



Singapore Examinations and Assessment Board



Cambridge Assessment
International Education

**Singapore–Cambridge General Certificate of Education
Ordinary Level (2025)**

Humanities
(Social Studies, Literature in Malay)
(Syllabus 2264)

CONTENTS

| | <i>Page</i> |
|----------------------------|-------------|
| INTRODUCTION | 3 |
| SOCIAL STUDIES | 4 |
| LITERATURE IN MALAY | 16 |

Humanities

(Social Studies, Literature in Malay)

Singapore–Cambridge General Certificate of Education Ordinary Level (2025)

(Syllabus 2264)

INTRODUCTION

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 (2264) comprises two components: Social Studies and Literature in Malay. 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 Malay | 50 | 50% | 1 hr 40 min |

Paper 1

Social Studies

INTRODUCTION

Philosophy of the Singapore Social Studies Curriculum

At the heart of the Singapore Social Studies curriculum is the preparation of students to be effective citizens 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 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 the Singapore society, nurture dispositions that will 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 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.

Figure 1.1 reflects the philosophy underpinning the Singapore Social Studies curriculum.

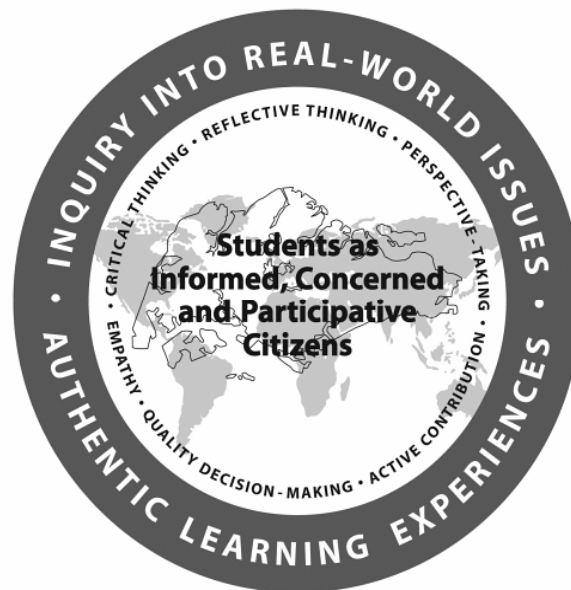


Figure 1.1 The Singapore Social Studies Curriculum

The 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, the region and the world. The knowledge, skills and values acquired through exploring these Issues will develop students' competencies to be informed, concerned and participative citizens. The following table shows an overview of the three Issues in the Social Studies O-Level syllabus.

| |
|---|
| <p>Issue 1: Exploring Citizenship and Governance</p> |
| <p><i>Inquiry Focus – Working for the good of society: Whose responsibility is it?</i></p> <p><i>Why this Issue matters</i></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 citizenship and governance and learn how citizens and government play complementary roles in working for the good of society. 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><i>Key Understandings</i></p> <ul style="list-style-type: none"> • Citizenship is varied and complex. • Government is a political institution with important functions and roles to govern. • Different groups of people in society have differing needs, interests and priorities, and experience unequal sharing of costs. Managing these differences often requires trade-offs to be made. • Both citizens and government can play complementary roles in working for the good of society. |
| <p>Issue 2: Living in a Diverse Society</p> |
| <p><i>Inquiry Focus – Living in a diverse society: Is harmony achievable?</i></p> <p><i>Why this Issue matters</i></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><i>Key Understandings</i></p> <ul style="list-style-type: none"> • Identities are diverse and complex. • Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common. • People respond to diversity in a variety of ways to achieve harmony. |

| Issue 3: Being Part of a Globalised World |
|--|
| <p><i>Inquiry Focus</i> – Being part of a globalised world: How can we respond to globalisation?</p> <p><i>Why this Issue matters</i></p> <p>This Issue helps students understand and make meaning of their lives in a globalised world where countries 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 impacts of globalisation in these areas result in trade-offs and different responses from countries and individuals. Students will therefore appreciate the complex decision-making process behind the responses towards the impacts of globalisation. This understanding will help them to make well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.</p> |
| <p><i>Key Understandings</i></p> <ul style="list-style-type: none"> • Globalisation shapes the interconnections and interdependence among countries and people. • Globalisation creates impacts in the economy, culture and security. • The impacts of globalisation result in differing responses from countries and people. |

AIMS

As **informed** citizens, students would:

- understand the rights and responsibilities of citizens and the role of the government in society
- understand their identity as Singaporeans, with a regional and global outlook
- understand the Singapore perspective on key national, regional and global issues
- analyse and negotiate complex issues through evaluating multiple sources with different perspectives; and
- arrive at well-reasoned, responsible decisions through reflective thought and discernment.

As **concerned** citizens, students would:

- have a sense of belonging to the nation, appreciate and be committed to building social cohesion in a diverse society
- be motivated to engage in issues of societal concern; and
- reflect on the ethical considerations and consequences of decision making.

As **participative** citizens, students would:

- take responsible personal and collective actions to effect change for the good of society; and
- be resilient in addressing concerns of society in spite of challenges faced.

ASSESSMENT OBJECTIVES

AO1 – Knowledge with Understanding

Candidates should be able to:

- demonstrate an understanding of societal issues.

AO2 – 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.

AO3 – 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"> • Source-handling skills on specific sources | 25 |
| 5 | <ul style="list-style-type: none"> • Source-handling skills requiring use of multiple sources – question will require candidates to consider the issue of the case study from a different perspective | 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 question 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"> • 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 | 7 |
| 7 | <ul style="list-style-type: none"> • 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 | 8 |

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

| Issue 1: Exploring Citizenship and Governance | | |
|---|--|---|
| Descriptor | Key Understandings | |
| <p>Inquiry Focus – Working for the good of society: Whose responsibility is it?</p> <p>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 citizenship and governance, and learn how citizens and government play complementary roles in working for the good of society. 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"> • Citizenship is varied and complex. • Government is a political institution with important functions and roles to govern. • Different groups of people in society have differing needs, interests and priorities, and experience unequal sharing of costs. Managing these differences often requires trade-offs to be made. • Both citizens and government can play complementary roles in working for the good of society. | |
| Knowledge Outcomes | Skills Outcomes | Concepts |
| <p>Students will be able to understand:</p> <ul style="list-style-type: none"> • different attributes can shape one's understanding of citizenship • the functions and roles of government in working for the good of society • the challenges of determining what is good for a society, with decisions guided by the principles of governance • how citizens and government can work together for the good of society. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • examine societal issues critically by gathering, interpreting, analysing and evaluating information from different sources to make well-reasoned and substantiated arguments, recommendations and conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that considers <ul style="list-style-type: none"> – Singapore's unique contexts, constraints and vulnerabilities; and – the consequences of one's actions on those around them • demonstrate perspective-taking when encountering differing views • demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others. | <ul style="list-style-type: none"> • Citizenship • Governance • Trade-offs |

| Issue 1: Exploring Citizenship and Governance | |
|--|--|
| Guiding Questions | Content |
| 1 What does citizenship mean to me? | <ul style="list-style-type: none"> • Attributes can shape one's understanding of citizenship <ul style="list-style-type: none"> – Legal status <ul style="list-style-type: none"> ○ Rights and obligations of citizens – A sense of identity – Shared values – Civic participation <ul style="list-style-type: none"> ○ Participate in public affairs as individuals and community groups |
| 2 What are the functions and roles of government in working for the good of society? | <ul style="list-style-type: none"> • Functions and roles of government in a representative democracy <ul style="list-style-type: none"> – Functions of government <ul style="list-style-type: none"> ○ Makes and passes laws ○ Implements and enforces laws ○ Interprets and applies laws – Roles of government <ul style="list-style-type: none"> ○ Maintains law and order ○ Ensures economic and social well-being of citizens ○ Promotes and protects a country's national interests |
| 3 How do we decide what is good for society? | <ul style="list-style-type: none"> • Deciding what is good for society <ul style="list-style-type: none"> – Challenges in deciding what is good for society <ul style="list-style-type: none"> ○ Differing needs and interests ○ Differing priorities ○ Unequal sharing of costs – Managing trade-offs – Principles shaping governance <ul style="list-style-type: none"> ○ Having good leadership ○ Anticipating change and staying relevant ○ A stake for everyone, opportunities for all ○ Practising meritocracy |
| 4 How can we work together for the good of society? | <ul style="list-style-type: none"> • Citizens and government working together for the good of society <ul style="list-style-type: none"> – Addressing the needs of society – Influencing decision-making in public affairs – Strengthening citizens' sense of belonging |

| Issue 2: Living in a Diverse Society | | |
|---|--|--|
| Descriptor | Key Understandings | |
| <p>Inquiry Focus – Living in a diverse society: Is harmony achievable?</p> <p>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.</p> | <ul style="list-style-type: none"> Identities are diverse and complex. Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common. People respond to diversity in a variety of ways to achieve harmony. | |
| Knowledge Outcomes | Skills Outcomes | Concepts |
| <p>Students will be able to understand:</p> <ul style="list-style-type: none"> the factors that shape identities of people and contribute to a diverse society the experiences and effects of living in a diverse society the various ways in which individuals, communities and governments can respond to the effects of living in a diverse society. | <p>Students will be able to:</p> <ul style="list-style-type: none"> examine societal issues critically by gathering, interpreting, analysing and evaluating information from different sources to make well-reasoned and substantiated arguments, recommendations and conclusions on societal issues demonstrate sound reasoning and responsible decision-making that considers <ul style="list-style-type: none"> Singapore's unique contexts, constraints and vulnerabilities; and the consequences of one's actions on those around them demonstrate perspective-taking when encountering differing views demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others. | <ul style="list-style-type: none"> Identity Diversity Harmony |

| Issue 2: Living in a Diverse Society | |
|---|--|
| Guiding Questions | Content |
| 1 What are the factors that shape the identities of people and contribute to a diverse society? | <ul style="list-style-type: none"> • Factors that shape the identities of people and contribute to a diverse society <ul style="list-style-type: none"> – Race and ethnicity – Religion – Socio-economic status – Nationality |
| 2 What are the experiences and effects of living in a diverse society? | <ul style="list-style-type: none"> • Interactions in a diverse society and common space • Experiences and effects of living in a diverse society <ul style="list-style-type: none"> – Cultural exchange and appreciation – Exchange of knowledge and skills – Stereotypes, prejudice and discrimination – Competition for resources |
| 3 How can we respond to diversity in society? | <ul style="list-style-type: none"> • Citizens and government responding to socio-cultural diversity <ul style="list-style-type: none"> – Responses of citizens as individuals and community groups – Responses of government <ul style="list-style-type: none"> ○ Assimilationist policy and its tensions ○ Integration policy and its tensions • Citizens and government responding to socio-economic diversity <ul style="list-style-type: none"> – Responses of citizens as individuals and community groups – Responses of government <ul style="list-style-type: none"> ○ A government-financed approach and its challenges ○ A shared responsibility approach and its challenges |

| Issue 3: Being Part of a Globalised World | | |
|---|--|--|
| Descriptor | Key Understandings | |
| <p>Inquiry Focus – Being part of a globalised world: How can we respond to globalisation?</p> <p>Why this Issue matters This Issue helps students understand and make meaning of their lives in a globalised world where countries 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 impacts of globalisation in these areas result in trade-offs and different responses from countries and individuals. Students will therefore appreciate the complex decision-making process behind the responses towards the impacts of globalisation. This understanding will help them to make well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.</p> | <ul style="list-style-type: none"> • Globalisation shapes the interconnections and interdependence among countries and people. • Globalisation creates impacts in the economy, culture and security. • The impacts of globalisation result in differing responses from countries and people. | |
| Knowledge Outcomes | Skills Outcomes | Concepts |
| <p>Students will be able to understand:</p> <ul style="list-style-type: none"> • the key driving forces of globalisation • different responses of countries and individuals to economic, cultural and security impacts of globalisation. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • examine societal issues critically by gathering, interpreting, analysing and evaluating information from different sources to make well-reasoned and substantiated arguments, recommendations and conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that considers <ul style="list-style-type: none"> – Singapore’s unique contexts, constraints and vulnerabilities; and – the consequences of one’s actions on those around them • demonstrate perspective-taking when encountering differing views • demonstrate reflective thinking when reviewing their understanding of societal issues and examining personal assumptions and beliefs about others. | <ul style="list-style-type: none"> • Globalisation • Interconnectedness • Interdependence |

| Issue 3: Being Part of a Globalised World | |
|--|--|
| Guiding Questions | Content |
| 1 What are the factors that contribute to globalisation? | <ul style="list-style-type: none"> • Driving forces of globalisation <ul style="list-style-type: none"> – Technological advancements <ul style="list-style-type: none"> ○ Developments in transportation ○ Developments in digital technology – Growth of Multinational Corporations |
| 2 How can we respond to the economic impacts of globalisation? | <ul style="list-style-type: none"> • Economic impacts of globalisation and responses of countries and individuals <ul style="list-style-type: none"> – Economic impacts of globalisation <ul style="list-style-type: none"> ○ Economic growth and economic vulnerability experienced by countries ○ Employment opportunities and challenges experienced by individuals – Responses to economic impacts of globalisation <ul style="list-style-type: none"> ○ Government support ○ Acquisition of knowledge and skills by individuals |
| 3 How can we respond to the cultural impacts of globalisation? | <ul style="list-style-type: none"> • Cultural impacts of globalisation and responses of countries and individuals <ul style="list-style-type: none"> – Cultural impacts of globalisation <ul style="list-style-type: none"> ○ Spread of culture ○ Dilution of culture – Responses to cultural impacts of globalisation <ul style="list-style-type: none"> ○ Varying degrees of acceptance and rejection |
| 4 How can we respond to the security impacts of globalisation? | <ul style="list-style-type: none"> • Security impacts of globalisation and responses of countries and individuals <ul style="list-style-type: none"> – Security impacts of globalisation <ul style="list-style-type: none"> ○ Transnational terrorism ○ Cyber threats – Responses to security impacts of globalisation <ul style="list-style-type: none"> ○ Vigilance by individuals ○ Security measures by governments within their countries ○ Cooperation among countries |

Paper 2

Literature in Malay

(Kesusasteraan dalam Bahasa Melayu)

1 TUJUAN

Berdasarkan Sukatan Pelajaran Kesusasteraan dalam Bahasa Melayu Sekolah Menengah 2019 yang dihasilkan oleh Bahagian Perancangan dan Pembangunan Kurikulum, Kementerian Pendidikan, pada akhir pendidikan sekolah menengah kursus Kesusasteraan dalam Bahasa Melayu Peringkat Biasa, pelajar berupaya untuk:

- (a) membina keupayaan membaca, memahami dan memberikan respons secara kritis terhadap karya sastera sebagai **Pembaca yang Reflektif** dan **Pelajar yang Kritis**;
- (b) menanam minat terhadap sastera sebagai **Penyemarak Kesusasteraan Asia**;
- (c) menyemaikan sikap apresiasi terhadap sumbangan kesusasteraan Melayu kepada pembangunan budaya, nilai-nilai estetik dan spiritual manusia dan masyarakat dengan menjadi **Pemikir yang Bersifat Global** dan **Pencipta yang Inventif**; dan
- (d) menanam minat membaca pelbagai bahan sastera secara sendiri.

2 OBJEKTIF PENILAIAN

Peperiksaan Kesusasteraan dalam Bahasa Melayu GCE Peringkat Biasa bertujuan untuk menilai keupayaan calon:

- (a) mengenal pasti isi teks sastera berdasarkan pelbagai aspek seperti tema, perutusan atau pengajaran, persoalan, nilai, plot, watak dan perwatakan, latar dan gaya bahasa;
- (b) memilih, menyusun dan mengaplikasikan aspek sastera yang telah dipelajari;
- (c) memahami dan memetik maklumat yang relevan untuk menyokong hujah;
- (d) menganalisis dan menilai teks sastera;
- (e) membuat interpretasi tentang teks sastera; dan
- (f) memberikan respons yang sesuai terhadap teks sastera secara tersusun dan meyakinkan.

3 FORMAT PENILAIAN

(a) Bahagian A: Prosa Moden dan Sajak (25%)

Bahagian ini mengandungi **dua** soalan; prosa moden dan sajak. Calon dikehendaki memilih **satu** soalan sahaja.

(b) Bahagian B: Analisis Sastera (25%)

Bahagian ini mengandungi **dua** soalan. Calon akan diberi dua teks bebas; prosa moden dan sajak. Calon dikehendaki untuk memilih **satu** soalan sahaja.

Untuk maklumat lanjut, sila rujuk Jadual Pengkhususan yang disediakan.

4 SKEMA PENILAIAN (JADUAL PENGKHUSUSAN)

| Masa | Komponen | Jenis Item | Jumlah Soalan (Jumlah soalan yang perlu dijawab) | Markah (Timbangan) |
|----------------|---|---------------------|--|-----------------------|
| 1 jam 40 minit | <u>Bahagian A</u> • Prosa Moden • Sajak | Esei berstruktur | 2 (1) | 25 (25%) |
| | <u>Bahagian B</u> Analisis Sastera (Teks bebas) • Prosa Moden • Sajak | Esei berstruktur | 2 (1) | 25 (25%) |
| | Total | – | 4 (2) | 50 (50%) |

5 SENARAI TEKS UNTUK PEPERIKSAAN

1 ANTOLOGI KARYA PAHLAWAN PANGGUNG (Unggun Creative, Singapura 2018)

(a) Sajak

- Anakku oleh Mohamed Latiff Mohamed
- Tidak Senang Dengan Duduk-duduk oleh Masuri S.N.
- Kepada Pohon Tak Bernama oleh Rasiah Halil
- Manuskrip oleh Noridah Kamari
- Ke Makam Bonda oleh Usman Awang

(b) Cerpen

- Sambal Goreng Mak oleh Wan Jumaiiah Mohd Jubri
- Kudrat oleh Maimunah Kemat
- Pahlawan Panggung oleh Suratman Markasan
- Nyanyuk oleh Jamal Ismail
- Dr Remaja PhD oleh Sharifah Khadijah Aljoofri
- Bintang Dua Belas oleh Farihan Bahron
- Orkidnya Sudah Menjadi oleh Khadijah Hashim
- Tika Aksara Menari oleh Djohan A. Rahman