

FREQUENTLY ASKED QUESTIONS

1. How were the indicative AL COP ranges for school types derived?

The indicative Achievement Level Cut-Off-Point (AL COP) ranges for the different school types were derived based on the 2019 P6 cohort's PSLE results and school choices.

- We first simulated each student's individual subject score in AL terms, based on their raw subject scores.
- Then, we added the AL scores for each PSLE subject to form a student's total PSLE Score.

Using these simulated PSLE Scores and students' school choices from 2019,

- We simulated their posting outcomes based on the new S1 Posting System and its tie-breakers.
- Thereafter, the indicative AL COP for each school was determined by the PSLE score of the last student admitted.

Finally, based on the score of the last student admitted, we took the lowest and the highest indicative AL COPs of schools within each school type (Government and Government-aided Schools, Autonomous Schools and Independent Schools) to obtain the range of indicative AL COPs.

The simulation is purely indicative and the actual AL COP for a school may vary from year to year, as they depend on the PSLE results and school choice patterns of each P6 cohort.

2. Why is MOE releasing indicative AL COP ranges by school types now, and the indicative AL COPs for all secondary schools only next year?

MOE is providing information in phases to better support and familiarise the first batch of students and their parents with the new Achievement Level (AL) system as they progress in their primary school journey, leading up to the PSLE and Secondary 1 Posting.

In 2016, we laid out the overall scoring and posting changes. In 2019, we shared information on Foundation scoring to help students and parents with their P5 and P6 subject choices.

The first batch of students under the new system (i.e. 2021 P6 cohort) will soon receive their P5 end-of-year examination results in ALs in their Holistic Development Profile. The release of indicative AL Cut-Off-Point (COP) ranges by school types would provide a broad sense of secondary schools' AL COPs in order to contextualise students' P5 end-of-year examination results.

The indicative AL COPs for individual secondary schools will be released in the first half of 2021. COPs are determined by the students' PSLE results and their school choice patterns for that year's S1 Posting Exercise. Thus, the indicative COPs of individual schools, derived from the PSLE results and school choice patterns of the

2020 PSLE cohort, will provide the 2021 P6 cohort with the most recent information to refer to.

3. How can parents make use of this release of indicative AL COP ranges by school types to familiarise themselves with the new S1 posting system?

The indicative Achievement Level Cut-Off-Point (AL COP) ranges for different school types provide parents and students a broad sense of secondary schools' possible COPs under the AL scoring system, in order to contextualise their P5 end-of-year examination results.

MOE will provide the indicative AL COPs for individual secondary schools in the first half of 2021 – based on the 2020 PSLE data which is the most recent. Parents are encouraged to consider factors such as the secondary schools' distinctive programmes, location, ethos and cultures, alongside the schools' AL COPs, to choose schools that would best fit the educational needs of their child.

4. Will several schools have the same AL COPs? How do parents make school choices when the indicative AL COPs for many schools are the same?

As the AL bands on the whole have been deliberately designed to be wider, more schools will likely have the same Achievement Level Cut-Off-Point (AL COP).

First, we encourage parents and students to look beyond the schools' COPs when choosing a secondary school, and choose schools that would best suit the student overall. They should consider the student's learning needs, interests, strengths and aspirations, and how the school's culture, environment, ethos, and programmes can support the student's development. Parents are also encouraged to find out more about the schools' Applied Learning Programme (ALP), Learning for Life Programme (LLP), Co-Curricular Activities (CCA), culture and proximity to their home when making their school choices. Parents should tap on the available resources such as the schools' websites or MOE's platforms i.e. PSLE-FSBB microsite and MOE's SchoolFinder to find out more details.

Second, parents and students should pick their selected schools being cognisant that choice order of schools will be a tie-breaker from 2021 onwards. We advise students and parents to give careful thought to the choices that they indicate on the S1 Option Form, and to choose schools with a range of COPs that can best meet the learning needs of their child.

Schools will continue to strengthen Education and Career Guidance (ECG) efforts to guide parents and students in making informed school choices.

5. How did MOE come up with the Subject-Based Banding (Secondary) eligibility criteria?

The Subject-Based Banding (Secondary) eligibility criteria are aimed at identifying students who are stronger in specific subjects, and who are likely to benefit from taking these subjects at a more demanding level so that they can further build on their strengths.

The AL 5 or better eligibility criterion for students to take a subject at the Express level is consistent with the course placement criteria under the new scoring system, and hence indicates that a student is likely to be able to cope with the subject at a

more demanding level. A student who achieves a PSLE Score of 20 (i.e. an average of AL 5 for each subject) would qualify for the Express course, where he/she would take all subjects at the Express-level by default. Therefore, AL 5 is used as the qualifying grade to assess if students from other courses are ready to take the subject at the Express level.

The same principle applies to the AL 6 eligibility criterion for a student placed in the Normal (Technical) course to take subjects at the Normal (Academic) level.