



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

**Singapore–Cambridge General Certificate of Education  
Normal (Academic) Level (2022)**

**Humanities**  
**(Social Studies, Literature in English)**  
**(Syllabus 2177)**

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# Humanities

## (Social Studies, Literature in English)

### Singapore-Cambridge General Certificate of Education Normal (Academic) Level (2022)

### (Syllabus 2177)

## INTRODUCTION

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This Humanities syllabus aims to enable students to acquire knowledge and understanding of events and phenomenon, issues and perspectives, and human actions and behaviours.

Humanities syllabus (2177) comprises two components: Social Studies and Literature in English. Both components are compulsory.

The examination format is shown in the table below.

| Paper No. | Component             | Marks | Weighting | Duration    |
|-----------|-----------------------|-------|-----------|-------------|
| 1         | Social Studies        | 50    | 50%       | 1 hr 45 min |
| 2         | Literature in English | 50    | 50%       | 1 hr 40 min |

# Paper 1

## Social Studies

### INTRODUCTION

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The Social Studies curriculum aspires toward the growth of our students as informed, concerned and participative citizens.

At the heart of the Singapore Social Studies curriculum is the preparation of our students to be citizens of tomorrow by helping them to better understand the interconnectedness of Singapore and the world they live in, and appreciate the complexities of the human experience. Drawing on aspects of society that are of meaning and interest to the students, Social Studies seeks to ignite students' curiosity to inquire into real-world issues that concern their lives. Through inquiry and authentic learning experiences, Social Studies helps students to attain relevant knowledge and understanding about these issues, develop critical and reflective thinking skills, and appreciate multiple perspectives.

Social Studies seeks to inculcate in students a deeper understanding of the values that define Singapore society, nurture dispositions to inspire them to show concern for the society and the world in which they live and demonstrate empathy in their relationships with others. The curriculum therefore envisions Social Studies students as informed, concerned and participative citizens, competent in decision-making with an impassioned spirit to contribute responsibly to the society and world they live in.



#### The Singapore Social Studies Curriculum

Syllabus content is organised around three Issues and is anchored in a set of knowledge skills and values outcomes. The three Issues correspond to societal issues that have been shaping Singapore society and the world. The knowledge, skills and values acquired through a study of these Issues will enable students to enrich and deploy their competencies to respond to real world issues and in the process, strengthen their values as citizens. The following table shows the three Issues, each organised around an inquiry focus which provides a frame for students to inquire and respond to the Issue and related issues.

### Issue 1: Exploring Citizenship and Governance

#### ***Inquiry Focus – Working for the good of society: Whose responsibility is it?***

#### ***Why this Issue matters***

This Issue invites students to begin exploring what it means to be an informed, concerned and participative citizen. Students will deepen their understanding of their roles as citizens and that of government. In a complex society and world, understanding their roles as citizens will influence how they respond to various situations and issues in Singapore and the world. This will serve to develop a stronger sense of civic consciousness, enhancing the roles they play as citizens who are rooted in Singapore with a global outlook.

#### ***Key Understandings***

- Understanding of citizenship is varied and complex.
- Different groups of people in society have competing interests and managing these interests requires trade-offs to be made.
- Both citizens and government can play complementary roles in working for the good of society.

### Issue 2: Living in a Diverse Society

#### ***Inquiry Focus – Living in a diverse society: Is harmony achievable?***

#### ***Why this Issue matters***

This Issue helps students appreciate diversity and the importance of harmony. Students will develop an understanding of who they are as individuals and accept, respect and celebrate diversity as well as common practices and values in a diverse society. This will heighten students' awareness of the need to develop personal and collective responsibility in promoting and maintaining harmony in a diverse society.

#### ***Key Understandings***

- Identities are diverse and complex.
- Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common.
- We can choose how we respond to diversity in our society.

### Issue 3: Being Part of a Globalised World

#### ***Inquiry Focus – Being part of a globalised world: Is it necessarily good?***

#### ***Why this Issue matters***

This Issue helps students understand and make meaning of their lives in a globalised world where countries, companies and individuals are interconnected and interdependent. Students will explore the impacts of globalisation in three areas: economy, culture and security. They will understand the complex process of globalisation through examining how the uneven impacts of globalisation in these areas result in trade-offs and tensions. These impacts led to different responses from countries, companies and individuals. Students will therefore appreciate the complex decision-making process behind responses towards the impacts of globalisation. This understanding will lead them in making well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.

#### ***Key Understandings***

- Globalisation shapes the interconnections and interdependence between countries and people.
- Globalisation creates tension due to uneven impacts.
- The impact of globalisation results in differing responses from countries and people.

## AIMS

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Social Studies seeks to develop the competencies of our students to be informed, concerned and participative citizens by the end of a ten-year Social Studies education. These competencies encompass the body of knowledge, skills and values expressed in the Philosophy of Social Studies and they are elaborated below.

As ***informed*** citizens, students would:

- understand their identity as Singaporeans with a global outlook
- understand different perspectives
- view the world with an understanding of the Singapore perspective
- apply reflective thought in making quality decisions
- analyse, negotiate and manage complex situations
- evaluate information, consider different viewpoints and exercise discernment in reaching well-reasoned conclusions and making responsible decisions.

As ***concerned*** citizens, students would:

- have a sense of belonging to their community and nation
- appreciate the importance of engaging in issues of societal concern
- be committed to building social cohesion by appreciating diversity in society
- have an awareness of the ethical considerations and consequences of decision-making.

As ***participative*** citizens, students would:

- be motivated to identify issues of concern and take action
- be resilient in addressing concerns of the community or society in spite of challenges faced
- be empowered to take personal and collective responsibility for effecting change for the good of society, and serve to make a positive difference to others.

## ASSESSMENT OBJECTIVES

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The assessment objectives are:

### **Objective 1: Knowledge with Understanding**

Candidates should be able to:

- demonstrate an understanding of societal issues.

### **Objective 2 – Interpreting and Evaluating Sources / Given Information**

Candidates should be able to:

- comprehend and extract relevant information
- draw inferences from given information
- analyse and evaluate evidence
- compare and contrast different views
- distinguish between fact, opinion and judgement
- recognise values and detect bias
- draw conclusions based on reasoned consideration of evidence and arguments.

**Objective 3 – Constructing Explanations**

Candidates should be able to:

- analyse societal issues through different perspectives
- construct reasoned arguments and make informed judgement and recommendations.

**N(A)-LEVEL ASSESSMENT SPECIFICATION GRID FOR SOCIAL STUDIES**

| Assessment Objective      | Weighting |
|---------------------------|-----------|
| Objective 1 + Objective 2 | 35%       |
| Objective 1 + Objective 3 | 15%       |
| Total                     | 50%       |

Note: Objective 1 is inevitably part of the testing of Objectives 2 and 3.

**SCHEME OF ASSESSMENT****N(A)-LEVEL SOCIAL STUDIES**

- One paper of 1 hour 45 minutes.
- Paper comprises 2 sections:
  - Section A: (35 marks)  
One source-based case study testing Assessment Objectives 1 and 2.
  - Section B: (15 marks)  
Two structured-response questions testing Assessment Objectives 1 and 3.
- Candidates are required to answer the compulsory source-based case study from Section A and the compulsory structured-response questions from Section B.

**Source-Based Case Study**

The compulsory source-based case study can be set on any of the three Issues:

- Exploring Citizenship and Governance
- Living in a Diverse Society
- Being Part of a Globalised World

Candidates will be expected to have an understanding of the ways in which sources may be evaluated. The case study will be set on one of the three Issues of the syllabus and will require the skills and concepts taught during the course. The issue of the case study will be related to the syllabus and may or may not be covered in the syllabus content. Candidates are expected to use their knowledge, skills and conceptual understanding developed during the course to help them use the given sources to answer the questions.

The source-based case study comprises five questions:

| Question | Skills Tested   | Mark Allocation |
|----------|---|-----------------|
| 1–4      | <ul style="list-style-type: none"> <li>Source-handling skills on specific sources</li> </ul>  | 25              |
| 5        | <ul style="list-style-type: none"> <li>Source-handling skills requiring use of multiple sources – question will relate directly to the issue of the case study</li> </ul> | 10              |

A 'Levels of Response Marking Scheme' (**LORMS**) will be used to assess candidates' answers.

### Structured-Response Questions

The compulsory structured-response questions will be set on any of the three Issues in the syllabus. However, in an examination, the questions set will not be on the same Issue as the source-based case study.

The structured-response questions comprise two questions:

| Question | Skills Tested  | Mark Allocation |
|----------|--|-----------------|
| 6        | <ul style="list-style-type: none"> <li>Constructing explanation by giving reasoned argument and/or making recommendation on an issue (single strategy / mono-causal)<br/>– question will require candidates to consider the issue in the context of Singapore</li> </ul> | 7               |
| 7        | <ul style="list-style-type: none"> <li>Constructing explanation of two factors / perspectives on an issue</li> </ul>   | 8               |

A 'Levels of Response Marking Scheme' (**LORMS**) will be used to assess candidates' answers.



| Issue 1: Exploring Citizenship and Governance   |   |   |
|---|---|---|
| Descriptor  | Key Understandings  |   |
| <p><b><i>Inquiry Focus – Working for the good of society: Whose responsibility is it?</i></b></p> <p><b>Why this Issue matters</b><br/>This Issue invites students to begin exploring what it means to be an informed, concerned and participative citizen. Students will deepen their understanding of their roles as citizens and that of government. In a complex society and world, understanding their roles as citizens will influence how they respond to various situations and issues in Singapore and the world. This will serve to develop a stronger sense of civic consciousness, enhancing the roles they play as citizens who are rooted in Singapore with a global outlook.</p> | <ul style="list-style-type: none"> <li>• Understanding of citizenship is varied and complex.</li> <li>• Different groups of people in society have competing interests and managing these interests requires trade-offs to be made.</li> <li>• Both citizens and government can play complementary roles in working for the good of society.</li> </ul>   |   |
| Knowledge Outcomes  | Skills Outcomes   | Key Concepts  |
| <p>Students will be able to understand:</p> <ul style="list-style-type: none"> <li>• the different attributes shaping citizenship</li> <li>• the challenges of determining what is good for a society</li> <li>• the functions of government and how governments work for the good of society</li> <li>• how citizens and organised groups can participate in working for the good of society</li> </ul>  | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• examine societal issues critically</li> <li>• gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues</li> <li>• demonstrate sound reasoning and responsible decision-making that is mindful of the consequences of one's actions on those around them</li> <li>• demonstrate perspective-taking when encountering differing views</li> <li>• demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others</li> </ul> | <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Trade-offs</li> <li>• Governance</li> </ul> |

| Issue 1: Exploring Citizenship and Governance  |  |
|--|--|
| Guiding Questions  | Content  |
| <p>1. What does it mean for me to be a citizen of my country?</p> <p>2. How do we decide on what is good for society?</p> <p>3. How can we work for the good of society?</p> | <ul style="list-style-type: none"> <li>• Attributes shaping citizenship           <ul style="list-style-type: none"> <li>– legal status</li> <li>– a sense of identity</li> <li>– participation in public affairs</li> </ul> </li> <br/> <li>• Competing needs and interests           <ul style="list-style-type: none"> <li>– managing trade-offs</li> </ul> </li> <br/> <li>• Functions of government           <ul style="list-style-type: none"> <li>– rule making, rule execution and rule adjudication</li> </ul> </li> <br/> <li>• Role of government in working for the good of society           <ul style="list-style-type: none"> <li>– maintaining internal order and external security</li> <li>– ensuring justice</li> <li>– providing goods and services for the public</li> <li>– safeguarding interests of citizens</li> </ul> </li> <br/> <li>• Role of citizens in working for the good of society           <ul style="list-style-type: none"> <li>– avenues of citizen participation               <ul style="list-style-type: none"> <li>○ channels of communication between citizens and government</li> <li>○ individual participation</li> <li>○ organised groups</li> </ul> </li> <li>– outcomes of public participation               <ul style="list-style-type: none"> <li>○ contributing to needs of society</li> <li>○ influencing government decisions</li> <li>○ strengthening citizens' sense of belonging</li> </ul> </li> </ul> </li> </ul> |

| Issue 2: Living in a Diverse Society   |   |   |
|--|---|---|
| Descriptor   | Key Understandings  |   |
| <p><b><i>Inquiry Focus – Living in a diverse society: Is harmony achievable?</i></b></p> <p><b>Why this Issue matters</b><br/>This Issue helps students appreciate diversity and the importance of harmony. Students will develop an understanding of who they are as individuals and accept, respect and celebrate diversity as well as common practices and values in a diverse society. This will heighten students’ awareness of the need to develop personal and collective responsibility in promoting and maintaining harmony in a diverse society.</p> | <ul style="list-style-type: none"> <li>• Identities are diverse and complex.</li> <li>• Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common.</li> <li>• We can choose how we respond to diversity in our society.</li> </ul>   |   |
| Knowledge Outcomes   | Skills Outcomes   | Key Concepts  |
| <p>Students will be able to understand:</p> <ul style="list-style-type: none"> <li>• the factors that shape identities</li> <li>• the reasons for greater diversity in Singapore</li> <li>• the experiences and effects of living in a diverse society</li> <li>• the various ways in which governments and individuals can respond to the effects of living in a diverse society</li> </ul>   | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• examine societal issues critically</li> <li>• gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues</li> <li>• demonstrate sound reasoning and responsible decision-making that is mindful of the consequences of one’s actions on those around them</li> <li>• demonstrate perspective-taking when encountering differing views</li> <li>• demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others</li> </ul> | <ul style="list-style-type: none"> <li>• Identity</li> <li>• Diversity</li> <li>• Harmony</li> <li>• Assimilation</li> <li>• Integration</li> </ul> |

| Issue 2: Living in a Diverse Society                                    |   |
|---|---|
| Guiding Questions   | Content   |
| 1. What is diversity?   | <ul style="list-style-type: none"> <li>• Different factors that shape identity and contribute to a diverse society               <ul style="list-style-type: none"> <li>– nationality</li> <li>– race and ethnicity</li> <li>– religion</li> <li>– socio-economic status</li> </ul> </li> </ul>   |
| 2. Why is there greater diversity in Singapore now?                     | <ul style="list-style-type: none"> <li>• Reasons for movement of people to Singapore               <ul style="list-style-type: none"> <li>– immigration policy</li> <li>– economic opportunities</li> <li>– socio-cultural environment</li> </ul> </li> </ul>   |
| 3. What are the experiences and effects of living in a diverse society? | <ul style="list-style-type: none"> <li>• Experiences and effects of living in a diverse society               <ul style="list-style-type: none"> <li>– socio-cultural diversity                   <ul style="list-style-type: none"> <li>○ cultural exchange and appreciation</li> <li>○ prejudice and misconceptions</li> </ul> </li> <li>– socio-economic diversity                   <ul style="list-style-type: none"> <li>○ exchange and appreciation of ideas, skills and experiences</li> <li>○ competition for resources</li> </ul> </li> </ul> </li> </ul> |
| 4. How can we respond in a diverse society?                             | <ul style="list-style-type: none"> <li>• Responses in a diverse society               <ul style="list-style-type: none"> <li>– management and impact of socio-cultural diversity                   <ul style="list-style-type: none"> <li>○ assimilation</li> <li>○ integration</li> </ul> </li> <li>– management and impact of socio-economic diversity                   <ul style="list-style-type: none"> <li>○ market-based approach</li> <li>○ shared responsibility approach</li> <li>○ government-financed approach</li> </ul> </li> </ul> </li> </ul>      |

| Issue 3: Being Part of a Globalised World   |   |  |
|---|---|--|
| Descriptor  | Key Understandings  |  |
| <p><b><i>Inquiry Focus – Being part of a globalised world: Is it necessarily good?</i></b></p> <p><b>Why this Issue matters</b><br/>           This Issue helps students understand and make meaning of their lives in a globalised world where countries, companies and individuals are interconnected and interdependent. Students will explore the impacts of globalisation in three areas: economy, culture and security. They will understand the complex process of globalisation through examining how the uneven impacts of globalisation in these areas result in trade-offs and tensions. These impacts lead to different responses from countries, companies and individuals. Students will therefore appreciate the complex decision-making process behind responses towards the impacts of globalisation. This understanding will lead them in making well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.</p> | <ul style="list-style-type: none"> <li>• Globalisation shapes the interconnections and interdependence among countries and people.</li> <li>• Globalisation creates tensions due to the uneven impacts.</li> <li>• The impacts of globalisation result in differing responses from countries and people.</li> </ul>   |  |
| Knowledge Outcomes  | Skills Outcomes   | Key Concepts   |
| <p>Students will be able to understand:</p> <ul style="list-style-type: none"> <li>• how technology has made the world more connected</li> <li>• different responses to tensions arising from some economic impacts of globalisation</li> </ul>   | <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• examine societal issues critically</li> <li>• gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues</li> <li>• demonstrate sound reasoning and responsible decision-making that is mindful of the consequences of one's actions on those around them</li> <li>• demonstrate perspective-taking when encountering differing views</li> <li>• demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others</li> </ul> | <ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Interconnections</li> <li>• Interdependence</li> <li>• Trade-offs</li> </ul> |

| Issue 3: Being Part of a Globalised World   |   |
|---|---|
| Guiding Questions   | Content   |
| <p>1. What does it mean to live in a globalised world?</p> <p>2. How do we respond to tensions arising from some economic impacts of globalisation?</p> | <ul style="list-style-type: none"> <li>• Driving forces of globalisation <ul style="list-style-type: none"> <li>– developments in transportation</li> <li>– growth of Multinational Corporations (MNCs)</li> <li>– technological advancements</li> </ul> </li> <br/> <li>• Economic impact on countries, companies and individuals <ul style="list-style-type: none"> <li>– economic growth and downturn for countries</li> <li>– higher profits/ market share and lower profits / market share for companies</li> <li>– higher income/ greater employment opportunities and loss of income and employment for individuals</li> <li>– responses to economic impacts <ul style="list-style-type: none"> <li>○ cooperation and competition among countries</li> <li>○ innovation and adaptation by companies</li> <li>○ acquisition of knowledge and skills by individuals</li> </ul> </li> </ul> </li> </ul> |

# Paper 2

## Literature in English

### AIMS OF TEACHING SYLLABUS

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The aims of the syllabus are to:

- Ethical**
- raise awareness of timeless issues concerning society
  - promote the appreciation of multiple perspectives; and
  - build empathy and global awareness.
- Aesthetic**
- inculcate the habit of close reading
  - promote heightened appreciation of nuances of language; and
  - sensitise students to artistic decisions made by writers.
- Intellectual**
- cultivate metacognitive habits of mind as students pay attention to the impact of language on one's thoughts and feelings
  - develop greater acceptance for ambiguity and open-endedness; and
  - equip students with the skills to convince others of their interpretations, based on sound reasoning with evidence.

### ASSESSMENT OBJECTIVES

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Candidates will be assessed on their ability to:

- (i) demonstrate, through close analysis, knowledge of the literary texts studied
- (ii) respond with knowledge and understanding to literary texts from the genres of prose, poetry and drama
- (iii) demonstrate understanding of the ways in which writers' choices of form, structure and language shape meanings
- (iv) communicate a sensitive and informed personal response to what is read; and
- (v) express responses clearly and coherently, using textual evidence where appropriate.

The Assessment Objectives are inter-related. Candidates' responses will be assessed holistically on the attainment of these Assessment Objectives in an integrated and meaningful way.

## SCHEME OF ASSESSMENT

One paper will be set (Paper 2177/02). Candidates are expected to answer a total of two questions. Total examination time will be 1 hr 40 minutes.

Please see table below.

| Paper 2                        | Duration and Weighting     | Details of Paper and Sections   |
|--------------------------------|----------------------------|---|
| <b>Prose and Unseen Poetry</b> | 1 hour 40 minutes<br>[50%] | <ul style="list-style-type: none"> <li>• There will be two sections in this paper.</li> <li>• Candidates will select <u>one</u> question from each of the two sections.</li> <li>• In total, candidates will answer <u>two</u> questions.</li> <li>• Each question is 25% of the total weighting.</li> </ul> <p><u>Section A: Prose [25%]</u></p> <ul style="list-style-type: none"> <li>• For each of the six set texts in this section, <u>one</u> passage-based question and <u>two</u> essay questions will be set.</li> <li>• Candidates will answer <u>one</u> question [25%] based on one of the six set texts.</li> <li>• For every year of examination, <u>one or two</u> Singapore texts will be set.</li> </ul> <p><u>Section B: Unseen Poetry [25%]</u></p> <ul style="list-style-type: none"> <li>• There are no set texts in this section.</li> <li>• There will be a choice of <u>two</u> unseen poems with <u>one</u> question set on each poem.</li> <li>• Candidates will answer <u>one</u> of the two questions [25%].</li> <li>• For every year of examination, <u>one</u> question will be set on a Singapore text.</li> </ul> |



## ASSESSMENT CRITERIA

### Band descriptors for the assessment of N-Level set text questions

| N(A)-Level | Description   |
|------------|---|
| 21–25      | <ul style="list-style-type: none"> <li>• Generally well-focused on the terms of the question.</li> <li>• Demonstrates understanding of the text's main concerns and some knowledge of how the author conveys these.</li> <li>• Demonstrates relevant and developed substantiation, with apt selection of textual evidence.</li> <li>• Clear and competent, but laboured arguments may be present. The response may lapse into narrative occasionally.</li> </ul>  |
| 18–20      | <ul style="list-style-type: none"> <li>• Relevant to the main thrust of the question.</li> <li>• Demonstrates some understanding of the more obvious concerns of the text but fails to note the wider implications. Attempts to analyse and evaluate can be observed but these are often not successfully done.</li> <li>• Response is substantiated with appropriate selection of textual evidence, though not consistently done.</li> <li>• Generally coherent, with evidence of the development of an argument with tracts of narrative.</li> </ul>  |
| 15–17      | <ul style="list-style-type: none"> <li>• Generally relevant to the question though the link may not always be sustained.</li> <li>• Demonstrates some understanding of the basic concerns of the text but does not show any attempt at interpretation.</li> <li>• Response is in the form of generalisations but selection of textual evidence is generally relevant.</li> <li>• Largely narrative in approach and sketchy in development, but a sense of a very basic argument can be discerned.</li> </ul>  |
| 12–14      | <ul style="list-style-type: none"> <li>• Has peripheral bearing on the question. Often includes information from the text without perceiving its significance.</li> <li>• Demonstrates a little understanding of the text and its concerns.</li> <li>• Coherent only in parts. Ideas communicated with some difficulty.</li> </ul>  |
| 0–11       | <ul style="list-style-type: none"> <li>• Reflects almost no understanding of the demands of the question. Answers may be extremely brief or are obviously prepared scripts that have little to do with the question.</li> <li>• Some misreading of the text and its concerns.</li> <li>• Almost incoherent and lacks direction or focus.</li> </ul> <p>Answers in the lower half of this band (0–5 marks) may reflect no understanding of the text and the question, and may be incoherent, with meaning obscured by poor expression.</p> <p><b>Short work:</b> Can be presented in various forms, e.g. note form or a series of hurriedly sketched-in paragraphs. It is essential that Examiners mark short work strictly on the basis of what is given. The work should not be marked on the grounds of quality elsewhere in the scripts.</p> |

**Band descriptors for the assessment of N-Level unseen questions**

| N(A)-Level | Description  |
|------------|--|
| 21–25      | <ul style="list-style-type: none"> <li>• Shows a competent grasp of subject matter. There is evidence of analysis and evaluation which is likely to reflect conscientiousness rather than sophistication.</li> <li>• Generally well-focused on the terms of the question.</li> <li>• There is a personal response showing evidence of close engagement with the text, though this may not be sustained throughout the answer. Ideas are often supported by relevant substantiation.</li> <li>• Thorough, though rather unsophisticated, argument. Work is coherent and clear, though it may lack polish and subtlety of expression.</li> </ul>                                 |
| 18–20      | <ul style="list-style-type: none"> <li>• Shows sound basic understanding of the text and of how to respond to it. There is some evidence of analysis and evaluation.</li> <li>• Addresses the question though it may be brief, mechanical or superficial.</li> <li>• Shows some engagement, and is substantiated with appropriate references to the text.</li> <li>• Demonstrates coherence, and is clear.</li> </ul>  |
| 15–17      | <ul style="list-style-type: none"> <li>• Demonstrates some awareness or understanding of the text, largely through paraphrase. There may be some misreading, but not enough to undermine significantly the general ideas put forward.</li> <li>• Does not fully address the demands of the question.</li> <li>• Shows engagement with the text but with inappropriate substantiation.</li> <li>• Fairly coherent. Expression of ideas may be hampered by a lack of clarity or accuracy but the meaning is still conveyed.</li> </ul>   |
| 12–14      | <ul style="list-style-type: none"> <li>• Only superficial understanding of the text.</li> <li>• Shows little awareness of the demands of the question.</li> <li>• Shows minimal engagement with the text.</li> <li>• Not very coherent but manages to convey thoughts/comments with some difficulty.</li> </ul>  |
| 0–11       | <ul style="list-style-type: none"> <li>• Almost no understanding of the text and question.</li> <li>• Demonstrates an attempt to communicate understanding of the text.</li> </ul> <p>Answers in the lower half of this band (0–5 marks) may reflect no understanding of the text and the question, and may be incoherent, with meaning obscured by poor expression.</p> <p><b>Short work:</b> Can be presented in various forms, e.g. note form or a series of hurriedly sketched-in paragraphs. It is essential that Examiners mark short work strictly on the basis of what is given. The work should not be marked on the grounds of quality elsewhere in the scripts.</p> |

## PRESCRIBED TEXTS

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Ray Bradbury: *Fahrenheit 451*

Octavia E Butler: *Kindred*

Anita Desai: *Games at Twilight*

Philip Holden (ed.): *Hook and Eye: Stories from the Margins*

Gail Tsukiyama: *A Hundred Flowers*

Elizabeth Wein: *Code Name Verity*

All texts are also set for 2023.

**Schools are NOT to select screenplays or abridged versions of the texts for study.**

**If a Secondary 4 Normal (Academic) student chooses to study the same texts when he/she progresses to Secondary 5, schools should ensure that the selected texts will continue to be examined in that year.**