



Singapore Examinations and Assessment Board



Cambridge Assessment
International Education

**Singapore–Cambridge General Certificate of Education
Ordinary Level (2024)**

Humanities
(Social Studies, Literature in Tamil)
(Syllabus 2289)

CONTENTS

	<i>Page</i>
INTRODUCTION	3
SOCIAL STUDIES	4
LITERATURE IN TAMIL	15

Humanities

(Social Studies, Literature in Tamil)

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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 syllabus (2289) 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

The Social Studies curriculum aspires toward the growth of our students as informed, concerned and participative citizens.

At the heart of the Singapore Social Studies curriculum is the preparation of our students to be citizens of tomorrow 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 the 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 Singapore society, nurture dispositions to 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 Social Studies 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.



The Singapore Social Studies Curriculum

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 society and the world. The knowledge, skills and values acquired through a study of these Issues will enable students to enrich and deploy their competencies to respond to real world issues and in the process, strengthen their values as citizens. The following table shows the three Issues, each organised around an inquiry focus which provides a frame for students to inquire and respond to the Issue and related issues.

Issue 1: Exploring Citizenship and Governance
<p><i>Inquiry Focus – Working for the good of society: Whose responsibility is it?</i></p> <p><i>Why this Issue matters</i></p> <p>This Issue invites students to begin exploring what it means to be an informed, concerned and participative citizen. Students will deepen their understanding of their roles as citizens and that of government. 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.</p>
<p><i>Key Understandings</i></p> <ul style="list-style-type: none"> • Understanding of citizenship is varied and complex. • Different groups of people in society have competing interests and managing these interests 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
<p><i>Inquiry Focus – Living in a diverse society: Is harmony achievable?</i></p> <p><i>Why this Issue matters</i></p> <p>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.</p>
<p><i>Key Understandings</i></p> <ul style="list-style-type: none"> • Identities are diverse and complex. • Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common. • We can choose how we respond to diversity in our society.
Issue 3: Being Part of a Globalised World
<p><i>Inquiry Focus – Being part of a globalised world: Is it necessarily good?</i></p> <p><i>Why this Issue matters</i></p> <p>This Issue helps students understand and make meaning of their lives in a globalised world where countries, companies 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 uneven impacts of globalisation in these areas result in trade-offs and tensions. These impacts lead to different responses from countries, companies and individuals. Students will therefore appreciate the complex decision-making process behind responses towards the impacts of globalisation. This understanding will lead them in making well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.</p>
<p><i>Key Understandings</i></p> <ul style="list-style-type: none"> • Globalisation shapes the interconnections and interdependence between countries and people. • Globalisation creates tension due to uneven impacts. • The impact of globalisation results in differing responses from countries and people.

AIMS

Social Studies seeks to develop the competencies of our students to be informed, concerned and participative citizens by the end of a ten-year Social Studies education. These competencies encompass the body of knowledge, skills and values expressed in the Philosophy of Social Studies and they are elaborated below.

As ***informed*** citizens, students would:

- understand their identity as Singaporeans with a global outlook
- understand different perspectives
- view the world with an understanding of the Singapore perspective
- apply reflective thought in making quality decisions
- analyse, negotiate and manage complex situations
- evaluate information, consider different viewpoints and exercise discernment in reaching well-reasoned conclusions and making responsible decisions.

As ***concerned*** citizens, students would:

- have a sense of belonging to their community and nation
- appreciate the importance of engaging in issues of societal concern
- be committed to building social cohesion by appreciating diversity in society
- have an awareness of the ethical considerations and consequences of decision-making.

As ***participative*** citizens, students would:

- be motivated to identify issues of concern and take action
- be resilient in addressing concerns of the community or society in spite of challenges faced
- be empowered to take personal and collective responsibility for effecting change for the good of society, and serve to make a positive difference to others.

ASSESSMENT OBJECTIVES

The assessment objectives are:

Objective 1: Knowledge with Understanding

Candidates should be able to:

- demonstrate an understanding of societal issues.

Objective 2 – 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.

Objective 3 – Constructing Explanations

Candidates should be able to:

- analyse societal issues through different perspectives
- construct reasoned arguments and make informed judgement and recommendations.

O-LEVEL 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**O-LEVEL 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	<ul style="list-style-type: none"> Source-handling skills on specific sources 	25
5	<ul style="list-style-type: none"> Source-handling skills requiring use of multiple sources – question will require candidates to consider the issue of the case study from a broader 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 questions 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

O-LEVEL SOCIAL STUDIES SYLLABUS

Issue 1: Exploring Citizenship and Governance		
Descriptor	Key Understandings	
<p><i>Inquiry Focus – Working for the good of society: Whose responsibility is it?</i></p> <p>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 their roles as citizens and that of government. 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.</p>	<ul style="list-style-type: none"> • Understanding of citizenship is varied and complex. • Different groups of people in society have competing interests and managing these interests 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	Key Concepts
<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • the different attributes shaping citizenship • the challenges of determining what is good for a society • the functions of government and how governments work for the good of society • how citizens and organised groups can participate in working for the good of society. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • examine societal issues critically • gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that is mindful of 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 	<ul style="list-style-type: none"> • Citizenship • Trade-offs • Governance

Issue 1: Exploring Citizenship and Governance	
Guiding Questions	Content
1. What does it mean for me to be a citizen of my country?	<ul style="list-style-type: none"> • Attributes shaping citizenship <ul style="list-style-type: none"> – legal status – a sense of identity – participation in public affairs
2. How do we decide on what is good for society?	<ul style="list-style-type: none"> • Competing needs and interests <ul style="list-style-type: none"> – managing trade-offs • Functions of government <ul style="list-style-type: none"> – rule making, rule execution and rule adjudication
3. How can we work for the good of society?	<ul style="list-style-type: none"> • Role of government in working for the good of society <ul style="list-style-type: none"> – maintaining internal order and external security – ensuring justice – providing goods and services for the public – safeguarding interests of citizens • Role of citizens in working for the good of society <ul style="list-style-type: none"> – avenues of citizen participation <ul style="list-style-type: none"> ○ channels of communication between citizens and government ○ individual participation ○ organised groups – outcomes of public participation <ul style="list-style-type: none"> ○ contributing to needs of society ○ influencing government decisions ○ strengthening citizens' sense of belonging

Issue 2: Living in a Diverse Society		
Descriptor	Key Understandings	
<p><i>Inquiry Focus – Living in a diverse society: Is harmony achievable?</i></p> <p>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.</p>	<ul style="list-style-type: none"> • Identities are diverse and complex. • Living harmoniously in a diverse society means respecting our differences and appreciating what we share in common. • We can choose how we respond to diversity in our society. 	
Knowledge Outcomes	Skills Outcomes	Key Concepts
<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • the factors that shape identities • the reasons for greater diversity in Singapore • the experiences and effects of living in a diverse society • the various ways in which governments and individuals can respond to the effects of living in a diverse society 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • examine societal issues critically • gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that is mindful of 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 	<ul style="list-style-type: none"> • Identity • Diversity • Harmony • Assimilation • Integration

Issue 2: Living in a Diverse Society	
Guiding Questions	Content
1. What is diversity?	<ul style="list-style-type: none"> • Different factors that shape identity and contribute to a diverse society <ul style="list-style-type: none"> – nationality – race and ethnicity – religion – socio-economic status
2. Why is there greater diversity in Singapore now?	<ul style="list-style-type: none"> • Reasons for movement of people to Singapore <ul style="list-style-type: none"> – immigration policy – economic opportunities – socio-cultural environment
3. What are the experiences and effects of living in a diverse society?	<ul style="list-style-type: none"> • Experiences and effects of living in a diverse society <ul style="list-style-type: none"> – socio-cultural diversity <ul style="list-style-type: none"> ○ cultural exchange and appreciation ○ prejudice and misconceptions – socio-economic diversity <ul style="list-style-type: none"> ○ exchange and appreciation of ideas, skills and experiences ○ competition for resources
4. How can we respond in a diverse society?	<ul style="list-style-type: none"> • Responses in a diverse society <ul style="list-style-type: none"> – management and impact of socio-cultural diversity <ul style="list-style-type: none"> ○ assimilation ○ integration – management and impact of socio-economic diversity <ul style="list-style-type: none"> ○ market-based approach ○ shared responsibility approach ○ government-financed approach

Issue 3: Being Part of a Globalised World		
Descriptor	Key Understandings	
<p><i>Inquiry Focus – Being part of a globalised world: Is it necessarily good?</i></p> <p>Why this Issue matters This Issue helps students understand and make meaning of their lives in a globalised world where countries, companies 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 uneven impacts of globalisation in these areas result in trade-offs and tensions. These impacts lead to different responses from countries, companies and individuals. Students will therefore appreciate the complex decision-making process behind responses towards the impacts of globalisation. This understanding will lead them in making well-reasoned and responsible decisions as informed, concerned and participative citizens in a globalised world.</p>	<ul style="list-style-type: none"> • Globalisation shapes the interconnections and interdependence among countries and people. • Globalisation creates tensions due to the uneven impacts. • The impacts of globalisation result in differing responses from countries and people. 	
Knowledge Outcomes	Skills Outcomes	Key Concepts
<p>Students will be able to understand:</p> <ul style="list-style-type: none"> • how technology has made the world more connected • different responses to tensions arising from some economic impacts of globalisation • different responses to tensions arising from some cultural impacts of globalisation • different responses to tensions arising from some security impacts of globalisation 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • examine societal issues critically • gather, interpret and evaluate information from different sources to make well-reasoned and substantiated conclusions on societal issues • demonstrate sound reasoning and responsible decision-making that is mindful of 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 	<ul style="list-style-type: none"> • Globalisation • Interconnections • Interdependence • Homogenisation • Hybridisation • Trade-offs • Security

Issue 3: Being Part of a Globalised World	
Guiding Questions	Content
1. What does it mean to live in a globalised world?	<ul style="list-style-type: none"> • Driving forces of globalisation <ul style="list-style-type: none"> – developments in transportation – growth of Multinational Corporations (MNCs) – technological advancements
2. How do we respond to tensions arising from some economic impacts of globalisation?	<ul style="list-style-type: none"> • Economic impact on countries, companies and individuals <ul style="list-style-type: none"> – economic growth and downturn for countries – higher profits/ market share and lower profits / market share for companies – higher income/ greater employment opportunities and loss of income and employment for individuals – responses to economic impacts <ul style="list-style-type: none"> ○ cooperation and competition among countries ○ innovation and adaptation by companies ○ acquisition of knowledge and skills by individuals
3. How do we respond to tensions arising from some cultural impacts of globalisation?	<ul style="list-style-type: none"> • Cultural impact on countries and individuals <ul style="list-style-type: none"> – homogenisation and hybridisation – different degrees of acceptance and rejection <ul style="list-style-type: none"> ○ entertainment ○ food
4. How do we respond to tensions arising from some security impacts of globalisation?	<ul style="list-style-type: none"> • Security impact on countries and individuals <ul style="list-style-type: none"> – security and vulnerability – management of trade-offs <ul style="list-style-type: none"> ○ cyber security challenges ○ transnational terrorism

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 திறனை 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 அடிப்படையாகக்கொண்டு உருவாக்கப்பட்ட மதிப்பீட்டு நோக்கங்கள் பின்வருமாறு:

- இலக்கியப் பாடத்திட்டத்தில் பரிந்துரைக்கப்பட்ட மரபுக்கவிதைகள், தற்காலக் கவிதைகள், நாவல், கட்டுரைகள், சிறுகதைகள் ஆகியவை உணர்த்தும் கருத்துகள், உட்பொருள் முதலானவற்றை அடையாளங்கண்டு அவற்றையொட்டிய தமது ஆழ்ந்த புரிந்துணர்வைத் தெளிவாகவும் தொடர்புபடவும் சுயப்படைப்புத் திறனுடனும் வெளிப்படுத்துதல்
- இலக்கியப் பாடத்திட்டத்தில் பரிந்துரைக்கப்பட்ட வெவ்வேறு வகை இலக்கியங்களின் கதைக்கரு, பின்னணி, கதைப்பின்னல், பாத்திரப்படைப்பு, நடை, மொழி, தலைப்பு, இலக்கிய ஆசிரியர் உணர்த்த விரும்பும் விழுமியங்கள், படிப்பினைகள், கையாண்டுள்ள உத்திகள் முதலானவற்றைப்பற்றித் 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 2289/2 எனும் வினாத்தாளுக்கு விடையெழுத வேண்டும்.

வினாத்தாள் 2: (1 மணி 40 நிமிடங்கள், 50 மதிப்பெண்கள்)

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

'அ' பிரிவு: சிறுகதைகள் மற்றும் தற்காலக் கவிதைகள்

இப்பிரிவில் இரண்டு வினாக்கள் இடம்பெறும். மாணவர்கள் ஒரு வினாவைத் தேர்ந்தெடுத்து விடையெழுத வேண்டும். தற்காலக் கவிதைகளிலிருந்து ஒரு வினாவும் சிறுகதைகளிலிருந்து ஒரு வினாவும் கேட்கப்படலாம் அல்லது இரு வினாக்களும் சிறுகதைகளிலிருந்தோ தற்காலக் கவிதைகளிலிருந்தோ கேட்கப்படலாம்.

• 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 விடையெழுத வேண்டும்.

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 பொதுக் கல்விச் சான்றிதழ் சாதாரண நிலைத் தேர்வு

இணை மானுடவியல்

தமிழ் இலக்கியம் (விருப்பப் பாடம்)

தாள் 2

தாள் (நேரம்)	பாடப்பொருள்	வினாவகை	வினாக்களின் எண்ணிக்கை	விடையளிக்க வேண்டியவை	மதிப்பெண்கள்
2289/2 (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