

Primary 5 Parents' Briefing Principal's Address

17 January 2022



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Welcome To All Parents

- **Wishing you and your family a safe and happy year ahead**
- **Looking forward to a strong partnership for 2022**



Agenda

Principal's Briefing	Year Head's Briefing
1. Introduction of School Personnel	1. Assessment Matters
2. School Vision, Mission and Values	2. Level Programmes
3. Parents - Partners in Education	3. Home-School Partnership
4. Key Feature of PSLE Scoring from 2021	4. Parents Kit – Starting School Right
5. Subject-Base Banding (SBB) at P5	
6. Other Important Matters	

Year Head / P5 Form Teachers

Class	Mrs Kris Hay	Year Head Upper Primary
5A	Ms Christine Teo	Form Teacher
5A	Ms Lam Hui Zhen	Form Teacher
5B	Ms Eileen Loo	Form Teacher
5B	Mr Fazli	Form Teacher
5B	Mrs Kris Hay	Form Teacher
5C	Mr Stanley Chia	Form Teacher
5C	Ms Stella Teoh	Form Teacher

Our Vision

Confident Individuals
Thinking Learners
Engaged Leaders



Our Mission

*To Nurture and Empower
every Damaian
to Learn, Grow, and Lead*



Our **SPARK** Values

Sincerity to self and others

Passion for learning

Aspiration to succeed

Resilience in life

Kindness to all



Our **SPARK** Values

“Every Damaian has self-discipline to uphold our SPARK values.”

S incerity to self and others	Honesty / Care / Respect
P assion for learning	Responsibility / Self-directed / Curiosity
A spiration to succeed	Commitment / Seek to improve
R esilience in life	Perseverance / Adaptability
K indness to all	Helpful / Empathy

Good Discipline

- The school believes that good discipline is an important factor to help create positive school with a conducive environment for our students
- We try our best to teach and instil self-discipline in all Damaians
- All Damaians need to know our school rules



Parents are important partners in education

- **T**rust is the foundation
- **R**emember the child as our focus
- **U**nderstand our shared responsibilities
- **S**eek common ground
- **T**ogether, we work towards common goals



Parent-Teacher Communication

At DPS, we value parent-teacher communication via

- Parents Gateway
- Student Handbook
- Emails
- Phone calls – via school line **6445 6483**
- Meetings
- School Website
- Letters to parents
- Parents' Briefings
- Parents-Teacher Meeting



Parent-Teacher Communication

- First point of contact – Form Teachers / Subject Teachers
- Level-related matters – Year Heads
- School-related matters – Admin Manager / School Leaders
- School is still the best point of contact

Parent-Teacher Communication

- Seek parents' understanding for the following:
 - Teachers can be contacted during school days between 7.30 am and 5.30 pm
 - Teachers may only be able to respond on the next working day if they are not contactable or unable to access their email promptly during the day or if the queries and / or requests are made beyond the school hours
 - Teachers will try their best to respond to all queries and feedback within 3 working days. For complicated matters / issues, we seek your understanding that more time may be required to resolve them before we get back to you.

Parent-Teacher Communication

- Seek parents' understanding for the following:
 - Teachers are not expected to respond to parents' and students' queries during the weekends except for emergencies.
 - If the queries and / or requests made during school hours are urgent, please contact the school's General Office for assistance.
 - Teachers are not expected to provide their personal phone number to parents.

Principal's Monthly Letter to Parents

- Keep a look out for the Principal's Letter to Parents
- Important information is available for parents to allow you to keep posted of the school matters

Attendance in School

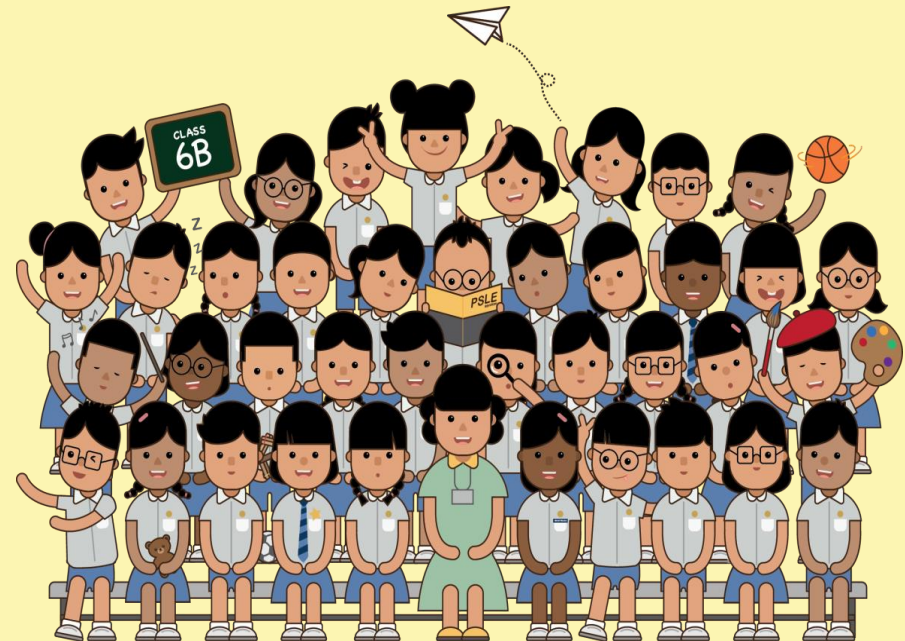
- Your child's attendance in school is important and compulsory
- Only when your child is in school will we be able to nurture him/her
- Let's work to support your child to have a good start to P5 in 2022



Attendance in School

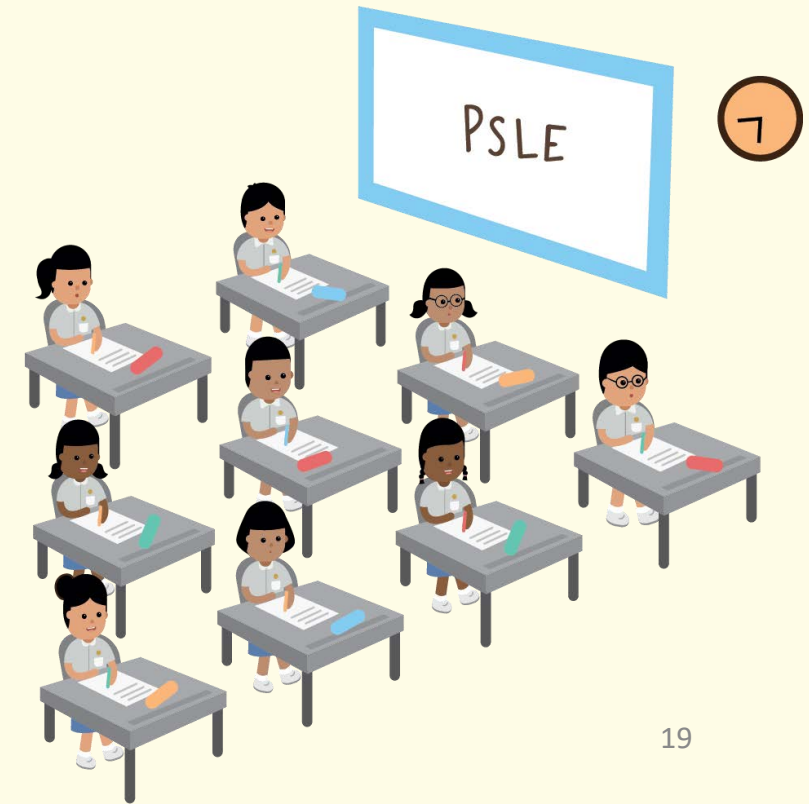
- Help our children to cultivate the good habit of responsibility and punctuality in primary school
- Students are to report to the classrooms for attendance-taking and morning assembly by 7.30 am
- Ensure your child be in school 5 to 10 min before 7.30 am to give them time to reach the classrooms for morning assembly
- Students who are not in school by 7.30 am to participate in flag-raising together with the student population, will be deemed late for school
- Habitual late-coming will be noted and included in student's behaviour record which will impact the conduct grade of the students

KEY FEATURES OF PSLE SCORING FROM 2021



THE PSLE REMAINS A USEFUL CHECKPOINT

- To understand where our children are at in their learning after six years of primary school
- Gauge their learning needs so that they can progress to a secondary school and take subjects at a suitable level




SCORING BANDS

- 8 Achievement Levels with different raw mark range
- AL bands and mark ranges are set based on the **learning objectives of the curriculum, and mirror the way we learn**
- The ALs were designed to reflect this reality of learning. They help educators, students, and parents know **how ready students are to access the curriculum at the next level.**
- Students' AL for each subject will reflect their individual level of achievement

AL	RAW MARK RANGE
1	≥ 90
2	85 – 89
3	80 – 84
4	75 – 79
5	65 – 74
6	45 – 64
7	20 – 44
8	< 20

PSLE SCORE

- PSLE Score is obtained by adding the ALs of four subjects.
- The PSLE Score ranges from 4 to 32, with 4 being the best.
- Students will be placed in secondary school courses based on their PSLE score – Express, Normal (Academic) or Normal (Technical).



ENGLISH	AL3
MOTHER TONGUE	AL2
MATHEMATICS	AL1
SCIENCE	AL2
PSLE SCORE: 8	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) OPTION	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26-30, with AL7 or better in both EL <u>and</u> MA

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Foundation subject grades will be graded in 3 scoring bands from AL A to C.
- Like Standard subject ALs, the Foundation subject ALs will reflect a student's level of achievement, rather than how they have performed relative to their peers.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

- For the purpose of S1 posting, Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard level subjects respectively, to derive a student's overall PSLE Score.
- This mapping is based on the learning and assessment load of the subjects, and informs students of their readiness to access the curriculum at the secondary level.

Foundation Level AL Reflected on Result Slip	Foundation Raw Mark Range	Equivalent Standard Subject AL	Standard Raw Mark Range
A	75 – 100	6	45-64
B	30 – 74	7	20-44
C	< 30	8	<20

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

- A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.
- Students taking Foundation subjects are eligible for the Express Course, as long as they meet the course placement criteria.
- With Full Subject-based Banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



ENGLISH	AL3
FOUNDATION MOTHER TONGUE	ALB
FOUNDATION MATHEMATICS	ALB
SCIENCE	AL5
PSLE SCORE: 22	

PLACEMENT OUTCOME	PSLE SCORE
EXPRESS	4 – 20
EXPRESS / N(A) option	21 – 22
N(A)	23 – 24
N(A) / N(T) option	25
N(T)	26 – 30, with AL7 or better in both EL <u>and</u> MA

PRESENTATION OF RESULTS IN ACHIEVEMENT LEVELS



PRESENTATION OF RESULTS IN ALs

- School-based examination results of P5 and P6 students will be presented in ALs.
- This will help familiarise students and parents with the new AL scoring system.
- The AL reflects the mastery of a broader curriculum, rather than for topical or component performance. As such, AL will not be reflected for weighted assessments (WA).

Holistic Development Profile
Page: 1 of 1
Date: 29 Nov 2020

Name : Joyce
Age on 1st Jan : 10
Class : 5 Challenge S/N : 5
Form Teacher : Miss Tan
Co-Form teacher : Miss Low
Identification No: T09XXXXF
Subject Combination: 3S1F(FSC)

SUBJECT	TERM 3: WA	END OF YEAR EXAM		OVERALL	
	Mark	Mark	AL	Mark	AL
ENGLISH LANGUAGE	85	88	2	86	2
MATHEMATICS	74	76	4	75	4
FOUNDATION SCIENCE	69	74	8	70	8
CHINESE LANGUAGE	87	88	2	88	2
	Grade		Grade		Grade
SOCIAL STUDIES	-	-		-	A
ART	-	-		-	A
MUSIC	-	-		-	B
PHYSICAL EDUCATION	-	-		-	B

OVERALL
Total Achievement Level (AL) Score : 15
Attendance : 95/95
Class for Next Year : P6-CH
Subject Combination for Next Year : 3S1F(FSC)

AL will not be reflected for WA

"AL" will be reflected

"Total AL Score" will also be reflected

SUBJECT-BASED BANDING (PRIMARY)

OFFERING DIFFERENT SUBJECT COMBINATIONS



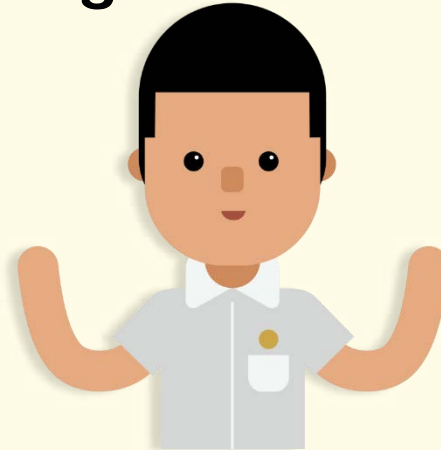
SUBJECT-BASED BANDING (PRIMARY)

- Offers students the option of Standard and Foundation Subjects, depending on their strengths.
- Allow students to focus on and stretch their potential in the subjects they are strong in while building up the fundamentals in the subject they need more support in.
- The new PSLE scoring system will not change the considerations for deciding on a student's subject combination.



SUBJECT-BASED BANDING (PRIMARY)

- Schools will continue to recommend based on the following:
 - Student's aptitude, motivation and performance in each subject;
 - Student's ability to cope with a particular subject combination; and
 - Whether the subject combination focuses sufficiently on literacy and numeracy, and facilitates the student's articulation to secondary school and beyond.
- Offering subjects at Foundation level is not a disadvantage to the students. It enables them to focus on building up strong fundamentals in these subjects and better prepares them for progression to secondary school.



Subject-Based Banding at P5

End of Primary 5

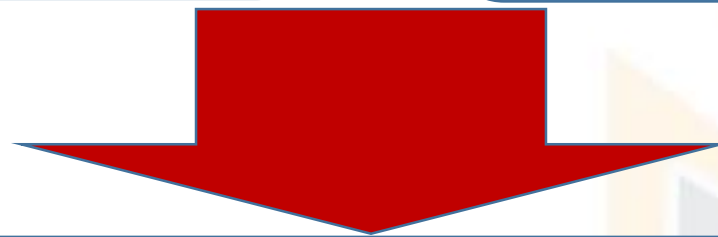
Student takes a subject combination determined by the school



Student who meets expectations will continue with the same subject combination



Student who has difficulty coping and does not meet expectations will switch subject combination or do subjects at the foundation level



End of Primary 6

Student will sit for PSLE

Subject-Based Banding at P5

At the End of Primary 5...

- School exercises professional judgement and autonomy to decide on the level of the subjects to be taken by students in P6, which includes emplacing a student in a less demanding subject combination so as to serve the best interest of the student.
- Recommendation will be based on:
 - Student's aptitude, motivation and performance in each subject
 - Student's ability to cope with a particular subject combination

SCORING FOR MTL-EXEMPT AND STUDENTS STUDYING AN ASIAN LANGUAGE/ FOREIGN LANGUAGE (AsL/FL) IN LIEU OF AN MTL



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will **only reflect the three subjects they have taken**.
- However, for the purposes of Secondary 1 posting, these students will need **an assigned MTL score so that they have a PSLE score comprising four subjects**
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science.

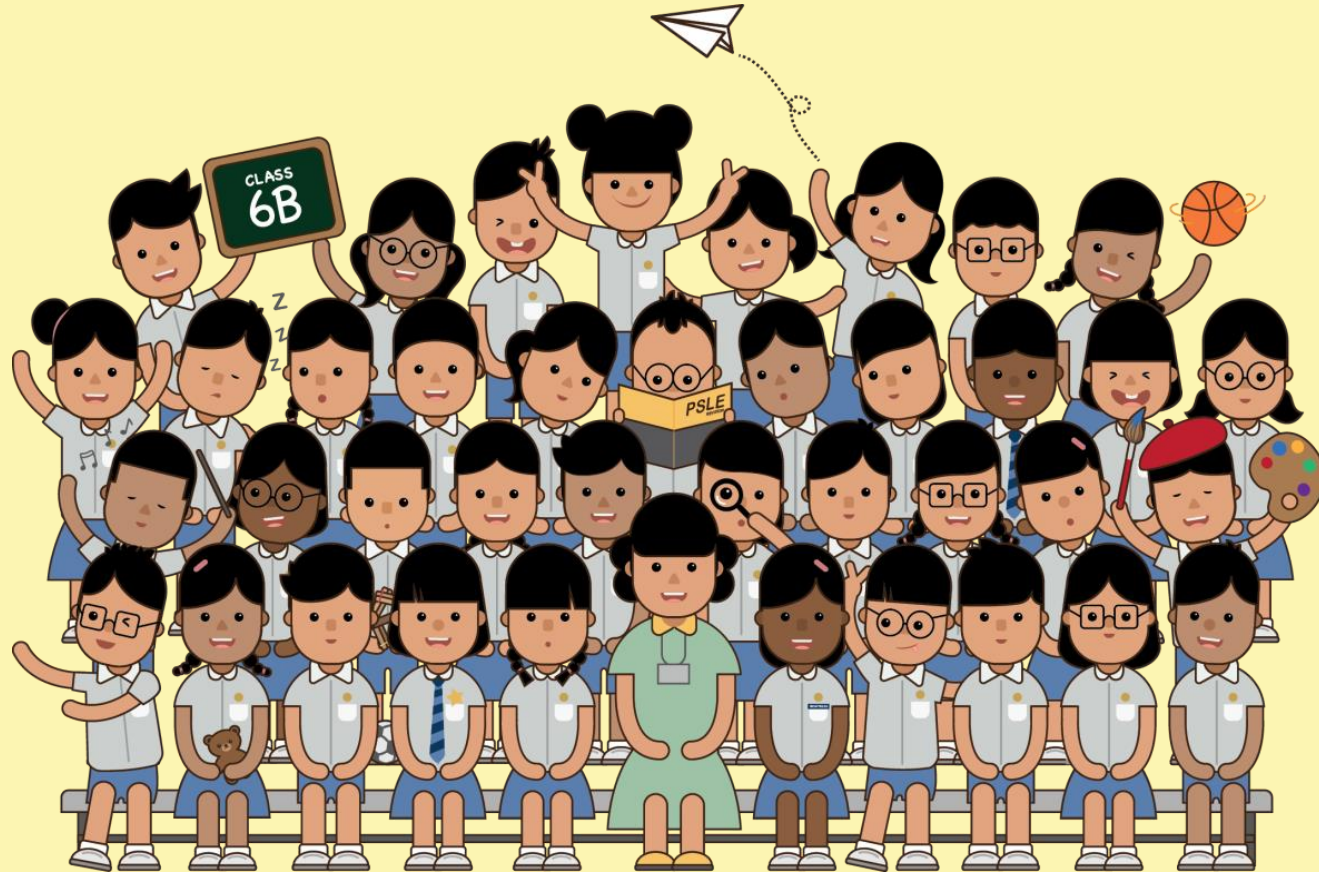


SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- In reviewing the score assignment for these students under the PSLE scoring system, we needed to strike a balance between:
 - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
 - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.
- Under the new scoring system, the assigned MTL score will :
 - Take reference from peers with similar scores for English, Mathematics and Science;
 - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 to 8 in PSLE.



THANK YOU!



Parents' Support

- Child's attendance in school is key
- Child's attention and focus during lesson is important
- Encourage child to ask questions to clarify and understand better
- Ensure child completes homework given
- Daily / Regular revision
 - revisit the lesson/concept taught for the day
 - revisit concepts learnt from P1 to P4
- Encourage child to continue to improve

Our **SPARK** Values

“Every Damaian has self-discipline to uphold our SPARK values.”

S incerity to self and others	Honesty / Care / Respect
P assion for learning	Responsibility / Self-directed / Curiosity
A spiration to succeed	Commitment / Seek to improve
R esilience in life	Perseverance / Adaptability
K indness to all	Helpful / Empathy

Damaians are to

- Attend school regularly
- Take learning during lessons seriously
- Develop good study habits
- Complete homework and learning activities given
- Exercise self-discipline and diligence to revise daily
- Seek clarification and help from teachers, classmates or friends when they face difficulty
- Demonstrate Passion for Learning, Aspiration to Succeed and Resilience in Life

Other Gentle Reminders

- Students are to bring thermometer and trace together tokens every day
- Students are encouraged to be vaccinated to protect themselves and others
 - Update the school via this link [January Letter Pg 3]
<https://go.gov.sg/dpsvaccination>

At Damai Primary School

- Provide a safe and conducive learning environment
- Have supportive and caring teachers and staff to journey with your children for their holistic development
- Be our supportive partners for your children
 - Work closely with the teachers
- Be the positive role models for our Damaians

Have a great 2022 ahead!



Parents Briefing

By Mrs Kris Hay

Year Head (Upper Primary)

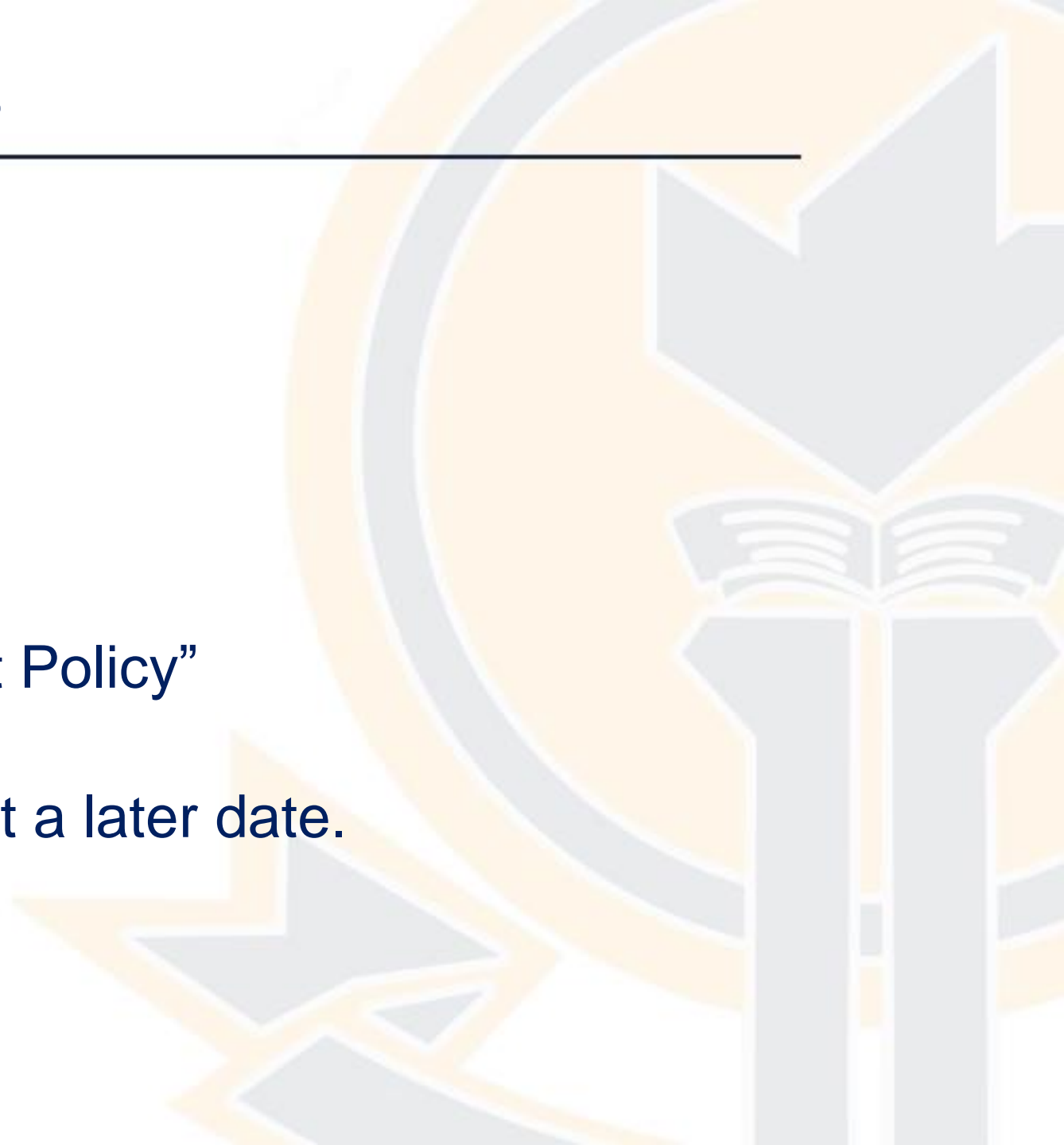


Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Assessment Matters

- **MT Spelling** : Every Tuesday
- **EL Spelling** : Every Thursday
- **Topics and Weightage** :
 - Refer to “School Assessment Policy”
 - No MYE at P5
 - P5 EYE TOS will be issued at a later date.



Assessment Matter - Absence

- Any absence must be supported by medical certificate issued by a medical doctor or other supporting document
- There will be no retake for school's MYE/EYE (except for the ORAL exam)


NOTE:-

If your child/ward is unwell, he/she should be resting and recuperating at home.

The well-being of the child is MOST IMPORTANT.

Modes of Feedback

Term 1 and Term 3 – Communicating students' progress in areas like Motivation, Communication and Teamwork

 TERM 3	Developing	Competent	Exceeding
1. Motivation			
• Shows confidence to explore new ways to learn			✓
• Completes tasks / assignments on time		✓	
• Shows passion and enthusiasm towards learning		✓	
2. Communication			
• Is able to carry out instructions		✓	
• Speaks clearly and loudly with confidence			✓
• Expresses ideas, thoughts and feelings clearly		✓	
• Interacts positively with group members		✓	
3. Teamwork			
• Practises turn-taking in conversations		✓	

Important Note on PSLE

Eraser Pen is not allowed for use during examination.

- It is a retractable erasable **pen** that allows you to write, remove and rewrite without the use of a correction tape.
- E.g. Frixion Pen

Students are advised not to use correction fluid / tape in the examinations as it may affect legibility of the answers.

- Since 2021, for FEL, FSC (Booklet B), FMA (Booklet 1B), MT, FMT and HMT papers, students are to use **dark blue or black ballpoint pen (with tip size of 0.5mm)** in answering non-MCQ questions. *(This is to facilitate onscreen marking for PSLE.)*
- Do not highlight answers for the above papers as it will affect legibility of the answers.
- Onscreen marking would be rolled out for more papers in 2022 so it would be good for students to develop the habit of adopting the above practice in their daily work/ school exams.



How are we doing?

OUR LEVEL PROGRAMMES



Our Level Programmes

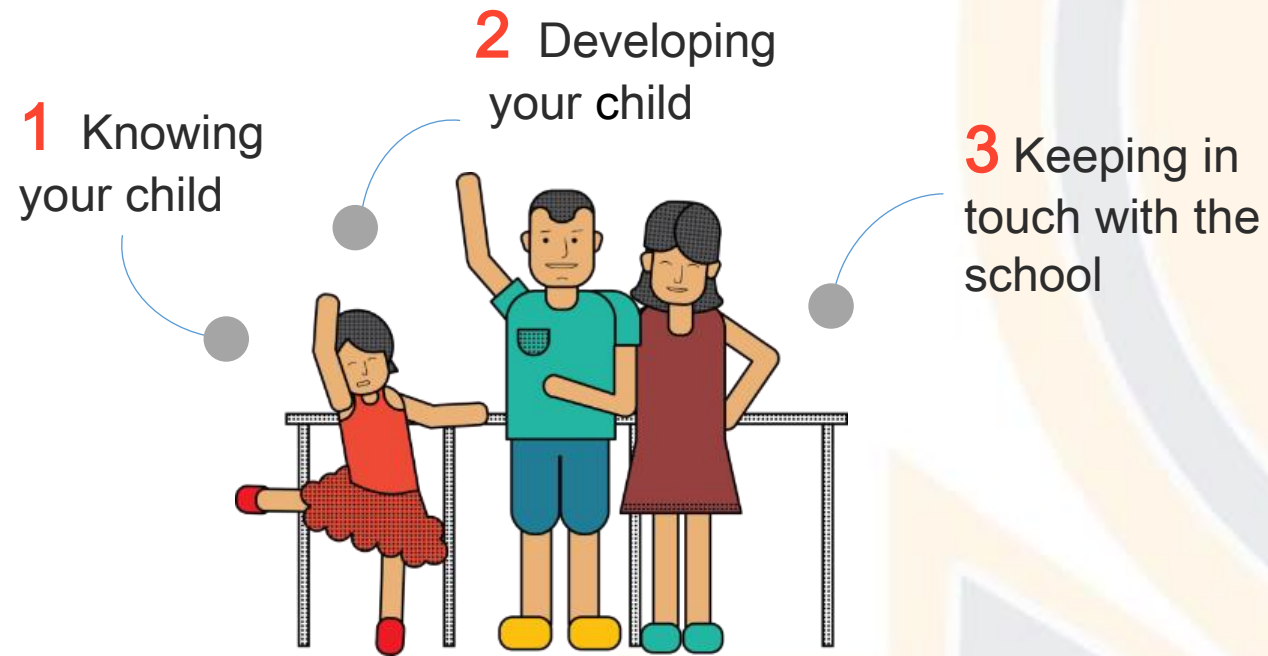
- Road Safety Walk
- P1 – P5 Buddy Programme
- E2K Programme [Math / Science]
- P5 Camp
- Values In Action Programmes
- Learning Journeys
- Learning for Life Programmes (LLP)
 - SPARKs@Play
- Applied Learning Programmes (ALP)
 - Digital and Media Literacy @ Damai



SCHOOL-PARENT PARTNERSHIP

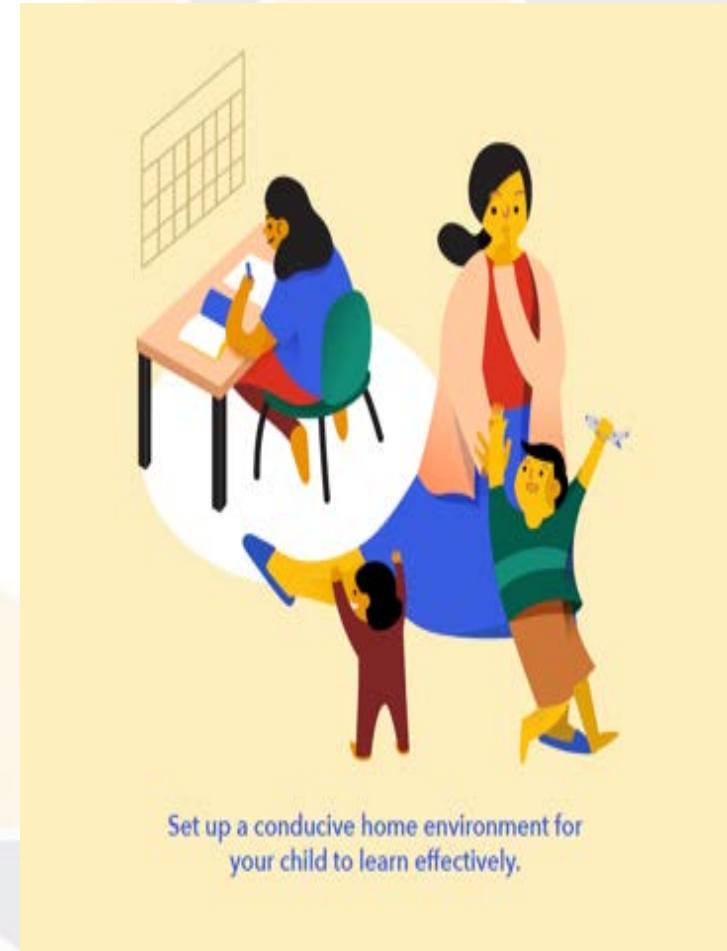


Partnering The School



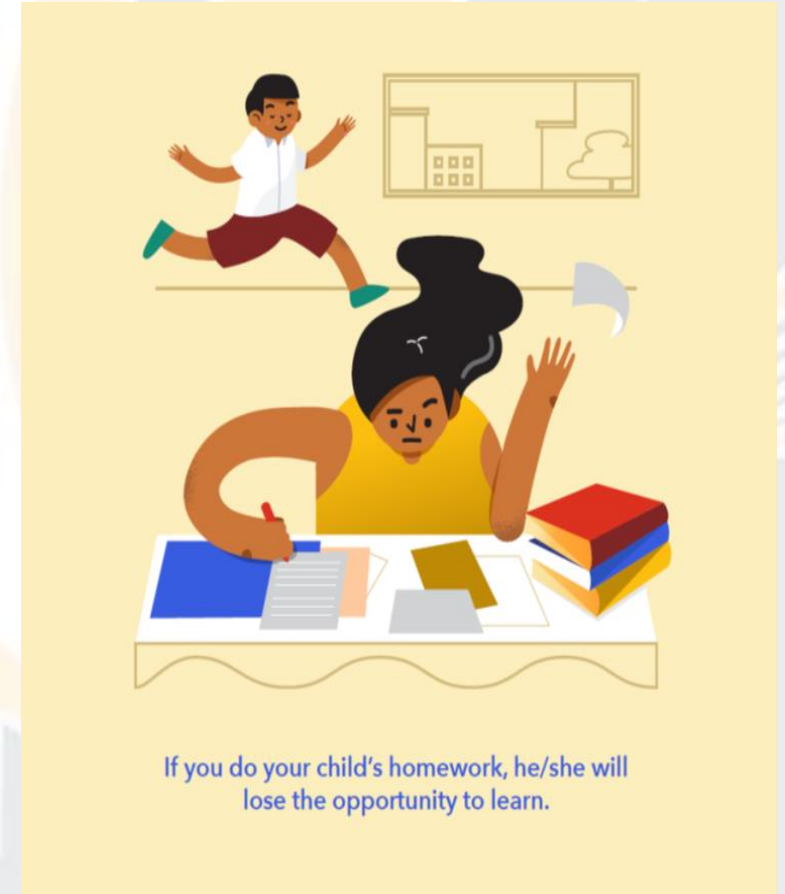
How can parents help:

- **Developing good habits by setting routines at home**
- Setting up a conducive home environment.
 - e.g. At home, set up a well-lit desk and a study area*
 - e.g. Parent could read with their children, set them housework etc.*
- Encourage your child to pack his/her own schoolbag and bring required items to school



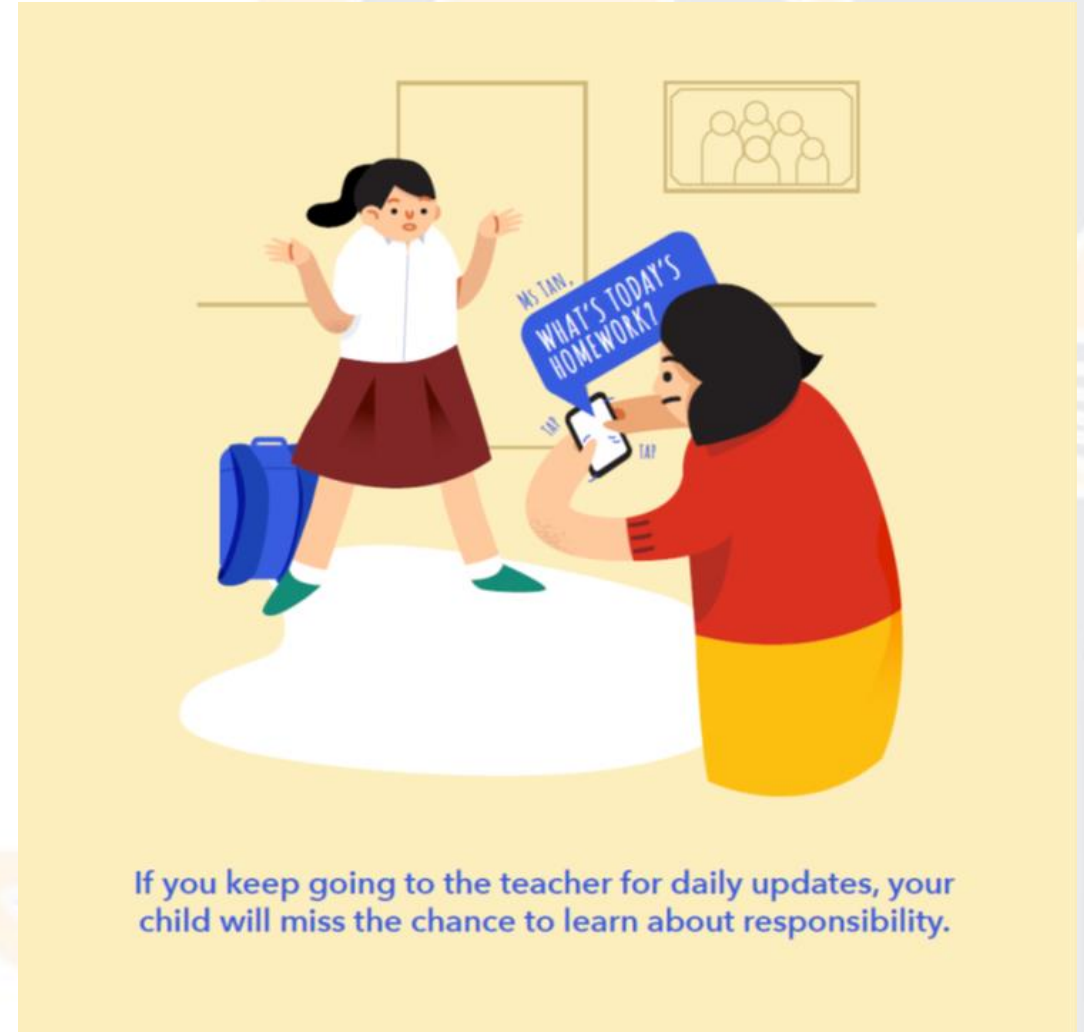
How can parents help:

- **Developing your child to be a self-directed learner**
 - Allow your child to attempt the homework on his/her own
 - Encourage your child to approach the teacher if he/she needs help with homework
 - Parents can direct your child to their Student Handbook for assignments to be completed for the day.



How can parents help:

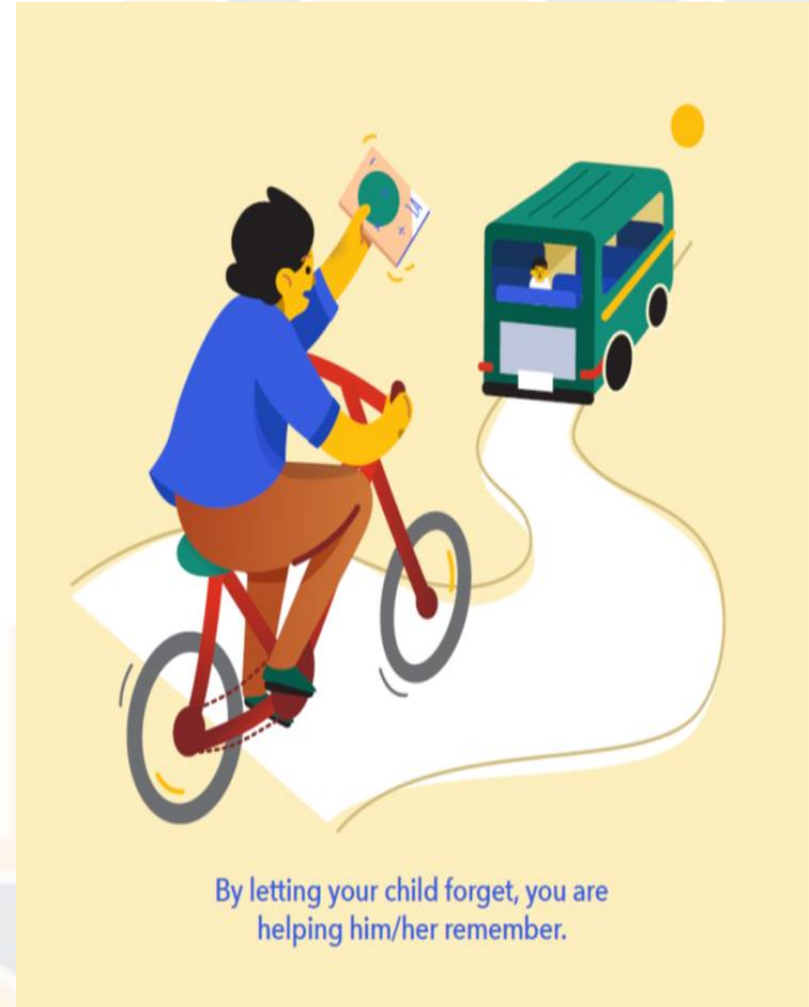
- **Developing your child to be a self-directed learner**
- Work with your child's teachers to understand his/her strengths, interests and development in academic and non-academic areas.
- Recognise your child's small successes beyond academic results
- Praise your child for his/her efforts, without focusing only on the outcome



How can parents help:

- **Building resilience in your child**
- To try and not to give up if facing challenges
- To manage friendship issue
- To instil self-discipline

53



By letting your child forget, you are helping him/her remember.

School-Home Partnership

- Familiarise yourself with school communication platforms
- Read the Student Handbook, parent memos & notifications
- Build good relationships & trust the teachers to want the best for each student



School-Home Partnership

- Proper school uniforms – include name tag
- Report to school punctually
- School driveway – drop and go
- Safety – utmost importance

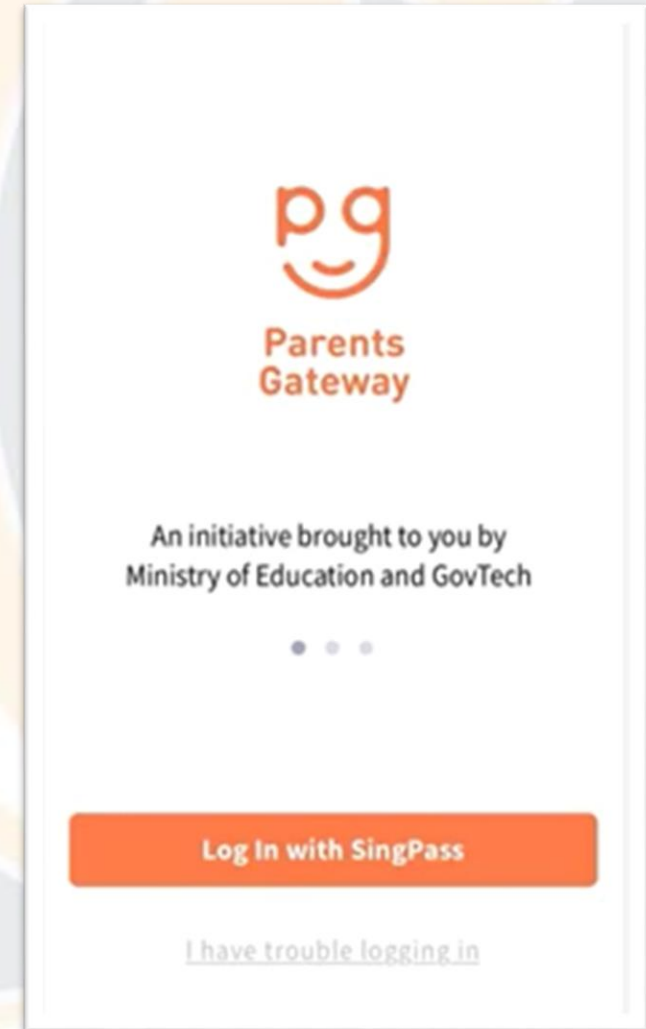
Eg Follow rules, no parking on
the red zone outside main gate,
Be punctual in picking up your child



School-Home Partnership

Parent Gateway

- Turn on the notification function on Parents Gateway.
- Check in with your child if there is any PG notifications put up by the school.

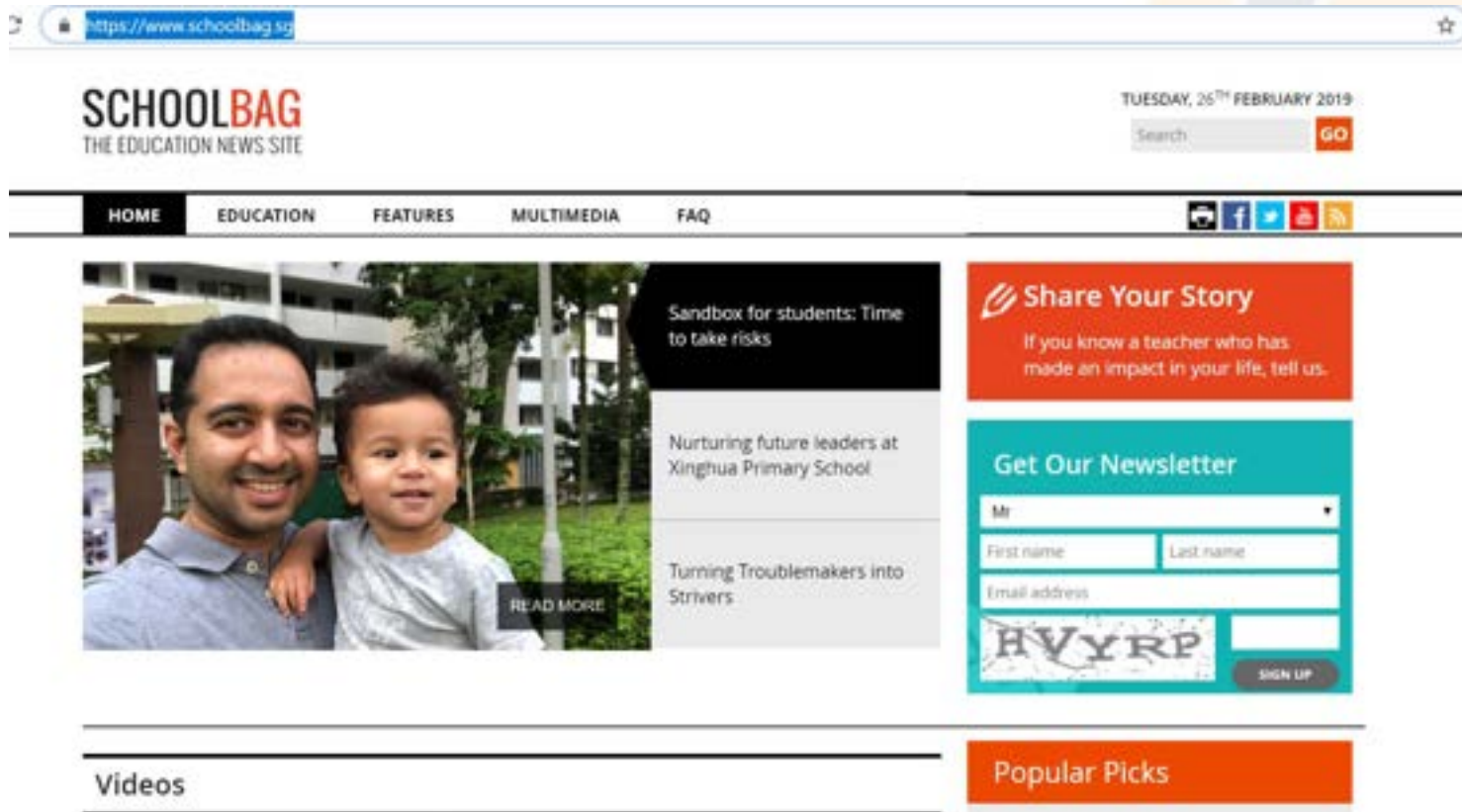


Parents Must Not:-

- Allow the child to stay at home during school days when they are well
- Bring them overseas during school days
- Do homework or assignments for them
- Make **Home Delivery** for forgotten items
- Rescue them from the consequences of their actions
- Hide or give reasons to justify mistakes or wrongdoing

Support Your Child

Explore “SCHOOLBAG” portal for parenting tips



<https://www.schoolbag.sg/>

Upcoming Parent Engagement Session

Parent-Teacher-Student Conference (PTSC)

- Thursday 26 May 2022**
- Release of School Report Book – Holistic Development Profile**

**Thank you for your Support,
Trust & Partnership**



Core Subject Briefing

Standard Subjects



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders



English Language (Standard)

Term 1, 2 & 3

- Students to build a strong foundation in English and apply their knowledge, skills and strategies in order to use the language to good effect.
- Emphasis will be on the building of skills at an increasingly sophisticated level
- Milestone checks at regular intervals to monitor students' progress

P5 English – Format of Paper

Paper	Standard
Paper 1: Writing a. Situational Writing b. Continuous Writing	55 marks (Weighting – 27.5%)
Paper 2: Language Use & Comprehension	95 marks (Weighting – 47.5%)
Paper 3: Listening Comprehension	20 marks (Weighting – 10%)
Paper 4: Oral a. Reading Aloud b. Stimulus-based Conversation	30 marks (Weighting – 15%)
Total	200 marks (100%)

P5 English – Format of Paper (Standard)

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING
1 Writing (1h 10 min)	Situational Writing	Open ended	1 item	15	27.5%
	Continuous Writing		1 item	40	

Part 1: Situational Writing (15 marks)

Part 1: Situational Writing (15 marks)

1 The pictures below show how you lost your rabbit after a "Show-and-Tell" session in school where you introduced your rabbit to your class.



Your Task

Imagine you are the boy in the pictures.

Write a letter to the residents of your neighbourhood asking them to return your rabbit to you if they see it.

You are to refer to the pictures and information on page 4 for your letter.

In your writing, include the following key information:

- the date you lost your rabbit
- where you were when you found out your rabbit was missing
- some physical features of your rabbit
- why your rabbit is in need of care
- how you can be contacted

You may reorder the points. Remember to write in complete sentences.

- Clear understanding of PURPOSE, AUDIENCE, AND CONTEXT
- Clear presentation of ideas
- Points well –linked and well-sequenced.
- Minimal grammatical mistakes

Part 2: Continuous Writing – Standard (40 marks)

Part 2: Continuous Writing (40 marks)

- 2 Write a composition of at least 150 words about a challenge.

The pictures are provided to help you think about this topic.

Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the challenge?
- Why was it challenging?

You may use the points in any order and include other relevant points as well.



End of Paper

- Ideas relevant, clear, developed, & interesting
- Word choice
- Sentence structures
- Meaningful links

P5 English Language – Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING %
2 Language use and Comprehension (1h 50 min)	Booklet A Grammar	MCQ	10 items	10	47.5%
	Vocabulary	MCQ	5 items	5	
	Vocabulary Cloze	MCQ	5 items	5	
	Visual Text Comprehension	MCQ	8 items	8	
	Booklet B Grammar Cloze	Open-ended	10 items	10	
	Editing for Spelling and Grammar	Open-ended	12 items	12	
	Comprehension Cloze	Open-ended	15 items	15	
	Synthesis and Transformation	Open-ended	5 items	10	
	Comprehension OE	Open-ended	10 items	20	

P5 English Language – Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING %
3 Listening Comprehension (Abt 35 min)	Listening Comprehension	MCQ	20 items	20	10%
4 Oral (Abt 10 min)	Reading Aloud Stimulus-based Conversation	Open-ended	1 passage 1 visual stimulus	10 20	15%
			Total	200	100%

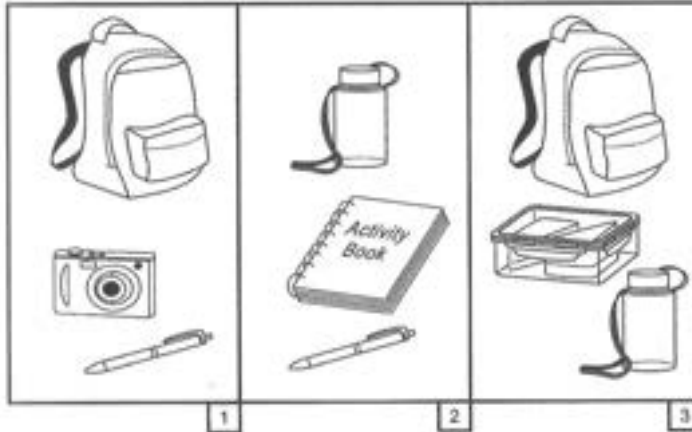
Listening Comprehension: Paper 3

(20 marks)

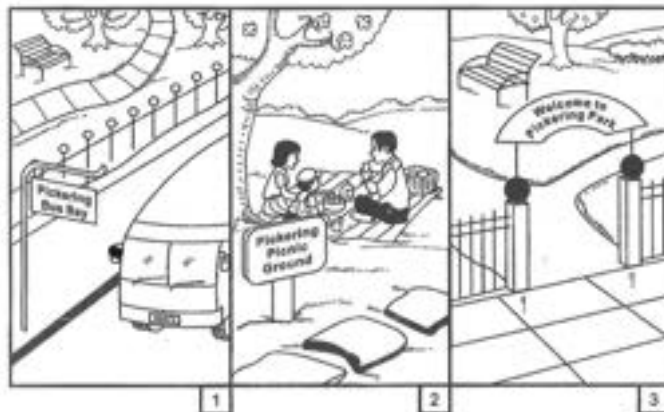
SHADE YOUR ANSWERS (1, 2 OR 3) ON THE OPTICAL ANSWER SHEET.

TEXT 1

1 Which picture shows the correct items each team member should take on the trail?



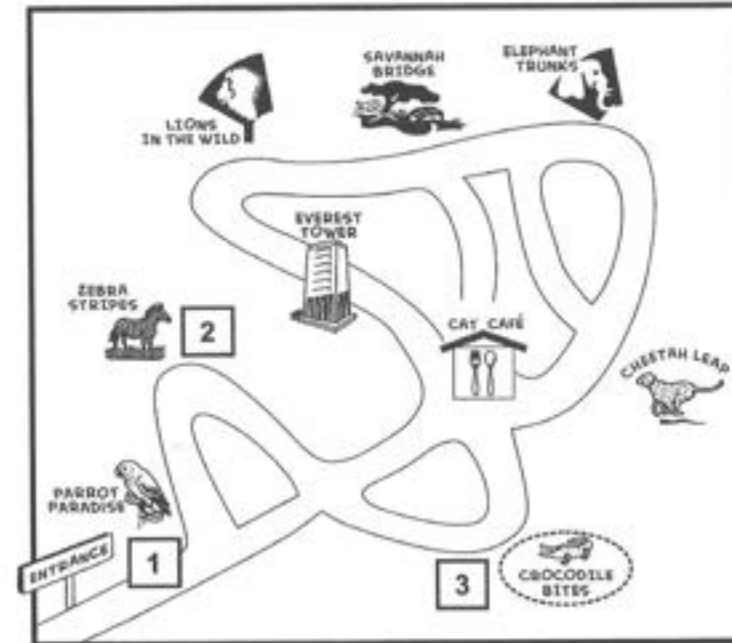
2 Which picture correctly shows the place where the trail ends?



(Go on to the next page)

TEXT 2

3 Where did Ravi plan to go immediately after the discussion?



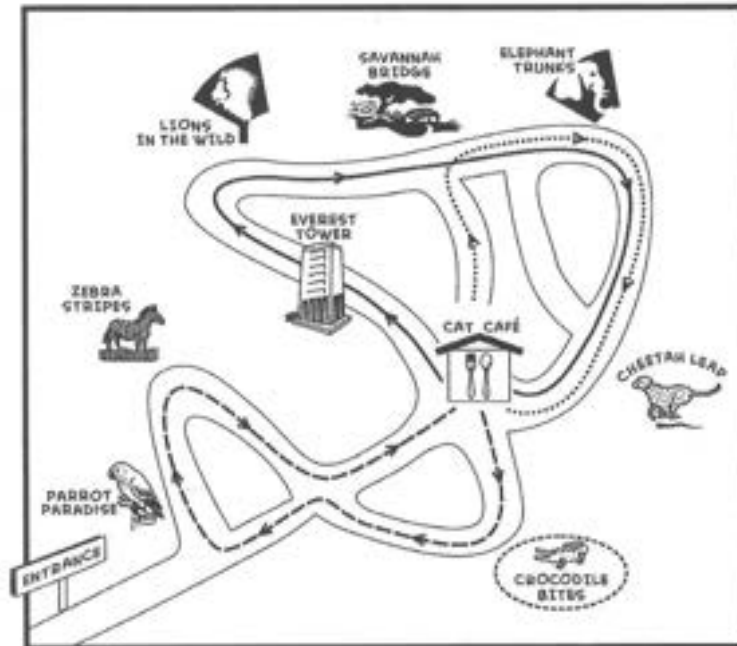
- Tests ability to understand spoken English
- May be in the form of news items, announcements, adverts, instructions, explanations, conversations, speeches & stories

Listening Comprehension: Paper 3

(20 marks)

5

4 Which of the three lines shows the route that Mei Chin plans to take?



- 1→
- 2 ———→
- 3 - - - - -→

(Go on to the next page)

8

TEXT 4

- 8 Why did Rose choose to be a part-time usher?
- (1) She could meet a lot of people.
 - (2) She could watch concerts for free.
 - (3) She could often take photographs with famous actors.
- 9 According to Rose, what is the most challenging task in her work?
- (1) to provide people with good service
 - (2) to understand people's needs
 - (3) to deal with difficult people
- 10 Which one of the following is true about Rose and the man?
- (1) Rose was annoying but the man was funny.
 - (2) Rose was polite but the man was inconsiderate.
 - (3) Rose was understanding and the man was gracious.

(Go on to the next page)

Oral Communication: Paper 4 (30 marks)

Reading Aloud (10 marks):

- Tests ability to pronounce and articulate words, read fluently with appropriate expression and rhythm.

MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION

ENGLISH LANGUAGE
READING PASSAGE

Suzy was overjoyed. Her school had selected her to take part in the inter-school Cycling contest!

A week after she had shared this piece of good news with her family, she returned home from school to see a shiny new bicycle at her front door. With a quickening heart, she ran up to the bicycle and stroked its beautiful, gleaming frame and sturdy leather seat. She was so engrossed in admiring the new bicycle that she did not realise her father had walked up to her.

"Do you like it?" he asked, grinning broadly.

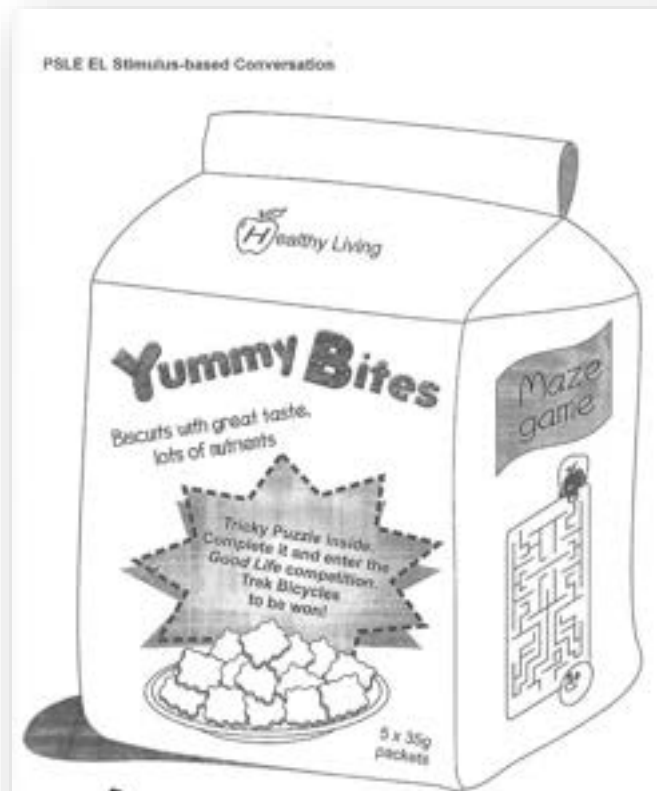
"Oh yes! Thank you, Dad, thank you!" Suzy cried with joy and asked, "Is it really mine?"

"Yes, your mother and I noticed that your old bike is getting rusty. So, to encourage you in your love for cycling, we decided to give you this surprise gift."

From that day onwards, Suzy practised cycling in the park every morning with her father. It became such a habit with them that long after the competition was over, they still continued with their daily exercise.

Oral Communication: Paper 4 (30 marks)

Stimulus-based Conversation (20 marks):



Tests ability to give personal response to a visual stimulus and engage in a conversation topic.

MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION
ENGLISH LANGUAGE
STIMULUS-BASED CONVERSATION

Notes to Examiners:

- (i) Use all the main prompts, (a), (b) and (c).
- (ii) The bulleted prompts are provided for Examiners to use as necessary. You should use them at your discretion to facilitate the conversation.
- (iii) You may also come up with your own additional prompts or discuss with the candidate relevant issues that might arise in the course of the conversation.

(a) Look at the picture. Would you be interested to buy the biscuits? Tell me why / why not.

- Why do you think a maze game is given on the biscuit box?

(b) What kinds of food do you enjoy eating, and do you think your diet is a healthy one?

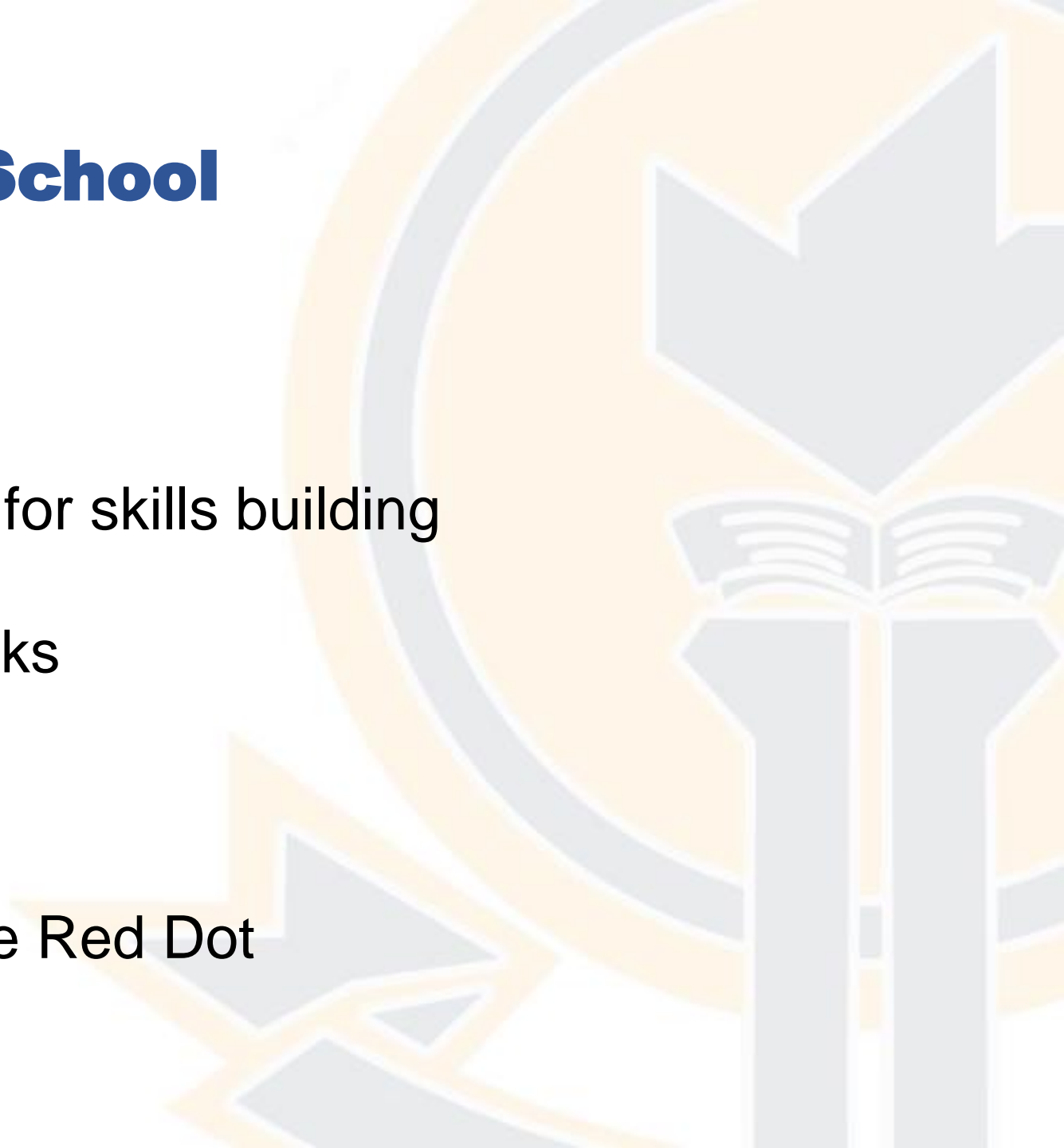
- Are you influenced by what your friends and family eat?

(c) Eating healthily is one example of healthy living. Exercising is also a good way to have a healthy lifestyle. What sorts of exercise do you like and why?

- Are there any forms of exercise that you have never done before and would like to try?

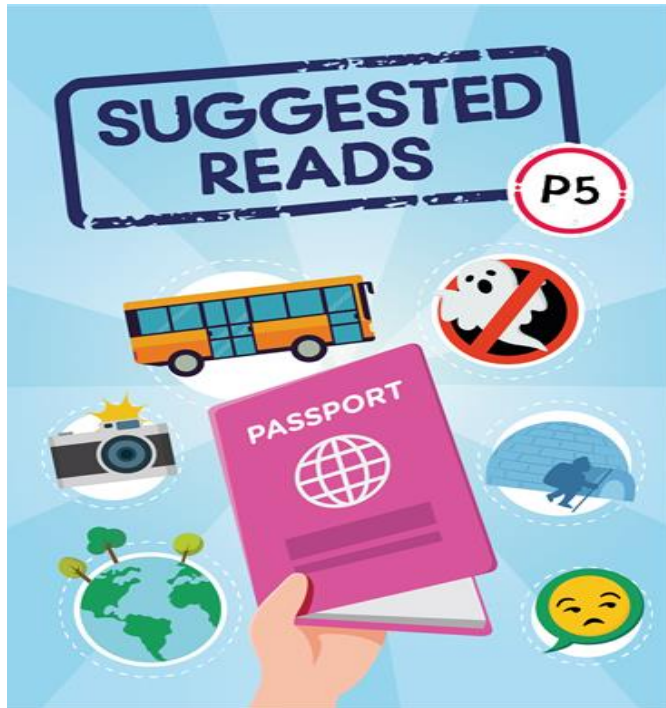
Support from School

- Remedial lessons
- In-house packages for skills building
- Supplementary books
- Practice papers
- Subscription to Little Red Dot



How You Can Support Your Child

<https://childrenandteens.nlb.gov.sg/book-recommendations/recommend-primary>



Reading books can accelerate vocabulary-building, improve grammar, and sharpen writing.



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

How You Can Support Your Child

Allow time for watching of television programmes:

- Be selective
- ✓ Educational content
- ✓ Good story lines
- ✓ Good language use

X Avoid certain programmes:

Excessive violence and gore
Mature themes
Poor language use



Mathematics (Standard)

P5 Standard Mathematics Topics

Semester 1	Semester 2
<u>5A Units 1 to 3, 5</u> Whole Numbers Fractions Ratio <u>5B Units 1 to 4</u> Decimals Percentage Rate	<u>5A Units 4 & 6</u> Area of Triangle Volume <u>5B Units 4 to 8</u> Rate Average Angles Triangles Quadrilaterals

Reshuffling of topics to facilitate connection of similar concepts and skills in Fractions, Ratios, Decimals and Percentages

P5 Std Maths – Weighted & Non-weighted assessments

Non-weighted assessments

- Mastery Test (Multiplication tables, Fractions, Decimals)
- Term 1 Review Practice
- Daily work (Activity books, Maths Booster Books)

Weighted assessments

- Term 2 Review Test (10% - 40 marks, 50 min)
- Term 3 Review Test (20% - 32 marks, 50 min)
- End-Year Examination (70% - 100 marks)

Standard Mathematics Examinations Format

Standard Mathematics (100 marks)	
<u>Paper 1 (45 marks)</u> 15 multiple choice questions (10 1-m, 5 2-m; 20 marks) 15 short answer questions (5 1-m, 10 2-m; 25 marks)	<u>Paper 2 (55 marks)</u> 5 short answer questions (5 2-m; 10 marks) 12 long answer questions (3 – 5 m; 45 marks)
Total : 30 questions Duration: 1 h <i>Use of calculator is <u>not</u> allowed</i>	Total : 17 questions Duration: 1 h 30 min <i>Use of calculator is allowed</i>

Paper 1 and Paper 2 are administered on the same day with a break in between.

P5 End-Year Examinations Format

Paper 1 - testing speed and accuracy

- Need to be fast with computing the arithmetic operations (add, subtract, multiply and divide) accurately

Paper 2 – testing problem solving skills

- Need to be able to read and understand questions, analyse questions and apply skills and concepts, use different problem solving strategies

Mathematics – Cultivate good habits

To improve on speed and accuracy, students need to:

- master *number facts within 20* and *multiplication tables of 2 to 12*
- create formulae cards or take notes on concepts and formulas
- practise time management - complete 15 1-m questions within 20 mins and 15 2-m questions within 30 mins, leaving 10 mins for checking Paper 1

Mathematics – Cultivate good habits

To improve on solving Maths Short Answer Questions (SAQ), students need to:

- read and understand the question before doing (e.g. understand key data, do annotation to connect information)
- **always** show the working especially for 2-m SAQ as Method mark will be awarded if the method used is correct even if the final answer is wrong
- be organized and do not skip steps just to be fast
- check for computation errors (CE) and transfer errors (TE)

Mathematics – Cultivate good habits

To improve on Solving Maths Problem Sums (KFC method)

- **K – Know** Read the question for an overview. Know the key information and the final question. (What do I know ? - Underline them)
- **F – Find** Find answers to hidden questions (if any) before finding answer to the final question. (What must I find first? What are the strategies I can use? e.g. model drawing, tabulation, work backwards)
- **C- Check** Check accuracy of the calculation, reasonableness of the answer and whether the answer has the correct units of measurement (if any)

Suggested resources for self-directed learning

All Damai students have an account with:

Student Learning Space:

- <https://vle.learning.moe.edu.sg/login>

Koobits:

- <https://www.koobits.com/>

Play online maths related games:

- <http://www.kidsmathgamesonline.com/>

Suggested Activities for self directed learning

Damai Primary has subscribed for each student an account in

- <https://www.koobits.com/> for topical or review practice



The image shows the KooBits website landing page. At the top, there is a navigation bar with links for Parents, Educators, Partners, Product, Pricing, About, and a Login button. The main headline reads "Boost Your Child's Maths Skills & Confidence with Just 20 Minutes A Day". Below this, there are three bullet points: "Follows a world-class teaching methodology", "Designed to help students love maths", and "Perfect for children aged 6 to 12". There are two buttons: "Learn More >" and "Start Free Trial >". The central part of the page features a smiling girl wearing a graduation cap, holding a laptop and a folder. Below her are four white boxes with icons and text:

- Learn Faster, More Effectively**: Solve tough math problems using concise animated explanations. [LEARN MORE >](#)
- Rewards to Make Learning Fun**: Lesser stress, and more motivation to practice math every day. [LEARN MORE >](#)
- Build A Learning Habit**: 20 minutes is all your child needs to start a healthy practice routine. [LEARN MORE >](#)
- Self-Directed Learning**: Let your child pick the content best suited for their needs and abilities. [LEARN MORE >](#)



The image shows two screenshots of the KooBits platform. The left screenshot is the "Dashboard" for a user named "Shreya Patel". It features a "KooClass" section with a cartoon fox character and a "Start" button, a "Play" section, and a "Practice" section. The right screenshot is a "Question" interface showing a math problem: "The figure shows a large square having divided into 4 identical smaller squares. What fraction of the large square is shaded?" with a diagram of a square divided into four smaller squares, one of which is shaded yellow. Below the question are "Answer" and "Next" buttons.

Suggested Activities for self directed learning

Play online Maths related games

- <http://www.kidsmathgamesonline.com/> for educational games



The screenshot shows the homepage of 'Kids Math Games 58'. The header features the site's name in colorful letters, a cartoon character holding the number 58, and navigation links for Science, Math, and English. A search bar is also present. Below the header is a horizontal menu with categories: Numbers, Geometry, Facts, Worksheets, Videos, Quizzes, Pictures, and Fun Stuff. A secondary menu lists specific topics like Logic, Puzzles, Money, Addition, Subtraction, Multiplication, Division, Counting, Problem Solving, Sudoku, Board Games, Memory, Fractions, and Probability. The main content area is divided into two sections. The left section, titled 'Fun math games for kids!', welcomes visitors and lists available resources. The right section, titled 'Numbers', provides a list of interactive games and activities related to numbers, including fractions, decimals, place values, graphs, probability, codes, data, mean, median & mode, and calculators. A large, colorful graphic of the numbers 1 through 9 is displayed next to the list.

Kids Math Games 58
Have fun learning online!

Science Math English

ENHANCED BY Google Search

Numbers Geometry Facts Worksheets Videos Quizzes Pictures Fun Stuff

Logic Puzzles Money Addition Subtraction Multiplication Division Counting Problem Solving Sudoku Board Games Memory Fractions Probability

Fun math games for kids!

Welcome to Kids Math Games Online!
Enjoy a wide range of free math games, interactive learning activities and fun educational resources that will engage students while they learn mathematics.

Find cool math games, interesting facts, printable worksheets, quizzes, videos and so much more!

Numbers

Learn about numbers with these fun interactive games and activities. Complete challenges related to fractions, decimals, place values, graphs, probability, codes, data, mean, median & mode, calculators and more.

- Fun fraction game
- Decimals activity for kids
- Learn about probability
- Percentage game for kids

1 2 3
4 5 6
7 8 9



Science (Standard)

SCIENCE 2022

5E Inquiry Approach

Engage	Interest is piqued. Students make connections with prior experience and understanding is connected.
Explore	Explore the concept through hands-on activities , identify real questions, develop a hypothesis and test variables.
Explain	Direct instruction in this phase is presented in a collaborative fashion. Vocabulary is defined, concepts are explained and misconceptions are remediated.
Elaborate	Generalisations about the new learning is applied to previous investigations and new hypothesis are tested to draw conclusions.
Evaluate	Evaluate their own learning and prove what they know in writing, conversation and demonstration.

P5 Std Science – Format of paper

Item Type	Examination Format for P5		
	Marks per qn	Number of qn	Weighting
Booklet A: MCQ	2	28	56%
Booklet B: Open-ended	2 – 5	13	44%
Total		41	100%
Knowledge With Understanding	• 40% - 50%	Application & Process Skills	• 50% - 60%
Duration	1 h 45 min		

P5 Std Sc – Areas for improvement

Content

Students did not do well for the following topics/skill/area:

- P4 topics: Heat, Light
- P3 topics: Materials, Magnet



TO REVISE

Skills:

- Experimental set-up & changed variables
- Inferring

Answering techniques:

- Answers did not meet the requirement of the question
- Did not explain to show understanding of concepts

To focus on...

Booklet B

- Apply concepts learnt to real and new situations
- More exposure to questions involving inferring, analysing data and reasoning

Investigative skills:

- More focused teaching on answering fair test/ investigative-type of questions
- Student reflections on learning
- Target-setting & self-revision plan/schedule (e.g. to score at least 40/56m for MCQ)



Steps to Processing & Answering

MCQ & Open-ended questions

R

Read the question/part question

I

Identify the topics & key concepts

P

Process the question using Process Skills
and Investigative Skills

**STRUCTURE
TAUGHT IN CLASS**

C-E-R (Open-ended questions)

- A method to help students construct explanation when answering open-ended questions

**STRUCTURE
TAUGHT IN
CLASS**



Conclusion <i>Scientific Explanation</i>	Claim <i>Statement or conclusion that answers the original question/problem</i>
	Evidence <i>Scientific data that supports the claim. The data needs to be appropriate and sufficient to support the claim.</i>
	Reasoning <i>Justification that links the claim and evidence and includes appropriate and sufficient scientific principles to defend the claim and evidence</i>

Parental Support

- Suggested activities:
 - Revise P3 – P4 topics
 - Revisit revision papers & worksheets in previous years' Science Files
 - Read Revision Guide, SLS Online resources
 - Construct concept maps based on self-revision : To include 3 examples of how concepts are applied in everyday situations/examples
 - Watch Science Documentaries
 - Encourage your child to ask questions and seek answers

Parents Science Talk

- Talk about Science in daily life
 - Wet floor is slippery → less friction between the sole of the shoe and the surface of floor
 - Glass crack → uneven expansion of inner and outer surfaces of glass due to uneven heat gain





P5 Mother Tongue

(Standard, Higher Mother Tongue)



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Format of Paper – Mother Tongue

Paper	Component	Mark	Weightage
1	Composition	40	20%
2	Language Use and Comprehension	90	45%
3	Listening	20	10%
4	Oral	50	25%
Total		200	100%

Mother Tongue

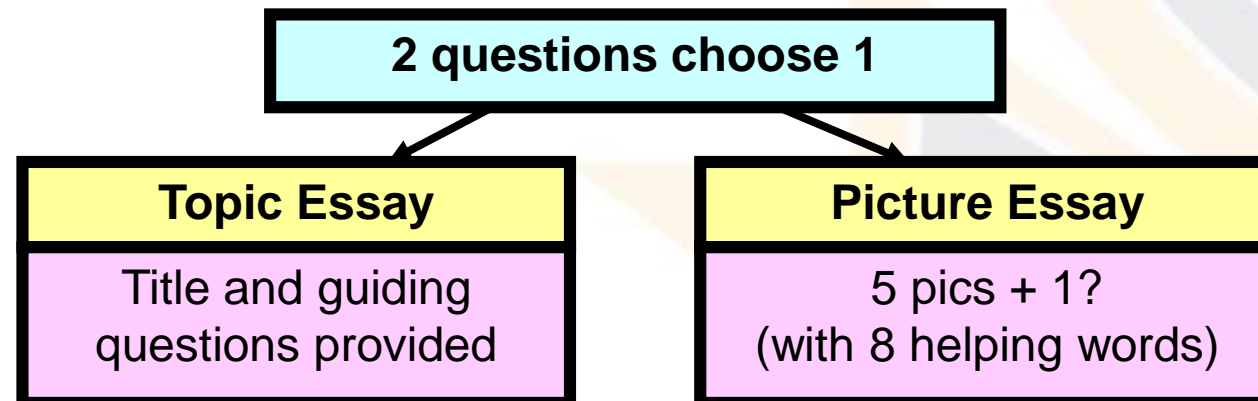
Approved Dictionaries Allowed

List of Approved Dictionaries can be found in:
<https://www.seab.gov.sg/home/examinations/approved-dictionaries>

Paper 1 (Composition)

Pupils are required to:

- Write legibly, coherently and cohesively based on a series of **6 pictures** or **topic** (2 questions choose 1);
- [CL] Write at least 100 words;
- [ML] Write at least 150 words; and
- [TL] Write at least 100 words.



Mother Tongue

Paper 2 (Language use and comprehension)

Pupils are required to:

- Demonstrate understanding of the textual content provided
- Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts

Components include:

- ☐ **Grammar and Vocabulary Usage (MCQ)**
- ☐ **Cloze Passage**
- ☐ **Complete the Dialogue**
- ☐ **Comprehension (MCQ and Open-Ended)**
- ☐ **Interactive Writing e.g. writing notes, short messages, email, invitation card, letters, etc.**

Mother Tongue

Paper 3 (Listening Comprehension)

Pupils are required to:

- Listen to a range of texts for a sustained period of time. The text may be in the form of **news items, announcements, advertisements, conversations, speeches and stories**.
- Demonstrate understanding of a variety of spoken texts – to identify key messages and main ideas, and draw conclusions by listening critically.

Mother Tongue

Paper 4 (Oral)

- **Reading aloud** – Students are required to read aloud, pronounce and articulate words clearly and read fluently with appropriate expression and rhythm in order to convey the information, ideas and feelings in a passage.
- **Conversation** – Students are required to converse effectively with grammatical accuracy after watching a **video** clip. Students may elaborate by giving examples, sharing their opinions, thoughts and personal experience.

Format of Paper – Higher Mother Tongue

Paper	Component	Mark	Weightage
1	Composition	40	40%
2	Language Use and Comprehension	60	60%
Total		100	100%

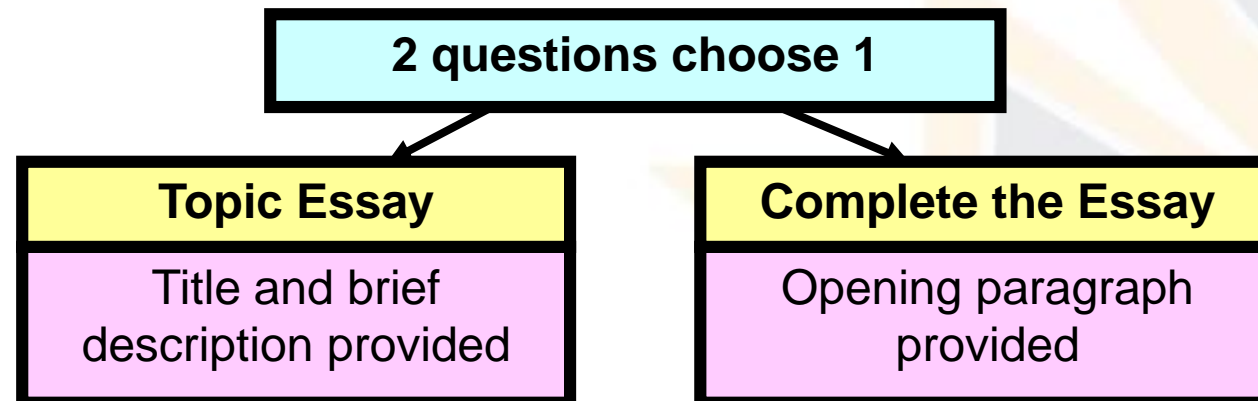
Higher Mother Tongue

Approved
Dictionaries
Allowed

Paper 1 (Composition)

Pupils are required to:

- Write legibly, coherently and cohesively based on a **topic** or a **given opening paragraph** (2 questions choose 1);
- [CL] Write at least 200 words;
- [ML] Write at least 180 words;
- [TL] Write at least 150 words.



Higher Mother Tongue

Paper 2 (Language use and comprehension)

Pupils are required to:

- Demonstrate understanding of the textual content provided
- Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts



**Similar to Mother
Tongue**

Components tested are of higher difficulty levels and are more demanding:

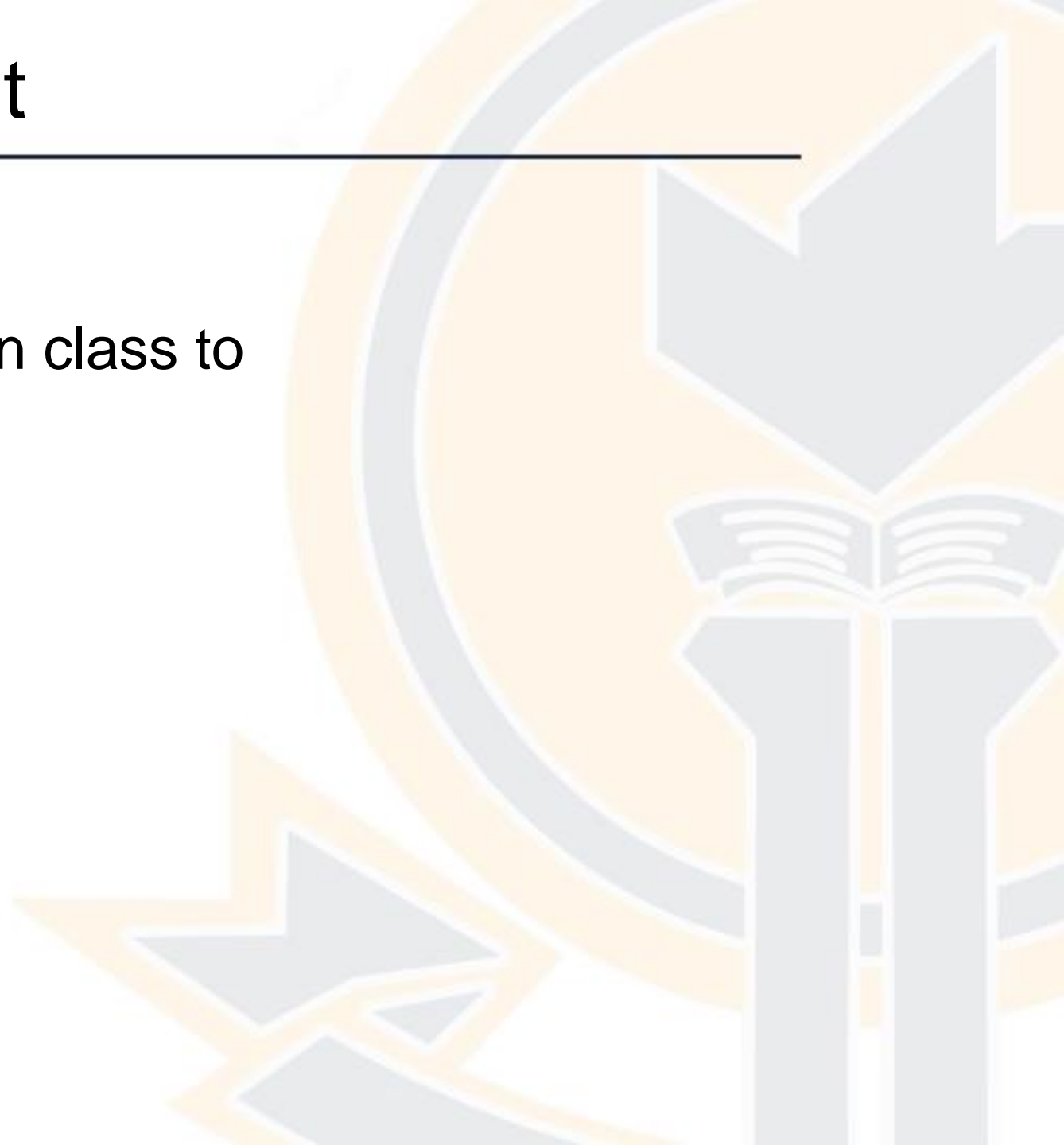
- Text Editing
- Select the theme of a passage and justify with evidence from the passage
- Explain selected phrases/ short sentences using own words
- [HML/HCL] Summarise a selected paragraph using a stipulated maximum number of words

Support from School

- Comprehension – QULAC Approach
- Comprehensive Oral Notes – Framework to answering different types of questions
(Parents may make use of the notes to practise with your child at home.)
- Composition Guide and Notes
- Practices – School-based practice papers, student magazines, past year papers
- Supplementary lessons

Mother Tongue Fortnight

- 28 March – 9 April 2022
- Cultural and language activities in class to enrich learning experiences



Mother Tongue – E-Resources

Chinese Language

- 学乐 on SLS
- Joy Reader Pro (e-Book App) – Account details will be provided to students in their student handbook.
- 早报校园 – <https://www.zbschools.sg/>

Malay Language

- <https://sites.google.com/view/e-cekap> (temporary site)
- <http://tinta.moe.edu.sg/mekar/slot/u112/PRI/index.html>
- Use Word games such as 'Pintar Peribahasa' (idiom) and "Pintar Bahasa" app which can be downloaded into your android handphone and tablet to reinforce his/her learning of the language in an enjoyable manner.

Tamil Language

- <http://www.pazhahutamil.com> (Assigned tasks and already completed exercises will be made available throughout the year.)
- <http://sangamam.moe.edu.sg> (Develops and enhances knowledge and skills in the Tamil Language with the digital interactive resources in the Sangamam)

Common E-Resource for MT Subjects

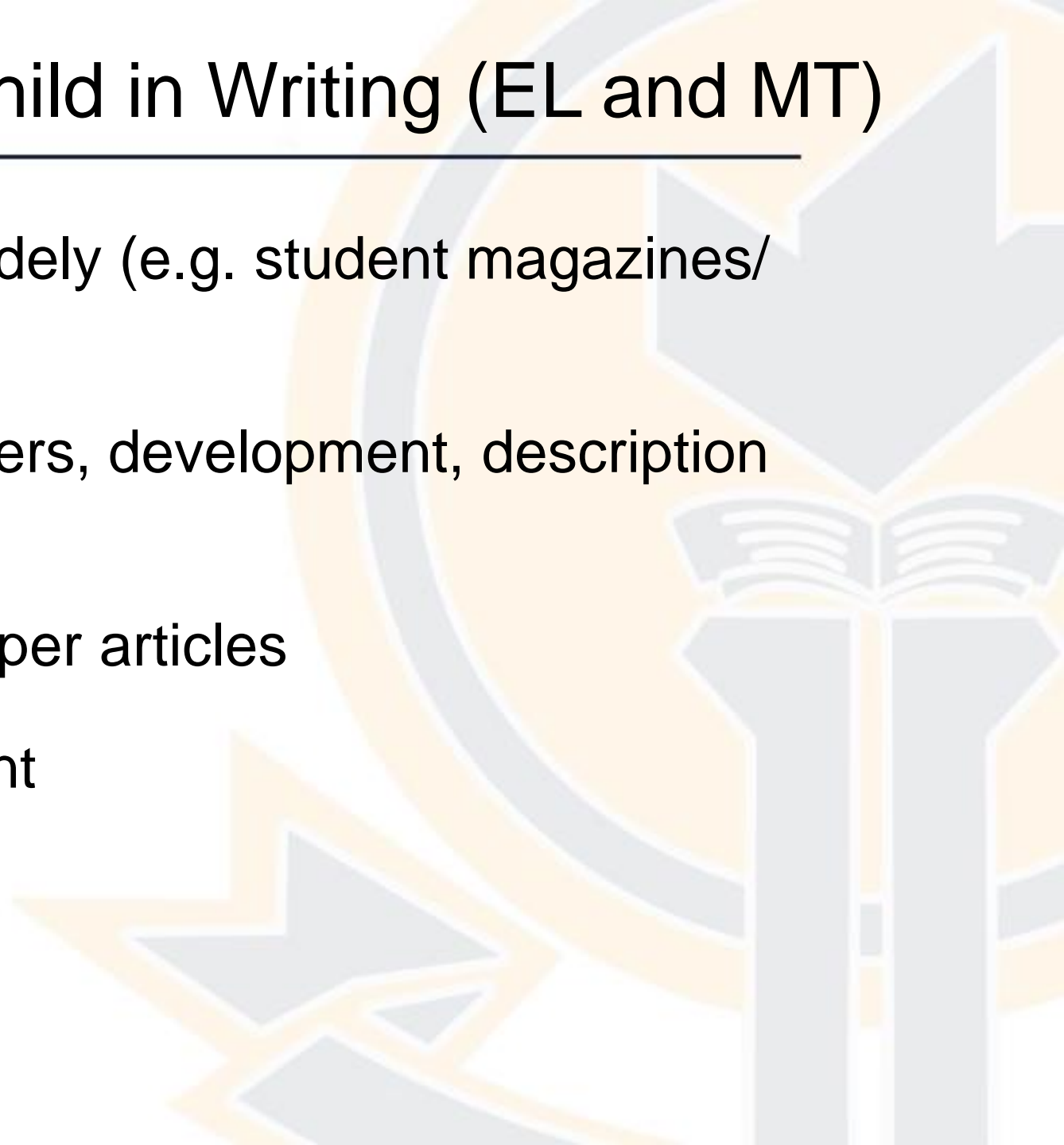
1. Student Learning Space (SLS) - <https://learning.moe.edu.sg>

How You Can Help Your Child in EL and MT Oral

- Provide common experiences such as going to the supermarket, beach and places of interest
- Ask for their opinions frequently
- Ensure your child speaks in complete sentences
- Listen to the news frequently
- Read the newspapers to increase general knowledge

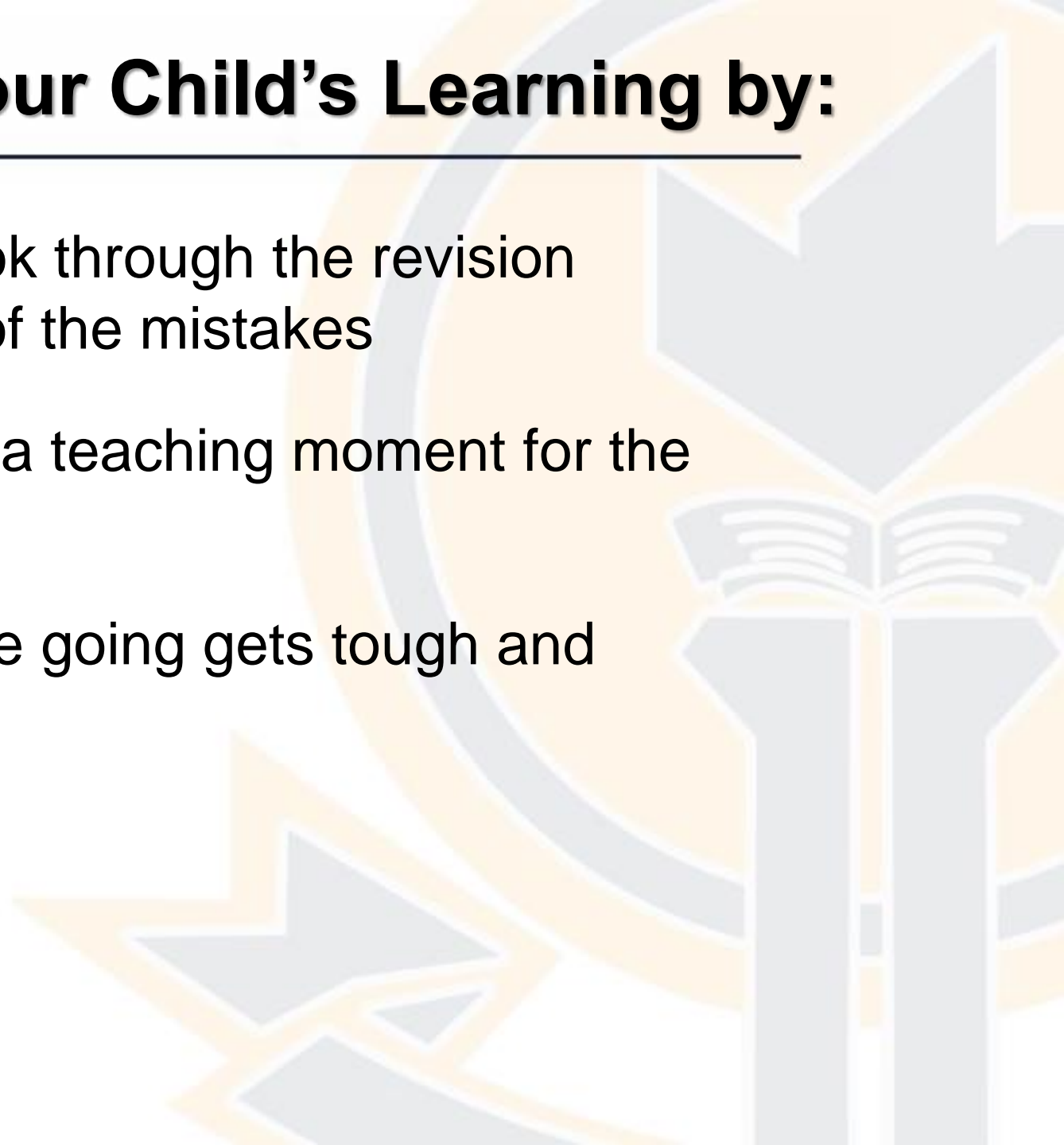
How You Can Help Your Child in Writing (EL and MT)

- Encourage your child to read widely (e.g. student magazines/newspapers)
- Pay attention to setting, characters, development, description of events (Plot structure)
- Help your child compile newspaper articles
- Focus on vocabulary and content



You May Also Support Your Child's Learning by:

- Encouraging him/ her to look through the revision worksheets and take note of the mistakes
- Using every opportunity as a teaching moment for the languages
- Encouraging him/ her as the going gets tough and ensuring ample rest



Core Subject Briefing

Foundation Subjects



Damai Primary School

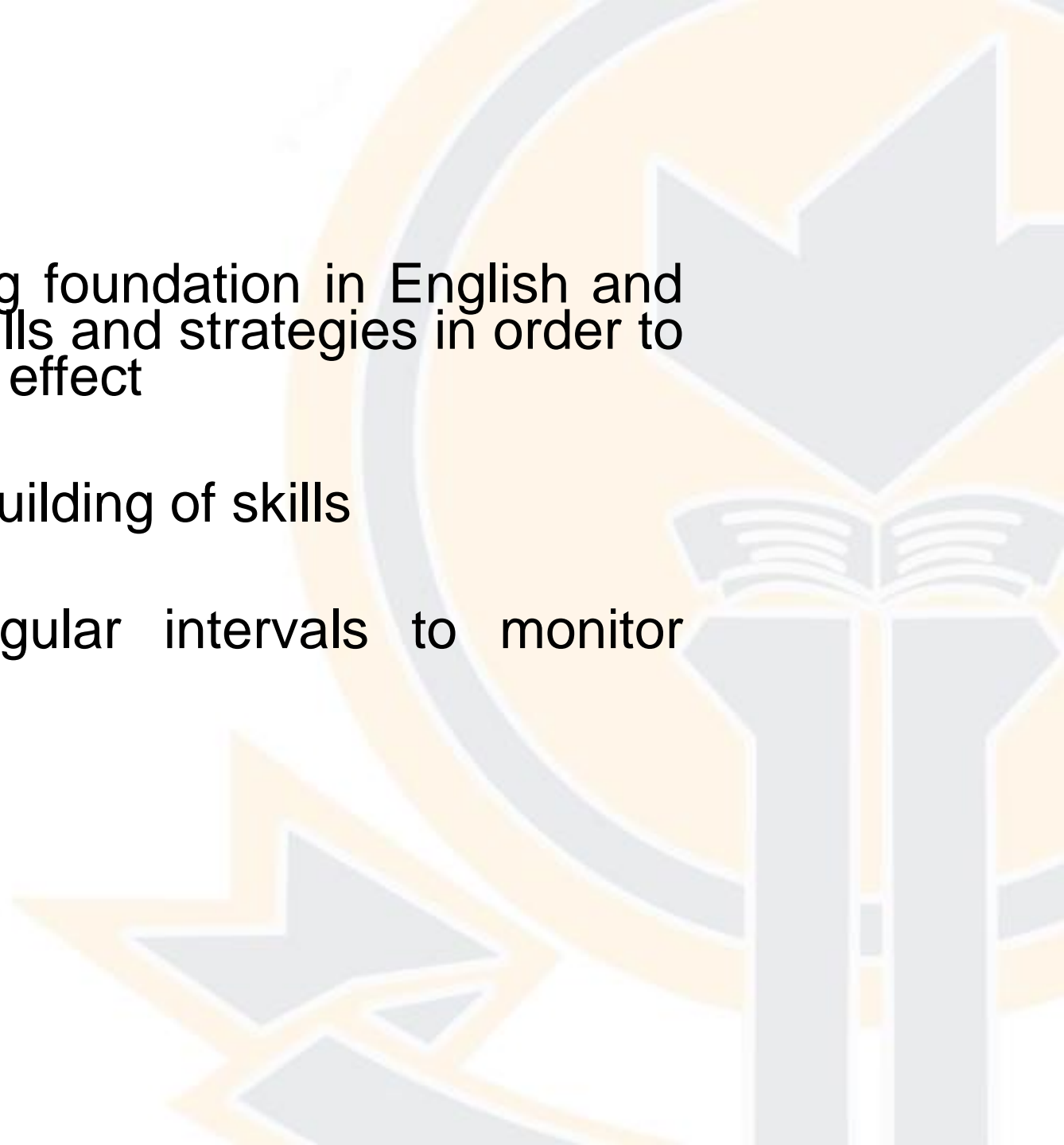
Confident Individuals | Thinking Learners | Engaged Leaders



English Language (Foundation)

Term 1, 2 & 3

- Students to build a strong foundation in English and apply their knowledge, skills and strategies in order to use the language to good effect
- Emphasis will be on the building of skills
- Milestone checks at regular intervals to monitor students' progress



Primary 5 Foundation English Language – Format of Paper

Paper	Foundation
Paper 1: Writing a. Situational Writing b. Continuous Writing	40 marks (Weighting – 26.7%)
Paper 2: Language Use & Comprehension	60 marks (Weighting – 40%)
Paper 3: Listening Comprehension	20 marks (Weighting – 13.3%)
Paper 4: Oral a. Reading Aloud b. Stimulus-based Conversation	30 marks (Weighting – 20%)
Total	150 marks (100%)

P5 Foundation English Language

– Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING
1 Writing (1h 10 min)	Situational Writing	Open ended	1 item	10	26.7%
	Continuous Writing		1 item	30	

Part 1: Situational Writing (10 marks)

Part 1: Situational Writing (10 marks)

Read the poster shown below carefully.



Your Task

You came across the poster shown on page 1.

You want to go to the fair on the opening day with your cousin, Sheela.

Write an email to Sheela, telling her about the fair and asking her to go with you.

In your writing, include the following key information:

- why you are writing to Sheela
- the date you want to visit the fair
- how you can win prizes
- two things which you can buy at the fair

You may reorder the points. Remember to write in complete sentences.

- Ideas relevant, clear, developed, & interesting
- Word choice
- Sentence structures
- Meaningful links




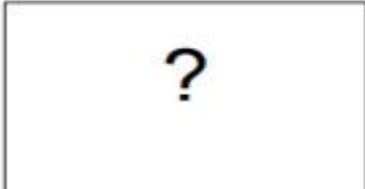
Part 2: Continuous Writing

– Foundation English (30 marks)

- Ideas relevant, clear, developed, & interesting
- Word choice
- Sentence structures
- Meaningful links

Part 2: Continuous Writing (30 marks)

- (1) The pictures below show what happened in the classroom one morning.
Based on these pictures, write a story of at least 120 words.
Give the story your own ending. You may use the helping words and p
given. You may also include other details.

(a)		stepped out of classroom instructed the students read silently
(b)		felt bored thoughtful showed off
(c)		accidentally kicked too hard cracked window pane stared in horror
(d)		

P5 Foundation English Language

– Format of Paper

PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTIN G %
2 Language use and Comprehension (1h 20 min)	Booklet A Grammar	MCQ	8 items	8	40%
	Punctuation	MCQ	2 items	2	
	Vocabulary Cloze	MCQ	5 items	5	
	Visual Text Comprehension	MCQ	5 items	5	
	Booklet B Form Filing	Open-ended	5 items	5	
	Editing for Grammar	Open-ended	6 items	6	
	Editing for Spelling	Open-ended	6 items	6	
	Comprehension (Completion of sentences)	Open-ended	5 items	5	
	Synthesis	Open-ended	3 items	3	
	Comprehension Cloze	Open-ended	5 items	5	
	Comprehension (Passage A and	Open-ended	10 items	10	

P5 Foundation English Language

– Format

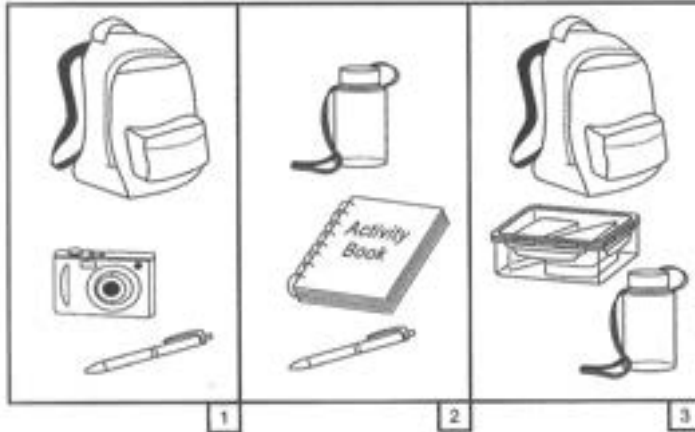
PAPER	COMPONENT	ITEM TYPE	NO OF ITEMS	MARKS	WEIGHTING %
3 Listening Comprehension (Abt 35 min)	Listening Comprehension	MCQ	20 items	20	13.3%
4 Oral (Abt 10 min)	Reading Aloud Stimulus-based Conversation	Open-ended	1 passage 1 visual stimulus	10 20	20%
			Total	150	100%

Listening Comprehension: Paper 3

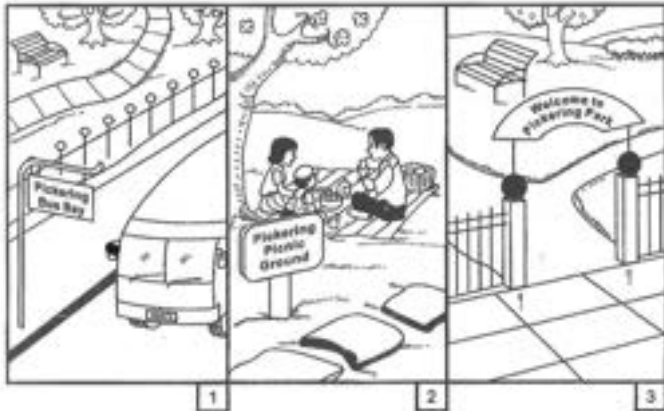
SHADE YOUR ANSWERS (1, 2 OR 3) ON THE OPTICAL ANSWER SHEET.

TEXT 1

1 Which picture shows the correct items each team member should take on the trail?



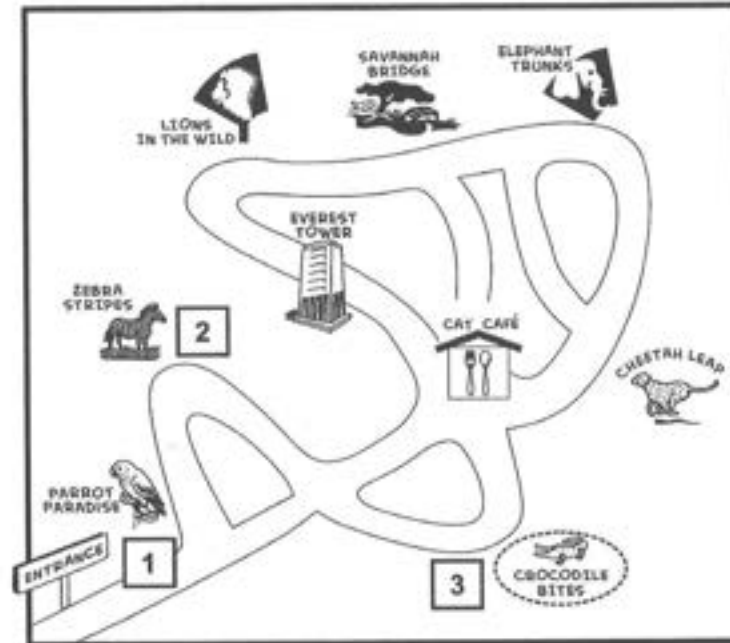
2 Which picture correctly shows the place where the trail ends?



(Go on to the next page)

TEXT 2

3 Where did Ravi plan to go immediately after the discussion?

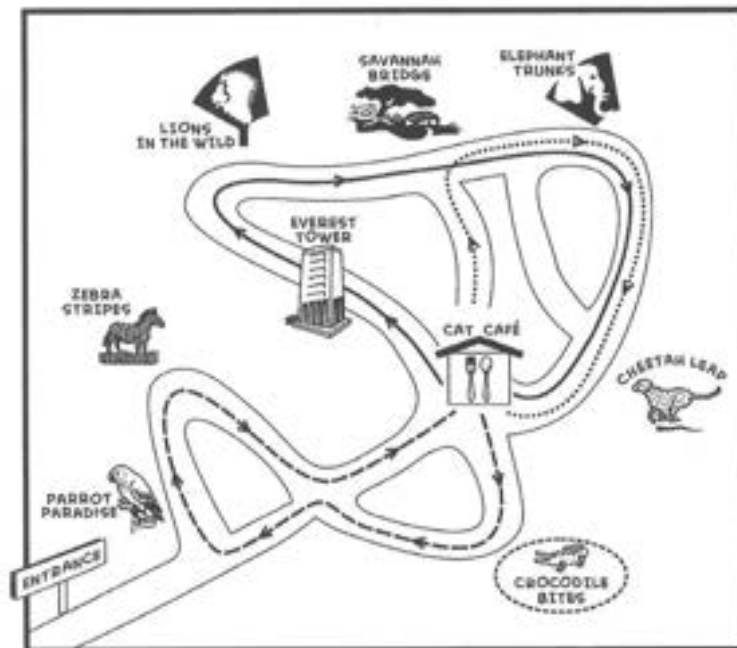


- Tests ability to understand spoken English
- May be in the form of news items, announcements, adverts, instructions, explanations, conversations, speeches & stories

Listening Comprehension: Paper 3

5

4 Which of the three lines shows the route that Mei Chin plans to take?



1→

2 ———→

3 - - - - -→

(Go on to the next page)

8

TEXT 4

8 Why did Rose choose to be a part-time usher?

- (1) She could meet a lot of people.
- (2) She could watch concerts for free.
- (3) She could often take photographs with famous actors.

9 According to Rose, what is the most challenging task in her work?

- (1) to provide people with good service
- (2) to understand people's needs
- (3) to deal with difficult people

10 Which one of the following is true about Rose and the man?

- (1) Rose was annoying but the man was funny.
- (2) Rose was polite but the man was inconsiderate.
- (3) Rose was understanding and the man was gracious.

(Go on to the next page)

Oral Communication: Paper 4 (30 marks)

Reading Aloud (10 marks):

- Tests ability to pronounce and articulate words, read fluently with appropriate expression and rhythm.

MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION

ENGLISH LANGUAGE
READING PASSAGE

Suzy was overjoyed. Her school had selected her to take part in the inter-school Cycling contest!

A week after she had shared this piece of good news with her family, she returned home from school to see a shiny new bicycle at her front door. With a quickening heart, she ran up to the bicycle and stroked its beautiful, gleaming frame and sturdy leather seat. She was so engrossed in admiring the new bicycle that she did not realise her father had walked up to her.

"Do you like it?" he asked, grinning broadly.

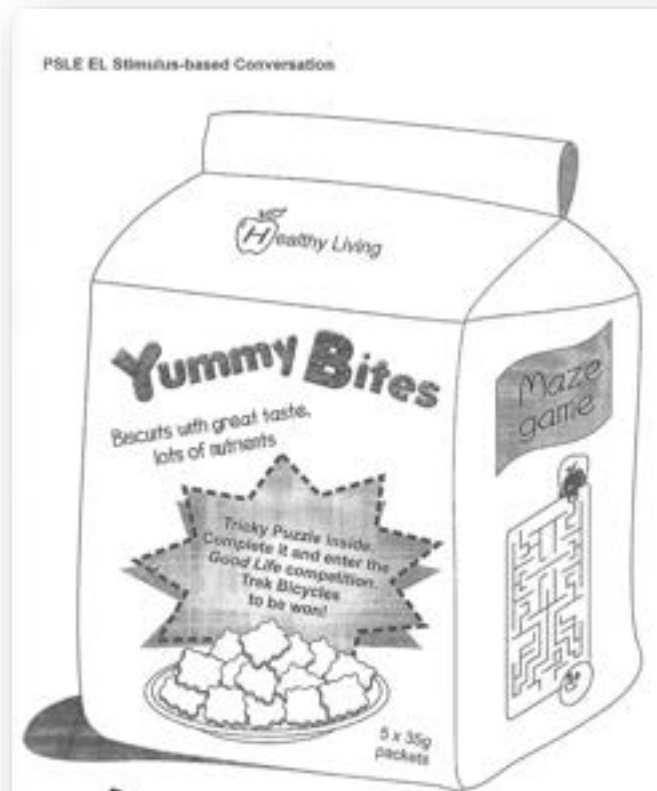
"Oh yes! Thank you, Dad, thank you!" Suzy cried with joy and asked, "Is it really mine?"

"Yes, your mother and I noticed that your old bike is getting rusty. So, to encourage you in your love for cycling, we decided to give you this surprise gift."

From that day onwards, Suzy practised cycling in the park every morning with her father. It became such a habit with them that long after the competition was over, they still continued with their daily exercise.

Oral Communication: Paper 4 (30 marks)

Stimulus-based Conversation (20 marks):



- Tests ability to give personal response to a visual stimulus and engage in a conversation topic.

MINISTRY OF EDUCATION, SINGAPORE
PRIMARY SCHOOL LEAVING EXAMINATION

ENGLISH LANGUAGE
STIMULUS-BASED CONVERSATION

Notes to Examiners:

- (i) Use all the main prompts, (a), (b) and (c).
- (ii) The bulleted prompts are provided for Examiners to use as necessary. You should use them at your discretion to facilitate the conversation.
- (iii) You may also come up with your own additional prompts or discuss with the candidate relevant issues that might arise in the course of the conversation.

(a) Look at the picture. Would you be interested to buy the biscuits? Tell me why / why not.

- Why do you think a maze game is given on the biscuit box?

(b) What kinds of food do you enjoy eating, and do you think your diet is a healthy one?

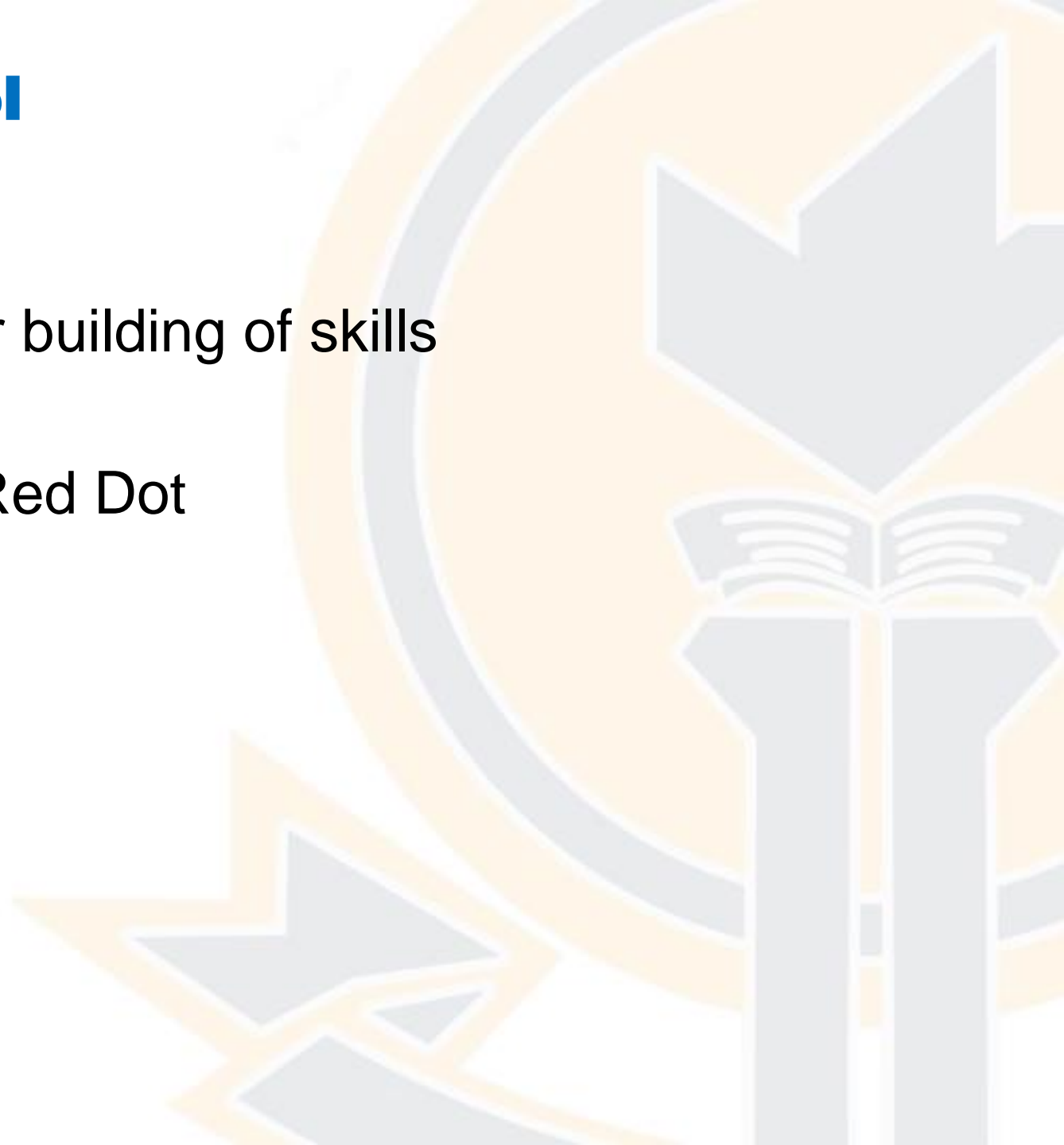
- Are you influenced by what your friends and family eat?

(c) Eating healthily is one example of healthy living. Exercising is also a good way to have a healthy lifestyle. What sorts of exercise do you like and why?

- Are there any forms of exercise that you have never done before and would like to try?

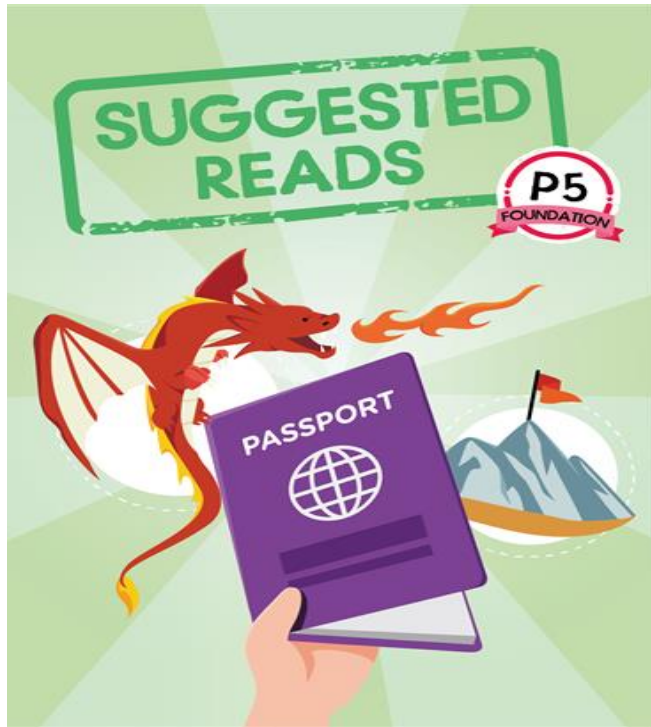
Support from School

- Remedial lessons
- In-house packages for building of skills
- Practice papers
- Subscription to Little Red Dot



How You Can Support Your Child

<https://childrenandteens.nlb.gov.sg/book-recommendations/recommend-primary>



Reading books can accelerate vocabulary-building, improve grammar, and sharpen writing.



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

How You Can Support Your Child

Allow time for watching of television programmes:

- Be selective
- ✓ Educational content
- ✓ Good story lines
- ✓ Good language use

X Avoid certain programmes:

Excessive violence and gore
Mature themes
Poor language use



Mathematics (Foundation)

P5 Foundation Mathematics Topics

Semester 1	Semester 2
<u>5A Units 1 to 6</u> Whole Numbers Fractions Geometry <u>5B Unit 1</u> Decimals (*need to bring 5B books)	<u>5B Units 2 to 7</u> Decimals Fractions Time Perimeter, Area & Volume Rate Tables & Graphs

P5 Fdn Maths – Weighted & Non-weighted assessments

Non-weighted assessments

- Mastery Test (Multiplication tables, Fractions, Decimals)
- Term 1 Review Practice
- Daily work (Activity books, printed worksheets)

Weighted assessments

- Term 2 Review Test (10% - 40 marks, 50 min)
- Term 3 Review Test (20% - 32 marks, 50 min)
- End-Year Examination (70% - 90 marks)

P5 End-Year Examinations Format

Foundation Mathematics (90 marks)

Paper 1 (50 marks)

20 multiple choice questions
(30 marks)

10 short answer questions
(20 marks)

Total: 30 questions

Duration: 1 h

Use of calculator is not allowed.

Paper 2 (40 marks)

10 short answer questions
(20 marks)

6 long answer questions
(3 – 4 marks, total 20 marks)

Total: 30 questions

Duration: 1 h

Use of calculator is allowed.

P5 End-Year Examinations Format

Paper 1 - testing speed and accuracy (30 questions within 1 hour)

- Need to be fast with computing the arithmetic operations (add, subtract, multiply and divide) accurately

Paper 2 – testing problem solving skills

- Need to be able to read and understand questions, analyse questions and apply skills and concepts, use different problem solving strategies

Mathematics – Cultivate good habits

To improve on speed and accuracy, students need to:

- master **number facts within 20** and **multiplication tables of 2 to 12**
- create formulae cards or take notes on concepts and formulas
- practise time management - complete 10 1-m questions within 10 mins and 20 2-m questions within 40 mins, leaving 10 mins for checking Paper 1

Mathematics – Cultivate good habits

To improve on solving Maths Short Answer Questions (SAQ), students need to:

- read and understand the question before doing (e.g. understand key data, do annotation to connect information)
- **always** show the working especially for 2-m SAQ as Method mark will be awarded if the method used is correct even if the final answer is wrong
- be organized and do not skip steps just to be fast
- check for computation errors (CE) and transfer errors (TE)

Mathematics – Cultivate good habits

To improve on Solving Maths Problem Sums (KFC method)

- **K – Know** Read the question for an overview. Know the key information and the final question. (What do I know ? - Underline them)
- **F – Find** Find answers to hidden questions (if any) before finding answer to the final question. (What must I find first? What are the strategies I can use? e.g. model drawing, tabulation, work backwards)
- **C- Check** Check accuracy of the calculation, reasonableness of the answer and whether the answer has the correct units of measurement (if any)

Suggested resources for self-directed learning

All Damai students have an account with:

Student Learning Space:

- <https://vle.learning.moe.edu.sg/login>

Koobits:

- <https://www.koobits.com/>

Play online maths related games:

- <http://www.kidsmathgamesonline.com/>

Suggested Activities for self directed learning

Damai Primary has subscribed for each student an account in

- <https://www.koobits.com/> for topical or review practice



The image shows the KooBits website landing page. At the top, there is a navigation bar with links for Parents, Educators, Partners, Product, Pricing, About, and a Login button. The main headline reads "Boost Your Child's Maths Skills & Confidence with Just 20 Minutes A Day". Below this, there are three bullet points: "Follows a world-class teaching methodology", "Designed to help students love maths", and "Perfect for children aged 6 to 12". There are two buttons: "Learn More >" and "Start Free Trial >". The central image features a smiling girl wearing a graduation cap, holding a laptop and a folder. Below the main image, there are four white boxes with orange borders, each containing a benefit and a "Learn More >" button. The benefits are: "Learn Faster, More Effectively" (Solve tough math problems using concise animated explanations), "Rewards to Make Learning Fun" (Lesser stress, and more motivation to practice math every day), "Build A Learning Habit" (20 minutes is all your child needs to start a healthy practice routine), and "Self-Directed Learning" (Let your child pick the content best suited for their needs and abilities).



The image shows two screenshots of the KooClass interface. The left screenshot is the "Dashboard" view, which features a green cartoon character, a "KooClass" logo, and three main sections: "Play", "Practice", and "Review". The right screenshot is a "Question" view, showing a math problem: "The figure shows a large square being divided into 4 identical smaller squares. What fraction of the large square is shaded?". The question includes a diagram of a large square divided into four smaller squares, with one square shaded green. Below the question, there are two radio button options: "1/4 of the large square is shaded" and "1/2 of the large square is shaded".

Suggested Activities for self directed learning

Play online Maths related games

- <http://www.kidsmathgamesonline.com/> for educational games





Science (Foundation)

SCIENCE 2022

5E Inquiry Approach

Engage	Interest is piqued. Students make connections with prior experience and understanding is connected.
Explore	Explore the concept through hands-on activities , identify real questions, develop a hypothesis and test variables.
Explain	Direct instruction in this phase is presented in a collaborative fashion. Vocabulary is defined, concepts are explained and misconceptions are remediated.
Elaborate	Generalisations about the new learning is applied to previous investigations and new hypothesis are tested to draw conclusions.
Evaluate	Evaluate their own learning and prove what they know in writing, conversation and demonstration.

P5 Fdn Science – Format of paper **(1h 15 min)**

Item Type	Examination Format for P5		
	Marks per qn	Number of qn	Marks
Booklet A: MCQ	2	18	36m
Booklet B: Structured	2 – 3	6 - 7	14m
Open-ended	2 – 5	6 - 7	20m
Total		30 - 32	70m
Knowledge w Understanding	• 40% - 50%	Application & Process Skills	• 50% - 60%

P5 Fdn Science – Areas for improvement

To strengthen:

- ✓ Process skills (Understanding fair test, inferring & analysing data from table and graph)
- ✓ Answering techniques: To express their answers that link to concepts
- ✓ Set a target for MCQ - to score at least 24/36 marks or to achieve 12 correct answers out of 18 questions

Steps to Processing & Answering

MCQ & Open-ended questions

R

Read the question/part question

I

Identify the topics & key concepts

P

Process the question using Process Skills
and Investigative Skills

**STRUCTURE
TAUGHT IN CLASS**

R-I-P strategy and Process skills to acquire

*FOR GENERAL INFO

Skills and Processes	Engaging with an event, phenomenon or problem through:	Collecting and presenting evidence through:	Reasoning; making meaning of information and evidence through:
Skills	<ul style="list-style-type: none"> Formulating hypothesis Generating possibilities Predicting 	<ul style="list-style-type: none"> Observing Using apparatus and equipment 	<ul style="list-style-type: none"> Comparing Classifying Inferring Analysing Evaluating
	Communicating		
Processes	Creative problem-solving, investigation and Decision-making		
Essential Features of Inquiry	Question	Evidence	Explain Connect
	Communication		

1st - READ

- Read the given question carefully
- You should annotate the question
- Highlight key word(s)

2nd - IDENTIFY

- Identify the following:
- Topic, Sub-topic
- Process skills

3rd - PROCESS

- Process the question part by part
- Is the question testing fact(s)?
- Do you need to apply process skills?
- For process skills type question, you need to highlight or underline:
- Aim of experiment (A)
- Constant/Unchanged variable (U)
- Changed variable (C)
- Observable results/outcomes (R)
- Patterns in results/data table ↑↓

Parental Support

- Suggested activities:
 - Revise P3 – P5 topics
 - Revisit revision papers & worksheets in previous years' Science Files
 - **Read** Revision Guide, SLS Online resources
 - Construct concept maps based on self-revision : To include 3 examples of how concepts are applied in everyday situations/examples
 - **Watch Science Documentaries**
 - **Encourage your child to ask questions and seek answers**

Parents Science Talk

- Talk about Science in daily life
 - Wet floor is slippery → less friction between the shoe and the surface of floor
 - Glass crack → inner and outer surfaces of glass gain heat gain at different speeds





P5 Mother Tongue

(Foundation)



Damai Primary School

Confident Individuals | Thinking Learners | Engaged Leaders

Format of Paper – Foundation Mother Tongue

Paper	Component	Mark	Weightage
1	Language Use and Comprehension	15	15%
2	Oral	55	55%
3	Listening	30	30%
Total		100	100%

Foundation Mother Tongue

Paper 1 (Language use and comprehension)

Pupils are required to:

- Demonstrate understanding of the textual content provided
- Demonstrate the correct use of grammar, spelling and punctuation, and the appropriate use of vocabulary in given contexts



**Similar to Mother
Tongue**

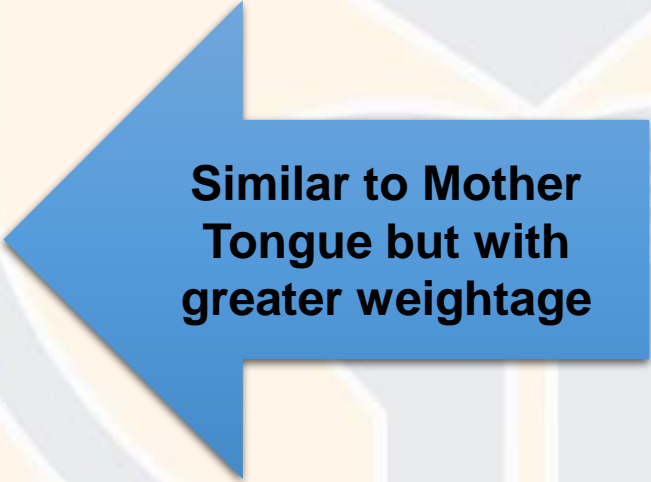
Components tested are less demanding:

- 8 MCQ questions
- Interactive Writing e.g. short messages, email, invitation card, etc. (2 questions – Fill in the blanks)

Foundation Mother Tongue

Paper 2 (Oral)

- **Reading aloud** – Students are required to read aloud, pronounce and articulate words clearly and read fluently with appropriate expression and rhythm in order to convey the information, ideas and feelings in a passage.
- **Conversation** – Students are required to converse effectively with grammatical accuracy after watching a **video** clip. Students may elaborate by giving examples, share their opinions, thoughts and personal experience.



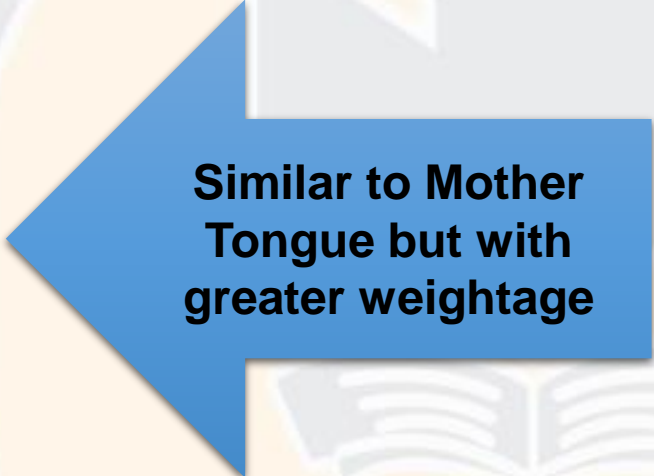
Similar to Mother Tongue but with greater weightage

Foundation Mother Tongue

Paper 3 (Listening Comprehension)

Pupils are required to:

- Listen to a range of texts for a sustained period of time.
The text may be in the form of **news items, announcements, advertisements, conversations, speeches and stories**.
- Demonstrate understanding of a variety of spoken texts
– to identify key messages and main ideas, and draw conclusions by listening critically .



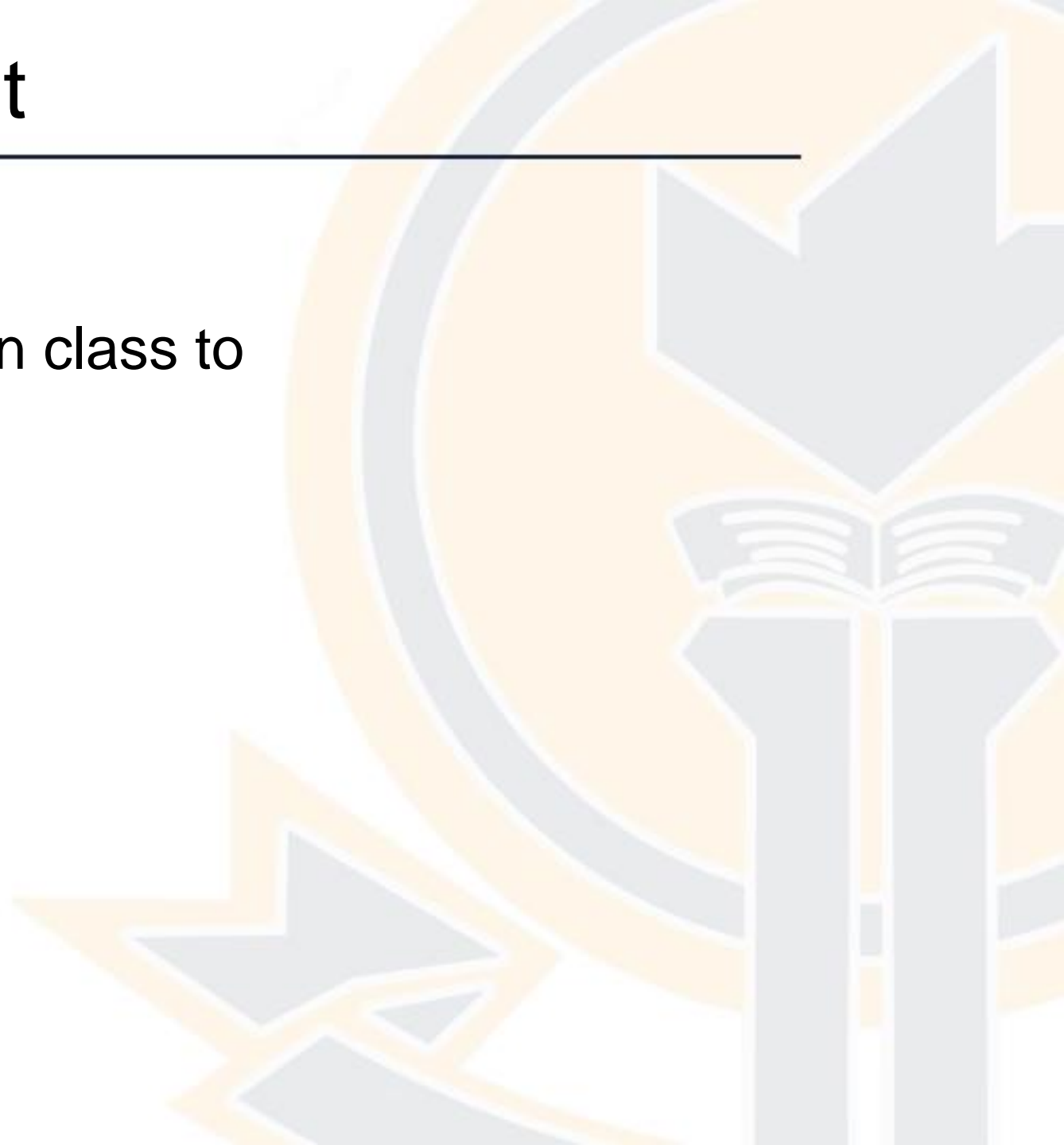
**Similar to Mother
Tongue but with
greater weightage**

Support from School

- Comprehension – QULAC Approach
- Comprehensive Oral Notes – Framework to answering different types of questions
(Parents may make use of the notes to practise with your child at home.)
- Composition Guide and Notes
- Practices – School-based practice papers, student magazines, past year papers
- Supplementary lessons

Mother Tongue Fortnight

- 28 March – 9 April 2022
- Cultural and language activities in class to enrich learning experiences



Mother Tongue – E-Resources

Chinese Language

- 学乐 on SLS
- Joy Reader Pro (e-Book App) – Account details will be provided to students in their student handbook.
- 早报校园 – <https://www.zbschools.sg/>

Malay Language

- <https://sites.google.com/view/e-cekap> (temporary site)
- <http://tinta.moe.edu.sg/mekar/slot/u112/PRI/index.html>
- Use Word games such as 'Pintar Peribahasa' (idiom) and "Pintar Bahasa" app which can be downloaded into your android handphone and tablet to reinforce his/her learning of the language in an enjoyable manner.

Tamil Language

- <http://www.pazhahutamil.com> (Assigned tasks and already completed exercises will be made available throughout the year.)
- <http://sangamam.moe.edu.sg> (Develops and enhances knowledge and skills in the Tamil Language with the digital interactive resources in the Sangamam)

Common E-Resource for MT Subjects

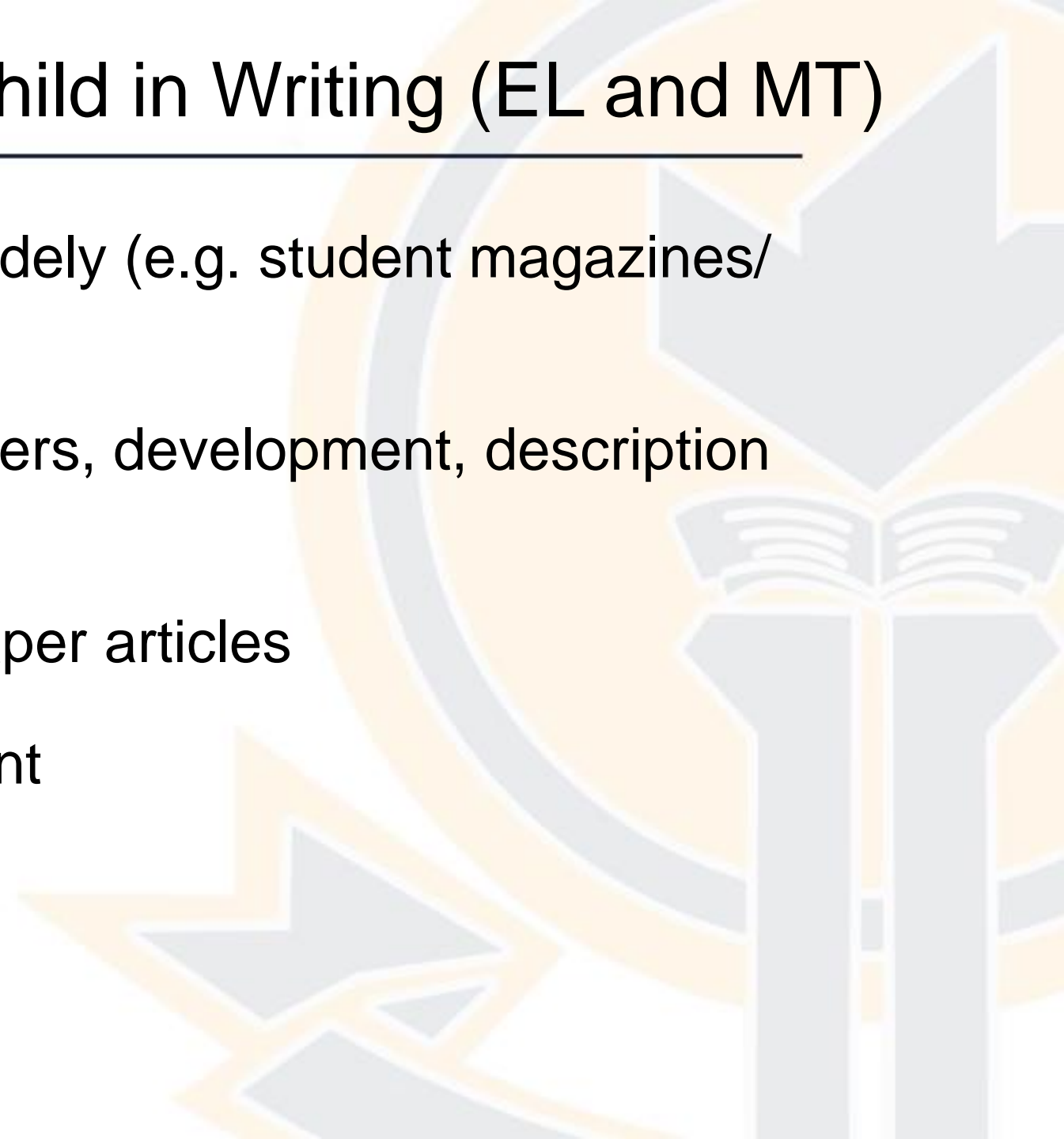
1. Student Learning Space (SLS) - <https://learning.moe.edu.sg>

How You Can Help Your Child in EL and MT Oral

- Provide common experiences such as going to the supermarket, beach and places of interest
- Ask for their opinions frequently
- Ensure your child speaks in complete sentences
- Listen to the news frequently
- Read the newspapers to increase general knowledge

How You Can Help Your Child in Writing (EL and MT)

- Encourage your child to read widely (e.g. student magazines/newspapers)
- Pay attention to setting, characters, development, description of events (Plot structure)
- Help your child compile newspaper articles
- Focus on vocabulary and content



You May Also Support Your Child's Learning by:

- Encouraging him/ her to look through the revision worksheets and take note of the mistakes
- Using every opportunity as a teaching moment for the languages
- Encouraging him/ her as the going gets tough and ensuring ample rest

