

# **Anglo-Chinese School (Junior)**



## **ASSESSMENT INFORMATION BOOKLET PRIMARY TWO**

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**ANGLO-CHINESE SCHOOL (JUNIOR)**  
**HOLISTIC ASSESSMENT OVERVIEW**  
**PRIMARY TWO NON-WEIGHTED BITE-SIZED ASSESSMENT SCHEDULE**

Term/Week	TERM 1	TERM 2	TERM 3	TERM 4
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6		MT Non-weighted Bite-sized 2 (29 April)	MT Non-weighted Bite-sized 3 (3 Aug to 6 Aug)	MT Non-weighted Bite-sized 4 (20 Oct) MA Non-weighted Bite-sized 4 (22 Oct)
Week 7		MA Non-weighted Bite-sized 2 (5 May)	EL Non-weighted Bite-sized 3 (14 Aug)	EL Non-weighted Bite-sized 4 (27 Oct)
Week 8	MT Non-Weighted Bite-sized 1 (23 to 25 Feb & 2 Mar)	EL Non-weighted Bite-sized 2 (11 and 12 May)	EL Non-weighted Bite-sized 3 (17 Aug) MA Non-weighted Bite-sized 3 (18 Aug)	
Week 9				
Week 10	EL Non-Weighted Bite-sized 1 (9 March) MA Non-weighted Bite-sized 1 (11 March )			

*The assessment schedule and coverage are subject to change. If there is any change, parents will be notified in advance.*

**P2 NON-WEIGHTED ASSESSMENT  
COVERAGE AND COMPONENTS**

SUBJECT/TERM	TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH	<b>Non-weighted Bite-sized 1</b> Skill: Listening & Viewing LO assessed: Listen attentively and identify relevant information	<b>Non-weighted Bite-sized 2</b> Skill: Speaking & Representing LO assessed: Speak clearly to express their thoughts, feelings and ideas	<b>Non-weighted Bite-sized 3</b> Skill: Reading & Viewing LO: Understand Primary 2 texts and able to identify the big ideas in the texts and recall sequence of main events	<b>Non-weighted Bite-sized 4</b> Skill: Writing & Representing LO 1: Apply basic spelling strategies using knowledge about phonic elements and spelling rules  LO 2: Write short paragraphs to recount appropriately sequenced events, describe details and use tenses and connectors accurately
MATHEMATICS	<b>Non-Weighted Bite-sized 1</b> - Numbers 1 to 1000 - Addition and Subtraction within 1000	<b>Non-Weighted Bite-sized 2</b> - Word Problems: Addition and Subtraction - Multiplication and Division - Word Problems : Multiplication	<b>Non-Weighted Bite-sized 3</b> - Time - Mass - Money - 2 Step Word Problems	<b>Non-Weighted Bite-sized 4</b> - Fraction - Volume - Picture Graphs
MOTHER TONGUE	<b>Non-Weighted Chinese Language 1</b> Reading Aloud Lesson 1 to 2 第一课到第二课核心课文	<b>Non-Weighted Chinese Language 2</b> Written Assessment Lesson 1 to 6 第一课到第六课核心课文	<b>Non-Weighted Chinese Language 3</b> Speaking Exercise Stimulus-Based Conversation	<b>Non-Weighted Chinese Language 4</b> Written Assessment Lesson 11 to 16 第十一课到第十六课核心课文
	<b>Non-Weighted Malay Language 1</b> Oral – Reading Aloud	<b>Non-Weighted Malay Language 2</b> Written Assessment P2 Textbook & Workbook Unit 1 to 4	<b>Non-Weighted Malay Language 3</b> Speaking Exercise Stimulus-Based Conversation	<b>Non-Weighted Malay Language 4</b> Written Assessment P2 Textbook & Workbook Unit 1 to 8
	<b>Non-Weighted Tamil Language 1</b> Reading Aloud	<b>Non-Weighted Tamil Language 2</b> Written Assessment Lesson 1-7	<b>Non-Weighted Tamil Language 3</b> Speaking Exercise Stimulus-Based Conversation	<b>Non-Weighted Tamil Language 4</b> Written Assessment Lesson 8-13

SOCIAL STUDIES	<ul style="list-style-type: none"> <li>Gathering Data</li> </ul>	<ul style="list-style-type: none"> <li>Customs of ethnic groups in Singapore</li> <li>Respect for other communities</li> <li>Contributing to the community</li> </ul>	<ul style="list-style-type: none"> <li>Gathering Data</li> <li>National Symbols of Singapore</li> </ul>	<ul style="list-style-type: none"> <li>Working with others</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>Games and Sports</li> <li>Gymnastics</li> <li>Dance</li> <li>Physical Health and Safety</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Games and Sports</li> <li>Gymnastics</li> <li>Outdoor Education</li> <li>Physical Health and Safety</li> </ul>	<ul style="list-style-type: none"> <li>Games and Sports</li> <li>Gymnastics</li> <li>Outdoor Education</li> <li>Physical Health and Safety</li> </ul>	<ul style="list-style-type: none"> <li>Games and Sports</li> <li>Gymnastics</li> <li>Outdoor Education</li> <li>Physical Health and Safety</li> </ul>
ART	<p><b><u>Natural World</u></b></p> <p><b>Identify simple visual qualities in what they see around them</b></p> <p>Students identify and study the use of short, broken strokes and visual movement typical of a particular art movement in artworks</p> <p><b>Draw to express curiosity, ideas and things that relate to personal interests and experiences</b></p> <p>Students draw their dream playground or ideal items using their creative vision</p> <p><b>Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</b></p>	<p><b><u>The World and Region We Live In</u></b></p> <p><b>Identify simple visual qualities in what they see around them</b></p> <p>Students identify geometric and organic shapes in both artworks and the classroom, then apply this knowledge to create simplified drawings using basic geometrical shapes.</p> <p><b>Draw to express curiosity, ideas and things that relate to personal interests and experiences</b></p> <p>Students enhance existing drawings in their final artworks through imaginative additions and features.</p> <p><b>Play with a variety of materials and tools to create different effects in their art</b></p>	<p><b><u>Time and Space</u></b></p> <p><b>Draw to express curiosity, ideas and things that relate to personal interests and experiences</b></p> <p>Students select and choose their preferred place in Singapore for a landscape drawing.</p> <p><b>Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</b></p> <p>Using oil pastels and paint, students explore techniques to add depth and dimension to their landscape drawings.</p> <p><b>Discuss and relate artworks created by others to their own artworks and experiences</b></p> <p>Students engage in Art Appreciation sessions to discuss chosen artworks, followed by crafting Artist Statements that describe their achieved outcomes in their landscape drawings.</p> <p><b>Share and talk about their artworks using appropriate art vocabulary</b></p>	

	<p>Students use oil pastels to emulate the artistic style associated with the chosen art movement and color pencils for their dream playground/item drawings.</p>	<p>Students engage in the traditional wax-resistance method to create Batik artwork.</p> <p><b>Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</b></p> <p>Students explore using Elements of Art (EOA) to convey emotions, ideas, and intent, adding depth and meaning to their artwork</p>	<p>Students document their drawings of life in Singapore in their art journals and provide peer feedback to one another.</p>
MUSIC	<p><b>Perform Music, in both vocal and instrumental settings, individually and collaboratively.</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they sing with accuracy and expression.</p> <p><b>Create Music, in both vocal and instrumental settings, individually and collaboratively.</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they use graphic or standard notation to record music ideas.</p>	<p><b>Listen and respond to Music.</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they describe the sound produced by instruments and how they are played.</p> <p><b>Listen and respond to Music.</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform.</p>	<p><b>Create Music, in both vocal and instrumental settings, individually and collaboratively.</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they create rhythmic patterns of at least 2 bars.</p> <p>Students demonstrate an understanding of the musical elements and concepts when they create melodic patterns of at least 2 bars.</p> <p><b>Perform Music, in both vocal and instrumental settings, individually and collaboratively.</b></p> <p>Students demonstrate an understanding of the musical elements and concepts when they play rhythmic and melodic</p>

			<p>patterns on pitched and non-pitched classroom instruments.</p> <p>Recorder Module: Notes: B, A and G Hot Cross Bun</p>	
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## **Non-weighted Bite-sized Format**

### **English**

<b>Skill</b>	<b>Task Description</b>	<b>Formative Assessment Feedback</b>	<b>Duration</b>
Listening & Viewing	<b><u>Written Task</u></b> Based on instructions read to identify relevant information	Rubrics with band descriptors	30 min
Speaking & Representing	<b><u>Presentation Task</u></b> Based on a STELLAR themed experience in individual/group settings	Rubrics with band descriptors	5-10 min
Reading & Viewing	<b><u>Reading Task</u></b> Read aloud a short passage of less than 100 words.	Rubrics with band descriptors	5 min
Writing & Representing	<b><u>Written Task</u></b> Based on a STELLAR themed experience	Rubrics with band descriptors	40 min

## Mother Tongue (Chinese)

Bite-sized Assessment	Description	Duration
Bite-sized Assessment 1	<p><b><u>Reading Aloud Exercise</u></b> 朗读短文</p>	5 min
Bite-sized Assessment 2	<p><b><u>Language use and Comprehension</u></b> <u>语文应用与阅读理解</u></p> <p>选择音节 Choose the correct HanYu PinYin (MCQ) 辨字测验 Choose the correct Chinese Character (MCQ) 词语选择 Choose the correct Chinese vocabulary (MCQ) 完成句子 Complete the Sentence (MCQ) 组词成句 Form sentence with given words 阅读理解 Comprehension (MCQ &amp; Open-Ended)</p>	40 min
Bite-sized Assessment 3	<p><b><u>Speaking Exercise</u></b> Stimulus-based Conversation</p>	5-10 min
Bite-sized Assessment 4	<p><b><u>Language use and Comprehension</u></b> <u>语文应用与阅读理解</u></p> <p>给汉字注音 Write HanYu PinYin for the Chinese Character 词语搭配 Word Matching (MCQ) 填写汉字 Fill in the Blank with Chinese Character 短文填充 Cloze Passage (MCQ) 看图造句 Make sentence for the Picture 阅读理解 Comprehension (MCQ &amp; Open-Ended)</p>	40 min

(MCQ : Multiple Choices Questions)

## Mother Tongue (Malay)

Bite-sized Assessment	Description	Duration
Bite-sized Assessment 1	<p><b><u>Reading Aloud Exercise</u></b></p> <ul style="list-style-type: none"> <li>- Bacaan Lantang</li> </ul>	5 min
Bite-sized Assessment 2	<p><b><u>Language Use and Comprehension</u></b></p> <p><b><u>Penggunaan Bahasa dan Kefahaman</u></b></p> <p><b><u>Penggunaan Bahasa dan Kefahaman</u></b></p> <ul style="list-style-type: none"> <li>- Kosa Kata (MCQ)</li> <li>- Imbuhan (Prefix and Suffix)</li> <li>- Prosedur Kloz (Cloze Passage)</li> <li>- Susun Ayat (Rearrange words to form a sentence)</li> <li>- Kefahaman (Comprehension - MCQ)</li> </ul>	40 min
Bite-sized Assessment 3	<p><b><u>Speaking Exercise</u></b></p> <ul style="list-style-type: none"> <li>- Stimulus-based Conversation</li> </ul>	5-10 min
Bite-sized Assessment 4	<p><b><u>Language use and Comprehension</u></b></p> <p><b><u>Penggunaan Bahasa dan Kefahaman</u></b></p> <ul style="list-style-type: none"> <li>- Kosa Kata (MCQ)</li> <li>- Imbuhan (Prefix and Suffix)</li> <li>- Prosedur Kloz (Cloze Passage)</li> <li>- Lengkapkan Ayat (Complete the Sentence)</li> <li>- Kefahaman (Comprehension – MCQ &amp; Open Ended)</li> </ul>	40 min

## Mother Tongue (Tamil)

Bite-sized Assessment	Description	Duration
Bite-sized Assessment 1	<p><b><u>Reading Aloud Exercise</u></b>            (5 sentences with 4 words in each sentence)</p>	5 min
Bite-sized Assessment 2	<p><b><u>Language use and Comprehension</u></b></p> <p><u>மொழிப் பயன்பாடு</u></p> <ul style="list-style-type: none"> <li>- படங்களின் பெயரை எழுதுதல்            (Name the picture)</li> <li>- விடுபட்ட எழுத்தை எழுதுதல்            (fill in missing letter in order)</li> <li>- பொருத்தமான சொல்லை எழுதுதல்            (Write a suitable word)</li> <li>- கருத்தறிதல்            (Comprehension – MCQ)</li> </ul>	40 min
Bite-sized Assessment 3	<p><b><u>Speaking Exercise</u></b>            Stimulus-based Conversation</p>	5-10 min
Bite-sized Assessment 4	<p><b><u>Language use and Comprehension</u></b></p> <p><u>மொழிப் பயன்பாடு</u></p> <ul style="list-style-type: none"> <li>- சொல்லைச் சரியான படத்துடன் இணை            (Match the word with the correct picture)</li> <li>- சொல் உருவாக்குதல்            (Form a word)</li> <li>- பொருத்தமான சொல்லை எழுதுதல்            (Write a suitable word)</li> <li>- எளிய வாக்கியங்களை நிறைவு செய்தல்            (Complete simple sentences)</li> <li>- கருத்தறிதல்            (Comprehension – MCQ)</li> </ul>	40 min

## **Mathematics**

Number of Questions	10 to 15
Item Type	<ul style="list-style-type: none"> <li>- MCQ/Fill in the blanks / Short Answers</li> <li>- Word Problems</li> </ul>
Duration	25 min to 35 min

## **Social Studies\***

<b>Learning Outcomes</b>	<b>Description</b>	<b>Formative Assessment Feedback</b>
<b>Knowledge Outcomes</b>	<ol style="list-style-type: none"> <li>1. Identify at least one custom and tradition practiced by an ethnic group in Singapore</li> <li>2. Identify the six National Symbols of Singapore.</li> </ol>	Rubrics with band descriptors
<b>Skills Outcome</b>	<ol style="list-style-type: none"> <li>1. Select relevant information to meet the objectives of a task, with teacher guidance.</li> </ol>	
<b>Values Outcomes</b>	<ol style="list-style-type: none"> <li>1. Show respectful and acceptable behavior towards people of different ethnic and religious groups.</li> <li>2. State ways to contribute at home, in class, in school and in the neighbourhood,</li> <li>3. Work together with other group members towards a common goal, with teacher guidance.</li> </ol>	

## **Physical Education\***

<b>Learning Area</b>	<b>Learning Outcome</b>	<b>Formative Assessment Feedback</b>
Dance	Perform a pre-designed movement experience “Ode to Joy”, and repeat with modifications to timing (i.e., take turns).	Rubrics with band descriptors.
Games & Sports	<p>Recognise the key elements of rolling and throwing for distance.</p> <p>Demonstrate an understanding on how to reduce the impact force while catching and receiving objects.</p> <p>Demonstrate an understanding of where to place the non-kicking foot in kicking a stationary ball from a stationary position or a running approach.</p> <p>Analyse the amount of force required when dribbling a ball with the hands, foot and implement.</p>	
Gymnastics	<p>Demonstrate the characteristics of a controlled soft landing from different heights.</p> <p>Recognise the characteristics of different bases of support in balance activities (e.g., point and patch, narrow and wide).</p>	
Outdoor Education	Discover and make connections to the different places within the school compound safely.	
Physical Health & Safety	<p>Acquire a range of safety practices while playing, using the road and in public places.</p> <p>Demonstrate good personal hygiene and self-care (e.g. importance of healthy eating, sleep, staying hydrated, eye care and airborne diseases)</p>	

## **Art\***

<b>Item Type</b>	<b>Point</b>
Identify simple visual qualities in what they see around them.	4
Draw to express curiosity, ideas and things that relate to personal interests and experiences	4

Play with a variety of materials and tools to create different effects in their art	4
Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making	4
Collect artefacts/learning evidence for portfolio based on given criteria	4
Share and talk about their artworks using appropriate art vocabulary	4
Discuss and relate artworks created by others to their own artworks and experiences	4

### Music\*

Learning Area	Item Type	Points
Listen and Respond to Music	<ul style="list-style-type: none"> <li>- Describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform</li> <li>- Describe the sound produced by instruments and how they are played</li> <li>- Use graphic or standard notation to record music ideas</li> </ul>	4
Create and Perform Music, in both vocal and instrumental settings, individually and collaboratively	<ul style="list-style-type: none"> <li>- Create rhythmic patterns of at least 2 bars</li> <li>- Create melodic patterns of at least 2 bars</li> <li>- Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments</li> <li>- Create and perform soundscapes to a given stimulus</li> <li>- Sing with accuracy and expression</li> </ul>	4
Rhythm and Tempo	<ul style="list-style-type: none"> <li>- Use the English and Italian terms to describe the tempo of music</li> </ul>	4
Solfege	<ul style="list-style-type: none"> <li>- Match each sol-fa note to the correct hand sign</li> </ul>	4
Ensemble	<ul style="list-style-type: none"> <li>- Perform as an ensemble using 2 different types of instruments</li> <li>- Recognise and identify ternary form (ABA) within the song</li> </ul>	4
Singing	<ul style="list-style-type: none"> <li>- Sing a song with accurate rhythm and pitch</li> <li>- Describe the role music plays in the community</li> </ul>	4

### **Recorder Module 1**

<b>ITEM TYPE</b>	<b>POINTS</b>
Just B (B note)	3
Just A (A note)	3
Just G (G note)	3
Hot Cross Buns (B, A & G notes)	3

### **Music and Movement**

<b>ITEM TYPE</b>	<b>POINTS</b>
<b>Musicality:</b> Shows understanding of rhythm and timing by staying on beat	3
<b>Technique:</b> Great attention to the quality of movement and body position	3

\*There is no specific test date for Social Studies, PE, Art and Music. It will be on-going observation of the students' abilities during the respective subject periods.