



NAVAL BASE SECONDARY SCHOOL

SECONDARY 3 MOSTLY G3 COMBINATION

Information on Subject Combinations for 2027

Dear Secondary 2 Navalites and Parents,

This booklet aims to help Navalites make informed choices for their 2027 Secondary 3 Subject Combination Exercise. It is important that their subject selection aligns with their academic strengths, interests and aptitudes.

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[1] EVERY PARENT A SUPPORTIVE PARTNER

In working closely with parents on subject combinations, we honour our Navalites' choices based on their academic strengths, interests and aptitudes.

1. Subject Allocation

Subject combinations are offered based on students' overall academic performance, availability of school resources and vacancies in each option.

To help your child make an informed decision about their Secondary 3 subject combination, please consider their values, interests, personality and skills (VIPS).

2. How You Can Support Your Child's Development

- Monitor your child's progress and development against established targets
- Encourage your child to become a self-directed learner
- Watch for warning signs such as difficulty with homework, breaking school rules, or excessive gaming
- Communicate promptly with Form Teachers about any concerns so we can collaborate to support your child
- Establish a positive home learning environment

3. Other Important Information

- a) Frequently Asked Questions (Annex A, pg. 19-20)
- b) Parents' Guide in Education and Career Guidance (ECG) (Annex B, pg. 21)

[2] SECONDARY 3 SUBJECT COMBINATION EXERCISE SCHEDULE

Date	Description
Wednesday 21 October to Tuesday 27 October	Subject Combination Exercise
Wednesday 04 November	Release of Subject Combination Start of Appeal
Sunday 08 November	End of Appeal
Monday 16 November	Release of Subject Combination Appeal Results

[3] SECONDARY 3 G3 SUBJECT COMBINATIONS

	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Characteristics of Option
A	English Language	Mother Tongue Language	Mathematics	Social Studies with Geography <i>or</i> History <i>or</i> Literature Elective	Chemistry	Biology <i>or</i> Physics	Additional Mathematics	• In-depth study of a contrasting combination of two Pure Sciences • Prepares students to pursue Science based courses at a JC or Polytechnic
B					Science (Chemistry, Biology) <i>or</i> Science (Chemistry, Physics)	Pure Geography <i>or</i> Additional Maths		• Caters to students who wish to pursue an in-depth study of a Pure Humanities subject • Better positioned to pursue Arts at a JC or an Art / Science based courses at a Polytechnic
C						Principles of Accounts		• Caters to students interested in business, finance related, Art and NFS at a Polytechnic • Flexibility to pursue Arts or Science based courses at JC level with bridging modules
D						Art <i>or</i> Nutrition & Food Science <i>or</i> Music*		

Note:

Allocation of the above subject combinations will be based on students' academic performance and aptitude, subjected to the availability of school resources.

A good pass in the respective lower secondary subjects is required to read Pure Geography, Pure Sciences and Additional Mathematics.

[4] INTRODUCTION TO UPPER SECONDARY SUBJECTS

A. HUMANITIES

HUMANITIES

Humanities is a compulsory subject in the SEC examination. It comprises a compulsory component, Social Studies and an elective component, namely the Geography Elective, History Elective or English Literature Elective.

All students have to choose **one** of the 3 elective components.

Elective: Geography

Brief Description

The overarching theme of sustainable development in the Geography syllabuses aims to deepen students' understanding of the impact of human activity on environmental sustainability and vice versa. The study of Geography provides opportunities for students to understand sustainability-related challenges around the world including Singapore in an integrated way, providing students with the kind of synthesis and holistic thinking needed to inspire them to take action to achieve a more sustainable world. Teaching with inquiry is a signature pedagogy in Geography. Using real-world contexts to assess students' understanding help stimulate a variety of field conditions for questions testing students' fieldwork competencies.

Students will:

- Acquire knowledge and skills to describe, explain and analyse geographical phenomena and processes that occur in Singapore and beyond;
- Examine selected geographical phenomena and process by analysing data;
- Be aware of different value orientations towards the environment, which influence people's actions;
- Be imbued with sense of responsibility towards the environment; and
- Be provided with opportunities to discuss solutions and take actions to achieve a more sustainable world

Examination Requirements

The syllabus is divided into four clusters of topics:

1. Geography in Everyday Life Cluster
2. Tourism Cluster
3. Climate Cluster
4. Tectonics Cluster

Assessment Format

3 structured questions from these clusters

- Geography in Everyday Life Cluster
- Tourism
- Climate or Tectonics

For students who...

have a keen interest in seeking an understanding of the physical and human environments as well as the interconnectedness among groups of people, and people and their environment.

Post-Secondary Options

You can continue to pursue the Geography subject at a greater depth at the 'A' Level. Students seeking admission to junior colleges (JCs) will need to include the Combined Humanities grade for their L1R4 aggregate computation. To pursue a polytechnic diploma, the Combined Humanities grade may count as a subject in computing the ELR2B2 aggregate.

Elective: History**Brief Description**

The History syllabus provides students with an understanding of the complexities of international relations. It aims to equip students with the knowledge and skills to understand how forces, events and developments of the past shaped today's world.

Students will:

- develop into confident, self-directed, critical and reflective thinkers
- understand how the past has been interpreted, represented and accorded significance for different reasons and purposes
- ask relevant questions about the past and examine a range of sources critically in their historical context to reach substantiated judgements about the past
- acquire necessary historical knowledge, understanding, dispositions and skills to understand the present and contribute actively and responsibly as local and global citizens

Examination Requirements**Topics:**

- The Making of the 20th Century Modern World, 1910s–1991
- Unit 1 – Challenges to European Dominance after World War I, 1910s – 1942
- Unit 2 – Developments in the Post-World War II World: The Cold War, 1940s – 1991

Question types:

- A) Source-Based Question (30%)
- B) Essay Question (20%)

For students who ...

- have an interest in current affairs
- are interested in how human actions and political events shape our world
- are able to carry out independent research learning

Post-Secondary Options

Students can continue to pursue the subject at a greater depth at the 'A' Level. Students seeking admission to Junior College (JC) will need to include the Humanities grade for their L1R4 aggregate computation. To pursue a polytechnic diploma, the Combined Humanities grade may count as a subject in computing the ELR2B2 aggregate.

Elective: English Literature

Brief Description

The Literature elective is the critical study of how language is purposefully and creatively used in texts in order to create meaning. The subject encourages students to enter imagined worlds and examine issues and themes pertinent to humanity.

Some themes you will wrestle with include:

Identity, Family, Human Nature, Death, Discrimination, Modernity and Nature

For students who...

- Appreciate the aesthetic value of language
- Desire new ways of perceiving the world around them
- Enjoy examining human nature and its condition
- Enjoy reading and writing extensively

Students will learn to...

- Closely analyse how writers' choices of form, structure and language create meaning
- Craft coherent responses informed by close readings of texts
- Engage personally with a variety of texts and draw connections between the texts, their lives and the world
- Develop intellectual, emotional, socio-cultural, and global awareness

Examination Requirements

- Passage-based and essay questions based on set prose text (50%)
- Unseen poetry analysis essay questions (50%)

Prerequisite

Students should attain at least a **B3** in Sec 2 G3 English Language. A good mastery of the English Language is necessary as the subject focusses on the student's ability to appreciate, analyse and respond to the use of English Language.

Post-Secondary Options

You can continue to pursue the Literature subject at a greater depth at the 'A' Level. Students seeking admission to Junior Colleges (JCs) will need to include the Combined Humanities grade for their L1R4 aggregate computation.

To pursue a polytechnic diploma, the Combined Humanities grade may count as a subject in computing the ELR2B2 aggregate. Students who studied English Literature will also have an advantage in the Humanities, and Media and Communication courses that involve the purposeful and creative use of the English Language.

Future career options

Students are equipped with a wide range of soft skills that give them versatility to take on any profession that they may wish to take up.

PURE GEOGRAPHY (COMBINATION B)

Brief Description

Pure Geography emphasises the integrative study of physical and human environments to enable students to gain better understanding of their own space and other parts of the world. It focuses on the interconnectedness among groups of people, between people and their environment. Geography builds on students' experiences and prior knowledge to examine the physical and human phenomena found on Earth as well as their complex interactions and patterns across space.

Students will:

- Acquire knowledge of the characteristics, distribution and processes of physical and human phenomena
- Develop a holistic understanding of physical-human relationships at local, regional and global scales
- Gain geographical insights and global awareness into future challenges through the study of current issues and their management case studies of different physical-human relationships
- Become inquiring and self-directed learners who ask geographical questions and seek understanding through the collection and analysis of geographical information.
- Develop skills in communicating and applying geographical knowledge.

The syllabus is divided into five clusters of topics:

1. Geography in Everyday Life Cluster
2. Tourism Cluster
3. Climate Cluster
4. Tectonics Cluster
5. Singapore Cluster

Examination Requirements

Paper 1 (50%)	3 structured questions from three clusters: Geography in Everyday Life Cluster, Tourism, Climate
Paper 2 (50%)	3 structured questions from three clusters: Geography in Everyday Life Cluster, Tectonics, Singapore

For students who...

have a keen interest in seeking an understanding of the physical and human environments as well as the interconnectedness among groups of people, and people and their environment.

Prerequisite

Students should attain at least a B3 in Sec 2 G3 Geography. Students who intend to pursue Pure Geography subjects should note that the level of rigour is high and students must have a strong level of perseverance and good attitude to manage the subject.

Post-Secondary Options

You can continue to pursue the Geography subject at greater depth at 'A'-Level. Students seeking admission to junior colleges (JCs) can include the Pure Geography grade for their L1R4 aggregate computation. To pursue a polytechnic diploma, the Pure Geography grade may count as a subject in computing the ELR2B2 aggregate.

B. ADDITIONAL MATHEMATICS

Brief Description

In the Singapore secondary mathematics curriculum, Additional Mathematics consists of 3 strands:

- Algebra – This is an important branch in mathematics that provides students with the language and tools to represent abstract ideas, relationships and patterns using concise symbols
- Geometry and Trigonometry – Geometry deals with points, lines (curves) and angles, their relationships and links. The learning of geometry helps students develop the spatial visualisation skills, which complement and support the mathematical skills from other branches of mathematics. Trigonometry supports the learning of geometry and is important in the studies of periodic behaviour, phenomena and models that they may encounter in higher learning.
- Calculus – Calculus deals with the concept of change. It is used in many fields of study including the physical sciences, computer science, economics, business, engineering and medicine. It involves abstract concepts and processes involving infinitesimal quantities and changes and limiting operations. As such, this section demands a strong foundation in Algebra and Geometry from the student.

Prerequisite

Students should have attained at least B3 in mathematics before considering opting for Additional Mathematics. The student has to be strong in Algebra and Geometry to cope with the subject. In addition, a hardworking attitude and lots of perseverance is needed because Additional Mathematics requires regular work and much practice to master.

Examination Requirements

The examination requirement is outlined in the table below. All questions are to be answered.

Paper	Duration	Marks	Weighting
Paper 1	2 hr 15 min	90	50%
Paper 2	2 hr 15 min	90	50%

Post-Secondary Options

The syllabus will prepare you adequately for polytechnic courses and A-level H2 Mathematics and H3 Mathematics, where a strong foundation in algebraic manipulation and mathematical reasoning skills are used.

Additional Mathematics is **not** a compulsory subject for students who aspire to study in a JC. Students without Additional Mathematics background but wants to take H2 Mathematics at A-levels can be offered at certain JCs. These JCs do offer H2 Mathematics to students without Additional Mathematics background but exhibits strong foundation in Mathematics and passing the school's internal proficiency test.

C. SCIENCES

Brief Description

The study of science at the secondary school is to prepare students for further studies in scientific enquiry at post-secondary level, e.g. JC, polytechnic, university. There are 3 basic branches of Science:

1. **Chemistry** – The word, Chemistry, is derived from the Greek word, *chemeia*, which means “pour together”. It deals with the composition and statistical properties of matter and structures, as well as their transformations and interactions to become materials encountered in everyday life. According to modern chemistry, the physical properties of materials are generally determined by their structure at the atomic scale which is determined by the properties and energies of the interactions.
2. **Biology** – Biology, essentially the study of Life, is concerned with the characteristics, classification, and behaviours of organisms, how species come into existence, and the interactions they have with each other and with the environment. Biology encompasses a broad spectrum of academic fields that are often viewed as independent disciplines. However, together they address phenomena related to living organisms (biological phenomena) over a wide range of scales, from biophysics to ecology. All concepts in biology are subject to the same laws that other branches of science obey, such as the laws of thermodynamics and conservation of mass.
3. **Physics** – The word, Physics, is derived from the Greek word, *phusis*, which means “Nature”. It is concerned with the underlying principles of the natural world, and deals with the elementary constituents of the universe, that is, all classes of matter and energy, and their interactions, as well as the analysis of systems which are best understood in terms of their fundamental principles. Mathematics is widely used as a basis to formulate the framework and principles.

Students will:

- become confident citizens in a technological world and able to develop an informed interest in matters of scientific importance
- recognise the usefulness and limitations of scientific method and to appreciate its applicability in other disciplines and in everyday life
- develop abilities and skills that are useful in everyday life and in effective communication
- develop values, ethics, and attitudes relevant to science
- develop interest in and care for the local and global environment

The school offers **Pure Sciences** and **Combined Sciences** for G3 courses.

	Pure Sciences	Combined Sciences
Compulsory	Chemistry	Science (Chemistry)
Option to choose	Biology or Physics	Science (Biology) or Science (Physics)
	When choosing between Biology or Physics: • Biology: Students need to be good at explaining complex processes step-by-step. • Physics: Students need to be proficient in Math to support their learning.	
Prerequisite/ Points to note	• Students should attain at least a B3 in G3 science [End-of Year Exams] before opting for Pure Sciences. • Students who intend to pursue Pure Science subjects should note that the rigour is high and students must have a strong level of perseverance and good attitude to manage the subject.	• As a guide, the content of component subjects of Combined Science is about 70% of each individual pure science subject. • It is important to be able to cope with both components equally in order to do well. • For example, students pursuing Science (Physics/Chemistry) must do equally well in Physics and Chemistry components to obtain a good grade for the subject.

Examination requirements

Pure Sciences

Paper	Description	Duration	Marks	Weight
1	Multiple Choice	1h	40	30%
2	Structured / Free Response	1h 45 min	80	50%
3	Practical	1h 50 min	40	20%

Combined Sciences

Paper	Description	Duration	Marks	Weight
1	Multiple Choice	1h	40	20%
2	Structured / Free Response (Physics)	1h 15 min	65	32.5%
3	Structured / Free Response (Chemistry)	1h 15 min	65	32.5%
4	Structured / Free Response (Biology)	1h 15 min	65	32.5%
5	Practical	1h 30 min	30	15%

**Candidates attempt 2 Papers from Papers 2, 3 and 4.*

Post-Secondary Options

Science subjects at the secondary level prepare pupils for the next phase of education, i.e. for JC and polytechnic education. Firstly, due to the government's promotion of the life sciences and the relaxing of subject pre-requisites. Therefore, most science-related polytechnic courses now accept any science subject as a pre-requisite for studying that course. However, students who have exposure to Physics will have an advantage when they pursue Engineering related courses in polytechnics and University.

Secondly, with the increasing influence of Life Sciences, students who have exposure to Biology will have an advantage when they pursue Life Science courses in the polytechnics or pursue Life Science subject combinations in JC/CI. However, students should note that Chemistry, and not Biology, is the compulsory subject for university studies in Life Sciences degree programmes. Thus, for those who are thinking of a career in Life Sciences, it is important to have studied Chemistry, either as a pure subject or a Combined Science option, during the secondary school education.

Thirdly, for those who are considering between a JC/CI and a Polytechnic education, it is important to note that the main difference between the two routes is the JC education is an intermediate stage for those intending to pursue university education whereas Polytechnic education is more industrial based. Thus, the JC curriculum is academic and broad-based, similar to secondary school. On the other hand, students who pursue polytechnic education will have an early route to specialise in their field of interest and then pursue further specialisations if they proceed to university.

D. ART

Brief Description

The syllabus aims to develop students as active artists and informed audience with:

- Confidence to express artistic intent through visual language.
- Critical, adaptive, and inventive thinking to produce and evaluate creative resolutions.
- Personal voice and capacity to reflect on self in relation to others in art.
- An understanding of, and respect for, diverse social and cultural perspectives.

During the course of their study of Art, students will be engaged in the creation of artworks. They will hone their observation skills, learn to identify visual qualities and give form to their ideas and experiences when they are engaged in art-making. They would also be given opportunities to explore and experiment with a good range of media and techniques.

Further, through the study of visual arts, students will develop visual literacy and critical thinking skills such as description, analysis, interpretation and evaluation. It provides students with the opportunities to respond to and discover insights from artists/artworks. These learning experiences inculcate in students' greater appreciation for the visual arts and their role in society.

The art programme at NBSS strives to provide pupils with authentic experiential learning through programme tie-ups with museums, annual art exhibitions and more.

Examination Requirements

Paper	Description	Duration	Weight
1: Visual Response	Section A: Visual Analysis • One question will be set, with two sub-parts for visual analysis and discussion. • The question is accompanied by one unseen visual stimulus.	2 hrs 15 mins	50%
	Section B: Exploratory Sketching • One practical task in response to a visual stimulus. Candidates will provide sketches with annotations, culminating in a sketch that shows their concept for the visual response.		
2: Portfolio	Part A: Visual Materials • Submission of 15 screens illustrating artistic exploration and processes which include at least 3 art forms and media.	To be completed in 30 hours within 12 weeks	50%
	Part B: Commentary • An articulation of personal artistic growth based on 3 works, in not more than 800 words, and under 10 A4-sized pages.		

For students who ...

- love to draw or engage in other forms of artmaking
- enjoy the creative process
- enjoy expressing themselves visually

Post-Secondary Options

For students pursuing the A-level route, Art may be offered at H1, H2 or H3 levels. For those pursuing the polytechnic route, the subject counts as one of the relevant subjects for art-related courses such as Visual Communications, Architecture and Interior Design or taken in as a best subject for computation of ELR2B2. Students could also choose to further develop their passion in Art at the Nanyang Academy of Fine Arts or LASALLE College of the Arts.

E. NUTRITION AND FOOD SCIENCE

Brief Description

The Nutrition and Food Science (NFS) syllabus provides students with a broad understanding of concepts in nutrition and health, food literacy and principles of food science. Students will be exposed to authentic real-world contexts through hands-on practical and coursework. Through these learning experiences, the syllabus aims to develop students to:

- lead a healthier lifestyle proactively through proper diet and nutrition;
- advocate sustainable food consumption by planning and making appropriate food choices; and
- apply principles of culinary science creatively in food preparation and cooking.

NFS students will be provided the opportunity to extend and apply their learnt knowledge into their coursework assignments. This involves researching of a given task; decision making; development of a plan; recording and interpreting experimental results and a methodical approach in the production and presentation of the final products. They will conduct sensory evaluation of the dishes prepared and evaluate the outcomes of the execution process.

Examination requirements

Paper	Type of paper	Duration	Marks	Weight
1	Written paper consisting of 3 sections	2h	100	40%
	Section A: Multiple choice questions		15	
	Section B: Short answer and data-response type questions		55	
	Section C: 2 Open-ended questions		2x15	
2	Coursework	-	80	60%

For students who...

- have an interest in advocating nutrition and health for self, family and the community
- appreciate how a variety of food is used in food management and take into consideration the issue of food security, which includes food safety and sustainable food consumption
- have a desire to be a food innovator and apply scientific principles during food preparation and cooking

Post-Secondary Options

This subject counts as one of the relevant subjects for admission to polytechnic in courses such as sports and exercise sciences, nursing, applied food science and nutrition, baking and culinary science and culinary and catering management. Aspiring students who wish to further their studies related to food science and nutrition in the university can opt for a BSc (Hons) in Dietetics and Nutrition at Singapore Institute of Technology.

F. PRINCIPLES OF ACCOUNTS

Brief Description

The main thrust of the syllabus is on developing basic fundamentals of accounting with a good understanding of the rationale and underlying principles for preparing accounting information. The focus is on basic double-entry book-keeping method, from which students develop the ability to prepare and analyse financial statements.

The course aims to enable students to:

- acquire knowledge and understanding of fundamental accounting concepts, conventions, principles, procedures and techniques in the context of business aims and activities;
- develop an understanding of the role of accounting in providing an information system for monitoring and decision making;
- develop skills in analysing, preparing and interpreting accounting information and understanding their implication;
- develop skills of numeracy, information technology literacy, communication, inquiry, presentation and interpretation;
- develop attitudes of accuracy, orderliness and logical thought and an appreciation of professional ethics such as integrity, objectivity and independence.

For students who...

- have an interest in learning about the business environment and types of decisions people make and how accounting information impacts those decisions
- have a liking for calculations and 'number-crunching'

Examination Requirements

Paper	Type of paper	Duration	Marks	Weight
1	Written paper	1h	40	40%
2	Written paper	2h	60	60%

Post-Secondary Options

The Principles of Accounts grade counts as one of the subjects in computing the ELR2B2 aggregate for admission into polytechnics. Pupils who pursue polytechnic courses in Accountancy, Business, Banking and Finance with specialisations in insurance, entrepreneurship, tourism and resort management will find their Principles of Accounts knowledge useful in their study of these courses. Students who aspire to further their studies in the university can opt for a Degree in Accountancy or Business Studies.

[5] POST SECONDARY EDUCATION OPTIONS

AFTER SINGAPORE-CAMBRIDGE SECONDARY EDUCATION CERTIFICATE (SEC)

There are a variety of Post-Secondary Education Institutions (PSEIs) available for secondary school graduates.

Junior College / Millennia Institute/ IB Diploma	Polytechnic	Institute of Technical Education (ITE)
Education in a JC/CI prepares students for the A-Level examinations at the end of the 2-year JC or 3-year MI course. Graduates from Anglo-Chinese School (Independent) and St. Joseph's Institution will receive the IB Diploma. After completion, depending on your values, interests, personality and skills, you can attend: • A university • A polytechnic • An art institute	Polytechnics provide hands-on, practice-based learning in dynamic environments. Students complete work attachments with industry partners lasting 6 weeks to 6 months as part of curriculum. Polytechnic graduates may apply for university admission based on their diploma qualifications. Polytechnics also provide post-diploma programmes, including Work-Study Post-Diplomas, for adult learners seeking to enhance their skills across various disciplines and industries.	ITE delivers technical and vocational education through full-time Higher Nitec courses and traineeship programmes conducted in partnership with employers. Eligible Sec 4 G3 students may apply for 2-year Higher Nitec programme, which provides a pathway for progression to polytechnic diploma courses. ITE graduates seeking further education can apply for admission to polytechnics or pursue ITE's Work-Study Diploma and Technical Diploma programmes based on their Higher Nitec qualifications.

Other Options

- For Nanyang Academy of Fine Arts / LASALLE College of the Arts, contact your Art/Music teacher to learn more.
- Still unsure? Contact the Education and Career Guidance Counsellor via <https://go.gov.sg/nbssecgc> to learn more

ENTRY REQUIREMENTS FOR JUNIOR COLLEGE / MILLENNIA INSTITUTE

Admission Criteria

- **JC: L1R4** of 16 points and below
- **MI: L1R4** of 20 points and below
- A1 – C6 for English Language
- A1 to D7 for MTL and one Math

Aggregate Computation: **L1R4**

First Language	English Language / Higher Mother Tongue
Relevant Subject 1	Humanities
Relevant Subject 2	Mathematics / Science
Relevant Subject 3	Humanities / Mathematics / Science
Relevant Subject 4	Any GCE 'O' Level subjects (except Religious Knowledge)

ENTRY REQUIREMENTS FOR POLYTECHNICS

ELR2B2: For Polytechnic Courses

- English Language (EL)
- 2 Relevant Subjects (R2) +
- 2 other Best Subjects (B2) excluding co-curricular activities (CCA)

Aggregate Type		Humanities, Media (ELR2B2-A)	Business (ELR2B2-B)	Engineering, Science, IT (ELR2B2-C)	Architecture, Design (ELR2B2-D)
English		English			
R2	1 st Group of Relevant Subject	Art Comb Hum Geography Music	Elementary Mathematics Additional Mathematics		
	2 nd Group of Relevant Subjects	A Math	Art	Biology	Art
		Art	Comb Hum	Chemistry	Biology
		Comb Hum	POA	D&T	Chemistry
		E Maths	Geography	NFS	D&T
		NFS	Music	Physics	NFS
		Higher MTL / MTL		Sc(Chem/Bio)	Physics
		POA		Sc(Chem/Phy)	Sc(Chem/Bio)
		Geography			Sc(Chem/Phy)
B2		Best 2 other subjects excluding CCA			

ENTRY REQUIREMENTS FOR INSTITUTE OF TECHNICAL EDUCATION

ELB4, ELR1B3 and ELR2B2: For ITE Higher Nitec Courses					
Aggregate Type	Design & Media (ELB4-A)	Business (ELR1B3-B)		Applied Sciences / Engineering / Infor-Comm Technology (ELR2B2-C)	
English	English	English		English	
B4	Best 4 other subjects excluding CCA	R1	E Math A Math POA	R1	E Math A Math
		B3	Best 3 other subjects excluding CCA	R2	Biology
					Chemistry
					Physics
					Chemistry/Biology
					Chemistry/Physics
				B2	Best 2 other subjects excluding CCA

ANNEX A: FREQUENTLY ASKED QUESTIONS (FAQ)

STREAMING PROCEDURE

Q1. When and how will the subject choice exercise be conducted?

The subject choice exercise will be conducted from **21 to 27 October**. Students will log onto an online portal to exercise their options. Please refer to the timeline on page 2 for more details.

Q2. If my child/ward is not allocated the combination/elective of choice, can we appeal?

Yes. The appeal can be conducted online from **04 to 08 November** after the subject choice results are released.

Q3. Who can I contact should I need further clarifications?

You can approach:

- your child's form teacher, or
- email Year Head, Mr Andrew Lim (andrew_lim_swee_leong@schools.gov.sg), or
- Assistant Year Head, Ms Kellie Kok (kellie_kok_yu_feng@schools.gov.sg), or
- contact the school at 62571996 to look for one of us.

SUBJECT CHOICES

Q4. My child is unsure of which combination would benefit her in the future. Should he/she go to a JC/polytechnic? What should she do?

We strongly encourage parents to discuss with your child/ward on his/her interests, learning styles and explore possible tertiary options. Your child/ward may see their Form Teachers or the school's Education and Career Guidance counsellor whom he/she can make an appointment with to explore his/her possible options. To make appointment, please visit <https://go.gov.sg/nbssecgc>

Q5. Is Additional Mathematics a compulsory subject for admission into JC or polytechnic?

No, Additional Mathematics is **not** compulsory for either JC/MI or polytechnic admission.

For polytechnic admission, students need English Language, 2 relevant subjects and 2 other best subjects. For engineering courses, the relevant subjects must include Mathematics and/or Science. When Mathematics is required, students can use either Elementary Mathematics or Additional Mathematics - whichever grade is better.

The same criteria apply for JC/MI.

Q6. What should I consider when choosing between Pure Science and Combined Science?

Students are encouraged to opt for Pure Sciences if they:

- would like to pursue science or science-related courses in JC/MI or Polytechnics
- are considering Engineering or science related careers

Pure Sciences are also suitable for students who are:

- analytical and enjoy in-depth learning
- able to identify relationships, such as interpreting data and graphs
- focused, precise and detail-oriented
- able to visualise concepts and make connections to real-life applications
- enthusiastic about the depth and breadth of Pure Science subjects

Q7. Will I meet the requirements of polytechnic courses if I do not read G3 Pure sciences?

Students are required to take at least one science subject to be eligible for polytechnic courses. However, Pure Sciences are not prerequisites for polytechnic programmes, including Engineering and Life Science courses.

Q8. I am interested in doing Medicine in NUS/NTU. Do I need Triple Science or Biology?

To pursue Medicine in NUS (Yong Loo Lin School of Medicine) or NTU (Lee Kong Chian School of Medicine), students need a good H2 pass in Chemistry and a good H2 pass in either Biology **or** Physics at A level.

This means students should perform well in Chemistry and either Biology **or** Physics at Sec 4 G3 level to continue studying these subjects at A level. For detailed subject prerequisites and admission requirements, please refer to the respective university websites.

Q9. Is it more beneficial to take a more demanding subject level?

Not necessarily. The best subject level is one that matches the student's readiness, learning pace and ability to perform well. A student who takes a less demanding subject level and achieves strong results (e.g. 65% and above) may be better positioned than a student who takes a more demanding level but struggles to achieve a pass or scores around 50% and below.

It is also important to recognise that students learn at different paces. Taking the appropriate subject level gives students the time and space to strengthen their foundational knowledge, develop effective study skills and build confidence — preparing them well for their next stage of education.

The goal is not to take the most demanding subjects, but to take the right level that enables the student to learn, grow and progress successfully.

Q10. Has progression to JC or Polytechnic becoming more difficult?

No. JC and Polytechnic admission has become more accessible with the Full SBB changes. Currently, students need 6 G3 subjects (L1R5 $\leq$ 20) or 5 G3 subjects (ELR2B2 $\leq$ 26) to meet the minimum requirements for admission to JC and Polytechnic Year 1 respectively. From the next graduating cohort, students will be able to apply using 5 G3 subjects and 4 G3 subjects and 1 G2 subject respectively.

However, meeting the minimum subject requirements does not guarantee admission to a particular course. Admission depends on factors such as course vacancies, the number of applicants, and applicants' merits.

Therefore, it is not simply about having "many G3s" — students should focus on choosing subject levels that they can do well in while keeping their desired post-secondary pathways open.

ANNEX B: PARENTS' GUIDE IN EDUCATION AND CAREER GUIDANCE (ECG)

All parents want the best for their children and hope that they find happiness and purpose in life. It is important to recognise that you can play a significant role in the decisions your child makes for his or her life, especially at this crucial juncture.

Below are 7 ways you can be more involved in your child's education and career journey:

	Ways to be involved	Questions you can ask your child and other useful tips
1	Show concern and support for your child by engaging him or her using some conversation starters	1. What are your favourite subjects and Co-Curricular Activities (CCA) in school? Why? 2. What are some of the things you take pride in? Why? 3. Which occupations would you like to explore in the future? Why?
2	Observe your child's strengths and Interests through various activities	Do you prefer working with people, data, things or ideas?
3	Listen and find out the schools or courses your child is interested in	1. What are your interests, abilities and passion? 2. Are there learning and training programmes offered by the education institutions that can nurture your interests, abilities and passion? 3. What are your academic and career goals?
4	Introduce a variety of occupations to your child	1. Start by talking about your own industry and career and bringing your child to your workplace. 2. Explore the Education and Career Guidance (ECG) portal with your child for related information at ecareers.sg.
5	Support your child's aspirations by asking what his/her dream job is	1. What qualification and skills do you need for the job? 2. What do you think you will like and dislike about this occupation? 3. What is expected of someone working in this industry and career? 4. How would you describe a day in this occupation?
6	Instill in Your Child the Importance of Developing Transferable Skills <i>OECD Learning Compass 2030</i>	OECD Learning Compass 2030. Talk about the importance of the following: 1. Core Transformative Competencies (Creating new value, Reconciling tensions and dilemmas, Taking responsibility) 2. Meta-Cognitive Skills (Critical thinking, Creative Thinking, Self-regulation) 3. Social and Emotional Skills (Collaboration, Empathy, Self-efficacy) 4. Foundational and Digital Literacy
7	Model Lifelong Learning	Demonstrate how you continually strive towards excellence through knowledge and experience. Show your child that learning does not happen only in school, but throughout life.

Extracted from "Nurturing Dreams – Guiding Our children for their Future" – an ECG publication from MOE for parents.