



Singapore Examinations and Assessment Board



Cambridge Assessment  
International Education

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

# **English Language (Syllabus 1195)**

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Update

## AIMS OF TEACHING SYLLABUS

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By the end of their Secondary education, pupils will be able to achieve functional fluency in English as a result of their development in the following areas:

1. **Listen, read and view** critically and with accuracy and understanding a wide range of literary and informational/functional texts from print and non-print sources.
2. **Speak, write and represent** in internationally acceptable English (Standard English) that is grammatical, fluent, mutually intelligible and appropriate for different purposes, audiences, contexts and cultures.
3. **Understand and use internationally acceptable English (Standard English) grammar and vocabulary** accurately and appropriately as well as understand how speakers/writers put words together and use language to communicate meaning.

These aims, taken from *English Language Syllabus 2010: Primary (Foundation) & Secondary (Normal [Technical])*, p.10, form the broad basis of a course of study; they may not all be translated into Assessment Objectives for formal examination.

## ASSESSMENT OBJECTIVES

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In this English Language examination, candidates will be assessed on their ability to:

- speak and write in internationally acceptable English
- speak and write clearly, relevantly and coherently with an awareness of purpose, audience and context
- use correct grammar, punctuation and spelling
- speak and write using appropriate and varied vocabulary
- show understanding of a variety of written, spoken and visual texts at different levels of comprehension
- use contextual clues to fill in missing words or information in a given text
- edit language errors in a given text
- organise and present ideas and information using accurate language
- read aloud a given text with accurate pronunciation, clear articulation and appropriate voice qualities, i.e. pace, volume, tone and stress.

## SCHEME OF ASSESSMENT

Paper	Description	Marks	Weighting (%)	Duration
<b>1</b>	<p><b>Writing</b></p> <p><u>Section A: Functional Tasks</u></p> <p>Part 1: Form Filling Candidates fill in a form based on given information.</p> <p>Part 2: Functional Writing Candidates write about 80 words based on the context provided in Part 1.</p> <p><u>Section B: Guided Writing</u> Candidates write a text of at least 180 words. A stimulus text, which may include visuals, will be provided.</p>	<p><b>60</b></p> <p>(10)</p> <p>(20)</p> <p>(30)</p>	<b>30.0</b>	<b>1 hour 15 minutes</b>
<b>2</b>	<p><b>Language Use and Comprehension</b></p> <p><u>Section A: Language Use</u></p> <p>Part 1: Editing Candidates edit grammatical errors in a given text.</p> <p>Part 2: Language in Spoken Context Candidates complete a transcript of a spoken text.</p> <p>Part 3: Modified Cloze I Candidates complete a cloze passage testing vocabulary.</p> <p>Part 4: Modified Cloze II Candidates complete a cloze passage testing grammar.</p> <p><u>Section B: Reading Comprehension</u></p> <p>Part 5: Comprehension I Candidates answer questions on an informational text.</p> <p>Part 6: Comprehension II Candidates answer questions on a text with visuals.</p>	<p><b>80</b></p> <p>(10)</p> <p>(10)</p> <p>(10)</p> <p>(10)</p> <p>(10)</p> <p>(30)</p>	<b>40.0</b>	<b>1 hour 20 minutes</b>
<b>3</b>	<p><b>Listening</b> Candidates complete a variety of listening tasks.</p>	<b>20</b>	<b>10.0</b>	<b>About 45 minutes</b>
<b>4</b>	<p><b>Oral Communication</b> The two parts in this paper are thematically linked.</p> <p><u>Part 1: Reading Aloud</u> Candidates read aloud a short text, presented on a computer screen.</p> <p><u>Part 2: Spoken Interaction</u> Candidates engage in a discussion with the Examiners on a topic based on a visual stimulus, in the form of a video clip.</p>	<p><b>40</b></p> <p>(15)</p> <p>(25)</p>	<b>20.0</b>	<b>About 20 minutes (including 10 minutes of preparation time)</b>
<b>Total</b>		<b>200</b>	<b>100.0</b>	

## PAPER DESCRIPTION

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Candidates are required to sit all four papers.

### **Paper 1: Writing [60 marks]**

Duration of Paper 1: 1 hour 15 minutes

This paper comprises two sections.

#### Section A: Functional Tasks [30 marks]

##### Part 1: Form Filling (10 marks)

Candidates complete a form based on a given context. In addition to the context, candidates are to make use of the information provided in an informational text, e.g. a brochure, an advertisement or a notice, to complete the task.

##### Part 2: Functional Writing (20 marks)

Candidates write a functional piece of about 80 words, e.g. a letter of application, a note of excuse or an eye-witness account, in response to the context provided in Part 1.

#### Section B: Guided Writing [30 marks]

Candidates write a text of at least 180 words based on a given context which involves viewing a stimulus text. Candidates are required to write the text, e.g. a journal entry, a personal letter or an explanation, to suit the purpose, audience and context. Candidates will be guided to complete the task.

### **Paper 2: Language Use and Comprehension [80 marks]**

Duration of Paper 2: 1 hour 20 minutes

This paper comprises two sections.

#### Section A: Language Use [40 marks]

##### Part 1: Editing (10 marks)

Candidates indicate whether each of the underlined words is incorrect or redundant in a text of about 150 words. For incorrect words, candidates provide the correct ones in the spaces provided. Spelling and punctuation will not be tested in this part.

##### Part 2: Language in Spoken Context (10 marks)

Candidates select their responses from given options to fill in the gaps in a transcript of a conversation.

##### Part 3: Modified Cloze I (10 marks)

Candidates complete a modified cloze passage testing vocabulary. Candidates select their responses from a list of 15 words to fill in the blanks.

##### Part 4: Modified Cloze II (10 marks)

Candidates complete a modified cloze passage testing grammar. Candidates are to use their own words to fill in the blanks.

#### Section B: Reading Comprehension [40 marks]

##### Part 5: Comprehension I (10 marks)

Candidates answer different types of questions, e.g. fill-in-the-blank, true-false and open-ended questions, on an informational text. The text may include visuals, such as charts, maps, tables and graphs.

##### Part 6: Comprehension II (30 marks)

Candidates read a text of about 600 words and answer a variety of questions. The text will be accompanied by visuals. Candidates also select from given options the meaning of five words as used in the text.

**Paper 3: Listening [20 marks]**

Approximate duration of Paper 3: 45 minutes

Listening (20 marks)

Candidates listen to a variety of spoken texts and complete a set of listening tasks comprising multiple-choice questions, matching and ordering. Spoken texts, such as conversations, speeches, announcements, reports and presentations of informational texts, may be included.

**Paper 4: Oral Communication [40 marks]**

Approximate duration of Paper 4: 20 minutes per candidate (including 10 minutes of preparation time)

This paper comprises two parts which are thematically linked.

Part 1: Reading Aloud (15 marks)

Candidates read aloud a text presented on a computer screen to demonstrate accurate pronunciation, clear articulation, and their ability to use voice qualities appropriate to the text's purpose, audience and context.

Part 2: Spoken Interaction (25 marks)

Candidates view a visual stimulus in the form of a video clip, which is thematically linked to the text in Part 1, in order to engage in a discussion with the Examiners. Candidates will not be asked any questions about what people say in the video clip.

Update

*The Oral Communication examination will be delivered via computer. During preparation, candidates may study the text and watch the video clip any number of times within the given ten minutes. During the examination, candidates will watch the video clip one more time before the discussion with the Examiners.*

## GENERIC BAND DESCRIPTORS

### Paper 1: Functional Writing

#### Assessment Criteria for Task Fulfilment

- Interpretation of task
- Selection of information
- Generation of information/ideas
- Development of information/ideas

Band	Mark Range	Band Descriptors
1	9–10 marks	<ul style="list-style-type: none"> <li>• Accurate interpretation of task showing good understanding of purpose, audience and context</li> <li>• Appropriate selection of relevant information</li> <li>• Helpful and focused additional information/ideas</li> <li>• Information/ideas are thoroughly developed</li> </ul>
2	6–8 marks	<ul style="list-style-type: none"> <li>• Generally accurate interpretation of task showing fairly good understanding of purpose, audience and context</li> <li>• Generally appropriate selection of relevant information</li> <li>• Sensible and relevant additional information/ideas</li> <li>• Information/ideas are developed but not thoroughly</li> </ul>
3	3–5 marks	<ul style="list-style-type: none"> <li>• Satisfactory interpretation of task showing some understanding of purpose, audience and context</li> <li>• Some awareness of the need to select relevant information</li> <li>• Some additional information/ideas may not always be relevant</li> <li>• Information/ideas are minimally developed</li> </ul>
4	1–2 marks	<ul style="list-style-type: none"> <li>• Misinterpretation of task showing incomplete understanding of purpose, audience and context</li> <li>• Little or no attempt to select relevant information</li> <li>• Either no additional information/ideas or entirely irrelevant additional details</li> <li>• Information/ideas are mostly undeveloped</li> </ul>
5	0 marks	Script totally incomprehensible; irrelevant information/ideas throughout; mere copying of question rubrics; question not attempted at all.

**Assessment Criteria for Language Use**

- Accuracy of language in terms of grammar, sentence structure, punctuation and spelling
- Appropriate use of vocabulary
- Clarity of expression and organisation
- Appropriateness of register and tone

Band	Mark Range	Band Descriptors
1	9–10 marks	<p>Language is mainly accurate and meaning is always clear.</p> <ul style="list-style-type: none"> <li>• Coherent paragraphs that are well-linked</li> <li>• Sentence structures that are consistently correct and varied</li> <li>• Accurate sentence separation; appropriate punctuation; and correct spelling</li> <li>• A range of appropriate vocabulary</li> <li>• Tone and register appropriate to the nature of the task</li> </ul>
2	6–8 marks	<p>Language is mostly accurate. Meaning is seldom in doubt but there may be occasional blurring.</p> <ul style="list-style-type: none"> <li>• Paragraphs used, but they are not well-linked, affecting coherence</li> <li>• Sentence structures that are mainly correct and occasionally varied</li> <li>• Less consistent in the accuracy of sentence separation, use of punctuation and/or spelling</li> <li>• Adequate vocabulary, often lacking in precision</li> <li>• Tone and register acceptable for the nature of the task</li> </ul>
3	3–5 marks	<p>The gist can be followed, but error and linguistic limitations affect precise understanding of details and parts of the answer may require re-reading before meaning becomes clear.</p> <ul style="list-style-type: none"> <li>• Linking of points both within and between paragraphs may be haphazard with little coherence</li> <li>• Mostly simple sentence structures that are sometimes inaccurate, with occasional lack of clarity of expression</li> <li>• Numerous errors of sentence separation/punctuation and/or spelling</li> <li>• Limited vocabulary</li> <li>• Tone and register often inappropriate to the nature of the task</li> </ul>
4	1–2 marks	<p>Errors, particularly of grammar, seriously impede communication of meaning.</p> <ul style="list-style-type: none"> <li>• Paragraphs rarely or wrongly used with little or no evidence of coherent linking of ideas</li> <li>• Limited understanding of writing in sentences; expression often unclear</li> <li>• For the most part, faulty punctuation and incorrect spelling</li> <li>• Very simple and sometimes inaccurate vocabulary</li> <li>• Tone and register inappropriate to the nature of the task</li> </ul>
5	0 marks	<p>Script is totally incomprehensible; mere copying of question rubrics; question not attempted at all.</p>

**Paper 1: Guided Writing****Assessment criteria for Task Fulfilment**

- Interpretation of task
- Selection of relevant information
- Generation of information/ideas
- Development of information/ideas

<b>Band</b>	<b>Mark Range</b>	<b>Band Descriptors</b>
1	12–15 marks	<ul style="list-style-type: none"> <li>• Accurate interpretation of task showing good understanding of purpose, audience and context</li> <li>• Appropriate selection of relevant information</li> <li>• Helpful and focused additional information/ideas</li> <li>• A clear and coherent attempt to elaborate on the given information and to convey convincingly the experience of the event</li> </ul>
2	8–11 marks	<ul style="list-style-type: none"> <li>• Generally accurate interpretation of task showing fairly good understanding of purpose, audience and context</li> <li>• Generally appropriate selection of relevant information</li> <li>• Sensible and relevant additional information/ideas</li> <li>• A sensible attempt to elaborate on the given information and to convey a sense of the event</li> </ul>
3	4–7 marks	<ul style="list-style-type: none"> <li>• Satisfactory interpretation of task showing some understanding of purpose, audience and context</li> <li>• Some awareness of the need to select relevant information</li> <li>• Some additional information/ideas may not always be relevant</li> <li>• Limited attempt to elaborate on the given information with either very little description of the event or much that is irrelevant. Information provided is likely to be repeated as responses.</li> </ul>
4	1–3 marks	<ul style="list-style-type: none"> <li>• Misinterpretation of task showing little or no understanding of purpose, audience and context</li> <li>• Little or no attempt to select relevant information</li> <li>• Either no additional information/ideas or entirely irrelevant additional details</li> <li>• Little or no attempt to elaborate on the given information or to offer any credible description of the event. Responses may be almost entirely dependent on the given information.</li> </ul>
5	0 marks	Script is totally incomprehensible; mere copying of question rubrics; question not attempted at all.

**Assessment Criteria for Language Use**

- Accuracy of language in terms of grammar, sentence structure, punctuation and spelling
- Appropriate use of vocabulary
- Clarity of expression and organisation
- Appropriateness of register and tone

<b>Band</b>	<b>Mark Range</b>	<b>Band Descriptors</b>
1	12–15 marks	<p>Language is mainly accurate and meaning is always clear.</p> <ul style="list-style-type: none"> <li>• Consistent use of own words</li> <li>• Coherent and logical linking of points both within and between paragraphs</li> <li>• Sentence structures that are consistently correct and varied</li> <li>• Accurate sentence separation; appropriate punctuation; and correct spelling</li> <li>• A range of appropriate vocabulary</li> <li>• Tone and register appropriate to the nature of the task</li> </ul>
2	8–11 marks	<p>Language is mostly accurate. Meaning is seldom in doubt but there may be occasional blurring.</p> <ul style="list-style-type: none"> <li>• Generally uses own words with occasional lifting from the text</li> <li>• Paragraphs may not always be effectively sequenced but development of points within paragraphs is likely to be coherently structured</li> <li>• Sentence structures that are mainly correct and occasionally varied</li> <li>• Less consistent in the accuracy of sentence separation, use of punctuation and/or spelling</li> <li>• Adequate vocabulary, often lacking in precision</li> <li>• Tone and register acceptable for the nature of the task</li> </ul>
3	4–7 marks	<p>The gist can be followed, but error and linguistic limitations affect precise understanding of detail and parts of the answer may require re-reading before meaning becomes clear.</p> <ul style="list-style-type: none"> <li>• Some use of own words but with frequent lifting from the text</li> <li>• Linking of points both within and between paragraphs may be haphazard with little coherence</li> <li>• Mostly simple sentence structures that are sometimes inaccurate, with occasional lack of clarity of expression</li> <li>• Numerous errors in sentence separation/punctuation and/or spelling</li> <li>• Limited vocabulary</li> <li>• Tone and register may not be appropriate to the nature of the task</li> </ul>
4	1–3 marks	<p>Errors, particularly of grammar, seriously impede communication of meaning.</p> <ul style="list-style-type: none"> <li>• Frequent lifting from the information provided with little evidence of understanding</li> <li>• Paragraphs rarely or wrongly used with little or no evidence of coherent linking of ideas</li> <li>• Limited understanding of writing in sentences; expression often unclear</li> <li>• For the most part, faulty punctuation and spelling</li> <li>• Very simple and sometimes inaccurate vocabulary</li> <li>• Tone and register inappropriate to the nature of the task</li> </ul>
5	0	<p>Script is totally incomprehensible; mere copying of question rubrics; question not attempted at all</p>

## Paper 4: Oral Communication

GCE N(T)-LEVEL ORAL COMMUNICATION			
Reading Aloud		Spoken Interaction	
<b>Assessment Criteria for Reading Aloud</b> <ul style="list-style-type: none"> <li>• <b>Pronunciation</b> includes the articulation of individual sounds and stressing the syllables within words appropriately</li> <li>• <b>Fluency</b> includes appropriate intonation, sentence stress and the use of appropriate pauses</li> <li>• <b>Expressiveness</b> includes variation of pitch and tone in order to convey the information, ideas and feelings in a manner appropriate to the purpose, audience and context of the text</li> </ul>		<b>Assessment Criteria for Spoken Interaction</b> <ul style="list-style-type: none"> <li>• <b>Personal Response</b> is the ability to give developed and appropriate personal responses</li> <li>• <b>Clarity of Expression</b> is the ability to express one's ideas with appropriate use of vocabulary, structures and with good pronunciation</li> <li>• <b>Interaction</b> is the ability to engage in a discussion with the Examiners</li> </ul>	
Band 1 (13–15)	<ul style="list-style-type: none"> <li>• Clear and good pronunciation with occasional slips</li> <li>• Fluent reading with appropriate pauses</li> <li>• Varies pitch and tone consistently, showing very good awareness of purpose, audience and context</li> </ul>	Band 1 (21–25)	<ul style="list-style-type: none"> <li>• Offers thoughtful personal responses which are appropriate and developed</li> <li>• Expresses most ideas clearly using appropriate vocabulary and structures, supported by good pronunciation</li> <li>• Able to interact effectively by sharing ideas and opinions</li> </ul>
Band 2 (10–12)	<ul style="list-style-type: none"> <li>• Fairly good pronunciation with some errors</li> <li>• Mainly fluent reading with a few mistakes in stress and rhythm</li> <li>• Varies pitch and tone with occasional lapses, showing good awareness of purpose, audience and context</li> </ul>	Band 2 (16–20)	<ul style="list-style-type: none"> <li>• Offers personal responses with some development</li> <li>• Expresses some ideas clearly using largely appropriate vocabulary and structures with fairly good pronunciation</li> <li>• Able to interact but shows less initiative</li> </ul>
Band 3 (7–9)	<ul style="list-style-type: none"> <li>• Generally intelligible pronunciation but with several noticeable errors</li> <li>• Reading shows some hesitations with several mistakes in intonation or stress</li> <li>• Varies pitch and tone, which may not be appropriate, showing some awareness of purpose, audience and context</li> </ul>	Band 3 (11–15)	<ul style="list-style-type: none"> <li>• Offers some personal responses, only a few of which are developed</li> <li>• Expresses a few ideas fairly clearly using some appropriate vocabulary and structures; pronunciation may be weak but does not mar clarity in communication</li> <li>• Able to interact reasonably well but may need support and encouragement</li> </ul>
Band 4 (4–6)	<ul style="list-style-type: none"> <li>• Pronunciation is generally comprehensible though many words are mispronounced</li> <li>• Reading is hesitant with frequent mistakes in stress and intonation</li> <li>• A slight attempt to vary pitch and tone, which may be frequently inappropriate, showing little awareness of purpose, audience and context</li> </ul>	Band 4 (6–10)	<ul style="list-style-type: none"> <li>• Offers simple personal responses with little development</li> <li>• Expresses ideas unevenly with some attempt to use appropriate vocabulary and structures; pronunciation may impede clear communication</li> <li>• Able to interact but depends on the Examiners for considerable support or encouragement</li> </ul>
Band 5 (1–3)	<ul style="list-style-type: none"> <li>• Most words mispronounced</li> <li>• Reading with frequent hesitations, resulting in a jerky delivery; almost a word-by-word reading style</li> <li>• Very little variation in pitch and tone, showing no awareness of purpose, audience and context</li> </ul>	Band 5 (1–5)	<ul style="list-style-type: none"> <li>• Offers hardly any personal response or development</li> <li>• Expresses ideas in disconnected single sentences, phrases or single words with pronunciation that often impedes clear communication</li> <li>• Unable to interact even with constant support and encouragement</li> </ul>