

# Upper Primary Parents' Briefing

Key Personnel's Address  
7 February 2025



#CuriousMinds #CaringHearts #CreativeSpirits

# Agenda

- Home-School Partnership
- PSLE Scoring And Secondary 1 Posting
- Assessment Matters
  - Supporting our students' Learning
  - 2025 Academic Year Plan for Upper Primary Students
  - PSLE Calendar (Tentative)
- DSA-Sec Exercise
- Launch of Revised PSLE EL and FEL Examination Syllabuses
- Safety Matters



# Home-School Partnership

- Attendance is critical. Do ensure that your child attends school daily except when he/she is unwell. Doctor's MC must be provided where possible;
- Teachers will communicate and coordinate on the amount of homework to be given per day / school holidays;
- Ensure that your child has a proper breakfast at home before coming to school. A snack break will be given in class before/after recess.







# Home-School Partnership

## Compliance with MOE attendance guidelines

- For absences that are festival or religion-related, they will be classified as “Absent without Valid Reason”. However, an exception is made for absences associated with funeral rites, which may be considered as valid on compassionate grounds.
- For absences due to valid reasons and covered by a parent’s letter or email, schools will mark these as “Absent with Valid Reason (Private)”. Please note that the school will accept no more than 10 parents’ letters or emails per year for such cases.

# Home-School Partnership

## Punctuality for School

- Inculcating the value of responsibility by being punctual – report to school by **7.30 a.m.**
- Understanding consequences
  - Late coming: arriving after **7.30 a.m.**
  - After the 3<sup>rd</sup> instance of late coming, parents will be contacted
  - After the 6<sup>th</sup> instance of late coming, School-Parent conferencing will be arranged
  - After the 10<sup>th</sup> instance of late coming, a warning letter will be issued. For persistent late coming, conduct grade will be affected.





# Home-School Partnership

## School Discipline and Tone

- The school should be a safe environment for all students to learn in;
- In order for the students to feel safe (physically and psychologically), consequences will be meted out for misbehaviour, including bullying, use of physical force and use of hurtful words/vulgarities;
- We would like to work together in strong partnership with all parents in order to ensure that the school remains a safe place for students to learn and grow in.

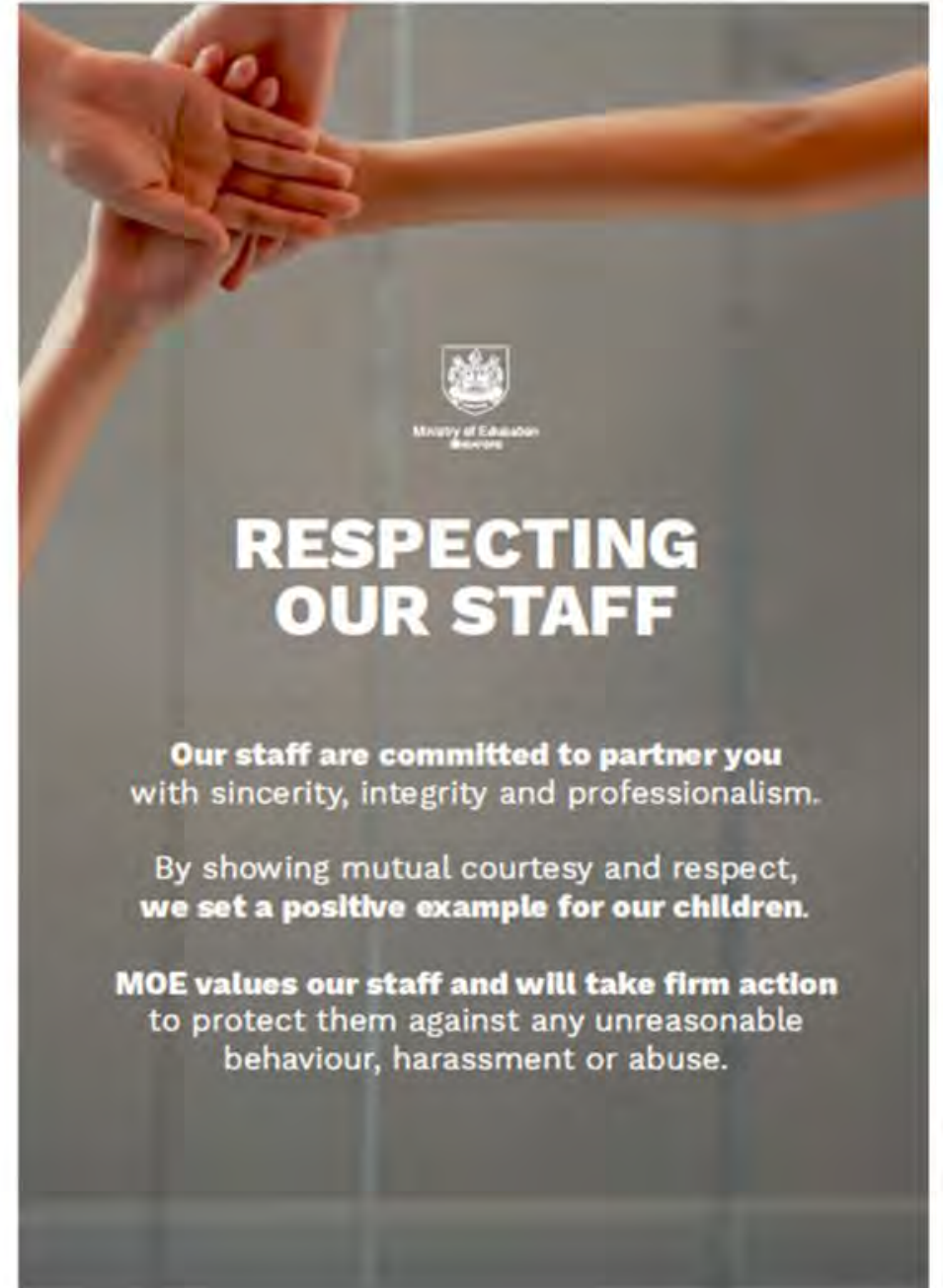



# Home-School Partnership

- Monitor usage of screen time by children;
- Celebrate your child's successes, both big and small;
- Provide your child with support and encouragement;
- Make time to find out about your child's day;
- Praise your child as a kind word goes a long way!

# Engagement Charter

- The partnership between schools and parents is an essential one.
- By promoting mutual courtesy and respect in our interactions with each other, we can be good role models for our children and build authentic partnerships that will better benefit our children.



  
MINISTRY OF EDUCATION  
Singapore

## RESPECTING OUR STAFF

**Our staff are committed to partner you** with sincerity, integrity and professionalism.

By showing mutual courtesy and respect, **we set a positive example for our children.**

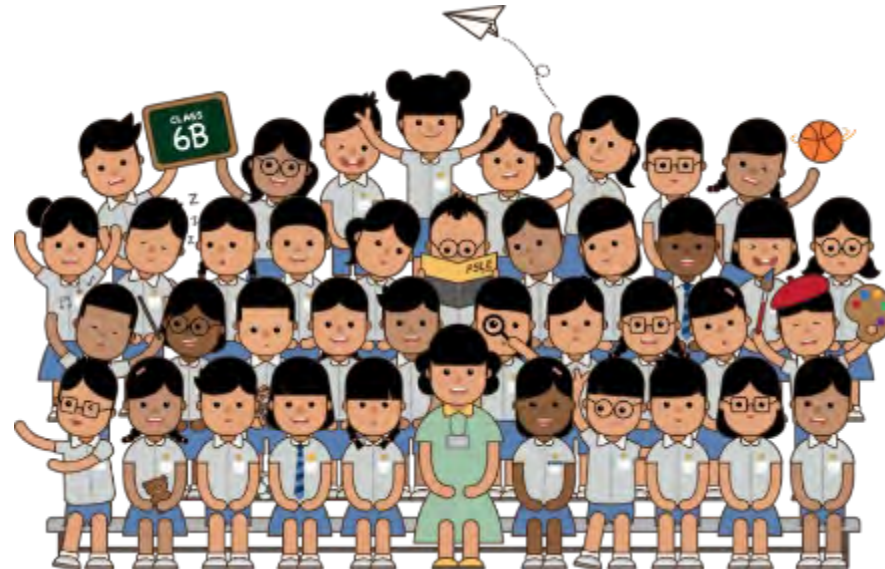
**MOE values our staff and will take firm action** to protect them against any unreasonable behaviour, harassment or abuse.



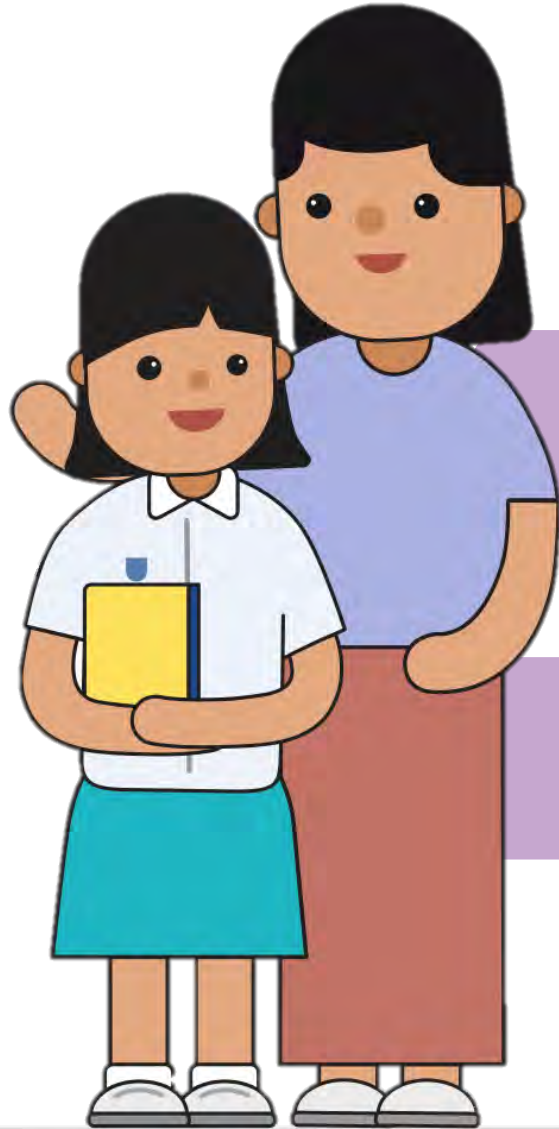
# The PSLE SCORING and S1 POSTING

**SUPPORTING STUDENTS AND PARENTS IN MAKING  
INFORMED SCHOOL CHOICES FOR PSLE**

*Briefing Deck to P5 and P6 Parents*



# Sharing About PSLE Matters



**How does the PSLE Scoring &  
S1 Posting work?**

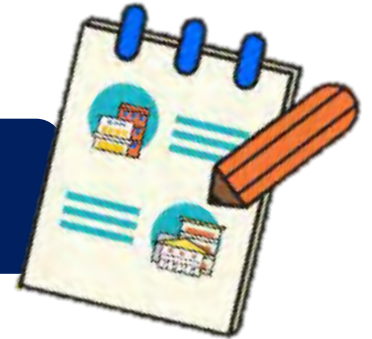
**How are students posted to  
secondary schools?**

# WHAT IS THE INTENT OF THE PSLE?



**A useful checkpoint at the end of primary school**

**A fair way to determine secondary school posting**



Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

**1**

**Reducing fine differentiation of students' examination results at a young age.**

**2**

**Recognising a student's level of achievement, regardless of how his/her peers have done.**

**3**

**Encouraging families to choose secondary schools holistically based on students' strengths, interests and learning needs.**



# WHAT ARE ACHIEVEMENT LEVELS (AL)?

## WHY ARE THE BANDS UNEVEN?

- Students with similar scores in each subject are grouped into scoring bands measured in 8 ALs.
- AL bands and mark ranges are set based on the learning objectives of the curriculum, and mirror the way we learn.

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20


When we learn something new, after some initial practice, we often find ourselves improving significantly.

As we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

The ALs were designed to reflect this reality of learning. They help educators, students, and parents know how ready students are to access the curriculum at the next level.

# HOW DOES THE PSLE SCORING SYSTEM WORK?

- The overall PSLE Score is made up of 4 subject Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best.



Elena		PSLE Score 14
PSLE Subject	AL Score	
English	2	
Math	2	
Foundation Science	AL A = 6	
Mother Tongue Language	4	

# GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8



# ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.
  - Students must obtain either a PSLE overall score of 8 or better,  
OR
  - From 2026, they can take up Higher Mother Tongue as a subject in secondary school as long as they obtain AL1/AL2 in their Mother Tongue at the PSLE, or a distinction or merit in Higher Mother Tongue.
- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.

# HOW DOES THE S1 POSTING WORK?

- Your child has **six choices** in selecting their secondary schools.
- Your child will be posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **choice order of schools**.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
  1. **CITIZENSHIP**
  2. **CHOICE ORDER OF SCHOOLS**
  3. **COMPUTERISED BALLOTING**
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.



# Tie-breakers

## in the new S1 Posting System

Tie-breakers are used only if there are two or more students with the same PSLE Score vying for the last available place(s) in a school.

Here's a simplified example.

5 students are vying for the last places in the schools of their choice.

Students with better scores will be posted first


Tie-breaker #1: Citizenship

Tie-breaker #2: Choice order of schools

Tie-breaker #3: Computerised balloting

**Jane**  
Singapore Citizen  
16 pts

SCHOOL CHOICES:  
1) Sch A  
2) Sch ...  
3) Sch ...  
4) Sch ...



Jane has a better PSLE score. She will be posted first, to **School A**.



**Bryan**  
Singapore Citizen  
20 pts

SCHOOL CHOICES:  
1) Sch B  
2) Sch ...  
3) Sch ...  
4) Sch ...



Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.



Because Bryan ranked School B higher than Mary, he will be posted to **School B**.




Since Bryan has taken the last place in School B, Mary will be posted to **School C**.



**Alan**  
Permanent Resident  
20 pts

SCHOOL CHOICES:  
1) Sch A  
2) Sch B  
3) Sch D  
4) Sch ...



Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.


Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

Through computerised balloting, Alan is posted to **School D**.



**Rina**  
Permanent Resident  
20 pts

SCHOOL CHOICES:  
1) Sch A  
2) Sch B  
3) Sch D  
4) Sch E



Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.

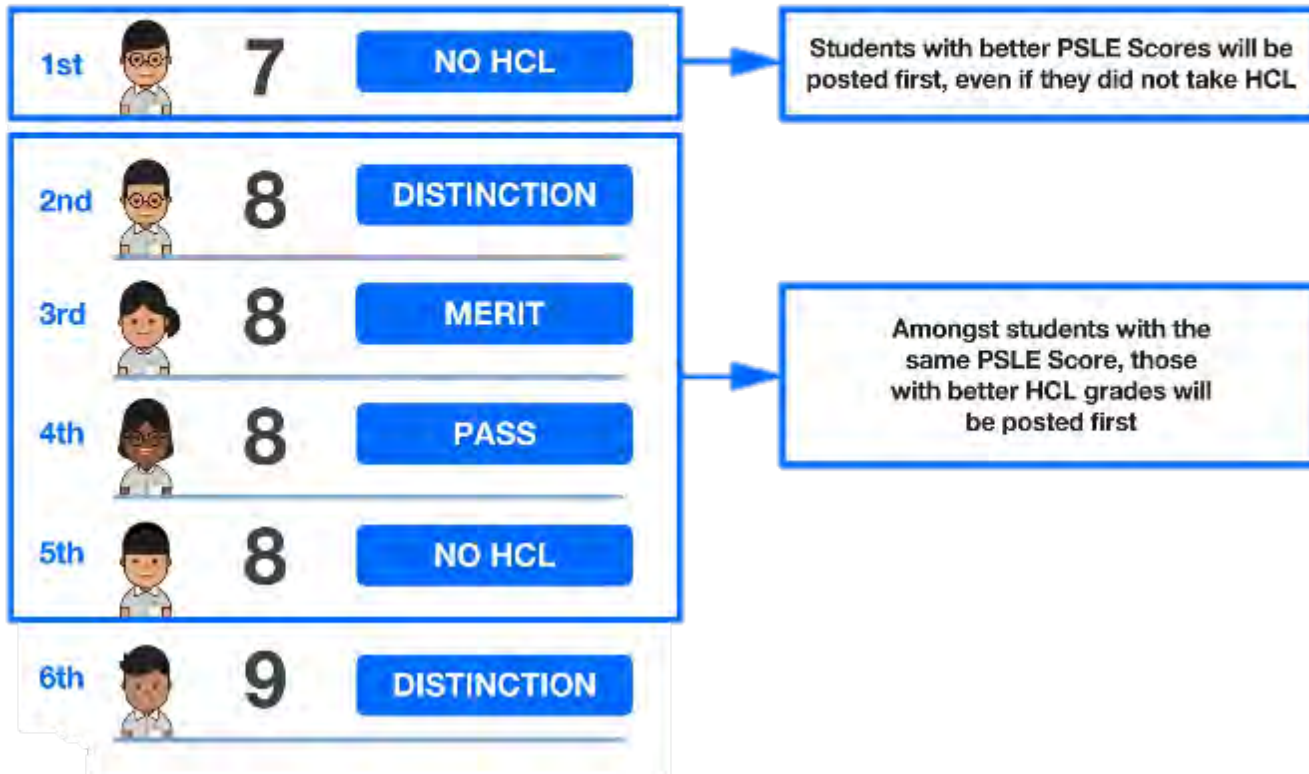




# HCL POSTING ADVANTAGE TO SAP SCHOOLS

Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:



- Students' HCL results are denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students who obtain (i) a Distinction / Merit / Pass in HCL and (ii) a PSLE Score of 14 or better are eligible for posting advantage to SAP schools.
- Students are ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

# Understanding Full Subject-Based Banding (Full SBB)



**What is Full SBB?**

# WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



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-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.



# FULL SUBJECT-BASED BANDING (FULL SBB)



2020

- Full SBB pilot commenced in 28 secondary schools.
- The initial feedback from pilot schools has been positive.



2022-2023

- Around 90 schools have implemented aspects of Full SBB by 2023.



2024

- Remaining schools that admit students from 3 streams will be implementing Full SBB.
- Express, N(A) and N(T) streams will be removed for the 2024 S1 cohort onwards.
- Students will be grouped in mixed form classes in lower secondary.



2027

- From 2027, students will sit for the Singapore-Cambridge Secondary Education Certificate (SEC) examinations, instead of the GCE N- and O- Level examinations.
- Students will receive an SEC which reflects the subjects and subject levels that they offered.

# FULL SUBJECT-BASED BANDING (FULL SBB)

## Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

After PSLE

Start of Sec

End of Sec

Post Sec

From 2023:  
Entry to S1  
through 1 of 3  
Posting Groups

From 2027:  
Singapore-Cambridge  
Secondary Education  
Certificate (SEC)  
examination

Updated post-secondary  
admission criteria

# FULL SBB: S1 POSTING

## Three Posting Groups to ensure schools are accessible to diverse learners

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Ensures that schools continue to admit a **diverse profile of students** and students have **access to a wide range of schools.**

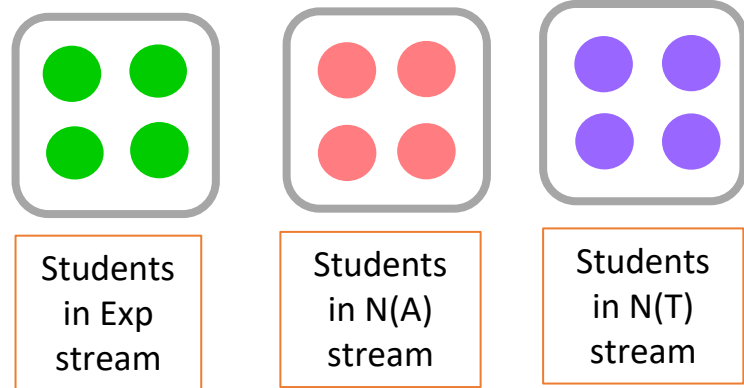
Unlike the-academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.

- Posting Groups assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

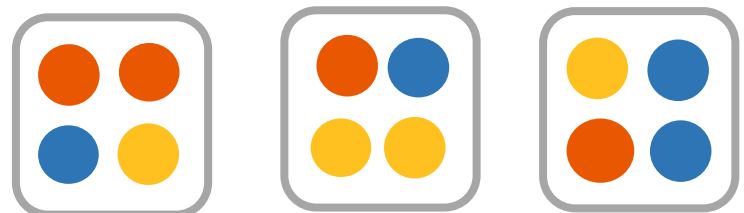
PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 <i>(with AL 7 in EL and MA)</i>	1	G1

# FULL SBB: MIXED FORM CLASSES IN LOWER SECONDARY

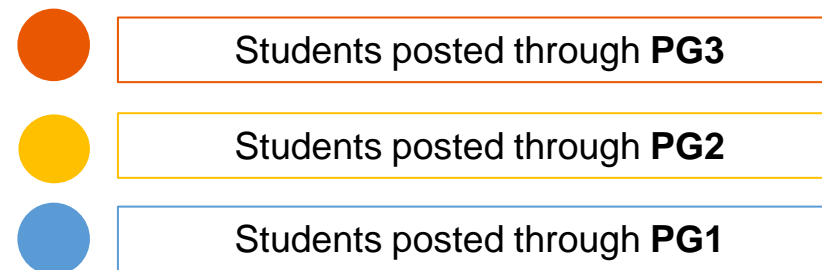
Form classes arranged by academic stream in schools yet to implement Full SBB



With Full SBB:  
Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary to ensure a **mix of learner profiles**.
  - Provides students with **more opportunities** to interact with other students of different strengths and interests.
  - Enables students to **build meaningful friendships and learn to value different perspectives**.





# FULL SBB: COMMON CURRICULUM

Common Curriculum Subjects  
taken in mixed form classes  
(-1/3 curriculum time)

## Examinable Subjects:

- Art
- Design & Technology (D&T)
- Food & Consumer Education (FCE)

## Non-examinable Subjects:

- Character & Citizenship Education (CCE)
- Music
- Physical Education (PE)

- The six common curriculum subjects would each have a single syllabus for all students at Lower Secondary levels.
  - These subjects will be taught and assessed at a common level that is accessible to all students.
  - Teachers will adopt a range of approaches to cater to the different learning needs of their students.
- For other subjects, students attend classes with others taking the subject at the same subject level.

# OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF SEC 1

- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
<ul style="list-style-type: none"> <li>• English Language</li> <li>• Mother Tongue Language</li> <li>• Mathematics</li> <li>• Science</li> </ul>	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2

# OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1

- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

POSTING GROUP (PG)	PSLE AL FOR MTL <sup>^</sup>	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

<sup>^</sup> Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.

# SUBJECT LEVEL FLEXIBILITY BEYOND THE START OF S1

- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
  - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
  - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
  - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.



# Choosing Suitable Secondary Schools




**Factors to Consider**

**Preparing for S1 Posting Exercise**



# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The PSLE Score ranges for individual secondary schools will be available for your reference on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the students posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.

SchoolFinder Tool	MySkillsFuture Student Portal (Primary)
  <a href="https://www.moe.gov.sg/schoolfinder">https://www.moe.gov.sg/schoolfinder</a>	 <a href="https://go.gov.sg/exploreschools">https://go.gov.sg/exploreschools</a>

# HOW DO WE INTERPRET THE PSLE SCORE RANGES?

The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

## Example

XX Secondary School

PSLE Score range of 20XX (previous year's S1 Posting Exercise)

Posting Group 3	15 – 20
Posting Group 2	21 – 24
Posting Group 1	25 – 28

PSLE Score of the first student posted into the school in the respective PG.

PSLE Score of the last student posted into the school in the respective PGs [i.e., the school's **Cut-Off Point (COP)**].

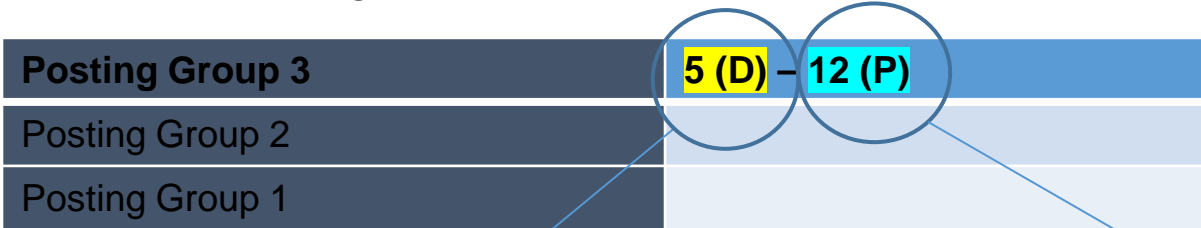
*Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.*

# EXAMPLE OF AN SAP SCHOOL'S PSLE SCORE RANGE

While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

## Example

XX Secondary School  
PSLE Score range of 20XX (previous year's S1 Posting Exercise)



PSLE Score and HCL grade of the first student posted into the school through PG3.

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)].

*Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.* 32



# SCHOOL CHOICE JOURNEY

- The PSLE Score ranges are a **useful starting point** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.





As you and your child explore secondary school options together, you may wish to consider a school that offers one of MOE's Art / Music programmes if your child shows interest in and passion for Art or Music:

- **Art Elective Programme (AEP)(Sec 1–4)**
- **Music Elective Programme (MEP)(Sec 1–4)**
- **Enhanced Art Programme (EAP)(Sec 3–4)**
- **Enhanced Music Programme (EMP) (Sec 3–4)**



# MOE Art and Music Programmes (Secondary)

A PRESENTATION BY  
MINISTRY OF EDUCATION, SINGAPORE



# MOE Art Programmes



## Secondary Art Programmes: AEP or EAP?

The **Art Elective Programme (AEP)** and **Enhanced Art Programme (EAP)** aim to nurture students with interest, potential, and passion in art and design.

	AEP	EAP
<b>Programme Aims</b>	To develop students with interest, potential, and passion to pursue an in-depth study of art and design.	
<b>Programme Duration</b>	4 Years (Secondary 1 – 4)	2 Years (Secondary 3 – 4)
<b>Enrolment Period</b>	Beginning of Sec 1	End of Sec 2
<b>Impact on other Subjects</b>	Takes AEP instead of D&T and FCE in lower secondary, hence not eligible for D&T and F&N at upper secondary	Lower secondary subjects are not affected
<b>Subjects Offered</b>	G3 Higher Art	G3 Art*
<b>Option for Centre-Based Learning</b>	Yes (AEP Centre at National Junior College)	No (Students must enrol in schools offering EAP)
<b>Combined Schools Enrichment</b>	Milestone experience and workshops with invited Arts practitioners, designed in collaboration with institutes of higher learning, biennial student exhibition, etc.	Milestone experience and workshops with invited Arts practitioners, designed in collaboration with institutes of higher learning

\*Currently, none of the EAP schools offer Higher Art, but as the situation can change year on year, it would be best to check in with the school of interest directly.



# MOE Art Programmes



AEP

## Art Elective Programme (AEP)

4-year (Sec 1 – Sec 4)

**The AEP aims to develop students as practitioners, scholars, advocates and leaders in the arts. Students can expect:**

- An extended and balanced art curriculum comprising studio practice and art criticism components.
- Exposure to a range of art materials, media and creative processes.
- Access to specialised studio facilities, equipment and resources.
- Collaborative learning experiences with other AEP students through combined schools events and workshops.
- Opportunities to learn from arts industry professionals, and higher education students and staff about the arts and creative industries.
- Opportunity to offer G3 Higher Art.

# MOE Art Programmes



AEP

## Art Elective Programme (AEP)

4-year (Sec 1 – Sec 4)

AEP School	AEP Schools' website
<b>Bukit Panjang Govt. High School</b>	<a href="https://www.bpghs.moe.edu.sg">https://www.bpghs.moe.edu.sg</a>
<b>CHIJ Secondary (Toa Payoh)</b>	<a href="https://www.chijsec.edu.sg">https://www.chijsec.edu.sg</a>
<b>Hwa Chong Institution</b>	<a href="https://www.hci.edu.sg">https://www.hci.edu.sg</a>
<b>Nanyang Girls' High School</b>	<a href="https://www.nygh.edu.sg">https://www.nygh.edu.sg</a>
<b>National Junior College</b>	<a href="https://nationaljc.moe.edu.sg">https://nationaljc.moe.edu.sg</a>
<b>Victoria School</b>	<a href="https://victoria.moe.edu.sg">https://victoria.moe.edu.sg</a>
<b>Zhonghua Secondary School</b>	<a href="https://www.zhonghuasec.moe.edu.sg">https://www.zhonghuasec.moe.edu.sg</a>

For more information about the Art Elective Programme, visit: <https://moe.gov.sg/aep>

# MOE Art Programmes



## Enhanced Art Programme (EAP)

2-year (Sec 3 – Sec 4)

The **EAP** aims to develop students to further their passion in art, design, media and technology. Students can expect:

- An enriched and balanced upper secondary art curriculum with a focus on applied arts.
- Exposure to specialised art materials, media and creative processes.
- Collaborative learning experiences with other EAP students through combined schools events and workshops.
- Opportunities to learn from arts industry professionals and higher education students and staff about the arts and creative industries.
- Opportunity to offer G3 Art or Higher Art.

*\*Currently, none of the EAP schools offer Higher Art. However, since the situation can change from year to year, it would be best to directly check with the school of interest.*



# MOE Art Programmes



EAP

## Enhanced Art Programme (EAP) 2-year (Sec 3 – Sec 4)

EAP School	EAP schools' websites
CHIJ Katong Convent	<a href="https://www.chijkatongconvent.moe.edu.sg/">https://www.chijkatongconvent.moe.edu.sg/</a>
Jurong West Secondary School	<a href="https://jurongwestsec.moe.edu.sg/">https://jurongwestsec.moe.edu.sg/</a>
Meridian Secondary School	<a href="https://meridiansec.moe.edu.sg/">https://meridiansec.moe.edu.sg/</a>
Nan Chiau High School	<a href="https://www.nanchiauhigh.moe.edu.sg/">https://www.nanchiauhigh.moe.edu.sg/</a>
Naval Base Secondary School	<a href="https://navalbasesec.moe.edu.sg/">https://navalbasesec.moe.edu.sg/</a>
New Town Secondary School	<a href="https://newtownsec.moe.edu.sg/">https://newtownsec.moe.edu.sg/</a>
Ngee Ann Secondary School	<a href="https://ngeeannsec.moe.edu.sg/">https://ngeeannsec.moe.edu.sg/</a>
Orchid Park Secondary School	<a href="https://www.orchidparksec.moe.edu.sg/">https://www.orchidparksec.moe.edu.sg/</a>
St Andrew's Secondary School	<a href="https://www.standrewssec.moe.edu.sg/">https://www.standrewssec.moe.edu.sg/</a>

For more information about the Enhanced Art Programme, visit: <https://moe.gov.sg/eap>

# MOE Music Programmes



## Secondary Music Programmes: MEP or EMP?

The **Music Elective Programme (MEP)** and **Enhanced Music Programme (EMP)** aim to nurture students with interest, potential and passion in music.

	MEP	EMP
<b>Programme Aims</b>	To develop students with interest, potential, and passion to pursue an in-depth study of music.	
<b>Programme Duration</b>	4 Years (Secondary 1 – 4)	2 Years (Secondary 3 – 4)
<b>Enrolment Period</b>	Beginning of Sec 1	End of Sec 2
<b>Impact on other Subjects</b>	Takes MEP instead of D&T and FCE in lower secondary, hence not eligible for D&T and F&N at upper secondary	Lower secondary subjects are not affected
<b>Subjects Offered</b>	G3 Higher Music	G3 Music / Higher Music*
<b>Option for Centre-Based Learning</b>	Yes (Anglo-Chinese School (Independent), Dunman High School)	No (Students must enrol in schools offering EMP)
<b>Combined Schools Enrichment</b>	Annual Combined MEP & EMP Camp for Secondary 3 Students (including workshops with invited Music practitioners) Biennial Combined Music Schools' Concert	

*\*Teachers may recommend students to offer G3 Higher Music depending on students' interest and readiness.*



# MOE Music Programmes



MEP

## Music Elective Programme (MEP)

4-year (*Sec 1 – Sec 4*)

**The MEP aims to develop students as practitioners, scholars, advocates and leaders in the arts. Students can expect:**

- An extended and balanced music curriculum that develops skills in Listening, Creating, Performing and Research
- An in-depth study of Asian, Classical, Jazz, Popular and Multimedia genres
- Access to specialised facilities such as practice studios, music technology equipment and other resources (e.g. scores and audio-visual materials)
- Opportunities to learn and collaborate with MEP, EMP, and O-Level Music students from other schools
- Opportunities to learn from music industry professionals through masterclasses and studio sessions
- Opportunity to offer G3 Higher Music.

# MOE Music Programmes



MEP

## Music Elective Programme (MEP)

4-year (Sec 1 – Sec 4)

MEP School	MEP Schools' website
Anglo-Chinese School (Independent)	<a href="https://www.acsindp.moe.edu.sg/">https://www.acsindp.moe.edu.sg/</a>
Catholic High School (Secondary)	<a href="https://catholichigh.moe.edu.sg/">https://catholichigh.moe.edu.sg/</a>
CHIJ St. Nicholas Girls' School (Secondary)	<a href="https://chijstnicholasgirls.moe.edu.sg/">https://chijstnicholasgirls.moe.edu.sg/</a>
Crescent Girls' School	<a href="https://www.crescent.edu.sg/">https://www.crescent.edu.sg/</a>
Dunman High School	<a href="https://dunmanhigh.moe.edu.sg/">https://dunmanhigh.moe.edu.sg/</a>
Methodist Girls' School	<a href="https://www.mgs.moe.edu.sg/">https://www.mgs.moe.edu.sg/</a>
Raffles Girls' School	<a href="https://www.rgs.edu.sg/">https://www.rgs.edu.sg/</a>
Raffles Institution	<a href="http://www.ri.edu.sg/">http://www.ri.edu.sg/</a>
Tanjong Katong Girls' School	<a href="https://tkgs.moe.edu.sg/">https://tkgs.moe.edu.sg/</a>
Temasek Junior College	<a href="https://www.temasekjc.moe.edu.sg/">https://www.temasekjc.moe.edu.sg/</a>

For more information about the Music Elective Programme, visit: <https://moe.gov.sg/mep>



# MOE Music Programmes



EMP

## Enhanced Music Programme (EMP)

2-year (Sec 3 – Sec 4)

**The EMP develops students' musical understanding in different music traditions, theory and practices in the creative industries. Students can expect:**

- A holistic curriculum which develops understanding and skills in different fields of music, such as Asian, Classical, Jazz, Popular and Multimedia genres, with exposure to arts production and management for music events.
- Access to specialised facilities such as practice studios, music technology equipment and other resources (e.g., scores and audio-visual materials)
- Opportunities to collaborate and learn with EMP, MEP and O-Level Music students from other schools
- Opportunities to learn from music industry professionals through masterclasses and studio sessions
- Opportunity to offer G3 Music or Higher Music.

# MOE Music Programmes



EMP

## Enhanced Music Programme (EMP)

2-year (Sec 3 – Sec 4)

EMP School	EMP schools' websites
Ahmad Ibrahim Secondary School	<a href="https://ahmadibrahimsec.moe.edu.sg/">https://ahmadibrahimsec.moe.edu.sg/</a>
Chung Cheng High School (Main)	<a href="https://chungchenghighmain.moe.edu.sg/">https://chungchenghighmain.moe.edu.sg/</a>
St. Margaret's School (Secondary)	<a href="https://stmargaretssec.moe.edu.sg/">https://stmargaretssec.moe.edu.sg/</a>
Yuhua Secondary School	<a href="https://yuhuasec.moe.edu.sg/">https://yuhuasec.moe.edu.sg/</a>

For more information about the Enhanced Music Programme, visit: <https://moe.gov.sg/emp>

# Find out more!

Programme	Weblinks
<b>AEP</b>	<a href="https://moe.gov.sg/aep">https://moe.gov.sg/aep</a>
<b>EAP</b>	<a href="https://moe.gov.sg/eap">https://moe.gov.sg/eap</a>
<b>MEP</b>	<a href="https://moe.gov.sg/mep">https://moe.gov.sg/mep</a>
<b>EMP</b>	<a href="https://moe.gov.sg/emp">https://moe.gov.sg/emp</a>







# Academic Matters Upper Primary



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# Supporting our Students' Learning: Typical Week for P5 & P6 students

Monday	Tuesday	Wednesday	Thursday	Friday
<b>CCA</b> P5-P6	<b>ASAP</b> Enrichment - E2K SCI (P5) / EL TD (P5-P6) P5-P6: Remediation		<b>ASAP</b> Enrichment - E2K MA (P5) P5-P6: Remediation	<b>Curriculum</b> P5-P6: HMT P5-P6: FMA



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# Academic Year Plan for P5 & P6 students (Semester 1)

	Jan	Feb	Mar	Apr	May	Jun
<b>P5</b>	T1W3: CCA begins  T1W5: ASAP remediation begins		14 Mar e-PCTC  15 – 23 Mar: School Hols		Term 2: WA1	31 May – 29 Jun: School Hols  <b>26-27 Jun: P6 ASAP (selected students)</b>
<b>P6</b>	T1W3: CCA begins  T1W3: ASAP remediation begins				T2W5: Oral Practice  Term 2: WA  T2W10: Last CCA session for P6	

# Academic Year Plan for P5 & P6 students (Semester 2)

	Jul	Aug	Sep	Oct - Nov	Nov - Dec	
<b>P5</b>	Term 3: P5 Weighted Assessment 2 (WA2)		6-14 Sep: School Holidays	T4W2: EYE Oral	T4W4: EYE Paper 1	12 Nov: PCTC-Phone call (selected students only)
	Term 3 Week 10 PCTC-Phone call (selected students only)		<b>11-12 Sep:</b> <b>P6 ASAP</b> <b>(selected</b> <b>students)</b>		T4W5: EYE LC	
				T4W7: EYE Written		
<b>P6</b>	T3W4: Prelim Oral	T3W7: PSLE Oral ( <i>tentative</i> )  T3W8-W9: Prelim LC & Written  Term 3 Week 10 PCTC-Phone call (selected students only)		T4W1: PSLE LC <i>(tentative)</i> T4W2: PSLE Study Break <i>(tentative)</i> T4W2-W3: PSLE Written <i>(tentative)</i>	T4W4 onwards: Post-PSLE Programme	26-28 Nov: Release of PSLE results <i>(tentative)</i>



# Primary School Leaving Examination 2025



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# PSLE 2025 Calendar

## (updated as at 3 February 2025)

PSLE	Dates
Oral Examination	Wed, 13 August and Thu, 14 August
Listening Comprehension	Tue, 16 September
Written Examination	Thu, 25 September – Wed, 1 October
Marking Exercise	Mon, 13 October – Wed, 15 October



# Post-PSLE Key Events (tentative)

Stage	Key Events	Tentative Dates
1	Release of PSLE Results	26 - 28 Nov (tentative)
2	Submission of S1 Option Form for secondary school options <i>(S1 Internet System-Online / School)</i>	Usually 7 calendar days starting from release of PSLE results
3	Release of School Posting Results <i>(SMS, Online, Interactive Voice Response System or schools)</i>	Late Dec
4	Report to Secondary Schools for Registration	Check secondary school's website

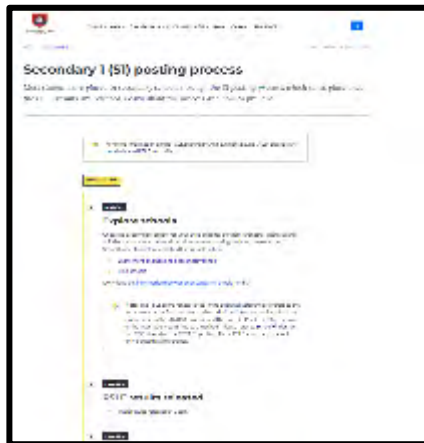
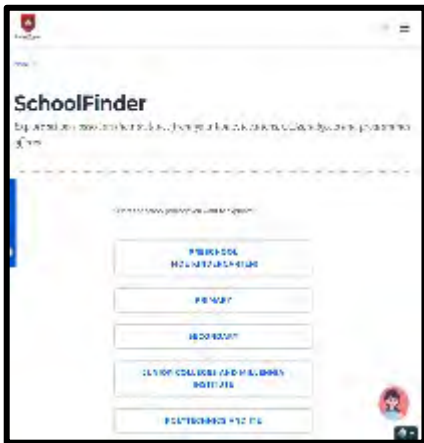



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# PREPARING FOR THE S1 POSTING EXERCISE

SCHOOL  
FINDER

MySKILLSfuture



- Release of **S1 Posting** results 

- Release of **PSLE** results
- Online Submission of **S1 School Choices and Options** 

OCTOBER

NOVEMBER

DECEMBER

# Palm View PSLE 2024 S1 Posting



2024	
Schools	No. of Students
BOWEN SECONDARY SCHOOL	9
CHIJ ST. NICHOLAS GIRLS' SCHOOL	3
CHUNG CHENG HIGH SCHOOL (MAIN)	3
COMPASSVALE SECONDARY SCHOOL	11
DUNMAN HIGH SCHOOL	2
HOLY INNOCENTS' HIGH SCHOOL	5
NAN CHIAU HIGH SCHOOL	7
NORTH VISTA SECONDARY SCHOOL	21
PEI HWA SECONDARY SCHOOL	10
Raffles Girls' School & Raffles Institution	3
XINMIN SECONDARY SCHOOL	9
YUSOF ISHAK SECONDARY SCHOOL	14
ZHONGHUA SECONDARY SCHOOL	6





# Direct School Admission (DSA-Sec Exercise)



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# Entering a Secondary School



## PSLE / S1 Posting Process

- Based on a student's PSLE score
- Most students enter secondary schools this way

## DSA-Sec

- Based on a diverse range of talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognizes
- Allows students to access school programmes to develop their talents



# DSA-Sec Categories

Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

# Which school should my child apply to?

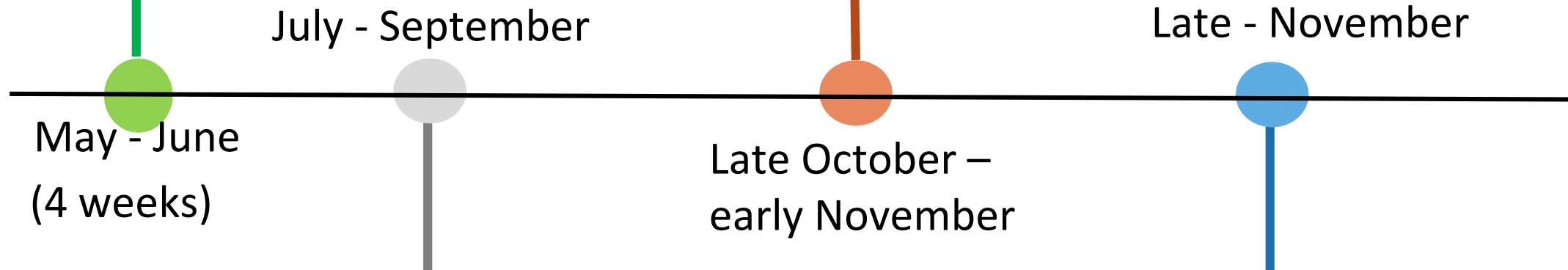
- Look for a school with **programmes that matches your child's strengths and interests**
  - Schools are looking out for students whose interests and talents they can develop further.
  - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** of what each school offers by:
  - Visiting the MOE's DSA - Sec website
  - Visiting schools' websites
  - Attending schools' Open Houses to also experience their environment and cultures



# What is the timeline for DSA-Sec?

Apply for DSA - Sec through DSA-Sec Application Portal.

Rank and submit your offers, if you receive offers from multiple schools



Shortlisting and selection by secondary schools through online platforms. Each secondary school has different selection criteria for its categories and programmes. Schools will inform you of the selection outcome **by September**.

You will know whether you have been allocated to a school through the DSA-Sec, at the same time you receive your PSLE results.

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# What are schools looking for?

- The selection process differs across schools, and across different DSA-Sec categories.
- Generally, schools are looking for candidates with:

## Talent, passion, commitment

- Schools may look at student's **achievements** and **participation** (e.g. in Junior Sports Academy).
- Schools may also conduct tests, trials or selection camps to identify students with **strengths, or sound fundamentals and potential**, in particular areas.

## Strong personal qualities

- Schools may look at CCA records and VIA participation.
- Schools may also conduct interviews.

## Good academic fit

- Schools may look at primary school results to ensure students can benefit from the school's pace of learning.



# Examples of Possible Choice Combinations

EXAMPLE 1	Talent(s)	School(s)	Your child can apply to <u>up to three different schools</u> , with no restrictions on the talent areas.
	Choir	School A	
	Choir	School B	
	Choir	School C	
EXAMPLE 2	Talent(s)	School(s)	If your child chooses two areas in one school, he/she can apply to <b>two different schools only</b> .
	Choir	School A	
	String Orchestra	School A	
	Choir	School B	
EXAMPLE 3 (Not allowed)	Talent(s)	School(s)	Your child cannot use all three choices on one school. He/she can leave the third choice blank or choose another school.
	Choir	School A	
	String Orchestra	School A	
	<b>Mathematics</b>	<b>School A</b>	



# What are the possible DSA-Sec outcomes?

- **Confirmed Offer (CO)** Your child has a place reserved in the school, as long as his/her PSLE results qualify him/her for a course the school offers.
- **Wait List (WL)** Your child will be given a place in the school if other students with Confirmed Offers do not take up those offers, and if his/her PSLE results qualify him/her for a course the school offers. Allocation will be based on students' rank on the school's Wait List.
- **Unsuccessful** Your child has not been given a place in the school. If your child still wishes to enter the school he/she has applied for, he/she can apply through the S1 Posting process using his/her PSLE results.



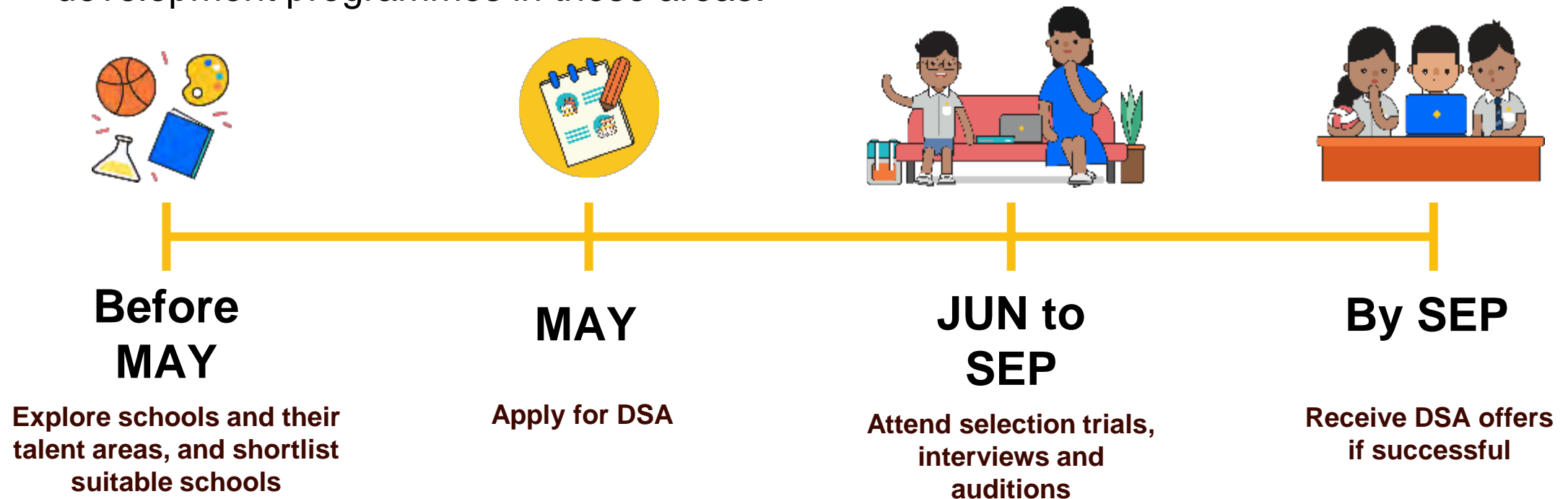
## If my child have a DSA-Sec Confirmed Offer, does it mean that his/her PSLE results will not matter?

- Your child's PSLE results will still be **used to determine the secondary school course he/she is eligible** for (i.e. posting group)
- Even if he/she has a Confirmed Offer, he/she **must qualify for a course offered by the school** to be admitted to the DSA – Sec school.

**Example:** Leo has a Confirmed Offer from Courage Secondary, which offers PG 3 only. However, Leo's PSLE results qualify him for a PG 2 school. Hence, Leo will not be able to go to Courage Secondary through DSA – Sec. If he is not allocated a place in another DSA – Sec school whose CO/ WL offer he had accepted at the School Preference stage, he will participate in the S1 Posting.

# ENTERING SCHOOLS THROUGH DSA-SEC

- There is no change to the application and selection process with the shift to Full SBB.
- If your child has specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas.







# Successful DSA Applications

2024		
DSA Talent Area	No. of Students	Schools
English Language	1	Temasek Junior College
Chinese Language	1	Temasek Junior College
Math & Science	1	Dunman High School
Leadership	1	CHIJ St. Nicholas Girls' School
Theatre	1	School of the Arts, Singapore
Choir	1	Xinmin Secondary School
Visual Arts	1	Naval Base Secondary School
STEM	1	Edgefield Secondary School
Computer Science	1	School of Science and Technology



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# Successful DSA Applications



2024		
DSA Talent Area	No. of Students	Schools
Robotics	1	St Andrew's Secondary School
Netball	3	Anderson Secondary School Nanyang Girls' School Seng Kang Secondary School
Table Tennis	1	Kuo Chuan Presbyterian Secondary School
Badminton	1	Zhonghua Secondary School
Football	3	Bowen Secondary School Meridian Secondary School North Vista Secondary School
Taekwondo	1	Edgefield Secondary School



# Successful DSA Applications

2024		
DSA Talent Area	No. of Students	Schools
Modern Dance	4	Pei Hwa Secondary School North Vista Secondary School Temasek Secondary School



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# Launch of Revised PSLE EL and FEL Examination Syllabuses (for first examination in 2025)



# PSLE EL Assessment Objectives

## Paper 1 (Writing)

AO1 write effectively to suit purpose, audience and context, using accurate and appropriate vocabulary, grammar, punctuation and spelling

AO2 generate and select relevant ideas, organising and expressing them in a coherent and cohesive manner

## Paper 2 (Language Use and Comprehension)

AO1 show understanding of a variety of written and multimodal texts at the literal, inferential and evaluative levels

AO2 use vocabulary, grammar, punctuation and spelling appropriately in context

## Paper 3 (Listening Comprehension)

AO1 show understanding of a variety of spoken texts at the literal, inferential and evaluative levels, including the identification of main ideas and details

## Paper 4 (Oral Communication)

AO1 read aloud fluently and expressively with clear and accurate pronunciation to suit purpose, audience and context

AO2 express personal opinions, ideas and experiences clearly and appropriately to engage the listener

AO3 speak fluently, with clear pronunciation and grammatical accuracy, using a range of appropriate vocabulary and structures



# PSLE EL Examination Format



PAPER	COMPONENT	MARKS	WEIGHTING
1 (Writing)	Situational Writing Continuous Writing	14 36	25%
2 (Language Use and Comprehension)	<b>Booklet A:</b> Grammar Vocabulary Vocabulary Cloze Visual Text Comprehension  <b>Booklet B:</b> Grammar Cloze Editing for Spelling and Grammar Comprehension Cloze Synthesis / Transformation Comprehension OE	10 5 5 5  10 10 15 10 20	45%
3 (Listening Comprehension)	Listening Comprehension	20	10%
4 (Oral Communication)	Reading Aloud Stimulus-based Conversation	15 25	20%



# PSLE EL Paper 1 - Situational Writing

## 1 Specimen Paper

Are you sure you want to do this, Susan? Papaya plants take about six to ten months to mature before they bear fruit.



Yes, Aunt May! I'm curious to see how a papaya plant grows. I'm thinking of planting the seeds in a large pot in my flat.



2 A pot will be too small! Papaya plants need lots of sun and space to grow healthily. Why don't you plant them in my garden instead?



3 I need to find a way to make sure I remember to water the plant every day!



4 Here's some fertiliser to help you grow tall and strong!



5 Hurray! Fruits, finally, after seven months! While waiting for them to ripen, I'll wrap them in plastic bags to prevent bats from getting to them!



### Your Task

Imagine you are Susan.

**Write an article for your school's science magazine to share your experience growing your own papaya plant.**

You are to refer to the pictures and information on page 2 for your article. The bullet point underlined below requires you to come up with your own information.

In your writing, include the following key information:

- why you wanted to grow a papaya plant
- how you decided on where to plant the seeds
- how you made sure you remembered to water the plant daily
- other than watering the plant, give two ways how you cared for it
- how long it took for your papaya plant to bear fruit


**NEW**

You may reorder the points. Remember to write in complete sentences.

# PSLE EL Paper 2 - Visual Text Comprehension



This hunting season...who's the hunter?



## Wolf Land

For years, they have been hunted.  
Now they are ready to strike back.

ROGER MORRIS      TOM LOGAN      PETER RUSSELL

A KOVAN PRODUCTION  
DIRECTED BY JOEL PRESTON. PRODUCED BY HELEN HELM.  
BASED ON THE NOVEL "THE LEGEND OF THE WOLVES" BY JONE TARLIS

## Text 2

The extract below is taken from a school project on wolves.

Fairy tales usually present wolves as ferocious beasts. Think "Big Bad Wolf" – the wolf is often shown with fangs and a snarl. In reality, wolves may shy away from people. In a study of wolf behaviour, researchers approached a prey animal that some wolves had just caught. They observed the wolves running away instead of staying to fend off the humans.

In another study, wolves have been found to be intelligent animals that live together in a pack. Older wolves pass down knowledge and strategies to younger members. When humans hunt wolves and break up the pack, it upsets this natural learning. Lone surviving wolves behave more unpredictably and kill a greater number of prey animals, such as livestock, than wolves living in stable packs.



# PSLE EL Paper 4 - Reading Aloud

## Specimen Paper

*It is your turn to present at Show-and-Tell during an English lesson. You have prepared the script below and will now read it aloud to the class.*

Good morning, everyone! For Show-and-Tell today, I've brought along two postcards of the Jody River. They are my grandfather's prized possessions because they are possibly a century old!

The first postcard shows a bustling scene of the Jody River. Can you see these boats along the river? Sadly, they don't exist anymore. Now, there are river taxis which tourists can board for a short ride, and during the cruise, they can admire the National Theatre and the newly constructed Arts Centre.

I asked my grandfather what was most memorable to him about the river. He said, "Long ago, my friends and I used to swim in the river. Some naughty boys would even push their friends in fully clothed!"

The second postcard shows a wooden bridge across the river. Do you know it was built entirely by the villagers? It's amazing that it had lasted over two decades before it was demolished.

I've come to the end of my presentation. I hope you've found it interesting. Thank you for your attention!





# PSLE EL Paper 4 - Stimulus-based Conversation Specimen Paper



EL

- How do you think the people in the photograph might be feeling? Why?
- Do you like to celebrate birthdays? Why or why not?
- Do you think it is important to have celebrations? Why or why not?



# Safety Matters



# School Safety Motto: *Safety Begins With Me*



## Entrance to School

- Watch out for traffic entering and exiting the school



# School Safety Motto: *Safety Begins With Me*



## Entrance to School

- Refrain from cutting across lanes or stopping at unauthorised areas to allow child to alight from vehicle



# School Safety Motto: *Safety Begins With Me*



**Walking to the mall**

- **Watch out for traffic entering and exiting the loading and unloading carpark of the mall next to school**



# School Safety Motto: *Safety Begins With Me*



**Walking to the mall**

- **Watch out for traffic entering and exiting the carpark of the condominium next to school**



*Thank you and have a lovely  
weekend ahead!*

