

FSBB FAQs

❖ General Matters

Q1: When will MOE roll out Full SBB to other secondary schools?

Full SBB is being implemented in 28 secondary schools since 2020. 31 more schools are implementing Full SBB in 2022, with additional schools coming onboard in 2023 and 2024. Rolling out Full SBB in phases allows MOE HQ to gain valuable insights on the implementation of Full SBB, and will guide MOE HQ to develop relevant resources for schools, teachers and students to better support the initiative.

Q2: Are students in schools that are implementing Full SBB allowed to opt-out of aspects of Full SBB (such as mixed form classes and taking Humanities at a more demanding level)?

- Students will not be able to opt out of mixed form classes. This is a key feature of the secondary school experience when Full SBB is introduced. Within these classes, students have more opportunities to learn from, interact with and bond with a more diverse group of peers.
- Students who are eligible to take Humanities at a more demanding level can decide whether to take up the offer, based on their interest in the subject(s) and ability to cope with overall curriculum demands.

Q3: Under Full SBB, will students still take GCE O- and N-Level examinations at the end of their secondary education?

- At the moment, there are no changes to the national exams for FSBB students. Students will register for their subjects according to the stream that they offer these subjects at, eg. Express Mathematics, N(A) Science etc. Students will continue to take the GCE O- and N-Level examinations until 2026.
- Under Full SBB, the GCE O- and N-Level will be replaced with a common national examination and certification. This will apply from the 2024 Secondary 1 cohort onwards. From 2027, the common national certification will reflect the subject level at which each subject is taken. Students will sit for a common national examination, and receive a common national certification, which reflects the subject level that they offered each subject at. The subject levels, G1, G2 and G3, will be mapped from today's N(T), N(A) and Express standards respectively.

Q4: Will there still be “lateral transfers” in this new system?

Course-based policies, including the concept of “lateral transfer”, are currently being reviewed under Full SBB. Details will be made available when the review is completed.

Q5: How will Full SBB affect my child’s post-secondary options?

MOE is reviewing the admissions to Post-Secondary Education Institutions (PSEIs). Changes to post-secondary admissions will be progressively introduced and fully implemented by AY2028 admissions, to better recognise the different combinations of subjects and subject levels that students would have.

Today, admissions to Post-Secondary Education Institutions (PSEIs) recognise the efforts of students who take relevant subjects at a more demanding level through the provision of SBB(Sec).

For example, students in the N(A) course can use their O-Level subject grades to apply for the Polytechnic Foundation Programme (PFP) or the Direct-Entry-Scheme to Polytechnic Programme (DPP). Similarly, students in the N(T) course can also use their O-Level or N(A)-Level subject grades to apply for ITE Nitec and 3-year Higher Nitec courses. This will continue for all students who take subjects at a more demanding level.

However, the post-secondary admissions framework is currently under review, to take into consideration the changes under Full SBB. Details on changes to post-secondary admissions and pathways will be made available when the review is completed.

Q6: Scoring for Mother Tongue Language Exemption and Asian Language/ Foreign Language

Under the new scoring system, students exempted from MTL, due to extenuating circumstances, will be assigned an MTL score so they have a PSLE Score comprising four subjects, for the purposes of S1 Posting. The same approach is taken in today's T-score system. Their assigned MTL score will:

- Take reference from peers with similar scores for English, Mathematics, and Science.
- Maintain parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8)

Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.

❖ Matters on Mixed Form Classes and Common Curriculum

Q1: Will students continue to be in mixed form classes throughout their entire secondary school journey (i.e. from Secondary 1 to Secondary 4/5)?

The implementation of mixed form classes is currently only applicable at the lower secondary levels as at upper secondary, students have more diverse subject combinations.

Streaming for different subject combinations will take place based on students' Sec 2 overall results. Students will be placed in courses that best fit their academic ability and aspirations for their upper secondary education.

Q2: With a mix of students from different streams in each form class, will I be with them for all our lessons?

- Students from different streams are in the same Form Class for the Common Curriculum subjects. The outcomes of a FSBB classroom are
 - (a) to foster a sense of belonging in all students,
 - (b) to nurture students' strengths and potential, and
 - (c) to appreciate diversity.

Over time, with established classroom routines and expectations put in place, students will form strong bonds that will enable them to help one another in the learning process.

- For the other subjects, students will be with peers of the same stream and those who have done well to qualify for a SBB subject.

Q3: Will I have problems mixing with others from widely diverse backgrounds?

- It is important for students to feel accepted, safe and empowered in the classroom. Through our emphasis on positive teacher-student relationships as well as peer support and relationships, students will be well supported emotionally and learn to adopt the right mindsets and skills when engaging with one another.
- There are also CCAs and many school-wide activities such as cohort camps, Learning Journeys and sports-based events (Sports Carnival, Cross-Country) that enable students to form strong friendships regardless of backgrounds.

Q4: Will teaching be effective in mixed form classes, since students may learn at different paces?

There are six Common Curriculum subjects that students attend together in their mixed form classes, i.e. Art, Character and Citizenship Education (CCE), Design and Technology (D&T), Food and Consumer Education (FCE), Music, and Physical Education (PE).

While the learning outcomes will be common for all students, teachers will differentiate their teaching to meet the learning needs of all students in the class to ensure that they continue to be sufficiently supported and challenged in their learning. This will allow students to learn through different experiences and ways of thinking while ensuring a high level of quality and rigour in teaching is maintained.

For other subjects, i.e. English, Mathematics, Science, Mother Tongue Language (MTL) and Humanities subjects, students will be grouped in different classes (Teaching groups) based on the levels (G1, G2, or G3) at which they take each subject.

Q5: My child has qualified for the Express course. How will they benefit from being in a mixed form class?

Mixed form classes allow students to take six Common Curriculum subjects, i.e. Art, Character and Citizenship Education (CCE), Design and Technology (D&T), Food and Consumer Education (FCE), Music and Physical Education (PE), in an environment where students offer more diverse perspectives and bring different strengths to the lessons. This provides opportunities for students to build their communication, collaboration, and cross-cultural skills, which are important educational outcomes.

Students will continue to offer English, Mathematics, Science, Mother Tongue Language (MTL) and Humanities at the appropriate level, based on their interest and aptitude for the subjects.

Q6: How are teachers supported to handle classes with more diverse student profiles?

Our teachers are trained to cater to students' learning needs, while taking into consideration their subject-specific strengths and interests. They continue to be supported with professional development.

Teachers are provided with resources and professional development opportunities to hone pedagogical practices for classes with more diverse learner profiles. These include using differentiated instruction to engage diverse learners, design and carry out effective assessment practices, and create a positive classroom culture.

Q7: With Full SBB, the form teacher (class mentor) may not have the opportunity to teach the whole class. How will the form teacher (class mentor) stay connected with all the students in the class?

Teacher-student interactions take place both during and outside of classroom teaching time. Form teachers and co-form teachers work as a team with students' subject teachers to take care of students' well-being and learning needs. For instance, form teachers (class mentors) engage students through Character and Citizenship Education (CCE) lessons and other school activities such as learning journeys, Values-in-Action (VIA) programmes and school camps.

In planning the school's curriculum, schools take extra care to ensure that form teachers and co-form teachers would have contact with all the students in the form class. For instance, some schools have carved out dedicated timetabled slots for form teachers to have regular check-ins with their form class.

Collectively, these measures enable the form teachers and co-form teachers to get to know and understand each student under their care.

Q8: For Common Curriculum subjects, will students be assessed according to the course that they were posted to? For instance, will students in the Express course be graded separately from students in the N(A) course in a mixed class?

For examinable Common Curriculum subjects such as Art, Design and Technology (D&T) and Food and Consumer Education (FCE), students will be assessed at a common level and standard regardless of the course that they were posted to.

There would be common curriculum coverage and assessment tasks and rubrics that will allow all students to meet each subject's requirements.

Q9: What will the timetable be like?

- Students will stay in their Form Classes for all subjects in the Common Curriculum. For the other subjects, they will move to different venues, according to the level of each subject they are offering. These will be indicated clearly on the timetable.
- Lessons will begin at 7:55am after flag-raising and students will end at different timings depending on their subject combinations.

❖ **Matters on Curriculum Matters and demands of higher-level Humanities subjects**

Q1: At which point during the school year can students indicate their interest to take Humanities subjects at a more demanding level?

- Students who wish to take a subject at a more demanding level can indicate their interest to their subject teacher at the end of Secondary 1.
- Subject teachers will then advise interested students on the appropriate subject level at which they can take the subject at Secondary 2.
- If the students meet the eligibility criteria for taking the subject at a more demanding level, they will then begin the respective class at the start of Secondary 2.

Q2: How does studying Humanities benefit me and what are the differences between the N(A) and Express syllabuses for the Humanities?

Studying the Humanities at a higher level enables students to be more holistic in their cognitive development and appreciation of the world.

For Humanities, the N(A) syllabus is a subset of the Express syllabus.

Q3: When students take Humanities at a more demanding level in Secondary 2, how will it affect their chances of taking Humanities at the GCE O- and N-Level examinations?

- Students can continue to take the Humanities subject at a more demanding level as they transit into upper secondary, so long as they meet the eligibility criteria and are deemed suitable by the school.
- This will apply to both students in the N(T) course offering N(A) Humanities, as well as students in the N(A) course taking Express Humanities.