Singapore Examinations and Assessment Board

CAMBRIDGE
International Education

Singapore–Cambridge Secondary Education Certificate (2027)

G3 English Language (Syllabus K300)

CONTENTS

AIMS OF TEACHING SYLLABUS

The overarching aim of the *EL Syllabus 2020* is to develop effective and affective language use in students in the following areas:

1. Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English from print, non-print and digital networked sources.

2. Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures.

3. Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.

4. Use English with impact, effect and affect.

These aims, taken from *English Language Syllabus 2020: Secondary (Express/Normal [Academic])*, p.9, form the broad basis of a course of study; they may not all be translated into Assessment Objectives for formal examination.

ASSESSMENT OBJECTIVES

Candidates will be assessed on their ability to use standard English to:

- write effectively to suit purpose, audience and context, using accurate and appropriate vocabulary, grammar, punctuation and spelling

- show understanding of a variety of written and multimodal texts at the literal, inferential and evaluative levels, including the use of language for effect

- identify main ideas and details as well as synthesise and summarise information from a variety of texts (including multimodal texts)

- listen to a variety of audio texts and show understanding at the literal, inferential and evaluative levels, including the identification of main ideas and details

- present ideas and opinions fluently and effectively to engage the listener

- engage in a discussion and communicate ideas and opinions clearly.

SCHEME OF ASSESSMENT

Paper	Description	Marks	Weighting (%)	Duration
1	**Writing** Section A: Editing Candidates identify and edit grammatical errors in a short written text. Section B: Situational Writing Candidates write 250–350 words on a given situation which will involve viewing a visual text. Section C: Continuous Writing Candidates write 350–500 words on one of four topics set.	**70** (10) (30) (30)	35	**1 hour 50 minutes**
2	**Comprehension** Section A Candidates respond to questions based on Texts 1 and 2, one of which is a visual text. Section B Candidates respond to a variety of questions based on Text 3 which is a narrative or a recount. Section C Candidates respond to a variety of questions based on Text 4, a non-narrative text, and write an 80-word response to a summary writing task.	**50** (5) (20) (25)	35	**1 hour 50 minutes**
3	**Listening** Section A Candidates respond to a variety of listening tasks based on a number of audio recordings which the candidates will hear twice. Section B Candidates listen to an audio recording and do a simple note-taking exercise. Candidates will hear the recording only once.	**30** (22) (8)	10	**About 45 minutes**
4	**Oral Communication** The two parts in this paper may be thematically linked. Part 1: Planned Response Candidates plan and deliver a response to a video clip and accompanying prompt presented on a computer screen. Part 2: Spoken Interaction Candidates engage in a discussion with the Examiners on a topic based on the same video clip.	**30** (15) (15)	20	**About 20 minutes** (including 10 minutes of preparation time)
	Total	**180**	**100**	

PAPER DESCRIPTION

Candidates are required to sit all four papers.

Paper 1 Writing [70 marks]
Duration of Paper 1: 1 hour 50 minutes

This paper is divided into three sections.

Section A: Editing [10 marks]
In a given text of continuous prose of not more than 250 words, candidates identify and then edit grammatical errors by writing the corrections in the spaces provided. Errors in punctuation and spelling will not be tested in this section.

Section B: Situational Writing [30 marks]
Candidates write a text of 250–350 words based on a given situation which will involve viewing a visual text. Candidates are required to write the text (e.g. an email, a letter, a report or a speech) to suit the purpose, audience and context.

Section C: Continuous Writing [30 marks]
Candidates choose one out of four topics to write a text of 350–500 words in continuous prose. The topics set may cover different types of texts, e.g. narrative or argument.

Paper 2 Comprehension [50 marks]
Duration of Paper 2: 1 hour 50 minutes

This paper is divided into three sections.

Section A [5 marks]
This section contains Texts 1 and 2, one of which will include visuals. Based on the texts, candidates are required to answer a variety of questions testing comprehension, and on the use of visuals as well as the use of language for effect.

Section B [20 marks]
This section contains Text 3, which is narrative in nature, based on which candidates are to answer questions testing comprehension, vocabulary in context and the use of language for effect.

Section C [25 marks]
This section contains Text 4, which is non-narrative in nature, based on which candidates are required to answer questions testing comprehension, vocabulary in context and the use of language for effect. Candidates are also required to write a summary of about 80 words (excluding the introductory words that will be provided).

Texts 3 and 4 together will be about 1200 words long.

Paper 3 Listening [30 marks]
Approximate duration of Paper 3: 45 minutes

This paper comprises two sections.

Section A [22 marks]
Candidates respond to a variety of listening tasks that will assess a range of listening skills. The tasks, which are based on a variety of types of audio texts, e.g. texts that recount, describe, explain or inform, may have visuals where appropriate. A variety of question types, e.g. multiple choice, matching, and filling in a graphic organiser, may be set.

Section B [8 marks]
Candidates listen to an informational text and complete a simple note-taking task.

Paper 4 Oral Communication [30 marks]
Approximate duration of Paper 4: 20 minutes per candidate (including 10 minutes of preparation time)

This paper comprises two parts which may be thematically linked.

Part 1: Planned Response [15 marks]
Candidates plan and deliver a response of up to 2 minutes to a video clip and accompanying prompt presented on a computer screen. Candidates are assessed on their ability to present their ideas and opinions fluently and effectively to engage the listener.

Part 2: Spoken Interaction [15 marks]
Candidates engage in a discussion with the Examiners on a topic broadly related to the video clip used in Part 1. They will not be asked any questions about what people say in the video clip.

The Oral communication examination will be delivered via computer.

GENERIC BAND DESCRIPTORS

Assessment Objective for Paper 1: Write effectively to suit purpose, audience and context, using accurate and appropriate vocabulary, grammar, punctuation and spelling.

Section B Situational Writing

Assessment Criteria for Task Fulfilment

- Addressing the required points
- Showing awareness of the purpose, audience and context
- Using the given information

Band	Marks	Band Descriptors for Task Fulfilment
5	9–10	• All points addressed and developed in detail • Purpose, audience and context fully and clearly addressed • Ideas consistently supported by given information
4	7–8	• All points addressed with one or more developed in detail • Purpose, audience and context clearly addressed • Ideas generally supported by given information
3	5–6	• Most points addressed with some development • Purpose, audience and context addressed • Some attempts to use given information to support ideas
2	3–4	• Some points addressed • Purpose, audience and context partially addressed • Some reference to given information
1	1–2	• One point addressed • Purpose, audience and context occasionally addressed • Occasional reference to given information
0	0	• No creditable response.

Assessment Criteria for Language

- Organisation of ideas
- Clarity of expression
- Accuracy of language

Band	Marks	Band Descriptors for Language
5	17–20	• Coherent and cohesive presentation of ideas across the whole of the response • Effective use of ambitious vocabulary and grammar structures • Complex vocabulary, grammar, punctuation and spelling used accurately
4	13–16	• Coherent presentation of ideas with some cohesion between paragraphs • Vocabulary and grammar structures sufficiently varied to convey shades of meaning • Vocabulary, grammar, punctuation and spelling used mostly accurately
3	9–12	• Most ideas coherently presented with some cohesion within paragraphs • Vocabulary and grammar structures sufficiently varied to convey intended meaning • Vocabulary, grammar, punctuation and spelling often used accurately
2	5–8	• Some ideas coherently presented with attempts at achieving cohesion • Mostly simple vocabulary and grammar structures used; meaning is usually clear • Vocabulary, grammar, punctuation and spelling used with varying degrees of accuracy
1	1–4	• Ideas presented in isolation • Simple vocabulary and grammar structures used • A few examples of correct use of vocabulary, grammar, punctuation and spelling
0	0	• No creditable response.

Section C Continuous Writing

Assessment Criterion for Content

- Addressing the task

Band	Marks	Band Descriptors for Content
5	9–10	• All aspects of the task are fully addressed and developed in detail
4	7–8	• All aspects of the task are addressed with some development
3	5–6	• Some aspects of the task are addressed with some development
2	3–4	• Some aspects of the task are addressed
1	1–2	• Some attempts to address the task
0	0	• No creditable response.

Assessment Criteria for Language

- Organisation of ideas
- Clarity of expression
- Accuracy of language

Band	Marks	Band Descriptors for Language
5	17–20	• Coherent and cohesive presentation of ideas across the whole of the response • Effective use of ambitious vocabulary and grammar structures • Complex vocabulary, grammar, punctuation and spelling used accurately
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3	9–12	• Most ideas coherently presented with some cohesion within paragraphs • Vocabulary and grammar structures sufficiently varied to convey intended meaning • Vocabulary, grammar, punctuation and spelling often used accurately
2	5–8	• Some ideas coherently presented with attempts at achieving cohesion • Mostly simple vocabulary and grammar structures used; meaning is usually clear • Vocabulary, grammar, punctuation and spelling used with varying degrees of accuracy
1	1–4	• Ideas presented in isolation • Simple vocabulary and grammar structures used • A few examples of correct use of vocabulary, grammar, punctuation and spelling
0	0	• No creditable response.

Assessment Objective of Summary Writing in Paper 2: Identify main ideas and details as well as synthesise and summarise information.

Summary Style Band Descriptors	
Marks	10
7	• Sustained and successful use of own words and structures • Consistently well organised ideas which convey the meaning of the text clearly and precisely
5–6	• Frequent and usually appropriate use of own words and structures • Mostly well organised ideas which convey the meaning of the text clearly
3–4	• Some use of own words and structures • Some attempts at organising ideas to convey the meaning of the text
1–2	• Occasional attempts at use of own words and/or structures • Attempts at conveying the meaning of the text
0	• No creditable response.

Assessment Objectives for Paper 4: Present ideas and opinions fluently and effectively to engage the listener. Engage in a discussion and communicate ideas and opinions clearly.

Part 1: Planned Response

Assessment Criteria for Response

- Development and organisation of ideas
- Expression of ideas

Band	Marks	Band Descriptors
5	9–10	• A well-considered response which is well-developed and organised • Uses a wide range of well-chosen vocabulary and structures
4	7–8	• A thoughtful response which is generally well-developed and organised • Uses a range of largely appropriate vocabulary and structures
3	5–6	• Response has some development and organisation • Some attempt at a range of vocabulary and structures
2	3–4	• Ideas have simple development and organisation • Simple vocabulary and structures used mostly appropriately
1	1–2	• A slight attempt to address the topic • A few examples of simple vocabulary and structures
0	0	• No creditable response.

Assessment Criteria for Delivery with Awareness of Purpose, Audience and Context

- Pronunciation
- Fluency
- Intonation

Band	Marks	Band Descriptors
5	5	• Delivery is fluent with clear pronunciation, and intonation varied to good effect
4	4	• Delivery is generally fluent and clear in pronunciation with appropriate intonation
3	3	• Delivery is quite fluent with intelligible pronunciation and some variation of intonation
2	2	• Patches of fluent delivery and intelligible pronunciation with attempts at using appropriate intonation
1	1	• Pronunciation is intelligible at times with occasional use of appropriate intonation
0	0	• No creditable response.

Part 2: Spoken Interaction

Assessment Criteria for Spoken Interaction

- Communication of perspective(s)
- Engagement in a discussion

Band	Marks	Band Descriptors
5	13–15	- Offers well-considered responses with coherent and well-developed perspective(s) - Uses a wide range of well-chosen vocabulary and structures; clear pronunciation - Engages in a sustained discussion, sometimes moving beyond the prompts
4	10–12	- Offers some thoughtful responses with generally well-developed perspective(s) - Uses a range of largely appropriate vocabulary and structures; generally clear pronunciation - Engages in a discussion by responding appropriately to the prompts
3	7–9	- Offers perspective(s) with some development - Some attempt at using a range of vocabulary and structures; intelligible pronunciation - Engages in a discussion with some support and encouragement
2	4–6	- Offers perspective(s) with simple development - Simple vocabulary and structures used mostly appropriately; some control of pronunciation - Engages in a discussion with support and encouragement
1	1–3	- A slight attempt to address the topic - A few examples of simple vocabulary and structures; pronunciation is intelligible at times - A slight attempt to engage in a discussion
0	0	No creditable response.