



Gan Eng Seng School

# Secondary 2 Meet-Parent-Session G1 Course

16 May 2025, Friday



# Outline of Presentation

Holistic Development of Gessians

Post-Secondary Education Options

Subject Combinations and Considerations

Q & A





Adaptive & Inventive Thinking

# Gessians of Excellence, Standing & Significance

Leveraging EdTech to enhance T&L



Global & Cross-cultural Literacy

Character & Citizenship Education







# THE GESSIAN PORTRAIT

## PRINCIPLED LEADER

*Demonstrates integrity and moral courage in word and deed*

## ENGAGED LEARNER

*Constructs and communicates knowledge using both self-directed and collaborative means*

## REFLECTIVE & INNOVATIVE THINKER

*Adapts to complexities, applies inventive thinking and innovates for a better*

## ACTIVE CITIZEN

*Thinks globally and exhibits civic literacy*



Through the various Student Development Experiences

# Students with at least EMB2 of 5 points or below in 2024 GCE NT-Level Exam



**Students must sit for at least 5 subjects**



# What is important for Sec 2s this year?

- Balance academic work with CCA and other school-based activities for holistic development, which includes mental well-being
- Be familiar with the different post-secondary educational pathways available
- Build strength of character and leadership skills



# Understanding Post-secondary Education Options



# Post-secondary options available:

- Institute of Technical Education (ITE)
  - Year 1 Entry
  - 3 Year Higher Nitec Course

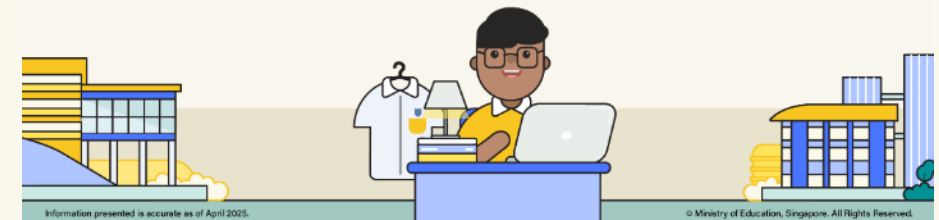
**From 2028,  
more post-secondary options  
will be available.**

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
5 G3 subjects	✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓			
4 G1 subjects	✓	NEW* ✓				

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

For more information on the post-secondary pathways, you may refer to:

<https://go.gov.sg/moe-fsbb>



Information presented is accurate as of April 2025.

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# Changes in the Post-Secondary Landscape

Reduced number of subjects required for Junior College admission from six (L1R5) to five (L1R4)

Expanding Direct School Admission-Junior College (DSA-JC) Opportunities

Shorter Polytechnic Diplomas for A-Level Students

Poly Foundation Programme students choose a cluster of interest instead of a specific diploma

Increased access to Polytechnics. Students taking G3 subjects, or a mix of G3 & G2 subjects can join Poly Foundation Programme

Expanding Common Entry Programme offerings by Polytechnics

Students can use a G2 subject to compute their ELR2B2 score for admission to Polytechnic Year 1

Streamlining of ITE curriculum to attain a Higher Nitec within a shorter time

Offering of ITE Work-Study Diplomas

ITE Progression Award (IPA) to encourage young ITE graduates to upskill early.

# Post-Secondary Pathways from 2028

## Additional ITE option

- New accelerated pathway for students who perform well in Year 1 Semester 1
- Enter Year 2 Semester 2 instead of Year 1 Semester 2

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

# Revised Downward Grade Mapping

- Students can use grade mapping to aggregate scores across subjects offered at different subject levels for post-secondary progression

<b><u>Downward grade mapping table from G3 to G2</u></b>	
<b>G3</b>	<b>G2</b>
A1-B3	1
B4-C6	2
D7	3
E8	4
9	5
	6

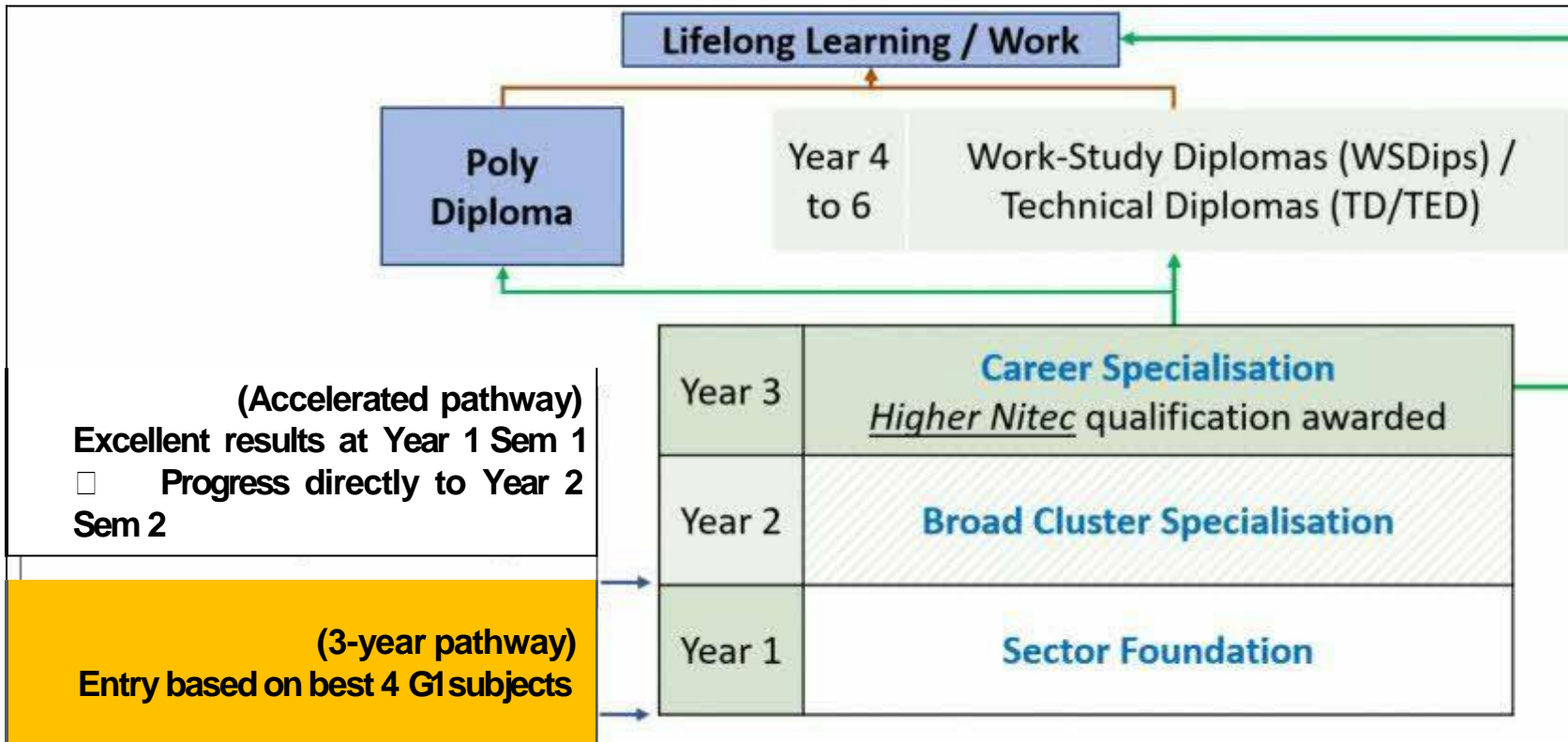
<b><u>Downward grade mapping table from G2 to G1</u></b>	
<b>G2</b>	<b>G1</b>
1	A
2	A
3	A
4	B
5	C
6	D
	E



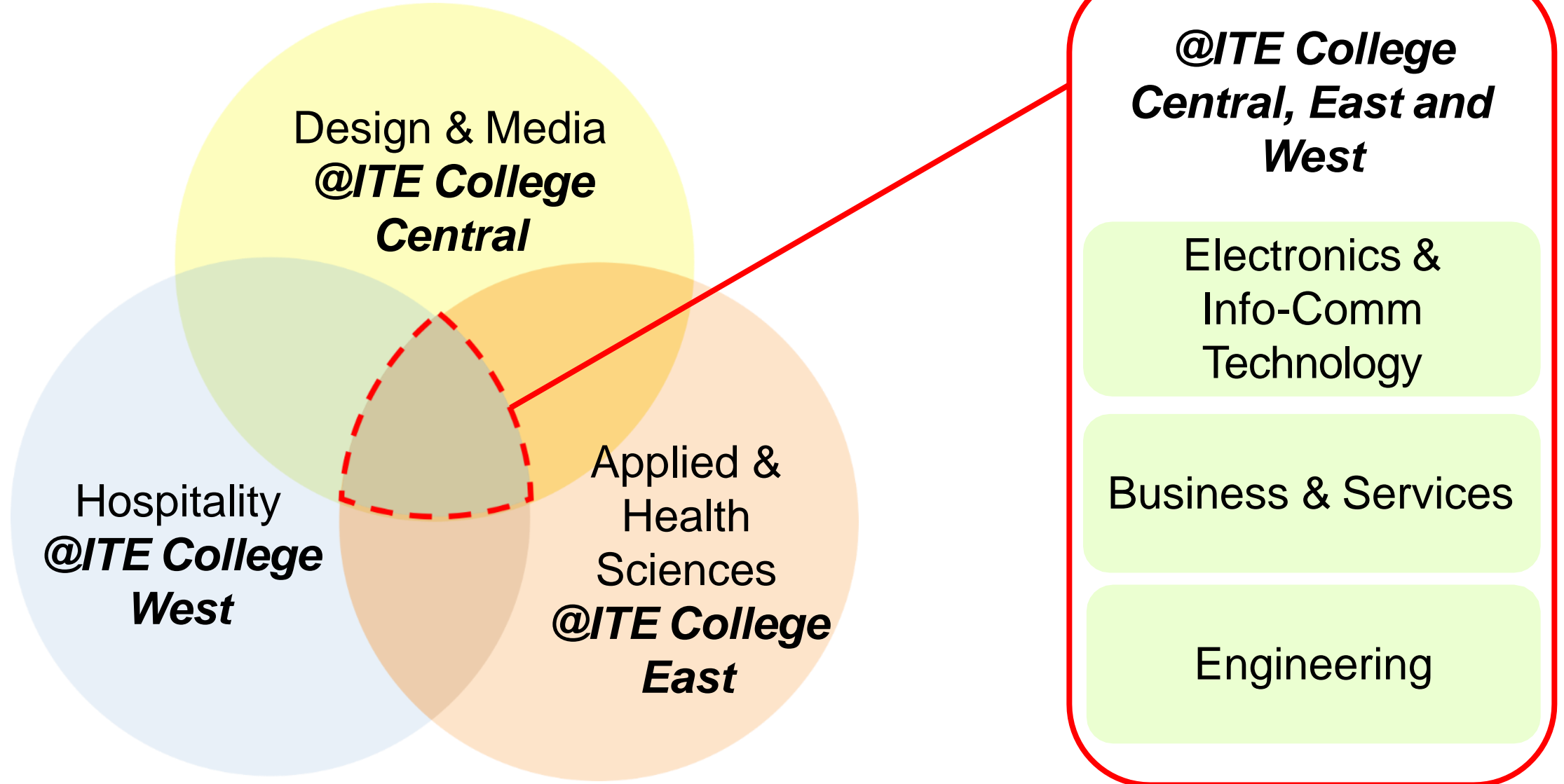
# 3-year Higher Nitec

All ITE courses have transitioned to the new 3-year Higher Nitec structure by the AY2026 intake

- Graduate with a Higher Nitec in 3 years
- Gain deeper industry skills (3-month Industry Attachment [IA] in Year 2, and 6-month IA in Year 3)
- Get a stronger foundation for further education and skills education and skills upgrading



# Course Clusters in 3 ITE Colleges







*All you need to know about the*

# **ITE Early Admissions Exercise**





# Prepare for your application

## Prepare for application

- Register for your Singpass account to access the ITE EAE portal. If you need a step-by-step guide, please visit <http://go.gov.sg/sp-student-guide>.

## Prepare your write-ups

- Short write-up (100 words) on why you want to enter the course
- Clear and concise descriptions of your interests, passion and relevant skills, experiences and activities participated in.

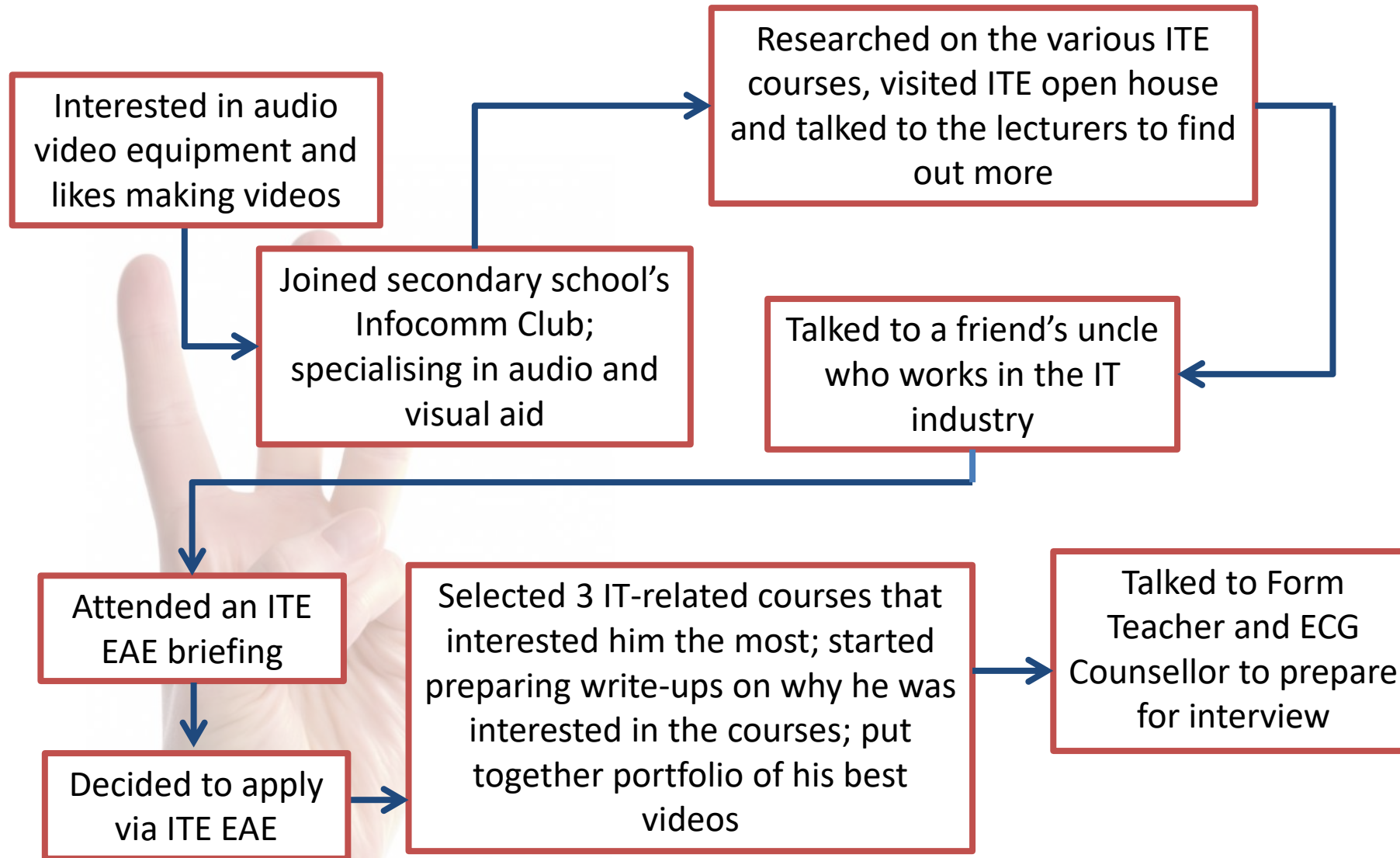
## Prepare relevant documents

- Portfolios (where relevant), e.g. for design courses.
- Other examples include evidence of experiences / involvement in course-related activities, CCA records, course-related certificates / awards, latest school-based examination results.

## Prepare for interviews

- Be ready to share about your passion and aptitude for the course with the interview panel.
- ITE will contact shortlisted applicants for interview via email, phone call or SMS.

# Benjamin's Story



# Singapore-Cambridge Secondary Education Certificate (SEC)

- From 2027, students will sit for the new SEC examinations, comprising different papers for each subject level.
  - Students will offer the Full SBB equivalent of retired subjects (e.g. G1 Computing instead of CPA).
  - SEC examination timetable will be harmonised to allow students to better pace their learning with all students taking their examinations in the same period
- Written examinations for English and Mother Tongue Language (MTL) will be conducted ~1 month ahead of other subjects, with only one sitting for MTL





A faint, stylized illustration of a traditional Chinese dragon in a light beige or tan color. The dragon is depicted in a coiled, dynamic pose, with its head facing towards the upper left. It has long, flowing whiskers, a prominent horn, and a long, segmented tail that curves upwards and to the right. The dragon's body is covered in scales, and its limbs are visible, though not detailed. The overall style is traditional and elegant, serving as a background for the text.

# **2026 Sec 3 Subject Combination and Considerations**

# Progression Criteria

## **All students generally progress to Sec 3.**

- Students may be offered subjects at a more demanding level taking into consideration a range of factors such as students' performance in WAs, aptitude towards the respective subjects and ability to cope with higher academic demands. E.g G2 MTL

# Considerations to Subject Combinations

- Student holistic development & well-being
- Options for progression to post-secondary pathways
- Student demonstrated strengths
  - Overall performance in WAs (30%) & EYE (70%) 2025
- Optimisation of resources
  - Manpower, sufficient number of students in group



# 3G1 Subject Combination 2026 – 5 Subjects

Subject 1	English Language
Subject 2	Basic Mother Tongue Language
Subject 3	Mathematics
Subject 4	Science
Subject 5	Computing

Note: ITE Higher Nitec/ Nitec Aggregate Score is based on 4 subjects, EMB2

# Why 5 subjects...

1. Try new experiences
  - a. Enrichment modules will be offered to students to develop varied talents and interests.
2. Grow holistically in other ways
  - a. Strengthen leadership skills by taking on roles in class committees, CCA Exco, Student Council, etc.
  - b. Volunteer or contribute to the community
3. Deepen learning
  - a. If you face difficulties in coping with your studies, you could devote more time to the subjects that you find more challenging
4. Take the time to... breathe and pace yourself 😊

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

# Enrichment Programmes

Aimed at:

1. developing E21CC of adaptive & inventive thinking, collaboration and communication skills;
2. building strength of character and life-long learning; and
3. developing talents and interests of students.





# Compulsory Subject Humanities Exposure Modules (Non-Examinable)

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- Students will do Social Studies and History
- E21CC of Global Awareness
- Part of building active citizens for Singapore







# SCIENCE



# Content

**Table 3:** Key inquiry questions for all modules

Module	Key Inquiry Question
Machines Around Us (II)	How do we use energy conversions to make our lives better? How is electricity generated and transmitted? How do we use electrical circuits to make our lives better? How do we use waves to make our lives better? How do we use effects of force to make our lives better?
Food Matters	How do we produce enough food for the population? How do we use separation techniques and chemical reactions to make our lives better? How do we ensure that our food is safe to eat?
Our Body and Health (II)	How do we stay healthy? How does our digestive system keep us alive? How does our respiratory system keep us alive? How does our circulatory system keep us alive?

Physics

Chemistry

Biology

**Table 4:** Overview of syllabus content

Module	Machines Around Us (II)	Food Matters	Our Body and Health (II)
Topic	<ul style="list-style-type: none"><li>Energy C1</li><li>Electricity C2</li><li>Wave C3</li><li>Effects of Force C4</li></ul>	<ul style="list-style-type: none"><li>Sources of Food C5</li><li>Food Chemistry C6</li><li>Food Safety C7</li></ul>	<ul style="list-style-type: none"><li>Staying Healthy C8</li><li>Digestion C9</li><li>Breathing C10</li><li>Blood Circulation C11</li></ul>

# Assessment

**Table 10:** Recommended format for semestral assessment

Paper	Type of Paper	Duration	Marks	Weighting
1	E-Examination Multiple choice, selected response, short-answer and structured	1 h 15 min	50	50%
2	Short-answer and structured	1 h	50	50%

**Paper 1: E-Examination**  
(1 h 15 min, 50 marks)

Paper 1 consists of two sections:

Section A will carry 40 marks and consists of 30 multiple-choice questions (30 marks) and 2 to 5 selected response questions (10 marks).

Section B will carry 10 marks and consists of 2 to 3 selected-response, short-answer and/or structured questions with video, animation or interactive stimuli.

Selected response questions in Paper 1 may include matching, checkbox, drag and drop and fill-in-the-blanks.

Candidates answer questions on a computer for Paper 1.

**Paper 2:**  
(1 h, 50 marks)

Paper 2 will carry 50 marks and consist of a variable number of compulsory short-answer and structured questions. One of the questions is a data-response question, requiring candidates to interpret, evaluate or solve problems using data and/or observations. This question will carry 8-12 marks.

# G1 Computing

## Value of Computing Subjects



### Computer Science:

Understanding the **field of Computing** and **emerging technologies** such as Artificial Intelligence (AI), and how they transform the way we live.



### Computer as Tools:

Acquiring **digital literacy and technological skills** to prepare students for the **technology-driven workplace** in the future.



### Computers and Society:

Understanding the **ethics and societal impacts of technology** and developing important **21<sup>st</sup> Century competencies** e.g., critical and adaptive thinking skills



# G1 Computing – Syllabus Content

Key Focus	7Modules	Topics	
Computing Concepts	<b>Computing Fundamentals</b>	1.1 Components 1.2 Input & Output	1.3 Software
	<b>Networking</b>	2.1 Concepts 2.2 Cloud Computing	
Emerging Technology	<b>Impact of Computing</b>	3.1 Technology	3.2 Responsible Use of Computers
Digital Literacy & Software Skills	<b>Document Processing (Word)</b>	4.1 Body Text 4.2 Page properties	4.3 Graphics & text boxes
	<b>Media Software (PowerPoint)</b>	6.1 Media Elements 6.2 Vector graphics	6.3 Raster graphics 6.4 Presentations & Videos
	<b>Spreadsheets (Excel)</b>	5.1 Cell Formats 5.2 Charts 5.3 Formulas	5.4 Functions 5.5 Sorting & Filtering 5.6 Data validation
Computational Thinking	<b>Programming (Scratch)</b>	7.1 Basics 7.2 Game programming	

# G1 Computing – Assessment

Paper	Weightage	Format	Duration
Paper 1 (Written - eExam)	40%	<b><u>Section A (20 marks)</u></b> 20 Multiple-Choice Questions <b><u>Section B (40 marks)</u></b> Short Structured Questions	1 h 15 m
Paper 2 (Practical – lab-based)	60%	<b><u>3 Practical Tasks (90 marks)</u></b> <ul style="list-style-type: none"><li>• Media Software [~30 marks]</li><li>• Document Processing &amp; Spreadsheets [~35 marks]</li><li>• Programming [~25 marks]</li></ul>	2 h

# Timeline for 2026 Sec 3 Subject Allocation

Date	Event
16 May (Fri)	Sec 2 Meet-the-Parent Session <ul style="list-style-type: none"><li>To communicate to students and their parents to find out their preference for 2026 Sec 3 Subject Combinations (ALL EARS Form Builder)</li></ul>
2025 Term 3	Sec 2 Principal Talk to students on 2026 Sec 3 Subject Combinations (to be posted in PG and school's website)
23 Oct (Thu)	Release of report book after End-of-Year Exam and online Option Exercise form (ALL EARS Form Builder)
26 Oct (Sun)	Online Subject Allocation Exercise <ul style="list-style-type: none"><li>To submit Option Exercise form (after discussion with parents) by 5 pm on 26 Oct 2025</li></ul>
4 Nov (Tue)	Release of 2026 Sec 3 subject allocation <ul style="list-style-type: none"><li>Students are to collect subject allocation result at 8 am in school</li></ul>
7 Nov (Fri)	Submission of Appeal Forms (ALL EARS Form Builder) by 5 pm on 7 Nov 2025
14 Nov (Fri)	Release of 2026 Sec 3 subject allocation appeal via email



# Questions Your Child May Have ...

## Subject Combination

Which Subject Combination should I take?



## I Don't Know

I don't know what I want to be yet, but I know I love Science. How now?



## Education Pathways

Which Education Pathway should I choose?



## Career Aspiration

How can I contribute to society in the future?



## An illustration of a young man and woman standing together. The woman, on the left, has dark curly hair and is wearing a black t-shirt and a light blue skirt. She is holding a smartphone in her right hand. The man, on the right, has long dark hair and is wearing a dark grey t-shirt and black shorts. He has his arms crossed and is holding a light blue skateboard. The background is white with faint, hand-drawn sketches of geometric shapes, a heart, and the name 'John'.

***Have regular and genuine conversation with your child***

***Familiarise  
yourself with  
your child's  
personality and  
learning style***

***Provide opportunities for your child to grow***

***Show love and support which helps your child grow in confidence***

# Parents' Role in ECG



Be **supporters and facilitators** of our children's education and career journey by:



- recognising that **our children are unique** and providing opportunities at home for them to **develop self-awareness** and **discover their values, interests, personality, sense of purpose, and strengths** (VIPS);

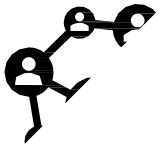


- **being aware of the various education pathways available** and how they cater to the strengths and interests of our children;



- guiding our children to **set targets in working towards their goals** and helping them **develop resilience** by encouraging them to see mistakes and failures as opportunities for growth.

# How can you better engage and support your child?



Guide your child to be open-minded, explore possibilities and understand that **there are pathways to purposeful work for everyone.**



Help him/her to **appreciate** and be **respectful towards all jobs.**



Help him/her **not to limit** himself/herself to certain education and career options **by gender or prestige stereotypes.**

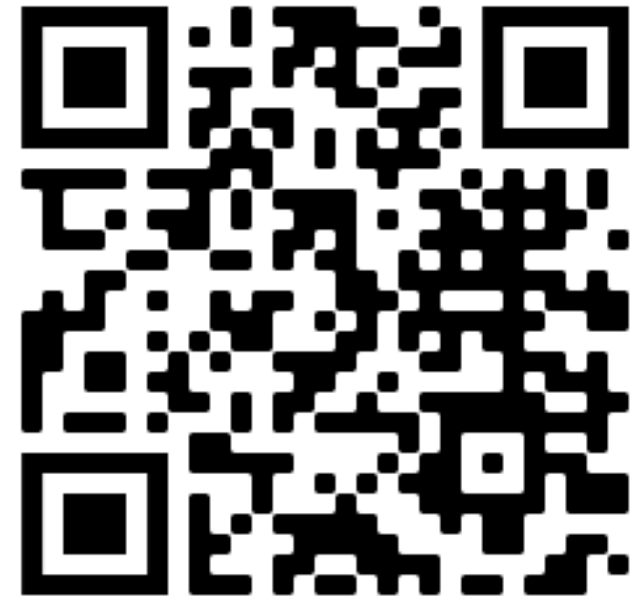
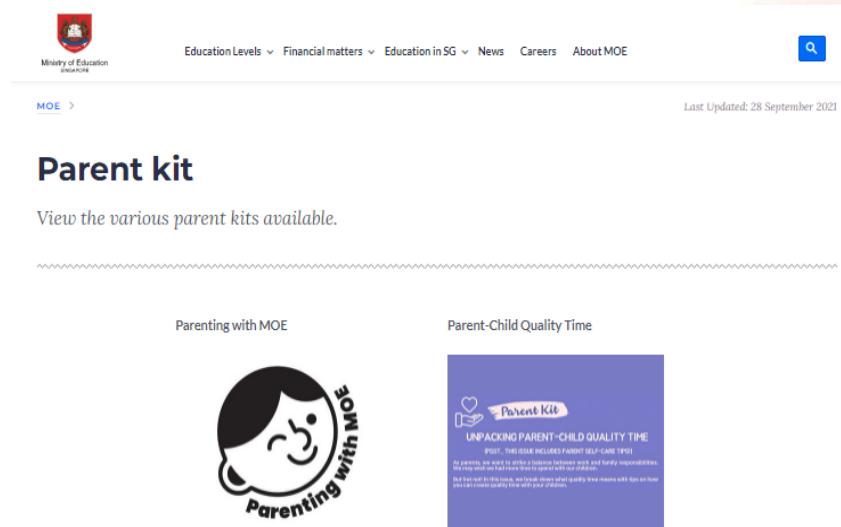


Create opportunities for him/her to interact with peers from diverse backgrounds. Through these opportunities, students can embrace lifelong learning by continually developing his/her interests, skills and **create his/her own success stories.**



# Resources for Parents

- MOE has a website that provides tips and guidance on supporting your child/ward in their schooling years
- Access it via <https://www.moe.gov.sg/parentkit> or scan the QR code:



Your child can book a slot to chat with me about their educational and career aspirations.

**Ms. Christina Ho**  
**Education & Career Guidance Counsellor**

WHEN: Sem 1: Every Tue & Wed  
Sem 2: Every Mon & Tue  
8.30am to 5.00pm

WHERE: ASE Room (Level 1, Classroom Block)

E-MAIL: [ho\\_yuin\\_ching\\_christina@moe.edu.sg](mailto:ho_yuin_ching_christina@moe.edu.sg)

For appointment booking, please scan the QR code or go to [http://go.gov.sg/book-ecg-gess](https://go.gov.sg/book-ecg-gess)



<https://go.gov.sg/book-ecg-gess>

# Definitions of Success

We can have more **frank conversations** with our children and families on the definition of success...[it] must be defined by **helping children to realise their own potential, develop their own strengths and ultimately, be confident with themselves.**

**Success** cannot, should not and must not be the constant need to be compared with someone else and having to live up to somebody else's image

*Mr Chan Chun Sing  
Minister for Education  
Parliamentary Sitting (2021)*







Thank you!  
Any questions?