



Singapore Examinations and Assessment Board



**CAMBRIDGE**  
International Education

**Singapore–Cambridge General Certificate of Education  
Normal (Technical) Level (2026)**

# **English Language Syllabus T (Syllabus 1195)**

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## AIMS OF TEACHING SYLLABUS

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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 suitable range 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 Teaching and Learning Syllabus 2020: Primary (Foundation) & Secondary (Normal [Technical])*, 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

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In this English Language examination, 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 audio, written and multimodal texts at the literal and inferential levels
- identify main ideas and details as well as synthesise information from a variety of texts (including multimodal texts)
- read aloud a given text with accurate pronunciation, clear articulation and appropriate prosodic features (i.e. pace, volume, intonation and stress)
- engage in a discussion and communicate ideas and opinions clearly.

## SCHEME OF ASSESSMENT

| Paper        | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Marks                                                     | Weighting (%) | Duration                                                                      |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------|-------------------------------------------------------------------------------|
| 1            | <p><b>Writing</b></p> <p><u>Section A: Editing</u><br/>Candidates edit grammatical errors in a given text.</p> <p><u>Section B: Situational Writing</u><br/>Candidates write a text of at least 180 words. A stimulus text, which may include visuals, will be provided.</p> <p><u>Section C: Continuous Writing</u><br/>Candidates write a text of at least 120 words on one of two topics set.</p>                                                                                                                                       | <p>70</p> <p>(10)</p> <p>(30)</p> <p>(30)</p>             | 30            | 1 hour<br>20 minutes                                                          |
| 2            | <p><b>Language Use and Comprehension</b></p> <p><u>Section A: Language Use</u></p> <p>Part 1: Modified Cloze I<br/>Candidates complete a cloze passage testing vocabulary.</p> <p>Part 2: Modified Cloze II<br/>Candidates complete a cloze passage testing grammar.</p> <p><u>Section B: Reading Comprehension</u></p> <p>Part 3: Comprehension I<br/>Candidates answer questions on a narrative or a recount.</p> <p>Part 4: Comprehension II<br/>Candidates answer questions on non-narrative texts, one of which includes visuals.</p> | <p>60</p> <p>(10)</p> <p>(10)</p> <p>(10)</p> <p>(30)</p> | 40            | 1 hour<br>20 minutes                                                          |
| 3            | <p><b>Listening</b></p> <p>Candidates complete a variety of listening tasks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 20                                                        | 10            | About<br>45 minutes                                                           |
| 4            | <p><b>Oral Communication</b></p> <p>The two parts in this paper are not thematically linked.</p> <p><u>Part 1: Reading Aloud</u><br/>Candidates read aloud a short text, presented on a computer screen.</p> <p><u>Part 2: Spoken Interaction</u><br/>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>40</p> <p>(15)</p> <p>(25)</p>                         | 20            | About<br>20 minutes<br>(including<br>10 minutes<br>of<br>preparation<br>time) |
| <b>Total</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>190</b>                                                | <b>100</b>    |                                                                               |

## PAPER DESCRIPTION

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Candidates are required to sit all four papers.

### **Paper 1: Writing [70 marks]**

Duration of Paper 1: 1 hour 20 minutes

This paper is divided into three sections.

#### Section A: 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 section.

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

Candidates write a text of at least 180 words based on a given context which involves viewing a visual 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.

#### Section C: Continuous Writing [30 marks]

Candidates choose one of two topics to write a text of at least 120 words in continuous prose, e.g. narrative, personal recount or description.

*The Writing examination will be delivered via computer.*

### **Paper 2: Language Use and Comprehension [60 marks]**

Duration of Paper 2: 1 hour 20 minutes

This paper comprises two sections.

#### Section A: Language Use [20 marks]

##### Part 1: 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 2: 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 3: Comprehension I (10 marks)

Candidates read a narrative or recount and answer a range of open-ended questions.

##### Part 4: Comprehension II (30 marks)

Candidates read three non-narrative texts and answer a variety of questions. At least one of the texts will be accompanied by visuals. Candidates answer questions testing comprehension and vocabulary in context.

The texts in Section B will be about 1200 words long in total.

### **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 and multiple matching questions. 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.

**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 not 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 prosodic features 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 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.

*The Oral Communication examination will be delivered via computer.*

## GENERIC BAND DESCRIPTORS

**Assessment Objectives 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  | <ul style="list-style-type: none"> <li>• All points addressed and developed in detail</li> <li>• Purpose, audience and context fully and clearly addressed</li> <li>• Ideas consistently supported by given information</li> </ul> |
| 4    | 7–8   | <ul style="list-style-type: none"> <li>• All points addressed with one or more developed in detail</li> <li>• Purpose, audience and context clearly addressed</li> <li>• Ideas generally supported by given information</li> </ul> |
| 3    | 5–6   | <ul style="list-style-type: none"> <li>• Most points addressed with some development</li> <li>• Purpose, audience and context addressed</li> <li>• Some attempts to use given information to support ideas</li> </ul>              |
| 2    | 3–4   | <ul style="list-style-type: none"> <li>• Some points addressed</li> <li>• Purpose, audience and context partially addressed</li> <li>• Some reference to given information</li> </ul>                                              |
| 1    | 1–2   | <ul style="list-style-type: none"> <li>• One point addressed</li> <li>• Purpose, audience and context occasionally addressed</li> <li>• Occasional reference to given information</li> </ul>                                       |
| 0    | 0     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>                                                                                                                                                        |

**Assessment Criteria for Language**

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

| <b>Band</b> | <b>Marks</b> | <b>Band Descriptors for Language</b>                                                                                                                                                                                                                                                                                                       |
|-------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5           | 17–20        | <ul style="list-style-type: none"> <li>• Ideas well sequenced, with appropriate cohesive devices linking ideas within and between paragraphs</li> <li>• Range of vocabulary and grammar structures sufficiently wide to convey intended meaning</li> <li>• Vocabulary, grammar, punctuation and spelling used mostly accurately</li> </ul> |
| 4           | 13–16        | <ul style="list-style-type: none"> <li>• Some ideas well sequenced, with some cohesive devices linking ideas within or between paragraphs</li> <li>• Some attempt at a range of vocabulary and grammar structures to convey intended meaning</li> <li>• Vocabulary, grammar, punctuation and spelling often used accurately</li> </ul>     |
| 3           | 9–12         | <ul style="list-style-type: none"> <li>• Ideas within paragraphs linked using simple conjunctions</li> <li>• Simple vocabulary and grammar structures used to convey meaning</li> <li>• Vocabulary, grammar, punctuation and spelling used with some degree of control</li> </ul>                                                          |
| 2           | 5–8          | <ul style="list-style-type: none"> <li>• Ideas mostly clear at sentence level</li> <li>• Some vocabulary, grammar, punctuation and spelling used appropriately; meaning is generally clear</li> </ul>                                                                                                                                      |
| 1           | 1–4          | <ul style="list-style-type: none"> <li>• Some ideas clear at sentence level</li> <li>• A few examples of correct use of simple vocabulary, grammar, punctuation and spelling; meaning can be determined in places</li> </ul>                                                                                                               |
| 0           | 0            | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>                                                                                                                                                                                                                                                                |



**Section C Continuous Writing****Assessment Criterion for Content**

- Addressing the task

| Band | Marks | Band Descriptors for Content                                                                                            |
|------|-------|-------------------------------------------------------------------------------------------------------------------------|
| 5    | 9–10  | <ul style="list-style-type: none"> <li>• All aspects of the task are fully addressed and developed in detail</li> </ul> |
| 4    | 7–8   | <ul style="list-style-type: none"> <li>• All aspects of the task are addressed with some development</li> </ul>         |
| 3    | 5–6   | <ul style="list-style-type: none"> <li>• Some aspects of the task are addressed with some development</li> </ul>        |
| 2    | 3–4   | <ul style="list-style-type: none"> <li>• Some aspects of the task are addressed</li> </ul>                              |
| 1    | 1–2   | <ul style="list-style-type: none"> <li>• Some attempts to address the task</li> </ul>                                   |
| 0    | 0     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>                                             |

**Assessment Criteria for Language**

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

| Band | Marks | Band Descriptors for Language                                                                                                                                                                                                                                                                                                              |
|------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5    | 17–20 | <ul style="list-style-type: none"> <li>• Ideas well sequenced, with appropriate cohesive devices linking ideas within and between paragraphs</li> <li>• Range of vocabulary and grammar structures sufficiently wide to convey intended meaning</li> <li>• Vocabulary, grammar, punctuation and spelling used mostly accurately</li> </ul> |
| 4    | 13–16 | <ul style="list-style-type: none"> <li>• Some ideas well sequenced, with some cohesive devices linking ideas within or between paragraphs</li> <li>• Some attempt at a range of vocabulary and grammar structures to convey intended meaning</li> <li>• Vocabulary, grammar, punctuation and spelling often used accurately</li> </ul>     |
| 3    | 9–12  | <ul style="list-style-type: none"> <li>• Ideas within paragraphs linked using simple conjunctions</li> <li>• Simple vocabulary and grammar structures used to convey meaning</li> <li>• Vocabulary, grammar, punctuation and spelling used with some degree of control</li> </ul>                                                          |
| 2    | 5–8   | <ul style="list-style-type: none"> <li>• Ideas mostly clear at sentence level</li> <li>• Some vocabulary, grammar, punctuation and spelling used appropriately; meaning is generally clear</li> </ul>                                                                                                                                      |
| 1    | 1–4   | <ul style="list-style-type: none"> <li>• Some ideas clear at sentence level</li> <li>• A few examples of correct use of simple vocabulary, grammar, punctuation and spelling; meaning can be determined in places</li> </ul>                                                                                                               |
| 0    | 0     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>                                                                                                                                                                                                                                                                |

**Assessment Objectives for Paper 4:** Read aloud a given text with accurate pronunciation, clear articulation and appropriate prosodic features (i.e. pace, volume, intonation and stress). Engage in a discussion and communicate ideas and opinions clearly.

### Part 1: Reading Aloud

#### Assessment Criteria for Reading Aloud

- Pronunciation
- Fluency
- Intonation

| Band | Marks | Band Descriptors                                                                                                                                                                                              |
|------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5    | 13–15 | <ul style="list-style-type: none"> <li>• Clear pronunciation</li> <li>• Fluent reading with appropriate intonation, which shows excellent awareness of purpose, audience and context</li> </ul>               |
| 4    | 10–12 | <ul style="list-style-type: none"> <li>• Generally clear pronunciation</li> <li>• Mostly appropriate pace and intonation, which shows good awareness of purpose, audience and context</li> </ul>              |
| 3    | 7–9   | <ul style="list-style-type: none"> <li>• Some sentences pronounced clearly</li> <li>• Some control of pace and intonation, which shows some awareness of purpose, audience and context</li> </ul>             |
| 2    | 4–6   | <ul style="list-style-type: none"> <li>• Clear pronunciation of individual phrases</li> <li>• Some attempts to vary pace and intonation, which may show awareness of purpose, audience and context</li> </ul> |
| 1    | 1–3   | <ul style="list-style-type: none"> <li>• Occasionally intelligible pronunciation</li> <li>• Very occasional use of appropriate pace and intonation</li> </ul>                                                 |
| 0    | 0     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>                                                                                                                                   |

**Part 2: Spoken Interaction****Assessment Criteria for Spoken Interaction**

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

| <b>Band</b> | <b>Marks</b> | <b>Band Descriptors</b>                                                                                                                                                                                                                                 |
|-------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5           | 21–25        | <ul style="list-style-type: none"> <li>• Uses a range of appropriate vocabulary and structures to communicate ideas clearly</li> <li>• Clear pronunciation</li> <li>• Engages in a discussion by giving extended responses</li> </ul>                   |
| 4           | 16–20        | <ul style="list-style-type: none"> <li>• Uses a range of largely appropriate vocabulary and structures to communicate ideas</li> <li>• Generally clear pronunciation</li> <li>• Engages in a discussion by giving appropriate responses</li> </ul>      |
| 3           | 11–15        | <ul style="list-style-type: none"> <li>• Uses simple vocabulary and structures to convey simple ideas</li> <li>• Some sentences pronounced clearly</li> <li>• Engages in a discussion with some support and encouragement</li> </ul>                    |
| 2           | 6–10         | <ul style="list-style-type: none"> <li>• Uses simple vocabulary and structures, meaning is usually clear</li> <li>• Clear pronunciation of individual phrases</li> <li>• Gives brief responses to prompts</li> </ul>                                    |
| 1           | 1–5          | <ul style="list-style-type: none"> <li>• A few examples of simple vocabulary and structures used in an attempt to convey meaning</li> <li>• Occasionally intelligible pronunciation</li> <li>• A slight attempt to give responses to prompts</li> </ul> |
| 0           | 0            | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>                                                                                                                                                                             |