

## Term 2 Updated Assessment Plan Overview [Secondary 2]

Term 2		WA 2 – 15%		
<b>English</b>	<b>Stream</b>	<b>G3</b>	<b>G2</b>	<b>G1</b>
	<b>Content/ skills</b>	Identifying, Organising & Representation of Main Ideas	Identifying, Organising & Representation of Main Ideas	Narrative Text Reading Comprehension
	<b>Modes of Assessment</b>	Written task: Summary Writing & Comprehension	Written task: Summary Writing & Comprehension	Written task: Non-narrative Text Comprehension
<b>English Literature</b>	<b>Content/ skills</b>	Passage based question - The Boy in the Striped Pyjamas: Use of Symbolism in the novel (Themes)	Testimony Writing - Characterisation: Responding to police statements (Mary Maloney from Lamb to the Slaughter)	
	<b>Modes of Assessment</b>	Passage based question - The Boy in the Striped Pyjamas: Theme of Justice (assess more) & Racism	Modified Passage based questions for Lamb to the Slaughter	
<b>Mathematics</b>	<b>Content/ skills</b>	Chapter 1: Linear Graphs and Simultaneous equations Chapter 6: Algebraic Fractions and Formulae	Chapter 4: Expansion and Factorisations of Algebraic Expressions Chapter 5: Expansion and Factorisation using Special Algebraic Identities	Chapter 3: Linear Equations in One Variable Chapter 4: Functions and Graphs
	<b>Modes of Assessment</b>	Self-paced learning task Written task	Self-paced learning task Written task	Self-paced learning task Written task
<b>Science</b>	<b>Content/ skills</b>	Chap 9: Application of Forces and Transfer of Energy Chap 10: Transfer of Heat energy and its Effects	Chap 9: Application of Forces and Transfer of Energy Chap 10: Transfer of Heat energy and its Effects	Topic 2: Forces Topic 3: Energy
	<b>Modes of Assessment</b>	Self-paced learning task Performance-based Assessment	Self-paced learning task Performance-based Assessment	Self-paced learning task Written task

<b>Geography</b>	<b>Content/ skills</b>	Chapter 8: Housing and its spatial distribution Chapter 9: Sustainable Strategies of Housing	Chapter 8: Housing and its spatial distribution Chapter 9: Sustainable Strategies of Housing	
	<b>Modes of Assessment</b>	Self-paced learning task Written test	Self-paced learning task Written task	
<b>History</b>	<b>Content/ skills</b>	Chapter 7: People's response to the British after the war - Riots Chapter 8: How did Singapore become an independent nation?  Skills: Source-based questions (inference, purpose, comparison) and Structured essay questions	Chapter 7: People's response to the British after the war - Riots Chapter 8: How did Singapore become an independent nation?  Skills: Source-based questions (inference, purpose, comparison) and Structured essay questions	
	<b>Modes of Assessment</b>	Self-paced learning task Written task	Self-paced learning task Written task	
<b>Mother Tongue (Chinese Language)</b>	<b>Content/ skills</b>	Oral skills	Oral skills	Oral skills
	<b>Modes of Assessment</b>	Self-paced learning task Audio recording test	Self-paced learning task Audio recording test	Self-paced learning task Audio recording test
<b>Higher Mother Tongue (Chinese Language)</b>	<b>Content/ skills</b>	Oral skills		
	<b>Modes of Assessment</b>	Self-paced learning task Written test		
<b>Mother Tongue (Malay Language)</b>	<b>Content/ skills</b>	Oral skills	Oral skills	Oral skills
	<b>Modes of Assessment</b>	Self-paced learning task Audio recording test	Self-paced learning task Audio recording test	Self-paced learning task Audio recording test
<b>Higher Mother Tongue (Malay Language)</b>	<b>Content/ skills</b>	Oral skills		
	<b>Modes of Assessment</b>	Self-paced learning task Written test		

<b>Mother Tongue (Tamil Language)</b>	<b>Content/ skills</b>	Oral skills	Oral skills	Oral skills
	<b>Modes of Assessment</b>	Self-paced learning task Audio recording test	Self-paced learning task Audio recording test	Self-paced learning task Audio recording test
<b>Higher Mother Tongue (Tamil Language)</b>	<b>Content/ skills</b>	Oral skills		
	<b>Modes of Assessment</b>	Self-paced learning task Written test		
<b>Common Curriculum WA2 – 15%</b>				
<b>Art</b>	<b>Content/ skills</b>	Surrealist: Juxtaposition and metamorphosis Artwork		
	<b>Modes of Assessment</b>	Self-paced learning task Final Artwork		
<b>Food and Consumer Education*</b>	<b>Content/ skills</b>	Applied Module: Plan a meal for an age group.		
	<b>Modes of Assessment</b>	Project work		
<b>Design &amp; Technology*</b>	<b>Content/ skills</b>	Research on Elderly Needs Ideation and Development of Elderly Needs Building quick mock-ups for designing		
	<b>Modes of Assessment</b>	Project work		
* For Secondary 1 and 2, the subjects (Eg D&T and FCE) that are taught on a semestral basis will have the following weighting: 2 Weighted Assessments (15% each) and Semestral Assessment (MYE/EYE) (70%). For subject taken in Semester 1, the final grade will be reflected in Semestral 1 Overall; for the subject taken in Semester 2, the final grade will be reflected under EYE.				