H2/ H3 MOTHER TONGUE LANGUAGE & LITERATURE
SYLLABUS
Pre-university

Implementation starting with
2021 Pre-University Year One Cohort

Ministry of Education
SINGAPORE

CONTENTS

SECTION 1: INTRODUCTION

1. INTRODUCTION

AIMS

The study of Mother Tongue Language and Literature entails the deepening of students' language proficiency, literary skills and cultural knowledge in the respective MTLs. The revised 2021 H2 & H3 Mother Tongue Language and Literature (H2 & H3 MTLL) syllabuses aim to nurture students to be cultural transmitters and Asian literature advocates with a deep understanding of their MTL languages, cultures, values and ethos as well as critical and creative global thinkers with cross-cultural understanding and awareness. This is in line with the broader goals of education as outlined in the Desired Outcomes of Education (DOE) and 21st Century Competencies to nurture our students to be future-ready individuals who have a strong sense of national identity and are equipped to contribute in a globalised world.

LEARNING OUTCOMES

The Learning Outcomes of the H2 & H3 MTLL syllabuses are as follows:

Language Learning Outcomes

a. <u>Listening and Reading</u>. Students will be able to interpret and evaluate key information and details in spoken and written texts on a wide variety of topics with sophisticated language use, and make quality inferences from texts and connect these with their own experiences.

b. <u>Speaking and Spoken Interaction</u>. Students will be able to express and exchange clear and well-structured viewpoints through multiple lenses on a wide variety of topics during discussions.

c. <u>Writing</u>. Students will be able to use a range of text-appropriate strategies to write clear, vivid and well-structured narrative essays describing events and experiences, or argumentation that supports their viewpoint with justifications and sound reasoning.

d. <u>Written Interaction</u>. Students will be able to comment on a wide variety of topics beyond their immediate field and communicate their viewpoints succinctly and accurately.

Literature Learning Outcomes

e. <u>Experiencing Texts</u>. Students will be able to immerse in and relate to a variety of texts and make reflections based on their experiences in life.

f. <u>Appreciating Style</u>. Students will be able to understand the literary elements in different genres, and appreciate the aesthetic value of the texts and the writers' purposeful use of language with a perceptive and inquisitive mind.

g. <u>Interpreting Theme</u>. Students will be able to analyse the central ideas and issues across the texts and explore the significance of a text centred on people and the world.

h. <u>Connecting Self, Texts, and the World</u>. Students will be able to relate to texts by making connections between the contexts in which the texts were created and the world they live in. They will reflect on their own values, perspectives and identities and develop awareness through multiple lenses.

i. Communicating Responses. Students will be able to conceptualise meaning through analysing literary texts, writing, describing events and experiences, and then present their viewpoint with relevant justification, reasoning and arguments, as well as consolidate and communicate their reflective responses to others.

j. Creating Literary Works. Students will be able to create an original work with their own style of writing and approach.

The H3 MTLL syllabus is pitched at a higher level with greater depth and breadth to deepen student's knowledge of the traditional and modern literary content and their skills in language use and literary writing. It will include the following additional learning outcomes:

k. Depth in Writing. Students will be able to write a well-structured essay that is expounded in depth.

l. Critical Evaluation of Literature Content. Students will be able to demonstrate critical evaluation of literary texts.

m. Production of Quality Literary Works. Students will be able to produce literary works of quality to creatively express their feelings and thoughts, using a variety of literary devices.

Aligned to the 21st Century Competencies (21CC) framework, students will acquire, develop and apply skills from the three 21CC domains, namely Communication, Collaboration and Information Skills; Civic Literacy, Global Awareness and Cross-Cultural Skills; and Critical and Inventive Thinking Skills.

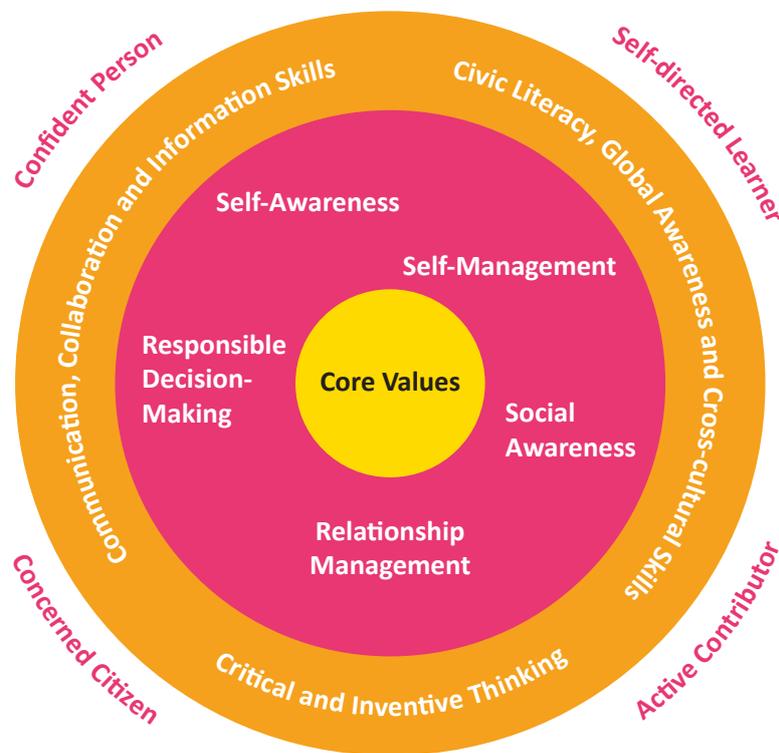**THE 21ST CENTURY COMPETENCIES FRAMEWORK**

Figure 1: MOE 21CC Framework

Communication, Collaboration and Information Skills

Students should be able to communicate persuasively and effectively in their MTL by deepening their language skills through the expression and exchange of views on general topics, draw connections across issues and transfer their understanding to multiple contexts.

Civic Literacy, Global Awareness and Cross-Cultural Skills

Students should be able to understand and develop their national and cultural identity through a deeper appreciation of culture, tradition, literature and history, by analysing, interpreting and evaluating literary texts and authentic reading materials. Cross-cultural understanding and awareness will be built through the study of literature from overseas MTL communities.

Critical and Inventive Thinking Skills

Students should be able to hone their higher order thinking skills and deepen their MTL proficiency by analysing texts through multi-dimensional perspectives; think critically and creatively, assess options and make sound decisions. They will create literary works through insights into their experiences and connections to their heritage and the world.

CURRICULUM TIME

Weekly curriculum time for the **H2 MTLL curriculum is recommended to be 4 hours per week over a 2-year course. H3 MTLL curriculum is recommended to be 2+2 hours per week over a 1-year course**, which includes 2 hours of classroom instruction and 2 hours of independent learning through a modular approach. Schools may use their discretion in distributing curriculum hours allocated for the language and literature components, but the distribution should not be too heavily focused on the literature component.

Guidelines for independent learning for H3 MTLL are as follows:

a. Extension of Students' Learning Beyond Selected Texts and Classroom Instruction.
   Teachers may recommend reading materials beyond the selected texts in the syllabuses to deepen students' appreciation of the genres and texts, and to widen their scope of knowledge in the MTL literature, culture and community.

b. Application of Language and Literary Skills.
    Students will apply their language and literary skills by working on mini projects, such as producing literary works or creating MTL podcast to showcase their works.

c. Participating in MTL-related Workshops/Sharing Sessions/School-based or External Activities.
    Students will participate or take on leading roles in MTL-related workshops, sharing sessions, and school-based and external activities organised by Language Elective Programmes-JCs and the MTL Learning and Promotion Committees. These may include appreciation of literary works and sharing sessions, or volunteering as MTL storytellers with the National Library Board or MTL docents with the museums and galleries under the purview of National Heritage Board, etc.
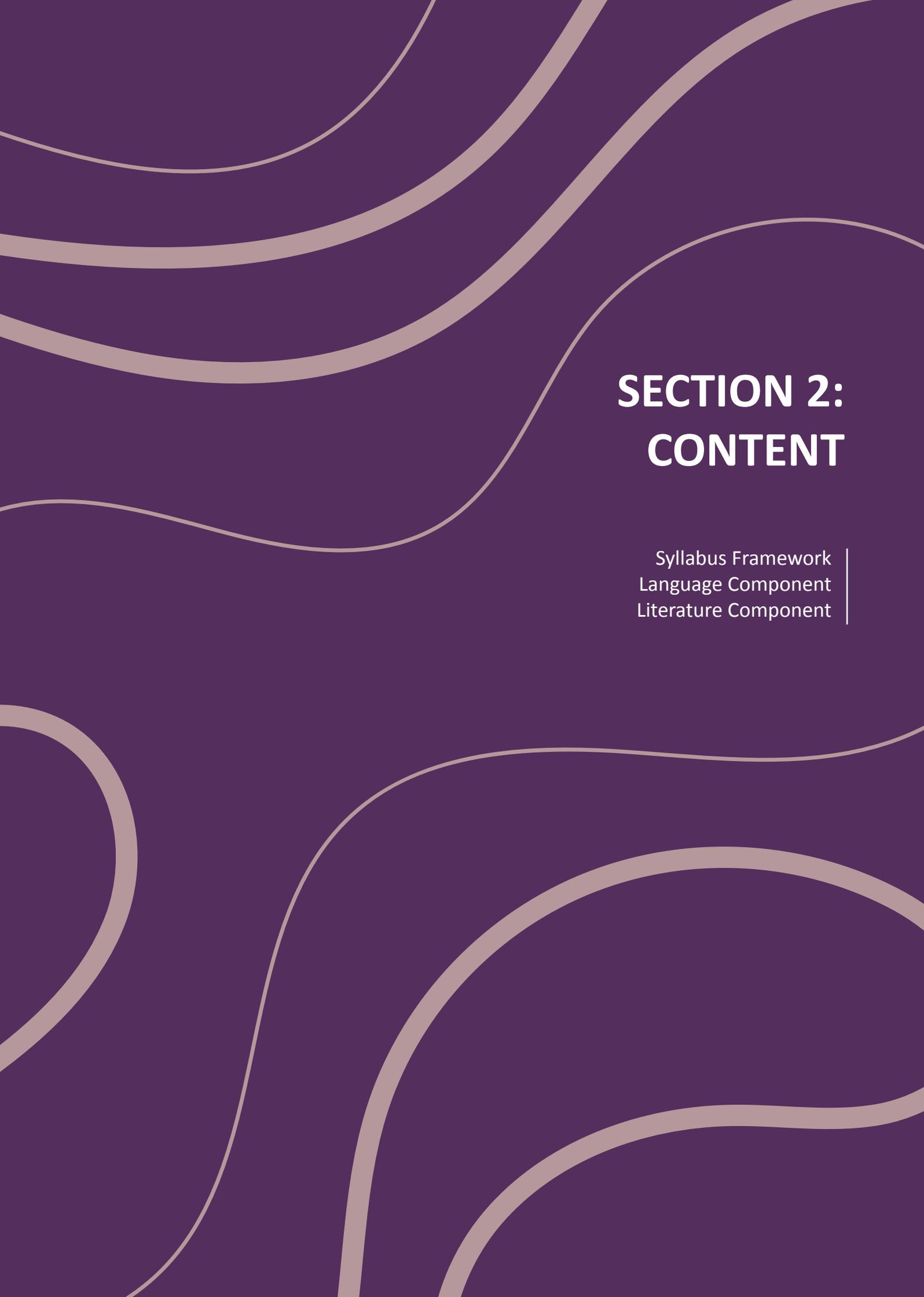
SECTION 2: CONTENT

Syllabus Framework
Language Component
Literature Component

2. CONTENT

SYLLABUS FRAMEWORK

The Syllabus Framework represents how teachers will design learning experiences that encourage H2 & H3 MTLL students to learn and apply language and literary skills in an integrated and meaningful way.
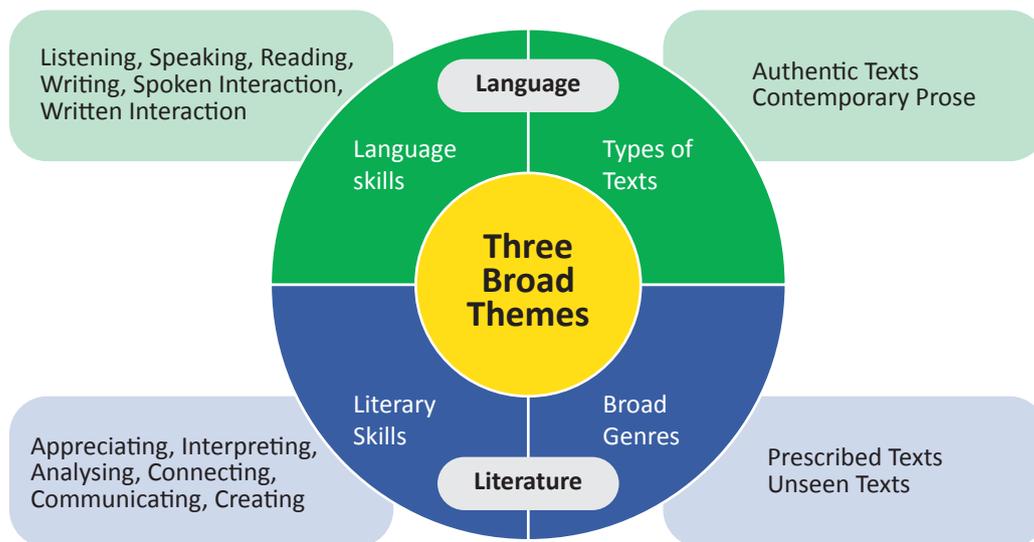

Figure 2: H2 & H3 MTLL Syllabus Framework

The revised H2 & H3 Mother Tongue Languages and Literature syllabuses adopt the thematic approach with broad themes guiding the teaching and learning of language and literature. The fundamental principle will be to teach literature based on genres. The prescribed and unseen texts are clustered around enduring themes for students to gain conceptual lenses.

The language and literature components of the syllabus are guided by three broad themes with the following characteristics:

- High relevance to students' life experiences;
- Universal and enduring in nature across different time periods;
- Recurring motif present in both classical and contemporary works of literature; and
- Strong potential to generate meaningful discourse that supports the learning of values, life skills, language and literature.

Language skills and literary analysis will be taught in a more integrated manner to allow greater transfer of learning between the language and literature components through the common broad themes, allowing the students to gain deep conceptual understanding of the themes.

A brief description of the three broad themes are appended below:

Relationship

Relationship refers to the way in which things are connected, the emotions people feel and the way they behave towards one another. The identification of relationships between people, communities and our environment enables an enhanced appreciation of the web of intricate relationships that exist in the world, thereby strengthening the self-awareness, social awareness and global awareness of our students.

Change

Change takes place constantly around us and is apparent in many aspects of life. It has influence on individuals, societies, countries and the environment. This can be a powerful frame for linking issues, relationships and responses to change over time. By examining the temporal and spatial qualities of change, students can formulate deep understandings about positivity, resilience and continuity in different aspects of life.

Choice

We are faced with an array of choices in our life, where some choices have profound implications beyond our immediate understanding. The evaluation of choices and making of decisions are also an inevitable aspect of our life, where choices can range from the mundane to those that impact our lives, society, country or even the world. Through studying the dilemmas faced by people and evaluating the choices they make, students will identify and analyse the implications and consequences of decisions, learn to take perspectives and understand the importance of moral responsibility.

LANGUAGE COMPONENT

In the language component, the study and analysis of contemporary prose and authentic materials provide real-world context for learning. H2 MTLL students are also exposed to contemporary prose to evaluate the themes in the given contexts and reflect how these themes relate to themselves, their society and the world. The discussion of the themes and studying of writing style and literary devices employed in these prose and authentic materials should enhance students' communication and writing skills, thereby creating their own literary works. The H3 MTLL syllabuses will be pitched at a higher level with greater depth and breadth to deepen their knowledge of the traditional and modern literary content and their skills in language use and literary writing, for example employing the various literary devices in their works.

Higher Order Thinking Skills in Language Usage

The language component emphasises reading comprehension and writing at the higher cognitive levels (analysis, synthesis, evaluation, creation), the ability to read and write various forms of essays (narrative, descriptive, argumentative and graphic stimulus), as well as written interaction skills such as writing short commentaries.

To simulate real-life situations in their future work life, students are expected to be able to comprehend, compare, analyse, synthesise and evaluate more than one text as part of reading comprehension. This is especially so as this group of students will be the cultural transmitters and effective communicators of their respective MTLs.

Exposure to Both Contemporary Prose and Authentic Texts

Students will be exposed to both contemporary prose (e.g. texts that are thought-provoking and rich in literary elements) as well as authentic texts (e.g. blogs, news articles, forum editorials, news critique and commentaries) in the language component, so that they are able to comprehend and appreciate a wide spectrum of texts.

Contemporary prose engages the affective domain and motivates students to read deeply. Through deep reading, one's inventive thinking and literary skills, as well as self-awareness and social awareness can be enhanced. It will also enhance one's persuasiveness and expressiveness in speaking or writing through application of various literary devices. On the other hand, authentic texts will contribute to one's civic and global awareness through exposure to current issues. It will enhance one's information skills and critical thinking skills in the process of discourse and argument evaluation where students will learn to be more discerning to distinguish facts from opinions or even falsehood.

LITERATURE COMPONENT

In the literature component, H2 MTLL students will study works from the past and present to develop their literary appreciation and writing skills. They should develop cross-cultural understanding and awareness through study of local and overseas literature texts written by MTL communities. H3 MTLL students will be exposed to a wider scope of literature texts and be guided to make critical responses to the texts and create their own literary works. The unseen texts analysis at both H2 and H3 levels cultivates reflective readers and critical learners through an exposure to a wider range of texts and equipping students with the skills of critical literary analysis. Students are encouraged to read beyond the prescribed works. A more extensive reading experience will develop a deeper understanding and stronger appreciation of their MT languages, cultures and values.

Literary elements

The core skills of literature should be taught explicitly yet explored within the context of the texts (which include the prescribed and non-prescribed texts). This will include a deep understanding and appreciation of the various literature elements such as the plot, themes, characters as well as various devices and techniques used in the texts. Connections should also be made between the texts, the writer, the background of the literary work as well as the experiences of the reader to fully appreciate the intent of the literary works.

Plot: Understanding the main events of a play, novel or similar work and their interrelatedness (e.g. cause and effect), as well as how the story is structured in a particular sequence to achieve certain objectives such as highlighting a theme.

Theme: Distilling and understanding the central ideas and key concerns explored in the texts. While the theme of a text is specific to the text, it is to be differentiated from the three broad themes, which are generic themes that serve to connect the various texts and act as lenses to deepen understanding and explore interrelatedness between texts.

Characters: Analysing and evaluating the motivation of any person, animal, or figure, and also their intellectual, moral and emotional qualities in a text.

Style and literary devices: Appreciating writer's purposeful use of language to achieve certain effects, such as the use of simile/metaphor, imagery, satire/irony, foreshadowing, symbolism, personification, hyperbole, oxymoron, etc. Setting and atmosphere, which refers to the feeling, emotion or mood that the author creates in a narrative through descriptive language (including description of the time, place, physical details and circumstances), can also be explored as a form of literary technique.

Besides appreciation of the above literary elements, opportunities should also be given to students to produce and showcase their literary works such as poems and short stories, so that they can apply the literary devices they have learnt. These platforms will motivate H2 MTLL learners to learn beyond the curriculum while providing an essential experience for the H3 MTLL learners.

Literature Genres

The study of MTL literature presents settings and human relationships which can resonate with H2/H3 MTLL students. The themes in the selected prescribed texts are current and relevant, and inculcate different forms of social awareness that draws connection to society. The texts will allow for rich discussion of universal themes that remain pertinent and relevant in a changing world. They should reflect the rich historical and cultural heritage, as well as allow students to develop greater aesthetic and cultural appreciation.

The selected prescribed texts comprise works:

- from different historical periods till present time, taking into consideration the content balance between traditional and contemporary literature;
- from different parts of the overseas Chinese, Malay or Tamil community, with some emphasis on local works;
- that are representative of the different genres and are considered classics;
- that deal with a range of thematic concerns and a range of protagonists across the texts.

The selected prescribed texts[1] will allow for exploration and study of the **main elements of literature**, including characterisation, plot and structure, setting and atmosphere, viewpoint and style. They allow for the learning and application of **essential literary devices** such as the use of imagery, symbolism and irony.

The genres selected for each MTLL differ slightly to better suit the distinctive literary traditions of each MTL. Students who offer H3 MTLL will study these genres at a broader and deeper level.

MTL	Genre for Prescribed Texts	Genre for Unseen Texts
Chinese Literature Component	Classical Prose Poetry Short Stories Drama	Modern Poetry Short Stories
Malay Literature Component	Poetry Short Stories Novel Drama	Modern Poetry Short Stories
Tamil Literature Component	Poetry Short Stories Novel Drama	Modern Poetry Short Stories

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[1]Refer to the "Teaching and Learning Syllabus" in the respective Mother Tongue Language for the list of prescribed texts.

SECTION 3: PEDAGOGY

3. PEDAGOGY

THE TEACHING PROCESSES AND TEACHING AREAS

Improving teachers' pedagogy is the key strategy to achieving effective teaching and learning in Mother Tongue Language and Literature (MTLL) classrooms. In this aspect, teachers should take reference from the Singapore Teaching Practice (STP). The STP describes how effective teaching and learning can come about, guided by the Singapore Curriculum Philosophy and theoretical underpinnings of teaching and learning.

Figure 3 illustrates the four teaching processes and the teaching actions and professional considerations for teachers to use and adapt in their learning contexts. The rest of the chapters will introduce tools and pedagogies that facilitate the four teaching processes in MTLL classrooms.
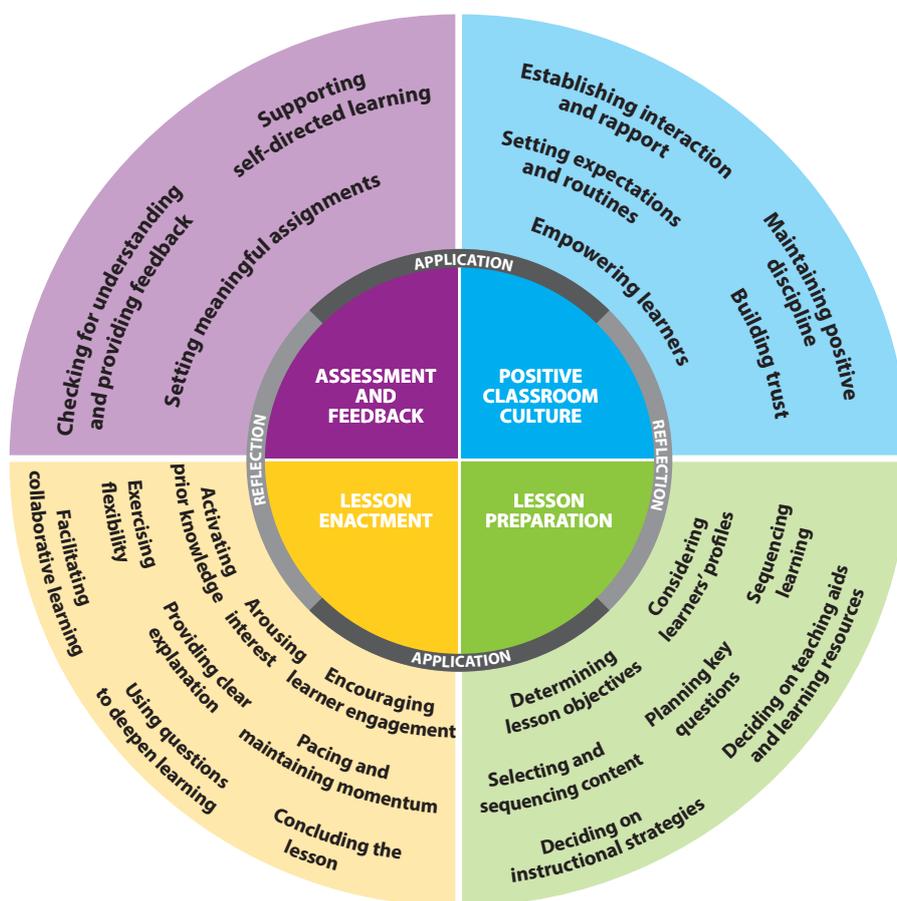

Figure 3: Pedagogical Practices in the Singapore Teaching Practice

Teachers are encouraged to employ a variety of learning activities and tasks in class for students to apply and develop their communication skills via discussion, presentation, reading and writing assignments etc. They should also aim to develop higher order thinking skills, strike a balance between pen-based writing and computer-based text input, and expose students to a wide variety of texts including literary texts and authentic texts, both prescribed and non-prescribed.

The following will guide teachers in the selection of **non-prescribed literature texts** to enhance students' learning experience:

a. **Literary merit**: The text should have enduring value that will lead students to explore the self and its relation to the world they live in; richness of themes that allow in-depth discussion; reflect the rich historical and cultural heritage; and allow the reader to develop greater aesthetic and cultural appreciation.

b. **Acquisition of literary knowledge and skills**: It should allow for exploration and study of the main elements of literature, including characterisation, plot and structure, setting and atmosphere, viewpoint and style. It should also allow for the learning and application of essential literary devices. It should be written in rich language that invites close and critical analysis of various elements, such as the use of imagery, symbolism and irony, amongst others.

c. **Range of texts**: The selection should comprise texts from different parts of the overseas Chinese, Malay or Tamil community, balanced with local works.

d. **Accessibility**: The text should be accessible to students, in terms of language and themes, and should engage and appeal to them.

e. **Appropriateness of Content/ Subject Matter and Language**: It should be sensitive to the broader society's acceptance of the study of the subject matter, e.g. the text selected should avoid gratuitous references to race, religion, sex or politics. The text selected should also not feature objectionable or offensive use of language.

INTEGRATING THE TEACHING OF LANGUAGE SKILLS AND LITERARY ANALYSIS

The syllabus places equal emphasis on the teaching of both language and literature components. By incorporating the three broad themes across the language and literature components, teachers will teach language skills and literary analysis in a more integrated manner and allow greater transfer of learning between the two domains. Table 1 at the end of the chapter provides a set of guiding questions and possible areas for discussion under these themes.

Teachers are encouraged to adapt and organise teaching materials to guide students to read critically, observe patterns between texts, and make connections between the texts and these themes. This will support the teaching and learning of non-prescribed works where students are guided to make connections through themes.

EFFECTIVE QUESTIONING

The learning of language at a higher level requires enhanced metalinguistic thinking and reflective use of language skills. Students should understand the complicated use of different tools and strategies for in-depth understanding and comprehensive production of texts.

On the other hand, the study of literature is largely a process of critically examining texts. Students should be aware of the stylistic features of texts, contexts that led to the production of these texts, as well as how these texts are relevant to their own experiences. Students should engage with texts at the cognitive and affective levels.

When new content or skills are being introduced, teachers may consider the benefits of inquiry-based learning. Inquiry-based learning emphasises the student's role in the learning process. Rather than the teacher dominating the lesson, students are encouraged to explore the material, ask questions, and share ideas. Teachers facilitate the inquiry process by providing guidance and scaffolding, helping students to focus on how knowledge is acquired. Students' ways of thinking and knowing can be manifested in active, collaborative, and self-regulated learning. The metacognition developed through means of inquiry-based learning is key to the analysis of non-prescribed texts in the syllabus.

The effective use of questions makes students' thinking visible during the learning process. It also facilitates the development of new understanding and strengthens students' proficiency and effective communication in MTL. Effective questioning techniques can guide students to construct, interpret, and evaluate knowledge from different perspectives. Teachers may use a variety of ways to frame or to structure their questions to deepen students' understanding of texts for both language and literature component.

Teachers are encouraged to use Thinking Routines to frame the guiding questions and suggested areas of discussion for both language and literature teaching provided at the end of the chapter. The Thinking Routines support the transfer of content knowledge while uncovering fundamental thinking skills crucial for the learning of language and literature. It also enhances the students' thought processes (e.g. Circle of Viewpoints provides a scaffold for helping students to examine issues from multiple points of view).

With intentionally crafted questions, students will be required to observe and describe in detail the subject matter, make connections across disciplines, reason with evidence, and uncover complexity beyond the surface. By making thinking visible in the language and literature classroom, students are developed into active readers, writers, listeners and oral communicators as they explore the depth of the material.

THE USE OF E-PEDAGOGIES

With contemporary classrooms becoming increasingly diverse, teaching and learning strategies that cater for a variety of learning profiles should form an integral part of the language and literature classroom. Approaches to teaching that utilise the affordances of digital information and communication technologies enrich the learning experience and make the classroom comes alive.

Effective use of e-pedagogies enhances the learning experience in language and literature by providing both teachers and students access to a wide range of information in the form of sounds, images and text that could be used to complement traditional classroom practices in developing literary understandings and stimulating varying interpretations.

For example, teachers may tap on a variety of different media such as audio-visual content ranging from music videos, film, documentaries and media interviews, to ease students' entry into a literary work or an area of discussion on writing. Journal writing that records individual responses to the source and forums that allow for meaningful two-way interaction to discuss themes and topics can be shared via a common platform such as the Student Learning Space (SLS). Peers can review, expand, clarify and modify their understanding on the interactive platform. With a wide variety of web presentation tools, students can also have the opportunity to display personal creativity when they consolidate their learning.
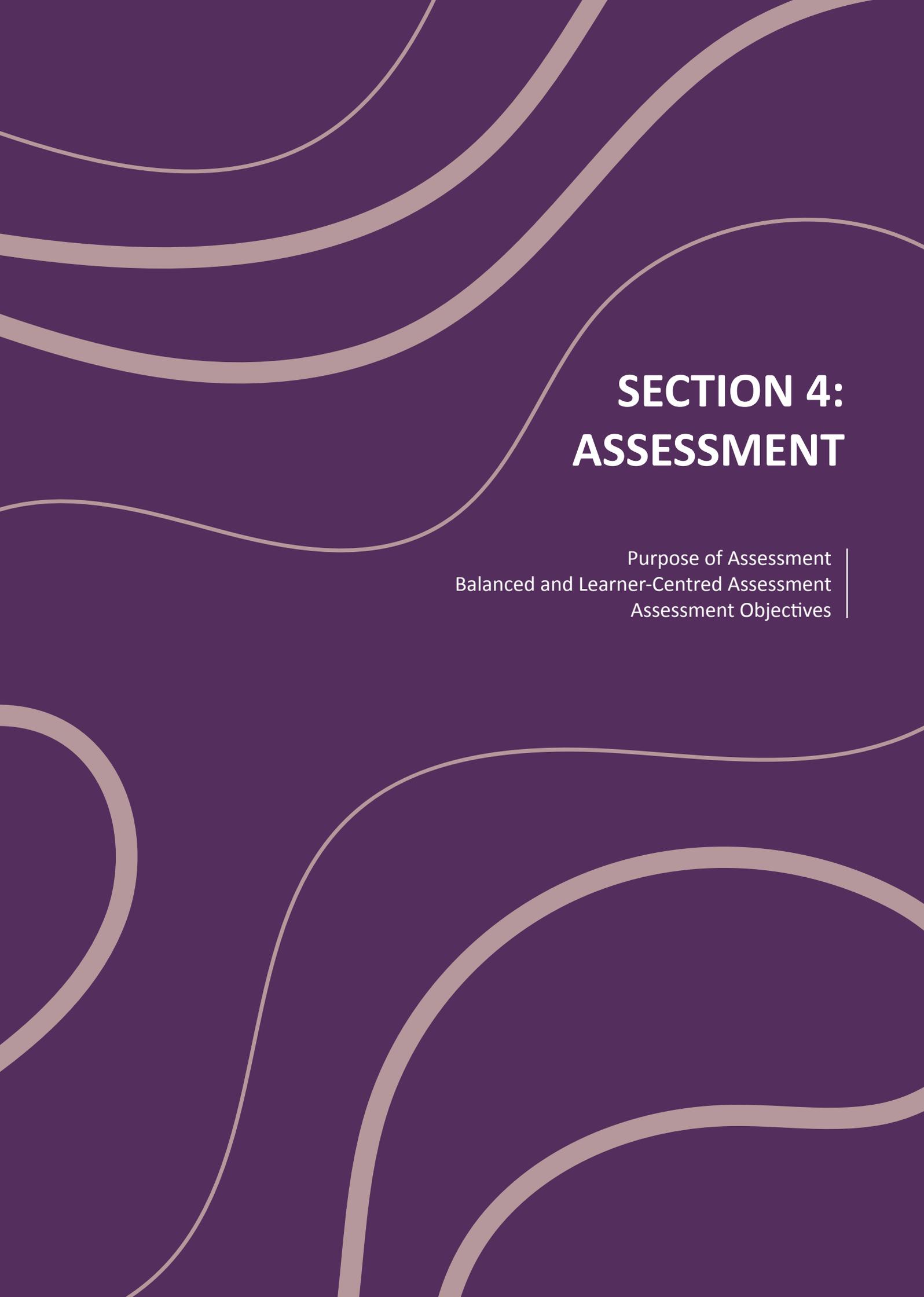
Learning takes place individually and collaboratively, as students construct and co-construct meaning from knowledge and experiences. In an e-learning environment, students will have the time and space to organise their thoughts, communicate coherently and cogently in writing, before exchanging information and ideas with one another. The use of ICT can also help teacher reach out to all students, such as through the provision of individualised feedback beyond curriculum hours.

Table 1: Guiding Questions and Areas for Discussion

Theme	Key understanding	Guiding questions for general discussions (applicable to both language and literature teaching)	Literary text related guiding questions	Areas for discussion
Relationship	Everything is interrelated.	1. What are the types of relationships that exist? 2. Why are relationships/ connections important? 3. What are the individual's responsibilities to the community as well as the community's responsibilities to the individual? 4. How do relationships shape our society?	1. Examine the relationships between individuals, objects and events in the literary text. How do the characters manage relationships? 2. How do the relationships evolve in the text? 3. What are the factors that help or hinder the development of relationships in the text? 4. How does conflict impact the characters, plot and theme of the story? Is conflict an inevitable part of relationships? 5. In what ways have relationships impacted the actions of the characters in the text? 6. Pick a character from the text and assume the role of the character. How will you handle your relationships in the story differently?	• Personal identity • Personal relationship: kinship, friendship, romance • Connection between self and others • Connection with community, nation and the environment • Communication
	Relationships can be nurtured.	1. Why do we nurture a relationship? 2. What are the factors that can help or hinder the formation of relationships? 3. What happens when parties in a relationship come into conflict? 4. How are people transformed through their relationships with others?		

Theme	Key understanding	Guiding questions for general discussions (applicable to both language and literature teaching)	Literary text related guiding questions	Areas for discussion
Change	Change is inevitable.	1. What kinds of changes occur naturally and what are brought about by people? 2. What causes a change to happen? 3. When is it necessary to question the status quo? 4. Is a change inevitable?	1. How is the theme of change expressed in the text? 2. In what ways are characters in the text affected by change? 3. What are the causal factors that triggered change in the development of the text? 4. What causes the characters in the text to embrace or resist change?	• Personal growth (emotional and psychological changes, e.g. mindset changes) • Changing trends in culture and society • Preservation of culture and values in the globalised city • Community, national and global development • Adversity, conflict and change • Innovation
	Change leads to more change.	1. Why and how do we adapt to changes? 2. How do changes affect our way of life? 3. In the face of adversity, what causes some individuals to prevail while others fail? 4. Do changes always bring about the desired outcome?	5. How do the characters in the text respond to change? 6. What is the significance of change depicted in the text?	

Theme	Key understanding	Guiding questions for general discussions (applicable to both language and literature teaching)	Literary text related guiding questions	Areas for discussion
Choices	Life is a product of choices.	1. What is the relationship between choices and outcomes? 2. When does one face difficulty in making decisions? 3. How do we balance freedom of individual choice and responsibility to others? 4. Why are sound choices important in life?	1. Evaluate the different choices made by the characters. To what extent are they well-informed? 2. How do these choices affect subsequent events? What is the significance of these choices? 3. To what extent do past experiences of the characters influence the choices they make? 4. How do the decisions and actions of characters reveal their personalities? 5. How do the characters deal with and resolve the tension between agency and structure? 6. Pick a character from the text and assume the role of the character. How will you choose differently?	• Decision-making • Dilemma resolution (the Paradox of Choice: why more is less) • Perspective-taking • Responsibility • Agency and structure
	Choices open up opportunities and possibilities.	1. Why are outcomes of our choices sometimes unpredictable? 2. What are the opportunities and trade-offs associated with specific choices? 3. How are decisions and consequences perceived differently by parties involved? 4. How does one deal with missed opportunities?		

SECTION 4: ASSESSMENT

4. ASSESSMENT

PURPOSE OF ASSESSMENT

Assessment is the process of gathering and analysing evidence about student learning to enhance teaching and learning. It is used as a tool to gain insights into the students' learning progress as well as the rigour of H2 & H3 MTLL curriculum.

Assessment is diagnostic and ongoing. It provides teachers with day-to-day information on students' readiness for knowledge and skill sets, their interests and their approaches to learning. It is intended to enhance learning through activities undertaken by teachers when the information serves as feedback to modify instructional practice. It answers important questions such as whether students have learnt or how well they have mastered a concept or topic.

Assessment is an integral part of the learning process, and must be closely aligned with curricular objectives, content and pedagogy.

There should be regular gathering of quantitative and qualitative information about a student's progress and development, and such information should be used to inform learning and shape future teaching and learning practices.

Assessment practices should be guided by 3 key messages:
a. Assessment is integral to the learning process.
b. Assessment begins with clarity of purpose.
c. Assessment should gather information to inform future practices.

LEARNER-CENTRED AND BALANCED ASSESSMENT

In enacting the curriculum, teachers should also adopt a learner-centred and balanced assessment system comprising both Assessment for Learning (AfL) and Assessment of Learning (AoL). AfL and AoL should be seen as integral and interrelated components of a continuum which can be illustrated as follows:

Learner-centred and Balanced Assessment

- **Creates a learning path to support and enhance learning**
- **Improves student engagement and motivation**
- **Brings about higher achievement and greater confidence to learn**

In-class formative assessment with teaching and learning	More planned, integrated formative assessment	Formal assessment modelled on summative assessment but used for formative purposes	Prescribed summative assessment (learning outcomes)

Assessment for Learning (Formative Assessment)
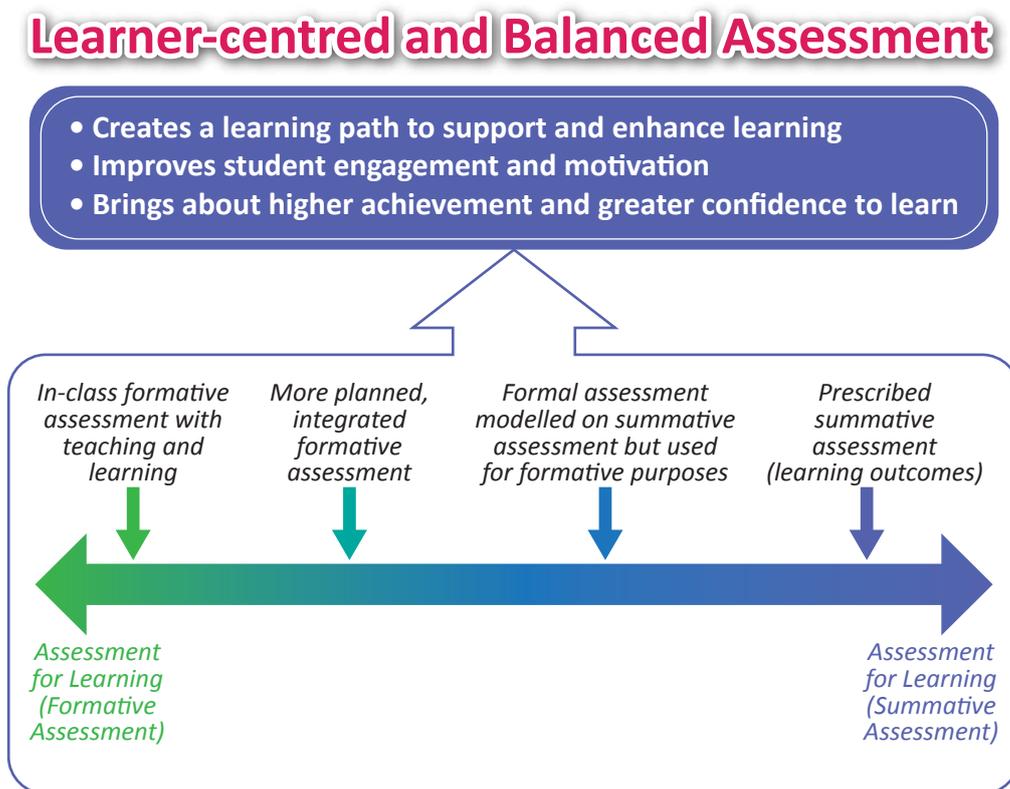
Assessment for Learning (Summative Assessment)

Figure 4: A learner-centred and balanced assessment system

Source: 2018 MOE Curriculum Policy Office Curriculum Handbook Overview (Chapter 1, p18)

Figure 4 illustrates that at one end of the continuum, Assessment for Learning (AfL), which is also known as Formative Assessment uses assessment information solely for improving student learning, while Assessment of Learning (AoL), which is also known as summative assessment, ascertains what students have learnt and functions as a means to judge if curricular outcomes have been met, and it is used primarily for purposes such as grading, ranking and promotion. The four strategic milestones of the continuum can be described as follows in the context of H2 & H3 MTLL:

- **In-class formative assessment with teaching and learning:** Typically used to identify gaps in students' learning of content and skills, and to provide quality feedback for students on how to improve their work as part of everyday lessons that enhance ongoing learning. For example, teachers may assess students' understanding of the concept of metaphors in poems through discussions and presentations in pairs/groups and provide verbal feedback on students' understanding. While such assessment can be planned, it is usually dynamic and very responsive to students' performance and needs. There is usually no grading done.

- **More planned, integrated formative assessment:** As learning gains momentum and depth, prior planned tasks can be implemented. Tasks may be in the form of alternative assessment (e.g. group analysis of an extended narrative) or in partial forms of what is commonly found in summative assessment (e.g. full essays, one extended text analysis question) though the primary purpose is to check the progress of the students in attaining the LOs at different checkpoints in the curriculum. Grading may or may not be done.
- **Formal assessment modelled on summative assessment but used for formative purposes:** Generally includes class tests or mock examination that simulate summative assessment forms, and are also used to identify gaps in students' learning in broad areas and to provide quality consolidated feedback for improvement (e.g. usually on systemic areas of understanding which may impede progress of learning for subsequent content/skills). Grading may or may not be done.
- **Prescribed summative assessment (learning outcomes):** Ascertains what students have learnt and functions as a mean to judge if curricular outcomes have been met. It is used primarily for accountability purposes, such as grading, ranking and promotion, to record and report what has been learned. It tends to be summative in nature and is usually carried out at the end of a semester or end of the year (such as end of Pre-U 1) for the purpose of promotion. However, it can also be used formatively to prepare students for the next phase of learning.

Formal summative assessment for H2 MTLL generally includes:
- Writing a pen-and-paper essay (narrative, descriptive, expository or argumentative)
- Answering questions in Reading Comprehension 1 using computer text input (single passage)
- Answering questions in Reading Comprehension 2 using computer text input (source-based including commentary writing)
- Completing pen-and-paper literature essays (4 questions on different genres, including unseen text)

Formal summative assessment for H3 MTLL generally includes:
- Writing a pen-and-paper essay [narrative (short story), descriptive, expository or argumentative]
- Completing pen-and-paper literature essays