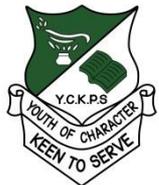


Yio Chu Kang Primary School

Primary 5 Parents Briefing Session

7 February 2020*

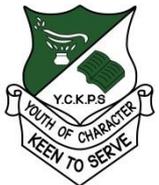
*Cancelled due to precautionary measures for 2019-nCoV



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

Programme

1. Introduction
2. PSLE 2021
3. Direct School Admission (DSA)
4. Observation
5. Level Programmes
6. School-Home Partnership



INTRODUCTION



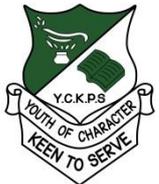
Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

School Vision:

**Empowering Mind,
Engaging Heart,
Extending Hands**

School Mission:

**To nurture confident
and self-directed learners
who are keen to serve**



Our Philosophy

***To recognise each child as an individual
and help him achieve his personal best***



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

School Motto

**Youth of Character
Keen to Serve**

6



Yio Chu Kang Primary School
Empowering Mind • Engaging Heart • Extending Hands

School Values

Care

Respect

Responsibility

Integrity

Resilience

Excellence



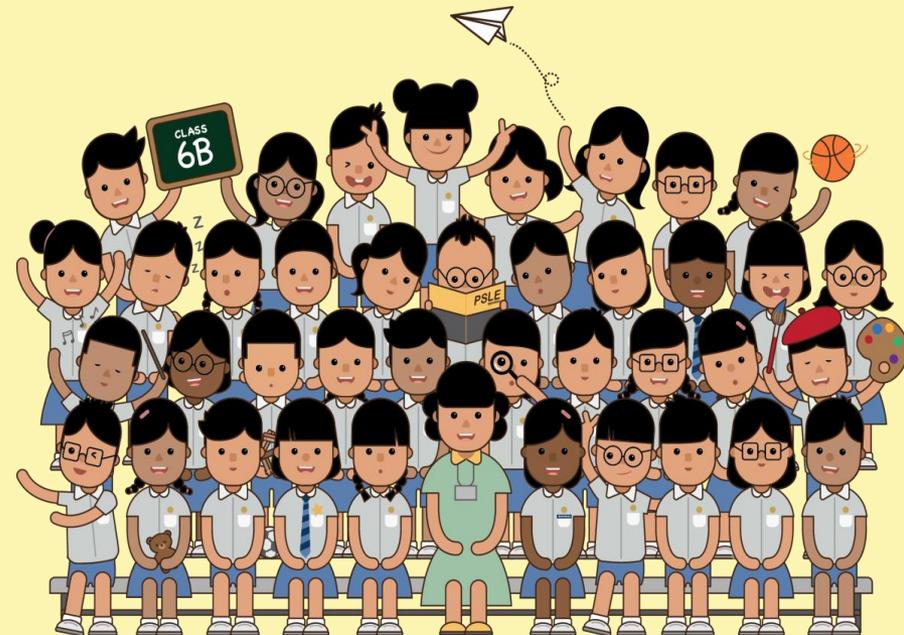
PSLE 2021



Yio Chu Kang Primary School
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PSLE SCORING & S1 POSTING FROM 2021

IT'S PART OF A BIGGER STORY



Yio Chu Kang Primary School

Empowering Mind • Engaging Heart • Extending Hands

© MINISTRY OF EDUCATION, COMMUNICATION AND ENGAGEMENT
GROUP, 2019

OVERVIEW

All students

- How PSLE Scoring Works
- How S1 Posting Works
- Presentation of results in Achievement Levels
- Subject-based Banding (Primary Schools)
 - Scoring for Foundation Subjects

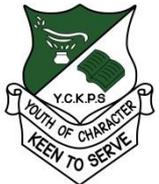


Students taking HMTL

- Eligibility for Higher Mother Tongue Language (HMTL) in Secondary Schools
- Use of Higher Chinese Language (HCL) for Admission to SAP Schools

MTL-exempt, AsL or FL students

- Scoring for Mother Tongue Language (MTL)-exempt students and students studying an Asian Language/ Foreign Language (AsL/FL) in lieu of an MTL

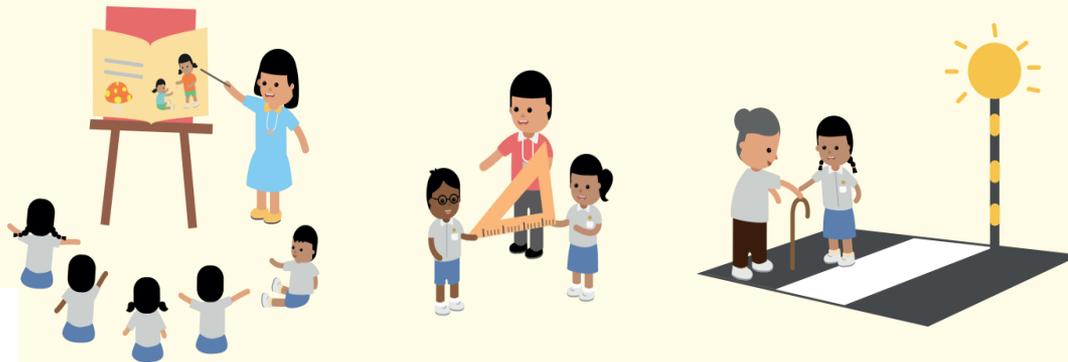


THE PSLE CHANGES ARE PART OF A BIGGER STORY

Over the years, we have been fine-tuning the education system to help our students discover and develop their strengths and interests, while moving away from an over-emphasis on academic results.

Our PSLE scoring changes aim to:

- Reduce fine differentiation at a young age
- Recognise students' level of achievement, regardless of how their peers have done

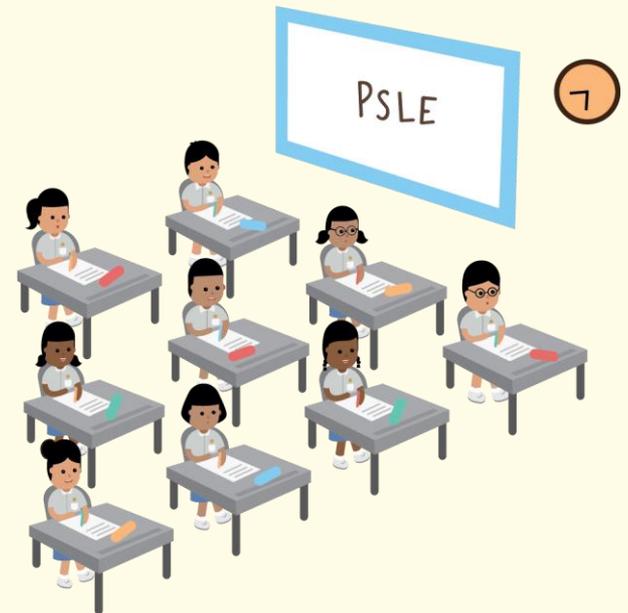


PSLE Microsite



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

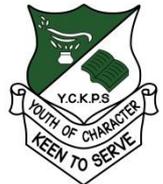


HOW PSLE SCORING WORKS



 [Changes to the PSLE scoring and S1 posting](#)

 [What you need to know about the new PSLE scoring system](#)



FROM T-SCORE TO WIDER SCORING BANDS

Reflects a student's individual level of achievement

Unlike the current T-score, students' AL 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



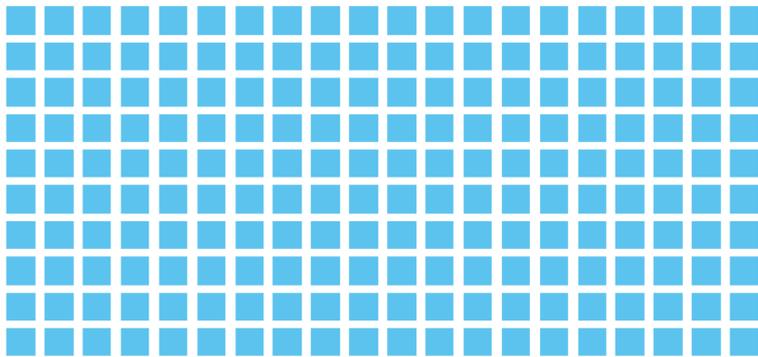
FROM T-SCORE TO WIDER SCORING BANDS

Reduces fine differentiation of students

Students with similar scores in each subject will be grouped into wider bands measured in Achievement Levels (ALs).

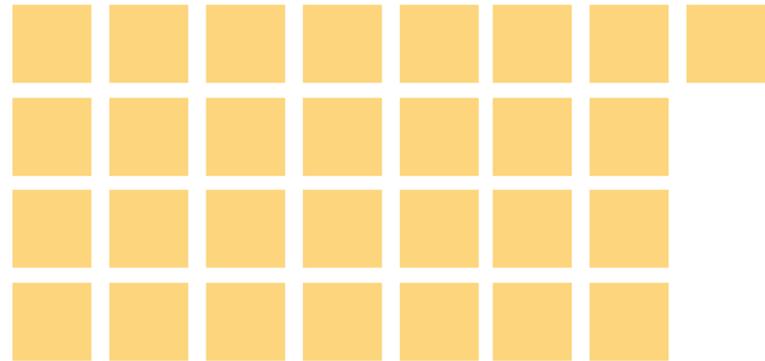
CURRENT SYSTEM

FROM MORE THAN **200** POSSIBLE
T-SCORE AGGREGATES...



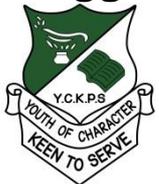
NEW SYSTEM

...TO **29** POSSIBLE
PSLE SCORES



Students' scores are differentiated finely. Students can have a T-score aggregate of less than 80 to more than 280, which gives **more than 200 possible different T-score aggregates.**

Students will be placed in fewer groups of PSLE Scores. Students' PSLE scores (the sum of the AL for each subject) will range from 4 to 32, which gives **29 possible different scores.**



FROM T-SCORE TO WIDER SCORING BANDS

- The PSLE Score replaces the T-score aggregate.
- It 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 and MA





WHY ARE THE AL BANDS NOT EVEN?

AL bands and mark ranges are set based on the **learning objectives of the curriculum, and mirror the way we learn:**

- When we learn something new, after some initial practice, we often find ourselves improving significantly.
- But as we get better, the improvements become small steps, and finally, as we reach a high level, we inch just a little further, even after much learning and practice.

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.**

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



IN SUMMARY...

WHAT REMAINS

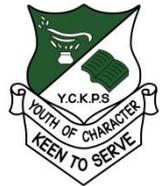
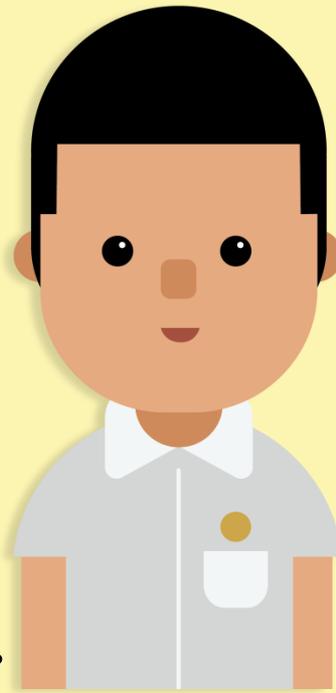
- Same 4 subjects are tested, and scores are awarded to guide students' choices for the next stage of their education journey
- Curriculum is continually updated. This is not related to the PSLE scoring and S1 posting changes.

WHAT CHANGES

- The T-score Aggregate will be replaced by the PSLE Score, to reduce the fine differentiation of our students at a young age based on exam scores.
- Students will be assessed based on their own achievement, instead of comparing them to their peers.



ELIGIBILITY FOR SECONDARY SCHOOL HIGHER MOTHER TONGUE LANGUAGE (HMTL)



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ELIGIBILITY FOR HMTL IN SECONDARY SCHOOLS

- The eligibility criteria for taking HMTL is intended to ensure that students can cope with the higher academic load, and takes reference from the current criteria.

ELIGIBILITY CRITERIA FOR SECONDARY SCHOOL HMTL

(i) PSLE Score of 8 or better

OR

(ii) PSLE Score of 9 to 14 inclusive; and attain

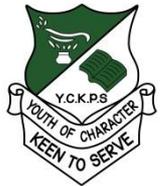
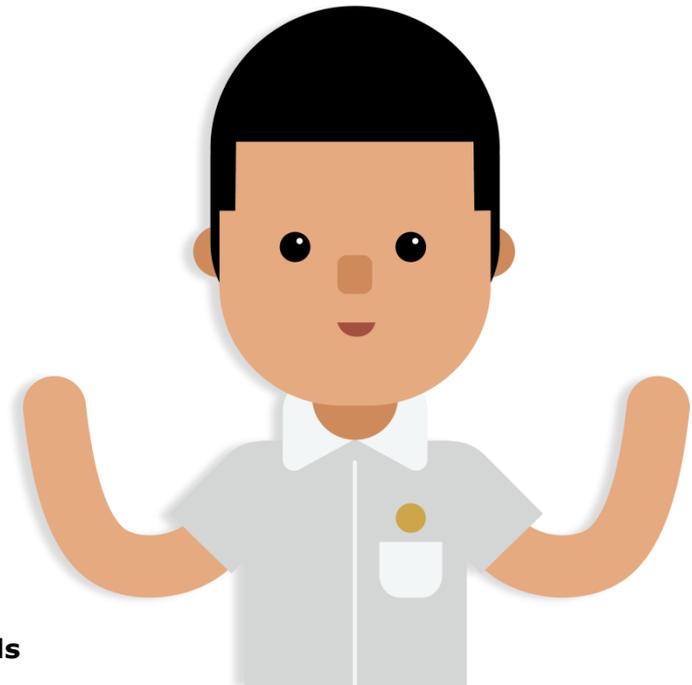
- AL1 / AL2 in MTL or
- Distinction / Merit in HMTL

- For students who do not meet the above criteria, secondary schools will continue to have the flexibility to offer HMTL to students, if they are assessed to have high ability and interest in MTL and are able to take HMTL without affecting their performance in other subjects.



USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

21



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USE OF HCL FOR ADMISSION INTO SAP SCHOOLS

New System

The HCL posting advantage for entry to SAP schools will continue

- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 posting.

Current System

Students' HCL grades give posting advantage for SAP schools

- Currently, for admission to SAP schools, students are awarded bonus T-score points based on their HCL grade:

3 points for Distinction

2 points for Merit

1 point for Pass



1st		7	NO HCL
2nd		8	DISTINCTION
3rd		8	MERIT
4th		8	PASS
5th		8	NO HCL
6th		9	DISTINCTION



In summary...

FAMILIARISING STUDENTS AND PARENTS WITH THE NEW SYSTEM AND GUIDING THEM IN MAKING SUBJECT CHOICES

2019

Primary 4

Scoring for Foundation level subjects – to guide students and parents on whether to take Foundation level subjects at PSLE

2020

Primary 5

School Results in Achievement Levels (ALs) – to familiarise students and parents to the new system

2021

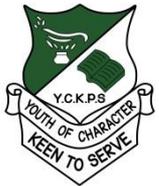
Primary 6

Release of Indicative AL COPs – to guide students and parents in making school choices

Eligibility for Secondary School HMTL – to guide students and parents on whether to take HMTL at PSLE



DIRECT SCHOOL ADMISSION FOR SECONDARY SCHOOL (DSA-SEC)



Entering a secondary school



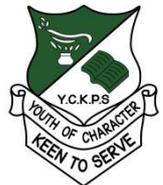
PSLE/S1 Posting Process

- Based on a student's **PSLE score**
- **Most students enter secondary schools this way**

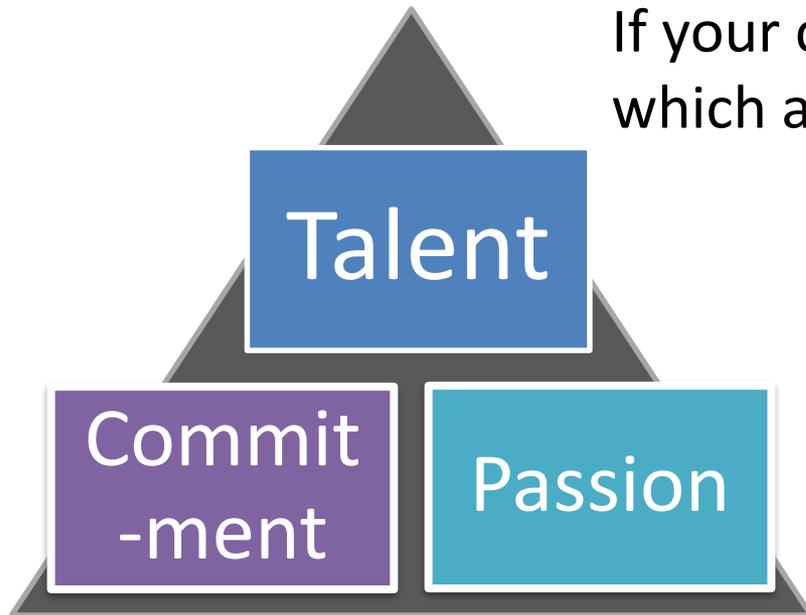


DSA-Sec

- Based on a diverse range of **talents and achievements in specific academic subjects or non-academic areas, beyond what the PSLE recognises**
- Allows students to **access school programmes to develop their talents**



Is the DSA-Sec right for my child?



If your child has specific **talents** which a school offers the DSA-Sec in

And is **passionate** about and **committed** to developing his/her strengths and interests

DSA-Sec can support his/her development in that talent area.



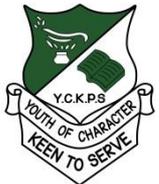
Which school should my child apply to?

- Look for a school with **programmes that match your child's strengths and interests**
 - Schools are looking out for students whose interests and talents they can develop further.
 - Learn more about the secondary school's **pace of learning** and overall range of programmes
- **Get the latest information** about what each school offers by:
 - Visiting schools' websites
 - Attending schools' Open Houses to also experience their environments and cultures
 - Visiting the MOE's DSA-Sec website

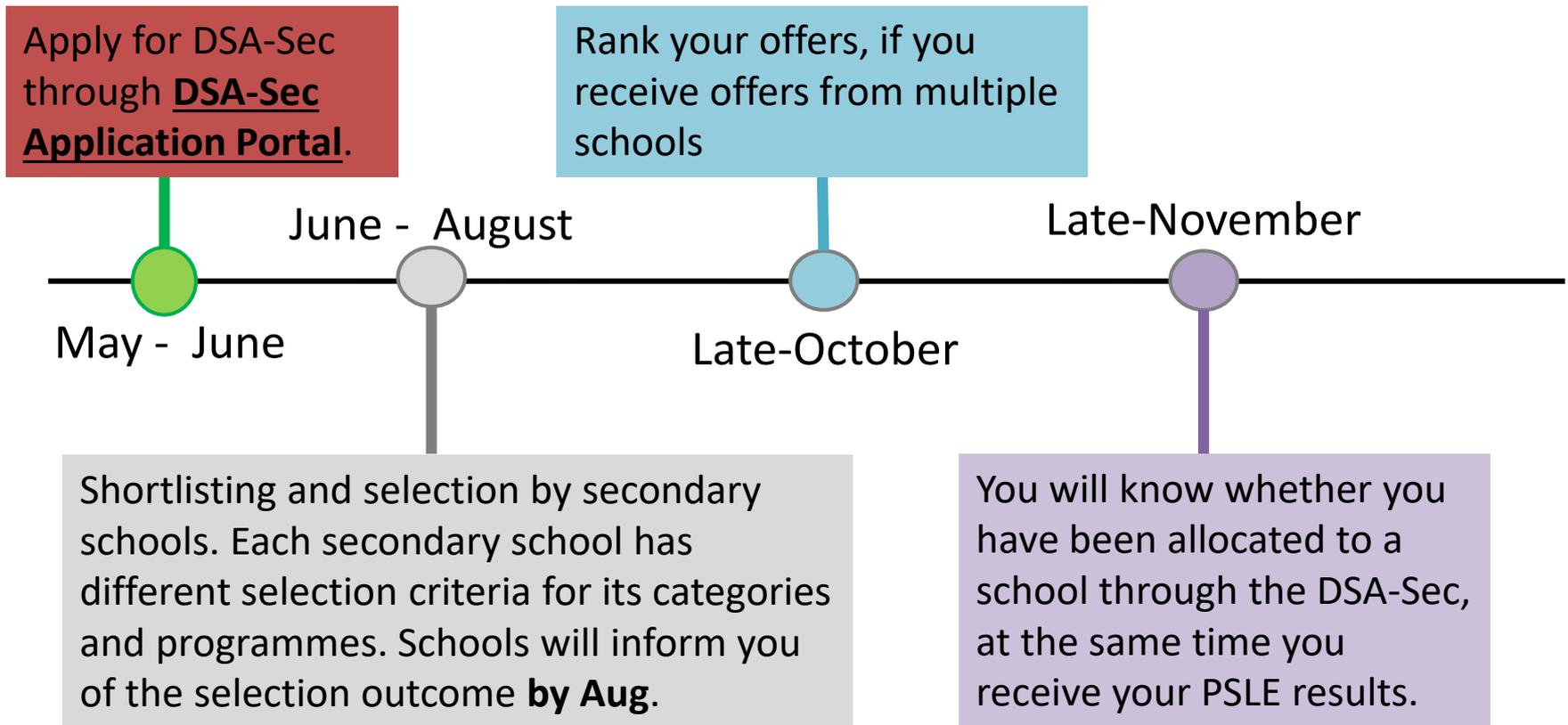


A new DSA-Sec Application Portal

- To encourage students to tap on the expanded DSA opportunities, the DSA-Sec application process will be simplified
- Students will be able to apply for DSA through a centralised **DSA-Sec Application Portal**, using a common application form.
- The portal will simplify and streamline the DSA application process, making it convenient for all students.

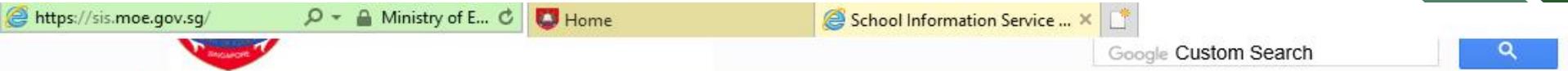


What is the timeline DSA-Sec?



School Information Service (SIS)

<https://sis.moe.gov.sg/>



School Information Service (SIS)

[Back to MOE Home](#)



23 Simei Street 3
Singapore 529894



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An aviation experience like no other

S.O.A.R - Student-centered Opportunities
in Aerospace Industries

A school of youth leaders

Leadership and Service
Through School to Nation



Search Schools by Criteria

Displays list of schools based on the criteria you have selected

Search Schools by Name

Displays list of schools you have selected

View School Directory

Displays schools' contact information

View School Details

Select level of education

Select a school

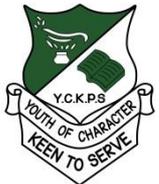
OBSERVATIONS



School Attire



- **Nametag** is sewn on all shirts, blouses and PE shirts.
- Shirt, blouse or PE shirt must be **tucked in** at all times.
- **White shoes** and **white socks** that cover the ankles.
- For girls, skirt must be knee-length.



Snack Time

- There will be a snack time at 11:50 a.m.
- Providing a one meal break will ensure that students are not too hungry after having their recess at 10:00 a.m.
- Students are allowed to have their snack in class during lesson time.
- Students should bring only healthy snacks for their snack time.



Acceptable items	Unacceptable items
<ul style="list-style-type: none"> • Biscuits • Bun (e.g. red bean bun) • Bread • Sandwich • Cereal (small box) • Dried fruit • Energy bar (e.g. muesli or oats bar) • Slice of cake (without cream) • Fruit (e.g. apple or banana) • Raisins • Nuts • Cheese slice/stick • Carrot/Cucumber stick • Small packet of Milo/Milk 	<ul style="list-style-type: none"> • Fried Food • Rice, porridge and noodles • Sweets • Chocolate bar • Tidbits (e.g. Potato Chips)



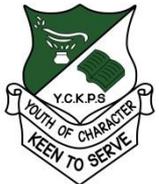
LEVEL PROGRAMMES



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Key Objectives

- Support Teaching & Learning process
- Develop values, 21st century skills and social-emotional learning (SEL)
- Provide authentic learning experiences
- Relate learning to real-world contexts and make sense of the learning



Year 2020

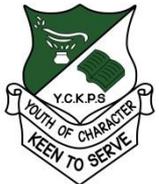
- Class Interaction Games
- 3D2N P5 Camp (18 – 20 May)*
- Learning Journey to NEWater Visitor Centre*
- ESTEM Project Work (EPW)
- National Education Show
- CyberWellness Workshop
- Coding Workshop

**(Suspended until further notice due to precautionary measures for 2019 nCoV)*

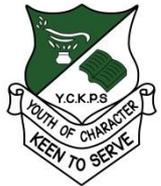


Meet-The-Parents

- Date : 29th May 2020 (Friday)
- Time: 8.00 a.m. to 3.00 p.m. (15 minutes per parent)
- To be confirmed. More details will be provided closer to the date.



SCHOOL-HOME PARTNERSHIP



Yio Chu Kang Primary School
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Working Together to Support your Child

Guidelines for School-Home Partnership



SCHOOLS WORK PLAN SEMINAR 2018



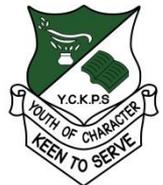
Ministry of Education
SINGAPORE



“MOE will provide guidelines to schools, to give greater clarity on involving and engaging parents in their child’s education, in a balanced and meaningful manner.

We will also support schools in re-calibrating parent-teacher engagement practices.”

– Minister Ong Ye Kung



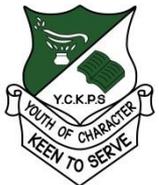
Yio Chu Kang Primary School
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Guiding Principles for School-Home Partnership

1. Students succeed when **schools and parents work hand in hand** to support students in **learning self-management skills, taking responsibility and building resilience**.
2. **Mutual respect and trust** forms the strong foundation for positive engagement between schools and parents.

Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.



Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development.
- Check the teachers' preferred mode of communication - they are not required to share their mobile numbers.
- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

- Work with the teachers to help your child respect differences and resolve disagreements amicably.
- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

Our children succeed when parents and schools work hand in hand.



Ministry of Education
SINGAPORE

Guidelines for School-Home Partnership



Yio Chu Kang Primary School
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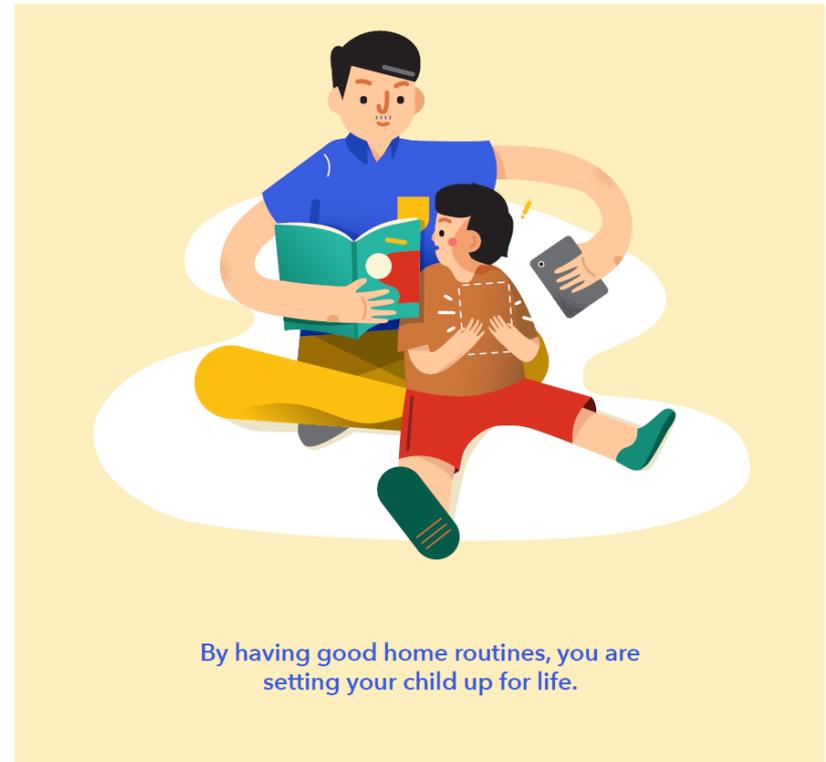
Student Well-being and Holistic Development

Developing good habits

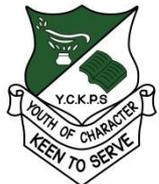
We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning

How parents can partner us:

- Regular hours and sufficient sleep are necessary for healthy growth of children.
- “No Screen Time” an hour before bedtime because the brain will be too active so the quality of sleep will be affected.



By having good home routines, you are setting your child up for life.



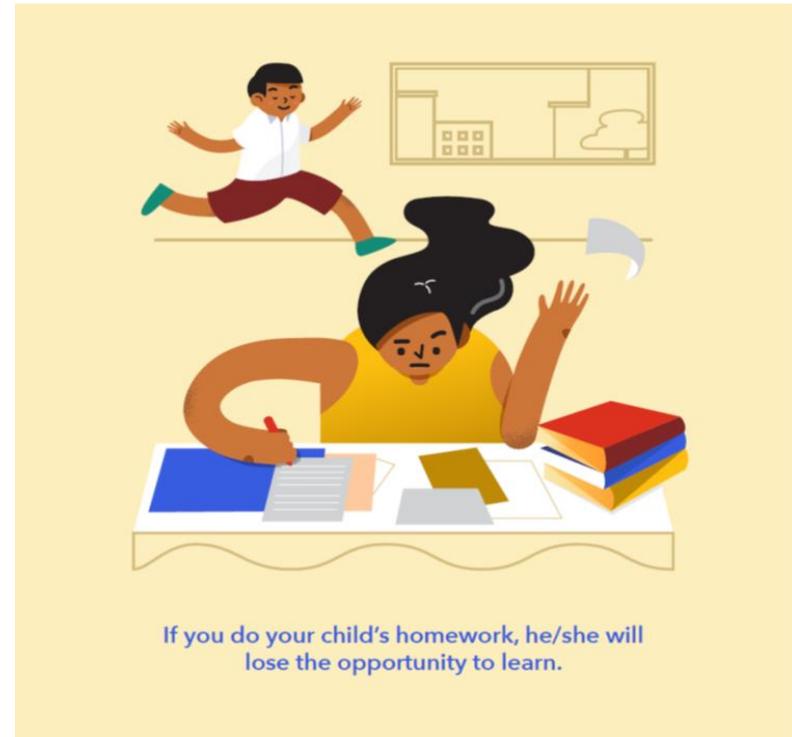
Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning

How parents can partner us:

- Create a home environment conducive for studying and the completion of homework.
- Supervise and provide support for child's learning.
- Reinforce good study habits and attitudes.
- Be mindful of the stresses arising from school homework and out-of-school activities, and help your child to prioritise his time.



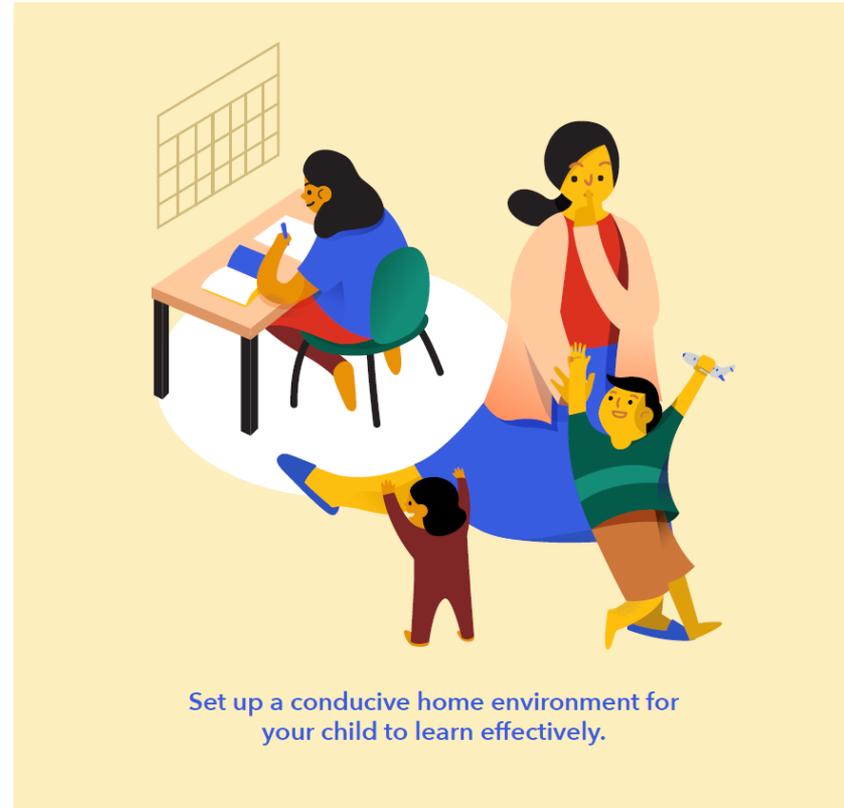
Student Well-being and Holistic Development

Developing good habits

We want to nurture your child to be a self-directed learner with good habits and takes responsibility for his/her own learning

How parents can partner us:

- Set a practice at home for your child to show you periodically his homework progress.
- Ask regularly to see/sign tests or examination papers.
- Work in partnership with his teachers to support your child's learning and development.



Set up a conducive home environment for your child to learn effectively.



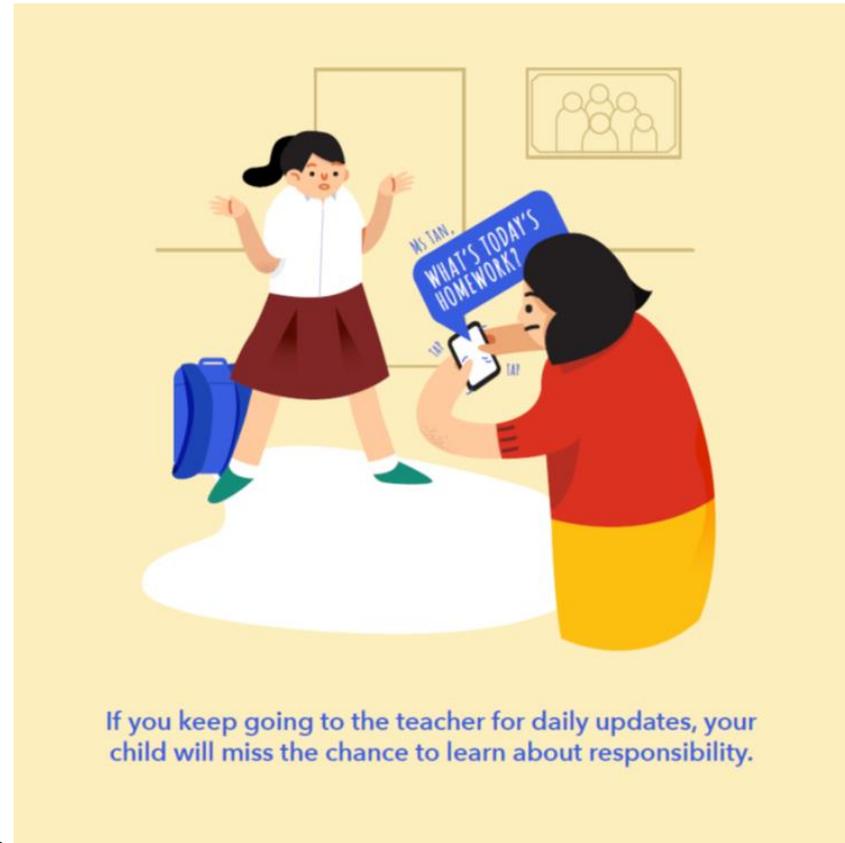
Student Well-being and Holistic Development

Managing self

We want your child to be able to manage challenges and make ethical responsible decisions to thrive in the VUCA future

How parents can partner us:

- Teachers will write down the homework in the homework column at the side of the class whiteboard. Teacher and remind your child to copy down the homework in his/her handbooks.
- Teachers will include the deadlines for the assigned homework. Ensure that your child complete his/her homework and hand them in on time.
- School homework must be completed first before other homework given by others.



If you keep going to the teacher for daily updates, your child will miss the chance to learn about responsibility.



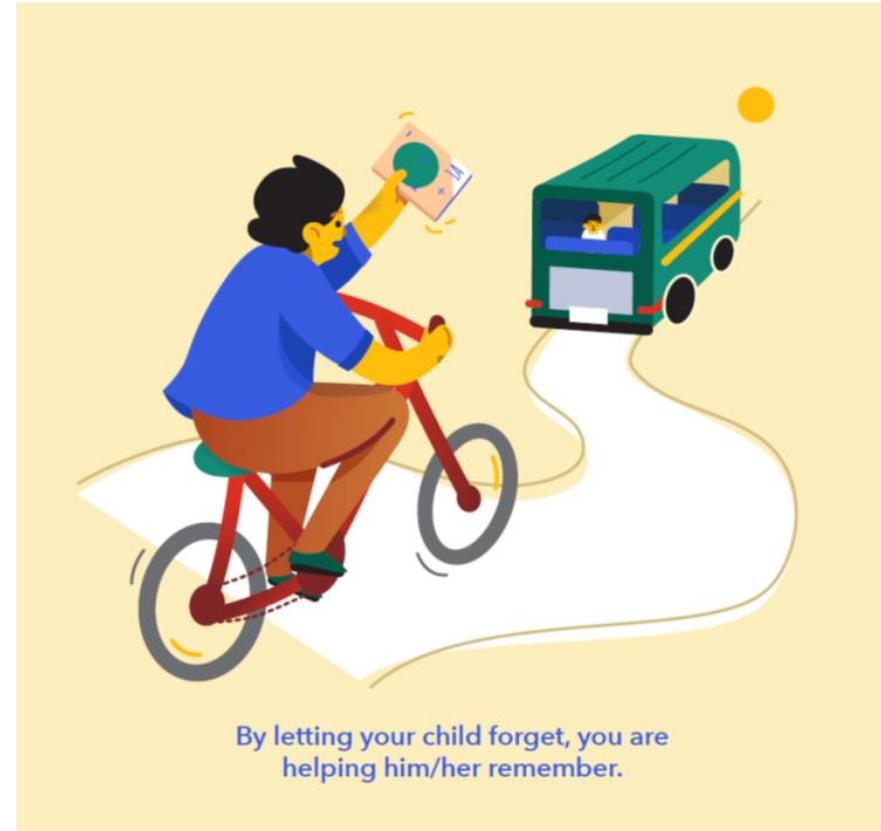
Student Well-being and Holistic Development

Managing self

We want your child to be able to manage challenges and make ethical responsible decisions to thrive in the VUCA future

How parents can partner us:

- Do not help your child by bringing books/ learning materials to school during school hours if he/she should forget



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



Communication between Teachers and Parents

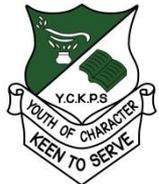
Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.

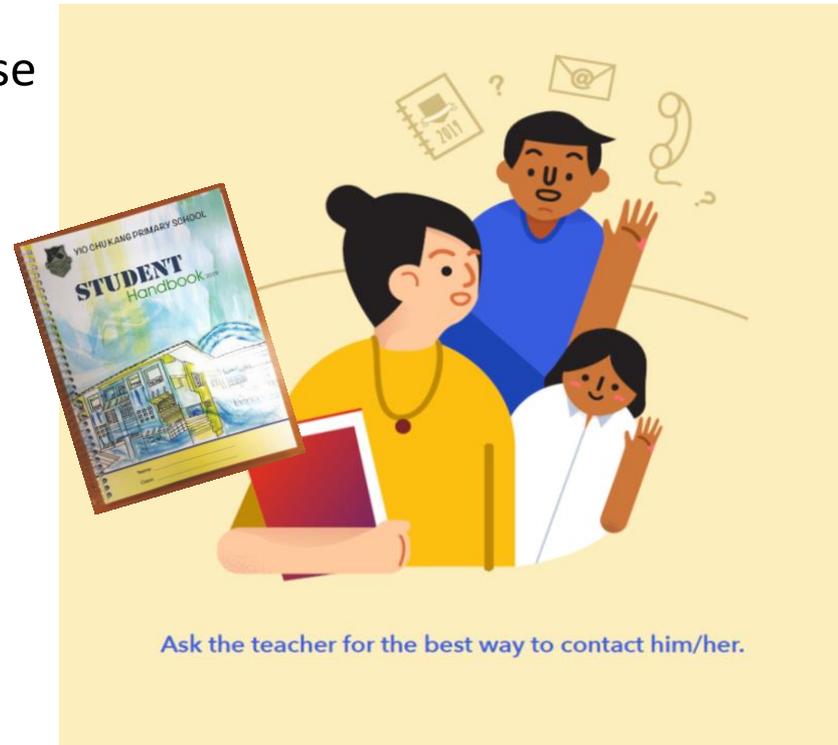
How parents can partner us:

We seek your understanding to stick to these official modes of communication, as far as possible, not withstanding emergencies.

- Call the General Office: 6385 1365
- Email (admin_yckps@moe.edu.sg)
- Write a message in your child's handbook
- Make an appointment to meet school personnel
- Parents' Gateway
- Class Dojo



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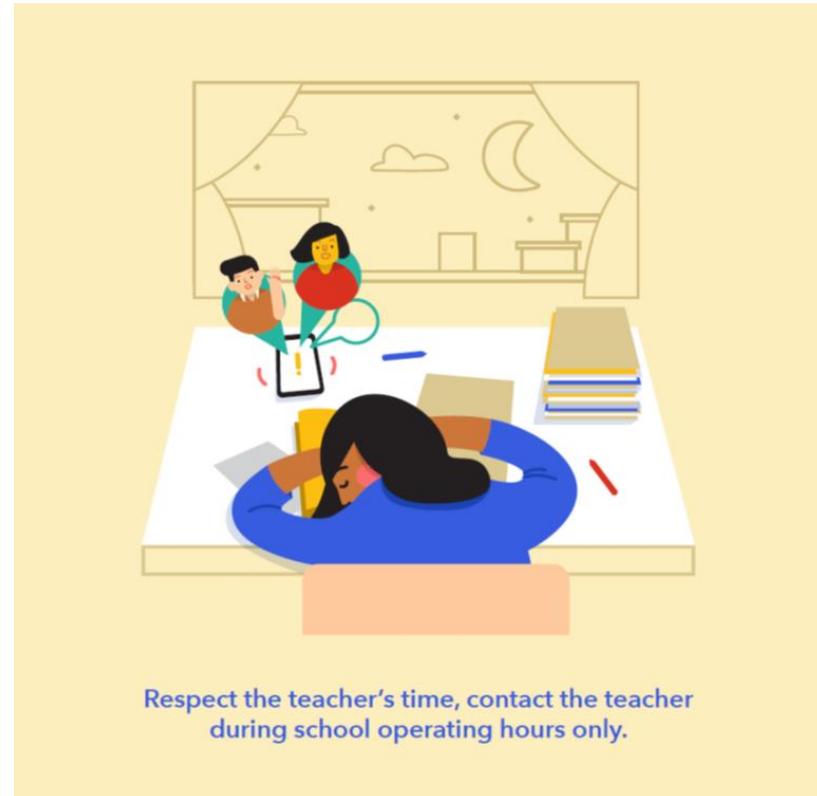
Communication between Teachers and Parents

Working with the school to know and support your child

We want to develop and strengthen mutual understanding, respect and trust between the school and parents for the benefit of your child.

How parents can partner us:

- We seek your understanding to adhere to the official school hours, and that if a request is received after official school hours, the teacher is not obliged to reply.



Respect the teacher's time, contact the teacher during school operating hours only.



Help your child succeed in life

Our children do best when schools and parents work hand in hand to support them. Here are some tips to make this happen...

Work with the school to know and support your child

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development.
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- Understand that teachers may not be able to respond to your queries immediately.

Help your child relate to others

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- Let the school verify the facts in any incident before taking action to ensure a fair, objective outcome for all parties.

Help your child develop good habits

- Create a conducive home environment for your child to enjoy reading and to finish his/her homework by himself/herself.
- Encourage your child to live a healthy, balanced life with time for sleep and play.

Help your child manage himself/herself

- Guide your child in managing his/her time.
- Encourage your child to help out with household chores.

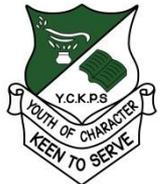
Our children succeed when parents and schools work hand in hand.



Ministry of Education
SINGAPORE

Guidelines for School-Home Partnership

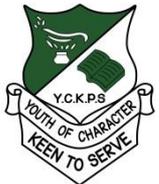
- We hope to clarify the nature of school-home partnership so that we can partner each other more meaningfully.
- We would like parents to work hand in hand with us to support your children in learning self-management skills, taking responsibility and building resilience.



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As parents, you can:

- Encourage Joy of Learning by not over-emphasising academic performance.
- Focus on your child's learning journey, rather than compare them to others.
- With your support, your child will:
 - Better enjoy the process of learning
 - Develop dispositions for lifelong learning



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



Set goals together

Talk about their strengths, abilities and goals and how they can achieve them.

Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author

18



Yio Chu Kang Primary School

Primary 5 Parents Briefing Session

Form Teachers Classroom Sharing
7 February 2020*

*Cancelled due to precautionary measures for 2019-nCoV



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Classroom Session Sharing

No	Topic
1	Introduction by Form Teachers
2	Sharing on the various subjects
3	Caring for the well-being of children
4	Setting learning expectations of the children, and parents' communication with teachers / school
5	AOB



Assessment Overview

Term 1	Term 2	Term 3	Term 4
WA1	WA2	WA3	SA2

WA denotes Weighted Assessment and SA denotes Semestral Assessment, both of which are weighted.*

* Circulars will be given to parents in due time



ENGLISH LANGUAGE



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Weighted Assessment (WA) Focus:

- WA1 (Term 1)

58

Components	Marks
Booklet B	
- Grammar Cloze: FIB (help words)	(10 marks)
- Editing for Spelling & Grammar	(12 marks)
- Comprehension Cloze OE (FIB)	(15 marks)
- Transformation & Synthesis	(10 marks)
- Comprehension OE	(20 marks)
Total:	(67 marks)



Weighted Assessment (WA) Focus:

- WA2 (Term 2)

59

Components	Marks
Booklet B	
- Grammar Cloze: FIB (help words)	(10 marks)
- Editing for Spelling & Grammar	(12 marks)
- Comprehension Cloze OE (FIB)	(15 marks)
- Transformation & Synthesis	(10 marks)
- Comprehension OE	(20 marks)
Total:	(67 marks)



Weighted Assessment (WA) Focus

- WA3 (Term 3)

Components	Marks
Booklet A	
- Grammar: MCQ	(10 marks)
- Vocabulary: MCQ	(5 marks)
- Vocabulary Cloze: MCQ	(5 marks)
- Visual Text Comprehension: MCQ	(8 marks)
Booklet B	
- Grammar Cloze: FIB (help words)	(10 marks)
- Editing for Spelling & Grammar	(12 marks)
- Comprehension Cloze OE (FIB)	(15 marks)
- Transformation & Synthesis	(10 marks)
- Comprehension OE	(20 marks)
Total:	(95 marks)



Semestral Assessment 2 (SA2) Focus

- Term 4

Examination Components	Key Assessment Focus
Paper 1: Writing	<ul style="list-style-type: none"><li data-bbox="498 511 1742 759">• Continuous Writing: Writing (story or expository) based on the given theme and at least 1 of the 3 random pictures provided. (40 marks)<li data-bbox="498 831 1761 1079">• Situational Writing: Addressing all bulleted points listed with clear and concise language to show <u>Context</u>, <u>Audience</u> and <u>Purpose</u>. (15 marks)



Semestral Assessment 2 (SA2) Focus

Examination Components	Key Assessment Focus
Paper 3: Listening Compre (20 marks)	<ul style="list-style-type: none">• Listening for detail and comprehension. Graphic options are given for the first 4 of <u>20 questions</u> so as to allow for the assessment of listening for a wider variety of purposes.
Paper 4: Oral (30 marks)	<ul style="list-style-type: none">• Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>.• Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. The candidate is assessed on his/her ability to engage in a sustained conversation.



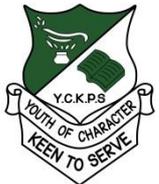
Semestral Assessment 2 (SA2) Focus

Examination Components	Components
Paper 2: Language Use (95 marks)	Booklet A
	- Grammar: MCQ
	- Vocabulary: MCQ
	- Vocabulary Cloze: MCQ
	- Visual Text Comprehension: MCQ
	Booklet B
	- Grammar Cloze: FIB (help words)
	- Editing for Spelling & Grammar
	- Comprehension Cloze OE (FIB)
	- Transformation & Synthesis
	- Comprehension OE

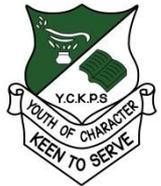


General Areas of Weakness

- Grammar & Vocabulary
- Comprehension Open-ended (OE)
- Transformation & Synthesis
- Continuous Writing



FOUNDATION ENGLISH LANGUAGE



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Weighted Assessment (WA) Focus:

- WA1 (Term 1)

Components	Marks
Booklet B	
- Form Filling: FIB	(5 marks)
- Editing for Grammar	(6 marks)
- Editing for Spelling	(6 marks)
- Comprehension (Visual Text): (Completion of Sentences)	(5 marks)
- Synthesis	(3 marks)
- Comprehension Cloze: FIB (OE)	(5 marks)
- Comprehension OE (New format) (Passages (A) & (B))	(10 marks)
Total:	(60 marks)



Weighted Assessment (WA) Focus:

- WA2 (Term 2)

Components	Marks
Booklet B	
- Form Filling: FIB	(5 marks)
- Editing for Grammar	(6 marks)
- Editing for Spelling	(6 marks)
- Comprehension (Visual Text): (Completion of Sentences)	(5 marks)
- Synthesis	(3 marks)
- Comprehension Cloze: FIB (OE)	(5 marks)
- Comprehension OE (New format) (Passages (A) & (B))	(10 marks)
Total:	(60 marks)

67



Weighted Assessment (WA) Focus

- WA3 (Term 3)

Components	Marks
Booklet A	
- Grammar: MCQ	(8 marks)
- Punctuation: MCQ	(2 marks)
- Vocabulary: MCQ	(5 marks)
- Visual Text Comprehension: MCQ	(5 marks)
Booklet B	
- Form Filling: FIB	(5 marks)
- Editing for Grammar	(6 marks)
- Editing for Spelling	(6 marks)
- Comprehension (Visual Text): (Completion of Sentences)	(5 marks)
- Synthesis	(3 marks)
- Comprehension Cloze: FIB (OE)	(5 marks)
- Comprehension OE (New format) (Passages (A) & (B))	(10 marks)
Total:	(60 marks)



Semestral Assessment 2 (SA2) Focus

Term 4

Examination Components	Key Assessment Focus
Paper 1: Writing	<ul style="list-style-type: none">• Continuous Writing: Continuous Writing (story) based on the given theme and 3 sequential pictures and a question mark (?) for open-ended resolutions. at least 1 of the 3 random pictures provided. (At least 120 words) (30 marks)• Situational Writing: Addressing all bulleted points listed with clear and concise language to show <u>Context</u>, <u>Audience</u> and <u>Purpose</u>. (15 marks)



Semestral Assessment 2 (SA2) Focus

Examination Components	Key Assessment Focus
Paper 3: Listening Compre (20 marks)	<ul style="list-style-type: none">• Listening for detail and comprehension. Graphic options are given for the first 6 of <u>20 questions</u> so as to allow for the assessment of listening for a wider variety of purposes.
Paper 4: Oral (30 marks)	<ul style="list-style-type: none">• Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>.• Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture. The candidate is assessed on his/her ability to engage in a sustained conversation.

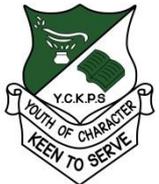


Semestral Assessment 2 (SA2) Focus

Examination Components	Components
Paper 2: Language Use (95 marks)	Booklet A
	- Grammar: MCQ
	- Punctuation: MCQ
	- Vocabulary: MCQ
	- Visual Text Comprehension: MCQ
	Booklet B
	- Form Filling: FIB
	- Editing for Grammar
	- Editing for Spelling
	- Comprehension (Visual Text): Completion of Sentences)
	- Synthesis
	- Comprehension Cloze: FIB (OE)
	- Comprehension OE (New format) (Passages (A) & (B))

General Areas of Weakness

- Grammar & Vocabulary
- Comprehension Open-ended (OE)
- Transformation & Synthesis
- Comprehension Cloze
- Continuous Writing



TIPS FOR PARENTS: READING & SPEAKING

- Model the use of Standard English when communicating with him/ her. Do not attempt to correct their mistakes by repeating their mistakes. Model the right language instead.
- Read and write notes/messages in front of your child. Let them have ample writing opportunities as well.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading and writing opportunities and activities.



TIPS FOR PARENTS: WRITING

- Time management – With only 1hr 10min in the PSLE to complete both Situational and Continuous writing, it is important to manage time well. Let your child go through **TIMED** practice at home.
- Encourage your child to jot down good vocabulary/phrases and apply them in their writing.



MATHEMATICS



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P5 Topics

Standard Mathematics

Numbers up to 10 million
(include 4 operations)

Fractions (include 4 operations)

Decimals (include 4 operations)

Rate

Percentage

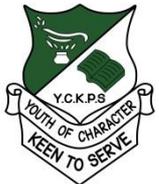
Volume of cube and cuboid

Ratio

Area of triangle

Geometry: Angles, Triangle, Parallelogram, rhombus,
trapezium

Average of a set of data



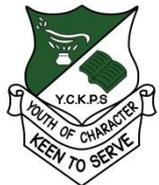
Primary 5 Mathematics Assessment

Assessment Type	Format and Rigor of assessment
WA1 (Term 1)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30• Use of calculator for Section B only
WA (Term 2)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30• Use of calculator for Section B only



Primary 5 Mathematics Assessment

Assessment Type	Format and Rigor of assessment
WA1 (Term 3)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30• Use of calculator for Section B only
SA2 (Term 4)	<ul style="list-style-type: none">• Paper 1: 45 marks• Paper 2: 55 marks• Marks: 100• Use of calculator for Paper 2 Only



Pointers to note:

Important for Primary 5 students to:

- To be clear of all topics, in particular these:
 - ***Whole numbers***
 - ***Fractions***
 - Understand what the ***word problem*** is testing and using the most appropriate method (***heuristics***)
 - Fluent in addition, subtraction, multiplication and division of numbers



Pointers to note:

Good for parent(s) to encourage your child to:

- Draw model in order to better understand the fractions and word problems
- Explain their solutions to you and state what they are finding in each step
- Revise and test multiplication table regularly
- Add, subtract, multiply and divide mentally well



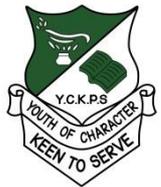
Primary 5 Mathematics Syllabus

Areas for parental support:

- Daily revision of what is learnt and completes daily homework
- Provide opportunities for child to apply Mathematics in everyday life
- Encourage child to clarify with Math teacher when in doubt
- Child should not be imposed to only one method of solving problems
- Encourage child to think of another method when facing difficulty
- Monitor child's level of dependence on calculator which may hamper the speed and accuracy of calculations in Paper 1
- Ample rest and stay attentive



FOUNDATION MATHEMATICS



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P5 Topics

Foundation Mathematics

Numbers up to 10 million (include 4 operations & factors & multiples)

Fractions (include 4 operations)

Decimals (include 4 operations)

Rate

Percentage

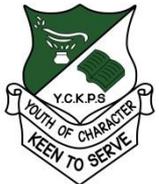
Volume of cube and cuboid

Time

Area and Perimeter

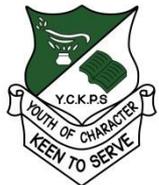
Geometry: Perpendicular and parallel lines, angles, rectangles and squares

Tables, Bar Graphs and Line Graphs



Primary 5 Mathematics Assessment

Assessment Type	Format and Rigor of assessment
WA1 (Term 1)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30• Use of calculator for Section B only
WA2 (Term 2)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30• Use of calculator for Section B only



Primary 5 Mathematics Assessment

Assessment Type	Format and Rigor of assessment
WA3 (Term 3)	<ul style="list-style-type: none">• Section A: Short-answer (20m)• Section B: Long-answer (10m)• Marks: 30• Use of calculator for Section B only
SA2 (Term 4)	<ul style="list-style-type: none">• Paper 1: 50 marks• Paper 2: 40 marks• Marks: 90• Use of calculator for Paper 2 Only



Pointers to note:

Important for Primary 5 students to:

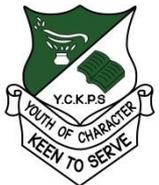
- To be clear of all topics, in particular these:
 - **Whole numbers**
 - **Fractions**
- Understand what the **word problem** is testing and using the most appropriate method (**heuristics**)
- Fluent in addition, subtraction, multiplication and division of numbers



Pointers to note:

Good for parent(s) to encourage your child to:

- Draw model in order to better understand the fractions and word problems
- Explain their solutions to you and state what they are finding in each step
- Revise and test multiplication table regularly
- Add, subtract, multiply and divide mentally well



Primary 5 Mathematics Syllabus

Areas for parental support:

- Daily revision of what is learnt and completes daily homework
- Provide opportunities for child to apply Mathematics in everyday life
- Encourage child to clarify with Math teacher when in doubt
- Child should not be imposed to only one method of solving problems
- Encourage child to think of another method when facing difficulty
- Monitor child's level of dependence on calculator which may hamper the speed and accuracy of calculations in Paper 1
- Ample rest and stay attentive



SCIENCE



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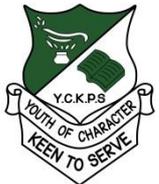
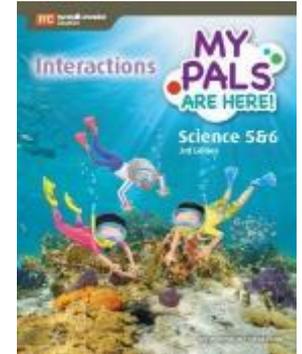
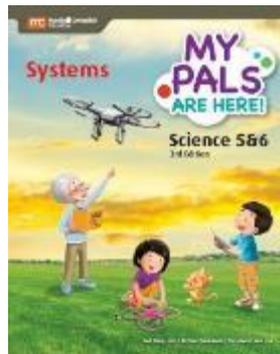
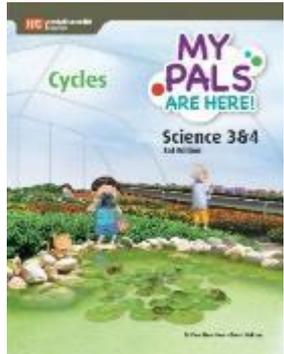
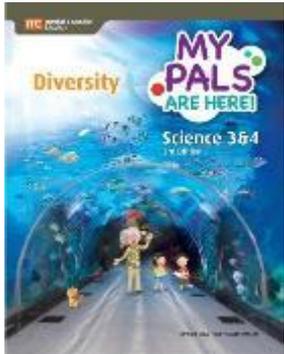
Science Syllabus

Lower Block

- P3: Diversity, Systems, Interactions
- P4: Cycles, Energy

Upper Block

- P5: Cycles, Systems
- P6: Energy, Interactions



P5 Standard Science Topics

Cycles

1. Reproduction in Plants
2. Reproduction in Humans
3. Water and Changes of State
4. The Water Cycle

Systems

5. The Plant Transport System
6. Air and the Respiratory System
7. The Circulatory System
8. The Unit of Life
9. Electrical Systems
10. Using Electricity

Science Skills and Processes

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Creative problem solving
- Decision-making
- Investigation



P5 Standard Science Exam Format

WA1(Term 1)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Open-ended	3 to 4	10
Total Marks			30

WA2 (Term2)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Open-ended	3 to 4	10
Total Marks			30

P5 Standard Science Exam Format

WA3 (Term 3)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Open-ended	3 to 4	10
Total Marks			30

Semestral Assessment (SA2) (Term 4)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	28	56
B	Open-ended	12 to 13	44
Total Marks			100

P5 Foundation Science Topics

Cycles

1. Reproduction in Plants
2. Reproduction in Humans
3. Water and Changes of State
4. The Water Cycle

Systems

5. The Plant Transport System
6. Air and the Respiratory System
7. The Circulatory System
8. Electrical Systems
9. Using Electricity

P5 Foundation Science Exam Format

WA1 (Term 1)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Structured and Open-ended	3 to 4	10
Total Marks			30

WA2 (Term2)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Structured and Open-ended	3 to 4	10
Total Marks			30

P5 Foundation Science Exam Format

WA3 (Term 3)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	10	20
B	Structured and Open-ended	3 to 4	10
Total Marks			30

Semestral Assessment (SA2) (Term 4)

Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	18	36
B	Structured	6 to 7	14
	Open-ended	5 to 6	20
Total Marks			70

Tips for Parents

- Spend time with child
 - use everyday situations to stimulate curiosity
 - bring child to places of interests for varied learning opportunities
- Encourage child to read
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills
- *Understand different strategies child adopts*
 - some learn by reading Science books and notes (aloud or silently)
 - some learn by making own notes (concept maps, graphic organisers, etc)
 - support child in doing scientific investigations



Tips for Students

- Learn spelling of key words
- Understand key concepts
- *Revise (read, understand, do)* textbooks, workbooks, booklets/worksheets, and Science Journals (P3 to P5)
- Improve answering techniques – *answers must be based on scientific concepts*
- Practice answering techniques such as *Claim-Evidence-Reasoning (CER)* taught by teachers
- Take a more hands-on approach
- Ask when in doubt



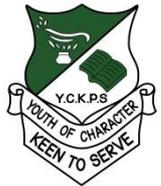
More Challenging Science Topics

Students would need to spend more time to understand and revise these topics:

- Magnets and Their Characteristics (P3)
- Light and Shadows (P4)
- Heat and Temperature (P4)



MOTHER TONGUE LANGUAGES



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P5 Mother Tongue Languages

Approach

Mastery of 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use

Vocabulary

Grammar

**Reading
with
Understanding**

P5 MTL Assessment

WA1 (Term 1)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice & Open-ended	14 to 16	40
Total Marks			40

WA2 (Term 2)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice & Open-ended	30 to 35	70
Total Marks			70

WA3 (Term 3)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice & Open-ended	30 to 35	70
Total Marks			70

P5 MTL Assessment

Semestral Assessment (SA2)(Term 4)			
Assessment	Item Type	Number of Questions	Marks
Listening Compre	Multiple-choice	10	20
Oral	Open-ended	4	50
Paper 1 - Compo	Open-ended	1	40
Paper 2 – Lang Use	Multiple-choice & Open-ended	50	90
Total Marks			200

P5 Mother Tongue Languages

End-of-Year Assessments

- Increase in weightage for all components
- Oral includes a section on video watching, followed by conversation (30 marks)
- 6 pictures for composition instead of just 4 pictures (More content is needed to build up the story)
- Number of open-ended comprehension questions increases to 14 (more questions requiring them to make inferences and explain their reasoning)
- Paper 2 will include 50 marks (MCQs) and 40 marks (Open ended questions)



Primary School Mother Tongue Languages (MTL) Curriculum

Listening

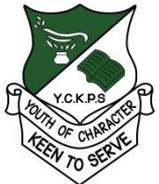
- Listening to instructions in Mother Tongue Language
- Select the correct picture
- Select the correct response and answers after listening to comprehension texts
- Listening comprehension practices through daily instructions in Mother Tongue Language



Primary School Mother Tongue Languages (MTL) Curriculum

Speaking

- Expressing their thoughts through conversation section in the MTL textbook
- Conversation section in oral
- Presentation in classroom after group discussion



Primary School Mother Tongue Languages (MTL) Curriculum

Reading

- Able to read aloud and pronounce words, sentences
- Read with good intonation



Primary School Mother Tongue Languages (MTL) Curriculum

Writing

- Learn to form sentences that are grammatically correct and write a composition based on a 6 pictures or based on a topic.

Language Use

- Building of Vocabulary, Grammar and comprehension skills through daily lessons.

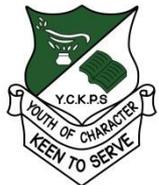


Working in Partnership with Parents

- Encourage your child to share what they words/content learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.



FOUNDATION MOTHER TONGUE LANGUAGES (FMTL)



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P5 Foundation Mother Tongue Languages

Approach

Mastery of 4 Macro Skills

Listening

Speaking

Reading

Writing

Language Use

Vocabulary

Grammar

**Reading
with
Understanding**

P5 FMTL Assessment

WA1 (Term 1)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice & Fill in the Blanks	10	15
Total Marks			15

WA2 (Term 2)

Assessment	Item Type	Number of Questions	Marks
Oral (Read a passage; Conversation on Video Stimulus)	Open-ended	3 to 5	55
Total Marks			55

WA3 (Term 3)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice & Fill in the Blanks	10	15
Total Marks			15

P5 FMTL Assessment

Semestral Assessment (SA2)(Term 4)			
Assessment	Item Type	Number of Questions	Marks
Listening Compre	Multiple-choice	15	30
Oral	Open-ended	3 to 5	55
Paper 1 – Lang Use	Multiple-choice & Fill in the Blanks	10	15
Total Marks			100



P5 FMTL

End-of-Year Assessments

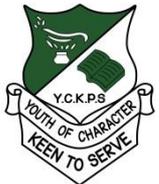
- Increase in weighting for oral component
- Oral includes reading aloud and a section on video watching, followed by conversation (55 marks)
- No composition writing is needed
- Language use paper includes multiple choices and fill in the blanks section.



Primary School FMTL Curriculum

Listening

- Listening to instructions in Mother Tongue Language.
- Select the correct picture.
- Select the correct response and answers after listening to comprehension texts.
- Listening comprehension practices through daily instructions in Mother Tongue Language.



Primary School FMTL Curriculum

Speaking

- Expressing their thoughts through conversation section in the MTL textbook.
- Conversation section in oral.
- Presentation in classroom after group discussion.



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Reading

- Able to read aloud and pronounce words, sentences.
- Read with good intonation.



Primary School FMTL Curriculum

Language Use

- Building of Vocabulary, Grammar and comprehension skills through daily lessons.
- Learn to pick out information from comprehension texts and graphic stimulus to fill in the blanks.



Working in Partnership with Parents

- Show interest in your child's MTL learning experiences and encourage him or her to share them with you.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Watch quality Chinese, Malay or Tamil language television programmes together.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.



HIGHER MOTHER TONGUE LANGUAGES (HMTL)

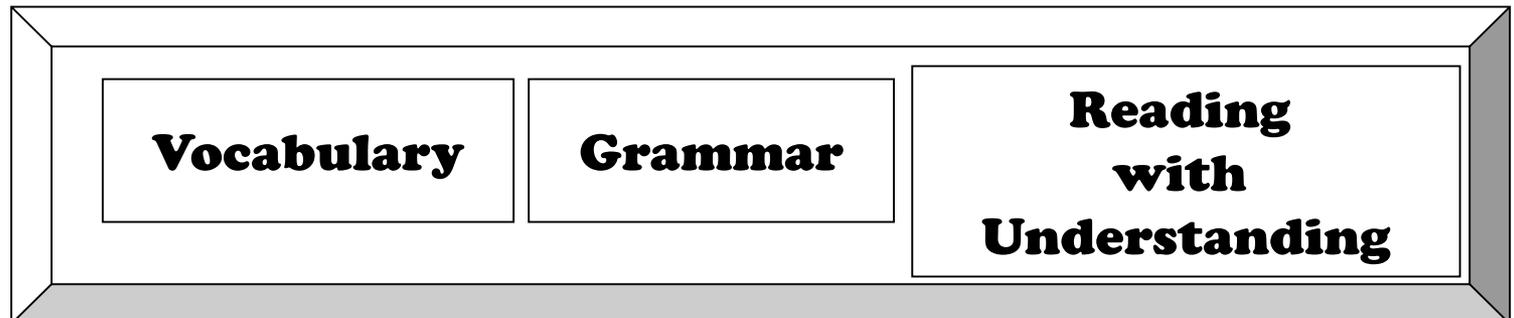
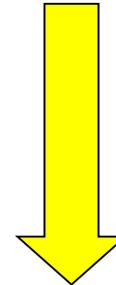
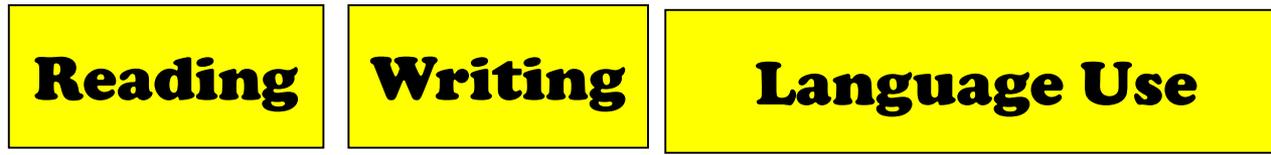


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P5 Higher Mother Tongue Languages

Approach

Focus on deepening the learning of MTL



P5 HMTL Assessment

WA1 (Term 1)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice & Open-ended	16	36
Total Marks			36

WA2 (Term 2)

Assessment	Item Type	Number of Questions	Marks
Paper 1 - Composition	Open-ended	1	40
Total Marks			40

WA3 (Term 3)

Assessment	Item Type	Number of Questions	Marks
Language Use	Multiple-choice & Open-ended	23	60
Total Marks			60

P5 HMTL Assessment

Semestral Assessment (SA2) (Term 4)			
Assessment	Item Type	Number of Questions	Marks
Paper 1 - Composition	Open-ended	1	40
Paper 2 – Lang Use	Multiple-choice & Open-ended	23	60
Total Marks			100



P5 HMTL

End-of-Year Assessments

- Includes only 2 papers. (Paper 1 – Composition; Paper 2 – Language Use)
- No pictures for composition. Composition writing will be based on a topic (Need to analyse the topic before writing. More content is needed to build up the composition)
- Paper 2 will include 10 marks (MCQs); 10 marks (Editing) and 40 marks (Open ended comprehension questions)



Primary School HMTL Curriculum

Writing

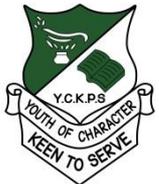
- Building of Vocabulary (descriptive words), good phrases and form into grammatically correct sentences.
- Write a composition based on a given topic or complete a composition based on starter sentences.



Primary School HMTL Curriculum

Language Use

- Building of Vocabulary, Grammar and comprehension skills through daily lessons.
- Learn to make inferences, summarising of key points and express own views in written MTL.



Useful Links

1. Changes to the PSLE scoring and S1 posting

<https://www.youtube.com/watch?v=XNhLvEkB90>

2. What you need to know about the new PSLE scoring system

<https://www.youtube.com/watch?v=vr-9ctEWnaA&feature=youtu.be>



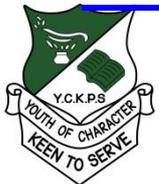
Useful Links

3. Parents Gateway Onboarding Video for Parents

https://www.youtube.com/watch?v=29H_d-15H0s

4. MOE Parents Gateway

<https://www.youtube.com/watch?v=PCM5o8jAncc>



Useful Links

5. Cyber Wellness For Parents - First Phone

<https://www.youtube.com/watch?v=2reBGK-1zC4>



If you should have any enquiries or questions regarding any of the content in the slides, you can email the school at admin_yckps@moe.edu.sg.



Thank
you



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