CONTENTS

Introduction
Rationale
Goal of Civics and Moral Education
Objectives of Civics and Moral Education
Themes in the Syllabus
Implementation
Resources
Curriculum Time
Medium of Instruction
Assessment and Evaluation
Syllabus Content
INTRODUCTION

The onset of a borderless world community coupled with rapid changes in society make it pertinent that the Civics and Moral Education (Primary) syllabus be revised to ensure the continued provision of a sound ballast for our children in the development of their moral character and in fostering their love and commitment to the nation. The Civics and Moral Education (Primary) programme seeks to build in the children the requisite knowledge, skills and attitudes that will enable them to adequately handle competing and conflicting demands while holding firmly to their moral integrity, and fulfilling their roles as responsible citizens. This is in tandem with the Desired Outcomes of Education at the end of primary school level in which pupils should:

- be able to distinguish right from wrong
- have learnt to share and put others first
- be able to build friendships with others
- have a lively curiosity about things
- be able to think for and express themselves
- take pride in their work
- have cultivated healthy habits
- love Singapore
RATIONALE

In developing the Civics and Moral Education (Primary) syllabus, due consideration has been given to the following factors:

- The developmental stages and readiness of children to understand and apply moral concepts, values and principles have been taken into account to help decide the depth and breadth to be covered at the different levels.

- The alignment of the Civics and Moral Education (Primary) content with national and societal needs is vital as we are helping children make connections between the school and the nation or society at large. The fragility of our country as a small nation set in a multi-racial context with its vulnerabilities and constraints requires that our children learn from young how to live harmoniously with people different from themselves, and to cultivate good habits of action and mind that enable them to work efficiently with others and cope well in times of change and uncertainties.

In the revised Civics and Moral Education (Primary) syllabus, further factors have also been taken into account:

- The advancement in technology has opened for our children an unprecedented vast array of choices. This necessitates the strong emphasis on skills of moral reasoning and creative thinking in making decisions and handling moral dilemmas.

- The impact of globalisation poses a constant challenge to one’s loyalty and commitment to the nation as a citizen. A greater emphasis to develop the sense of belonging to and identity with the nation, and responsibility as citizens must be given to help our children cultivate that emotional bonding to Singapore from young.

- The use of guiding principles to ensure relevance and applicability independent of situations underlies every theme with its concomitant learning outcomes. This is of critical importance as the fast pace of technological progress continues to spearhead changes in all spheres, making obsolete quickly the present. The use of guiding principles further allows key values and themes to be dealt with at a more generic level which is not situation-bound but transcends specific contexts. This facilitates content reduction in the curriculum and creates opportunities for greater incorporation of information technology (IT) skills in classroom teaching without the subject losing its effectiveness in helping the moral and social development of the child.
GOAL OF CIVICS AND MORAL EDUCATION
The goal of Civics and Moral Education is to nurture a whole and balanced person, with a strong sense of moral values, good interpersonal relationships, one who will contribute to the well-being of society and the nation, and eventually to the world at large.

OBJECTIVES OF CIVICS AND MORAL EDUCATION

Knowledge Objectives
At the end of the Civics and Moral Education (Primary) programme, pupils will be able to:

- identify the values that contribute to building their moral character such as honesty, respect, personal responsibility, perseverance and moral courage
- understand family's traditions and know the qualities that build family unity such as love, care, responsibility towards and appreciation for family members, respect among family members, commitment, and upholding of the family's name
- understand the principles of teamwork and graciousness that will enable them to work well with others in school and the community
- understand some concerns of the community and identify the ways they could contribute to the community
- know some of the customs, traditions and beliefs of the different races in Singapore
- be aware of the ideals of the nation and identify behaviour befitting a responsible citizen

Skills Objectives
At the end of the Civics and Moral Education (Primary) programme, pupils will be able to:

- apply the skills of moral reasoning and creative thinking in decision making, problem-solving and moral dilemmas - defining the problem, examining all alternatives, predicting possible consequences, evaluating their choices and selecting the course of action
- understand and share in another person’s feelings
- show care and concern for others
- demonstrate good inter-personal skills with others including people of different races and different abilities
- co-operate and collaborate with each other in team work
- work with others to arrive at a consensus when differences in opinions arise
- show graciousness towards others through considerate, courteous and thoughtful behaviour
- demonstrate filial acts towards parents and grandparents
• use their talents and abilities to serve others in community work
• contribute to total defence by participating in related activities organised for them

**Attitudes Objectives**
At the end of the Civics and Moral Education (Primary) programme, pupils will be able to:
• have confidence in their abilities and potential
• have moral courage and personal responsibility
• show perseverance in the face of difficulties and a willingness to rise to challenges
• display a willingness to care for, share with and help others
• have respect for their parents, grandparents and the elderly
• recognise and accept others who are different from them
• be supportive of the efforts and achievements of others
• have respect for people from different racial groups and their cultures
• show civic consciousness and an awareness of their behaviour as responsible citizens
• demonstrate a willingness to serve the community and society
• show a sense of belonging to and love for Singapore as their homeland

**THEMES IN THE SYLLABUS**
To enable us to realise the goal and objectives of the Civics and Moral Education programme in our primary school pupils, five broad themes are drawn up. These themes reflect the structure of relationships that pupils will be inducted into, beginning first from **Self**, moving on to the **Family and School**, and finally extending to the **Society and the Nation**. Within the parameters of relationships extending from **Self** to the **Nation**, pupils are equipped with knowledge, skills and attitudes that reflect the values and principles deemed important and good, and upheld by society, which include Our Shared Values, Singapore Family Values and the Desired Outcomes of Education.

Themes Built Into The Framework Of Relationships

![Themes Diagram]
The five themes which are built into the framework of relationships are:

- Theme I  Character Building
- Theme II  Bonding with Family
- Theme III  Sense of Belonging to School
- Theme IV  Being Part of Society
- Theme V  National Pride and Loyalty

IMPLEMENTATION

Supportive Structures for an effective Civics and Moral Education programme

For the Civics and Moral Education programme to be implemented effectively, schools are strongly recommended to provide the five E’s - Example, Explanation, Exhortation, Environment and Experience - as supportive structures to the programme.

- **Example**
  Adults in the school who apply the values and principles taught in Civics and Moral Education lessons serve as exemplary models to pupils.

- **Explanation**
  Teachers who constantly give reasons for actions will lead pupils to understand and accept the moral principles involved. An understanding of the reasons underlying the actions will enable pupils to apply the values they have internalised to new situations.

- **Exhortation**
  Teachers who constantly remind pupils to practise the values taught can help them modify their behaviour.

- **Environment**
  The climate of the school, the way activities are conducted and the interpersonal relationships in the school should reinforce the CME lessons taught in the classroom.

- **Experience**
  The school is a structured environment for pupils to practise what they have learnt and to learn from their mistakes. Opportunities should be created for pupils to practise care for others, to accept responsibilities and to make decisions.

RESOURCES

Print materials for teaching Civics and Moral Education are produced by the Curriculum Planning and Development Division of Ministry of Education (MOE). Schools may tap on relevant non-print materials produced by the Educational Technology Division of MOE. However, to further enhance classroom teaching, schools have the flexibility to include relevant resources produced by the National Education Branch, other divisions of MOE, other ministries, the Television Corporation of Singapore and Singapore Press Holdings. The use of appropriate IT resources is also strongly encouraged.
**CURRICULUM TIME**
Civics and Moral Education is taught 2 periods at the lower primary (P1 to P3) and 3 periods at the upper primary (P4 to P6).

**MEDIUM OF INSTRUCTION**
Lessons are to be conducted in the official mother tongue (MT) languages, namely, Malay, Chinese and Tamil.

**ASSESSMENT AND EVALUATION**
As the social and moral development of a child contributes to the building of a balanced individual, schools need to assess how much and how well a child has learnt through the Civics and Moral Education programme. To measure pupils’ learning in Civics and Moral Education in terms of knowledge, skills and attitudes, teachers are given the discretion to decide on their modes of assessment. Some suggested modes are as follows:

- behavioural / conduct checklists
- personal responses and answers given by a child in the Civics and Moral Education workbook
- simple projects that reflect understanding and grasp of a moral concept, value or principle and where observation on how the children co-operate and behave in the group is made

In awarding pupils’ final grade in Civics and Moral Education, consideration must be given to their participation in the Community Involvement Programme. The ultimate test, however, is whether pupils demonstrate the following traits in their daily life at home, in school and in the community:

- integrity of behaviour
- respect and personal responsibility
- graciousness and team spirit
- civic consciousness
- patriotism

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1. Civics and Moral Education teacher can work on the checklist with the form teacher to counter-check a pupil’s behaviour

2. This can be done in collaboration with projects in other subjects such as MT, Art and Social Studies
CIVICS AND MORAL EDUCATION
SYLLABUS CONTENT
# CHARACTER BUILDING

## Lower Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>LEARNING OUTCOMES</th>
<th>CONCEPTS</th>
<th>SCOPE</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and developing oneself</td>
<td>Pupils will be able to:</td>
<td>• self-concept</td>
<td>- building a positive self-concept</td>
<td>self-respect</td>
</tr>
<tr>
<td></td>
<td>• display a positive self-concept</td>
<td>• self-esteem</td>
<td>- positive attitudes in the face of setbacks</td>
<td>love for self</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• personal responsibility</td>
<td>- handling tasks with care</td>
<td>responsibility</td>
</tr>
<tr>
<td>Having personal responsibility and self-discipline</td>
<td>• show a sense of personal responsibility and accountability</td>
<td>• self-discipline</td>
<td>- quality in work done</td>
<td>diligence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• honesty</td>
<td>- commitment to both studies and non-academic activities</td>
<td>commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• moral uprightness</td>
<td>- cultivation of good habits of orderliness</td>
<td>consideration</td>
</tr>
<tr>
<td></td>
<td>• demonstrate integrity</td>
<td></td>
<td>- basic courtesies</td>
<td>responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- careful use of resources</td>
<td>patience</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- safety precautions in school and at home</td>
<td></td>
</tr>
<tr>
<td>Being a person of integrity</td>
<td></td>
<td></td>
<td>- practising honesty regardless of being observed</td>
<td>honesty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- honouring one’s word</td>
<td>trustworthiness</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- respect for the property of others</td>
<td>respect</td>
</tr>
</tbody>
</table>
## CHARACTER BUILDING

### Upper Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>LEARNING OUTCOMES</th>
<th>CONCEPTS</th>
<th>SCOPE</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence in oneself</td>
<td>Pupils will be able to:</td>
<td>self-esteem</td>
<td>- identifying and enhancing one’s strengths</td>
<td>trust in self-worth</td>
</tr>
<tr>
<td></td>
<td>• display self-confidence and willingness to develop one’s strengths for better performance</td>
<td></td>
<td>- knowing one’s abilities and potential</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• self-esteem</td>
<td></td>
<td>- seizing opportunities and putting in one’s best</td>
<td></td>
</tr>
<tr>
<td>Doing one’s best</td>
<td></td>
<td>personal responsibility</td>
<td>- cultivating habits of giving quality work</td>
<td>responsibility</td>
</tr>
<tr>
<td></td>
<td>• understand that perseverance, diligence and responsible behaviour are necessary for success</td>
<td></td>
<td>- responsible decision-making</td>
<td>diligence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- life-long learning</td>
<td>perseverance</td>
</tr>
<tr>
<td>Being fair</td>
<td></td>
<td>fairness</td>
<td>- long-term and short-term goal-setting</td>
<td>love for learning</td>
</tr>
<tr>
<td></td>
<td>• make fair decisions under all circumstances</td>
<td></td>
<td>- constant upgrading to meet challenges</td>
<td>fairness</td>
</tr>
<tr>
<td>Having moral courage</td>
<td></td>
<td>moral courage</td>
<td>- giving fair treatment for every one</td>
<td>objectivity</td>
</tr>
<tr>
<td></td>
<td>• show the courage to stand up for what is morally right</td>
<td></td>
<td>- defending the truth in all situations</td>
<td>moral courage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- admitting one’s wrong doings and facing the consequences</td>
<td>integrity</td>
</tr>
</tbody>
</table>
## BONDING WITH FAMILY

### Lower Primary

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Loving and respecting parents and</td>
<td>Pupils will be able to:</td>
<td>• love and care</td>
<td>- showing affection and concern for parents and grandparents</td>
<td>love and care *</td>
</tr>
<tr>
<td>grandparents</td>
<td>• demonstrate love and respect for parents and grandparents.</td>
<td>• filial responsibility</td>
<td>- appreciating the love of parents and grandparents</td>
<td>filial responsibility*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• respect</td>
<td>- respecting parents and grandparents by showing propriety in one’s</td>
<td>communication*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>communication with and behaviour towards them</td>
<td>respect</td>
</tr>
<tr>
<td>Understanding and appreciating</td>
<td>• show love, respect and appreciation for family members</td>
<td>• mutual love and respect</td>
<td>- understanding and empathy for family members</td>
<td>consideration for others</td>
</tr>
<tr>
<td>family members</td>
<td></td>
<td></td>
<td>- communication among family members</td>
<td>communication*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• appreciation for others</td>
<td>- using proper terms of address for family members</td>
<td>mutual respect*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- recognising and valuing the good qualities of family members</td>
<td>family unity</td>
</tr>
</tbody>
</table>

* Singapore Family Values
## BONDING WITH FAMILY

### Upper Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
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<th>VALUES</th>
</tr>
</thead>
</table>
| Family unity - valuing family’s traditions and building cohesiveness | Pupils will be able to:  
• demonstrate and contribute towards family unity | • family heritage  
• family cohesiveness | - understanding of one’s cultural and family background  
- meaningful participation in the different family practices e.g. festivals, outings, special occasions  
- sense of identity and belonging to the family  
- qualities in building family cohesiveness  
- upholding family honour | family unity  
commitment*  
consideration  
compassion  
co-operation  
communication*  
mutual respect*  
love, care and concern*  
filial responsibility* |
| Being filial                                     | • explain the importance of filial responsibility and demonstrate acts of being filial | • filial responsibility | - meeting the needs of parents and grandparents |                      |

* Singapore Family Values
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Understanding the School's ideals | Pupils will be able to:  
- show knowledge of ideals and vision of one’s school  
- contribute towards building a caring school community | • ideals and vision of the school  
• caring school community | - school song  
- school badge, flag and motto  
- school attire | respect for school pride in school loyalty to school |
| Building a caring school community |                                                                                   |                                | - maintaining a clean environment  
- care and respect for members in the school community  
- graciousness and support shown to the efforts and achievements of others in the school. | care  
respect  
responsibility  
graciousness  
spirit of sportsmanship  
meritocracy |
# SENSE OF BELONGING TO SCHOOL

## Upper Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>LEARNING OUTCOMES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Being proud of the school</td>
<td>Pupils will be able to:</td>
<td>• pride in school</td>
<td>- upholding of the school’s name in line with the school’s vision or mission</td>
<td>loyalty to school pride in school responsibility</td>
</tr>
<tr>
<td></td>
<td>• show a sense of pride for the school</td>
<td>• responsible membership</td>
<td>- active participation in and support for school activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• recognise their roles as responsible members of the school community</td>
<td>• acceptance of differences</td>
<td>- responsible use of school facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• team work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepting differences</td>
<td>• recognise and accept differences in abilities and opinions among their school mates</td>
<td></td>
<td>- existence of differences in abilities and talents of others</td>
<td>respect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- mutual support and help in areas of differences</td>
<td>mutual support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- arriving at consensus when differences of opinions arise</td>
<td>consensus, not conflict</td>
</tr>
<tr>
<td>Promoting team spirit</td>
<td>• demonstrate team spirit when working with others</td>
<td></td>
<td>- importance of teamwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- qualities of teamwork</td>
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</tr>
</tbody>
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# BEING PART OF SOCIETY

## Lower Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Obeying rules and laws</td>
<td>Pupils will be able to:</td>
<td>• rules and laws</td>
<td>- contribution of rules and laws to the 'common good'</td>
<td>respect</td>
</tr>
<tr>
<td></td>
<td>• understand and obey rules and laws</td>
<td></td>
<td>- respecting school rules and laws</td>
<td>co-operation</td>
</tr>
<tr>
<td></td>
<td>• interact with people of different races</td>
<td>• multi-racialism</td>
<td>- assisting enforcement authorities</td>
<td>civic responsibility</td>
</tr>
<tr>
<td></td>
<td>• express appreciation of living in a multi-racial society</td>
<td>• racial harmony</td>
<td>- basic courtesies</td>
<td>justice</td>
</tr>
<tr>
<td>Living in harmony with people</td>
<td></td>
<td></td>
<td>- learning and playing with friends and neighbours of other races</td>
<td>neighbourliness</td>
</tr>
<tr>
<td>of different races</td>
<td></td>
<td></td>
<td>- recognising and accepting differences in the practices and beliefs of other races</td>
<td>respect for others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>sensitivity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>racial harmony</td>
</tr>
</tbody>
</table>
## BEING PART OF SOCIETY

### Upper Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
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<th>SCOPE</th>
<th>VALUES</th>
</tr>
</thead>
</table>
| Gracious Behaviour                          | Pupils will be able to:  
- demonstrate a sense of civic-discipline and responsibility towards public property  
- demonstrate respect for and appreciation of the beliefs, customs and traditions of different races                                                                 | responsibility towards public property       | - handling of public property with care and consideration  
- contribution to the cleanliness of public facilities and the environment                                                                                                               | consideration  
graciousness  
responsibility |
| Respecting the customs, traditions and beliefs of different races |                                                                                                                                                                                                                       | racial harmony                                | - respect for and appreciation of the cultures of different races                                                                                                                                 | respect racial  
harmony               |
| Caring for the community                    | Pupils will be able to:  
- show respect and care for the elderly and needy in the community participate voluntarily in community work                                                                                               | community involvement                        | - understanding towards, acceptance and care for the elderly and needy  
- appreciating the contributions of the elderly and handicapped  
- sharing of time, talents and material wealth to build the community                                                                                                                      | respect  
care  
generosity  
commitment           |
# NATIONAL PRIDE AND LOYALTY

## Lower Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>LEARNING OUTCOMES</th>
<th>CONCEPTS</th>
<th>SCOPE</th>
<th>VALUES</th>
</tr>
</thead>
</table>
| Knowing the National Flag, Anthem and Pledge | Pupils will be able to:  
  • identify with and show respect for the national flag, anthem and pledge | • national symbols  
  • sense of belonging to the nation | - decorum and respect during flag raising and lowering ceremonies  
- singing of the national anthem with feeling  
- correct recitation of the pledge | respect  
pride in nation loyalty |
| Being proud of Singapore                  | • demonstrate a sense of pride and loyalty to Singapore                           | • patriotism              | - appreciating Singapore as our homeland  
- recognition of our nation’s achievements  
- singing of national songs with pride  
- participation in national activities e.g. National Day | patriotism               |
## NATIONAL PRIDE AND LOYALTY

### Upper Primary

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>LEARNING OUTCOMES</th>
<th>CONCEPTS</th>
<th>SCOPE</th>
<th>VALUES</th>
</tr>
</thead>
</table>
| Understanding the ideals of the nation | Pupils will be able to:  
- understand the meaning and significance of national symbols  
- contribute to building up the good name of the country |  
- ideals and vision of the nation  
- responsible citizenship | - meaning and significance of the national flag, anthem, pledge and crest  
- putting nation before community, society above self  
- upholding the name of Singapore  
- being concerned for national affairs as “one people, one nation” | patriotism |
| Being a responsible citizen |  
- understand the democratic process in Singapore |  
- responsible voting  
- equality of citizens before the law  
- equal opportunities for citizens | - purpose of voting  
- responsibilities of citizens in voting | responsibility  
- sacrifice  
- incorruptibility  
- unity |
| Knowing Singapore’s constraints and vulnerabilities |  
- understand some of the constraints and vulnerabilities faced by Singapore |  
- Singapore’s constraints and vulnerabilities | - responsible use of scarce resources of land and water  
- proper development of human resources | meritocracy  
- fairness  
- responsibility  
- equality  
- sensitivity  
- adaptability  
- responsibility |

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## NATIONAL PRIDE AND LOYALTY

**Upper Primary**

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>LEARNING OUTCOMES</th>
<th>CONCEPTS</th>
<th>SCOPE</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defending Singapore</td>
<td>Pupils will be able to:</td>
<td>• total defence</td>
<td>• meaning and aspects of total defence</td>
<td>patriotism</td>
</tr>
<tr>
<td></td>
<td>• contribute to the defence of the nation</td>
<td></td>
<td>• participation in various activities related to total defence</td>
<td>preparedness</td>
</tr>
<tr>
<td>Appreciating good leadership</td>
<td>• show appreciation for good leadership</td>
<td>• good governance</td>
<td>• giving support to those in national service</td>
<td>confidence in our nation</td>
</tr>
<tr>
<td>Meeting the challenges ahead</td>
<td>• identify the opportunities available for Singapore’s growth and development</td>
<td>• adaptability and staying ahead</td>
<td>• traits of good leadership</td>
<td>incorruptibility</td>
</tr>
<tr>
<td>Relationship with ASEAN / the world</td>
<td>• identify and display appropriate types of behaviour at the individual and national level which can promote good relationship with ASEAN countries and the rest of the world</td>
<td>• brotherhood of nations</td>
<td>• continual learning</td>
<td>meritocracy</td>
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<td>• interdependence</td>
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<td>creativity</td>
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<td>harmony</td>
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</tbody>
</table>
## Semestral Grading System for Civics & Moral Education (Primary)*

### SEMESTER I

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
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</thead>
</table>
| **Descriptors** | • Has very good knowledge and skills in subject  
• Shows very positive attitudes towards self and others | • Has adequate knowledge and skills in the subject  
• Shows positive attitudes towards self and others | • Has some knowledge and skills in the subject  
• Shows positive attitudes to some extent towards self and others |

### SEMESTER II

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
</table>
| **Descriptors** | • Has very good knowledge and skills in subject  
• Shows very positive attitudes towards self and others  
• Has met the minimum requirement of 6 hours of community involvement | • Has adequate knowledge and skills in the subject  
• Shows positive attitudes towards self and others  
• Has met the minimum requirement of 6 hours of community involvement | • Has some knowledge and skills in the subject  
• Shows positive attitudes to some extent towards self and others  
• Has not met the minimum requirement of 6 hours of community involvement |

**Remarks:** ____________________________ has completed ________ hours of community involvement.  

(Name of pupil)  

(Number)  

*For each grade, all criterion must be met in each description before awarding the grade.