

SENG KANG SECONDARY SCHOOL
ASSESSMENT INFORMATION 2026 (TERM 3)
SECONDARY 1

Overview

This document provides information on the 2026 Weighted Assessment (WA) 3 for Sec 1 students in SKSS.

Weighted Assessment in SKSS is an integral aspect of learning designed to support students in tracking their progress while reinforcing curriculum goals. Each assessment is structured to cover essential content and develop key skills aligned with the learning outcomes at the level.

Understanding the Table

The table below will indicate the following:

- **Subjects and Levels:** Each row corresponds to a specific subject and each column provides the details of the assessment information for the respective subject levels, G1, G2 or G3.
- **Assessment Types:**
 - Written assessments (e.g., comprehension, essays, problem-solving tasks).
 - Practical or coursework-based assessments (e.g., design journals, digital art, research and investigation).
 - Oral and e-assessments (e.g., oral conversations, speech writing).
 - Alternative assessments (e.g. performance task to assess students' skills and knowledge in ways that a written assessment cannot sufficiently do that may be done in one sitting or take several weeks to complete)
- **Skills and Topics:** The skills and topics assessed align closely with the MOE syllabus and focus on fundamental concepts and subject-specific skills.
- **Assessment Format:** Describes how (e.g., individual, pair or group) and where the assessment will be conducted (e.g., in-class, in-hall, laboratory-based, take-home, etc.).

For example:

Subject	Assessment Info	What the info means
Science	● Individual ● Written ● Laboratory Measurement / Procedures & Forces ● Laboratory-based	Candidates will individually attempt a written paper on the topics and skills of "Laboratory Measurement / Procedures & Forces" in a laboratory setting.

WA3 ASSESSMENT INFORMATION 2026 (TERM 3)
SECONDARY 1

Subject / Level	Common Curriculum		
Art	No WA3		
Food & Consumer Education	No WA3		
Design & Technology	No WA3		
Subject / Level	G1	G2	G3
English Language	- Individual - Written - Class Test: Grammar Editing & Continuous Writing - In-class	- Individual - Written - Class Test: Discursive Essay - In-class	- Individual - Written - Class Test: Discursive Essay - In-class
Maths	- Individual - Written - Chapters 5, 6 and 7 - In-class	- Individual - Written - Chapters 5, 6, 7, 8 and 12 - In-class	- Individual - Written - Chapter 4: Basic Algebra & Algebraic Manipulations - Chapter 8: Percentages - Chapter 9: Ratio and Rate - Chapter 10: Basic geometry - Chapter 11: Polygons and Geometrical Construction - In-class
Science	- Individual - Written - Chapter 5: Heat & Chapter 6: Matters - In-class	- Individual - Written - Chapter 4: Separation Techniques - Chapter 5: Ray Model of Light - Chapter 6: Model of Cells - 6.1 Advances in Tech help in the	- Individual - Written - Chapter 4: Separation Techniques - Chapter 5: Ray Model of Light - Chapter 6: Model of Cells - 6.1 Advances in Tech help in the

OFFICIAL (CLOSED)

		Understanding of Cells - 6.2 Use models to represent typical plants and animal cells ● In-class	Understanding of Cells - 6.2 Use models to represent typical plants and animal cells ● In-class
MTL – Chinese Language	● Individual ● Written ● Functional writing and hanyu pinyin ● In-class	● Individual ● Written ● Email and P1 question analysis ● In-class	[G3 & HML] ● Individual ● Written ● Email and P1 question analysis ● In-class
MTL – Malay Language	● Individual ● Written ● Functional writing (response to blog) ● In-class	● Individual ● Written ● Functional writing (response to blog) ● In-class	[G3 & HML] ● Individual ● Written ● Functional writing (response to blog) ● In-class
MTL – Tamil Language	● Individual ● Written ● Comprehension Skill (MCQ) [20M] Idioms & phrases (10 M) ● In-class	● Individual ● Written ● Comprehension Skill (Open-ended) [30M] ● In-class	[G3 & HTL] ● Individual ● Written ● Comprehension Skill (Open-ended) [30M] ● In-class
History	NA	● Individual ● Written ● Chapter 3: How Did British Rule and External Developments Affect Singapore's Growth as a Port City from 1819 to 1942? ● Chapter 4: What Role Did the People in Singapore Play in Its Development as a Port City from 1819 to 1942? ● Source-Based Case Study (Inference, Comparison) and Structured Questions (Identify, Describe) ● In-class	● Individual ● Written ● Chapter 3: How Did British Rule and External Developments Affect Singapore's Growth as a Port City from 1819 to 1942? ● Chapter 4: What Role Did the People in Singapore Play in Its Development as a Port City from 1819 to 1942? ● Source-Based Case Study (Inference, Comparison) and Structured Questions (Identify, Describe) ● In-class

OFFICIAL (CLOSED)

Geography	NA	● Individual ● Written ● Water GQ3, Forest GQ1 & GQ2 and Trend Questions ● In-class	● Individual ● Written ● Water GQ3, Forest GQ1 & GQ2 and Trend Questions ● In-class
Literature in English	NA	● Individual ● Written ● Class Test: PEA paragraphs on 'A Monster Calls' ● In-class	● Individual ● Written ● Class Test: PEA paragraphs on 'A Monster Calls' ● In-class

END OF ASSESSMENT INFORMATION