

**Background on SBB(Sec)**

Since 2002, MOE has allowed students to take subjects at a different level in upper secondary.

In 2014, MOE introduced SBB(Sec) in 12 prototype schools, allowing students posted to the N(A) and N(T) courses to take some subjects at a higher academic level starting from Secondary One, if they have performed well in those subjects at the Primary School Leaving Examination (PSLE). Students posted to the N(A) and N(T) courses may also take subjects at a higher level if found suitable to do so by their schools. These subjects include English, Mother Tongue languages, Mathematics and Science.

SBB(Sec) was subsequently rolled out to all secondary schools in 2018. In 2018, about 60% of Secondary One N(T) students and about 40% of Secondary One N(A) students took subjects at a higher level.

**Positive Outcomes of SBB(Sec)**

Since SBB(Sec) was introduced in 2014, schools have been closely monitoring students' progress. SBB students have generally performed as well as non-SBB counterparts from the higher course, including at the national examinations. For example, at the 2018 GCE O-Levels, SBB students in the N(A) course from the prototype schools performed comparably with their peers from the O-Level cohort in English, Mathematics, Science, and Mother Tongue languages, with over 90% of these N(A) students achieving passes in these subjects. At the 2018 GCE N-Levels, the performance of SBB students in the N(T) course from the prototype schools was comparable to their peers in Secondary 4 N(A) in English, Mathematics, and Mother Tongue languages, with over 90% of these N(T) students achieving passes in these subjects.

Students have also shared their positive learning experiences. Over 80% of those surveyed<sup>1</sup> responded that SBB(Sec) had helped them develop their strengths and increased their post-secondary options. They also enjoyed interacting with their peers from different classes and courses, and appreciated the opportunity to make new friends.

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<sup>1</sup> The SBB Study is a 4-year longitudinal study of the first Secondary One cohort (2014) of SBB students in the 12 prototype schools. The study team collected data from more than 600 SBB students, 2000 non-SBB students as well as parents and school personnel.