

The following are questions raised by parents during the Sec 2 Subject Combination and Post-Secondary Educational Pathway briefing held on 27<sup>th</sup> August 2025.

You may click on the list of questions below to jump straight to its response.

1. <a href="#">Is G3 English language required for Polytechnic Year 1?</a>	2. <a href="#">What's the implication if math is taken at G2? For a child with majority G3?</a>
3. <a href="#">May I know if O level is still a factor to be able to get admitted to respective post sec pathway?</a>	4. <a href="#">Will there be prelim test for sec 4? And when?</a>
5. <a href="#">It appears that the ministry is pushing for students to choose a career path at an extremely young age. What if, in 2 years or 3 or even 4 years down the road, the student's interest of the chosen 'path' at end of Sec 2 has waned. What measures are put in place to ensure a transition to a new 'career' path? Or does the student has no choice but to trudge on in the choice made in Sec 2?</a>	6. <a href="#">Good afternoon, will the ppt be shared?</a>
7. <a href="#">Is G3 computing applicable for pure science group as well?</a>	8. <a href="#">Hi, my son is currently doing g3 subjects. If he is interested in Science Inclined program, does he need to score A2 for all subjects or only Science?</a>
9. <a href="#">If my child were to take up computing and she did not do well, is there any repercussions?</a>	10. <a href="#">The cut off points for each courses varies depending on which courses the child take right?</a>
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## 1. Is G3 English language required for Polytechnic Year 1?

\*For Polytechnic admission requirements, including whether *G3 English Language is mandatory or if G2 English Language is acceptable*, you would need to check directly with:

1. **Individual polytechnics** - as they may have different requirements for different courses
2. **MOE's official website** - for the most current polytechnic admission criteria
3. **Your school's ECG counsellor** - who should have access to the latest polytechnic admission requirements

Generally, polytechnics tend to be more flexible than JCs in accepting subjects at different levels (G1/G2/G3), but specific English Language requirements can vary by course and institution.

## 2. What's the implication if math is taken at G2? For a child with majority G3?

\*Taking Mathematics at G2 level while having majority G3 subjects has several important implications:

### JC/MI Admission Impact:

- **Cannot use G2 Mathematics for L1R4 calculation** - all subjects for JC admission must be at G3 level
- Your child would need to rely on other G3 subjects for the L1R4 aggregate
- This effectively reduces their subject options for meeting JC admission requirements

### Alternative Pathways:

- **Polytechnic admission remains viable** - many polytechnic courses accept G2 Mathematics
- **5th year option** - if eligible, your child could potentially upgrade Mathematics to G3 level in a 5th year
- **ITE pathways** - fully accessible with G2 Mathematics

### Practical Considerations:

- **Subject combination planning** becomes more critical - ensure other G3 subjects align with desired post-secondary courses
- **Backup planning** - important to have alternative pathways in mind beyond JC
- **Future bridging** - some institutions offer bridging programmes for students who need to strengthen their Mathematics foundation

### Long-term Implications:

- **University courses requiring strong Mathematics** (Engineering, Sciences, etc.) may be more challenging to access
- **Career paths** in STEM fields might require additional preparation later

- **Foundation building** - G2 Mathematics may not provide sufficient preparation for H2 Mathematics in JC

**Recommendation:** If your child has strong aspirations for JC and STEM-related courses, it's worth discussing with the school whether G3 Mathematics is manageable with appropriate support. However, if G2 Mathematics better matches their ability and reduces stress while keeping other pathways open, it can still lead to successful outcomes through polytechnic and other routes.

The key is ensuring the overall subject combination aligns with realistic post-secondary goals.

### 3. May I know if O level is still a factor to be able to get admitted to respective post sec pathway?

\*Yes, the O-Level equivalent examinations remain a key factor for post-secondary admissions, but the system is evolving under Full SBB.

**Current Situation:** Under Full SBB, students will take the **Secondary Education Certificate (SEC)** examinations instead of the traditional O-Levels and N-Levels. These SEC examinations serve the same function as O-Levels for post-secondary admissions.

#### For JC/MI Admission:

- Students need  $L1R4 \leq 16$  (changing from  $L1R5 \leq 20$  in 2028)
- All subjects counted must be taken at **G3 level** (equivalent to O-Level standard)
- Minimum grade requirements still apply for English, Mathematics, and Mother Tongue
- The SEC results will be the primary admission criteria

#### For Other Pathways:

- **Polytechnics:** Will continue using SEC results for admission, with specific subject and grade requirements for different courses
- **ITE:** Will use SEC results, accepting a mix of G1, G2, and G3 level subjects depending on the course
- **Private institutions:** Will recognise SEC qualifications

#### Key Changes:

- The examination names change (SEC instead of O/N-Levels), but their function remains the same
- Students can take subjects at different levels (G1/G2/G3) within the same examination sitting
- The grading and recognition by post-secondary institutions continues

**Bottom Line:** The SEC examinations (Full SBB's equivalent of O-Levels) remain the primary gateway to post-secondary education. The fundamental importance of these national examinations for pathway access hasn't changed - only the structure and flexibility of how students can take them.

#### **4. Will there be prelim test for sec 4? And when?**

Thank you for the question. We generally do conduct a preliminary examination before the national examinations to support the students. This usually takes place in Term 3.

#### **5. It appears that the ministry is pushing for students to choose a career path at an extremely young age. What if, in 2 years or 3 or even 4 years down the road, the student's interest of the chosen 'path' at end of Sec 2 has waned. What measures are put in place to ensure a transition to a new 'career' path? Or does the student have no choice but to trudge on in the choice made in Sec 2?**

\*This is a very valid concern that many parents share. The good news is that the education system is designed with flexibility and multiple pathways, not rigid career tracking at age 14.

#### **The System Allows for Changes:**

- Subject combinations at Sec 2 are about keeping doors open, not locking students into specific careers
- Most careers don't require highly specific subject combinations at secondary level
- The focus is on developing foundational skills and discovering interests, not final career decisions

#### **Built-in Flexibility Measures:**

##### **During Secondary School:**

- Students can adjust subject levels (G1/G2/G3) based on their developing interests and abilities
- Schools provide ongoing Education and Career Guidance throughout secondary years
- The 5th year option allows students to pace learning and potentially take subjects at more demanding levels

##### **Post-Secondary Flexibility:**

- **Polytechnics** offer diverse courses and allow career pivoting through different diploma programmes
- **JCs** provide broad-based education before university specialisation
- **Universities** often allow course changes, double majors, or minors in different fields
- **Continuing education** opportunities exist throughout one's career

##### **Real-World Examples:**

- A student taking Pure Sciences can still pursue business or humanities at university

- Someone who chose humanities subjects can enter technology fields through polytechnic courses or university bridging programmes
- Many successful professionals work in fields unrelated to their secondary school subject combinations

**The Key Principle:** The system emphasises developing **transferable skills** (critical thinking, communication, problem-solving) rather than narrow specialisation. These skills are valuable across all career paths.

Your child's Sec 2 choices are about exploration and keeping options open, not permanent career decisions. The education system recognises that interests evolve, and multiple pathways exist for career transitions throughout life.

## 6. Good afternoon, will the ppt be shared?

We will be uploading a deck of slides either to PG directly or school website.

## 7. Is G3 computing applicable for pure science group as well?

Yes, but as mentioned earlier by Mr Sufyan, it'll be held in the afternoon at Ngee Ann Sec on top of their original allocated lessons in the school.

## 8. Hi, my son is currently doing g3 subjects. If he is interested in Science Inclined program, does he need to score A2 for all subjects or only Science?

For Science Inclined program, he will need to obtain A2 for Science in End-Of-Year Exams and Overall.

## 9. If my child were to take up computing and she did not do well, is there any repercussions?

\*This is a practical concern about G3 Computing offered at external venue (Ngee Ann Sec). Here are the key points to consider:

**No Penalty for Trying:** There shouldn't be negative repercussions simply for attempting G3 Computing and not performing as well as expected. The Full SBB philosophy encourages students to stretch themselves according to their interests and abilities.

**Possible Adjustments:** If your child is struggling significantly with G3 Computing, the school may discuss options such as:

- Additional support to help bridge learning gaps
- Potentially switching to G2 Computing if available and more suitable
- Dropping the subject if it's an additional subject beyond the core requirements

**Academic Record Impact:**

- If Computing is one of her core subjects for L1R4 calculation, the grade will count towards her aggregate
- If it's an additional subject beyond her best 5 subjects, it won't negatively impact her JC admission prospects
- The attempt shows initiative and interest in the subject area

**Practical Considerations:**

- **Time management:** External venue classes require good time management skills
- **Transport and logistics:** Consider the practical challenges of attending classes at external venues
- **Support availability:** Check what academic support is available if she needs help

**School Guidance:** Schools typically monitor students' progress in external venue subjects and will provide guidance if adjustments are needed. The emphasis is on ensuring the subject choice remains educationally meaningful for your child.

**10. The cut off points for each courses varies depending on which courses the child take right?**

Yes, that is right. This also differs year on year. You may refer to the following websites for more information:

CourseFinder(Explore courses offered by ITE and polytechnics)<https://www.moe.gov.sg/coursefinder>

Post-Secondary Education

<https://go.gov.sg/postsecondary>

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## 11. What happens if half way through sec 3, the child realised that the other option is more suitable ? For G3 context.

\*This is an excellent practical question that parents often worry about. Based on the Full SBB framework, here are the key considerations:

**Mid-Stream Changes Are Possible:** Schools generally allow subject level adjustments during the academic year when it's educationally beneficial for the student. The Full SBB system is designed to be flexible and responsive to students' learning needs.

### Factors Schools Consider:

- Student's current performance and coping ability
- Whether the change aligns with their post-secondary aspirations
- Available class spaces and timetabling constraints
- Student's interest and motivation for the subject
- Holistic assessment of what's best for the student's learning journey

### Practical Considerations:

- **Timing matters:** Earlier in Sec 3 is generally easier than later, as there's more time to catch up on content. Such changes are more feasible earlier in the academic year and depend heavily on the student's academic readiness
- **Content gaps:** However, moving from G2 to G3 level becomes increasingly challenging as students progress through Sec 3 due to significant content gaps. Your child may need to bridge learning gaps if moving to a more demanding level, or may have covered more advanced content if moving to a less demanding level
- **Assessment alignment:** Schools will need to adjust how your child's progress is tracked and assessed

### What Parents Can Do:

- Have an open conversation with your child's form teacher or subject teacher
- Discuss with the school's Education and Career Guidance counsellor
- Consider whether the change truly serves your child's long-term educational goals

The key principle under Full SBB is that students should be placed at levels where they can succeed and develop confidence. Schools are generally supportive of changes that genuinely benefit the student's learning and well-being.

## 12. If my child is exempt from mother tongue , how will it impact his results and choices

**\*JC/MI Admission Impact:** Students exempt from MTL will not be disadvantaged for JC/MI admission. The L1R4 computation will still use their best 4 relevant subjects plus English Language. The exemption means they don't need to meet the MTL grade requirement that applies to other students.

**Subject Combination Flexibility:** MTL exemption actually provides more curriculum time and flexibility for other subjects. Your child can use this time to:

- Strengthen performance in their chosen G3 subjects
- Pursue additional subjects of interest
- Engage more deeply in CCAs and other developmental activities

**Post-Secondary Pathways:** The exemption doesn't limit access to post-secondary institutions. JCs, MIs, polytechnics, and ITEs all accommodate students with MTL exemptions in their admission processes.

**Academic Planning Considerations:** Without MTL, your child has more space in their timetable to focus on subjects aligned with their strengths and post-secondary aspirations. This can be particularly beneficial under Full SBB, where the emphasis is on taking subjects at appropriate levels rather than maximising the number of subjects.

**University Applications:** For future university applications, MTL exemption is recognised and won't disadvantage your child's applications to local or overseas universities.

The key is to use the additional curriculum time meaningfully - focusing on subjects that align with your child's interests and post-secondary goals rather than simply adding more subjects

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