

Assessment Syllabus for Damai Secondary Lower Secondary Literature

AIMS OF TEACHING SYLLABUS

Ethical

- raise awareness of timeless issues concerning society
- promote the appreciation of multiple perspectives; and
- build empathy and global awareness.

Aesthetic

- inculcate the habit of close reading
- promote heightened appreciation of nuances of language; and
- sensitise students to artistic decisions made by writers.

Intellectual

- cultivate metacognitive habits of mind as students pay attention to the impact of language on one's thoughts and feelings
- develop greater acceptance for ambiguity and open-endedness; and
- equip students with the skills to convince others of their interpretations, based on sound reasoning with evidence.

ASSESSMENT OBJECTIVES

Candidates will be assessed on their ability to:

- (i) demonstrate, through close analysis, knowledge of the literary texts studied
- (ii) respond with knowledge and understanding to literary texts from the genres of prose, poetry and drama
- (iv) communicate a sensitive and informed personal response to what is read; and
- (v) express responses clearly and coherently, using textual evidence where appropriate.

The Assessment Objectives are inter-related. Candidates' responses will be assessed holistically on the attainment of these Assessment Objectives in an integrated and meaningful way.

ASSESSMENT FOR LOWER SECONDARY LITERATURE

Levels	Term 1	Term 2	Term 3	Term 4
Secondary 1	[10%] Individual Performance Task with written reflections Example: <ul style="list-style-type: none"> • Creating an Instagram post as a character 	[10%] Class Test Examples: <ul style="list-style-type: none"> • MCQs • Short-structured questions • Modified passage-based questions • Personal response questions • Letter/diary writing from character's point of view 	[10%] Class Test Examples: <ul style="list-style-type: none"> • MCQs • Short-structured questions • Modified passage-based questions • Personal response questions • Letter/diary writing from character's point of view 	[70%] End of Year Exam Examples: <ul style="list-style-type: none"> • Short-structured questions • Modified passage-based questions • Personal response questions
Genre(s) Assessed	Film	Drama	Drama	Drama/Poetry
Secondary 2	[10%] Individual Performance Task with written reflections Example: <ul style="list-style-type: none"> • Creating a poem based on local themes 	[10%] Class Test Examples: <ul style="list-style-type: none"> • Modified passage-based questions • Passed-based questions (for E/G1 course) 	[10%] Class Test Examples: <ul style="list-style-type: none"> • Modified passage-based questions • Passed-based questions (for E/G1 course) 	[70%] End of Year Exam Examples: <ul style="list-style-type: none"> • Modified passage-based questions • Passed-based questions (for E/G1 course)
Genre(s) Assessed	Poetry	Poetry	Prose	Prose

Lower Secondary Express/G1 Assessment Rubrics

Overall Band	Marks	Total Marks	25
1	21 - 25		
2	18 - 20		
3	15 - 17		
4	12 - 14		
5	9 - 11		
6	0 - 8		
Component	B	Descriptor	
Understanding the Question (Q)	1	Good understanding of all parts of the question.	
	2	Relevant to the question in general.	
	3	Relevant as a whole although not all the key words are addressed clearly.	
	4	Mostly relevant but some parts of the question are answered inaccurately or some parts of response are out of point.	
	5	Has little relevance to the question.	
	6	Almost no understanding of the demands of the question. Very brief answer that has little to do with the question or a prepared answer which does not answer the question.	
Understanding the text (T)	1	Understands all the important ideas and issues of text. Effects or meanings created in text are explained well and thoughtfully.	
	2	Understands most of the ideas and issues of the text. Effects or meanings created in text are explained clearly.	
	3	Understands some of the / more obvious ideas and issues of the text. There are attempts to explain effects or meanings created in text but may not always be done successfully.	
	4	Understands a few ideas and issues of the text. Very few attempts to explain effects or meanings created in text.	
	5	Little understanding of the concerns of the text. Little understanding of how effects and meanings are created.	
	6	Some misunderstanding or misreading of the text and its concerns.	
Use of textual evidence (E)	1	Answers the question consistently with well-selected evidence.	
	2	Answers the question mostly with well-selected textual evidence.	
	3	Answers the question with some relevant textual evidence from the text but is not consistently done.	
	4	Answers the question with mostly generalisations / large chunks of details .	
	5	Uses information from the text but without much understanding .	
	6	Very brief answer that has little to do with the question or a prepared answer with no bearing on the question. Hardly includes any information from text to support answers to question.	
Clarity of answer (C)	1	Points, evidence and explanation (P.E.E) are organised in a clear and coherent manner to support a consistent viewpoint.	
	2	Points, evidence and explanation (P.E.E) are organised in a clear and coherent manner.	
	3	Points, evidence and explanation (P.E.E) are not as clear. Some re-telling of the text.	
	4	Points, evidence and explanation (P.E.E) are presented randomly. Much re-telling of the text.	
	5	Lack of focus in writing.	
	6	Only some parts of the answer are clear and coherent. Faces difficulty in communicating ideas.	

Candidates' responses will be assessed holistically.

Lower Secondary Normal (Academic)/G2 Assessment Rubrics

Overall Band	Marks	Mark awarded	25
1	21 – 25		
2	18 – 20		
3	15 – 17		
4	12 – 14		
5	0 – 11		
Component	B	Descriptor	
Understanding the Question (Q)	1	Relevant to the question in general.	
	2	Relevant as a whole although not all the key words are addressed clearly.	
	3	Mostly relevant but some parts of the question are answered inaccurately or some parts of response are out of point.	
	4	Has little relevance to the question.	
	5	Almost no understanding of the demands of the question. Very brief answer that has little to do with the question or a prepared answer which does not answer the question.	
Understanding the text (T)	1	Understands most of the ideas and issues of the text. Effects or meanings created in text are explained clearly.	
	2	Understands some of the / more obvious ideas and issues of the text. There are attempts to explain effects or meanings created in text but may not always be done successfully.	
	3	Understands a few ideas and issues of the text. Very few attempts to explain effects or meanings created in text.	
	4	Little understanding of the concerns of the text. Little understanding of how effects and meanings are created.	
	5	Some misunderstanding or misreading of the text and its concerns.	
Use of textual evidence (E)	1	Answers the question mostly with well-selected textual evidence.	
	2	Answers the question with some relevant textual evidence from the text but is not consistently done.	
	3	Answers the question with mostly generalisations / large chunks of details .	
	4	Uses information from the text but without much understanding .	
	5	Very brief answer that has little to do with the question or a prepared answer with no bearing on the question. Hardly includes any information from text to support answers to question.	
Clarity of answer (C)	1	Points, evidence and explanation (P.E.E) are organised in a clear and coherent manner.	
	2	Points, evidence and explanation (P.E.E) are not as clear. Some re-telling of the text.	
	3	Points, evidence and explanation (P.E.E) are presented randomly. Much re-telling of the text.	
	4	Lack of focus in writing.	
	5	Only some parts of the answer are clear and coherent. Faces difficulty in communicating ideas.	

Candidates' responses will be assessed holistically.