

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

Expected Implementation in Academic Year	AY2025-2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Estelle Bech
Course Author Email	epb@ntu.edu.sg
Course Title	French Language Level 8
Course Code	LF5008
Academic Units	3
Contact Hours	48
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	French Language Level 7 (LF5007) or Placement Test conducted offline by CML
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

This course is a Broad and Deepening Elective (BDE) available to any undergraduate student who possesses a level of proficiency in the language equivalent to LF5007. Through Task-Based and flipped-classroom approaches, LF5008 will teach you how to interact spontaneously and fluently in a structured and detailed manner in social, academic, and professional contexts. Using a wide range of authentic audio-visual material and collaborative activities related to current affairs, education, work, and cultural heritage, you will enhance your communicative abilities (reading, writing, listening, and speaking) to an advanced level that aligns with the C1 level of the Common European Framework of Reference for Languages (CEFRL). Additionally, in-class debates and discussions, teamwork projects, and presentations will engage you in meaningful and authentic tasks, allowing you to broaden your understanding of French culture and civilisation. Consequently, this course will be advantageous for living, studying, and working in a French speaking country, preparing you for a future in an interconnected world.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Communicate at an advanced level in accordance with sociolinguistic and cultural norms, and interact fluently, spontaneously, and independently on a wide range of topics, if they are not too abstract or too specialised.
ILO 2	Discuss and debate topics of public or private interests with near native pronunciation, fluency, accuracy, and a precise and various lexicon.
ILO 3	Understand and write complex, connected, and long texts such as administrative emails, essays, journal chronicles, letters presenting a viewpoint and defending it with detailed, logical and clear primary and secondary arguments supported by multiple examples.
ILO 4	Listen to, read, interpret and comprehend authentic French multimedia material on all range of current issues, while identifying both main and secondary information presented within them.
ILO 5	Produce a presentation on various aspects of French and Francophone civilisations using a rich and diverse vocabulary, accompanied by relevant commentary, analysis, and reflection in the target language.

Course Content

This course follows a biweekly model, meaning students will need to attend two 2-hour sessions each week. The breakdown of the content for each session can be found in the Planned Schedule section of this document. Since all CML courses start from Week 2, you will see a total of 24 sessions listed.

Communicative and interactive skills

- Present and substantiate a nuanced perspective on complex social, political, or cultural issues, employing critical analysis and evidence to underpin arguments in French.
- Structure arguments logically, ensuring clarity and coherence, while addressing opposing viewpoints in a considered manner in French
- Distinguish between primary and supporting arguments, showcasing a thorough understanding of the subject matter and effectively organising key ideas in French
- Employ a wide range of examples, both major and minor, from diverse contexts to reinforce arguments and enhance the persuasive impact of discourse in French
- Deliver an oral summary of multiple documents.
- Write a synthesis of several documents.
- Write academic or professional documents.
- Write creative stories or narratives
- Discuss the advantages and disadvantages of a complex issue
- Analyse and comment on a social issue.
- Give a presentation on a social issue.
- Record a podcast
- Deliver a mini conference.
- Write an official complain to denounce an inequality.
- Interpret body language.
- Write an article for a newspaper.
- Compare, give testimony, and report on oral or written texts.
- Express a critical viewpoint.

Vocabulary

- Lexicon related to sustainable urban development
- Lexicon related to economic and business dynamics
- Lexicon related to health and medical advancements
- Lexicon related to body and mind inclusivity
- Lexicon related to gender empowerment and life course dynamic
- Lexicon related to social medias and emerging technologies and trends
- Lexicon related to languages, identities, and worldviews

Grammar

- The subjunctive mood (all tenses)

- The conditional mood (All tenses)
- Indirect speeches
- Tenses agreement in indirect speeches
- Various complex conjunctions, words, and verbal forms to express cause, consequence, function, manner, purpose, concession, restriction, and condition
- Various complex expressions of thought, will, desire, emotion, feeling, doubt, and certainty
- Various linguistic ways to express anteriority, posteriority, simultaneity and duration
- Complex ways of asking questions
- Various complex ways to express hypothesis and deductions on the future, present and past times
- Participial proposition (*propositions participiales*)
- Si + plue-perfect tense
- Various, complex forms of negation

Culture

- Future Francophone cities and urban mobilities
- Future food challenges: sustainability, security, innovation in the Francophone societies
- Ethics in healthcare: challenges and advancements
- Social media, inclusivity, and empowerment in the Francophone societies
- Political Turmoil, French Social Cohesion, and gentrification
- French Languages and societies: endangered diversity vs *l'écriture inclusive*
- Artificial Intelligence and emerging technologies
- Legislation and social issues in the Francophone societies
- French and francophone famous historical figures, places and facts
- French regions and French speaking countries

Reading and References (if applicable)

Biras P., Chevrier A., Jade C., Witta S. (2021) *Défi 5*, Paris, Maison des Langues.

Girardet J., Pécheur J., Gibbe C., Parizet M.-L. (2022) *Tendances 5*, Paris : Clé international.

Hirschprung N., Tricot T., Veillon Leroux A, Azevedo Rodrigues S., (2020) *Cosmopolite 5*, Paris, Hachette FLE international.

Mabilat J.-J., Heu E. (2021) *Edito C1*, 2nde édition, Paris, Didier FLE

TV5 monde website: <https://apprendre.tv5monde.com/fr>

RFI website : <https://en.rfi.fr/>

NOTE: The above listing comprises the foundational readings for the course and more up-to-date relevant readings will be provided when they become available.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Review Session 1	All	No book chapter covered At the end of this lesson, you will review how to: - express your opinion and your will - judge the value of a piece of information - express doubt and certainty In vocabulary, you will review: - various linguistic ways to express certainty, doubt, will and wish In grammar, you will review: - Conjunctions, words, verbal forms to express concession, restriction, condition, and negation - Grammatical topics that students wish to review to express their opinion	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussions and debates Interactive dialogue between students/ with the tutor
2	Review Session 2	All	No book chapter covered At the end of this lesson, you will review how to: - present and defend a point of view - give explanations - contradict an argument In grammar, you will review: - Conjunctions, words, verbal forms to express cause, consequence, function, manner and purpose - Grammatical topics that students wish to review to express their opinion	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
3	Getting informed	All	Chapter: Tendances 5, U1, L1 At the end of this lesson, you will be able to: - Discuss causes and consequences - Propose solutions - Offer advice - Write an email Themes and civilisation: - Eating habits & Veganism - Fake news & Information sources In grammar, you will learn and use: - The conditional mood - Complex ways of asking questions	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates Interactive dialogue between students/ with the tutor
4	Summarising information	All	Chapter: Tendances 5, U1, L2 At the end of this lesson, you will be able to: - Compare the handling of information - Take notes - Summarise oral presentations Themes and civilisation: - Gentrification - Urban mobilities in futuristic cities In grammar, you will learn and use: - Various complex conjunctions, words, verbal forms to express comparison - Allegory, metaphors, images, clichés	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
5	Presenting a topic	All	Chapter: Tendances 5, U1, L3 At the end of this lesson, you will be able to: - Present a topic - Structure a presentation Themes and civilisation: - Multilingual education In grammar, you will learn and use: - Various complex conjunctions, words, verbal forms to express concession and opposition	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
6	Presenting a topic	All	Chapter: Tendances 5, U1, L3 At the end of this lesson, you will be able to: - Structure a presentation - Open new perspectives Themes and civilisation: - Social cohesion in Francophone countries In grammar, you will learn and use: - Various complex conjunctions, words, verbal forms to express restriction and condition	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
7	CA1 (15% CA) CA2 (5%)	All	(CA1) Oral 1 (Presentation) (15% CA) (CA2) Team-led class activities (5% CA) Groups 1, 2, 3, and 4	In-person	In groups Discussion and debates Presentations Interactive dialogue between students/ with the tutor
8	CA1 (15% CA) CA2 (5%)	All	(CA1) Oral 1 (Presentation) (15% CA) (CA2) Team-led class activities (5% CA) Groups 5, 6, and 7 Feedback on CA1 and CA2	In-person	In groups Discussion and debates Presentations Interactive dialogue between students/ with the tutor
9	Creating a timeline	All	Chapter: Tendances 5, U2, L1 At the end of this lesson, you will be able to: - Create a timeline - Place an event in its historical context - Track an evolution Themes and civilisation: - The role of games in societies - The evolution of relationships - Love and friendship through the ages In grammar, you will learn and use: - Various linguistic ways to express anteriority, posteriority, simultaneity and duration	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
10	Writing an essay	All	Chapter: Tendances 5, U2, L2 At the end of this lesson, you will be able to: - Write an essay in French - Explain a phenomenon - Give examples - Compare points of view Themes and civilisation: - Language and cultural identity - Endangered diversity vs l'écriture inclusive In grammar, you will learn and use: - Participial phrase (propositions participes) - The subjunctive mood	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
11	Writing an essay	All	Chapter: Tendances 5, U2, L2 At the end of this lesson, you will be able to: - Write an essay in French - Write a summary from a report - Comment a quotation Themes and civilisation: - inclusivity, and empowerment In grammar, you will learn and use: - The indirect speech in the past - Tenses agreement in indirect speech in the past	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
12	Defend or criticise a project	All	Chapter: Tendances 5, U2, L3 At the end of this lesson, you will be able to: - Defend or criticise a project - Conduct a critical analysis of a project - Present arguments for or against - Evaluate a project Themes and civilisation: - Legislation and social issues in French speaking societies In grammar, you will learn and use: - Complex conjunctions, words, verbal forms to express a hypothesis	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
13	CA3 (20%)	1,3,4, 5	Written Test 1 (20 % CA) Written test Listening, reading, writing	In-person	
14	Preparing a debate	All	Chapter: Tendances 5, U3, L1 At the end of this lesson, you will be able to: - Prepare a debate - Write a recommendation - Convince Themes and civilisation: - Artificial Intelligence and emerging technologies In grammar, you will learn and use: - Various complex ways to express hypothesis and deductions on the future, present and past time	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
15	Preparing a debate	All	Feedback on Written Test 1 (20 min – 30 min) (CA4) Media article due date (10 % CA) Chapter: Tendances 5, U3, L1 At the end of this lesson, you will be able to: - Prepare a debate - Refute counterarguments - Raise objections Themes and civilisation: - Artificial Intelligence and emerging technologies In grammar, you will learn and use: - Adverbs and various complex negations	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
16	Organising a debate	All	Chapter: Tendances 5, U3, L2 At the end of this lesson, you will be able to: - Organise a debate - Analyse an argument - Take a position Themes and civilisation: - Advancement in healthcare and ethics (organ donation, Assisted Reproductive Technology, etc.) - Or topics relevant to students' interests In grammar, you will learn and use: - Any grammatical topics depending on students' needs	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
17	Organising a debate	All	Chapter: Tendances 5, U3, L2 At the end of this lesson, you will be able to: - Organise a debate - Participate in a debate - Manage speaking turns Themes and civilisation: - Advancement in healthcare and ethics (organ donation, Assisted Reproductive Technology, etc.) - Or topics relevant to students' interests In grammar, you will learn and use: - Any grammatical topics depending on students' needs	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
18	Conducting an investigation	All	Chapter: Tendances 5, U3, L3 At the end of this lesson, you will be able to: - Conduct an investigation - Answer a survey - Create a questionnaire Themes and civilisation: - Bioethics - Mandatory vaccination - Populism and influencers In grammar, you will learn and use: - Any grammatical topics depending on students' needs	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
19	Conducting an investigation	All	Chapter: Tendances 5, U3, L3 At the end of this lesson, you will be able to: - Conduct an investigation - Analyse responses - Discuss the political situation of a country - Themes and civilisation: - Bioethics - Mandatory vaccination - Populism and influencers In grammar, you will learn and use: - Any grammatical topics depending on students' needs	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
20	Review	All	Review and practice for Written Assessment 2 and Oral 2	In-person	Listening comprehension activities with videos and audio recordings Reading & writing activities Short role-plays Task completion Discussion and debates
21	CA5 (20% CA)	1, 3, 5, 5	(CA5) Written test 2 (20% CA) Listening, reading, writing	In-person	individual
22	CA6 (20% CA)	1, 2, 5	(CA6) Oral 2 (20% CA) Listening & Speaking	In-person	Individual In pair with the tutor
23	CA6 (20% CA) Continuation	1,2,4	(CA6) Oral 2 (20% CA) Continuation Listening & Speaking	In-person	Individual In pair with the tutor
24	Written test 2 & Oral 2 feedback	All	Written test 2 & Oral 2 feedback Cultural activities	In-person	Exam feedback Papers viewing

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Student-centred learning	Student-centred learning shifts the responsibility of decision-making in class from teachers to students to empower students in the learning journey (Tyma, 2009; Weimer, 2002.). This learning model diminishes test anxiety and reduces the temptation to cheat (Weimer 2002). Learner-centred methods of content delivery allow students to control their learning since they require students to take responsibility for their learning by being actively involved in the learning process rather than passively receiving information from lectures (Slunt & Giancarlo, 2004). Learner-centred teaching approaches were also found to produce positive results, such as increased student satisfaction (Kemmm & Dantas, 2007) and motivation (Chung & Chow, 2004; Triantafyllakos et al., 2008).
Peer to peer learning	Peer to peer learning helps engage students in both teaching and learning processes, increase student-led involvement, and lower student anxiety because peer tutors seem less intimidating than lecturers (Stigmar, 2016). This form of learning has also accelerated the development of generic skills and general knowledge. Students no longer feel isolated in the learning enterprise. Their incomplete knowledge is no longer felt as a liability but is an asset because it permits them to join in group activities, helping and being helped according to need.
Collaborative Learning	This approach allows students to learn and work together with students from different disciplines. Students will be grouped at the beginning of the semester in diverse teams (according to gender, ethnicity, field of study, etc) and will work in these teams throughout the semester. In their teams, students will communicate their ideas and further understand different perspectives through class discussions, gaining a better understanding of the class material. Students walk out of the classroom with a greater sense of achievement and satisfaction as they have contributed to the learning of their classmates and themselves.
Task-based learning approach	Developed by the Council of Europe in the years 2000, this approach encourages students to participate in resembling-like or real-life tasks, role-plays, debates, discussions and meaningful, engaging in-class activities to improve the necessary receptive and productive skills in French. The goal of this approach is to turn students into independent individuals able to perform efficiently social task in the French speaking countries.
Flipped Classroom	This approach allows students to analyse and interpret the pre-readings before class. Students will come to class with their own understanding of the topic. They share and defend their views with their peers in-class and engage in a more informed discussion. Recent research also reveals that a flipped classroom instructional model has a positive impact on students' learning (Albert and Beatty, 2014; Demetry, 2010; Strayer 2012; Wagner et al., 2013). Flipped classroom also received positive feedback from students, with studies showing that it aids 5 personal growth in areas such as confidence, creativity, and problem-solving skills (Akçayır & Akçayır, 2018).

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Presentation(Oral presentation)	All	Competence Civic mindedness Communication Character Creativity	15		Team	Analytic	Not Applicable
2	Continuous Assessment (CA): Others(Team-led class activities)	1,2,3,4	Competence Civic mindedness Communication Character Creativity	5		Team	Analytic	Not Applicable
3	Continuous Assessment (CA): Test/Quiz(Written test 1)	1,3,5	Competence Civic mindedness Communication Character	20		Individual	Analytic	Not Applicable
4	Continuous Assessment (CA): Assignment(Media Article)	1,3	Competence Civic mindedness Communication Character Creativity	10		Individual	Analytic	Not Applicable
5	Continuous Assessment (CA): Test/Quiz(Written Test 2)	1,3,4	Competence Civic mindedness Communication Character	20		Individual	Analytic	Not Applicable
6	Continuous Assessment (CA): Oral Test(oral 2: debate)	1,2,4	Competence Civic mindedness Communication Character Creativity	20		Individual	Analytic	Not Applicable

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
7	Continuous Assessment (CA): Class Participation()	All	Civic mindedness Communication Character	10		Individual	Analytic	Not Applicable

Description of Assessment Components (if applicable)

CA 1. Oral 1: Oral presentation

For this assignment, you will work in teams of two to three students (depending on class size) to deliver a 15 to 20-minute presentation on a social, political, or economical topic that will be selected in week 1. Your presentation should be accessible and easily understood by your peers. As the content may be very complex, it is your responsibility to facilitate comprehension through clear explanations or visual aids. The presentation will be peer-assessed, so clarity and engagement are essential. Your presentation will further be followed by a 5 to 10 minutes of classroom activities and discussions, designed to engage your peers in French (See below). Presentations will take place in week 4. To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work.

CA 2. Team led class activities

Following the team-led presentation, your team will design classroom activities in French that actively engage your peers and allow them to build on the insights gained from your presentation. These activities should encourage your classmates to discuss, analyse, and further contextualize the topic. Your team is expected to facilitate 5 to 10 minutes of interactive classroom activities, which could include debates, group discussions, problem-solving tasks, or other collaborative exercises that deepen understanding of the subject matter. You will need to submit both your presentation slides and a detailed plan of your classroom activities through NTULearn before the class, by the deadline specified by your tutor. This will ensure that your peers and tutor are prepared to engage fully with your session. To do well on this team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work.

CA 4. Media article

The NTULearn course site will feature a Wiki where students will contribute individually. During the term, the instructor will hold brief sessions to provide guidance on what is expected in a media article and how media articles differ from formal academic writing, such as essays. Following this, students will begin submitting posts to receive feedback from both the tutor and their peers. These posts can address any topics covered in the course up until week 7 and should ideally integrate multiple themes studied. The purpose of this formative assessment is threefold: (1) to write posts that critically evaluate aspects of contemporary French current affairs in relation to your own culture, (2) to comment on two of your peers' posts to foster critical thinking within the class, and (3) to select one of your posts by week 7 and transform it into a media article, incorporating the feedback from your peers and tutor. This media article should be submitted privately to your tutor in week 8 and should not exceed 1,000 words.

CA 6. Oral 2

For this assignment, you will complete the following tasks:

1. Identify and summarise the main and secondary ideas from a magazine or press article excerpt and present your summary to your instructor in a clear and concise manner (2 to 3 minutes).

2. Critically discuss the ideas presented in the article, delivering a well-organized, argumentative presentation that includes several key examples and supporting details (max 10 minutes).
 3. Present your own point of view on the topic, using clear, detailed, and precise arguments to defend your perspective (max 10 minutes).
 4. Respond to questions from your instructor to further explain or clarify your arguments and ideas (2 to 3 minutes).
- You will have 30 minutes to prepare this comprehensive presentation based on a choice of two topics previously studied in class. The aim is to demonstrate your ability to analyse, synthesize, and critically engage with the content in a sustained, coherent manner.

CA 7. Participation and peer Evaluation

In-class discussion is a vital component of this module, as peer-to-peer learning plays a significant role in your development. This involves constructing convincing arguments, actively engaging in verbal communication, effectively leading classroom activities, and critically evaluating current affairs. Your active participation in class discussions is essential for both your own learning and the learning of your peers.

Another key element of the module is the completion of peer-grading exercises. You are expected to provide thoughtful and constructive feedback on your peers' presentations and classroom activities. These peer-grading exercises will be distributed at the end of each presentation and activity, and your contributions will be evaluated based on the quality and relevance of the feedback you provide.

Formative Feedback

Formative feedback is a key aspect of this course. You will receive written feedback from your peers on your in-class presentation, as well as oral feedback from your tutor at the end of the class. For the media article component, both individual and group feedback will be provided and sent to you through the Grade Centre in NTULearn. This feedback is intended to help you reflect on and improve your work throughout the course.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Intermediate
Communication	Advanced
Curiosity	Advanced
Global Perspective	Intermediate
Critical Thinking	Advanced

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

Policy (Absenteeism)

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Policy (Others, if applicable)

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Last Updated By: Tan Hanjie, Alvin