



Peirce Secondary School

SECONDARY 2 SUBJECT OPTIONS EXERCISE (SSOE) 2026

INFORMATION BOOKLET for **Secondary 3 (2027)** **For students offering mostly G2 subjects**

GENERAL INFORMATION

This booklet provides information on the various elective subjects available for students offering mostly G2 subjects in 2027. It enables parents to make informed choices about their children's subject options for Sec 3 based on academic inclinations, strengths, interests and aptitudes.

1. Subject Options Exercise is conducted after the release of the year-end examination results.
2. Students will participate in a **trial** Subject Options Exercise at the end of Term 2.
3. Students will be briefed on the finalised subject combinations in Term 4.
4. Students will be allocated their subject combinations based on their Sec 2 Overall results.

Instructions on filling up of Subject Options Exercise Form

1. The students will be given a link to an "All Ears" Form, which they will access by logging in with their MIMS login ID.
2. The students are to rank the order (first to third choice) from a given list of subject combinations.
3. Multiple submissions are allowed. Only the last submission will be captured by the system.
4. Parents whose child is **eligible for G3 subject(s)** will receive letter(s) of via Parents Gateway.

Submission of Option Forms and Release of Subject Options Exercise Results

1. Parents are advised to carefully consider their child's choices of subject combinations and complete the option form.
2. Results of the Subjects Options Exercise will be released within a few weeks of the exercise.
3. Parents will be able to view their child's allocated subjects via a link to an "All Ears" Form, which will require their child to login in using their MIMS login ID.
4. Appeals:
 - All appeals will be considered **only after** the Subject Options Exercise has been completed and the results, released.
 - These appeals must then be **made via** a link given in the "All Ears" Form when they view the results.
 - Appeals will only be considered if they do not contradict the established school policy on subject options.
 - The appeals will be considered on a case-by-case basis.
 - The results of the appeals will only be confirmed and made known to applicants at the end of November. Applicants may check the outcomes of their appeals via the "All Ears" Form.
 - The school's decision will be final, and no further appeals will be considered.

School Policy on Subject Options

1. The school reserves the right to decide on the final subject combination offered.
2. Compulsory subjects for all students are:
 - a. English Language,
 - b. Mathematics,
 - c. Mother Tongue language,
 - d. Combined Humanities (Social Studies + Geography or History),
 - e. Science

Subjects Offered	Subject Pre-Requisites
ENGLISH LANGUAGE	
English Language (EL) at G2	Nil
English Language (EL) at G3	At least a Grade 2 in Sec 2 G2 EL or C6 in Sec 2 G3 EL
MOTHER TONGUE LANGUAGE	
Mother Tongue Language (MTL) at G2	Nil
Mother Tongue Language (MTL) at G3	At least a Grade 2 in Sec 2 G2 MTL or C6 in Sec 2 G3 MTL
SCIENCES (Choose one)	
Science (Physics/ Chemistry) at G2	Nil
Science (Chemistry/ Biology) at G2	Nil
Science (Physics/ Chemistry) at G3	At least a Grade 2 in Sec 2 G2 Science or C6 in Sec 2 G3 Science
Science (Chemistry/ Biology) at G3	At least a Grade 2 in Sec 2 G2 Science or C6 in Sec 2 G3 Science
HUMANITIES (Choose one)	
Humanities (Social Studies/Geography) at G2	Nil
Humanities (Social Studies/History) at G2	Nil
Humanities (Social Studies/Geography) at G3	At least a C6 in Sec 2 G3 Geography OR At least a Grade 2 in Sec 2 G2 Geography & Grade 2 in G2 EL or C6 in Sec 2 G3 EL
Humanities (Social Studies/History) at G3	At least a C6 in Sec 2 G3 History OR At least a Grade 2 in Sec 2 G2 History & Grade 2 in G2 EL or C6 in Sec 2 G3 EL
MATHEMATICS	
Mathematics at G2	Nil
Mathematics at G3	At least a Grade 2 in Sec 2 G2 Mathematics or C6 in Sec 2 G3 Mathematics
ELECTIVES	
Additional Mathematics at G2	At least a C5 in Sec 2 G3 Mathematics or Grade 2 in Sec 2 G2 Mathematics Students who opt to offer Additional Mathematics at G2 must also offer Mathematics at G3
Principles of Accounts at G2	Nil
Art at G3	At least 60 marks in Sec 2 Art Maximum Class Size: 20
Nutrition & Food Science at G3	At least 60 marks in Sec 2 Food & Consumer Education Maximum Class Size: 20
Design & Technology (D&T) at G3	At least 60 marks in Sec 2 Design & Technology Maximum Class Size: 20

3. The students will be allocated their subject combinations based on the following:
 - a. **Subject criteria for specific subjects (Based on the subject's overall results)**
 - b. If demand is greater than the number of vacancies, priority will be given based on the following (listed in order of importance):
 - i. **Order of Choice (First choice will be looked at first)**
 - ii. **Order of Merit (Subject-specific)**
 - iii. **Order of Merit (Overall average for all subjects)**
4. Subject Options Committee will accommodate students' requests whenever possible, taking into account students' suitability as well as the need for sufficient demand.
5. Students who are not given any of their preferred subject combinations or do not meet the pre-requisites for any combinations will be allocated subjects based on their strengths.

G2 Subject Combination Options Summary 2027

For students offering mostly G2 subjects					
Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
EL	MT	Maths	SS/Geo or SS/His	Sci(P/C) or Sci (C/B)	Select One : a) A Maths b) POA c) D&T d) NFS e) Art

Note

1. Subject combination options may be adjusted in Semester 2.

Legend

1. EL – English Language
2. MT – Mother Tongue
3. SS – Social Studies
4. Geo – Geography
5. His – History
6. Sci (P/C) – Science (Physics/Chemistry)
7. Sci (C/B) – Science (Chemistry/Biology)
8. A Maths – Additional Mathematics
9. POA – Principles of Accounts
10. D&T – Design and Technology
11. NFS – Nutrition and Food Science

SUBJECT-SPECIFIC INFORMATION

SCIENCES

Brief Description

All students are required to study at least one Science subject. There are 3 basic branches of Science:

1. Physics – Physics is concerned with the fundamental principles that govern the natural world. It deals with matter and energy, their interactions, and the analysis of systems using underlying physical laws and principles.
2. Chemistry – Chemistry focuses on the composition, structure, properties, and interactions of matter. It examines how substances transform through chemical reactions and how these processes relate to materials encountered in everyday life.
3. Biology – Biology is the study of life. It focuses on the characteristics, classification, and behaviour of living organisms, how species arise, and how organisms interact with one another and with their environment.

Students may opt to do:

- Either Science (Physics/ Chemistry) or Science (Chemistry/ Biology)

Science (Physics/ Chemistry) Science (Chemistry/ Biology)	
Singapore-Cambridge Secondary Education Certificate (SEC) Examination Requirements G2 Examination for Combined Science comprises: <ul style="list-style-type: none"> • Paper 1 : Multiple-choice (Physics) • Paper 2 : Structured (Physics) • Paper 3 : Multiple-choice (Chemistry) • Paper 4 : Structured (Chemistry) • Paper 5 : Multiple-choice (Biology) • Paper 6 : Structured (Biology) 	
	Students taking Science (Physics/ Chemistry) will take Papers 1, 2, 3 and 4; students taking Science (Chemistry/ Biology) will take Papers 3, 4, 5, and 6.

Science subjects at the secondary level open up many options for students in their next phase of education.

Students who have studied Physics will be well-positioned to pursue STEM-related courses at the tertiary level.

Students with a background in Biology will have a distinct advantage if they choose to pursue biology- or pharmaceutical-related courses in the future.

Chemistry is a prerequisite for Life Sciences and medicine-related degree programmes at the university level. It is also an essential subject for many applied science and engineering courses.

HUMANITIES

(A compulsory subject in the SEC examinations)

All pupils have to choose one of the following elective components in combination with **Social Studies**.

The two elective components available are:

Geography Elective

Geography Elective is offered as an elective component of Humanities. It is read alongside the compulsory component, Social Studies.

Brief Description

The Geography Elective involves the study of both Physical and Human Geography. Pupils will learn about the world's human and physical features and the relationships between people, places and the earth. It shows how the world is connected and how the occurrence of one event in one place affects a person's life in another place. It is a study of the surface of the earth, human activities and how we can sustainably manage the environment.

Pupils will learn:

- the features and formation of landforms in the physical landscape
- the relationships between people and their environment
- the development and management of the physical and human environments
- case studies of different physical-human relationships
- Geographical skills in the context of the physical and human environments.

For pupils who...

have a keen interest in seeking an understanding of the surroundings and happenings and the inter-relationships between people and the environment.

Post-Secondary Options

Students can continue to pursue the subject in greater depth as an 'A' Level subject. Pupils seeking admission to Junior Colleges (JCs) will need to include the Humanities grade in their L1R4 aggregate computation. For application to Humanities, Media or Business-related polytechnic courses, Humanities counts as one of the relevant subjects in the computing of the ELR2B2 aggregate.

History Elective

History Elective is offered as an elective component of Humanities. It is read alongside the compulsory component, Social Studies.

Brief Description

The History syllabus provides students with an appreciation of the complexities of international relations. It highlights the importance of understanding and interpreting history in all its complexity – its people, events, issues, periods, turning points, themes and sources. The syllabus also equips students with the necessary skills to make reasoned and informed decisions.

Pupils will learn:

- World War I and the immediate aftermath
- Peacemaking and the rise of authoritarian regimes
- War in Europe and War in Asia Pacific
- The outbreak and escalation of the Cold War and the end of Cold War

For pupils 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 and learning

Post-Secondary Options

Students can continue to pursue the subject in greater depth as an 'A' Level subject. Pupils seeking admission to Junior Colleges (JCs) will need to include the Humanities grade in their L1R5 aggregate computation. For application to Humanities, Media or Business Courses in Polytechnic, Humanities counts as one of the relevant subjects in the computing of the ELR2B2 aggregate for Business-related courses.

ELECTIVES

Additional Mathematics

Brief Description

The Additional Mathematics syllabus consists of 3 sections:

- a. Algebra – This is an important branch of Mathematics that has strong links with all other branches of mathematics. It will provide students with the language and tools to represent abstract ideas, relationships and patterns using concise symbols.
- b. Geometry and Trigonometry – Geometry deals with points, lines (curves) and angles, as well as 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 study of periodic behaviour, phenomena and models that they may encounter in higher learning.
- c. Calculus – Calculus is an important branch of Mathematics and 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 deals with 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.

Prerequisites

Students who have scored **at least an Overall Grade 2 in Sec 2 G2 Mathematics or C5 in Sec 2 G3 Mathematics** can consider opting for Additional Mathematics. In addition, a hardworking attitude and much perseverance is needed because Additional Mathematics requires regular work and much practice to master. The student must be very strong in Algebra to excel in the subject.

For those who are interested to pursue Additional Mathematics at 'N' level, they must also take Mathematics at 'O' Level.

Post-Secondary Options

The syllabus will prepare you adequately for 'A' Level H2 Mathematics, which builds on a strong foundation in algebraic manipulation and mathematical reasoning skills. In addition, many courses in the polytechnics also require students to have a strong foundation in Mathematics. While students with Additional Mathematics background may cope with these diploma courses better, most of these courses do not require Additional Mathematics as a prerequisite.

G3 Design and Technology

Brief Description

Design and Technology (D&T) at the upper secondary level engages students in designing and prototyping solutions to everyday problems using appropriate technology. Through the design process, students explore real-world situations, identify design opportunities, and develop practical solutions that improve aspects of everyday life.

Students apply knowledge of materials, workshop processes, mechanisms, electronics and graphical communication while developing their own design ideas. They learn to research, analyse user needs, generate and develop ideas, test solutions through mock-ups and prototypes, and realise a final design outcome. The design process encourages both rational thinking and creative exploration as students iterate between analysing needs, conceptualising ideas, developing solutions and prototyping.

Through D&T, students cultivate creative, critical and reflective thinking. They learn to exercise judgement and make informed design decisions by considering user needs, functionality, aesthetics, technology and environmental factors. Students also develop dispositions such as curiosity, perseverance and confidence when exploring design opportunities and working through the iterative design process. In the coursework component, students undertake an individual Design Project where they document their design thinking and development in a Design Journal, supported by sketches, research findings, mock-ups and prototypes. The final design solution is communicated through Presentation Boards and realised as a working prototype or artefact.

This subject is suitable for students who:

- enjoy doodling, sketching and generating creative ideas
- are interested in designing solutions to everyday problems
- like working with materials, tools and technology to make things
- have the discipline and perseverance to work through research, idea development, prototyping and evaluation

Examination Requirements

Coursework (60%): 1 Artefact, 2 Presentation Boards & 1 Design Journal.
Theory (40%): A 2-hour paper consisting of 2 sections.

Post-Secondary Options

Design and Technology (D&T) provides foundational knowledge for students who wish to pursue engineering or design-related courses. It is recognised as a relevant subject for admission to science-based, technology, and design programmes in local Institutes of Higher Learning.

G3 Nutrition and Food Science

Brief Description

At lower secondary, students study Food and Consumer Education, in which they learn basic facts about food, nutrients and food science. At upper secondary, they learn in greater depth about food science and nutrition.

In Nutrition & Food Science, upper secondary students apply scientific principles during food preparation and cooking. Students 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 as well as advocate nutrition and health for self, family and the community.

The coursework component involves research, plan and execute an investigation/exploratory study; analyse data; plan; execute; evaluate final products and subsequently write a report, all carried out in a controlled environment, as well as facilitation by coursework supervisors. The coursework duration is spread out from January to July for discussion, facilitation and execution of students' work.

For students who ...

- have an interest in nutrition and health problems associated with diet
- enjoy testing and experimenting with food
- are able to carry out independent research learning
- advocates sustainable food consumption by planning and making appropriate food choices

Examination Requirements

Coursework (60%): An assignment given at the beginning of the examination year to be completed by July of the same year. This will include conducting a food Investigation and doing a practical examination.

Theory (40%): A 2-hour written paper consisting of three sections.

Post-Secondary Options

Pupils seeking admission to Junior Colleges (JCs) or Millennia Institute (MI) can include the Nutrition and Food Science (NFS) grade for their aggregate computation respectively. For application to polytechnic courses such as Sports and Exercise Science, Applied Food Science and Health Sciences, NFS counts as a relevant subject in the computing of the aggregate.

G3 Art

Brief Description

Brief Description

The study of Art

- 1) expands imagination, enhances creativity and develops adaptability,
- 2) builds students' capacity to critically discern and process visual information, and communicate effectively, and
- 3) fosters students' sense of identity, culture, and place in society

The subject content is structured around the domains of Perceiving, Communication and Appreciation. This framework provides the focus for the teaching and learning of Art.

At the lower secondary levels, Visual Art develops students' ability to explore creativity and their personal identities. Students explore different mediums of art and their unique qualities.

At the upper secondary levels, students acquire a deeper appreciation of art through:

- i) Building Portfolios
- ii) Art Journalling
- iii) Art Conversations

The art programme strives to provide students with authentic experiential learning through programme tie-ups with external art learning institutions, practicing artists and art competitions.

For students who ...

- have a keen interest in Design, Fine Art, Digital and Time-based media.
- are self-directed and reflective of their artistic growth
- are thrilled to experiment with different art media and techniques

Examination Requirements

Paper 1 : Visual Response (50%)

2 hr 15 min

Section A : Visual Analysis – Analyse and discuss an unseen visual stimulus

Section B : Exploratory Sketching – Provide sketches with annotations showing their concept for the visual response

Paper 2 : Portfolio (50%)

To be completed in 30 hours within 12 weeks

Part A : Selection of Visual Materials – Maximum of 15 screens illustrating artistic exploration and processes which include at least 3 art forms and media.

Part B : Commentary – an articulation of personal artistic growth based on 2 works, in not more than 800 words

Post-Secondary Options

Students can choose to do Art as one of their 'A' Level subjects in some of the Junior Colleges. The subject also counts as one of the relevant subjects for polytechnic courses such as Architecture, Landscape Architecture and Interior Design. Students could also choose to further develop their passion in arts with Nanyang Academy of Fine Arts (NAFA) or with LASALLE-SIA College of the Arts.

Principles of Accounts

Brief Description

The subject aims to develop an understanding of the principles and concepts of accounting and their applications in a variety of business situations. Candidates will acquire basic knowledge in double entry and develop the ability to prepare, present, analyse and interpret financial statements.

The syllabus is organised into **six** sections:

- (i) role of accounting, which is to provide information for monitoring and decision making by different users;
- (ii) double entry system of book-keeping which comprises the accounting equation, source documents, books of prime entry, the cash book, the general journal, the ledger and the trial balance;
- (iii) accounting procedures regarding capital and revenue expenditure, depreciation, adjustments to ledger accounts, correction of errors and control accounts;
- (iv) fundamentals of preparing the final accounts i.e. Trading Account, Profit and Loss Account, Balance Sheet and the operation of partnerships;
- (v) preparation of final accounts for sole traders and partnerships, including the use of incomplete records; and
- (vi) analysis and interpretation of final accounts involving ratios.

Examination Requirements

'N' Level Examination

Paper 1	3 to 4 compulsory structured questions (40 marks)	1 hour	40
Paper 2	4 structured questions (60 marks) <ul style="list-style-type: none"> • One question requires the preparation of financial statements for a business for one financial year. (20 marks) • A scenario-based question (5 marks) will be part of one of the 3 remaining questions. 	2 hours	60

Paper 2 Section A will have one question on the preparation of final accounts, which carries 20 marks.

Post-Secondary Options

Pupils seeking admission to Junior Colleges (JCs) or Millennia Institute (MI) can use Principles of Accounts grade in the computation of L1R5 or L1R4 respectively. For application to polytechnic courses classified as non-Science and Technology, Principles of Accounts counts as a relevant subject in computing of ELR2B2.

G2 Post-Secondary Education Options

Post-Secondary Pathways under Full Subject-Based Banding (Full SBB)

Under the **Full Subject-Based Banding (Full SBB)** system, students may take subjects at different levels, **G1, G2, and G3**, based on their strengths and interests.

A student's **post-secondary pathways will depend on the number and level of subjects they take at the Singapore-Cambridge Secondary Education Certificate (SEC) examination.**

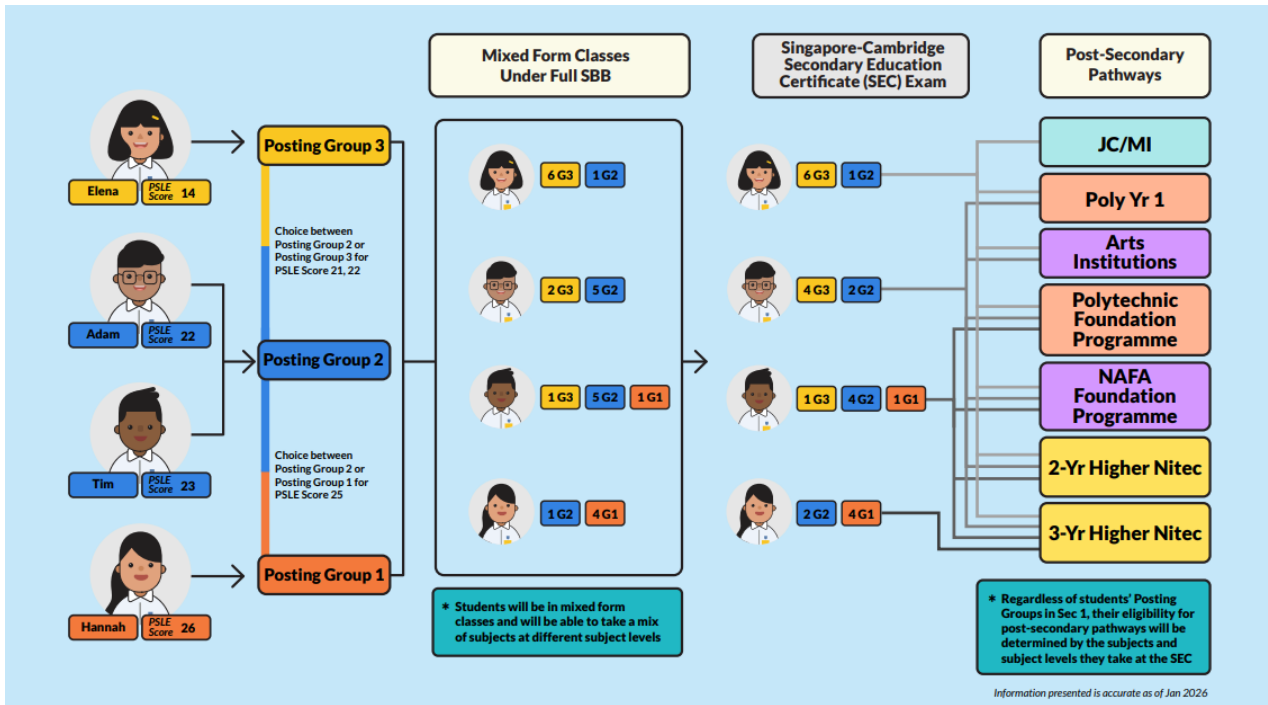
From **2028 onwards**, students will have **more flexible pathways** as the education system recognises different combinations of subject levels.

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

Students taking at least	POST-SEC PATHWAYS							
	3-Year Higher Nitec	2-Year Higher Nitec	NAFA Foundation Programme (NFP)	Arts Institutions	Polytechnic Foundation Programme (PFP)	Polytechnic Year 1	Millennia Institute	Junior College
5 G3 subjects	✓	✓	NEW ✓	✓	NEW ✓	✓	✓	NEW ✓
4 G3 + 1 G2 subjects	✓	✓	NEW ✓	NEW ✓	NEW ✓	NEW ✓		
5 G2 subjects	✓	✓	✓		✓			
4 G1 subjects	✓	NEW* ✓						

*Students who offer 4 G1 subjects will join Year 1 of Higher Nitec, and may be offered the accelerated pathway if they meet academic requirements during their Year 1 Semester 1 examinations. This pathway will allow them to attain a Higher Nitec in a shorter duration of about two years.

Post-Secondary Pathways Under Full SBB



Pathways for Students Taking Mainly G2 Subjects

Students who take **mostly G2 subjects** can progress through **applied learning pathways** and may continue upgrading their qualifications.

They may progress to:

- **Polytechnic Foundation Programme (PFP)**
- **Arts Institutions or NAFA Foundation Programme**
- **Higher Nitec programmes at ITE (2-Year or 3-Year Higher Nitec)**

Students who perform well in Higher Nitec may later progress to **polytechnic diploma courses**.

Institute of Technical Education (ITE)

ITE provides skills-based and industry-relevant training that prepares students for employment or further education.

Students may enter the **Higher Nitec courses** through different entry routes.

Admission to Year 1 of Higher Nitec Courses

From **Academic Year 2028**, admission requirements for entry to **Year 1 of 3-year Higher Nitec courses** will be set at **G1 level subjects**.

- The ITE aggregate score will be computed based on **four G1 subjects**.
- Grades from G3 and G2 subjects will be **mapped to G1 grades** using a grade mapping table.

Students who enter Higher Nitec through this route may also be offered an **accelerated pathway** if they perform well in their Year 1 Semester 1 examinations.

Grade Mapping from G3 to G2 to G1			ITE Aggregate Score
G3	G2	G1	
A1 - B3	1	A	1
B4 - C6	2	A	
D7	3	A	
E8	4	B	2
9	5	C	3
-	6	D	4
-	-	E	5

Admission to Year 2 of Higher Nitec Courses

Students may also gain **direct entry to Year 2 of a 3-year Higher Nitec course**.

Admission requirements include:

- **ELMAB3 aggregate score of 19 points or better**
- Computed based on **G2 grades**

Students offering a mix of **G2 and G3 subjects** may also apply. G3 grades will be **mapped to G2 grades** for the calculation.

ITE Early Admissions Exercise (ITE EAE)

The **ITE Early Admissions Exercise (ITE EAE)** allows students to apply to ITE based on their **interests and aptitude** before sitting for their national examinations.

Key features include:

- Applications typically open in **May**.
- Students may apply for **up to three Higher Nitec courses**.
- Selection may involve **write-ups, interviews, aptitude tests, and portfolio submission**.
- Participation in **CCA and school activities** is important as it helps students demonstrate their interest and build their portfolio.

If successful, students will receive a **conditional offer**, which will be confirmed if they meet the **Minimum Entry Requirements (MER)**.

ITE Progression Pathways

Students who complete their Higher Nitec programmes have several progression opportunities.

These include:

- Entering the workforce
- Continuing education through **ITE Work-Study Diplomas or Technical Diplomas**
- Progressing to **Polytechnic Diploma programmes**
- Progressing to **Arts Institution Diplomas**

Students who perform well in ITE can therefore continue to upgrade their qualifications and pursue further education.

ITE to Polytechnic Progression Guarantee

From the **Academic Year 2027 polytechnic intake**, admission will be **guaranteed to Higher Nitec students who achieve a minimum GPA of 3.5**.

Key features include:

- Guaranteed place in a **polytechnic diploma course mapped to their ITE course**
- Students may also apply for **unmapped courses through the Early Admissions Exercise (EAE)**

This policy ensures that students who demonstrate strong performance in ITE have a clear pathway to polytechnic education.

Polytechnic Foundation Programme (PFP)

The **Polytechnic Foundation Programme (PFP)** is a **one-year practice-oriented programme** that prepares students for entry into polytechnic diploma courses.

From **Academic Year 2028**, more students, including those taking **G3 subjects or a mix of G3 and G2 subjects**, will be able to access the PFP pathway.

Admission Criteria for PFP

Students must meet the following requirements:

- **ELMAB3 aggregate score of 12 points or less** at the G2 level
- Minimum grade requirements:
 - English Language – **Grade 3 or better**
 - Mathematics – **Grade 3 or better**
 - Relevant subject – **Grade 3 or better**
 - Two other subjects – **Grade 4 or better**

Students offering G3 subjects may also apply, as their grades will be **mapped to G2 grades** for the calculation.

Cluster-Based Approach for PFP

From **Academic Year 2026**, admission to PFP will adopt a **cluster-based approach**.

Students will enter one of three clusters before being posted to a specific diploma course based on their interests and performance.

The clusters are:

- **Sciences**
- **Design, Engineering, and Technology (DET)**
- **Humanities, Art, Media, and Business (HAMB)**

Some specialised courses, such as **Nursing and Early Childhood Development**, will continue to admit students directly.

ECG Resources

Parents and students may use the following resources to explore education and career pathways:

MySkillsFuture Portal – Provides tools and resources to support students in planning their education and career pathways.

- **MOE CourseFinder** – Allows students to explore different post-secondary courses based on their interests and academic results.

These platforms help students make informed decisions about their post-secondary education options.

For information on other Institutions:	
LASALLE College of the Arts	www.lasalle.edu.sg
Nanyang Academy of Fine Arts	www.nafa.edu.sg
ITE Institute of Technical Education	www.ite.edu.sg
SHATEC - The International Hotel and Tourism School	www.shatec.sg
BCA Academy	https://www.bcaa.edu.sg/home