Issue 01 /2022

SEAB-link

Dear Readers

SEAB constantly seeks to improve our processes in the conduct of examinations and the test-taking experience. This issue features SEAB's continued digitalisation efforts in transforming examinations and assessment. Find out more about how SEAB has made use of the data and insights gleaned from onscreen marking to improve our marking processes. Continuing our efforts in e-Examinations to provide an authentic and positive test experience for candidates, changes were introduced in the GCE N(T)-Level Music examination format for candidates to compose a short segment of instrumental music. SEAB is also committed to help schools understand and identify their students' learning gaps. You can read more about how the use of the SEAB's product, CATalytics, has led to the implementation of evidence-based interventions to help teachers bridge the learning gaps for their students in Primary Mathematics.

In this issue, SEAB also pays tribute to our Board Chairman and a few Board Members stepping down from the SEAB Governing Board. Ms Ho Peng, our outgoing Board Chairman, served 13 years on the Board and guided SEAB through many corporate innovations and developments, transforming the way national examinations are conducted. On 1 April 2022, SEAB welcomed four new members to the SEAB Governing Board. They are Ms Jodie Choo Teck Woan, Ms Lee Cher Farn, Ms Loo Siew Yee and Mr Sng Chern Wei. Turn to page 16 to know more about them.

As part of SEAB's endeavour to better understand our teachers' needs and obtain feedback on the ground, SEAB has hosted a number of engagement sessions with teachers to understand and address their concerns regarding the conduct of examinations and assessment related matters, as well as debunk myths about the national examinations. Read about the recent sessions conducted in the first half of 2022 and how the teachers benefited from them on page 22.

SEAB also launched a new chatbot, Ask SEAB. This is a Virtual Intelligent Chat Assistant that aims to improve interaction between SEAB and our website visitors. The SEAB website was also refreshed for a better user experience. You can read more about these initiatives on page 26.

We hope you enjoy reading this issue! Take care and stay safe!

SEAB-link Editorial Team

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Leveraging Onscreen Marking Data to Enhance National Marking Exercises

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With the implementation of Onscreen Marking (OSM) for locally marked subjects since 2019, rich data, such as the markers' marking efficiency and their ability to apply the mark scheme accurately and consistently, can be mined for deeper analysis of their performance. The data enables SEAB to structure training for markers' professional development in assessment literacy and to develop more proficient markers, further raising marking efficiency and accuracy.

Markers' Performance Report

Markers' Performance Reports (MPRs) are generated after each OSM exercise, leveraging data derived from the system.

In a MPR, a marker's performance is represented two-dimensionally via a scatter plot where the marker's marking accuracy is plotted against marking efficiency. The acceptable marking efficiency and the acceptable marking accuracy are represented by the two lines in the MPR scatter plot. The MPR scatter plot is divided into four (4) zones (A, B, C, D). Based on their marking efficiency and accuracy, each marker is placed in one of the four zones (see Diagram 1):

Zone A: Marking is accurate with desirable marking efficiency
Zone B: Marking is accurate but needs improvement in marking efficiency
Zone C: Marking efficiency is desirable but needs improvement in marking accuracy
Zone D: Needs improvement in both marking accuracy and efficiency

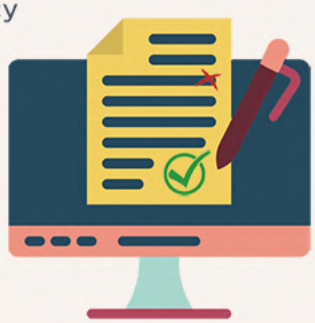


Diagram 1 is a sample scatter plot of markers' performance in a marking exercise.

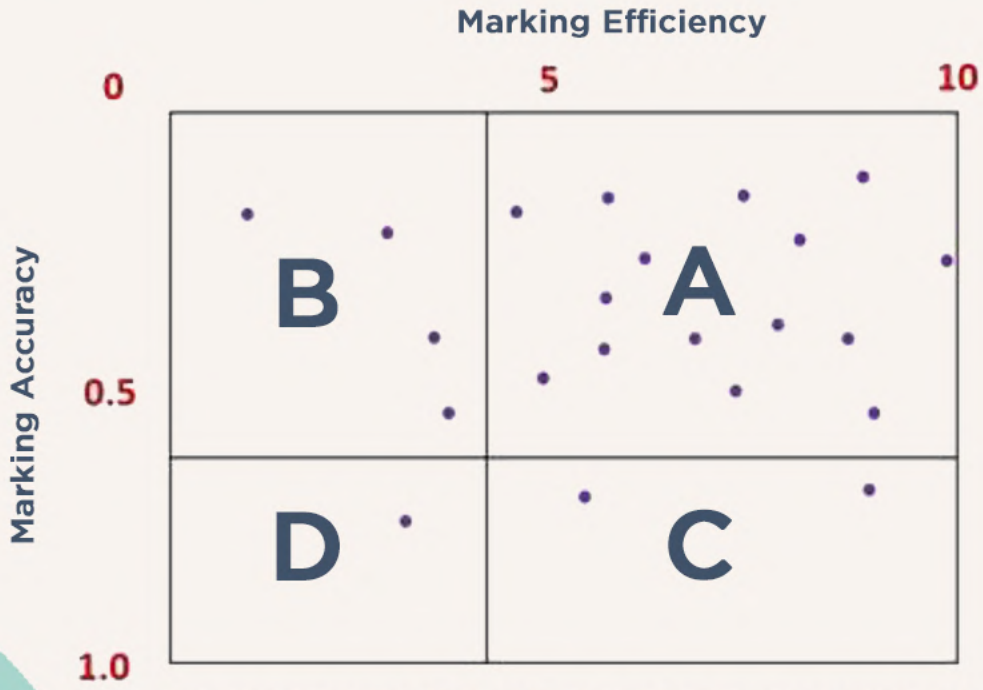


Diagram 1: Scatter Plot of Markers' Performance (Sample)

Deployment of Markers to Sustain Quality Marking

Leveraging the rich data embedded in the OSM reports, SEAB began using the MPRs to appoint markers with reference to their performances within the A, B, C zones of the MPR scatter plot. The appointment is also carried out in consultation with schools, and additional markers may be nominated by schools where required. In addition, SEAB has been able to make informed decisions on the deployment of markers as well as the appointment of key marking personnel for future marking exercises, based on their strengths. For example, a marker can be deployed in a marking exercise to mark a particular section of a paper, such as functional writing or essay writing for Mother Tongue Language Paper 1, based on the marker's prior performance for that section as shown in the MPR scatter plot. Such specialisation in marking further enhances productivity, which also results in savings of marking man-days. Markers who need improvement in marking accuracy or efficiency will be guided more closely by their marking key personnel.

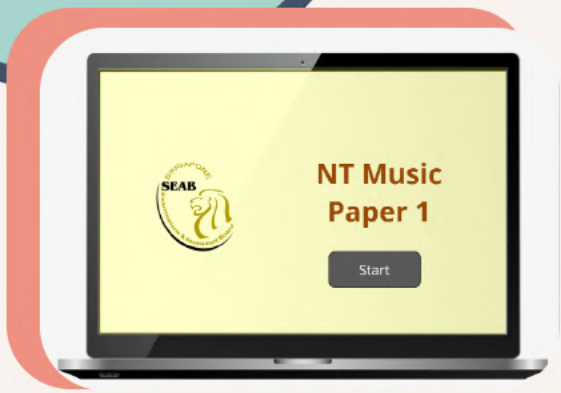
Apart from enhancing their marking quality and efficiency, teachers can gain valuable learning and insights through their participation in the national marking exercises. Teachers can internalise their learning and apply their knowledge to enhance their teaching in lessons and improve the marking quality in school-based assessments.

It is SEAB's long term goal to build a stable and sustainable pool of markers to uphold national marking standards and to ensure the fair and accurate assessment of candidates. While a larger proportion of markers is identified from the data provided by the MPR, schools are also able to nominate teachers, who are new to marking, for their professional development and to provide for succession in the national marking exercises.

The MPR data also enables SEAB to objectively identify areas where markers' training can be conducted to help raise teachers' assessment literacy. Future training workshops can be planned to address areas where markers require development such as the construct of the item marked and marking standards. The training will benefit both experienced markers and new markers. As such, more proficient markers will be trained, which further enhances the quality and productivity of marking in national marking exercises.

In summary, OSM provides marking data that can be used for the appointment and training of markers to enhance the quality of national marking and build up teachers' assessment literacy.

Transforming GCE N(T)-Level Music Assessment: Authentic Music-Making Leveraging Technology



The 2021 Normal (Technical) Music syllabus is designed to provide students with a broad-based music education and a foundation to enable them to further their interest in music and sound-related studies. It provides students with authentic hands-on learning experiences and exposure to a range of music genres and contexts, with music technology being an integral part of learning.

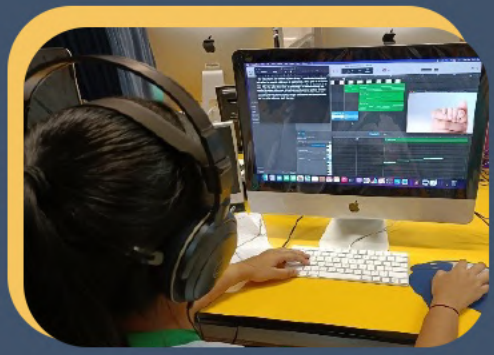
To better align to the competencies required in the music industry, core musical skills such as listening, performing and creating (arranging, composing and producing) are intentionally crafted into the syllabus. The design of this syllabus helps to develop the diverse musical interests and strengths of individuals, and builds the foundation to enable progression towards post-secondary studies in relevant areas.

In the previous syllabus, students were already using computer software to typeset music notation and edit their music arrangements. However, in order to connect with 'real-world' practices in the dynamic music industry, there is a need for students to inject inventive thinking skills into their work. Hence, the assessment task was revised from a mere typesetting of music notes in the previous syllabus to music-making with critical and creative thinking in authentic contexts.

Introduction of New Components in Revised Examination Format

The syllabus comprises two components – a written component and a coursework component.

In the coursework component, a new task has been introduced, where students are required to create a short 30-second piece of original instrumental music cue based on a storyboard stimulus from either an emotive or action cue in film/television contexts. This shift from assessing the skill set of typesetting in the previous syllabus, to that of applied creative musical and aural perception mirroring the media industry, has been welcomed by the teachers and students. The authentic assessment allows students to demonstrate musicianship through understanding the role of music in each given context. Over the three to four months of working on the coursework, students experience and practise the 21st century competency skills of critical and inventive thinking, as well as communication and information skills.



Candidates working on creating music using Digital Audio Workstation (DAW) for the Coursework Examination, Paper 2, Task 2

SEAB was delighted to learn from teachers that Task 2 has generated much excitement among students as the opportunity to create film music unleashes their creativity in music-making. Click on the links below to view students' compositions set to the context of 'an attack in the animal kingdom' (action cue) and 'parents losing a child' (emotive cue). Who knows? There may be a rising star among the students à la Hans Zimmer, composer of the Gladiator and The Lion King movies!

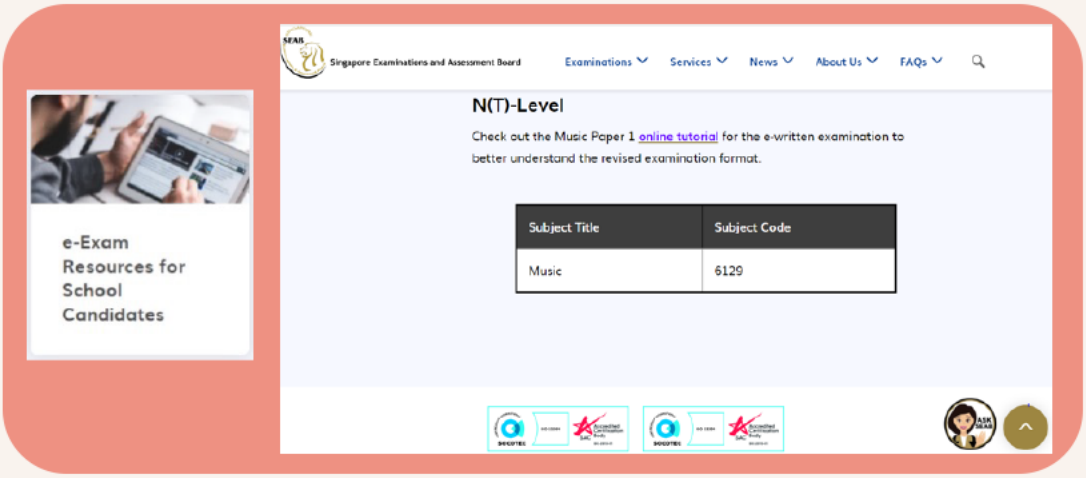
Click here Music set to 'an attack in the animal kingdom'

Click here Music set to 'parents losing a child'

The listening component in Paper 1 was also designed as an electronic examination delivered via the SEAB eExam System. The experience is more integrated as students can access the audio track and respond to the question, both on the same screen. Responses are primarily marked automatically by the system, leading to greater efficiency and accuracy.

Preparing Teachers and Students for the Changes

To ensure that teachers and students are ready for the exciting journey, SEAB and MOE worked closely to carefully plan the professional development training to fully support teachers in their preparation of school-based assessments and the national examinations. SEAB provided a step-by-step video guide on e-authoring of assessment items in the Student Learning Space and also shared an online interactive tutorial for students to familiarise themselves with the SEAB eExam System before they sat for the national examinations.



Online interactive tutorial on SEAB website to familiarise students with the eEXAM System

A sense of triumph on the last day of marking the GCE N(T)-Level (6129/02) coursework at SEAB, September 2021 (first year of examination)

Schools are ready to ride on the new wave with much confidence. They are filled with anticipation that their energy and time invested in the students will lead to a pathway that the students would have never imagined they would be capable of.

Teachers' responses to the revised syllabus:

The revised syllabus is more closely linked to current industry needs and practice replacing the obsolete typesetting skill with film scoring for action and emotive cues. Students are now able to apply musical elements and concepts through a multi-faceted and transformative processes in their created music. They have to critically evaluate how their music can best fit the given visual stimulus in a manner that appeals to the target audience. This creates a more authentic learning experience that is also relevant in the music industry.

Students are enjoying the revised syllabus a lot more as it not only offers a wide range of topics that interest students, but also develop relevant skills that can be applicable in the music and design industries today. I observe how my students transfer their theoretical knowledge into practice, manipulating the musical elements to enhance the video stimulus in Paper 2 Task 2. They can connect sight and sounds as they learn to produce music that communicates the message meaningfully.

e-Assessment helps students to be more focused as questions are segmented with targeted listening, hence, there is greater clarity in thought.

Paper 2 Task 2 provides students the opportunity to truly appreciate musical decision-making process that goes on behind filmmaking. The affordance of greater engagement pushes them beyond being passive listeners to deeper thinking and musical understanding.

Features in Revised GCE N(T)-Level Science Examination

Introduction

The 2023 Upper Secondary Science N(T)-Level Teaching and Learning Syllabus (USS TLS) aims to lay the foundations for post-secondary learning and equip students with a range of scientific concepts and skills for making informed decisions in everyday life. The content in the USS TLS is also situated in familiar and authentic contexts to better engage students in science learning.

The revised GCE N(T)-Level Science Examination Syllabus (ES) references the 2023 USS TLS and will be implemented from 2024 onwards. The revised ES will have a computer-based component in the GCE N(T)-Level Science examination. Its inclusion places the USS N(T)-Level as the first science subject in Singapore to have a computer-based component in its assessment. Table 1 provides a broad comparison of the scheme of assessment between the current and the revised examinations.

GCE N(T)-Level Science Examination								
Paper	**Mode**	**Duration**	**Weighting (%)**	**Marks**	**Mode**	**Duration**	**Weighting (%)**	**Marks**
1	Paper	1 h	40	40	Electronic	1 h 15 min	50	50
2	Paper	1 h 15 min	60	60	Paper	1 h	50	50

Table 1. Scheme of assessment in current and revised GCE N(T)-Level Science Examination

As shown in Table 1, there will be changes to the mode, duration and weighting of Paper 1. Besides being delivered electronically, Paper 1 also comprises questions with selected and constructed item formats, some of which are embedded with rich and interactive stimuli. This approach draws on recent developments in the educational and technological landscapes, such as MOE's initiatives to enhance and fast-track technology-mediated learning and assessment and the rollout of the Personalised Digital Learning Programme (PDLP) in secondary schools.

This article shares the main assessment features of e-Paper 1 and the paper-based Paper 2 of the revised GCE N(T)-Level Science examinations to be examined from 2024. It also explains how these features align with the 2023 USS TLS and provide more opportunities for meaningful engagement and better demonstration of thinking and understanding.

Key Assessment Features

Table 2 shows the detailed assessment scheme of the 2024 revised GCE N(T)-Level Science examinations.

Paper	Mode	Duration	Weighting (%)	Marks	Item Format
1	Electronic	1 h 15 min	50	50	Section A: 30 multiple-choice questions (30 marks) 2 to 5 selected-response questions (10 marks) Section B: VAI* stimuli 2 to 3 selected and constructed response questions (10 marks)
2	Paper	1 h	50	50	Variable number of selected, short-answer and constructed response questions

* VAI stands for Videos, Animations, and Interactive Simulations

Table 2. Scheme of Assessment

Paper 1: The e-Paper 1 comprises two sections. Section A carries 30 multiple-choice questions (30 marks) and 2 to 5 selected response questions (10 marks). Questions in Section A draw on still stimuli such as pictures or photographs, graphs and diagrams. These stimuli can be in colour, where appropriate. Section B is worth 10 marks and consists of 2 or 3 selected-response, short-answer and structured questions embedded with videos, animations or interactive simulations (VAI) as stimuli. To exemplify these item formats and stimuli, Figures 1A – 1E show five questions from e-Paper 1 of the Specimen Paper.

Figure 1A

A hair dryer operates on 230 V and a current of 10 A.

The hair dryer is used for one minute.

What is the power of the hair dryer and the energy used?

	power / W	energy transformed / J
A	23	230
B	23	1 380
C	2 300	2 300
D	2 300	138 000

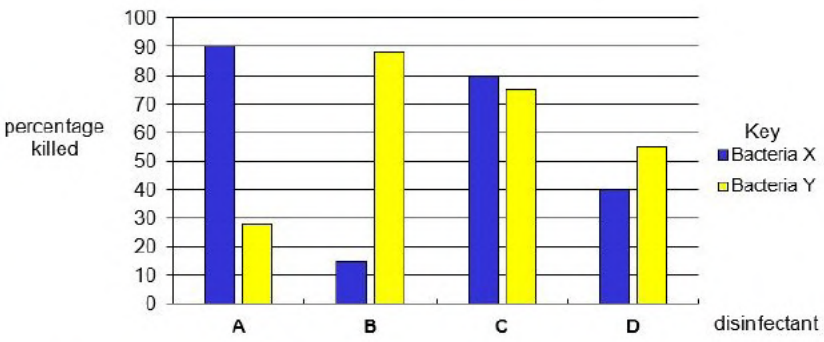
**Photograph from Batholith © https://commons.wikimedia.org/wiki/File:Hairdryer_20101109.jpg*

In this multiple-choice question, the pictorial stimulus is in colour. An actual photograph of a hair dryer is used instead of a black-and-white drawing.

Figure 1B

Disinfectants can kill different bacteria.

The graph shows the percentages of bacteria, X and Y, killed by four disinfectants.



Which disinfectant (**A**, **B**, **C** or **D**) killed less than 30% of bacteria X?

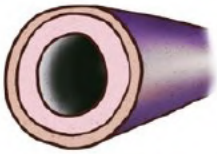
This multiple-choice question has coloured bars to provide visual differentiation for ease of data interpretation. Care has been taken to ensure the choice of colours will not disadvantage candidates with visual disabilities.

Figure 1C

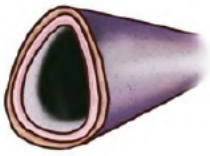
The following describe the functions and structures of two human blood vessels, A and B.

carry blood to heart	carry blood from heart
blood flowing at high pressure	blood flowing at low pressure
have valves	no valves

Drag and drop each description into the box of the correct blood vessel shown below.



Blood vessel A



Blood vessel B

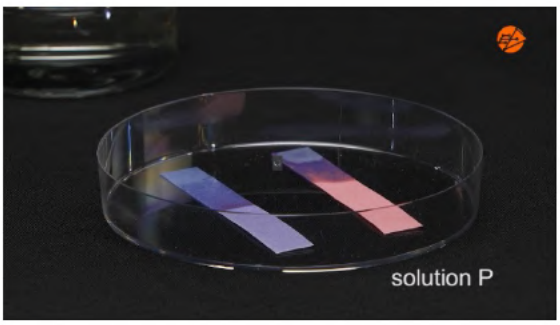
[3]

In this selected response question from Section A, candidates respond by selecting and dropping the phrases provided into the relevant boxes.

Figure 1D

A student conducted an experiment on two unknown solutions, **P** and **Q**, using litmus papers to determine which is a base and which is an acid.

Watch the video and answer the questions in the spaces provided.



(a) From the results in the video, select the solution (**P** or **Q**) that is an acid.

Solution ..... [1]

(b) Name the reaction that took place when solutions **P** and **Q** are mixed.

..... [1]

(c) Equal volumes of solutions **P** and **Q** were mixed together. The solutions contain the same amount of **P** and **Q** before mixing. Predict the final colours of the red **and** blue litmus papers when tested with the resulting solution (**P+Q**).

Final colour of red litmus paper .....

Final colour of blue litmus paper ..... [1]

This question is drawn from Section B and contains a short video as a stimulus. The video shows an experiment involving litmus papers. Although not shown here, candidates could replay the video as often as they wished using the video controls in the onscreen platform used to deliver the examination.

Figure 1E

(a) State one health risk of drinking excessive alcohol over a long period of time.

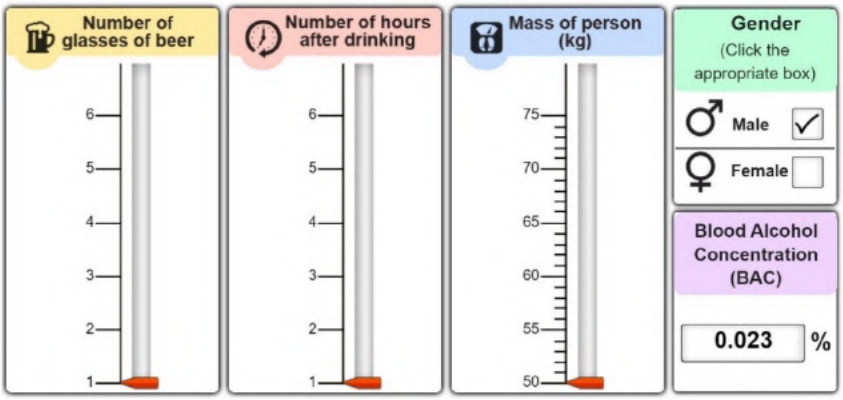
..... [1]

Beer contains alcohol. When a person drinks beer, the concentration of alcohol in the blood depends on four factors:

- number of glasses of beer drank
- number of hours after drinking
- mass of the person
- gender of the person (female or male)

The tool uses the above four factors to estimate a person's Blood Alcohol Concentration (BAC).

Use the tool by moving the sliders and select the gender to get the BAC estimates.
Answer the questions in the spaces provided.



(b) Estimate the Blood Alcohol Concentration (BAC) in the following people.

(i) 2 hours after a male of mass 70 kg drank 4 glasses of beer.

BAC =.....% [1]

(ii) 2 hours after a female of mass 70 kg drank 4 glasses of beer

BAC =.....% [1]

(c) Tommy said the gender affects how fast alcohol is removed from the blood. Is he correct? Explain your answer using the BAC estimates from **(b)(i)** and **(b)(ii)**.

.....

..... [1]

This question is based on an interactive simulation. Candidates manipulate the simulation to arrive at the desired values. For instance, they can move the sliders and select the gender by ticking the relevant box.

The interactive simulation in this question provides a model of the relationship between four variables. It is an effective way to test the understanding of basic control-of-variable reasoning without many data tables or calculations.

Figures 1A - 1E: Five questions exemplifying the range of item formats and stimuli in e-Paper 1 of the Specimen Paper.

Paper 2: Paper 2 assesses the understanding and applications of concepts more readily demonstrable on paper. These include simple workings, calculations and drawings, and interpretation and presentation of data through graph work. Figures 2A and 2B are two questions from Paper 2 of the Specimen Paper.

Figure 2A

A circuit consists of the following components.

(a) One cell connected to two bulbs in parallel.

(b) An ammeter that reads the **total** current in the circuit.

(c) A switch able to turn off **one** bulb but not the other bulb.

In the box below, draw the circuit described.

[3]

This question requires candidates to sketch a circuit diagram to meet the given requirements.

Figure 2B

In Experiment 1, a student investigated how temperature affected the rate at which an enzyme digested a protein.

The experiment was repeated (Experiment 2) but using double the concentration of the enzyme.

The results are shown below.

Temperature / °C	Experiment 1 Rate of reaction / per min	Experiment 2 Rate of reaction / per min
0	0	0
5	4	9
10	9	18
15	15	33
20	16	48
25	36	70
30	54	95
35	72	126
40	96	190
45	65	60

(a) Plot the results of Experiments 1 and 2.

Use smooth curves to connect the points for each experiment.

Label each curve as 1 or 2.

This figure shows a part of a question that assesses the ability to plot a graph from given data.

Figures 2A – 2B: Two questions exemplifying the range of knowledge and skills assessed in Paper 2 of the Specimen Paper

Significance of the Key Assessment Features

In summary, the key assessment features described above include the adoption of a blend of electronic and paper modes, the implementation of a broader range of selected-response electronic formats outside the typical multiple-choice questions, and the incorporation of VAI-embedded items. In alignment with the USS TLS, these features aim to enhance the candidates' experience and engagement, and to improve testing. The following paragraphs summarises how these aims can be achieved.

Enhance User Experience and Engagement:

As demonstrated in the questions (Figures 1A-1E & 2A-2B), the revised GCE N(T)-Level Science examination continues to emphasise the relevance of science in everyday learning for greater authenticity and engagement. For example, the question in Figure 1B draws on the efficacy of commonly used disinfectants against bacteria to assess graphical interpretation skills. Similarly, the examination draws on rich and interactive media as stimuli to situate real-world or experimental conditions (e.g. temporal changes) for evaluating content and process skills with fewer words or graphics. For instance, the video stimulus in Figure 1D records an experiment that uses litmus papers to determine the properties of an unknown solution. A third way the examination enhances authenticity is to tap on the imaging and delivery capabilities of an e-paper to increase fidelity to actual events or objects. As shown in Figure 1A, a coloured photograph of a hair dryer is incorporated to draw on candidates' experiences and increase task authenticity.

Besides relatable contexts, rich media inclusion, and enhanced fidelity, a fourth approach to elicit candidates' engagement is to increase the extent an item reacts or responds to inputs. Some standard electronic selected-response formats are particularly suited for facilitating such interaction and have thus been incorporated in the revised GCE N(T)-Level Science examination. In Figure 1C, for instance, candidates could respond by manipulating parts of the on-screen interface.

Improve Measurement of Knowledge and Skills:

A second important aim of computer-based assessments is to value-add to testing by measuring attributes more directly or covering more content than possible in traditional paper-based examinations. For instance, items with rich media stimuli can assess procedural or laboratory techniques that will otherwise require practical assessments. Interactive media is also particularly effective in contributing to testing. As shown in Figure 1E, candidates are required to manipulate four on-screen variables in the simulation interface to assess basic control-of-variable reasoning. This is one example of how simulations test higher-order competencies, such as reasoning with dynamic data, that would otherwise be difficult to achieve in paper examinations.

The remaining assessment component (Paper 2) of the GCE N(T)-Level Science examination retains the assessment of valuable scientific skills that are more demonstrable on paper. These include constructing explanations, performing simple calculations, producing drawings (e.g. Figure 2A) and plotting graphs (e.g. Figure 2B). Together, the two components (e-Paper 1 and Paper 2) increase opportunities for candidates to demonstrate their scientific understanding and abilities in anticipation of their contact and familiarity with computing and personal learning devices.

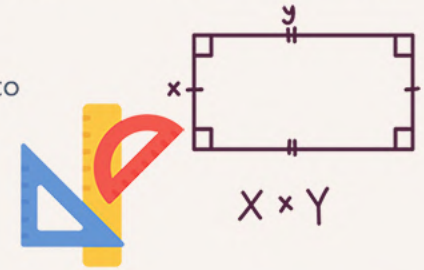
With the introduction of these key features for the 2024 GCE N(T)-Level Science ES, SEAB aims to enhance the assessment of scientific inquiry such as questioning, experimenting and analysing.

Evidence-based Intervention for the Teaching and Learning of Primary Mathematics

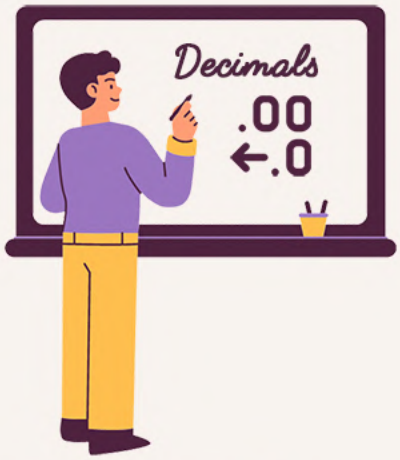
Apart from overseeing the national examinations, do you know that SEAB also supports schools in assessment for learning (AfL)? To date, the Research and Development Division of SEAB has launched two online AfL tools, MathsCheck and CATalytics, that are aligned to the Ministry of Education (MOE)'s Primary Mathematics Syllabus. While MathsCheck for Primary 2 and Primary 4 provide grade-level assessments, CATalytics is topic-based. The purpose of both AfL tools is to provide schools with evidence-based qualitative feedback on their students' learning. As the Mathematics curriculum is largely hierarchical in nature, students struggling with basic concepts and skills will have difficulty coping with the skills taught at higher levels. Therefore, early intervention is critical.

Some schools who used the AfL tools provided positive feedback that the reports had been useful in identifying their students' areas of weakness. To help students close these learning gaps, the teachers wanted to find out more about how to conduct appropriate interventions. This was the motivation for our collaboration with MOE to start the CATalytics Topical Intervention Programmes in 2019, with the objective to provide participating schools with:

- detailed student performance data to identify the students who need intervention and the learning outcomes they have not mastered;
- relevant resource materials and professional development for teachers to develop effective lesson plans and conduct appropriate interventions.



SEAB partnered with MOE's Academy of Singapore Teachers (AST) and Curriculum Planning and Development Division (CPDD) and embarked on our first CATalytics Intervention Programme on Decimals with nine primary schools onboard. In subsequent CATalytics Intervention Programmes, SEAB worked closely with all the Primary Mathematics Master Teachers (MMT) to develop intervention strategies in other topics such as Area and Perimeter, and Measurement. The project team members played complementary roles. While AST and CPDD offered their expertise in subject content and pedagogy, we contributed with assessment and measurement expertise and data from CATalytics.



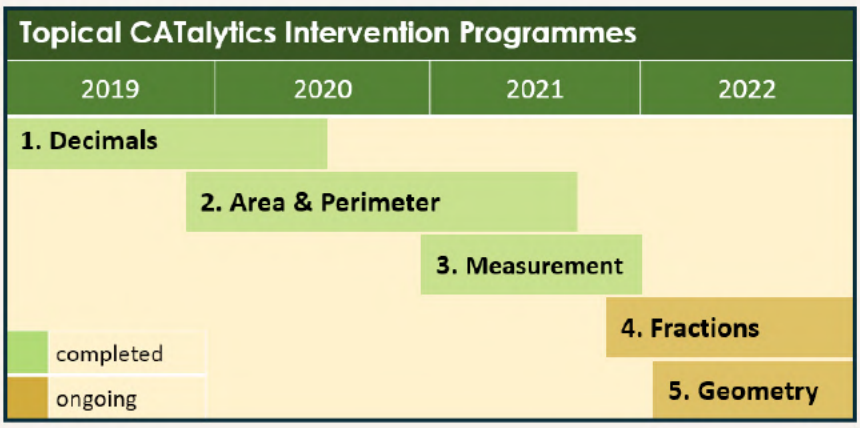
Analysing our research data allowed us to identify the common errors made by students of different ability groups (termed 'profiles' in CATalytics), specific to the learning outcomes of the syllabus. For example, when students were asked to subtract a decimal from a whole number, as in 5 - 1.6, the common wrong answer given by students of Profile 2 was 1.1 (from 1.6 - 0.5) whereas students of Profile 3 and 4 tended to give 4.6 as their common wrong answer. The students' responses in the different profile groups indicated different misconceptions of decimals.

Master Teacher Teh Wan emphasising conceptual understanding in teaching of Decimals

Workshop participants engaged in a hands-on activity using number discs

The information from the error analysis was shared with our MOE partners and used as evidence to strengthen their training materials and intervention strategies for each profile group. Strategies included hands-on activities and the use of concrete manipulatives to close gaps in students' mastery of concepts. These two photos, taken at the Decimals workshop which was part of the professional development for teachers in the programmes, reflect the focus on intervention strategies to build conceptual understanding.

Two programmes were rolled out this year – Fractions and Geometry. The timeline for all five programmes is depicted below.



Although there were disruptions caused by the COVID-19 pandemic, particularly for the first and second programmes, the positive feedback received at the end of each programme spurred us to continue with this journey to provide participating schools with evidence-based support for their teaching and learning.

The feedback received from teachers who participated in the Decimals programme includes:

Several teachers reported that their students had an improved understanding of the topics after interventions.

Teachers were able to go at a slower pace for a more homogeneous group of students who were weak in common areas.

Interactive activities (e.g. games) were a common strategy that teachers adopted in order to keep the students engaged and interested.

Asynchronous learning opportunities such as an online intervention lesson received positive feedback from students.

Extending the Benefits to More Schools

This year, the Primary Mathematics Chapter under AST made available the workshops developed for the first three programmes so that they can reach out to more teachers in need of such support. The topical MTT-led workshops are titled "Addressing Learning Gaps of Low Progress Learners in Primary Mathematics <Topic>".

In this year's launch of CATalytics to schools, we provided the error analysis reports for Fractions and Decimals, in the form of "Students' Common Errors by Profile". More topics are in the pipeline. Teachers can use this information to triangulate with the input from their own school assessments. This would aid teachers' understanding of their students' misconceptions to achieve more targeted interventions.

Changes to the SEAB Governing Board

The SEAB Governing Board provides guidance on the strategic direction, delivery of strategy, organisation culture, and enterprise risk management, as well as approves the key policies and business plans to be implemented.

The following outlines the changes to the composition of the SEAB Governing Board which took effect from 1 April 2022.

Our Heartfelt Appreciation to Outgoing Board Members...

As part of the Board renewal process, some long-serving members have stepped down from their duties from the Board. SEAB would like to sincerely thank the outgoing Board Chairman, Ms Ho Peng, and four Board members - Mr Jonathan Yuen, Mr Richard Hoo, Mr Chan Cheow Hoe and Mr Jason Chen, for their invaluable service and contributions during their term of office on the SEAB Governing Board. Their guidance, wisdom and insights have contributed significantly to SEAB's transformation as an organisation of excellence.

SEAB wishes them all the best in their future endeavours!

Ms Ho Peng

Former Chairman of SEAB Governing Board

Ms Ho Peng served on the SEAB Governing Board from the moment SEAB was formed in 2004, and was the Board Chairman from April 2009 to March 2022, SEAB is especially grateful to Ms Ho for her steadfast leadership in SEAB's -formative years as a key statutory board in MOE's family.

Ms Ho guided SEAB through many corporate innovations and developments, transforming the way national examinations are conducted with successful implementation of initiatives such as onscreen marking, e-Exams, and the new PSLE scoring system. SEAB also consolidated its operations under the new building, developed its own knowledge management system, and set up a heritage gallery detailing the rich history of examinations in Singapore. Ms Ho was also very invested in the personal and professional growth of many SEAB colleagues, and she has been an inspiration to many of us.

Mr Jonathan Yuen served on the SEAB Governing Board from April 2013 and was the Chairman of the Audit Committee from April 2019 to March 2022. He played a key role in ensuring that SEAB upheld integrity in its financial governance and in managing processes and operations for mega projects, such as the development of SEAB's new building. He offered sound legal advice and practical wisdom in guiding us through agreements between SEAB and key stakeholders.

Mr Jonathan Yuen

Partner,
Rajah & Tann Singapore LLP

Mr Richard Hoo served as a member of the SEAB Governing Board since April 2016 and was a member of the Human Resource Committee from April 2019 to March 2022. His guidance and advice on our relocation back to Bukit Ho Swee and land administration issues had been most invaluable. He also helped pave the way for SEAB to obtain clearance from the various authorities and smoothened the relocation of SEAB's operations to the new building. As a member of the Human Resource Committee, Mr Hoo contributed insights which helped strengthen staff engagement and deepen staff capabilities.

Mr Richard Hoo

Deputy Chief Executive Officer (Infrastructure Planning), Urban Redevelopment Authority / Chief Infrastructure Planning Officer, Ministry of National Development

Mr Chan Cheow Hoe was a member of the SEAB Governing Board from April 2016. His expertise and clear guidance gave us the assurance to embark on the revamp of our major exam administration systems and to deploy technologies for national examinations operations. As Chairman (April 2016 – March 2019) and member (April 2019 – March 2022) of the Audit Committee, he reviewed audits to ensure that SEAB upheld integrity and appropriateness in its financial governance and operations.

Mr Chan Cheow Hoe

Government Chief Digital Technology Officer / Deputy Chief Executive, Government Technology Agency

Mr Jason Chen served as a member of the SEAB Governing Board from April 2016. His advice and guidance to SEAB on security, corporate matters, and risk management issues helped to safeguard the interests of SEAB and uphold its mandate. As a member of the Audit Committee, Mr Chen contributed to the audit reports and his invaluable insights helped to ensure that SEAB maintained high standards, exercised prudence, and undertook diligence in our financial governance, operations and processes.

Mr Jason Chen

Deputy Secretary (Workplaces), Ministry of Manpower

Welcome New Board Members!

SEAB warmly welcomed four new members to the Governing Board on 1 April 2022. Read on to find out more about them.

Ms Jodie Choo Teck Woan

Executive Director & Group Head (Human Resources, Information Technology & Administration), Far East Organisation

Prior to her current role, Ms Choo held several leadership positions in the Group Human Resource (HR) function in the financial industry. She was Managing Director of DBS Bank, where she spearheaded the infrastructure, framework, and strategies to support all phases of talent management.

In addition to her HR expertise, Ms Choo has more than 13 years of experience in management information system/IT management, consumer banking, e-commerce and marketing in various financial and IT services industries.

Ms Lee Cher Farn

Director (Planning Division, Social Policy and Services Group), Ministry of Social and Family Development

Currently with the Ministry of Social and Family Development Planning Division, Ms Lee guides the planning of social services for low-income and vulnerable families, including persons with disabilities.

Ms Lee brings with her a wealth of experience in strategy planning and execution of policies for Southeast Asia in her previous roles in the Strategy Group of the Prime Minister's Office, and the Ministry of Foreign Affairs.

Ms Loo Siew Yee

Assistant Managing Director (Policy, Payments & Financial Crime), Monetary Authority of Singapore

As the Assistant Managing Director of the Policy, Payments and Financial Crime Group in Monetary Authority of Singapore (MAS), Ms Loo oversees the prudential policy, anti-money laundering, enforcement, and the supervision of payment services providers.

During her career with MAS, Ms Loo has led different functions, including Banking, Insurance and Capital Markets Departments.

Mr Sng has made numerous invaluable contributions to the Education sector. His past appointments include Vice-Principal of Deyi Secondary School, Principal of Dunman High School, and Deputy Director of Schools (West). Thereafter, he took on the role of Director of Curriculum Planning and Development Division in the Ministry of Education where he oversaw the design, review and implementation of curriculum for Mathematics, Sciences and Mother Tongue Languages.

He is currently the Deputy Director-General of Education (Curriculum), steering the development of the curriculum and co-curriculum in Singapore's schools to ensure that our students receive a quality holistic education.

Mr Sng Chern Wei
Deputy Director-General of Education (Curriculum), Ministry of Education

The SEAB Governing Board took office on 1 April 2022 and comprises the following members:

1. **Mr Wong Siew Hoong**
   Advisor, Ministry of Education
   Chairman, Singapore Examinations and Assessment Board

Members:

2. **Mr Chin Chi Leong**
   Deputy Chief Executive Officer (Building Control)/ Commissioner of Buildings, Building and Construction Authority (BCA)

3. **Ms Jodie Choo Teck Woan**
   Executive Director & Group Head of Human Resources, Information Technology & Administration, Far East Organisation

4. **Ms Juthika Ramanathan**
   Chief Executive (Office of the Chief Justice), Supreme Court of Singapore

5. **Ms Lee Cher Farn**
   Director, Planning Division, Social Policy and Services Group, Ministry of Social and Family Development

6. **Ms Loo Siew Yee**
   Assistant Managing Director (Policy, Payments & Financial Crime), Monetary Authority of Singapore

7. **Prof Tan Cheng Yian Bernard**
   Senior Vice-Provost (Undergraduate Education), National University of Singapore

8. **Mr Sng Chern Wei**
   Deputy Director-General of Education (Curriculum), Ministry of Education

9. **Mr Yue Lip Sin**
   Chief Executive, Singapore Examinations and Assessment Board

As SEAB continues in the mission of conducting national examinations and assessing educational performance in a rapidly changing landscape, SEAB will definitely benefit from the Board's expertise and experiences.

2022 Singapore-Cambridge Consultative Committee Meeting

The 2022 Singapore-Cambridge Consultative Committee Meeting (CCM) was held on 30th June and 1st July. The annual CCM is a platform for MOE, SEAB and Cambridge to share future directions, and discuss new challenges and opportunities in the educational and assessment landscape, especially in a post-pandemic world.

Ms Liew Wei Li, Director-General of Education and Mr Peter Phillips, Chief Executive of Cambridge University Press and Assessment, affirmed the strong partnership of both organisations and shared commitment to work closely together to maximise educational outcomes for students in Singapore.

The meeting had rich discussions over thought-provoking presentations by MOE, SEAB and Cambridge on the future of learning, the 21st Century Competencies, Remaking Secondary Education, and digital learning and assessments.

Participants of the 2022 Singapore-Cambridge Consultative Committee Meeting

Interacting with leaders, teachers and students at Riverside Secondary School

During a concept-based Mathematics lesson, our Cambridge partners observed how 1-to-1 technological affordance of the Personal Digital Learning Programme (PDLP) was harnessed to support teaching and learning, with the teacher skillfully weaving together the elements of self-directed learning, collaboration, differentiated instruction and assessment for learning. They were struck by the teacher's sharing of his philosophy, "In the classroom, every minute counts towards learning for every student", and affirmed the key role that teachers play in designing lessons to facilitate and enable learning. The visit ended with students' sharing on the Riverside Model United Nations, a part of the Applied Learning Programme which builds on critical social inquiry skills through global citizenship education framed around the United Nations Sustainable Development Goals.

The discussions were brought to life for our Cambridge partners when they engaged with school leaders, teachers and students at the school visits. Riverside Secondary School shared their implementation of Full Subject-based Banding with students in mixed stream classes from Secondary 1 to 3. The strengths-based approach recognises the unique strengths of students and encourages them to see beyond academic performances.

Interacting with leaders, teachers and students at Dunman High School

Our Cambridge partners observed the implementation of the PDLP at Dunman High School. In a Science Practical lesson, the teacher used Interactive Thinking Tools within the Student Learning Space (SLS) to promote inquiry and student participation, and to deepen students' overall appreciation of chemical reactions. Another teacher used Mentimeter, Google Slides and GIS maps to encourage teacher-student interaction and collaboration among students in a Geography lesson and develop an inquiry mindset towards the distribution of tectonic landforms and hazards in relation to plate boundaries. A Senior High teacher shared on fostering conceptual changes with visualisation and mathematical discourse through the SLS in H2 Mathematics and developing students as self-directed learners.

The chair of Bishop Browne, (UCLES General Secretary, 1880s) was gifted by Cambridge to SEAB

The new SEAB building, together with the Heritage Gallery, was officially opened in April 2021

After two years of meeting virtually due to travel restrictions arising from the COVID-19 pandemic, the Singapore and Cambridge teams were happy to finally meet face-to-face. We re-connected and enjoyed each other's company through social activities such as a welcome dinner hosted by MOE, a curated Civic District Night Walk to enjoy the sights and history of Singapore, and vibrant conversations over lunches and tea breaks.

Our Cambridge partners were touched by the warm hospitality of MOE and SEAB, and thanked everyone, especially the schools, for planning a rich and meaningful programme that helped them to understand MOE's focus and directions.

Our Cambridge partners also toured the new SEAB Building. They found the Heritage Gallery particularly interesting as it documented the longstanding association between Singapore and Cambridge which began way back in 1891 and traced the evolution of examinations in Singapore from then to the present.

They also saw how technology is harnessed in examination administration, operations and marking, for example, the Automated Storage and Retrieval System (ASRS) and onscreen marking (OSM).

Storage of examination materials in ASRS and secured trolley bags

Digitalisation of answer scripts for OSM

An examination setup in the SEAB Multipurpose hall

Civic District Night Walk

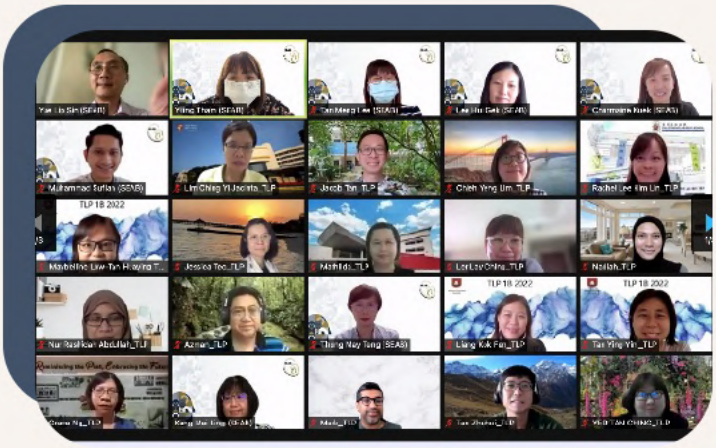
Engaging discussions over lunch

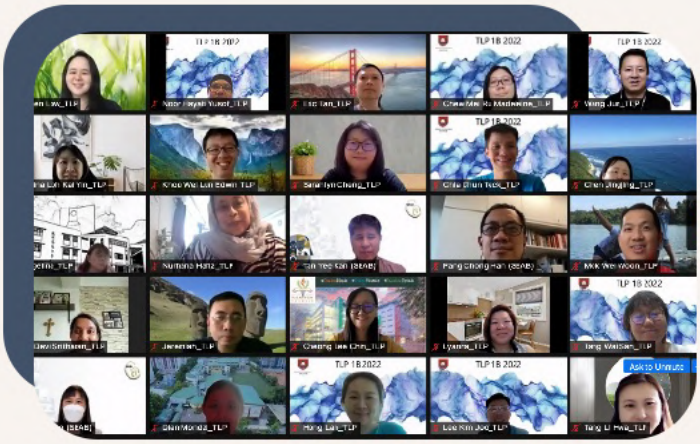
SEAB's Engagement with Educators

SEAB reaches out to teachers every year to share about the national examination processes and gather feedback for improvement. These sessions are hosted by SEAB's Senior Management and there is rich and open sharing of opinions and clarifications from the participants.

In February and March 2022, 118 educators attending the National Institute of Education (NIE) programmes, namely Teacher Leaders Programme (TLP) and Management and Leadership in Schools (MLS), benefited from the engagement sessions with SEAB held virtually on Zoom. SEAB hosted close to 50 TLP participants on 24 February 2022 and about 70 participants for the MLS session on 3 March 2022. We are heartened by the great responses received from the teachers who attended these engagement sessions.

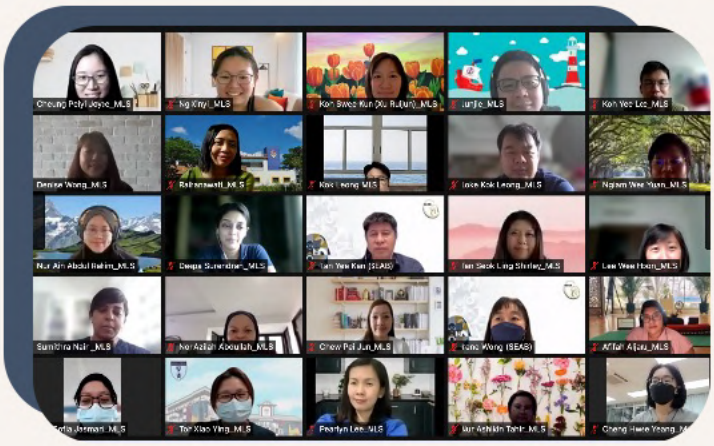
In these sessions titled "Conversations with SEAB", SEAB's Chief Executive, Mr Yue Lip Sin, and Directors from the various Divisions had dialogues with the participants and answered their queries. The teachers were given a presentation on how assessment standards are managed and invited to share their thoughts and concerns regarding the national examinations or assessment related matters during the question-and-answer session. There were active discussions about the conduct of national examinations amidst the COVID-19 pandemic and onscreen marking (OSM). The panel thanked the teachers for their hard work in ensuring the smooth conduct of the national examinations during the COVID-19 situation and addressed the teachers' concerns, by assuring them that SEAB would continue to provide support to the teachers and schools. The panel also shared the quality assurance processes that are in place to ensure marking standards are adhered to with the use of OSM.

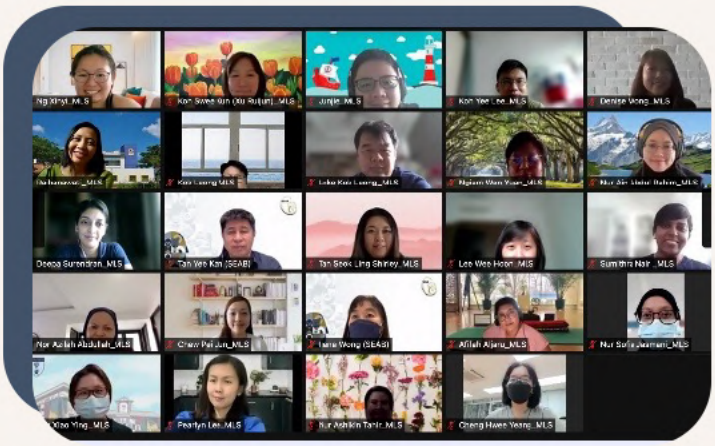




Conversations with SEAB with TLP participants on 24 February 2022

The atmosphere of both engagement sessions was lively as SEAB's senior management explained the examination processes and demystified some of the common myths about the national examinations.





Conversations with SEAB with MLS participants on 3 Mar 2022

Feedback from the Participants:

Thank you, SEAB Corporate Communications, for accepting our request for this virtual learning journey. It is truly a privilege and honour to hear first-hand from your organisation and even your senior management the rationale behind decisions made on various aspects of assessment in Singapore.

After today's virtual learning journey to SEAB, I have a better understanding of the work of SEAB, and the innovations to transform examinations and assessments.

Something new to me is onscreen marking, how technology is used to enhance the efficiency and quality of the assessment, through the 'Quality Assurance Scripts'. I believe the local markers will feel less burdened by the pressure of marking national exams and how systems are in place for the integrity of assessment

Lastly, thank you for allocating more than 1 hour for the Q&A segment, addressing all our questions to demystify certain ideas we used to have about SEAB.

- From February 2022 TLP

On behalf of the MLS Participants who are present today, we would like to thank the SEAB's senior management for making the time today to provide the insightful sharing on how SEAB operates with regard to national examinations, provision of support in raising our assessment literacy in schools and in addressing all the questions raised.

It has been a session with rich learning where we have gained useful insights such as C3R Framework that can help with the pitching of our exam papers and prepare our students for national exams. I am sure we bring these insights back for sharing with our colleagues in our schools to help enhance their assessment literacy and debunk any misconceptions.

- From March 2022 MLS

Raising Teachers' Assessment Literacy – Highlights of the Certificate in Examination and Assessment in Education Programme Graduation Ceremony

In 2020, SEAB developed and launched the Certificate in Examination and Assessment in Education (CEA in Edn) programme, in alignment with MOE's thrust to train teachers as Assessment Champions who can help to roll out assessment initiatives. This programme is part of the SkillsFuture for Educators (SFEd) Professional Development roadmap designed to support in-service teachers in continuing their professional growth in the area of Assessment Literacy.

The first cohort of teachers commenced their programme in April 2021 and graduated on 31 May 2022. The programme comprised two core modules, namely Interpretation of Test Data and Making Sense of Quality School-Based Assessment. Participants must also take an elective module of their choice to deepen their understanding of test construct at the disciplinary level. The classroom training spanned across eight days and each graduand devoted about another 40 learning hours for their assignments. The graduation ceremony marked the beginning of an exciting and enriching assessment journey ahead of the graduands in their future undertakings to strengthen assessment practices in their areas of influence.

The selected valedictorian for the first cohort was Ms Wong Pei Pei Pauline from Presbyterian High School who had consistently done well in all the assignments for the programme. Her speech detailed the assessment journey she had undertaken and how her quest for a deeper understanding of assessment could further serve her school community.

Ms Wong Pei Pei Pauline

In addition, three teachers were selected to share their learning experience and findings on how the knowledge gained from the programme workshops could be applied to their classroom practices. Ms Zuliana Binte Md Zaid from Casuarina Primary School first shared how targeted feedback could be provided in daily classroom writing activities to help students write better.

Ms Zuliana Binte Md Zaid

Secondly, Ms Chan Li Ying Catherine from Canossa Catholic School illustrated how a post-examination reflection could be enacted in a school context through her presentation, It's More Than Just Marks: Use Data to Feed Forward.

Lastly, Ms Siti Raudhah Binte Ishak from Valour Primary School gave a presentation entitled Pitching It Right: An Integrated Approach to Develop Quality Reading Comprehension Task. She shared her thoughts on reviewing Reading Comprehension texts and mark schemes, and how an integrated approach aids in adjusting the demand of test items to develop quality Reading Comprehension tasks.

Ms Chan Li Ying Catherine

Ms Siti Raudhah Binte Ishak

Participants listening attentively to the presentations

Graduands with Cluster Superintendent, Principals, CE & SEAB Senior Management

CEA graduands were given a tour around SEAB premises

CEA graduands with Chief Executive of SEAB, Mr Yue Lip Sin (far right)

CEA graduands on a tour around SEAB

The graduands appreciated the opportunity to learn from SEAB's skilled and experienced trainers throughout the programme. Networking and discussion platforms were also organised for teachers to understand more about assessment practices across different schools and levels, and gain inspiration from one another. Below are some of the feedback from the graduands:

The programme received positive responses from the participants. SEAB looks forward to the graduation of more cohorts.

"There was time set aside for subject-based breakout sessions which allowed for pollination of ideas across different schools. Various schools generously shared how they approach data analysis for professional development of teachers and also to promote students' self-directed learning."

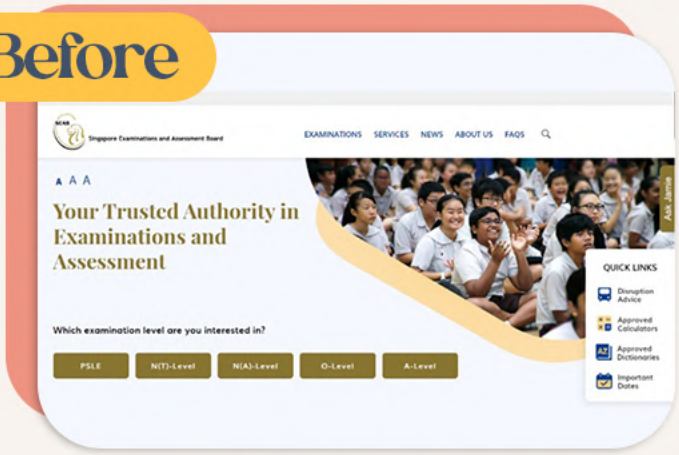
"There was a nice balance of theory and practical tips that grounded the whole session. The theory component was also informative and wide-ranging enough to serve as a springboard for all to read up more on our own. I appreciated the breakout sessions too as it was useful to hear from practitioners."

Refreshed SEAB Website with New Virtual Assistant!

Launched on 30 May 2022, the reinvigorated SEAB website has incorporated the latest web design trends and best practices in design and user experience.

The home page is now adorned with a new banner designed by our very own staff. We spruced up the page with vibrantly coloured icons depicting the respective national examinations offered by SEAB.

Before



Old Homepage

After

New Homepage

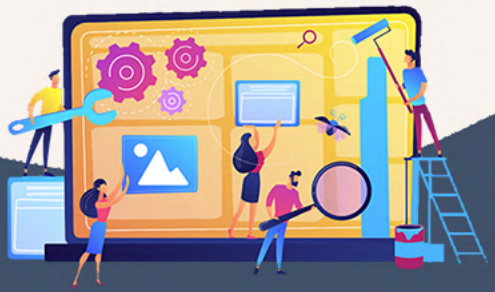
In addition, a new Highlights and News carousel was incorporated, allowing us to spotlight a multitude of important announcements and information according to the different milestones of the national examination cycle, as compared to just four highlights in the previous design. For example, with the start of the year-end examinations, we were able to give prominence to information on the safe management measures and train disruption arrangements. Other frequently accessed information such as past years' digital results and e-Resources for the Oral Examinations are also easily accessible via the Highlights and News carousel. This gives our stakeholders easy access to important and frequently accessed information and minimises the need for them to perform a search for the information on the website.

Before

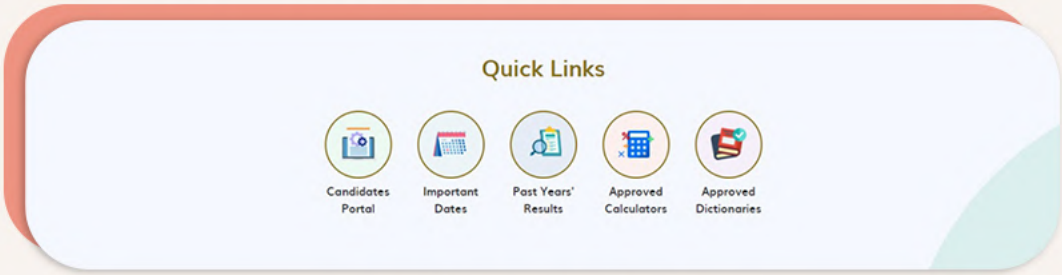
Only 4 highlights can be spotlighted

After

Up to 10 highlights can be spotlighted, arranged in a carousel format

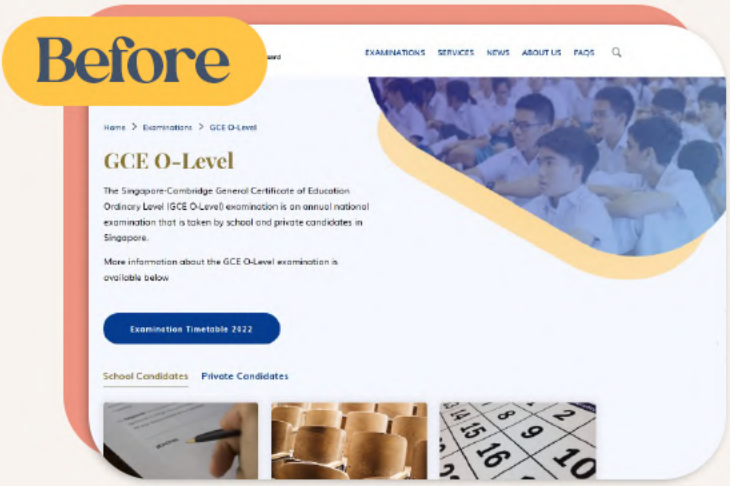


We have also redesigned the 'Quick Links' section. These links, which used to be a floating widget of four icons, have found a permanent abode on our homepage, just under the icons depicting the national examinations offered by SEAB. We have also included new links for Candidates Portal and Past Years' Results which are commonly used services by SEAB's stakeholders.

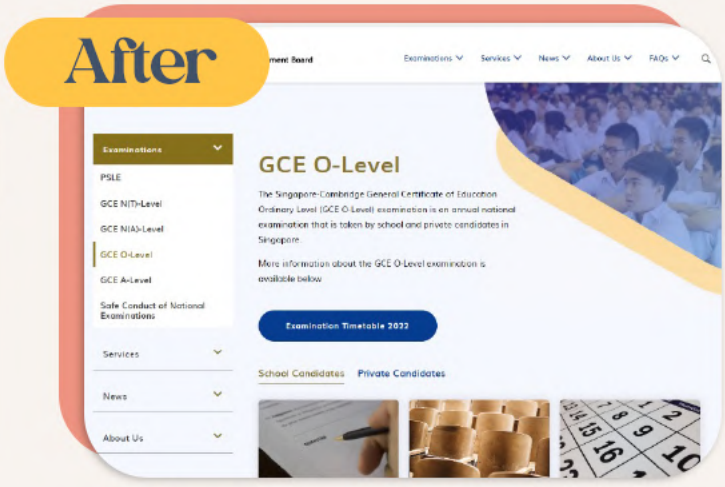


Quick links on new homepage

When one accesses the pages of the respective national examinations, there is a wealth of information shown, such as details on registration, examination syllabuses and important dates. This information has been carefully categorised with the stakeholders' ease of reference in mind. A new vertical navigation bar which mirrors the pre-existing navigation bar at the top has also been added to the left of the inner pages to enhance visibility and accessibility to the menu options.

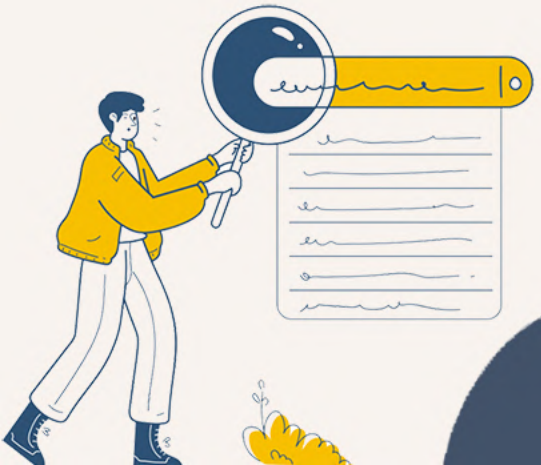


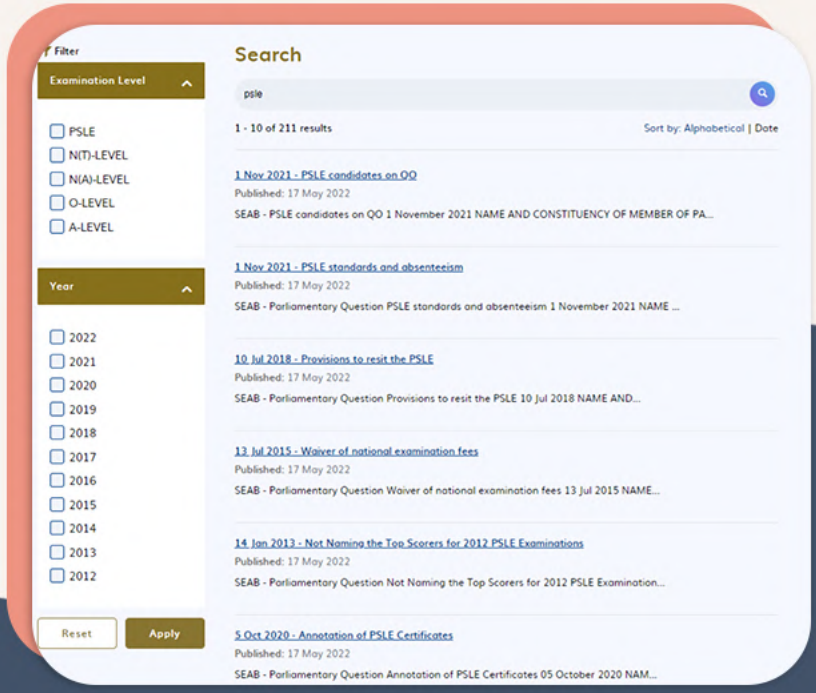
Layout of old website



New layout, with a side navigation bar to ease navigation

We have also improved the site-wide search function. What is new is that the search function now allows one to refine the search and get more precise results with filters by selecting the examination level and year.





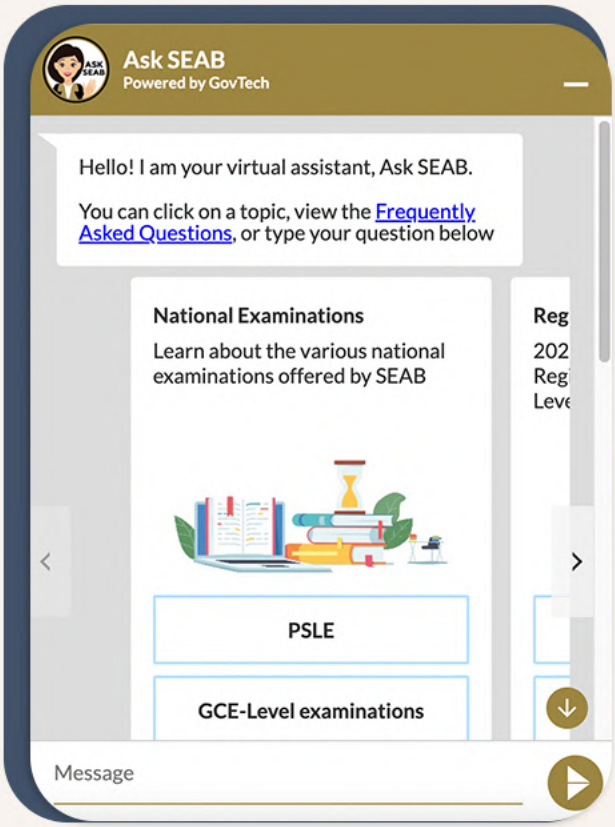
SEAB's New Virtual Assistant, Ask SEAB

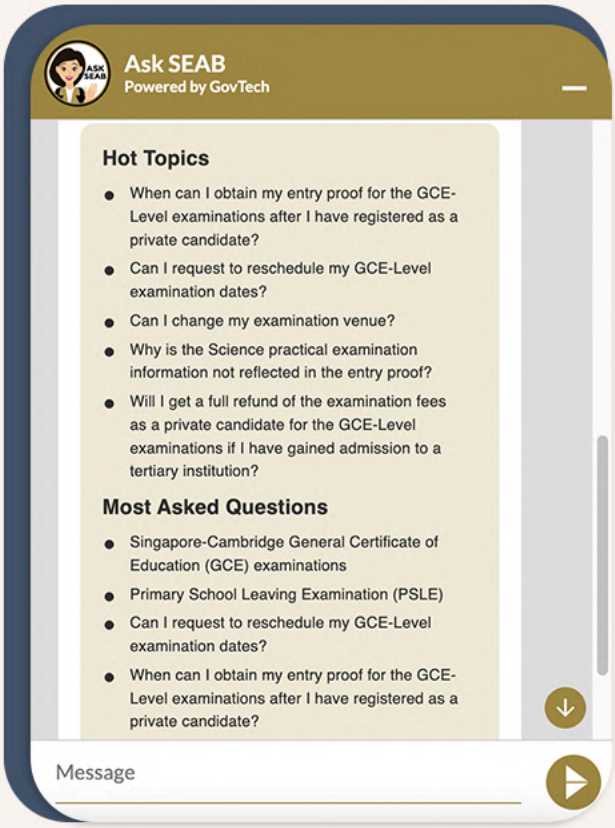
In tandem with the refreshed website, we also bade farewell to an old workmate and welcomed a new one on 1 June 2022. The 'Ask Jamie' virtual assistant has been replaced with 'Ask SEAB', a Virtual Intelligent Chat Assistant (VICA) powered by GovTech. The 'Ask SEAB' chatbot leverages natural language processing engines, machine learning and artificial intelligence to learn and understand conversations, thereby improving the quality of the interaction between SEAB and our stakeholders.

The exchange of information within the 'Ask SEAB' chatbot is multi-faceted. In the conventional sense, stakeholders can type their question and expect an answer from the chatbot. However, there are other tricks up the chatbot's sleeves.

When one launches the chatbot, one will be greeted with a carousel-style presentation of four individual cards. Each card features colourful graphics and offers a key topic that SEAB has identified to be frequently visited by our stakeholders. Like the Highlights and News carousel on our home page, the individual carousel cards in the chatbot can be customised to show topics that are of the most interest to customers according to the different milestones of the examination cycle. This capacity for customisation is similarly replicated in the 'Hot Topics' function of the new chatbot.

In addition, VICA's data processing engines collates and displays the common queries in the 'Most Asked Questions' function of the chatbot. This is a useful feature for both SEAB and our stakeholders as it allows us to identify matters that are currently trending and of interest.





There were collaborative efforts within and outside SEAB with external agencies and vendors to ensure the successful delivery of the revamped website and new chatbot. We will sustain the efforts to maintain and update the information in these assets to keep it relevant for our stakeholders. We hope that our efforts will empower our stakeholders in obtaining accurate information easily and quickly. We would also appreciate it if you could take some time to try out the 'Ask SEAB' chatbot and provide us with feedback so that we can continue to train the chatbot to serve our stakeholders better.

2022 SEAB Day – Reconnect and Rejoice

SEAB celebrated our 18th anniversary on SEAB Day, 31 March 2022. The 2022 SEAB Day is one that all staff will remember with fondness. For the first time in two years of several virtual events, SEAB staff gathered in our new Bukit Ho Swee building and had a physical celebration.

Theme for 2022 SEAB Day

The celebratory mood was aptly reflected in this year's theme, *Reconnect and Rejoice*. It was exciting for all staff to reconnect with one another and rejoice as we celebrated SEAB Day together. Complementing the theme was an image made up of four jigsaw pieces, which represents the SEAB fraternity, each with individual abilities and talents. It also emphasises that each jigsaw piece, while unique in its design, can fit with another jigsaw piece, to form a coordinated mosaic representing our connections.

Opening Address by SEAB's Chief Executive

SEAB's Chief Executive, Mr Yue Lip Sin, expressed his heartfelt appreciation to all the SEAB staff in his opening address for contributing to several outstanding achievements in 2021.

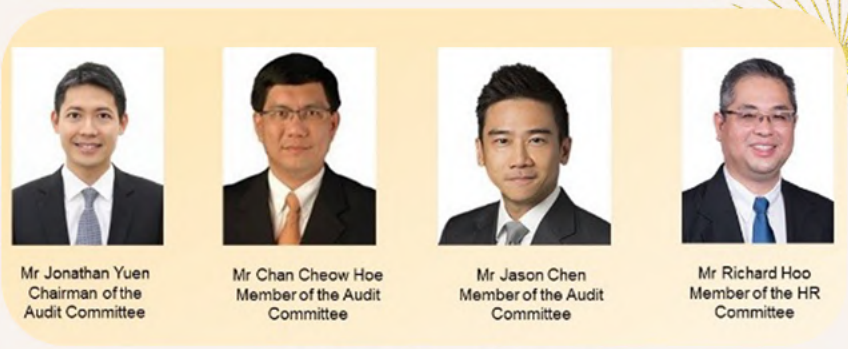
Despite significant challenges posed by the COVID-19 pandemic, SEAB ensured the safe conduct of national examinations across all examination levels and persevered with the digital and service transformation efforts. Another feather in the cap was the successful implementation of the new PSLE Achievement Level scoring system, which replaced the T-score system which had been in place for close to 50 years.

Mr Yue Lip Sin, Chief Executive, Singapore Examinations and Assessment Board, delivering the Opening Address

Appreciation to Outgoing Board Chairman and Members

This year's SEAB Day was also special as we bade farewell to Ms Ho Peng, as she stepped down as SEAB's Board Chairman, the position which she had held since 2009 for the past 13 years. On behalf of SEAB, Mr Yue also thanked four outgoing Board members, Mr Jonathan Yuen Djia Chiang, Mr Chan Cheow Hoe, Mr Jason Chen Kong Chee, and Mr Richard Hoo Eng Jek, who had all made valuable contributions during their term of office.

Ms Ho Peng



Outgoing Board Members

While serving as the Board Chairman, Ms Ho played a significant role in advancing SEAB's growth. She oversaw the establishment and growth of SEAB over the last 18 years, first as a Board member since SEAB's inception in 2004, and subsequently as the Board Chairman from 2009. She had accompanied SEAB on all our important journeys, including the numerous organisational excellence initiatives, the e-Examination and digitalisation projects, and the redevelopment of SEAB building. As the Board Chairman, she always held a strong belief that people are at the very heart of what we do and placed a strong focus on staff development and well-being.

Over the years, the SEAB team has received countless words of encouragement and strong support from Ms Ho, and her care for us has been deeply etched in all our hearts. To express SEAB's appreciation and well wishes to Ms Ho, a visionary and nurturing leader, SEAB prepared a special tribute video for her. A calligraphy scroll, bearing four Chinese characters, 悠然自得, was also presented to Ms Ho. The calligraphy piece was penned by Mr Wang Xinwu from the Assessment Planning and Development Division. These four Chinese characters encapsulated SEAB's sincere wishes for Ms Ho to have a carefree retirement.

Mr Wong Siew Hoong (far left), Mr Wang Xinwu (second left), Ms Ho Peng (second right), Mr Yue Lip Sin (far right)

Token of appreciation presented to Ms Ho Peng by Mr Wong Siew Hoong

Ms Ho thanked all of SEAB and Board Members

Address by Mr Wong Siew Hoong

During the event, SEAB warmly welcomed our incoming Board Chairman, Mr Wong Siew Hoong, who was the Director-General of Education at the Ministry of Education from 01 April 2015 till 31 March 2022.

In his address, Mr Wong encouraged all staff to continue with the good work and to press on with the digitalisation, innovation, and service transformation efforts. With the full dedication of all staff and the strong foundation established over the years, he expressed his confidence that SEAB would continue to soar to greater heights.

Mr Wong Siew Hoong

SEAB Award Presentation

SEAB Day is also a platform to recognise the staff's contributions in different areas of their work. On this special day, awards were presented to officers who had served more than five years in SEAB, and to SEAB staff who had contributed to the areas of innovation, process improvements and service excellence. Staff who were promoted were recognised as well. All award recipients were greeted with warm cheers and loud applause from the audience. The awards presentation was a segment for SEAB staff to acknowledge and celebrate the achievements of individuals and teams across divisions.

The 'Onscreen Marking for the GCE-Level national examinations' team was recognised for their innovation efforts in improving marking processes.

The Redevelopment of SEAB Building @ 298 Jalan Bukit Ho Swee project was awarded for the technological efforts in making the building smart and energy efficient.

The 'Zonal Distribution Hub for national examinations' team was awarded for their innovation efforts in improving the collection process of question papers

A Walk Down Memory Lane – 18 Years of Special Moments

The highlight of the morning programme was a walk down memory lane as a video featuring special moments over the past 18 years was played in the hall. The celebration reached its climax when all staff rose from their seats and sang the "Happy Birthday" song in unison. Needless to say, a birthday celebration would not be complete without a birthday cake. Instead of a real cake, staff received cupcake hand towels which were made by a not-for-profit enterprise.

Happy 18th Birthday to SEAB by all SEAB staff and Board Members

Interactive Games Session

After a hearty lunch, SEAB had a light-hearted afternoon programme. The Organising Committee facilitated an interactive game where the objective was for SEAB staff to 'reconnect' and rejoice' by taking a tour around the world. There were two parts to the virtual interactive game. The first part made use of the Google Maps 360-degree street view to take staff on a global journey, showing sights of different cities. The other segment was a quiz based on iconic landmarks or buildings of different countries. Many of the SEAB staff were impressed by the extent of general knowledge demonstrated amongst the colleagues in the quiz segment.

Committee members for interactive games

SEAB staff gathered to record a touching rendition of the SEAB song, Walk with Me

SEAB Song – Walk with Me

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Lyrics of SEAB Song, Walk with Me

Do you see the eager, youthful faces?
In every script the hopes that fill the spaces?
We've held the hands of countless young dreamers
And given them the wings to rise and fly

There are things that only SEABlings tell each other
There are triumphs only you and I can know
Some dreams only soar with us together
So walk with me and watch this blossom grow

Who knows what the winds of change will bring us
Who knows what the shifting clouds will form
But I've a wish for the distant rainbow
I've a faith that will outlast any storm

There are things that only SEABlings tell each other
There are triumphs only you and I can know
Some dreams can only soar with us together
So walk with me and watch this blossom grow

The 2022 SEAB Day Organising Committee

Group Photo – SEAB staff and Board Members

Career Opportunities

SEAB offers a rewarding and challenging career. We are looking for suitable candidates to fill the following position:

- Research Officer, Assessment Research

Please refer to SEAB's website for more information on the position and application process.

Singapore Examinations and Assessment Board

Our Vision:
A trusted authority in examinations and assessment, recognised locally and internationally.

Our Mission:
We assess educational performance so as to certify individuals, uphold national standards and advance quality in assessment worldwide.

Our Values:
Integrity | Value people | Commitment | Professionalism | Teamwork