

Subject-Based Banding



WHY SUBJECT-BASED BANDING (SBB)?

- Every student is unique and possesses different strengths.
- Subject-Based Banding can:
 - Nurture students' strengths**
 - Provide more educational opportunities**
 - Encourage students to be more engaged in learning**
 - 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

17 MAR 2017

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

Sec 1 End of Year

- 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 SBB subjects



Subjects to be taken in Sec 2

G2 Math	G3 History
G3 English	G3 Science

JUNCTURES TO TAKE UP SUBJECTS AT THE 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 DAUGHTER CONTINUE WITH SBB SUBJECTS ALL THE WAY TO SEC 4 OR 5?

- Entry into SBB at Lower Secondary **does not automatically guarantee transition** to subjects at the more demanding level at Secondary 3.
- Child's performance needs to meet the **school's criteria** at the end of Secondary 2 (*subject combination criteria applies*), and offering of subjects at the more demanding level will depend on minimum class size and school resourcing.



2025 Sec 2 EOY SBB Criteria: EL, MT

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
<i>¹Comprises oral and listening components.</i>		



2025 Sec 2 EOY SBB Criteria: Science

Subject	Current SBB students	Non-SBB students currently offering G2 Science
Science <i>*Students will be offered Combined Science only</i>	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



2025 Sec 2 EOY SBB Criteria: Math

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
	<i>Offering of G2 Additional Mathematics is contingent on meeting subject-specific criteria of 55%.</i>	



2025 Sec 2 EOY SBB Criteria: Humanities

Subject	For current SBB students	For non-SBB students offering G2 History/Geography/Literature
<p>History Geography Literature</p> <p><i>*Students will be offered Combined Humanities (Social Studies + Geog/History/Lit) only</i></p>	<p>a) At least 50% for EOY results (written paper) and overall results in the subject</p> <p><i>Note: Current SBB students will only be offered the corresponding elective of the G2 Humanities subject offered in Sec 2</i></p>	<p>a) At least 75% for G2 EL EOY results (written paper)¹ and overall results OR</p> <p>b) At least 65% in G3 EL (for students taking G3 EL)</p> <p>AND</p> <p>c) At least 75% for two G2 Humanities (Hist, Geog, or Lit) EOY results (written paper) and overall results</p> <p>¹written paper in EL includes oral and listening components</p>



EXAMPLE: JANE FROM 2 Angela

Sec 2 End of Year

- 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 choice)



Subjects to be taken in Upper Sec

G2 Math	G2 History/SS
G3 English	G2 Science



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

- 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

Published 07 MARCH, 2017

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 POST-SEC ADMISSION

- For students offering subjects at more demanding levels, downward grade mapping is used to aggregate scores across subjects offered at different subject levels for post-secondary progression, as shown below.

Downward Grade Mapping Table	
G3	G2
A1, A2, B3	1
B4, C5, C6	2
D7	3
E8	4
9	5
	6



FOR FURTHER QUERIES ON SBB

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