

P5 Parent Engagement Sharing

Saturday, 14 January 2023







No Photography or Recording of the Session Slides will be posted at our school's website. Thank you for your cooperation.







Student Development Matters





School Focus

Student-Centric

Our Students The Focus

Behavioural Management

Values Driven

GIVER³S Values

- 5 Habits
- Growth Mindset
- Restorative Practice
- Servant Leadership

Inclusive

• Each child is unique and we value each child.





Learning School



Enabling Positive & Enriching Learning Experiences in Zhangde Through P.L.I.E.S. Framework













Emotional

Intellectual



Learning School



Student Well-Being Matters

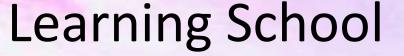


Student Development Programmes 2023

- P1 to P6 Back-to-School Orientation
- □ P1 & P6 Walk With Me
- P1 Official Welcome Ceremony by P6s
- ☐ P6 Commitment Day
- ☐ P3 & P4 Financial Literacy
- ☐ P3 to P6 Class Unity Dance
- ☐ Class Connect@ZPS*
- ☐ You've Got Mail!*
- ☐ Growing Mindsets with Our 5 Habits*
- ☐ Circle Time (CCE)
- **☐** Restorative Practice (CCE & SM)
- Student Affirmation (CCE)









PHOTOGRAPHY AND VIDEOGRAPHY PUBLICATION OF STUDENTS' WORK

- We would like to inform you that photographs/videos of students/ parents taken at all school events by the official school photographers may be published on the school's official media platforms (e.g. newsletters & school website) and used for briefings, workshops and other educational purposes.
- The school may publish photographs, videos and students' work/ achievements together with the names of the students from time to time.
- Please notify the school in writing if you do not wish to grant such permission.



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Curriculum Sharing (Subjects)







Standard English

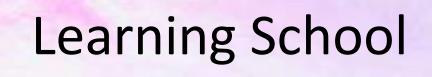


Areas of Language Learning



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







STrategies for English Language Learning And Reading (STELLAR) Williams

Language Area	Strategy	
Reading & Viewing	 Sustained Silent Reading (SSR) 	
	Supported Reading	
	• KWL	
	Retelling	
	 Annotation 	
	 Reading for Pleasure (through Extensive Reading) 	
Mriting & Donroconting	 Writing Process Cycle (expanding repertoire of writer's craft, 	
Writing & Representing strengthening awareness of PACC)		
Orani	 Weaved in areas of language learning 	
Oracy	Explicit Instruction	
Vocabulary	Taught in context	
C	 Explicit teaching of language items, structures and skills 	
Grammar	 Sentence Manipulation 	









Paper 1: Writing

Paper 2: Language Use and Comprehension

Paper 3: Listening Comprehension

Paper 4: Oral Communication







Progression from Primary 4 to Primary 5 (By components)





Standard English Language





Comparing P4 and P5 Std EL Paper 1



P4 Paper 1 (50 min)

Total Marks: 20 marks

Continuous Writing

A given topic with stimulus provided (pictures, helping words and question prompts) P5 Paper 1 (1h 10min)

Total Marks: 55 marks

Part 1: Situational Writing (15m)

Write a short functional piece (i.e. letter, email, report) to suit the purpose, audience and context of a given situation.

Part 2: Continuous Writing (40m)

Three pictures will be provided on the topic offering different angles of interpretation.

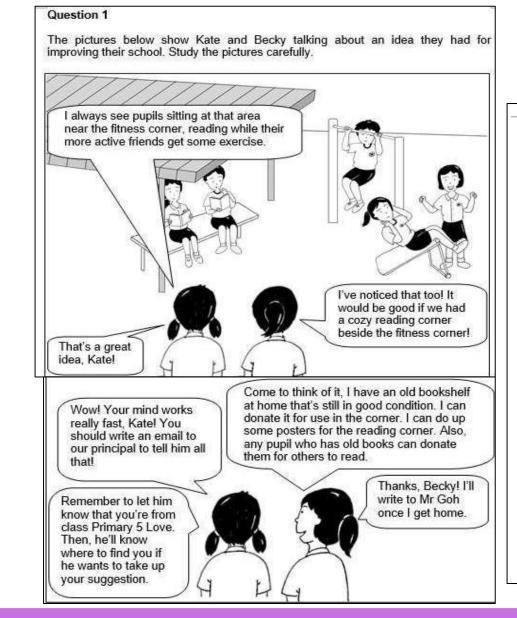


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Primary 5 Standard English Language:

Situational Writing





Your Task

Imagine you are Kate Lim.

Write an email to your principal, Mr Goh, and ask him to consider setting up a reading corner.

You are to refer to the pictures and information on page 2 for your email.

In your email, include the following key information:

- your class
- what caused you to suggest setting up a reading corner
- where the reading corner can be set up
- what two things you can do to help set up the reading corner
- how your schoolmates can contribute

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



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Paper 1 Writing - Expectations



Situational Writing

- ✓ Purpose, Audience, Context
- Must be familiar with format (eg. email / letter / report)
- ✓ Language (Formal / Informal)
- Must ensure all the key information is included





Primary 5 Standard EL: Continuous Writing

GIVER'S

Write a composition of <u>at least 150 words</u> about making a choice.

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 choice?
- What did you consider when making the choice?

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







Paper 1 Writing - Expectations Continuous Writing

- Ensure that the writing is based on the topic and at least one of the given pictures
- Develop the content adequately
- Take note of the guiding questions
- ✓ Jot down good use of vocabulary and phrases in Vocabulary Book
- Memorise and learn to use them in continuous writing











Level	Duration	Marks
Pri 4	1h 15min	50
Pri 5 Standard	1h 50min	95







Paper 2: Language Use & Comprehension (Part 1 / Std EL Booklet A)

Component	Р4	P5
Grammar MCQ	8m	10m
Vocabulary MCQ	6m	5m
Vocabulary Cloze MCQ	-	5m
Visual Text Comprehension	-	8m

Students should:

- Highlight contextual clues
- ✓ Annotate questions and comprehension passages while reading







Paper 2: Language Use & Comprehension (Part 2 / Std EL Booklet B)



Component	P4	P5
Grammar Cloze	8m	10m
Editing for Spelling and Grammar	_	12m
Comprehension Cloze	5m	15m
Synthesis and Transformation	3m (Only Synthesis)	10m
Comprehension OE	20m (2 passages)	20m (1 passage)

Students should:

- Highlight contextual clues
- ✓ Draw links
- ✓ Annotate questions and comprehension passages while reading



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Paper 3: Listening Comprehension



P4 LC (20 min) Total Marks: 14 marks

- Picture Matching
- Note-taking
- Comprehension MCQ

P5 Std EL LC (40 min)

Total Marks: 20 marks

Students will listen to a recording of a variety of text types
Graphic representations will be used for first 7 items.
20 Questions

Students should:

- ✓ Listen actively
- ✓ Take notes
- ✓ Underline keywords in the question





Paper 4: Oral Communication

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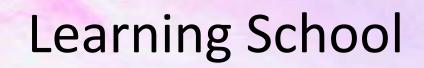
	P4	P5 EL
 Reading Aloud read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm) 	6m	10m
 Stimulus-based Conversation give personal response to a visual stimulus and engage in a conversation on a relevant topic 	10m	20m

Students should:

- Read widely.
- Read the newspaper and keep abreast with current issues.
- ✓ Speak confidently using Standard English
- Do not deviate from the topic

Both components are linked by a common broad theme.









Foundation English





Comparing P4 and P5 FEL Paper 1



P4 Paper 1 (50 min)
Total Marks: 20 marks

Continuous Writing

A given topic with stimulus provided (pictures, helping words and question prompts) P5FEL Paper 1 (1h 10min)
Total Marks: 55 marks

• Part 1: Situational Writing (10m)
Write a short functional piece (i.e. letter, email, report) to suit the purpose, audience and context of a given situation.

Part 2: Continuous Writing (30m)

A series of 3 pictures and "?" with helping words given



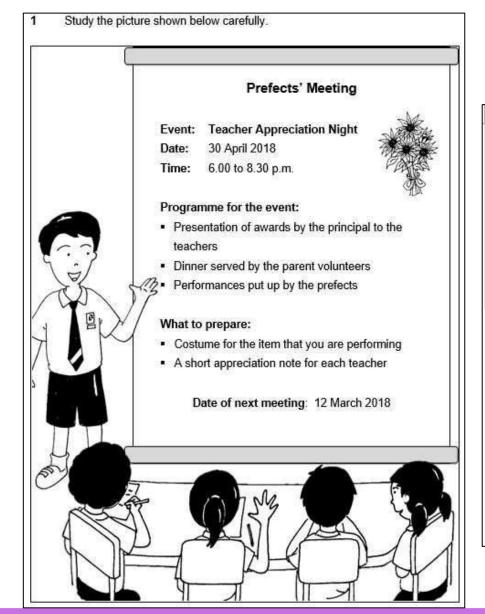






Primary 5 Foundation English Language:

Situational Writing





Your Task

The prefects are organising a Teacher Appreciation Night, as shown in the picture on page 2.

Another prefect, Surin, was absent from the meeting as she was ill.

Write an email to Surin to tell her about the Teacher Appreciation Night.

In your writing, include the following key information:

- why you are writing to Surin.
- when the Teacher Appreciation Night will be held
- two things that she has to do for the event
- when the next meeting will be held

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



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Paper 1 Writing - Expectations



Situational Writing

- Purpose, Audience, Context
- Must be familiar with format (eg. email / letter / report)
- ✓ Language (Formal / Informal)
- Must ensure all the key information is included





Primary 5 Foundation English Language:

Continuous Writing

The pictures below show what happened in the school canteen one morning. Based on these pictures, write a story of <u>at least 120 words</u>. Give the story your own ending. You may use the given helping words and phrases. You may also include other details.



recess

dismissed late

canteen was very crowded

felt hungry

did not want to wait

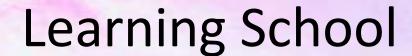
tried to jump the queue

shocked by his actions

tapped on his shoulder

told him to get in line









Paper 1 Writing - Expectations



Continuous Writing

- Ensure that the writing is based on the topic and at least one of the given pictures
- Develop the content adequately
- Take note of the guiding questions
- ✓ Jot down good use of vocabulary and phrases in Vocabulary Book
- Memorise and learn to use them in continuous writing









Level	Duration	Marks
Pri 4	1h 15min	50
Pri 5 Foundation	1h 20min	60









Component	P4	P5 FEL
Grammar MCQ	8m	8m
Vocabulary MCQ	6m	5m
Punctuation MCQ	_	2m
Visual Text Comprehension	_	5m



Paper 2: Language Use & Comprehension (Part 2 / FEL Booklet B)



Component	P4	P5FEL
Form Filling	_	5m
Editing for Spelling	_	6m
Editing for Grammar	-	6m
Completion of Sentences	_	5m
Comprehension Cloze	5m	5m
Synthesis	3m	3m
Comprehension OE (2 passages)	20m	10m





Paper 3: Listening Comprehension



P4 LC (20 min) **Total Marks: 14 marks**

- Picture Matching
- Note-taking
- Comprehension MCQ

P5 FEL LC (40 min)

Total Marks: 20 marks

Students will listen to a recording of a variety of text types.

Graphic representations will be used for first 7 items.

20 Questions

Questions will be read to the students.

Students should:

- Listen actively
- Take notes
- Underline keywords in the question





Paper 4: Oral Communication

Section 1	**************************************
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	P4	P5 EL / FEL
 Reading Aloud read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm) 	6m	10m
 Stimulus-based Conversation give personal response to a visual stimulus and engage in a conversation on a relevant topic 	10m	20m

Students should:

- ✓ Read widely.
- Read the newspaper and keep abreast with current issues.
- ✓ Speak confidently using Standard English
- ✓ Do not deviate from the topic

Both components are linked by a common broad theme.





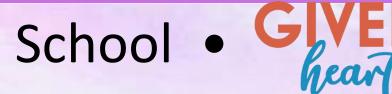


P5 English Language Programmes



- Morning Assembly Reading Programme
- EL Language Day (Term 2)
- Read @ ZPS
 - ✓ Weekly DEAR (Drop Everything and Read) period
 - ✓ Class Library
 - ✓ Supplementary Readings: Little Red Dot Literature Programme





What Parents Can Do to Help



- Get your child to READ WIDELY AND EXTENSIVELY
 e.g. story books, magazines, newspaper articles and other materials
- Provide exposure to listening, speaking, reading and writing opportunities and activities
- Role models Read with them, write notes and messages to your child using standard English





What Parents Can Do to Help



Encourage your child to:

- use Standard English in both writing and speaking.
- use the EL strategies (e.g. annotation) he/she has learnt in the classroom when completing the assignments.
- write neatly and legibly
- use a dictionary to learn meaning and pronunciation of new words and how to use them appropriately in context
- learn spelling / dictation well





Mathematics





Mathematics Curriculum



Primary 4

Numbers & Algebra

Whole Numbers

Fractions

Decimals

Measurement & Geometry

Time

Area & Perimeter

Symmetry

Squares & Rectangles

Angles

Statistics

Tables & Line Graphs **Primary 5**

Numbers & Algebra

Whole Numbers (S,F)

Fractions (S,F)

Decimals (S,F)

Percentage (S)

Ratio (S)

Rate (S, F)

Measurement & Geometry

Area & Volume (S, F)

Angles (S,F)

Triangles & Quadrilaterals (S)

Time (F)

Statistics

Average (S)

Tables, Bar & Line Graphs (F)





Areas of Concern from P4 – P5



Problem Solving process

- Understanding the question
- Selecting appropriate heuristics eg Model-drawing
- Presentation of solution and calculation clear, logical, systematic and accurate
- Checking reasonableness of answers

Whole Numbers

- Factual Fluency
- Procedural Fluency

Fractions

Part-whole concepts



Differences between P4 and P5 Mathematics Paper: Format

Primary 4	Primary 5 Standard	Primary 5 Foundation
Section A: 15 MCQ Section B: 25 SAQ	Paper 1 Booklet A: 15 MCQ Booklet B: 15 SAQ	Paper 1 Booklet A : 20 MCQ Booklet B : 10 SAQ
Section C : <u>5 LAQ</u>	Paper 2 Part 1 : 5 SAQ Part 2 : 12 LAQ	Paper 2 Part 1 : 10 SAQ Part 2 : <u>6 LAQ</u>

MCQ - Multiple-Choice Questions

SAQ - Short Answer Questions

LAQ - Long Answer Questions







Differences between P4 and P5 Mathematics Paper: Marks Allocation

Primary 4	Primary 5 Standard	Primary 5 Foundation
Section A: 30 marks	Paper 1 (45 marks)	Paper 1 (50 marks)
Section B: 50 marks	Booklet A: 20 marks	Booklet A: 30 marks
Section C: 20 marks	Booklet B: 25 marks	Booklet B: 20 marks
	Paper 2 (55 marks)	Paper 2 (40 marks)
	Part 1:10 marks	Part 1:10 marks
	Part 2:45 marks	Part 2:30 marks
Total: 100 marks	Total: 100 marks	Total : <u>90 marks</u>









Paper	Booklet	Item Type	Number of questions	Marks per question	Marks	Duration
	Α	MCQ	10	1	10	1 h
1			5	2	10	
(Use of calculator is	В	SAQ	5	1	5	
NOT allowed)			10	2	20	
0		SAQ	5	2	10	1 h 30 min
2		Structured/ LAQ	12	3, 4, 5	45	
Total			47	-	100	2 h 30 min









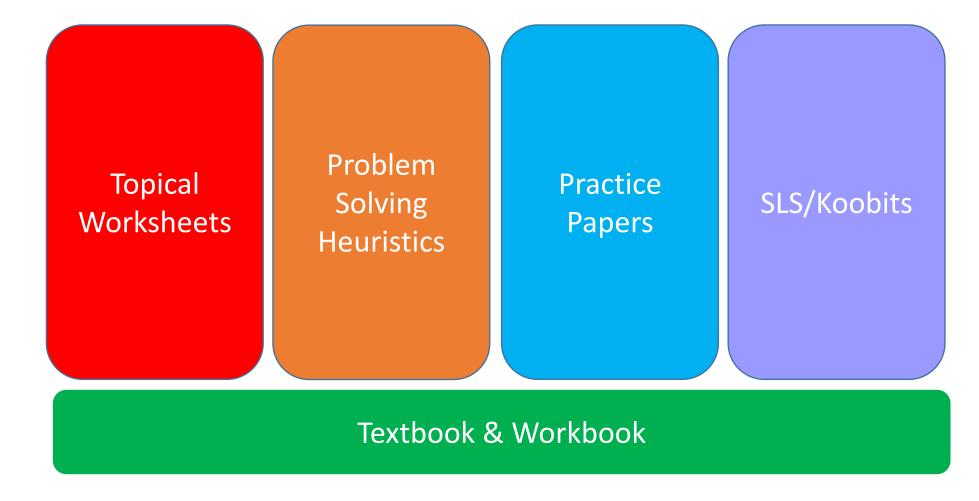
Paper	Booklet	Item Type	Number of questions	Marks per question	Marks	Duration
		MCQ	10	1	10	
1		MCQ	10	2	20	1 h
(Use of calculator is NOT allowed)	В	SAQ	10	2	20	1 11
		SAQ	10	2	20	
2		Structured Questions	6	3, 4	20	1 h
Total			46	-	90	2 h





Mathematics Teaching & Learning Resources





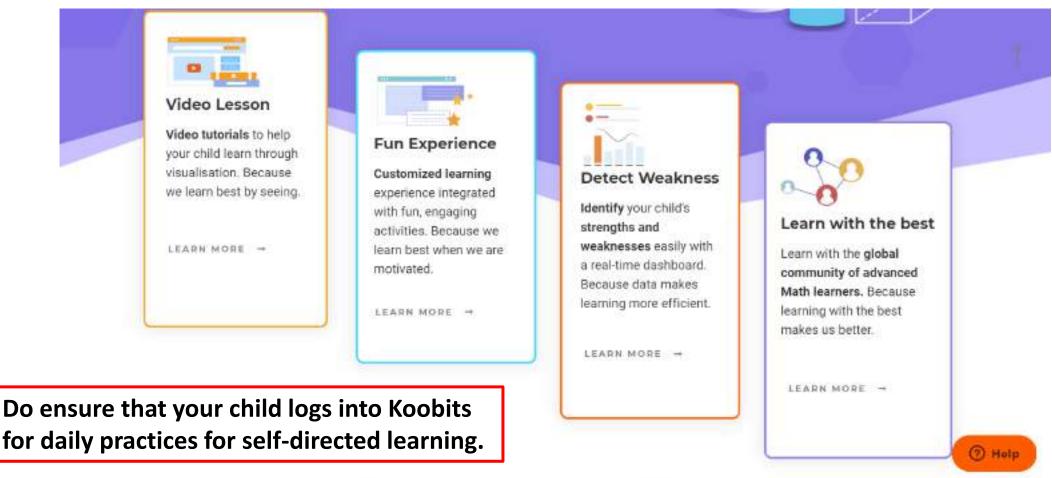


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Koobits (https://www.koobits.com/)





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Holistic Assessment Structure



Term 1	Term 2	Term 3	Term 4
	Weighted Assessment 1	Weighted Assessment 2	End-of-Year Examination
	P5 Std [15%]	P5 Std [15%]	P5 Std [70%]
	P5 Fdn [15%]	P5 Fdn [15%]	P5 Fdn [70%]
Non-weighted Level Test	Non-weighted Math Journal/ Performance Task	Non-weighted Math Journal/ Performance Task	
*Topics to be	assessed will be announ	ced closer to date.	



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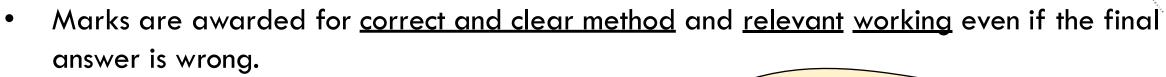


Use of Calculators



- Only for Paper 2
- Only calculators approved by Singapore Examinations & Assessment Board (SEAB) will be allowed in the examination.
- The list of approved calculators is available on SEAB's website: http://www.seab.gov.sg
- School will check and a sticker will be pasted onto your child's approved calculator before the examination.
- All unauthorized calculators will not be allowed into the examination room.





Method Marks

- Marks are awarded for correct methods.
- Marks will be given even if the answers are wrong.

Answer Marks

- Marks are awarded for correct answers.
- Marks will not be given if the method is incorrect.
- Marks are deducted for:
 - Omission of units or wrong use of units

$$5000 = 5 \text{ km}$$

Mathematically incorrect statements — e.g. wrong use of equal sign

$$20 - 5 = 15 + 3 = 18 \times 2 = 36$$

It is important to show mathematical thinking clearly (by writing equations, diagrams etc), even for Paper 2.

$$\frac{2}{3}$$
 = \$60

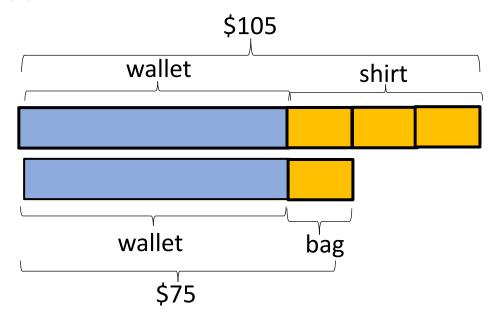




Example

A wallet and a shirt cost \$105. The wallet and a bag cost \$75. The shirt cost 3 times as much as the bag.

- (a) How much more did the shirt cost than the bag?
- (b) How much did the wallet cost?



a) Find the difference between the cost of the shirt and the bag \$105 - \$75 = \$30 (*Correct method/answer*) Ans: \$30 (Answer mark) b) Step 1: Find the cost of the bag. 2 units = \$30 1 unit = $$30 \div 2$ (Method mark) **=** \$10 (wrong answer) Step 2: Find the cost of the wallet. \$75 - **\$10** (Method mark) **=** \$65 *(wrong answer)* Ans: \$65 (No answer mark)

For a LAQ, a student can still score marks for the correct methods even though his/her final answer is incorrect.



Important to <u>write</u> **clear** and **systematic** solutions even for Paper 2, where the use of calculator is allowed.





How can I help my child?



Monitor

- Ensure homework is completed
- Establish regular and consistent practice
- Be aware of progress and challenges

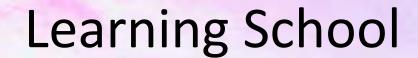
Encourage

- Cultivate a positive learning attitude & growth mindset
- Show applications and connections of mathematics in everyday life
 - Shopping, receipts
 - TV programmes
 - Estimation, budgeting
 - Angles
- Ask them to explain their thinking

Partner

- Use correct mathematical language – e.g. regroup
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (Understand-Plan-Do-Check)
- Ensure clear mathematical presentation and notation
- Practise factual fluency







Mathematics Programmes @ Zhangde



- Problem solving Heuristics
- Learning Experiences e.g. Math Activities / Games

For selected students:

- Math remedial lessons
- Mathematics Olympiad Training
- Mathematics Competitions
- Mathematics E2K Programme







Mother Tongue Languages (MTL)







Objectives of Learning MTL



Culture

 understand & develop their unique identity through deeper appreciation of culture, traditions & history

Communication

- valuable skill for life and work
- ability to communicate in MTL gives Singaporean a competitive edge

Connection

 able to connect with communities across Asia and the people who speak that language







Changes in Examination Format from P4 to P5

Component	P4	P5
Paper 1 – Composition	15 marks (15%)	40 marks (20%)
Paper 2 – Language Use & Comprehension	45 marks (45%)	90 marks (45%)
Paper 3 – Oral	30 marks (30%)	50 marks (25%)
ListeningComprehension	10 marks (10%)	20 marks (10%)



Standard Mother Tongue



Paper	Component	Туре	Mark
1 (50 min)	Composition 1. Topic 2. Picture		40 (20%)
2 (1hr 40 min)	Language Use & Comprehension		
Booklet A	Part A Language use	MCQ	40 (20%)
	Part B Comprehension 1	MCQ	10 (5%)
Booklet B	Part C Phrase	FIB	8 (4%)
	Part D Comprehension 2	MCQ/ Response	32 (16%)



Standard Mother Tongue



Paper	Component	Туре	Mark
3 (15 min)	Oral and Listening Comprehension		70 (35%)
	Oral		
	Part A Reading Aloud		20 (10%)
	Part B Conversation based on video stimulus		30 (15%)
(about 30 min)	Listening Comprehension	MCQ	20 (10%)



Higher Mother Tongue

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Paper	Component	Туре	Mark
1 (50 min)	Composition 1. Topic 2. Continuous Writing		40 (20%)
2 (1hr 20 min)	Language Use & Comprehension		
	Part A Language use	FIB/ Response	20 (20%)
	Part B Comprehension 1	Response	16 (16%)
	Part C Comprehension 2	Response	24 (24%)





Foundation Mother Tongue



Paper	Component	Туре	Mark
1 (40 min)	Language Use & Comprehension	MCQ/FIB	15 (15%)
2 (Abt 15 min)	Oral Part 1 Read Aloud		30 (15%)
	Part 2 Conversation		40 (40%)
3 (Abt 30 min)	Listening Comprehension	MCQ	30 (30%)



MTL – Paper 1 (Composition)



Option	Mother Tongue	Higher Mother Tongue	
Choose ONE	Composition 1. Topic OR 2. Picture	Composition 1. Topic OR 2. Continous Writing	
Number of Words Required	120 words	150 words	
Helping Words	8 words	No helping words	



MTL – Paper 1 (Composition)



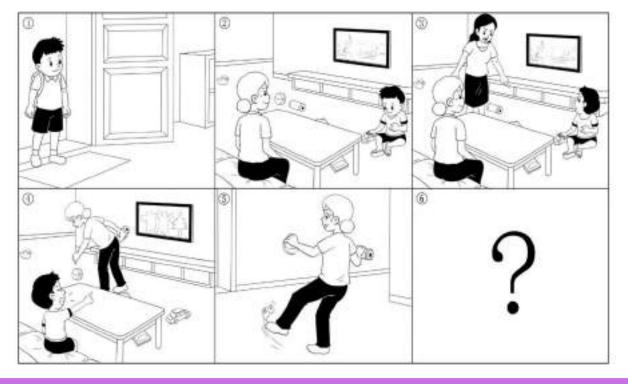
Question 1 - Topic

☐ Sample Topic 'An event that have taught me the meaning of friendship'

OR

Question 2 – Picture Composition

1







MTL – Paper 1 (Composition)



- Use dictionaries approved by SEAB (refer to MTL teachers or SEAB Website: www.seab.gov.sg)
- Use of digital dictionary only applies to students taking CL and ML only

MTL – Paper 2 (Language Use & Comprehension)



Mother Tongue	Higher Mother Tongue	
☐ Language Application		
☐ Cloze Passage	☐ Language Application	
☐ Graphic Stimulus	☐ 2 Comprehension passages	
☐ Comprehension		



MTL – Paper 3 (Oral Conversation)



Thematic Approach

 Video related to a theme – eg. Care for the environment

Example:

- 1. Based on the video, tell us what did the little girl do?
- 2. Apart from using the bin as in the video, what are some other ways to keep the environment clean?
- 3. How can your school help in getting students to care for the environment?



MTL – Paper 3 (Listening Comprehension)



- ☐ 5 to 7 short passages / graphic stimulus
- MCQ format (3 choices per question)
- Duration: 30 to 40 minutes
- 10% for Standard MTL
- ☐ 30% for Foundation MTL



Language & Cultural Exposure

Mother Tongue Fortnight

Promote cultural awareness and appreciation of Mother Tongue languages and culture through fun and engaging activities.











Science (SC)









- Topics covered in P5
- Curriculum Expectations
- Assessment Format in P5 Science
- Assessment Objectives
- Expectations in Science Learning
- Strategies to answer Science questions
- Science Learning and Programmes at P5







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Term 1	Term 2	Term 3	Term 4
Systems Chap 4: The Unit of life	Cycles Chap 3: Water and changes of state	Systems Chap 5: Electrical systems	Systems Chap 2: Air and the respiratory system
Cycles Chap 2: Reproduction in humans	Cycles Chap 4: The water cycle	Systems Chap 5: Using electricity	Systems Chap 3: The circulatory system
Cycles Chap 1: Reproduction in plants		Systems Chap 1: The plant transport system	





Topics Covered in P5 Foundation Science



Term 1	Term 2	Term 3	Term 4
Cycles Chap 2: Reproduction in humans	Cycles Chap 3: Water and changes of state	Systems Chap 5: Electrical systems	Systems Chap 2: Air and the respiratory system
Cycles Chap 1: Reproduction in plants	Cycles Chap 4: The water cycle	Systems Chap 5: Using electricity	Systems Chap 3: The circulatory system
		Systems Chap 1: The plant transport system	





Curriculum Expectations



- 2 Workbooks:- 1 for Cycles and 1 for Systems
- Science Notes will be given.
- Science Sketchbook (NEW)
- Topical Worksheets
- Mini projects by topics.







Assessment Structure for P5 Science



- 2 Weighted Assessments
 - ➤ Term 2 Weighted Assessment 1 (15%)
 - ➤ Term 3 Weighted Assessemnt 2 (15%)
- 1 Examination
 - ➤ Term 4 End of year Examination (70%)

 Non- Weighted Assessments in Term 1 to 3 (to provide feedback to parents and students on their progress in the learning of Science)





Assessment Format for P5 WA1 & WA2 -Science



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	14	2	28	
В	OE (open-ended)	8	2 - 4	22	
Total				100	15% of the overall exam





Assessment Format for P5 WA1 & WA2 - Foundation Science



Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	8	2	16	
В	Structured OE (open-ended)	5 - 7	2 - 3	14	
Total				30	15% of the overall exam







Only P5 topics taught will be tested.









Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
Α	MCQ (multiple choice questions)	28	2	56	56
В	OE (open-ended)	12-13	2-5	44	44
Total				100	100







Booklet	Item Type	Number of questions	Marks per question	Total Marks	Percentage
A	MCQ (multiple choice questions)	18	2	36	51.4
В	Structured	6 - 8	2 - 3	14	20.0
	OE (open-ended)	5 - 6	2 - 4	20	28.6
Total				70	100









During EOY Examination,

- selected P3 and P4 topics will be tested
- All P5 topics learned will be tested.







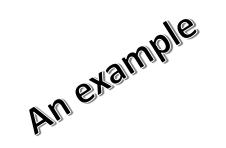


Science Assessment is categorised into 2 broad expectations

- 1) Knowledge with Understanding
- Students should be able to demonstrate knowledge and understanding of scientific facts, concepts and principles.



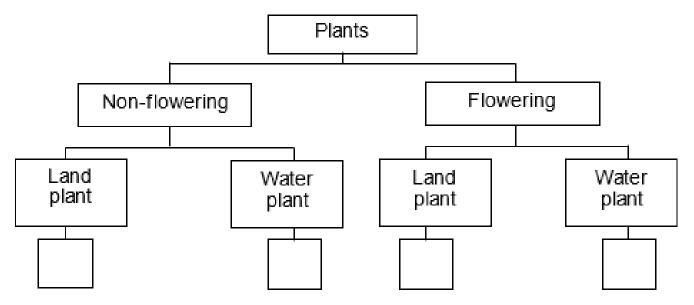




The table below shows the characteristics of two different types of plant, A and B. A tick "✓" indicates that the characteristic is present.

Characteristic	Plant		
Characteristic	A	В	
Reproduces by spores		~	
Grows in water	*		

Based on the information above, the plants can be classified as shown below.





Write A and B in the correct boxes above.



Science Assessment - Objectives



Science Assessment is categorised into 2 broad expectations

Application of Knowledge and Process Skills
 Students should be able to:

- Apply scientific facts, concepts and principles to new situations.
- Interpret information (including pictorial, tabular and graphical)
- Investigate using one or a combination of process skills

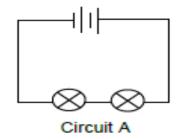




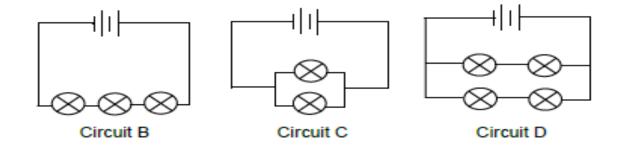
Joyce set up circuit A with bulbs lit as shown below.



An example



Using identical batteries, bulbs and wires, Joyce set up another three circuits, B, C and D, to compare the brightness of the bulbs in these circuits.



(c) Which of the above circuit(s) will have the same brightness as those in circuit A?







Expectations in Science Learning

GIVER'S

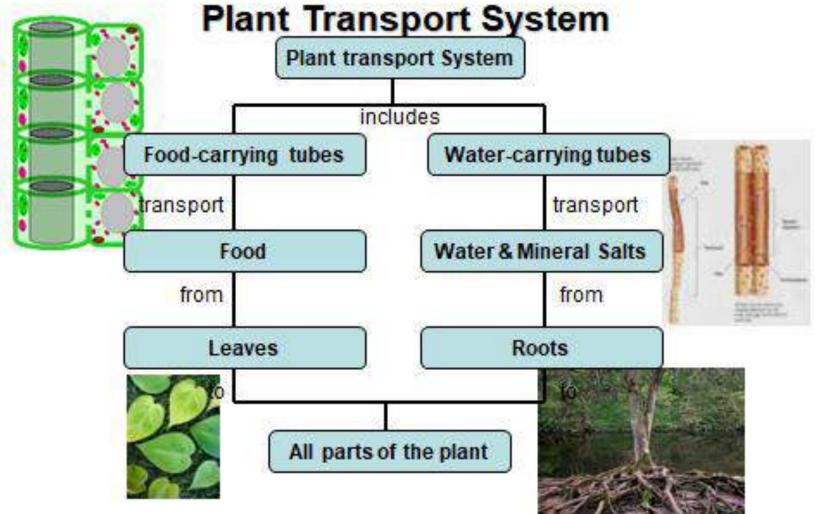
- Students must take all written assignments seriously.
- Science reasoning must be seen.
- highlighting clues,
- writing concepts
- writing short notes (thinking aloud)
- Hence, students must revise these topics on a regular basis.
- A timetable must be planned to study and revisit previous topics taught.
- Concepts must be memorised for each topic. This is vital in answering questions. Concept maps is a great way to consolidate learning.







Sample of a Concept map







Strategies to answer

Science questions

Introducing RACER to guide students to answer Science MCQ and Openended Questions



RACER Checklist

Put a tick in the boxes below if you have applied RACER to all the questions in this worksheet. Your peer and teacher will complete the remaining columns.

I So M			Self	Peer	Teacher
50	Did	Read I read the question correctly?			
	Did I unde	Annotate erline the keywords in the question?			
I HAYE A PLAM	Did I wr	Concept ite down the concept(s) involved?			
WORK FIRST PLAY LATER		Evidence he correct options and cross out the unlikely ones? (MCQ) e the evidence in my answer? (Open- ended)	£ 3		
	Did I write	ReaSon e down the reasons for my choices?	S:		
	Self	I used to think Now, I think			
	Teacher's Feedback			- 1	12 11 12 5
	Parents' Feedback				

Topical Worksheets as Learning Assignments

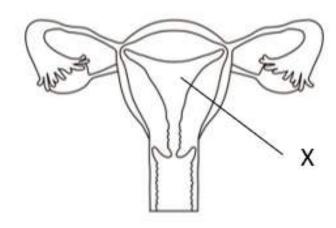
Concepts and hints to reinforce learning and guide students in answering



Concepts tested for Q3:

- Sperm with the egg in the <u>fallopian tubes</u>, which are the narrow tubes that connect the ovaries to the womb.
- Fertilised egg develops in the female's

The diagram below shows a simplified drawing of the human female reproductive system.



Which one of the following statements correctly states the function of part X?

- Eggs are produced at part X.
- Sperms become immobile at part X.
- The sperm fuses with the egg at part X.
- The fertilised egg develops at part X.









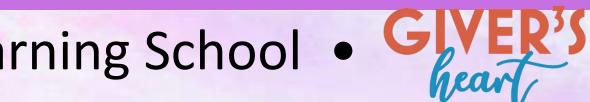


Students tend to rush through MCQ.

Use the Elimination Technique

- Basically means to look at the options and to use logical reasoning to remove obvious distractors.
- Encourage your child to do working by using ticks ($\sqrt{}$) for options that he agrees and (X) for those that he disagree

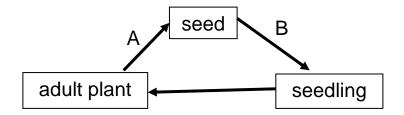






An example:

Study the diagram below.



Which processes take place at A and B?

	Α		В	
(1)	germination and pollination	X	seed dispersal	X
(2)	pollination and fertilisation	$\sqrt{}$	germination	$\sqrt{}$
(3)	seed dispersal and germination	X	pollination	X
(4)	germination and seed dispersal	X	germination	$\sqrt{}$



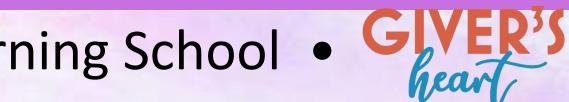






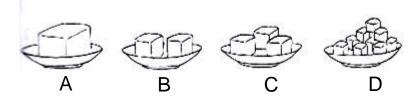
- Must attempt all questions given in the assignment.
- Questions that begin with 'Name', 'State', 'List' and 'What'
 - often require short answers.
- Questions that begin with 'Explain', 'Why', 'How', 'Describe'
 - often require detailed complete answers.
 - concepts must be clearly written appropriately in the answers.





Look at the diagram below. The same amount of water is frozen into the following ice cubes of different sizes as shown on plates A, B, C and D. The plates are left on a table in the same room.





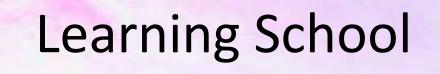
(a) After 2 hours, only water is found on all the plates. What process do you think has taken place?

Melting

(b) Which plate of ice cubes will change its state the fastest? Explain your answer.

Plate D. It has the largest exposed surface area in contact with the surrounding air and thus it gains the most heat/ gains heat faster.







Learning and Applying Science via mini projects and ICT integration.



Students applying electricity concepts in designing a doll house.



Leveraging on ICT to deepen learning

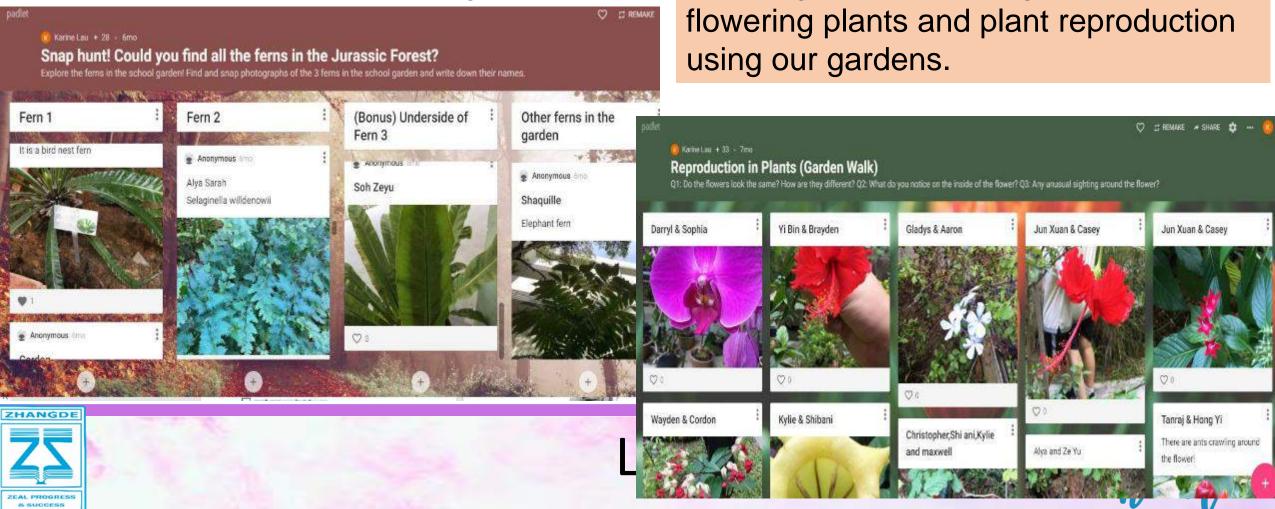


Science Programmes at P5 level



Learning about flowering and non-

Garden Trails @ Zhangde



Science Programmes at P5 level



Hydroponics @ Zhangde

Students learn how to grow plants in a controlled setting





Science Programmes at P5 level



Hydroponics @ Zhangde

Students bring home the harvest.

- ✓ Parents cook the vegetables.
- ✓ Distribute to the Homes







Project TIGUR

- ❖ A joint collaboration with MTL department
- Students are involved in making traditional games using recycled materials





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Other Science Programmes at P5 level

GIVER'S hear

❖ Science Centre Lessons for all P5 students – (in Terms 1 or 2)

Science Olympiad (Selected Students with very good Aptitude in Science)

❖ E2K Science







Subject Based Banding (SBB)





Student Movement: Subject-Based Banding



End of P4	End of P5	Start of P6
 Overall marks based on whole year assessments. School recommends a subject combination based on the students' results. Parents fill up the option form indicating either. A) 4 Standard or B) Given Subject Combination by the school. NOTE: Parents cannot choose to do a Foundation Subject if they are not offered this. 	 Students study the subjects based on the combination given at the end of P4. School assesses students' ability to cope with the current subject combination. Final decision on Standard or Foundation Subjects will be decided based on students' overall results for the year. No parental consent required. 	Students study the subjects based on the combination given at the end of P5.





Year End Student Movement



Primary 4 to Primary 5 Criteria / Considerations

Based on P4 Subject Based Banding (Standard / Foundation Subject Combination).

Students with different subject combinations: 45 / 35
1Foundation Mathematics / 35 1Foundation Mother Tongue/
4Foundation Subjects

- Students' P4 total marks in English Language, Mathematics and Science were taken into consideration in the allocation of classes.
- Students' Mathematics marks were also the primary factor in distributing students to <u>a few selected classes</u> to allow for better pacing and pitching of the lessons to our students.

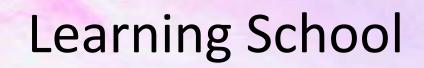
Primary 5 to Primary 6 Criteria / Considerations

Enbloc movement from P5 classes.

Students are reassigned new classes due to changes in Subject Combinations :

- √ 3S 1Foundation Math
- ✓ 3S 1 Foundation MT
- ✓ 2S (EL & MT) 2F (Fdt Math & Science)
- √ 4 Foundation Subjects









Subject-based Banding (SBB)

You can refer to the website for more details.

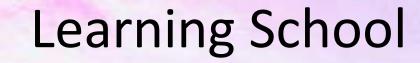
https://beta.moe.gov.sg/primary/

curriculum/subject-based-

banding/













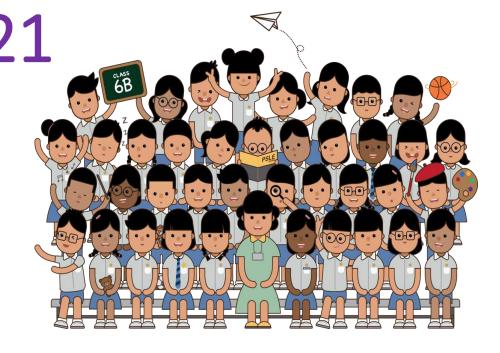
	Term 1 Term 2		Term 3	Ter	m 4	
	Weighted	Weighted	Mid-Year	Weighted	Weighted	End-of-Year
	Assessment	Assessment	Examination	Assessment	Assessment	Examination
P5	-	15%	-	15%	-	70%







PSLE SCORING & S1 POSTING FROM 2021







ACHIEVEMENT LEVEL

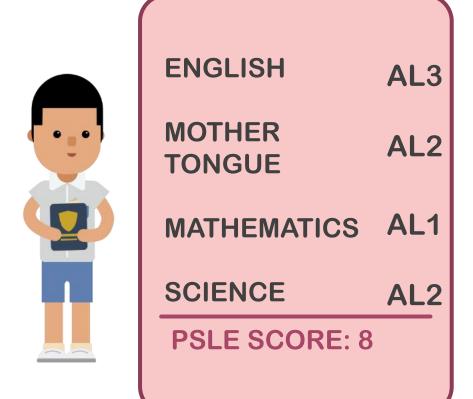
Reflects a student's individual level of achievement.

A student's AL band for each subject will reflect their level of achievement, rather than how they have performed relative to their peers.

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 OVERALL SCORE

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



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



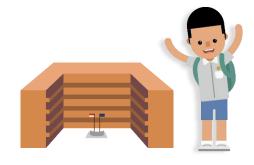
RAW MARK AL **RANGE** ≥ 90 85 - 893 80 - 84**75 – 79** 4 5 65 - 746 45 - 6420 - 447 < 20

• What is the new passing mark, since AL6 spans across 45-64?

There is no passing or failing mark.

A student who has scored at least an AL 7 in English Language and Mathematics can progress to the N(T) course.

Students who do not qualify for Express, N(A) or N(T) would have to repeat the PSLE, or progress to a specialised school such as Northlight School or Assumption Pathway School.







- Under the new AL system, to reduce fine differentiation among students, 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
Α	75 – 100
В	30 – 74
С	< 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.
- Similar to the current PSLE scoring system, 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
Α	75 – 100	6
В	30 – 74	7
С	< 30	8

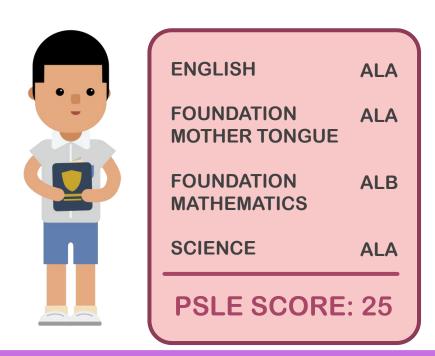






SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

A student's PSLE Score is the sum of the four AL scores across his/her Standard and Foundation subjects.



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	

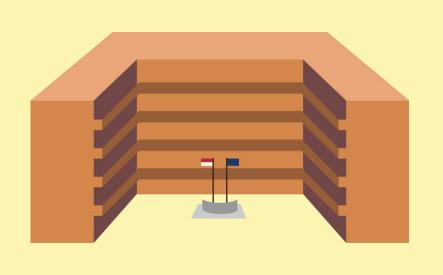








HOW S1 POSTING WORKS







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CHOICE ORDER of schools will matter more



- Students will continue to be posted to a secondary school based on academic merit i.e. overall PSLE score.
- If two or more students with the same PSLE Score vie for the last remaining place in a school, tie-breakers will be used in the following order:

- 1. CITIZENSHIP
- 2. CHOICE ORDER OF SCHOOLS -NEW
- 3. COMPUTERISED BALLOTING





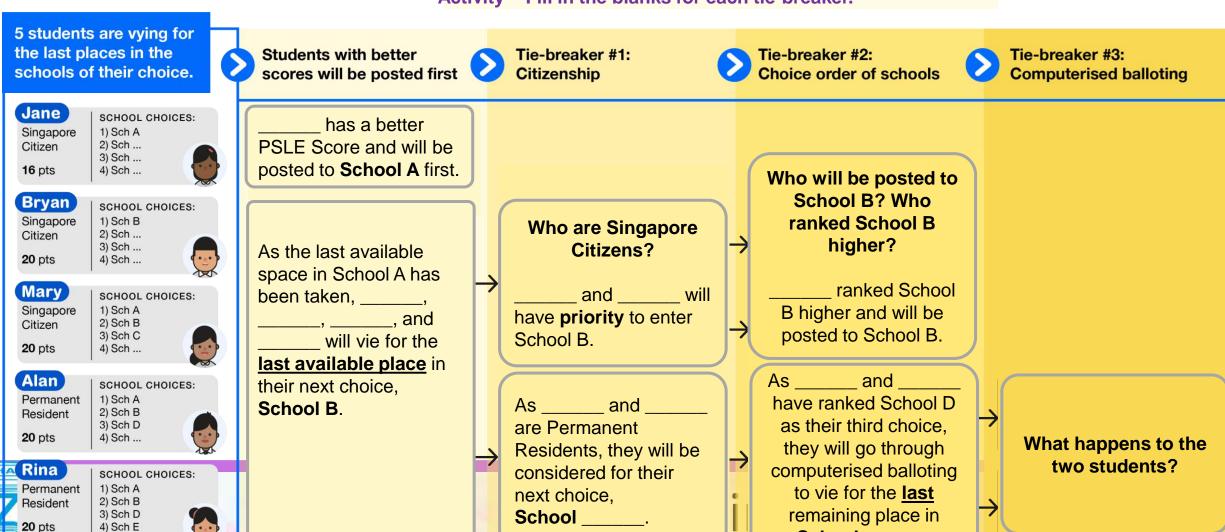
Tie-breakers

in the new S1 Posting System

Tie-breakers are used only if there is more than one student with the same PSLE Score vying for the last available place(s) in a school. Here's a simplified example.

School

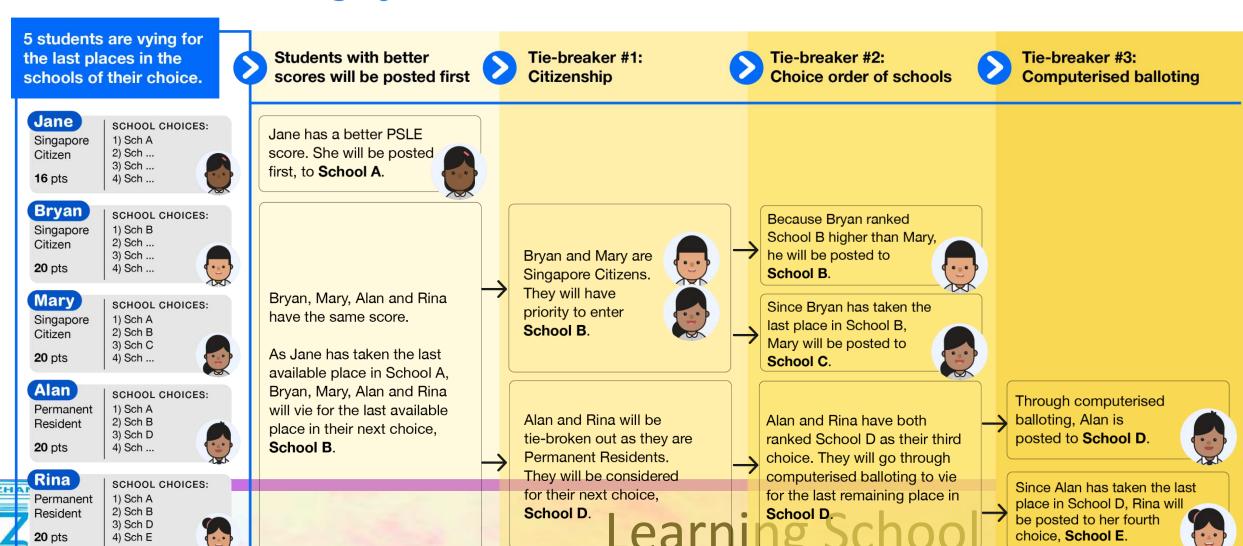
Activity – Fill in the blanks for each tie-breaker.



Tie-breakers

in the new S1 Posting System

Tie-breakers are used only if there is more than one student with the same PSLE Score vying for the last available place(s) in a school. Here's a simplified example.







- •We are introducing it as a tie-breaker to recognise the different considerations that families have when choosing secondary schools, e.g. the school's ethos, culture, programmes and CCAs, as well as distance between the school and home.
- Encourage families to look beyond the schools' cut-off points and think more deeply about the schools they are choosing, to decide which would best suit their child's strengths and interests.
- We hope that all students will enter secondary schools with courses and programmes that will nurture their interests and be a good fit for them.



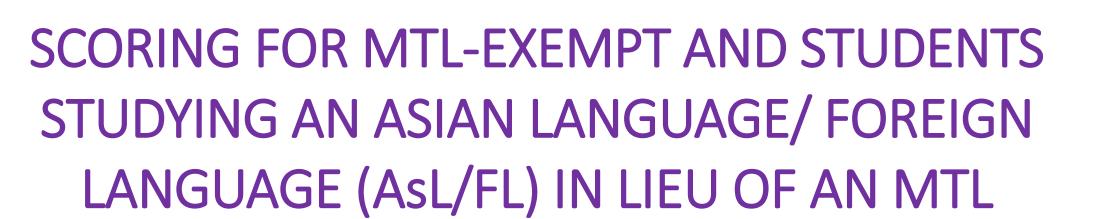




CHOICE ORDER OF SCHOOLS MAY GIVE A STUDENT PRIORITY IN POSTING

- Under the new posting system, academic merit (PSLE Score) is still the first criterion for posting. The first student considered has the best PSLE Score and will be posted to the school that is his first choice.
- A student's choice order of schools will be used as one of the tie-breakers if there are two or more students with the same PSLE Score vying for the last remaining place in a school.











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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, including those taking Foundation MTL.







SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- In reviewing the score assignment for these students under the new PSLE scoring system, we need 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.







SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- Under the new scoring system, the assigned MTL score will :
 - □ Take reference from peers with similar scores for English, Mathematics and Science, including those taking Foundation MTL;
 - □ 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 <u>AL 6 and 8</u> in PSLE.







INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES







INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

- The AL COP for a school may vary from year to year, depending on students' PSLE results and their school choices for that year's S1 posting exercise.
- Information on individual secondary schools' indicative AL COPs will be released after PSLE 2023. These AL COPs were derived from the PSLE scores and choice patterns of the 2022 S1 posting exercise.





INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES

Government & Government-aided Schools

These schools are the mainstay of our education system, and offer high-quality education at standardised fees. These schools offer a range of electives, applied subjects and student development programmes.

Course	Indicative AL COP range for 2019 PSLE
Express (Integrated Programme (IP))	7 – 9
Express (O-level)	8 – 22
N(A)	22 – 25
N(T)	26 – 30





INDICATIVE ACHIEVEMENT LEVEL (AL) CUT-OFF POINT (COP) RANGES FOR DIFFERENT SCHOOL TYPES



۸.	4 -		- 100		- 6	a b		_
A	utc	วท	om	ou:	s S	cno		S

These schools are Government or Government-aided schools that provide a wider range of programmes that seek to enhance students' learning experiences and develop their talents.

Course	Indicative AL COP range for 2019 PSLE
Express (IP)	7 – 9
Express (O-level)	8 – 16
N(A)	22 – 25
N(T)	26 – 29

Independent schools

These schools have the autonomy to develop their curriculum and programmes to cater to their students' diverse learning needs.

5	Course	Indicative AL COP range for 2019 PSLE
)	Express (IP)	6 8
	Express (O-level)	8 – 10









WHAT THE INDICATIVE PSLE SCORE RANGES SHOW

With a blunter scoring system, there are fewer possible PSLE Scores. Schools would also be less differentiated by COPs, which will mean that students would have a wider range of secondary schools to choose from. Students therefore do not have to chase the last mark.

- There is a good spread of schools with COPs across different PSLE Scores
- Indicative COPs range from 6 30, with no school having a COP of 4
- Schools' indicative PSLE Score ranges have remained largely stable in recent years.
 - The ranges may vary from year to year depending on the cohort's PSLE results and their school choices for that year's S1 Posting Exercise
 - Fluctuations of +/-1 AL for AL COPs are typical



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CHOOSING A SUITABLE SECONDARY SCHOOL







ADVISING PARENTS AND STUDENTS TO CHOOSE A SUITABLE SECONDARY SCHOOL



- Consider your child's strengths, interests and abilities when making school choices in order to find a school that would help the child to learn and thrive his best.
- Parents can discuss the options with their child, with the following considerations:
 - School culture: What is the school's culture and ethos?
 - Programmes, subjects and CCAs offered: Can the school support and develop their child's interests, strengths and abilities?
 - <u>Location and transport options</u>: Is it too far from home? How will their child get to school?
 - o **Specialised facilities or resources**, if their child has Special Educational Needs?





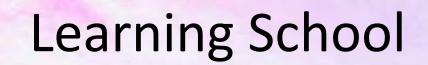




SUBJECT-BASED BANDING (SECONDARY) ELIGIBILITY CRITERIA UNDER THE AL SCORING SYSTEM









SUBJECT-BASED BANDING (SECONDARY) [SBB (SEC)] ELIGIBILITY CRITERIA UNDER THE AL SCORING SYSTEM



- Since 2018, MOE has introduced Subject-Based Banding (SBB) in all secondary schools with N(A) and N(T) courses.
- SBB (Sec) provides students with greater flexibility to take various subjects at a more demanding level based on their subject-specific strengths and aptitudes.
- Under the new PSLE scoring system, students from the Normal course will continue to be eligible to take subjects at a more demanding level at Secondary 1 based on their AL scores for individual subjects, to recognise and develop students' subject-specific strengths.







SBB (SEC) ELIGIBILITY CRITERIA UNDER THE AL SCORING SYSTEM

 Under the new AL scoring system, the SBB (Sec) eligibility criteria is as follows:

PSLE Standard / Foundation	Option to take subject
Subject Grade	at
AL 5 or better in a Standard level	Express level
subject	
AL 6 or better in a Standard level	N(A) level
subject	
<u>OR</u>	
AL A in a Foundation level subject	







PREPARING FOR S1 POSTING EXERCISE

 Release of School Posting results

SchoolFinder

https://go.gov.sg/schoolfinder

- Release of PSLE results
- Submission of Secondary 1 Option Form

OCTOBER

NOVEMBER

DECEMBER

ZHANGDE

ZEAL PROGRESS
& SUCCESS

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RESOURCES TOP QUESTIONS ON THE NEW PSLE SCORING SYSTEM





Part 1
https://go.gov.sg/psle-explainer-1



Part 2
https://go.gov.sg/psle-explainer-2



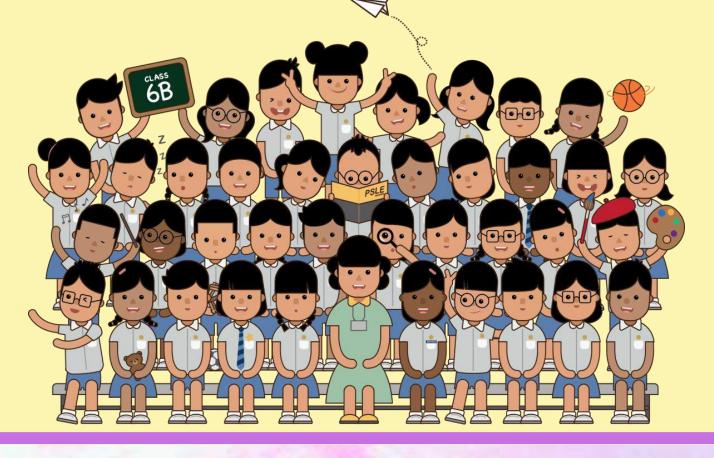


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THANK YOU!





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