



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

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

**Humanities**  
**(Social Studies, Literature in Chinese)**  
**(Syllabus 2287)**

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# Humanities

## (Social Studies, Literature in Chinese)

### Singapore-Cambridge General Certificate of Education Ordinary Level (2022) (Syllabus 2287)

## 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 (2287) comprises two components: Social Studies and Literature in Chinese. 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 Chinese	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.

<p><b>Issue 1: Exploring Citizenship and Governance</b></p>
<p><b><i>Inquiry Focus – Working for the good of society: Whose responsibility is it?</i></b></p> <p><b><i>Why this Issue matters</i></b></p> <p>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>
<p><b><i>Key Understandings</i></b></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>
<p><b>Issue 2: Living in a Diverse Society</b></p>
<p><b><i>Inquiry Focus – Living in a diverse society: Is harmony achievable?</i></b></p> <p><b><i>Why this Issue matters</i></b></p> <p>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>
<p><b><i>Key Understandings</i></b></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>
<p><b>Issue 3: Being Part of a Globalised World</b></p>
<p><b><i>Inquiry Focus – Being part of a globalised world: Is it necessarily good?</i></b></p> <p><b><i>Why this Issue matters</i></b></p> <p>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>
<p><b><i>Key Understandings</i></b></p> <ul style="list-style-type: none"> <li>• Globalisation shapes the interconnections and interdependence between countries and people.</li> <li>• Globalisation creates tension due to uneven impacts.</li> <li>• The impact of globalisation results in differing responses from countries and people.</li> </ul>

## 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.

**O-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****O-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 require candidates to consider the issue of the case study from a broader perspective</li> </ul>	10

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

### 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 sub-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 (multiple strategies/multi-causal) – 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 and making judgement on the relative importance of factors or giving balanced conclusion on the issue</li> </ul>	8

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



## O-LEVEL SOCIAL STUDIES SYLLABUS

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> 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>   <li>• Competing needs and interests               <ul style="list-style-type: none"> <li>– managing trade-offs</li> </ul> </li>   <li>• Functions of government               <ul style="list-style-type: none"> <li>– rule making, rule execution and rule adjudication</li> </ul> </li>   <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>   <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> 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>            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> <li>• different responses to tensions arising from some cultural impacts of globalisation</li> <li>• different responses to tensions arising from some security 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>• Homogenisation</li> <li>• Hybridisation</li> <li>• Trade-offs</li> <li>• Security</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> <p>3. How do we respond to tensions arising from some cultural impacts of globalisation?</p> <p>4. How do we respond to tensions arising from some security 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>   <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>   <li>• Cultural impact on countries and individuals <ul style="list-style-type: none"> <li>– homogenisation and hybridisation</li> <li>– different degrees of acceptance and rejection <ul style="list-style-type: none"> <li>○ entertainment</li> <li>○ food</li> </ul> </li> </ul> </li>   <li>• Security impact on countries and individuals <ul style="list-style-type: none"> <li>– security and vulnerability</li> <li>– management of trade-offs <ul style="list-style-type: none"> <li>○ cyber security challenges</li> <li>○ transnational terrorism</li> </ul> </li> </ul> </li> </ul>

# PAPER 2

## LITERATURE IN CHINESE

### 华文文学

#### 说明

- 1 华文文学 (Literature in Chinese) (2287/2) 与社会科 (Social Studies) 配对组成剑桥普通水准考试的另一个完整的人文科目 — “综合人文科” (Humanities)。

#### 考生

- 2 本科供修读中学快捷课程 / 普通 (学术) 课程的学生选考。

#### 试卷

- 3 华文文学 (2287/2) 只有一个试卷。
- 4 作答时间: 1小时40分。

#### 考试范围

- 5 范围包括:
  - 5.1 诗歌和现当代短篇小说选读。
  - 5.2 课外文学作品赏析。

## 6 诗歌和现当代短篇小说选读

诗歌			
序号	篇名	作者	时代 / 所属国家或地区
1	《渡荆门送别》	李白	唐朝
2	《春夜喜雨》	杜甫	唐朝
3	《水调歌头》（明月几时有）	苏轼	宋朝
4	《如梦令》（昨夜雨疏风骤）	李清照	宋朝
5	《偶然》	徐志摩	现代 / 中国
6	《珍珠项链》	余光中	当代 / 台湾
7	《传灯》	杜南发	当代 / 新加坡
8	《彩窗》	林得楠	当代 / 新加坡
现当代短篇小说			
序号	作品	作者	所属国家或地区
1	《孔乙己》	鲁迅	中国
2	《陈小手》	汪曾祺	中国
3	《像我这样的—个女子》	西西	香港
4	《拉子妇》	李永平	马来西亚
5	《回不去的候车站》	小寒	新加坡

## 7 课外文学作品赏析

7.1 无规定文本。

7.2 以现当代短篇小说、微型小说、诗歌为主，强化鉴赏及分析文学作品的能立。



## 试卷蓝图 (2287/2)

组别	方式	题数	分数	考查内容	备注
A组	问答	1 (2选1)	25 (25%)	短篇小说 微型小说 古典诗词 现当代诗歌	• 1小时40分钟
B组	问答	1 (2选1)	25 (25%)	*短篇小说 *微型小说 *现当代诗歌	
共计		2	50 (50%)		

\*B组考查的文学作品为课外节选篇章，旨在考查学生分析与鉴赏文学作品的 ability。