

Unity Secondary School
Briefing for Parents of Secondary 3 Students 2026
Frequently Asked Questions

No.	Questions	Answers																																		
1	What is the grading system for the Singapore-Cambridge Secondary Education Exam (SEC)?	<p>In 2027, the Singapore-Cambridge General Certificate Education (GCE) for the N(T), N(A) and Ordinary Levels will be combined and renamed as the Singapore-Cambridge Secondary Education Certificate (SEC) in line with the implementation of Full Subject-Based Banding (FSBB).</p> <p>Under the SEC examination, students will sit the subjects at the respective subject level (i.e. G1, G2, G3). The SEC will continue to be jointly examined and awarded by the Singapore Examinations and Assessment Board (SEAB), Ministry of Education (MOE), Singapore, and Cambridge International Education, United Kingdom. Students will receive an SEC that reflects the subjects and subject levels that they sat for.</p> <p>At the subject level, the G1, G2 and G3 subjects adopt the same grading structure as the N(T)-, N(A)- and O-Level examinations respectively.</p> <ul style="list-style-type: none"> a) G1 - Grades A, B, C, D and E b) G2 - Grades 1, 2, 3, 4, 5 and 6 c) G3 – Grades A1, A2, B3, B4, C5, C6, D7, E8, 9 <p>G3 Grading System</p> <table border="1" data-bbox="671 1283 1109 1697"> <thead> <tr> <th>Grade</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>A1</td> <td>≥75</td> </tr> <tr> <td>A2</td> <td>70 – 74</td> </tr> <tr> <td>B3</td> <td>65 – 69</td> </tr> <tr> <td>B4</td> <td>60 – 64</td> </tr> <tr> <td>C5</td> <td>55 – 59</td> </tr> <tr> <td>C6</td> <td>50 – 54</td> </tr> <tr> <td>D7</td> <td>45 – 49</td> </tr> <tr> <td>E8</td> <td>40 – 44</td> </tr> <tr> <td>9</td> <td><40</td> </tr> </tbody> </table> <p>G2 Grading System</p> <table border="1" data-bbox="671 1776 1109 2056"> <thead> <tr> <th>Grade</th> <th>Mark</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>≥75</td> </tr> <tr> <td>2</td> <td>70 – 74</td> </tr> <tr> <td>3</td> <td>65 – 69</td> </tr> <tr> <td>4</td> <td>60 – 64</td> </tr> <tr> <td>5</td> <td>55 – 59</td> </tr> <tr> <td>6</td> <td><50</td> </tr> </tbody> </table>	Grade	Mark	A1	≥75	A2	70 – 74	B3	65 – 69	B4	60 – 64	C5	55 – 59	C6	50 – 54	D7	45 – 49	E8	40 – 44	9	<40	Grade	Mark	1	≥75	2	70 – 74	3	65 – 69	4	60 – 64	5	55 – 59	6	<50
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2	<p>Could you explain how the L1R4 scoring system works and what it means for students' expectations and pathways?</p>	<p>To be eligible for Junior College (JC) or Millennia Institute (MI), a student's gross aggregate score for L1R4 must not exceed 16 for JC admission or 20 for MI admission. All subjects used in aggregate score computation for JC and MI admissions must be taken at G3.</p> <p>L1 – G3 English at G3 or Higher Mother Tongue Language R1 – Any 1 best-scoring G3 subject from Humanities R2 – Any 1 best-scoring G3 subject from Mathematics or Science R3 – Any 1 best-scoring G3 subject from Humanities, Mathematics or Science R4 – Any 1 best-scoring G3 subject</p>																																													

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		<p>To be eligible for polytechnic, L1R2B2 ≤ 22.</p> <p>It is computed, depending on the cluster of courses your child is interested in.</p> <p>L1 – G3 English</p> <p>R2 - 2 relevant G3 subjects (depending on the cluster of courses)</p> <p>B2 – 1 best subject compute at G3 level, 1 best subject compute at G2 level</p> <p>https://www.moe.gov.sg/api/media/c5d92104-5e87-4b87-a989-df661c3aa57b/2026-JAE-Courses.pdf</p>
3	<p>What can parents do to support their child during the coursework season?</p>	<p><u>Assignment</u></p> <p>Students will need to submit work/task/activities on time according to the timeline set for the subject. Teachers will partner with parents to inform on students' progress.</p> <p><u>Check-in on your child's Well-being</u></p> <p>Students may feel stressed from time to time as they manage their projects or encounter challenges during the process.</p> <p>Parents can also show interest in their child's work by discussing ideas, providing encouragement, and guiding them to seek help from teachers when needed.</p> <p>They can help them plan and manage their time, breaking tasks into smaller steps and ensuring deadlines are met.</p>
4	<p>How does the school support students with different learning styles and needs?</p>	<p>In Unity Secondary School, our teachers design lessons to encourage active learning, where students “do to learn” and “learn with others”, leveraging technology i.e. Student Learning Space (SLS). SLS allows students to explore lesson materials, check for their own understanding through quizzes, and receive immediate feedback upon attempting questions. In supporting students with different learning styles and needs, our teachers adopt a range of differentiated teaching strategies in the classroom. These include varied instructional approaches, scaffolding, collaborative learning, and the use of digital tools to enhance engagement and understanding. Teachers also incorporate thinking tools and varied strategies such as use of graphic organisers, group discussions, presentations to cater to the varied learning needs of students. As the teacher monitors students' learning through a range of classwork, teacher observations and assessments and identifies areas of concern. They would modify their lessons based on students' needs and readiness or provide additional support/scaffolding to specific students. Teachers will provide timely and targeted feedback to help students understand their</p>

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		<p>strengths and areas for improvement and guide them in the next steps in their learning.</p> <p>If a student faces learning difficulty, we encourage students to first speak with their subject teacher who would be better positioned to understand the student and recommend the next steps. Teachers may engage students and provide additional support through consultations, targeted interventions, and closer guidance where needed. Should there be specific concerns, teachers will also reach out to parents to work together in supporting the child.</p> <p>Our aim is to ensure that every student is supported to learn at an appropriate pace, build confidence, and make steady progress over time.</p>
5	<p>For Upper Secondary G3/G2 students, would the school consider starting with a lower weightage for WA Task 1 and allowing a maximum of one or two attempts? This may help students and parents better understand their grasp of subject concepts early on, so that they can focus on strengthening weaker areas through practice or consultation with teachers.</p>	<p>In Unity Secondary School, our teachers design lessons to encourage active learning and leverages technology i.e. SLS to allow students to explore lesson materials, check for their own understanding through quizzes, and receive immediate feedback upon attempting questions. Through the course of each term as new concepts are taught, teachers actively monitor students' learning and provide additional support/ongoing feedback for improvement to help students understand their strengths and areas for improvement and guide them on the next steps in their learning.</p> <p>Weighted Assessments (WAs) are conducted termly and may take various forms, including written tests, self-paced learning quizzes, project work, audio/video recordings, portfolios, and practical tasks. Feedback from these assessments serves as an important learning and reflection checkpoint, helping each student identify areas for improvement and monitor their learning progress more effectively.</p> <p>For Secondary 1 to 3 students, each WA is aligned with the school-wide Active Learning approach to ensure coherence between learning, feedback and assessment.</p> <p>Each WA comprises two components:</p> <p>a) Task 1 (20%): self-paced consolidation activities designed to check students' understanding of the topics taught. Students are given several attempts to complete these activities before the commencement of Task 2. Teachers will also set aside time to review feedback with students, so that they can learn from</p>

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		<p>their mistakes and strengthen their understanding before moving on to the summative task.</p> <p>b) Task 2 (80%): summative assessment, typically conducted in one sitting, to assess students' overall mastery of the learning outcomes.</p> <p>Task 1 carries a weightage of 20% to encourage students to put in genuine self-directed learning effort. It allows students to learn from feedback and improve their understanding before the final assessment. Task 2 carries a weightage of 80%, ensuring that the overall assessment remains meaningful while avoiding making Task 1 overly high-stakes.</p> <p>Beyond strengthening conceptual understanding, the opportunity for multiple attempts in Task 1 is intentionally designed to nurture students' motivation to improve. When students see that effort, reflection, and refinement lead to better outcomes, they are more likely to take ownership of their learning. This helps develop self-regulation skills and the mindset needed to become lifelong learners.</p> <p>Through this process, students are better prepared for Task 2, not only in terms of content mastery, but also in developing positive learning attitudes and dispositions.</p>
6	How does the school support students in coping with major disappointments or setbacks, especially in high-stakes examinations such as the EYE or O-Levels?	<p>We recognise that examinations such as the End-of-Year Examination (EYE) and the National Examinations can be demanding for students. As a school, we place strong emphasis on supporting students not just academically, but also in building confidence and developing healthy approaches and resilience in learning.</p> <p>At the start of the year, Character Coaches guide students to set clear academic targets based on their post-secondary aspirations. Academically, teachers provide timely feedback to students to help students understand their areas for improvement. Students are also supported through consultations, targeted interventions, and guidance from their teachers and Year Heads. Our aim is to help students learn from their mistakes, build confidence, and develop effective study habits over time.</p> <p>Alongside academic support, we prioritise student well-being. Character Coaches conduct regular and termly check-ins, Year Heads share effective study and revision strategies, and our School Counsellor addresses stress</p>

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		management during morning assemblies. Together, these efforts help students face major examinations with preparation, perspective, and resilience.
7	How can parents support their child's learning at home?	<p>Parents play an important role in supporting their child's learning and overall well-being. Here are some ways you can support your child at home:</p> <ol style="list-style-type: none"> 1. <u>Support</u> – Provide a conducive learning environment <ul style="list-style-type: none"> • Establish a consistent study routine and provide a quiet space for homework and revision. • Help your child manage their time and ensure they get adequate rest. • Check in regularly on their progress and encourage them to take responsibility for their learning. 2. <u>Affirm</u> – Encourage effort and growth <ul style="list-style-type: none"> • Show interest in what your child is learning in school. • Acknowledge their effort, persistence, and improvements, not just their grades. • Encourage a growth mindset by reminding them that abilities improve with practice and dedication. 3. <u>Familiarise</u> – Stay informed and involved <ul style="list-style-type: none"> • Be aware of your child's subjects, assignments, and school expectations. • Talk to your child about their school experiences and help them plan ahead for important tasks. • Maintain communication with teachers when additional support may be needed. 4. <u>Empathise</u> – Provide emotional support <ul style="list-style-type: none"> • Understand that your child may sometimes feel stressed when managing schoolwork or facing challenges. • Listen with patience and an open mind and acknowledge their feelings. • Reassure your child that you are there to support them as they learn and grow. <p>When parents provide encouragement, structure, and understanding, children feel more confident and motivated to learn.</p>
8	What can parents do to help their child reduce their use of social media?	Students may spend a lot of time on their digital devices (e.g. phones, tablets, computers, TV) for various reasons such as learning or leisure. As students become more adept with technology, guiding them towards healthy and purposeful screen use is an important aspect of their development.

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		<p>In addition to the skills taught within the school’s Cyber Wellness lessons in Character and Citizenship Education and supporting the school’s implementation of the Electronic Device Locker (EDL) Policy, parents play a key role in supporting and empowering your child to manage their screen use (i.e. online activities) and develop healthy screen time habits.</p> <p>Parents can</p> <ul style="list-style-type: none"> a) Set clear boundaries - Establish agreed screen-time rules (e.g., no social media during homework time or before bedtime). b) Encourage alternative activities – Support your child in engaging in sports, hobbies, reading, or spending time with family and friends. c) Create tech-free times or spaces – For example, no phones during meals or keeping devices outside the bedroom at night. d) Have open conversations – Talk with your child about responsible digital use and the importance of balancing online activities with schoolwork and wellbeing. e) Role-model healthy screen habits – Children are more likely to follow when adults also demonstrate balanced use of technology. <p>Parents may refer to the additional resources accessible via:</p> <ul style="list-style-type: none"> a) https://parentingforwellness.hpb.gov.sg/ b) https://www.digitalforlife.gov.sg/learn/resources/all-resources/positive-use-guide