



Clarice Kang Yann Yu
4 Graciousness 2022



Science@BTPS

To nurture **Every**
Child to be a **Self-**
directed Inquirer of
Science Around Us

P4 Science

Parents Briefing 2023

P4 Science Assessment

Term	Assessment	Chapters tested
1 W9	Topical Test (10%) (30 marks)	Cycles (Life Cycle & Matter)
2 W7/8	Topical Test (15%) (30 marks)	Systems (Human and Plant) P3: Magnets
3 W6	Topical Test (15%) (30 marks)	Cycles (Life cycle & Matter), Energy (Heat)
4 W7	Semestral Assessment (60%) (100 marks)	All P3 and P4 topics

P4 Assessment Format

Topical Test – Term 1-3

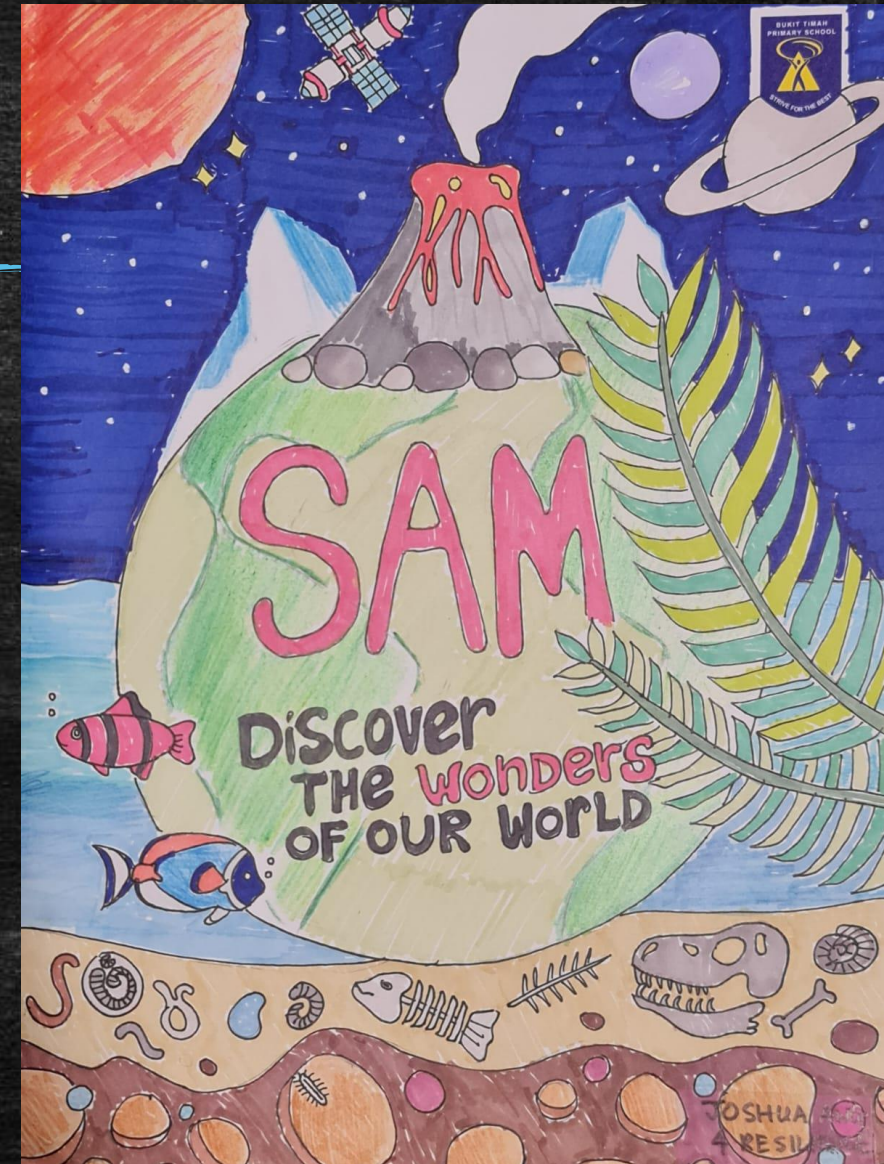
Section	Type of Questions	40 min	Marks
A	MCQ	8 Q	16
B	Open-ended	4-6 Q	14
	TOTAL	12-14 Q	30

Semestral Assessment – Term 4

Booklet	Type of Questions	1 h 45 mins	Marks
A	MCQ	28 Q	56
B	Open-ended	12-13 Q	44
	TOTAL	40-41 Q	100

P4: Science Programme

- Inquiry-based Learning Approach
- Learning Plots Programme
- SAM Journal → Document learning, Important Science Words
- Formative assessment: Topical Checklist, Examination Review
- Revision: Topical papers, Exam Practice
- Themes: Cycles (Life cycle & Matter), Systems (Plant and Human), Energy
- Process Skill: Graphing & Inferring from given data



Joshua Ang
4 Resilience 2022

Topical Checklist and Examination Review

Name: Aimee () Parent's signature: _____

Self-Assessment on: Diversity- Living and Non-living things

Choose the level that describes how well you have understood each of the Science ideas.

Levels	Descriptors
1	I have understood this Science idea the least . (I don't get it)
2	I have some understanding about this Science idea. (I partially get it)
3	I have understood this Science idea very well and can explain it to my friend. (I get it)

No.	Science ideas and Skills	Levels		
		1	2	3
1.	I can describe the characteristics of living things.			✓
2.	I can describe the characteristics of non-living things.			✓
3.	I can describe the similarities and differences of plants and animals.			
4.	Skill: I use the following senses like sense of sight, sense of smell, sense of hearing, sense of touch and sense of taste in making observations.			✓
5.	Skill: I can make some measurements in my observations.			✓

Bukit Timah Primary School
Primary 4 Science SA2 Review 2022

Primary 4 Science SA2 Review 2022

Pupils have generally done well in the following areas:

Process Skills: Observation and Classification

Pupils were able to recall and identify the characteristics of living things (Q1). They recognised that magnets have two poles and attract magnetic materials (Q9 and Q10). They were able to classify living things into broad groups based on similarities and differences of common observable characteristics, observe and compare the life cycles of animals over a period of time (Q33 and Q34).

Science ideas that need review:

Areas for Improvement	Answers Given	Learning Point
Incomplete Explanation		
Q36: <i>Identify the changed variable and make comparison based on the set-ups given</i>	(a) Most pupils wrote either A or B only. Some responses have no link to the question.	Pupils must know how to identify the investigative aim by looking out for the phrase "to find out". From there, they choose the two set-ups based on the changed variable and show comparison in their explanations.



Engage
I Pose Questions



Explore
I Actively
Look for
Answers



Explain
I Explain my
Thinking

5 Learning Behaviours



Elaborate
I Link what I
Learn to Life



Evaluate I Reflect on my Learning

4 Things we want to see in the Journals

- 1) Strives for the best
- 2) Poses questions to find out more
- 3) Explain thinking using relevant science concepts
- 4) Links science learning to life

Toon En Qi
4 Integrity 2022

Official-open/Non-Sensitive



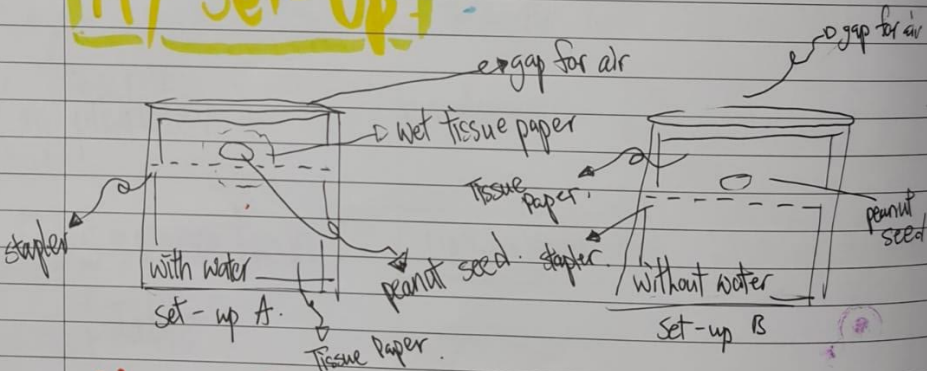
Date: 25th January 2022 Day: Tuesday Name: Aaron Lee

What are the factors that affect the germination (peanut)

Science Class 3

The roots of the peanut seed will grow first in the process.

MY Set-Up:



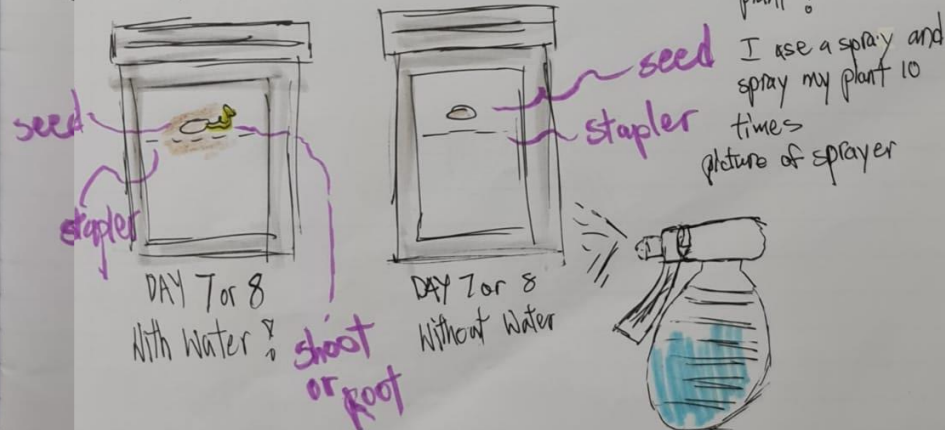
New Data: Start of experiment 24th Jan.

1. With Water			2. Without Water		
DAY	length Root	length Shoot	DAY	length Root	length Shoot
0 (24 th Jan)	0 cm	0 cm	0 (24 th Jan)	0 cm	0 cm
1 (25 th Jan)	0 cm	0 cm	1 (25 th Jan)	0 cm	0 cm
2 (26 th Jan)	0 cm	0 cm	2 (26 th Jan)	0 cm	0 cm
3 (27 th Jan)	0 cm	0 cm	3 (27 th Jan)	0 cm	0 cm
4 (28 th Jan)	0 cm	0 cm	4 (28 th Jan)	0 cm	0 cm
5 (29 th Jan)	0 cm	0 cm	5 (29 th Jan)	0 cm	0 cm
6 (30 th Jan)	0 cm	0 cm	6 (30 th Jan)	0 cm	0 cm
7 (31 st Jan)	1.5 cm	0 cm	7 (31 st Jan)	0 cm	0 cm
8 (1 st Feb)	2 cm	0 cm	8 (1 st Feb)	0 cm	0 cm

Home: Observation Entry My Entry

WHAT ARE MY OBSERVATION'S AT HOME WITH THE PEANUT!

- On day 7th onwards, I started to realise that there is a shoot or a root coming out of the peanut and the tissue paper was turning brown on the side that I watered.
- On day 8th onwards, I started to measure the shoot or root coming out of the peanut. As the shoot or root comes out more the browner the tissue paper become.
- The diagram below shows what I did with the peanut.



Thank you!

Aaron Lee
4 Compassion 2022