



Curriculum Matters

P4 Parent Engagement Webinar 2022

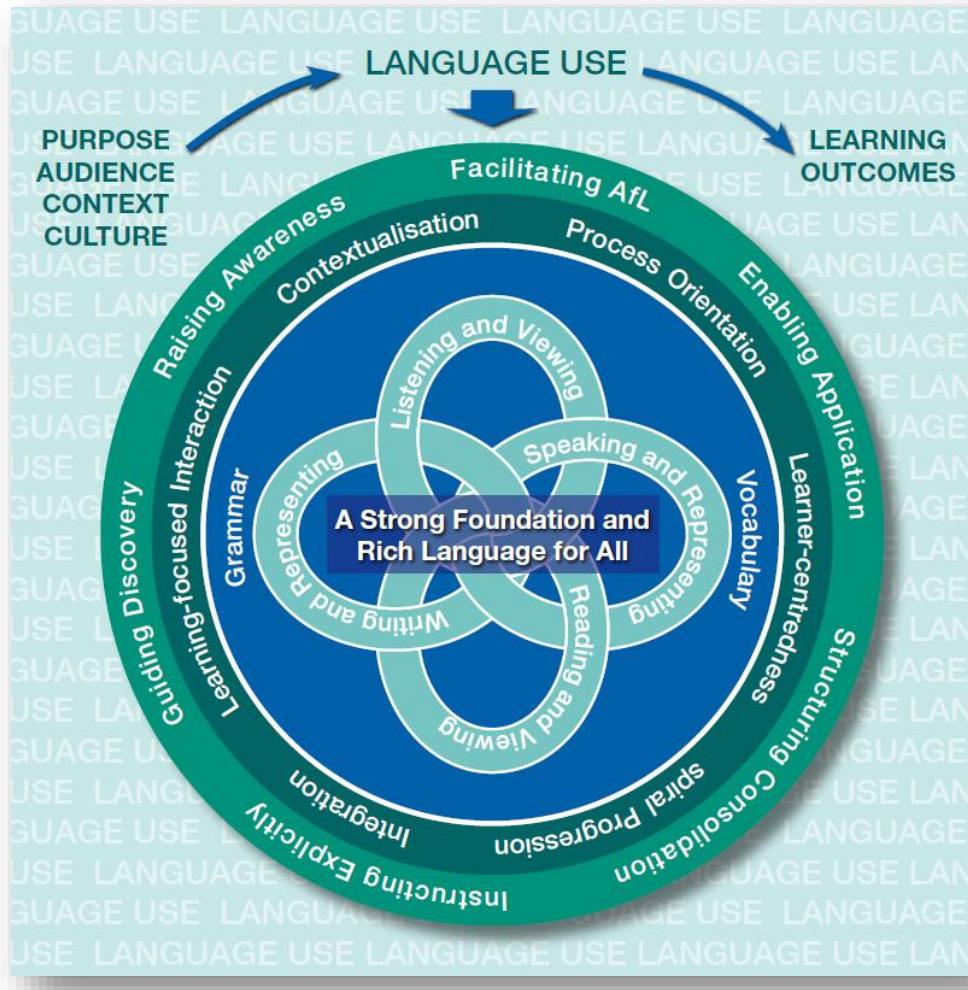


ENGLISH LANGUAGE

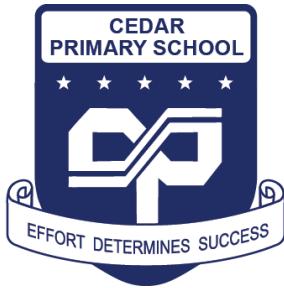
Primary 4



Areas of Language Learning



- Listening & Viewing
- Reading & Viewing
- Speaking & Representing
- Writing & Representing
- Grammar
- Vocabulary



An overview

Language Learning Area	STELLAR (National Curriculum)	School-based Curriculum
Reading & Viewing	<ul style="list-style-type: none">Supported ReadingRetelling (P5 & P6)KWLSustained Silent Reading (SSR)	<ul style="list-style-type: none">LibraryStructured Reading Programme (SRP)Newspaper-reading (Mini Red Dot)Oral Communication Package
Writing & Representing	<ul style="list-style-type: none">Writing Process Cycle (WPC)Text-Type Writing	<ul style="list-style-type: none">CPS Writing Package (P.O.E.M)Journal (3-4 entries per term)Mini Red Dot Reflections (Journal)
Speaking & Representing	<ul style="list-style-type: none">Effective and purposeful interaction and group discussion embedded in all key strategies	<ul style="list-style-type: none">Oral Communication Package
Listening & Viewing	<ul style="list-style-type: none">Listening and viewing skills for understanding and critical thinking taught through all key strategies using audio and graphic stimuli	
Grammar	Whole-Part-Whole Approach	
	<ul style="list-style-type: none">Explicit teaching of grammar in meaningful context using STELLAR readers	
Vocabulary	<p>Text-Based Approach</p> <ul style="list-style-type: none">STELLAR Readers	<p>Working with Words</p> <ul style="list-style-type: none">Spelling (in context)



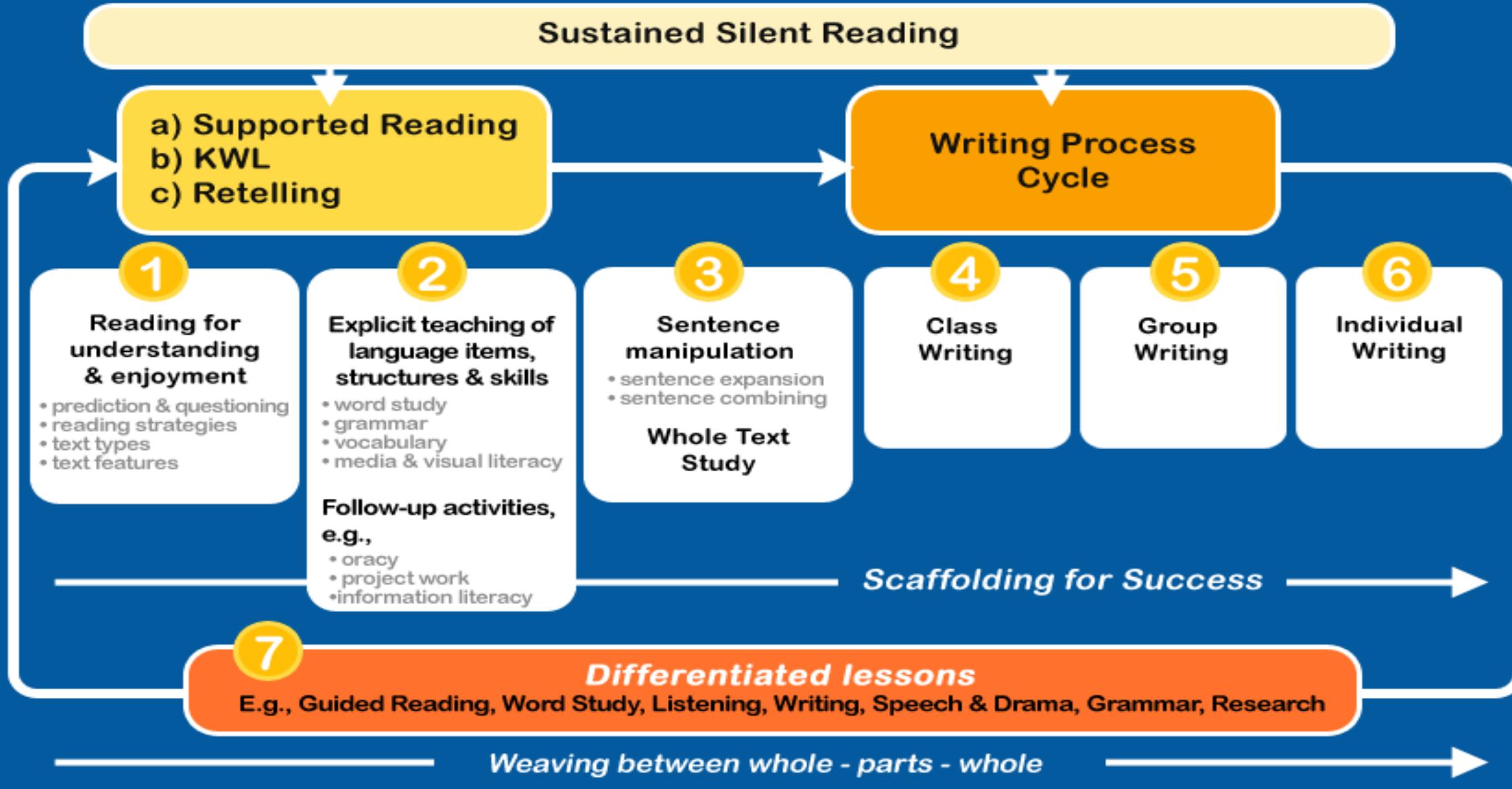
What is STELLAR?

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Strategies for English Language Learning and Reading

- Teaching and learning of English using more speaking and listening activities
- Children learn reading and writing using rich and interesting books, with discussions led by the teacher

STELLAR Pedagogic Framework (P3b to P6)





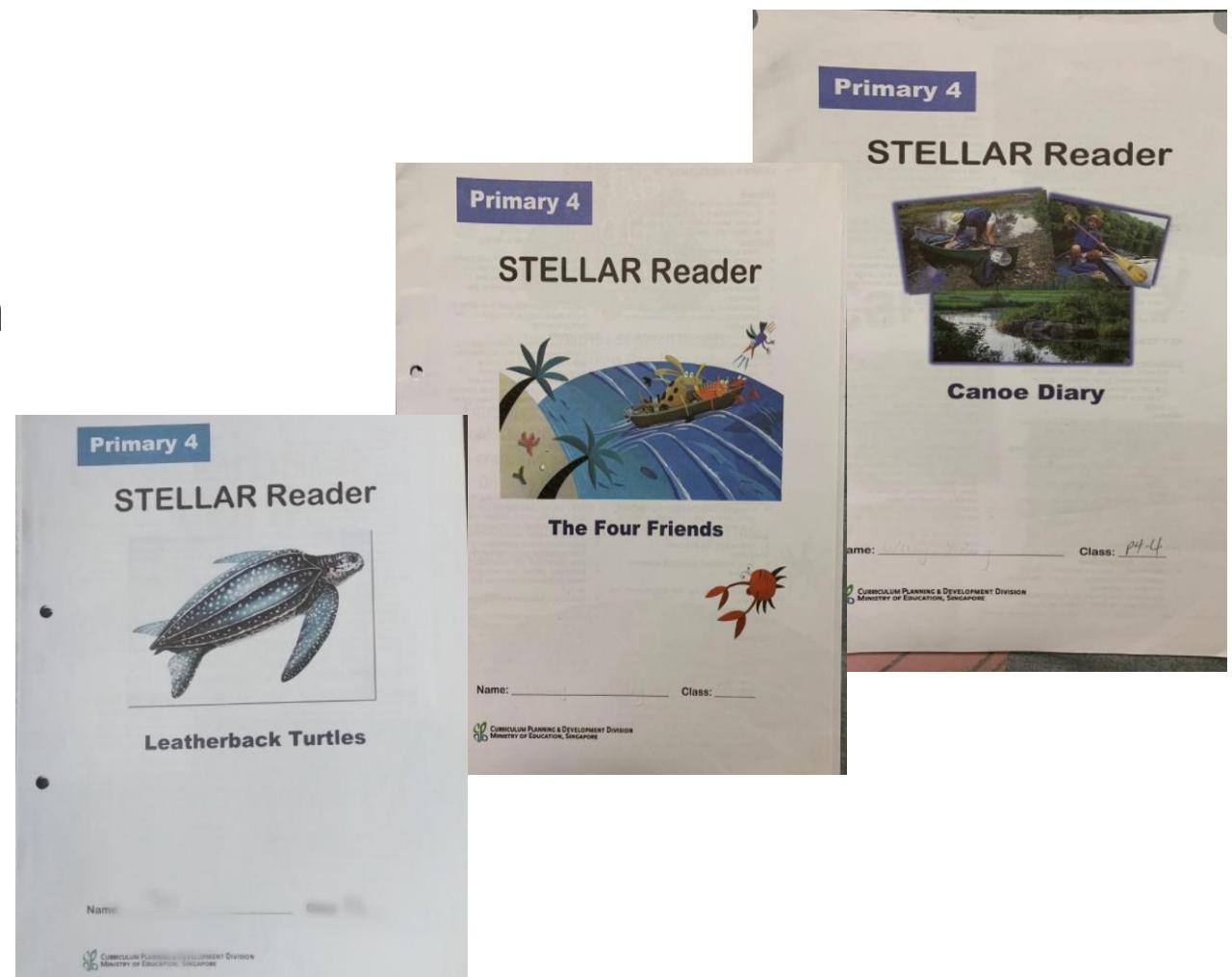
Reading (aloud and silently)

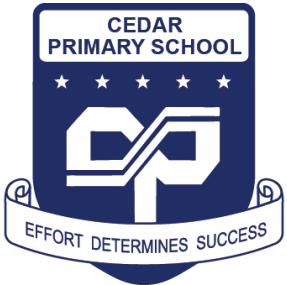
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Supported Reading
- KWL

Explicit teaching of comprehension strategies to understand at literal, inferential and evaluative levels

- Make predictions
- Verify responses
- Make simple judgement of characters





Writing

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Writing Process Cycle (WPC)

- Class Writing ➔ Group Writing ➔ Individual Writing

Cedar Primary School
POEMS Rubrics

Name of Writer: _____

Individual Writing

- P.O.E.M approach:
Purpose
Organisation
Elaboration
Mechanics

Levels	Purpose	Organisation	Elaboration	Mechanics	Style
Level 4	<input type="checkbox"/> You have written on the topic. <input type="checkbox"/> You have used at least one of the pictures to develop your story. <input type="checkbox"/> Your story is interesting.	<input type="checkbox"/> Your story is easy to follow. <input type="checkbox"/> There is very good sequencing and linking of ideas.	<input type="checkbox"/> You have elaborated your ideas well.	<input type="checkbox"/> You are able to write with hardly any errors in sentence structure, grammar, spelling and punctuation.	<input type="checkbox"/> Your choice of vocabulary is effective and engaging.
Level 3	<input type="checkbox"/> You have written on the topic. <input type="checkbox"/> You have used at least one of the pictures to develop your story. <input type="checkbox"/> Your story is simple.	<input type="checkbox"/> There is a gap in the flow of your story but I can still understand it. <input type="checkbox"/> There is good sequencing and linking of ideas.	<input type="checkbox"/> Only some of your ideas are developed.	<input type="checkbox"/> You made some errors in sentence structure, grammar, spelling and punctuation.	<input type="checkbox"/> You could expand the range of words for better engagement.
Level 2	<input type="checkbox"/> You have tried to address the topic. <input type="checkbox"/> You have not used the picture to develop your story. <input type="checkbox"/> Your story is confusing.	<input type="checkbox"/> There are many gaps in the flow of your story. <input type="checkbox"/> There is some attempt to sequence and link the ideas in your story.	<input type="checkbox"/> Your ideas are mostly not developed.	<input type="checkbox"/> You made a lot of errors in sentence structure, grammar, spelling and punctuation, making it hard to read.	<input type="checkbox"/> There is limited word choice and a few instances of wrong usage.
Level 1	<input type="checkbox"/> You have not addressed the topic. <input type="checkbox"/> You have not used the picture to develop your story. <input type="checkbox"/> Your story is very confusing.	<input type="checkbox"/> I don't understand how things happen in your story. <input type="checkbox"/> You have not sequenced and linked the ideas in your story.	<input type="checkbox"/> Your ideas are not developed.	<input type="checkbox"/> You have made many errors in sentence structure, grammar, spelling and punctuation, making it very difficult to understand your story.	<input type="checkbox"/> The range of words used is very basic.
Overall Remarks					



Writing Different Text Types

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Cedar Primary School
2) Making Ice Cream
My Published Work

Full Name: Jamie Akus
Class: P4 Resilience Day: Thursday Date: 17 February 2022

Lemon Wafer Cupcakes
Chicken Fried Rice

Method:

1. Turn on oven and set at Turbo baking: 160°C in advance.
2. Lay cupcake liners on bottom of cupcake pan.
3. Pour flour mixture in a mixing bowl and add egg, milk and soft butter.
4. Beat with electrical mixer first at low for 1 minute and then high speed for 3 minutes.
5. Using a 60 ml measuring spoon, scoop cake mixture and fill each cupcake liner equally.
6. Sprinkle powdered sugar over the cake mixture with a strainer if desired.
7. Put cupcake pan in the middle shelf of oven and bake for indicated time approximately 40-45 minutes.
8. Just before serving, sprinkle remaining powdered sugar on cake and serve.

Ingredients:

3 eggs	Nice pictures!
100 ml milk	
100g soft butter	
1 package of Dr Cetker's Lemon Wafer Cake Premix	
50g powdered sugar	

✓ 2/2

Cedar Primary School
1) Canoe Diary
Our Class Writing

Date of entry
25 December 2021

who are you writing to
Dear Diary

Today was Christmas. It was a public holiday.
→ first person

My parents bought my sister and me to the zoo.
→ topic

As it was a distance away from my home, we took a taxi.
→ location

there. We took photographs at the entrance of the
zoo. We saw many animals there. My favourite animal was
the White Tiger. It is a rare sight. Its name is
Pasha. I was in awe when I saw the beautiful animals.
→ feelings

It was an awesome experience!
→ future

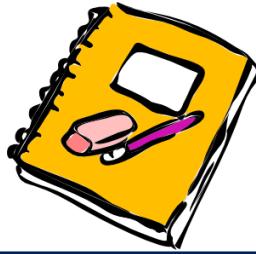
I hope to go to the zoo again! → future

Good night!
→ sign off/end of entry

✓ 2/1



Journal Writing



School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Weekly/Fortnightly submission
- Free expression based on a given topic/guiding questions
- Do not correct any language errors
- Current affairs reflections (Mini Red Dot)

To encourage expression and creativity





Current Affairs Reflections (Mini Red Dot)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Journal 4
(Reflection 3)

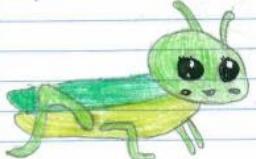
11 March 2022 Friday

Bizarre bites from around the world.

1) Fugu is a puffer fish that puffs up when threatened and contains tetrodotoxin. Fugu chefs need to go training to separate which part is edible to eat.



2) Grasshoppers are a delicacy that is easy to find in South-East Asia. Humans have been eating them for millions of years. Don't be surprised to find them at the hawker centre soon.



3) The bird nest is formed entirely out of its saliva. The bird nest good for immune system. These days, special structures are set up for the birds.



4) Steak tartare is a dish of raw ground beef or horse meat. It is usually served with onions, capers, pepper, Worcestershire sauce, and other seasonings, often presented separately, to be added to taste. It is often served with a raw egg yolk on top.



7 February 2022 (Monday)

Title: If I were the Last Cinereous Vulture:

One sunny morning, I was flying with my family up in the clear blue sky in Europe. Then, I felt something like a sting on my wing. I slowed down, and I could not keep up with my family! I didn't know what to do, so I went flying all the way until I was very tired and landed in a clear grass plain in some country called 'Singapore'.



I checked my right wing and saw a deep scratch. I then remembered that at the beginning of my family and my flight trip, I accidentally hit my wing on a long sharp branch. I was very lost and worried as I didn't have my family with me. Then, I saw a man and some other humans coming towards me. They did not seem to mean any harm. They took great care of me for weeks!



Like

✓ M/F 2





Journal Entries

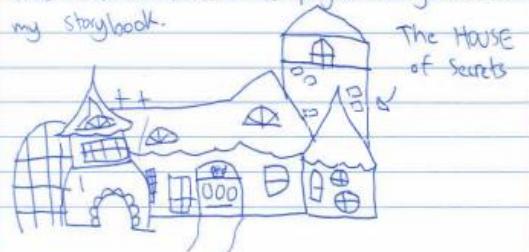
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Thursday, 8 February 2022

Title: Zatanna and the House of Secrets
Author: Matthew Cody

Character: Klarion

Klarion is a male vampire. He is actually one of the bad guys, but Klarion wants to help Zatanna find her father, Zatara. Klarion's mother is the 'Witch Queen' in another world. The Witch Queen wants to know the magic secret of the House of Secrets. Klarion saved Zatanna and managed to help Zatanna find her father, who was a doll before they saved him. I like this character because he played a big role in my storybook.



The House of Secrets

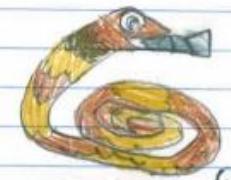
Journal 5:

If I have 500 dollars. I will spend it wisely. I will spend my money on six things. First, I will give fifty dollars to each of my parents. Just incase they got sick so they might need the money to go to the clinic. Second, I am going to donate fifty dollars to the old folks home. The people ^{there are} old and might need money, I think one day my fifty dollar will be needy to them. Third, I am going to give five people who do not have enough money to buy food ten dollars each. With my ten dollars, I am sure they will be able to eat a few meals. Fourth, I am going to give One hundred dollars to a person that is poor and has cancer. He / She is poor so he/she does not have enough money to go to the hospital. But with my money they can go to the hospital to buy their medicine and might recover too! Fifth, I am going to save one hundred dollars for myself. Maybe If it rained and I caught a cold I can use the money to buy medicine for my self. Lastly I am going to use one hundred dollars to buy things for my self like books, pen and shirts. I can also use it for food!

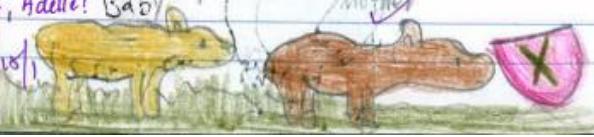
3) Pitcher plant eat insects. They are called pitcherplants because they have leaves shaped like pitchers.



4) A baby garter snake can pull out a fish and swallow it whole.



5) A mother moose is very protective of her baby.





Other Programmes & Activities

- Structured Reading Programme (Fortnightly)
- Library Period (Fortnightly)
- Library Programme (On-going)
 - Avid Reader Award
 - Quizzes
 - Book highlights
- Newspaper Reading: Mini Red Dot [Monthly]
- READ@CPS
- Partnership with NLB





Students' Resources

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Blue File (EL Worksheets)
- White File (Writing)
- STELLAR Worksheets (EPH/CPDD)
- EL Worksheets (exam format)
- Student Learning Space (SLS)
- Exercise Book (Journal)



Examination Format (Primary 4 -EL)

Paper	Component	Marks	Format
1	Writing	20	<ul style="list-style-type: none">- A topic with pictures, prompts and helping words- > 120 words- 50 min
2	Language Use & Comprehension	50	<ul style="list-style-type: none">-Booklet A –MCQ questions (Grammar, Vocabulary & Visual Text)-Booklet B – Grammar Cloze, Sentence Combining & Comprehension OE-1h 15min <p>*At SA2, 30% of the questions are SBB items</p>
3	Listening Comprehension	14	<ul style="list-style-type: none">- Picture Matching- Picture Sequencing- Note-taking- Comprehension MCQ- About 20 min
4	Oral Communication	16	<ul style="list-style-type: none">- Reading Aloud- Stimulus- Based Conversation
TOTAL		100	



Tips for parents & guardians

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



- Choose materials (books/magazines/movies) together with your child.
- Read and watch movies together.
- Explore different genres with your child
- Build vocabulary - actively take note of new vocabulary (words & phrases)
- Communicate using Standard English
- Listen to English radio stations / songs
- Provide authentic learning experiences
- Focus on child's interests
- Build confidence

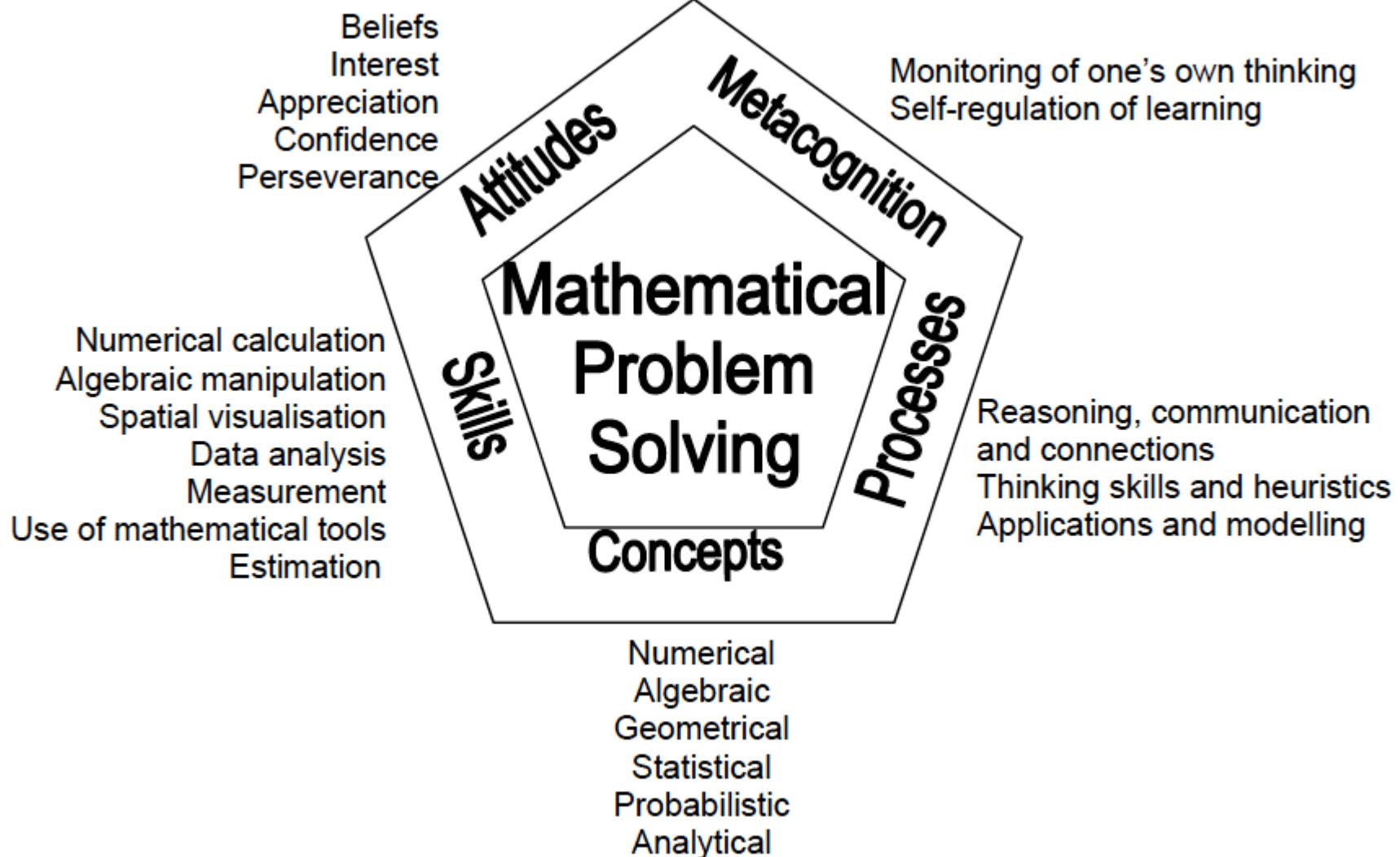


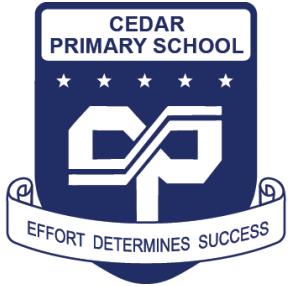
MATHEMATICS

Primary 4

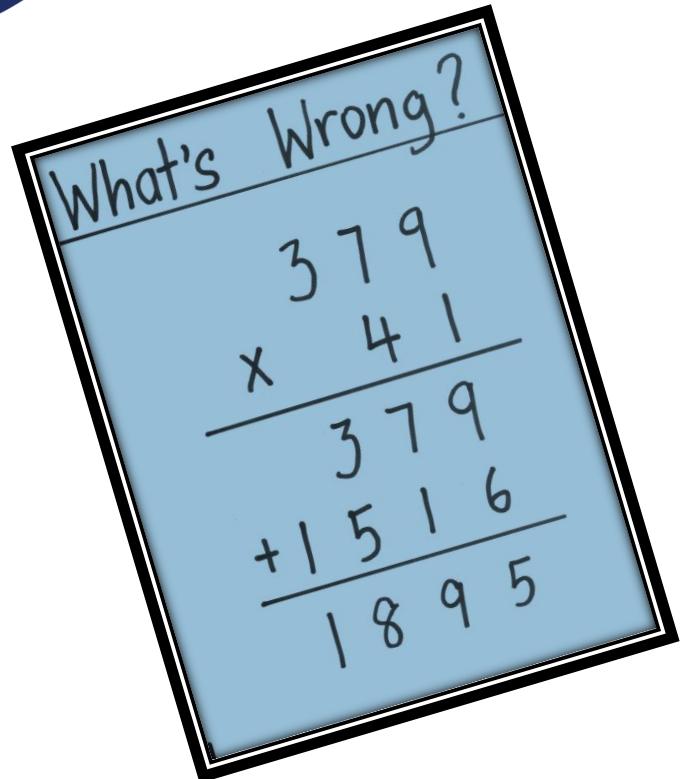


MOE Mathematics Framework





Skills & Concepts



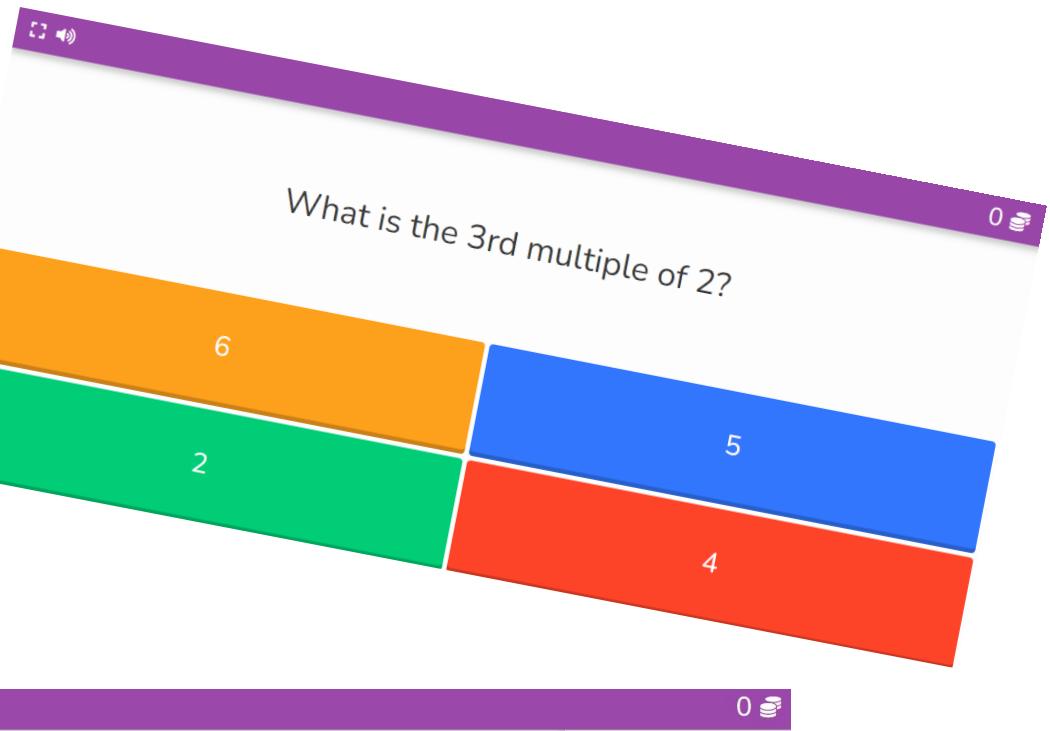
Splashy Goldfish

- Damage: 2
- Attack Time: ≈2s
- Range: 1

Sell (3)

Upgrades

- Goldy Goldfish: x2 Damage
- Quick Goldfish: x1.5 Firing Rate



100 ❤ Round 1

2	3	3
4	4	4
4	5	6

Round 5 Round 15 Round 20

2X Speed

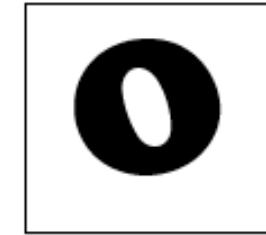


Processes & Metacognition



STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?



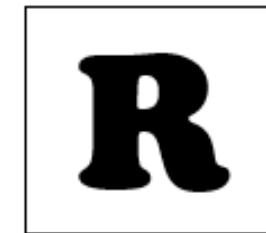
ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use?
Have I come across a similar problem before?



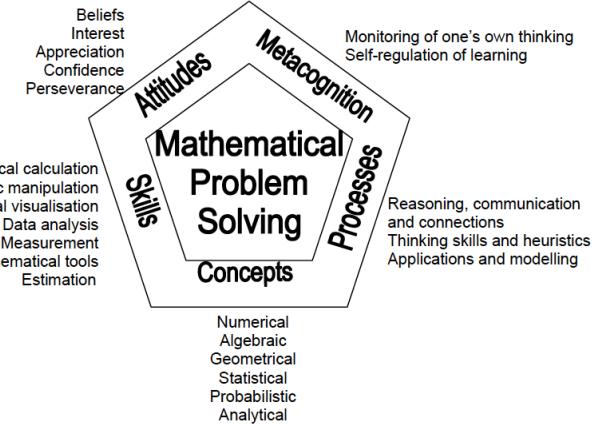
ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?



REFLECT on your solution

- Check your work
- Does my answer make sense? Is my answer reasonable? Are the correct units written? Is there an alternative method?





Skills & Concepts

What's Wrong?

$$\begin{array}{r} 379 \\ \times 41 \\ \hline 379 \\ + 15160 \\ \hline 1895 \end{array}$$



Skills & Concepts

What are the missing numbers?

$$\begin{array}{r} & 0? & 1? \\ \times & 7 & 2 \\ \hline & 6 & \square \\ + & 2 & \square & \square & 0 \\ \hline & \square & \square & \square & \square \end{array}$$

S

O

A

R

STUDY the problem

- Read the problem and highlight the key information
- What do I know? What do I need to find out?
Can I retell the problem in my own words?

ORGANISE details and think of a plan

- Look at the information given and come up with a plan
- How would I solve this problem? Which heuristic can I use?
Have I come across a similar problem before?

ACT out the plan

- Solve the problem by carrying out the plan
- Are my equations written clearly and systematically? Is there another way to solve this problem if my plan does not work?

REFLECT on your solution

- Check your work
- Does my answer make sense? Is my answer reasonable? Are the correct units written? Is there an alternative method?



P4 Mathematics Curriculum

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- ✓ Follows a **spiral progression** in building up content across the levels
- ✓ Lays a **strong foundation** for students to acquire **mathematical concepts and skills** for everyday use
- ✓ Develops **thinking, reasoning, communication, application** and **metacognitive skills**
- ✓ Builds **confidence** and foster **interest** in Mathematics



Primary 4 Mathematics Syllabus

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Content

Whole Numbers up to 100 000 / Factors and Multiples /
Four Operations / Fractions / Decimals

Numbers

Time / Area and Perimeter / Angles / Symmetry /
Rectangles and Squares

Measurement & Geometry

Tables and Line Graphs

Statistics



Assessment - Format

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Duration: 1 h 45 min

Primary 4

Section A – 20 Multiple Choice Questions (40%)

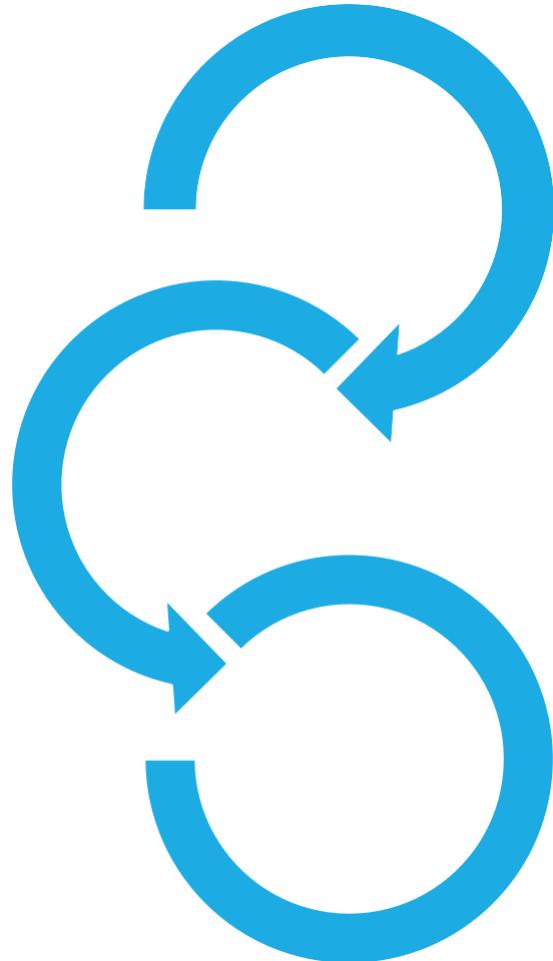
Section B – 16 Short Answer Questions (32%)

Section C – 8 Long Answer Questions (28%)



Mathematics Approach – Gradual Release of Responsibility

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



Teacher Demonstrates

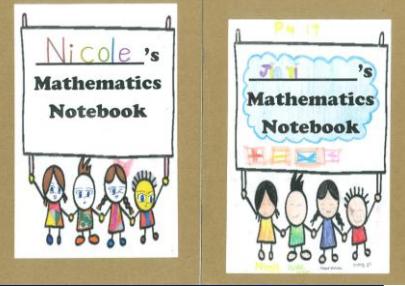
Teacher/Students Do Together

Students Do Together

Students Try on Their Own (Apply)



Mathematics Approach – Use of Mathematics Notebook



School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Notebook

- Study the problem
- highlight key information
- number
- people involved, names
- special words (more than, less than, fewer than, twice, thrice, sum, difference)

Organise key information

- Think of a plan
- what kind of model to draw?
- should I use?!

Act out the plan

- Draw the model
- write the model correctly
- equations and equation label
- Have a working column

Reflect on your solution

- check your answer
- work backwards
- solve the question using another method
- Does my question make sense?
- check for reasonableness, correct units

rounding off/round off

means approximate

Try this Question

A stool has a height of 49 cm
49 is between 40 and 50
 $49 \approx 50$

If the number is 75 cm
Which one is it nearer to?
70 or 80?

Let's invite a car to demonstrate.

A car goes up hill. It will only then slide down towards ten. So it is closer to 10
 $5 \approx 10$

Take note: After the fifth 1, it will always be going forward! ☺

No matter how many digits the number is, we always match the ones to the nearest TEN!

254	177		
$254 \approx 250$ (250)	$177 \approx 180$		

I can relate turns to angles in degrees.

Challenge

What greatest possible number of muffin sold if $80 + 9 = 89$

Janelle baked about 1 600 muffins for a charity carnival (this number was already rounded to the nearest hundred).

After 1 hour, she sold about 80 muffins (this number was already rounded off to the nearest ten).

a) If each muffin was sold for \$2, what was the greatest possible amount of money she collected after 1 hour?

b) What was the smallest possible number of muffins she had left?

The greatest possible number of money collected is \$168
(89 muffin sold)
Smallest possible of muffin baked is
 $1600 - 50 = 1550$

$$1550 - 84 = 1466$$

The smallest possible number of muffin left is 156

What are you facing now?

page: 8th stop



Supporting Your Child/Ward in Learning

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

A*ttendance

A*ctive Participation

A*ttitude

Sense of Urgency. Focus. Self-Discipline. Effort Determines Success

A*chievement





Supporting Your Child/Ward in Learning

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- * *Create routines*
- * *Communicate & Encourage*
- * *Celebrate improvement*



YOUR WORDS AS A
PARENT HAVE GREAT
POWER. USE THEM TO
SUPPORT
— & —
INSPIRE



Positive Parenting Quotes via Gecko & Fly



MOTHER TONGUE LANGUAGES

Primary 4



PURPOSE & GOALS OF MTL LEARNING

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

To support and enable every student to learn MTL to as high a level as each student is able to.

- **Communication** – proficiency and ability to communicate in MTL for the competitive edge
- **Culture** – understand and develop unique identity through deeper appreciation of culture, traditions, literature and history.
- **Connection** – to connect with communities across Asia and the people who speak that language and share that culture.



PURPOSE & GOALS OF MTL LEARNING

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Active and Interactive teaching and learning environment

- Help students to like, learn and use their MTL as a living language, and produce proficient users who can communicate effectively in a variety of real-life settings.
- 2-year MTSP starting at P3
- 2-year HMT starting at P3
- MTL Fortnight and P4 Cultural & Language Camp
- National and School-based language competitions
- SLS, eZhishi, iMTL Portal



P4 MOTHER TONGUE

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Paper 1: Composition Writing (15 marks, 15%)

- Duration: 40 min
- Picture composition (4 pictures)
- Dictionaries are not allowed during exam

Paper 2: Language Use and Comprehension (45 marks, 45%)

- Duration – 1 h
- Dictionaries are not allowed during exam

Paper 3: Listening Comprehension (10 marks, 10%)

Paper 4: Oral (30 marks, 30%)

- Read Aloud and Picture Conversation



ELIGIBILITY FOR HIGHER MOTHER TONGUE AT P5

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

P4 students who achieved Band 1 (85 marks & above), will be recommended to offer Higher Mother Tongue at P5 next year.

** Current P4 HCL students will not be “automatically” offered HCL at P5 next year. They are subjected to the same requirement as above.



P5 HIGHER MOTHER TONGUE

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Paper 1: Composition Writing (40 marks, 40%)
 - Duration: 50min
 - Choose to do either 1 – Topical composition OR Continuous Writing
 - SEAB-approved dictionaries may be used during exam
- Paper 2: Language Use and Comprehension (60 marks, 60%)
 - Duration: 1 h 20 min
- Grading
 - Distinction: 80 – 100 marks
 - Merit: 65 – 79 marks
 - Pass: 50 – 64 marks
 - Ungraded – below 50 marks

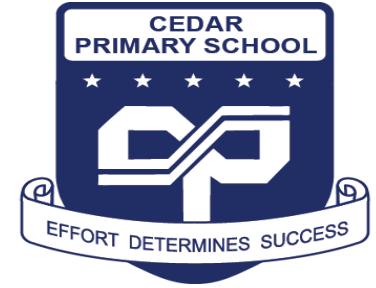


Partnering Parent/Guardian to Support the Child/Ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Partnering You

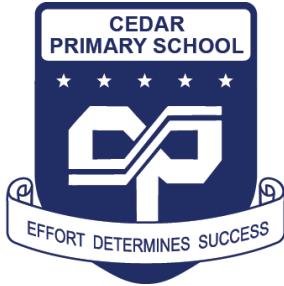
- We will:
 - Inform you of your child's/ward's progress regularly
 - Provide ideas and suggestions to support your child's/ward's learning, where necessary
 - Share strategies to engage your child/ward in MTL learning at home in a fun and meaningful manner.



Partnering Parent/Guardian to Support the Child/Ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Do	Avoid
<ul style="list-style-type: none">• Believe that your child can learn and wants to learn• Encourage your child to learn MTL• Praise your child for his/her good effort and progress• Set incremental and achievable goals with your child• Communicate with the school teacher regularly on your child's progress at home	<ul style="list-style-type: none">• Placing excessive attention on marks• Making comparison between your child and other children's achievement• Doing school work for your child• Giving the impression that MTL is not important



Partnering Parent/Guardian to Support the Child/Ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Partnering You

You could:

- Speak to your child in MTL whenever possible
- Show interest in your child's MTL learning journey
- Learn with your child, learn from your child
- Have regular conversations with your child about his/her experience in class
- Use a variety of resources, e.g. physical and digital resources to extend your child's language and literacy skills in MTL
- Encourage and accompany your child to read books or watch suitable TV programmes in MTL
- Provide a print-rich environment – visit the library regularly, set up a reading corner at home.

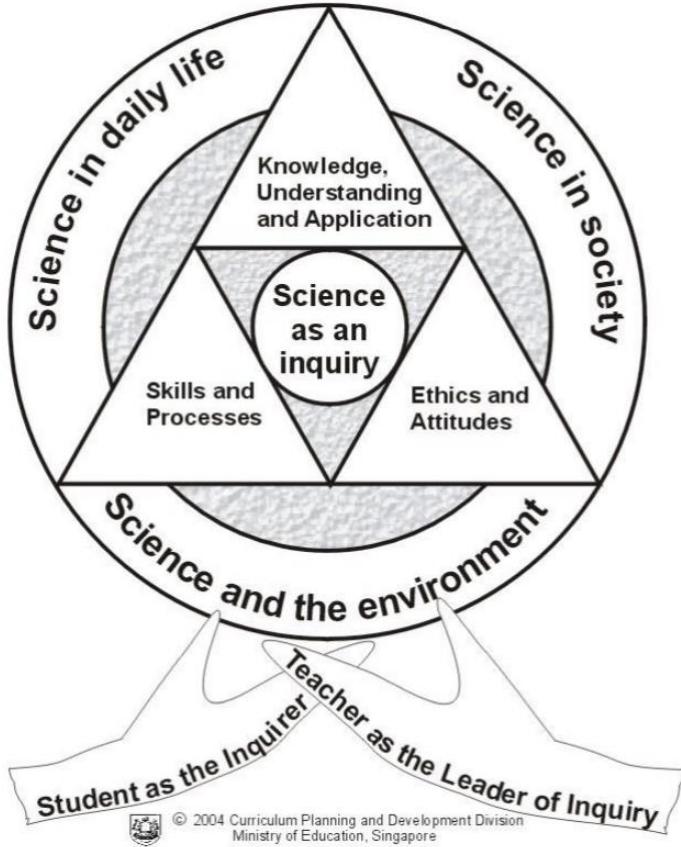


Science



Science Curriculum Framework

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





Science Syllabus – An Overview

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Table 1: An Overview of the Primary Science Syllabus

Syllabus Requirement			White Space
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)	
Diversity	<ul style="list-style-type: none">• Diversity of living and non-living things (General characteristics and classification)• Diversity of materials		The freed up curriculum time is to enable teachers to use more engaging teaching and learning approaches, and/or to implement customised school-based programmes as long as the aims of the syllabus are met. This enables teachers to make learning more meaningful and enjoyable for their students.
Cycles	<ul style="list-style-type: none">• Cycles in plants and animals (Life cycles)• Cycles in matter and water (Matter)	<ul style="list-style-type: none">• Cycles in plants and animals (Reproduction)• Cycles in matter and water (Water)	
Systems	<ul style="list-style-type: none">• Plant system (Plant parts and functions)• Human system (Digestive system)	<ul style="list-style-type: none">• Plant system (Respiratory and circulatory systems)• Human system (Respiratory and circulatory systems)• <u>Cell system</u>• Electrical system	
Interactions	<ul style="list-style-type: none">• Interaction of forces (Magnets)	<ul style="list-style-type: none">• Interaction of forces (Frictional force, gravitational force, force in springs)• Interaction within the environment	
Energy	<ul style="list-style-type: none">• Energy forms and uses (Light and heat)	<ul style="list-style-type: none">• Energy forms and uses (Photosynthesis)• <u>Energy conversion</u>	



P4 Topics

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Theme	Topics
Cycles	Life Cycle of Animals Life Cycle of Plants Matter
Energy	Light and Shadows Heat and Temperature



Examination Format – Mid Year

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.

Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple –choice	24	2	48
B	Open-ended	10 - 12	2-5	32

- a) Booklet A consists of 24 multiple-choice questions with four options. Each multiple-choice question carries 2 marks.
 - b) Booklet B consists of 10-12 open-ended questions. Each open-ended question carries 2, 3, 4 or 5 marks.
-
- Candidates are required to answer all the questions in the two booklets.
 - The duration of the paper is 1 hour 30 minutes.



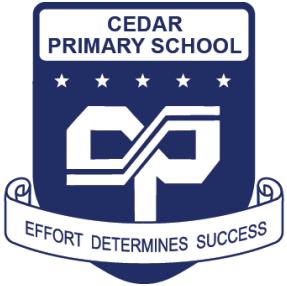
Examination Format – End of Year

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.

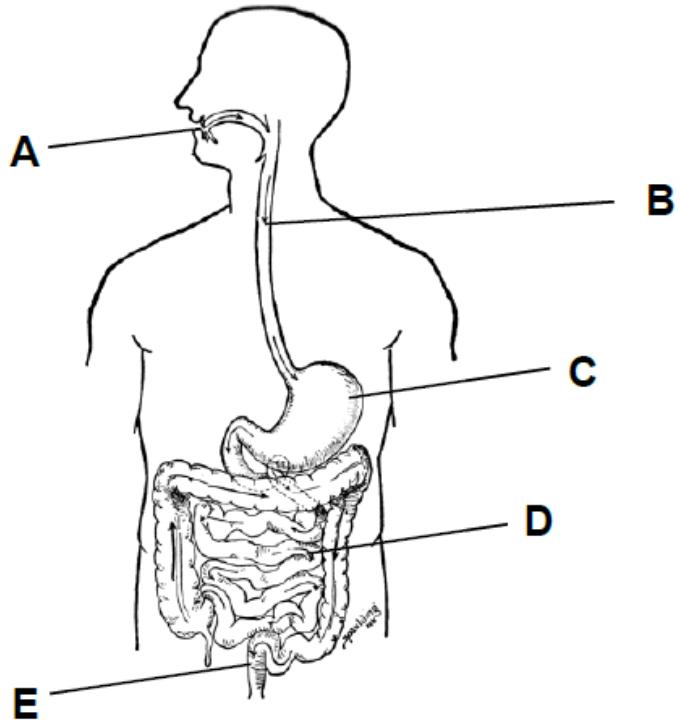
Booklet	Item type	Number of questions	Number of marks per question	Marks
A	Multiple –choice	28	2	56
B	Open-ended	12 - 13	2-5	44

- a) Booklet A consists of 28 multiple-choice questions with four options. Each multiple-choice question carries 2 marks.
 - b) Booklet B consists of 12-13 open-ended questions. Each open-ended question carries 2, 3, 4 or 5 marks.
-
- Candidates are required to answer all the questions in the two booklets.
 - The duration of the paper is 1 hour 45 minutes.



Knowledge-Based Questions

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



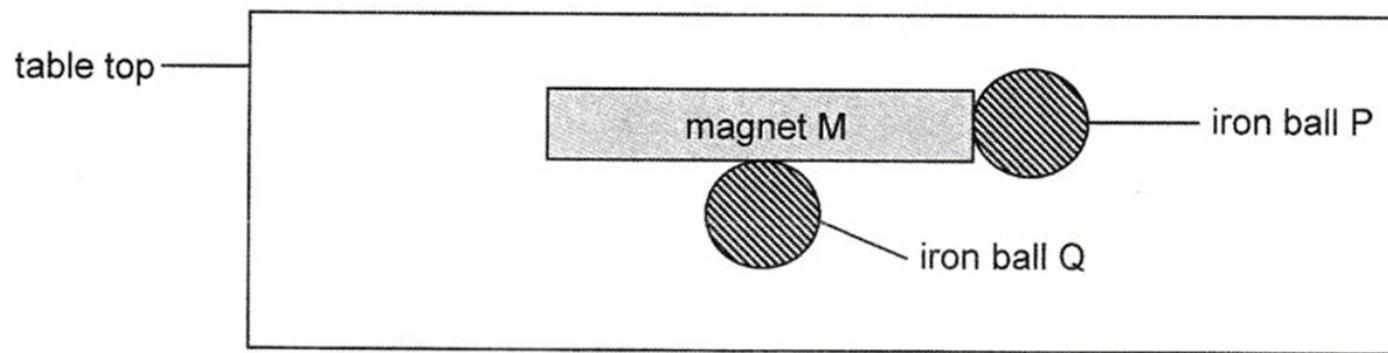
Which of the following parts absorbs digested food? D



Application-Based Questions

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

John placed magnet M on a table. He then placed 2 similar iron balls, P and Q, next to magnet M as shown below.



(top view)

When he lifted magnet M, ball P remained attached to M but ball Q did not. Explain why ball Q did not remain attached to magnet M.

Magnetic force is weakest at the centre of the magnet so it was not strong enough to attract iron ball Q.



Helping Your Child/Ward to Enjoy Science

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Exploring Science doing experiments and using videos:

<https://www.scientificamerican.com/section.cfm?id=bring-science-home>

<https://www.bbc.co.uk/education/subjects/z2pfb9q>

<https://www.sciencekids.co.nz/>

- Learning Science Through Questioning



Learning Science through Stories

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Choose Stories that Interest your children
- Discuss the Science/Value Education behind the Stories



Exploring Science Outdoors with your child/ward

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Explore the outdoors at Nature Parks/Reserves/local attractions:
 - Fort Canning Park
 - Hort Park
 - Jurong Lake Gardens
 - Singapore Botanic Gardens
 - Sungei Buloh Wetland Reserves
 - Chek Jawa
 - Jurong Bird Park
 - Singapore Zoo
 - Marina Barrage



Teach them to try
Let them take their time
Let them be discouraged
Let them struggle
Let them fail
Then teach them to try again

Thank You