Singapore–Cambridge Secondary Education Certificate (2027)

G3 Humanities
(Social Studies, Literature in Tamil)
(Syllabus K340)

CONTENTS

Humanities

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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 Secondary Education Certificate syllabus (K340) comprises two components: Social Studies and Literature in Tamil. 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 Tamil	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.

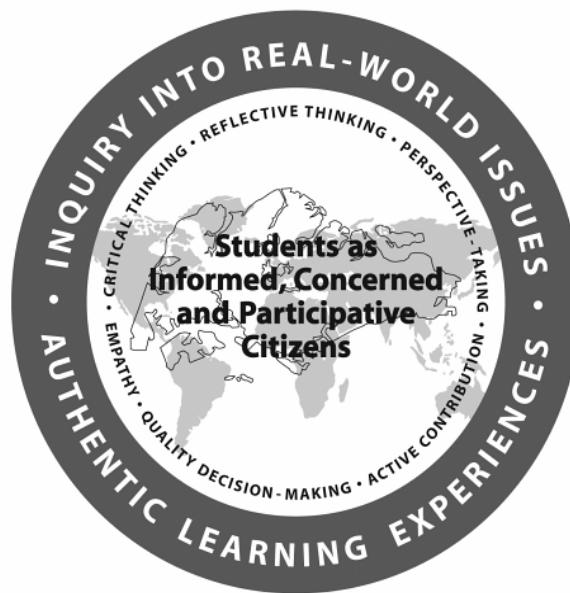Figure 1.1 reflects the philosophy underpinning the Singapore Social Studies curriculum.

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 Secondary Education Certificate G3 syllabus.

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 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.
Key Understandings • 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.
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. • People respond to diversity in a variety of ways to achieve harmony.

Issue 3: Being Part of a Globalised World

Inquiry Focus – **Being part of a globalised world: How can we respond to globalisation?**

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.

Key Understandings

- 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.

G3 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

G3 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	• Source-handling skills on specific sources	25
5	• 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	• 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	• 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**
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 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.	• 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

Students will be able to understand:
 	
• 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.
	Students will be able to:
	
	• 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
	  − 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.
		• Citizenship
		
		• Governance
		
		• Trade-offs

Issue 1: Exploring Citizenship and Governance	
Guiding Questions	**Content**

1 What does citizenship mean to me?	• Attributes can shape one's understanding of citizenship
	  – Legal status
	      ○ Rights and obligations of citizens
	  – A sense of identity
	  – Shared values
	  – Civic participation
	      ○ 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?	• Functions and roles of government in a representative democracy
	  – Functions of government
	      ○ Makes and passes laws
	      ○ Implements and enforces laws
	      ○ Interprets and applies laws
	  – Roles of government
	      ○ 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?	• Deciding what is good for society
	  – Challenges in deciding what is good for society
	      ○ Differing needs and interests
	      ○ Differing priorities
	      ○ Unequal sharing of costs
	  – Managing trade-offs
	  – Principles shaping governance
	      ○ 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?	• Citizens and government working together for the good of society
	  – 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**
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.	• 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

Students will be able to understand:
 	
• 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.
	Students will be able to:
	
	• 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
	  – 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.
		• 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?	• Factors that shape the identities of people and contribute to a diverse society – Race and ethnicity – Religion – Socio-economic status – Nationality
2 What are the experiences and effects of living in a diverse society?	• Interactions in a diverse society and common space • Experiences and effects of living in a diverse society – 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?	• Citizens and government responding to socio-cultural diversity
	 – Responses of citizens as individuals and community groups
	 – Responses of government
	   o Assimilationist policy and its tensions
	   o Integration policy and its tensions
	• Citizens and government responding to socio-economic diversity
	 – Responses of citizens as individuals and community groups
	 – Responses of government
	   o A government-financed approach and its challenges
	   o A shared responsibility approach and its challenges

Issue 3: Being Part of a Globalised World	
Descriptor	**Key Understandings**
Inquiry Focus – Being part of a globalised world: How can we respond to globalisation? **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.	• 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

Students will be able to understand:
 	
• the key driving forces of globalisation
 	
• different responses of countries and individuals to economic, cultural and security impacts of globalisation.
	Students will be able to:
	
	• 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
	  – 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.
		• Globalisation
		
		• Interconnectedness
		
		• Interdependence

Issue 3: Being Part of a Globalised World	
Guiding Questions	**Content**
1 What are the factors that contribute to globalisation?	• Driving forces of globalisation − Technological advancements o Developments in transportation o Developments in digital technology − Growth of Multinational Corporations
2 How can we respond to the economic impacts of globalisation?	• Economic impacts of globalisation and responses of countries and individuals − Economic impacts of globalisation o Economic growth and economic vulnerability experienced by countries o Employment opportunities and challenges experienced by individuals − Responses to economic impacts of globalisation o Government support o Acquisition of knowledge and skills by individuals
3 How can we respond to the cultural impacts of globalisation?	• Cultural impacts of globalisation and responses of countries and individuals − Cultural impacts of globalisation o Spread of culture o Dilution of culture − Responses to cultural impacts of globalisation o Varying degrees of acceptance and rejection
4 How can we respond to the security impacts of globalisation?	• Security impacts of globalisation and responses of countries and individuals − Security impacts of globalisation o Transnational terrorism o Cyber threats − Responses to security impacts of globalisation o Vigilance by individuals o Security measures by governments within their countries o Cooperation among countries

Paper 2
Literature In Tamil
தமிழ் இலக்கியம்

1.   பாடத்திட்ட நோக்கங்கள்

கல்வி அமைச்சின் பாடத்திட்ட வரைவு, மேம்பாட்டுப் பிரிவினால் உருவாக்கப்பட்ட 'தமிழ்மொழி இலக்கியப் பாடத்திட்டம் 2019' பின்வரும் கற்றல் அடைவுநிலைகளை அடிப்படையாகக்கொண்டு அமைக்கப்பட்டுள்ளது:

- தமிழ் இலக்கியத்தின் வடிவங்களான மரபுக்கவிதைகள், தற்காலக் கவிதைகள், நாவல், சிறுகதைகள் ஆகியவற்றை அடையாளம் காணவும் அவற்றைப் போற்றவும் அறிந்திருத்தல்
- இலக்கியம் பற்றிய புரிந்துணர்வை அறிமுகப்படுத்துவதோடு மட்டுமல்லாமல் அன்றாட வாழ்க்கையோடு ஒப்பிட்டு அறியும் திறனையும் அறிந்திருத்தல்
- இலக்கியங்கள் உணர்த்தும் விழுமியங்களை அறிந்துகொண்டு போற்ற அறிந்திருத்தல்
- படைப்பாக்கத்திறன் வெளிப்பாட்டிலும் கலைத்திறன் வெளிப்பாட்டிலும் இலக்கியத்தின் பங்கினைப் புரிந்துகொள்ளும் மாண்பினைப் பெற்றிருத்தல்
- தமிழ் மரபையும் பண்பாட்டையும் அறிந்துகொள்வதோடு தமிழ்மொழி தொடர்பான அறிவையும் ஆழப்படுத்துதல்

2.   மதிப்பீட்டின் நோக்கங்கள்

உயர்நிலைப்பள்ளியில் தமிழ் இலக்கியம் பயிலும் மாணவர்கள் கற்றல், கற்பித்தலின்வழி மேற்கண்ட கற்றல் அடைவுநிலைகளை அடைவதற்குரிய திறன்களைப் பெற்றிருப்பர். இத்திறன்களைச் சோதிப்பதே மதிப்பீட்டின் நோக்கங்கள் ஆகும். கற்றல் அடைவுநிலைகளை அடிப்படையாக்கொண்டு உருவாக்கப்பட்ட மதிப்பீட்டு நோக்கங்கள் பின்வருமாறு:

- இலக்கியப் பாடத்திட்டத்தில் பரிந்துரைக்கப்பட்ட மரபுக்கவிதைகள், தற்காலக் கவிதைகள், நாவல், கட்டுரைகள், சிறுகதைகள் ஆகியவை உணர்த்தும் கருத்துகள், உட்பொருள் முதலானவற்றை அடையாளங்கண்டு அவற்றையொட்டிய தமது புரிந்துணர்வைத் தெளிவாகவும் தொடர்புபடவும் சுயபடைப்புத் திறனுடனும் வெளிப்படுத்துதல்

- இலக்கியப் பாடத்திட்டத்தில் பரிந்துரைக்கப்பட்ட வெவ்வேறு இலக்கிய வகைகளுக்குரிய கதைக்கரு, பின்னணி, கதைப்பின்னல், பாத்திரப்படைப்பு, நடை, மொழி, தலைப்பு, இலக்கிய ஆசிரியர் உணர்த்த விரும்பும் விழுமியங்கள்,

படிப்பினைகள், கையாண்டுள்ள உத்திகள் முதலான கூறுகளைப்பற்றித் திறனாய்வு நோக்கில் ஆய்ந்தறிந்து கருத்துரைக்கும் திறனைப் பெற்றிருத்தல்

- பாடத்திட்டத்தில் பரிந்துரைக்கப்படாத தற்காலக் கவிதைகளையும் சிறுகதைகளையும் பொருளுணர்ந்து படித்து அவற்றைத் திறனாய்வு நோக்கில் மதிப்பிட்டுக் கருத்துரைக்கும் திறனைப் பெற்றிருத்தல்

3. தேர்வு அமைப்புமுறை

சமூகவியல் (Social Studies) பாடத்துடன் தமிழ் இலக்கியத்தை விருப்பப் பாடமாகத் தேர்ந்தெடுக்கும் மாணவர்கள் **K340**/2 எனும் <u>வினாத்தாளுக்கு</u> விடையெழுதவேண்டும்.

<u>வினாத்தாள் 2</u>: **(1 மணி 40 நிமிடங்கள், 50 மதிப்பெண்கள்)**

இத்தாள் 'அ', 'ஆ' ஆகிய இரு பிரிவுகளை உள்ளடக்கியது. மாணவர்கள் ஒவ்வொரு பிரிவிலிருந்தும் ஒரு வினாவிற்கு விடையளிக்கவேண்டும். ஒவ்வொரு வினாவிற்கும் 25 மதிப்பெண்கள் வழங்கப்படும்.

'அ' பிரிவு: சிறுகதைகள் மற்றும் தற்காலக் கவிதைகள்

இப்பிரிவில் இரண்டு வினாக்கள் இடம்பெறும். மாணவர்கள் ஒரு வினாவைத் தேர்ந்தெடுத்து விடையெழுதவேண்டும். தற்காலக் கவிதைகளிலிருந்து ஒரு வினாவும் சிறுகதைகளிலிருந்து ஒரு வினாவும் இடம்பெறலாம் அல்லது இரு வினாக்களும் சிறுகதைகளிலிருந்தோ தற்காலக் கவிதைகளிலிருந்தோ இடம்பெறலாம்.

- **சிறுகதைகள்**

1. கூரை ஓட்டில் ஓர் எலி - ரெ.கார்த்திகேசு
2. முகவரிப் புத்தகம் - ரம்யா நாகேஸ்வரன்
3. அன்பளிப்பு – கு.அழகிரிசாமி
4. பிரயாணம் – அசோகமித்திரன்
5. கலையின் விலை – அகிலன்
6. அடுக்குமாடி அனாதைகள் - நவமணி சுந்தரம்

- **தற்காலக் கவிதைகள்**

1. நரை - கவிஞர் வாலி
2. இன்பம் - சுரதா
3. ஏனோ? - பார்வதி பூபாலன்
4. நலமெல்லாம் நம்மாலே - க.து.மு.இக்பால்
5. பணி – மு.தங்கராசன்

'ஆ' பிரிவு: இலக்கியத் திறனாய்வு
(பார்த்திராத பனுவல்கள் – சிறுகதை மற்றும் தற்காலக் கவிதை)

இப்பிரிவில் இரண்டு வினாக்கள் இடம்பெறும். ஒரு வினா தற்காலக் கவிதையையும் மற்றொரு வினா சிறுகதையையும் அடிப்படையாகக் கொண்டிருக்கும். இவற்றுள் மாணவர்கள் ஒரு வினாவைத் தேர்ந்தெடுத்து விடையெழுதவேண்டும்.

இவ்விரு வினாக்களில் பயன்படுத்தப்படும் இலக்கியப் பகுதிகள் பாடத்திட்டத்தில் பரிந்துரைக்கப்படாதவை. இலக்கிய நூல்கள், இதழ்கள், இணையம் முதலியவற்றில் இடம்பெறுகின்ற சிறுகதைகளும் தற்காலக் கவிதைகளும் தேர்வுக்கு உரியனவாக அமையும்.

4.   தேர்வு விவர அட்டவணை

சிங்கப்பூர்-கேம்பிரிட்ஜ் உயர்நிலைக் கல்விச் சான்றிதழ்

இணை மானுடவியல்

தமிழ் இலக்கியம் (விருப்பப் பாடம்)

தாள் 2

தாள் (நேரம்)	பாடப்பொருள்	வினா வகை	வினாக்களின் எண்ணிக்கை	விடையளிக்க வேண்டியவை	மதிப்பெண்கள்
K340/2 (1 மணி 40 நிமிடங்கள்)	**'அ' பிரிவு** சிறுகதைகள் மற்றும் தற்காலக் கவிதைகள்	சுயவிடை	2	1	25 மதிப்பெண்கள்
	'ஆ' பிரிவு இலக்கியத் திறனாய்வு (பார்த்திராத பனுவல்-சிறுகதை மற்றும் தற்காலக் கவிதை)		2	1	25 மதிப்பெண்கள்