

SECTION I

FRAMEWORK FOR CO-CURRICULAR ACTIVITIES (CCA)

- 1 Co-Curricular Activities play a key role in the holistic development of our pupils. Well organised and implemented, they can fuel in the individual a life-long love for a particular activity, be it a sport or a musical pursuit. This helps the individual to lead a balanced life in adulthood. All CCA emphasize social interaction but each CCA has its specific objectives. For instance, sports develop robustness, fair play and team spirit in pupils. The performing arts instill in pupils a sense of graciousness and an appreciation for the rich culture and heritage of a multi-racial society. Uniformed Group activities aim to make good citizens of pupils by inculcating in them self-reliance, resilience, discipline and a spirit of service to others. Besides the inculcation of values, CCA also imbue in our pupils an entrepreneurial spirit, a risk-taking attitude and an appreciation for aesthetics, all of which are necessary for the holistic development of an individual.
- 2 Essentially, the overall CCA framework, shown in Figure 1, is one that is committed to developing character and instilling core values in our pupils. It complements the formal curriculum in the achievement of the Desired Outcomes of Education. Its emphasis on values gives weight to the role CCA play in the formation of pupils' character.

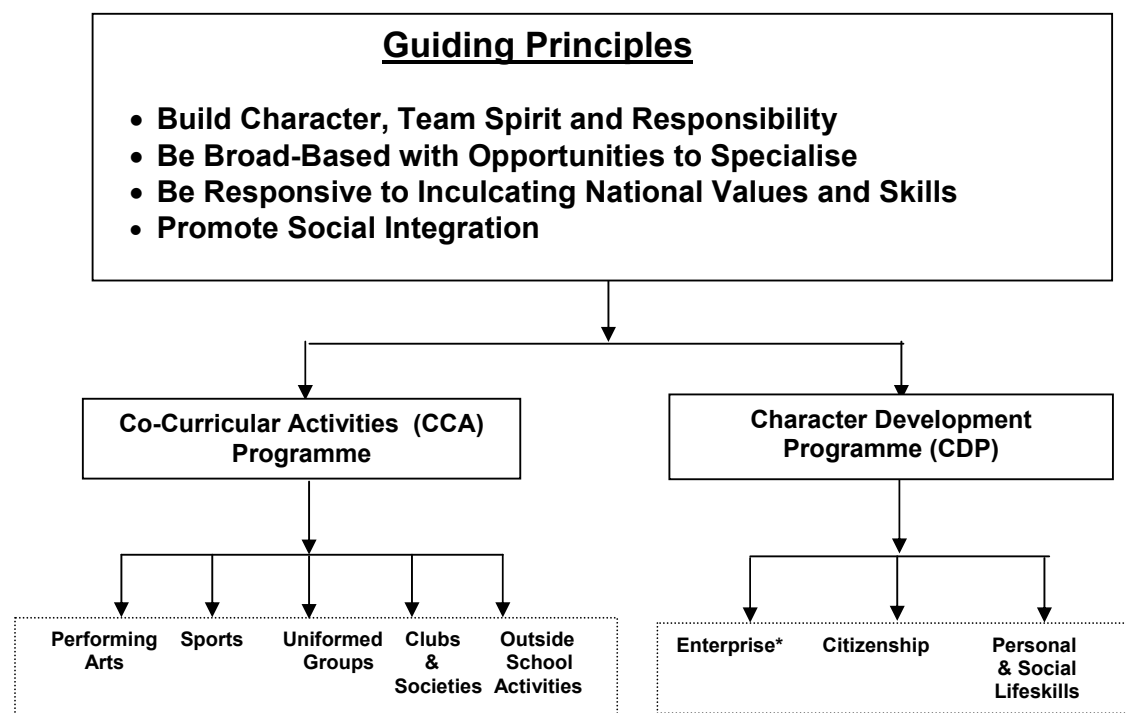


Figure 1: Framework for Co-Curricular Activities

* The original Leadership component in CDP has been replaced with Enterprise.

- 3 The range and categories of the revised guidelines and grading scheme serve to encourage pupils' involvement in school activities. This is to ensure that all secondary pupils experience a broad-based education that prepares them well for life.
- 4 Apart from CCA, the guidelines also encourage pupil participation in enrichment activities such as leadership courses, adventure camps, social etiquette workshops and a variety of lifeskills seminars, subsumed under the CDP. Thus, the framework for CCA is anchored in the values of developing pupils' interests for life-long recreational activities and broadening pupils' experiences.

SECTION II

CO-CURRICULAR ACTIVITIES (CCA) POLICY GUIDELINES

- 1 The CCA programme is structured around the learning of skills and knowledge and can be most effective in imbuing in our pupils core values that are aligned with the Desired Outcomes of Education. The planning of CCA programmes in schools should be guided by the following principles:

a) Build Character, Team Spirit and Responsibility

CCA should engage pupils in a meaningful way, provide opportunities for character and leadership development and promote the acquisition and application of social & co-operative skills. In the process of learning a game, performing in a musical group or being in a uniformed group, pupils learn the value of discipline, teamwork, responsibility and commitment. Tough training for sports competitions nurtures endurance and ruggedness. Those engaged in cultural performances go through disciplined routines and learn the value of teamwork.

b) Be Broad-Based with Opportunities to Specialise

Just as pupils are offered a broad range of subjects in school, they should also be offered a range of CCA that exposes them to different experiences and encourages the exploration of diverse interests. Pupils who develop a special interest or are talented in specific areas should be given opportunities to specialise and develop these talents.

c) Be Responsive to Inculcating National Values and Skills

Some activities are particularly suited for inculcating national values in our pupils. For instance, community projects promote civic responsibility and heritage trails help pupils develop a sense of belonging to the country. Essential skills like civil defence and first aid can also be taught through CCA.

d) Promote Social Integration

CCA should provide avenues for pupils from different social and racial backgrounds to engage in the same activities and in the process get to know one another better. This will enrich pupils' social experiences and enable them to have a better understanding of the spectrum of society.

CCA POLICY GUIDELINES

- 2 CCA participation in school is compulsory for all pupils in secondary schools. To enable pupils to have an all-round education, all pupils are expected to take part in at least one CCA from the 4 groups, namely, Sports and Games, Uniformed Groups, Performing Arts, and Clubs and Societies.
- 3 Pupils must have a main CCA each year from one of the 4 groups. The attendance rate for participation will be based on the attendance of the main CCA.
- 4 Schools should offer a wide range of activities that appeal to the diverse interests of the pupils. The range of activities should be consistent with the school's mission, taking into consideration available manpower and physical resources. Schools that wish to introduce any new CCA should seek endorsement of CCA Branch so as to ensure that activities introduced are consistent with MOE's policies.
- 5 Schools should ensure that each CCA has a 30-week programme that provides pupils with an all year involvement. Within each CCA, provision should be made for all pupils to learn basic skills and for the better ones to excel and develop their talents.
- 6 Pupils who are keen to experience the different CCA offered in school may opt for the change at the beginning of each academic year. In such cases, the marks awarded for the previous CCA would be credited to the pupils' new CCA. However, this does not apply to pupils in the mandatory CCA.
- 7 Schools should maintain a ratio of 1:3 of their pupils in the Uniformed Groups.
- 8 The School Band, National Cadet Corps (NCC) and National Police Cadet Corps (NPCC) are mandatory CCA for all secondary schools. Schools with enrolment above 1,000, should have both NCC and NPCC boys' units. Where the enrolment is below 1,000, they can have either an NCC or an NPCC boys' unit. Pupils in these CCA are not permitted to change their CCA throughout the secondary school years **except for medical reasons, otherwise all the points for the mandatory CCA will be annulled.**
- 9 Teachers' involvement and commitment are pivotal to the success of the CCA. The presence of the teacher is necessary to ensure the well-being and safety of pupils, as well as to spur and guide them. As such, all teachers are assigned CCA duties in school. However, the number of hours spent on CCA duties is not stipulated, as it is dependent on the nature of CCA assigned. When assigning CCA duties to teachers, schools should ensure an equitable allocation, taking into consideration classroom teaching and other assigned duties. Remedial lessons should not be considered as part of teachers' CCA duties.

- 10 The recommended teacher to pupil ratio is 1:20. For specific safety guidelines, schools should refer to the relevant circulars listed in Annex B. Outdoor CCA that involve physical exertion should be conducted in the cooler part of the morning or afternoon.

PARTICIPATION IN MORE THAN ONE CCA IN SCHOOL

- 11 Pupils may participate in more than one CCA. Points are awarded for pupils' participation in a second CCA at school representation level or higher. Minimum attendance in the second CCA is not a criterion for points to be computed.

PARTICIPATION IN NATIONAL SPORTS ASSOCIATIONS' YOUTH TRAINING PROGRAMMES

- 12 National Sports Associations (NSA) may seek principals' permission for their pupils to undergo training with the national youth squads. This includes sports that are not in the schools' CCA programmes. Participation endorsed by principals and monitored by the NSA through progress reports may be awarded CCA points.

RANGE OF CCA

- 13 The range of CCA offered is listed in 4 groups, as shown in Table 1.
- a) Sports and Games
 - b) Uniformed Groups
 - c) Performing Arts
 - d) Clubs and Societies

ADMISSION TO PRE-UNIVERSITY COURSES

- 14.1 For admission to the three year pre-university course in a centralised institute, CCA grades may be used as one of the subjects to meet the entry requirements.
- 14.2 For admission to junior colleges the minimum entry requirements remain unchanged. Bonus points will be awarded for achievements in CCA to give pupils an advantage in gaining admission to a junior college of their choice.
- 14.2.1 Pupils who obtain an 'A' grade in CCA will be given two bonus points, while those who obtain a 'B' or 'C' grade will be given one bonus point.
 - 14.2.2 This is similar to the bonus point system applicable for passing Higher Mother Tongue languages at 'O' level and for school affiliation.
 - 14.2.3 The total number of bonus points a pupil can use including bonus points for CCA will be capped at 4 points.

ADMISSION TO THE POLYTECHNICS & INSTITUTES OF EDUCATION

- 15 Pupils who meet the requirements for admission to the polytechnic and institute of education can also use CCA points for competing for places in the polytechnics and institutes of education.

Table 1: List of Co-Curricular Activities in School

Sports and Games		Uniformed Groups	Performing Arts	Clubs & Societies
1) Air Rifle	17) Netball	1) NCC (Boys) *	1) Choir	1) Aero-modelling
2) Archery +	18) Rugby	2) NCC (Girls) *	2) Dance	2) Art & Craft
3) Badminton	19) Sailing	3) NCC (Air) *	3) School Band*	• Batik Printing
4) Basketball	20) Sepaktakraw	4) NCC (Sea) *	4) Chinese Orchestra	• Ceramics
5) Billiard /Snooker +	21) Soccer	5) NPCC (Boys) *	5) Western Orchestra	• Chinese Painting
6) Cricket	22) Softball	6) NPCC (Girls) *	6) Singapore National Youth Orchestra	3) Audio Visual
7) Canoeing	23) Squash	7) Boys' Brigade	7) Instrumental Groups	4) CABIN
8) Dragon Boat	24) Swimming	8) Girls' Brigade	• Angklung/ Kulingtang	5) Chess
9) Equestrian +	25) Taekwando +	9) Guides	• Gamelan	6) Community Service <i>(eg. Interact Club, Rotary Club)</i>
10) Fencing +	26) Table Tennis	10) Red Cross Youth	• Guitar	7) Computer / Multi Media
11) Floor ball +	27) Tennis	11) Scouts	• Guzheng	8) Library
12) Golf	28) Tenpin Bowling	12) St John Ambulance Brigade	• Hand Bells /Hand Chimes	9) Literary, Drama and Debating Society
13) Gymnastics	29) Track and Field		• Harmonica	10) Photography
14) Hockey	30) Volleyball		• Indian Orchestra	11) Singapore Youth Flying Club
15) Judo	31) Waterpolo		• Lap Harp	12) Weiqi
16) Karate +	32) Wind Surfing		• String Ensemble	
	33) Wushu			

* Mandatory CCA + Approval required

SECTION III

CHARACTER DEVELOPMENT PROGRAMME (CDP)

- 1 The Character Development Programme (CDP) within the CCA framework provides a structure for all enrichment activities organized in schools. It also encompasses enrichment activities organized as part of schools' National Education (NE), Community Involvement Programmes (CIP) and Pastoral Care and Career Guidance (PCCG) programmes.
- 2 The aims of the CDP are:
 - a) To inculcate national values and develop a sense of belonging to the nation;
 - b) To foster in our pupils the ability to be creative and flexible, to be able to take and exercise initiative and be able to solve problems;
 - c) To equip pupils with skills and knowledge to enable them to lead a meaningful, purposeful and healthy life;
 - d) To expose pupils to different disciplines and broaden their horizons; and
 - e) To complement the formal curriculum and CCA in achieving the Desired Outcomes of Education.
- 3 The CDP provides pupils with a range of enrichment activities under the following 3 domains:
 - a) Enterprise¹
 - b) Citizenship
 - c) Personal and Social Lifeskills
- 4 Schools are given the autonomy to design the CDP to suit the needs of their pupils. They can decide the types of modules, their duration and the implementation of the programme.
- 5 Schools should aim to expose pupils to all 3 domains of the CDP. Table 2 provides some examples of possible modules that can be designed within each of the 3 domains.

¹ The original Leadership component in CDP has been replaced with Enterprise.

Table 2: Examples of CDP Modules

Enterprise	Citizenship	Personal & Social Lifeskills
Camping	Charity Day	Arts Appreciation workshops
Career seminars	Civil Defence talks	Communication Skills workshops
Creativity workshops	Community Singing	Grooming workshops
Innovation workshops	Cultural performances	Interpersonal Skills workshops
Leadership seminars	Heritage Trails	Recreational Sports clinics
Outdoor Education Activities	Learning Journeys	Sexuality Education talks
Outward Bound School (OBS) courses	Racial Harmony Day	Social Etiquette classes
Peer Support training	Total Defence Day	Stress Management talks
Problem-solving workshops		

SECTION IV

LEAPS CCA GRADING SCHEME

AWARD OF CCA POINTS

- 1 Pupils are awarded points for their CCA at the end of the 4 or 5 secondary school years. The CCA points can be converted to a grade, and may be used in their application for admission to centralised institutes, junior colleges, polytechnics and institutes of technical education.
- 2 The CCA Grading Scheme has been designed to:
 - a) encourage continuous CCA participation;
 - b) reward sustained effort, contribution and achievement; and
 - c) develop and recognize leadership qualities.
- 3 The CCA Grading Scheme, **LEAPS** awards CCA points in the 5 categories: **Leadership**, **Enrichment**, **Achievement**, **Participation** and **Service**. The Achievement category is sub-divided into Representation, Attainment and Accomplishment. The maximum points for each category are shown in Table 3 below:

Table 3: Maximum Points by Category

Categories	Maximum Points	Award of Points for up to:
Leadership	12	2 activities
Enrichment (Modules under CDP)	3	6 modules with 2 modules from each of the 3 domains
Achievement <i>Sub-categories</i> •Representation •Attainment •Accomplishment	15 (8) (6) (6)	Main CCA and 1 activity 2 activities 2 activities
Participation	10	Main CCA and 2 activities
Service	5	100 hrs

4 a) **Leadership**

Leadership points are awarded for leadership roles such as Prefects, Monitors, Student Councillors, House Captains, Section Leaders and Conductors of performing groups, Members of the Uniformed Groups and Office-Bearers of Clubs and Societies. Pupils who resigned from their posts, without valid reasons, will not be awarded points for the activity. Points awarded for up to 2 activities will be totalled up. The maximum awarded is 12 points.

b) **Enrichment**

Enrichment points are awarded for the completion of CDP modules within the 4 or 5 secondary school years. Pupils are required to complete 2 modules from any of the 3 domains to obtain 1 point and opportunities should be made available for pupils to complete a total of 6 modules with 2 modules from each of the 3 domains. Enrichment points will be awarded according to the total number of modules completed over the 4 or 5 secondary school years. The maximum awarded for Enrichment is 3 points for 6 CDP modules with 2 modules from each of the 3 domains.

c) **Achievement**

Achievement points are sub-categorised into Representation, Attainment and Accomplishment points. The maximum awarded for Achievement is 15 points from the 3 sub-categories.

Representation points are awarded to pupils who represent their schools in inter-school competitions and SYF central judging, as well as those who represent external organizations in inter-school, regional and international competitions. Only the highest points from the main CCA and 1 other activity will be totalled up. The maximum awarded for Representation is 8 points.

Attainment points are awarded to pupils who attain awards that are of a non-competitive nature, such as the National Youth Achievement Award. Only the highest points awarded for up to 2 activities will be totalled up. The maximum awarded for Attainment is 6 points.

Accomplishment points are awarded to pupils who win awards at inter-school, national, regional and international competitions. Only the highest points awarded for up to 2 activities will be totalled up. The maximum awarded for Accomplishment is 6 points.

d) **Participation**

Points are awarded for participation in the main CCA with at least 75% attendance rate. Points are also awarded for participation in intra-school activities, school performance, SYF Opening Ceremony (outdoor events) and National Day Parade. Only the highest points awarded for the main CCA and 2 other activities will be totalled up. The maximum awarded is 10 points.

For pupils with an attendance rate of 50% - 74%, the CCA points scored for the year will not be computed. However, CCA points accumulated in earlier years can be retained for computation when the pupil rejoins a CCA and fulfils the 75% attendance rate criterion.

An attendance rate of less than 50%, except for medical reasons, would constitute a break in the CCA and all points accumulated up to and including that year would be annulled.

In the above instances, the number of modules attended under the Enrichment category and the number of hours rendered to community service under the Service category will not be affected by pupils' attendance rate in the main CCA.

e) **Service**

Points are awarded for pupils' involvement in community service according to the total number of hours spent in community service over the 4 or 5 years of secondary school. The maximum awarded is 5 points for 100 or more hours of service.

PUPILS' PARTICIPATION IN ACTIVITIES ORGANISED BY EXTERNAL ORGANISATIONS

- 5 The primary objective of awarding CCA points for pupils' participation in activities organised by external organizations is to recognise pupils' contribution to the community. Therefore, points will not be awarded in the following instances:
 - a) When participation is solely for social interaction;
 - b) When participation is based merely on attendance; or
 - c) When participation is for personal self-enrichment eg. piano lessons, computer lessons, subject-related enrichment classes.
- 6 CCA points can only be awarded under the **Achievement** category in activities organised by approved external organizations. Schools should adhere to the following guidelines when awarding CCA points for such participation:

- a) Pupils must participate in at least one CCA in school before recognition can be given to their activities outside school;
- b) CCA points will not be awarded if pupils choose to participate in activities offered by external organisations but refuse to participate in the same activity offered by the school; and
- c) Recognition will only be given for activities organised by external organizations in the approved list (Ref. Annex C).

COMPUTATION OF CCA POINTS

- 7 CCA participation should be sustained throughout the 4 or 5 secondary school years to reap maximum CCA points. At the end of the 4 or 5-year course only the highest point in each activity will be considered. The points for the number of activities, permitted for each category, will be totalled up (see Table 3).
- 8 The highest points scored in the 5 categories will be totalled up. The points will then be converted to a grade in accordance with Table 4 below. Examples on the computation of CCA points using LEAPS are shown in pages 41 to 45.

Table 4: CCA Grading Scale

4-year Secondary Course		5-year Secondary Course	
Points	Grade	Points	Grade
25 & above	A1	26 & above	A1
20 – 24	A2	21 – 25	A2
16 – 19	B3	17 – 20	B3
13 – 15	B4	14 – 16	B4
10 – 12	C5	11 – 13	C5
8 – 9	C6	9 – 10	C6
4 - 7	D7	5 - 8	D7
1 - 3	E8	1 - 4	E8
0	U	0	U

- 9 In cases where pupils have been on medical leave, schools may decide to take this into consideration when computing the attendance rate.
- 10 Foreign pupils who join the schools mid-stream will be awarded CCA points from the year they are enrolled in the Singapore schools. Participation in CCA in their own country will be recognised with the submission of proper documentation.

- 11 Students who repeat will have to participate in an additional year of CCA and the scoring table for the 5-year secondary school course will be used for computation of the CCA points into a grade.