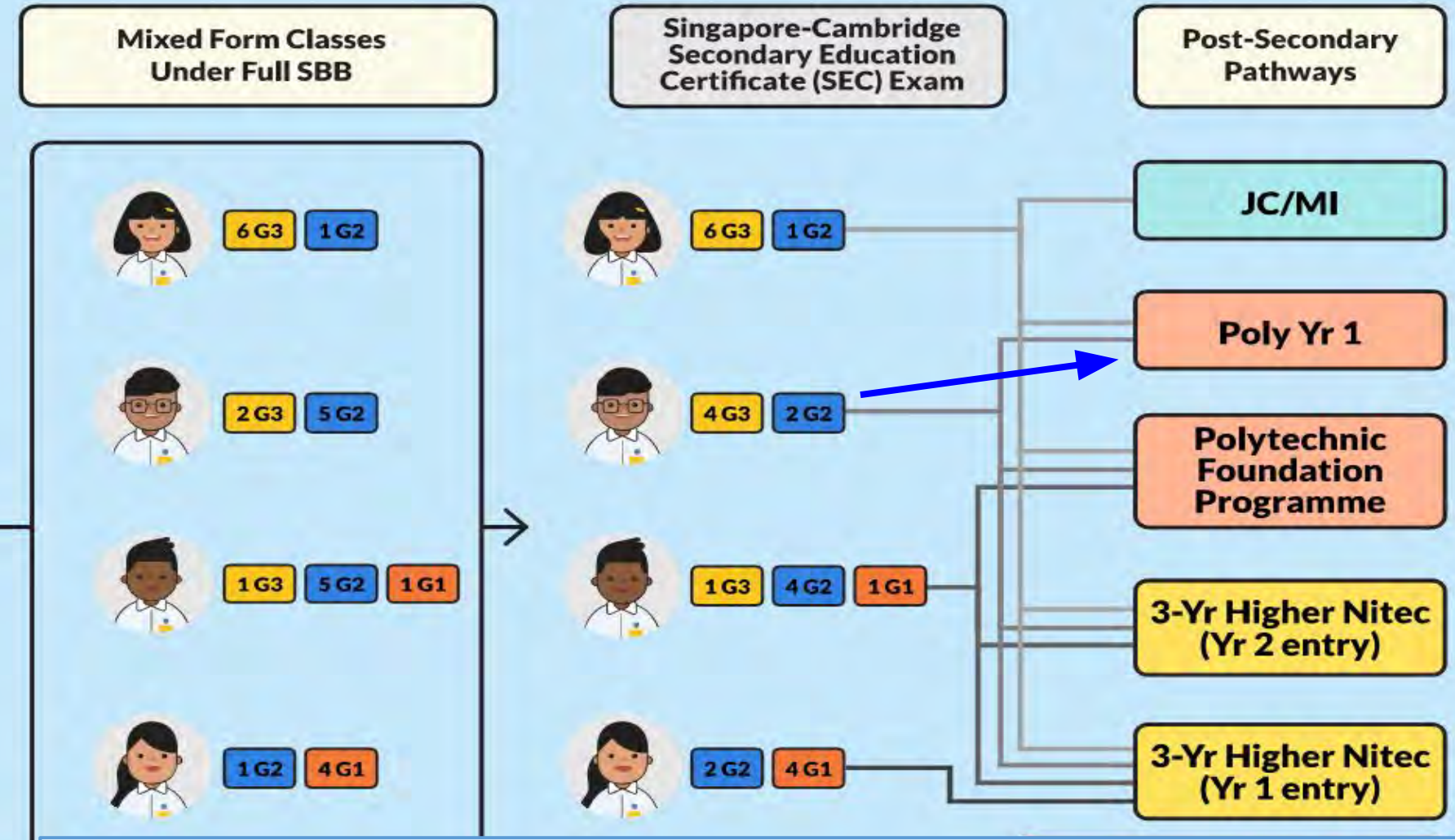
KEY ADMISSION FIGURES

- In the 2024 Joint Admissions Exercise (JAE), of the 19,200 candidates who were posted to a post-secondary institution, 52 per cent went to the polytechnics, 39 per cent were assigned to junior colleges (JCs) and Millennia Institute (MI), and 9 per cent to the Institute of Technical Education (ITE).
- Around 49 per cent of the students who were admitted to the polytechnics were eligible for JC, up from 45 per cent in 2023.
- In total, around 20,800 students enrolled in full-time diploma courses in the polytechnics. These include students who enrolled through the JAE, as well as non-JAE pathways such as the Early Admissions Exercise (EAE), Joint Polytechnic Admissions Exercise, Polytechnic Foundation Programme (PFP) and independent applications.
- About 270 students who entered the polytechnics in 2024 came from the JCs and MI, switching midway through their studies or after completing their A-level exams.
- Around 9,500 students from secondary schools applied for admission via the Poly EAE, of whom around 4,000 received an offer. The scheme allows polytechnics to admit students based on their skills and talents apart from grades.
- In 2024, the polytechnics received around 2,050 applications for the PFP, with around 2,000 students admitted to the programme eventually. The programme allows Secondary 4 Normal (Academic) students to apply directly to polytechnics for a foundation year instead of completing Secondary 5 and the O levels. Students need to pass all their PFP modules to progress to Polytechnic Year 1, and almost all have been able to do so.
- Over the past few years, an average of about 4,000 ITE graduates progress to polytechnics each year.

Entry to Polytechnic Y1





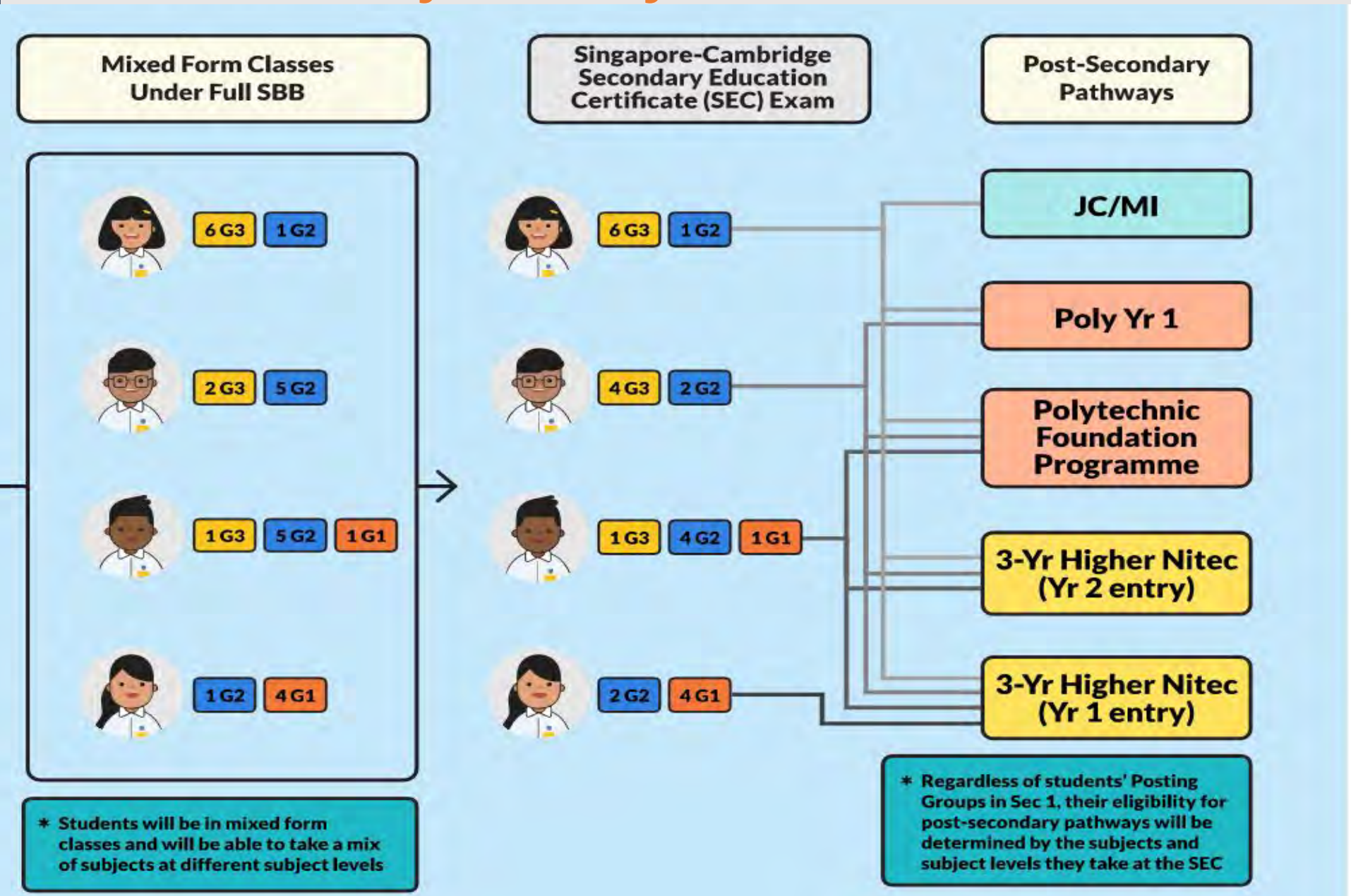
Can this student with four G3 & 2 G2 subjects apply for Polytechnic Year 1?

Yes, only for those taking SEC 2027 onwards

COMPUTATION OF ELR2B2
(for students entry to polytechnic)

EL	English Language	English Language
R2	Two Relevant Subjects	Two group of relevant subjects from four categories of courses: ELR2B2-A ELR2B2-B ELR2B2-C ELR2B2-D (applied sciences, business management, engineering, media design)
B2	Two Best Other Subjects	Best 2 other subjects excluding CCA (minimal of one G3 & one G2 subject)*

Entry to Polytechnics PFP



Admissions Criteria to Poly Foundation Prog (PFP) – 4 years programme

- Require 5 subjects: ELMAB3 < = 12
- English Language [EL], Math [MA], three best [B] subjects, compute at G2 level.

Subject specific requirements for PFP	
G2 subjects	New grade requirement
English Language	2 or 3 (depending on course)
Mathematics	3
Relevant subject	3
Two "Best" subjects	4

Admissions will be on a cluster-based approach
Students will enter on of the three key broad clusters before being posted to a specific diploma course based on their interest and PFP performance:

Science
Design, Engineering & Technology
Humanities, Art, Media and Business
Students seeking admission to Nursing and Early Childhood Development & Education courses will continue to be admitted to these specific diplomas in their PFP.

COMPUTATION OF EMB3 (ELMAB3)

(for students opting for PFP)

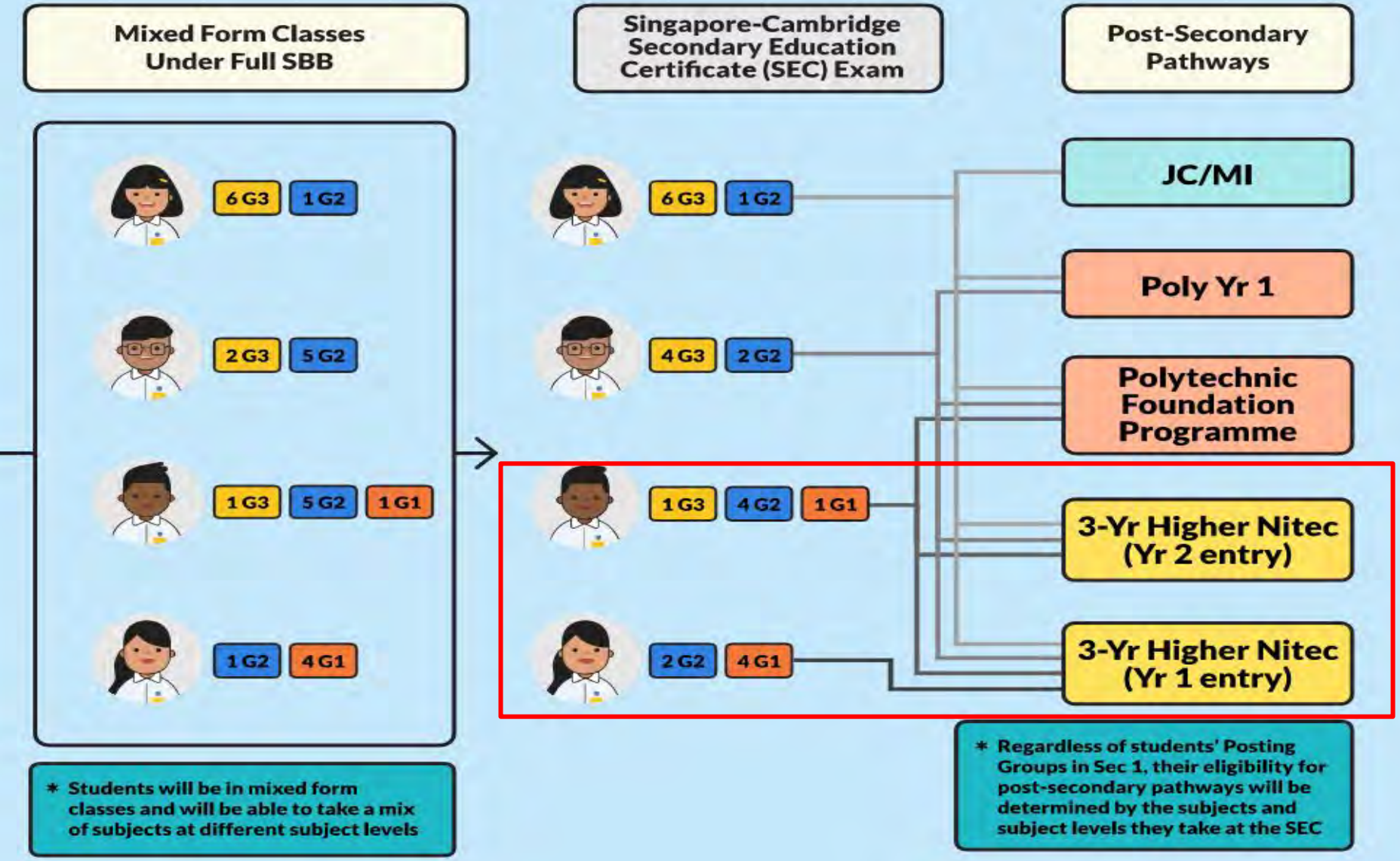
https://pfp.polytechnic.edu.sg/PFP/pfp_eligibility.html

ELMAB3 aggregate score of 12 points or better for 5 G2 subj

with the following subject-specific requirements:

Subjects at G2 or G3		Minimum Required Grades
EL	English Language	2 or 3 depending on course
MA	Mathematics	3
B3	Relevant Subject	3
	Any other two "Best" subjects (exluding CCA)	**4**

Entry to Higher Nitec



COMPUTATION OF ELB4,ELR1B3, ELR2B2

(aggregates for entry to ITE Higher Nitec)

ELB4	English Language	B4 - Best 4 other subjects
ELR1B3	English Language	R1 - Maths or PoA B3 - Best 3 other subjects
ELR2B2	English Language	R2 - Maths + either Science / D&T B2 - Best 2 other subjects

ITE Progression Award (IPA)

- Supports ITE graduates to upskill in a diploma earlier in their careers, to secure more progression prospects in their chosen professions.
- Helps with the financial costs of obtaining a diploma and boosts ITE graduates' savings for longer-term goals, such as home ownership or retirement.
- Provided ITE graduate enrols in the course by age 30

		Enrolment in Diploma*	Completion of Diploma*
ITE	Work-Study Diploma (WSDip)	Course fees borne by employers	Eligible for $10,000 CPF-OA Top-Up To boost savings for longer-term goals
	Technical Diploma Technical Engineer Diploma	Eligible for $5000 PSEA Top-Up To help with the costs of obtaining a diploma	
Polytechnic	Full-Time Diploma Part-Time Diploma		
NAFA/LASALLE	Full-Time Diploma		
National Institute of Early Childhood Development (NIEC)	Diploma		

SINGAPORE-CAMBRIDGE SECONDARY EDUCATION CERTIFICATE

Secondary school experience under Full SBB [from 2024 S1 cohort]

Secondary school experience

1. Mixed form classes and common curriculum subjects at Lower Secondary
2. Greater flexibility to offer subjects at various subject levels
3. Shift away from course-based subject offerings

After PSLE → Start of secondary school → End of secondary school → Post secondary

Entry to Secondary 1
Through Posting Groups

Singapore-Cambridge Secondary Education Certificate (SEC) examination

Revised admission criteria

Revised Downward Grade Mapping Table for G3 to G2	
G3	G2
A1-B3	1
B4-C6	2
D7	3
E8	4
9	5
	6

Revised Downward Grade Mapping Table for G2 to G1	
G2	G1
1	A
2	A
3	A
4	B
5	C
6	D
	E

CHIJ Secondary School (Toa Payoh)

ECG COUNSELLING GUIDANCE

Tue & Wed & *selected* Fri
Via appt (online/f2f/phone)

About Me

Hello Girls! I am a former polytechnic lecturer and aviation specialist for more than 2 decades. I am in MOE counselling/guidance work for coming to 8 years.

What is ECG ?

A developmental approach to meeting the needs of students at every stage of their education journey, allowing them to be **future ready** and **more prepared** for their journey from school to future education or work.

WHO IS IT FOR?

Any students who may have the following challenges or just wish to explore further

01 Decision making difficulties

Post secondary pathways
Career aspirations
Subject combinations
EAE/DSA choices

02 Anxiety/Uncertainty for the future

Lack of self understanding
Personal challenges
Family situation

03 Motivational issues

Loss of confidence
Self-esteem
Lack of directions

https://go.gov.sg/chijsharontay

Ms Sharon Tay
Senior ECG Counsellor
tay_liu_kian_sharon@schools.gov.sg

ECG room (Library)

Every Tuesday and Wednesday

Subject Allocation

To give every student the most **appropriate subject combination** so that she can develop to the best of her **ability**, **interests** and **potential**, taking into consideration **post-secondary school requirements**

Considerations to highlight

- MOE Curricular and Progression Guidelines; Post Secondary Requirements
- School Resourcing Constraints: minimum class size required; where might the benefit be greatest?
- Offering subjects at more demanding level (MDL) and upgrading of total subject offerings - criteria must be met to show readiness for the higher rigour
- Offering of G3 Elective subjects for students offering predominantly G2 subjects - Art, NFS and Add Math at G3

Offering subjects at a more demanding level

At the start of Secondary One

Eligible students can offer English Language, Mother Tongue Languages, Mathematics and Science at a more demanding level based on their PSLE Achievement Level (AL) for each of these subjects.

Eligibility criteria to offer English Language, Mother Tongue Languages, Mathematics and/or Science at a more demanding level			
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

Subject	Current SBB students	Non-SBB 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) in G2 English and overall results in the subject
	[1]*Comprises oral and listening components.*	

Subject	Current SBB students	Non-SBB 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

Subject	Current SBB students	Non-SBB students currently offering G2 Mathematics
Math	At least 50% for EOY results (written paper) and overall results in the subject	At least 75% for EOY results (written paper) in G2 Math and overall results in the subject
	Offering of G2 Additional Mathematics is contingent on meeting subject-specific criteria of 55%.	

Proposed subject combination take into consideration students' different strengths and interests.

A poll of subject preference was conducted

Allocation by merit

2026 Sec 3
Subject Combination

	Combinations comprising 8 G3 subjects	
1	English Language	
2	Social Studies with Elective Humanities	
3	Mathematics	
4	Mother Tongue	
5	Additional Mathematics	
6	Chemistry	
7	Physics or Biology	
8	Core Humanities Geog / Lit	*AEP / MEP / MSP/ CSP / Music / 3rd Lang / Computing

** Taking AEP / MEP / MSP/ CSP in upper secondary would be considered as taking a core humanities subject.*

	Combination comprising 7 G3 subjects	
1	English Language	
2	Social Studies with Elective Humanities	
3	Mathematics	
4	Mother Tongue	
5	Additional Mathematics	Additional Mathematics or Principles of Accounts
6	Chemistry	Sc (Phy,Chem) or Sc (Bio,Chem)
7	Physics or Biology	Core Humanities* Geog / Lit or AEP / MEP / MSP/ CSP / Music / 3rd Lang / Computing

** Taking AEP / MEP / MSP/ CSP in upper secondary would be considered as taking a core humanities subject.*

	Combinations comprising 6 G3 subjects	
1	English Language	
2	Social Studies with elective Humanities	
3	Mathematics	
4	Mother Tongue	
5	Sc (Phy, Chem) or Sc (Bio, Chem)	
6	Core Humanities* Geog / Lit *AEP / MEP / MSP/ CSP / Music / 3rd Lang / Computing	Additional Maths or Nutrition & Food Science or Principles of Account
	** Taking AEP / MEP / MSP/ CSP in upper secondary would be considered as taking a core humanities subject.*	

Eligibility &

Subject Specific Criteria

Eligibility for G3 Subjects
(Double Math & Double Sciences)

Subjects at Sec 3	S2 Science (G3) SA2 & Ovr	S2 Math (G3) SA2 & Ovr
Double Science <u>and</u> Additional Mathematics (G3)	≥60%	≥55%
Combined Science <u>and</u> Additional Mathematics (G3)	N.A.	≥55%

Note: This serves as a guide for the offering of the subjects.

Eligibility for G3 Subjects

Additional Mathematics (G3)

- An overall pass of at least 55% at Sec 2 Mathematics (G3) is required

Nutrition & Food Science (G3)/ Art / AEP (G3)

- Assessment include coursework component (50~60%)

Principles of Accounts (G3)

- Proficiency in Mathematics is preferred

Eligibility for G3 Subjects

Core Humanities (G3 Literature / Geography)

- A good pass of 60% and above is recommended
- Must be a different subject from choice of Elective Humanities, which is compulsory
  (e.g. Core Lit + SS/History)
- Higher Art (AEP) or Higher Music (MEP) can be offered in lieu of Core Humanities subject

	Combinations comprising all G2 or mix G2/G3 subjects	
1	English (G2/G3)	English (G2/G3)
2	Mathematics (G2/G3)	Mathematics (G2/G3)
3	Mother Tongue (G2/G3)	Mother Tongue (G2/G3)
4	Social Studies + Elective Literature or Geography or History (G2)	Social Studies + Elective Literature or Geography or History (G2)
5	Science (Phy,Chem) (G2 / G3) Science (Bio,Chem) (G3)	Science (Phy,Chem) (G2)
6 or 7	Principles of Account (G2)	
	Art (G3) / Nutrition & Food Science (G3)/ Add Maths (G3) Principles of Account (G2)	

Subject to MOE approval: AEP / MEP / MSP / CSP / Music / 3rd Lang

Eligibility &

Subject Specific Criteria

Eligibility for students offering mix of G1/G2/G3 subjects

Subject Specific Criteria at Sec 2	
Additional Mathematics (G3)	S2 G3 Math ≥55 % S2 G2 Math ≥65 %
Principles of Accounts (G2)	Proficiency in Math is preferred
Elements of Business Skills (G1)	Pass in S2 EL (G1)
AEP / MEP / MSP / CSP (G3)	Subject to MOE approval

Note: This serves as a guide for the offering of the subjects.

	Combinations comprising all G1 or mix G1/G2/G3 subjects
1	English (G1/G2)
2	Mathematics (G1/G2)
3	Mother Tongue (G1/G2)
4	Computing (G1)
5	Science (G1/G2)
6	Art (G1) or Elements of Business Skills (G1)
	^ Subject to MOE approval: AEP / MEP / MSP / CSP / Music / 3rd Lang

PG message to rank and select subject preference for Science, Math, Humanities & other electives.

ALL EARS

Preview as user

1. Rank your desired number of subjects to take in 2026
(please note that school will decide on eligibility for total number of subjects)

1st choice:

2nd choice:

MULTIPLE CHOICE

2. My Mother Tongue is

[Select an option]

MULTIPLE CHOICE

3. I am taking Higher Mother Tongue

[Select an option]

RANKING

4. Rank your preference for Science subjects.

1st choice:

2nd choice:

3rd choice:

4th choice:

RANKING

8. In view of the latest change in educational policy announced in Mar 2025, MOE has indicated that taking 6 to 7 subjects in upper secondary is adequate to pursue any post seondary pathway.

The subjects in upper secondary taken are:
1. English Language
2. Mother Tongue
3. Mathematics
4. Social Studies with elective Humanities
5.
6.
7.

Please rank your preferred subjects for #5, #6, #7.
(you may indicate total of 6 or 7 subjects)

1st choice:

2nd choice:

3rd choice:

4th choice:

FREE TEXT

9. Thank you for your participation. (optional)
Please indicate here if you have any other information for us.

MULTIPLE CHOICE

2. Please indicate the English Language level you will be taking in Sec 3.

- ◯ G3 English Language
- ◯ G2 English Language

MULTIPLE CHOICE

3. My mother tongue is

- ◯ G3 CL
- ◯ G2 CL
- ◯ G1 CL
- ◯ G3 ML
- ◯ G2 ML
- ◯ G1 ML
- ◯ G3 TL
- ◯ G2 TL
- ◯ G1 TL
- ◯ Others (please indicate in remarks)
- ◯ Exempted from MT

Students taking subjects at the more demanding level are to indicate accordingly.

Subject Allocation Process

1. Students are **assessed by their overall performance across subjects**.

2. The allocation of a student to a particular class is guided by her **choice** and **overall performance** in that subjects (e.g. English, Math, Science, Humanities).

3. For subjects such as Pure Sciences, Additional Mathematics, students must **satisfy the criteria for the subject combination**.

4. Allocation of student to a subject combination is done **based on merit**, **minimum class size** and **availability of school resources**.

Thank you

yap_song_lip_francis@moe.edu.sg

for any queries