

P6 Parents Engagement Session

Saturday, 14th 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

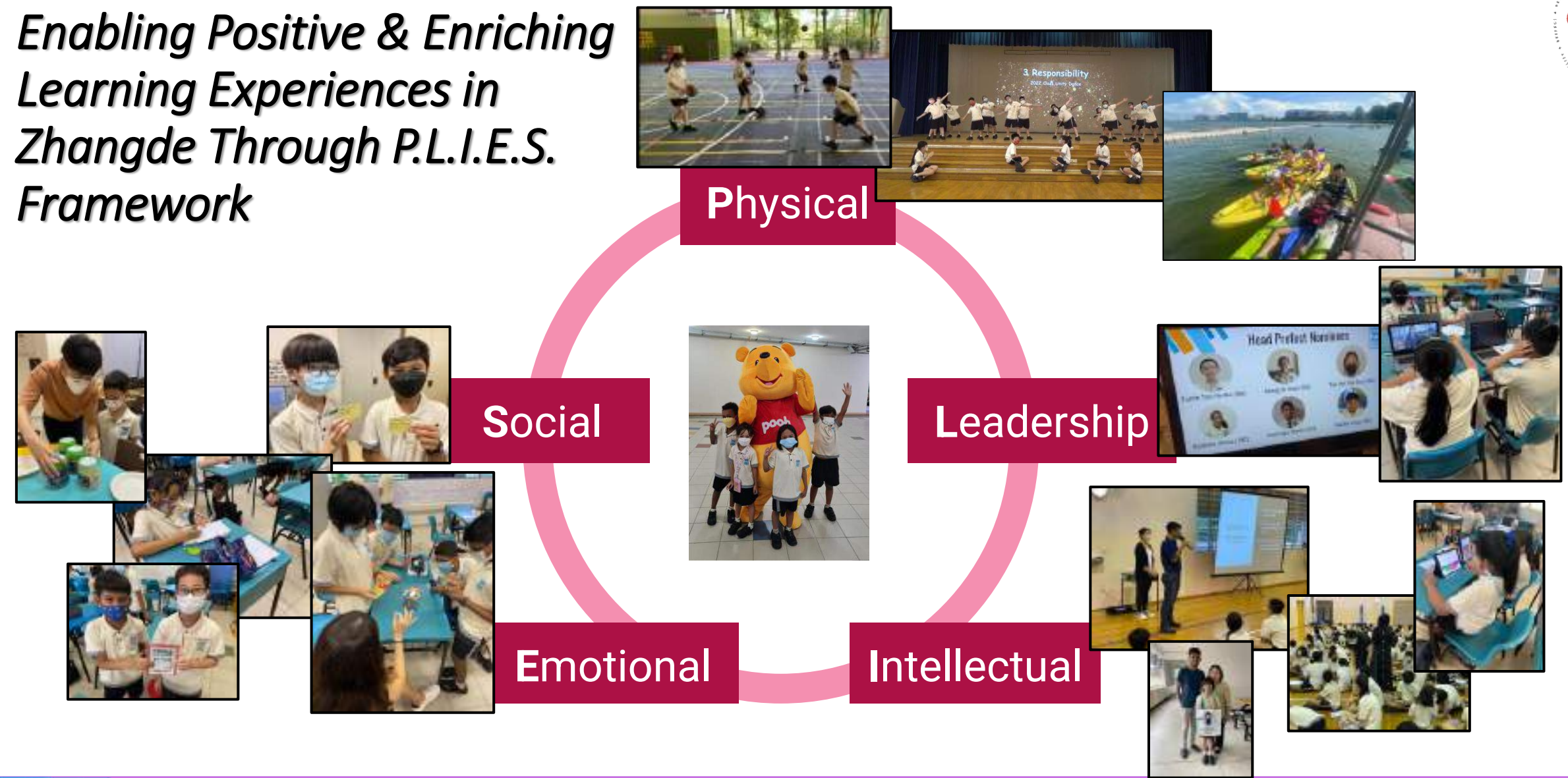
- GIVER³S Values
- 5 Habits
- Growth Mindset
- Restorative Practice
- Servant Leadership

Inclusive

- Each child is unique and we value each child.



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



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.



Curriculum Sharing (By Subjects)

P6 Assessment Structure

Term 1	Term 2	Term 3	Term 4
No formal Assessment Review Exercises and Timed Practices will be given		Prelim	- PSLE
		P6 Std [100 %]	-
		P6 Fdn [100 %]	-

English Language (EL)

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)



Language Area	Strategy
Reading & Viewing	<ul style="list-style-type: none">• Sustained Silent Reading (SSR)• Supported Reading• KWL• Retelling• Annotation• Reading for Pleasure (through Extensive Reading)
Writing & Representing	<ul style="list-style-type: none">• Writing Process Cycle (expanding repertoire of writer's craft, strengthening awareness of PACC)
Oracy	<ul style="list-style-type: none">• Weaved in areas of language learning• Explicit Instruction
Vocabulary	<ul style="list-style-type: none">• Taught in context
Grammar	<ul style="list-style-type: none">• Explicit teaching of language items, structures and skills• Sentence Manipulation

English Language PSLE Components

Component	Marks / Weightage
Paper 1: Writing	55m (27.5%)
Paper 2: Language Use and Comprehension	95m (47.5%)
Paper 3: Listening Comprehension	20m (10%)
Paper 4: Oral Communication	30m (15%)
Total	200m (100%)

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Paper 1: Writing



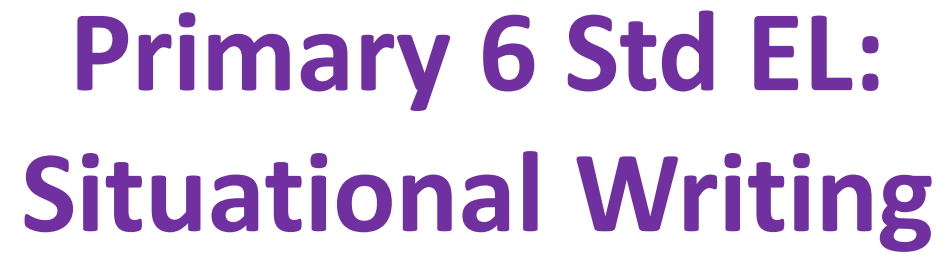
**Duration: 1h 10min Total Marks:
55 marks**

Part 1: Situational Writing (15m)

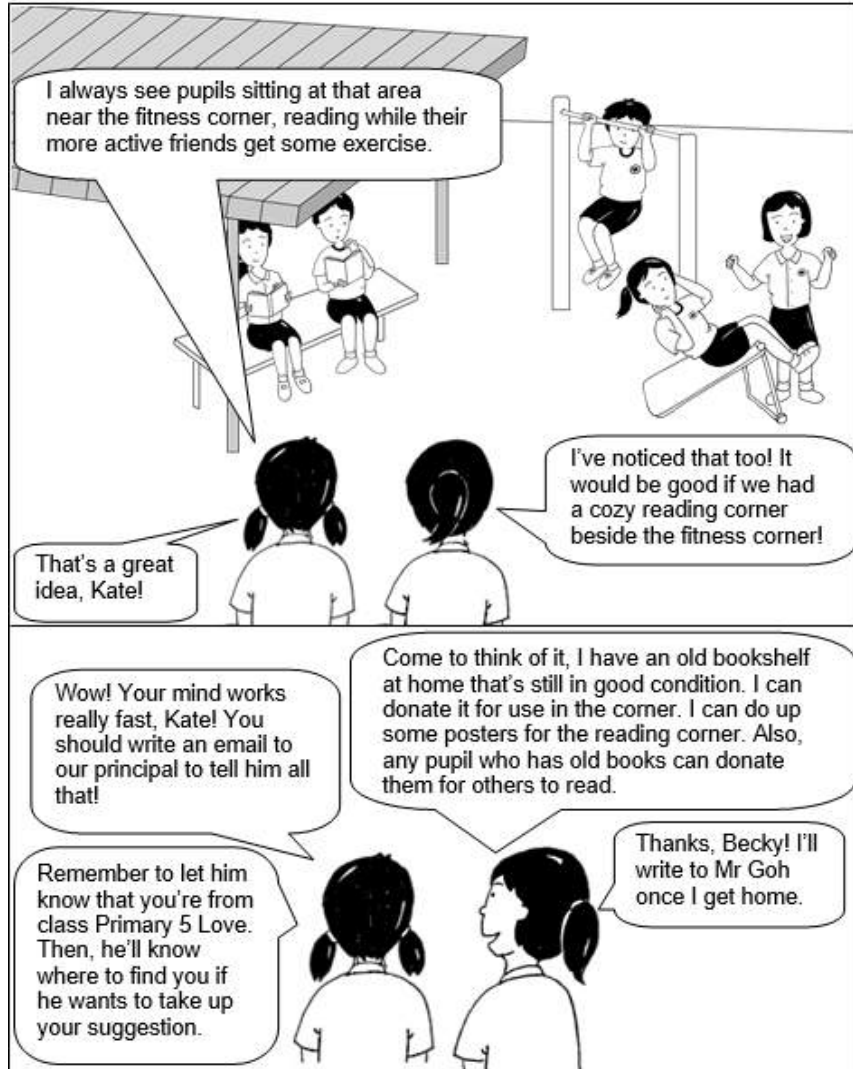
Write a short functional piece (i.e. letter, email, report) to suit the purpose, audience and context of a given situation.

Part 2: Continuous Writing (40m)

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



The pictures below show Kate and Becky talking about an idea they had for improving their school. Study the pictures carefully.



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.

Primary 6 Std EL : Continuous Writing

Write a composition of at least 150 words 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

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

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

Paper 2: Language Use & Comprehension



Duration: 1h 50 min

Total marks: 95 marks

Component (Booklet A)	P6	Component (Booklet B)	P6
Grammar MCQ	10m	Grammar Cloze	10m
Vocabulary MCQ	5m	Editing for Spelling and Grammar	12m
Vocabulary Cloze MCQ	5m	Comprehension Cloze	15m
Visual Text Comprehension	8m	Synthesis and Transformation	10m
		Comprehension OE	20m (1 passage)
Booklet A Total	28m	Booklet B Total	67m

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Paper 2 - Expectations

- Read widely and take time to comprehend the questions
- Highlight contextual clues
- Annotate questions and comprehension passages while reading

Paper 3: Listening Comprehension

P6 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.

Paper 4: Oral Communication

Both components are linked by a common broad theme.		P6 EL
Reading Aloud		10m
<ul style="list-style-type: none"> <i>read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm)</i> 		
Stimulus-based Conversation		20m
<ul style="list-style-type: none"> <i>give personal response to a visual stimulus and engage in a conversation on a relevant topic</i> 		

Foundation English (FEL)

Areas of Language Learning

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

English Language



Teaching strategies – STELLAR

STratégies for **E**nglish **L**anguage **L**earning **A**nd **R**eadng

Upper Primary Strategies

- ❖ Sustained Silent Reading (SSR), Supported Reading (SR),
- ❖ Know - Want to know - Learnt (KWL), Retelling (RT),
- ❖ Language Activities and Sentence Manipulation,
- ❖ Writing Process Cycle (WPC)

PSLE Components

- Paper 1: Writing
- Paper 2: Language Use and Comprehension
- Paper 3: Listening Comprehension
- Paper 4: Oral Communication

PSLE Components



Component	Marks / Weightage
Paper 1: Writing	40m (26.7%)
Paper 2: Language Use and Comprehension	60m (40%)
Paper 3: Listening Comprehension	20m (13.3%)
Paper 4: Oral Communication	30m (20%)
Total	150m (100%)

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Paper 1 Writing

Level	Duration	Marks
Pri 6 Foundation	1h 10 min	Total marks: 40marks Q1) Situational Writing – 10 marks Q2) Continuous Writing – 30 marks

Paper 1: Writing (FEL)

Duration: 1h 10min

Total Marks: 40 marks

Part 1: Situational Writing (10m)

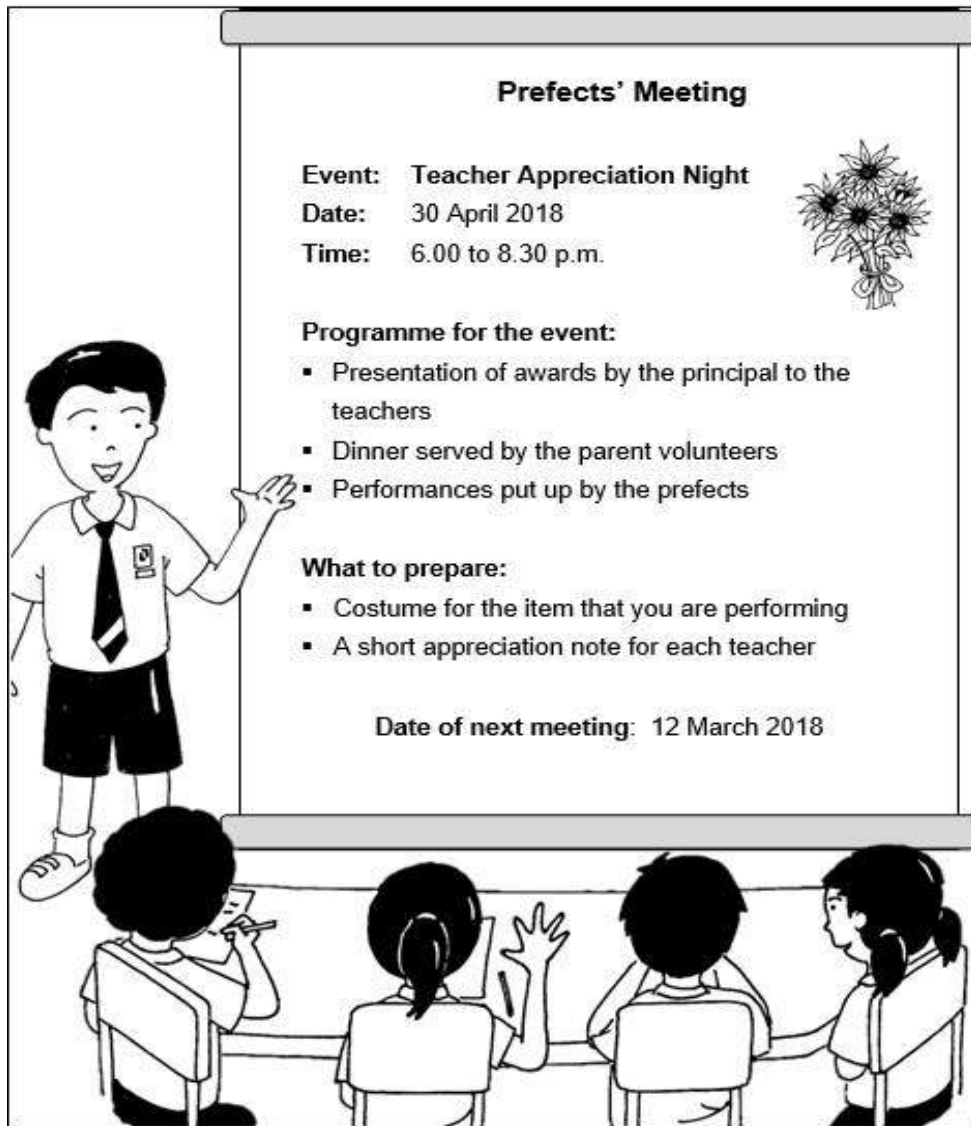
Write a short functional piece (i.e. letter, email, report) to suit the purpose, audience and context of a given situation.

Part 2: Continuous Writing (30m)

A series of 3 pictures and “?” with helping words given

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Primary 6FEL: Situational Writing



Prefects' Meeting

Event: Teacher Appreciation Night
Date: 30 April 2018
Time: 6.00 to 8.30 p.m.

Programme for the event:

- Presentation of awards by the principal to the teachers
- Dinner served by the parent volunteers
- Performances put up by the prefects

What to prepare:

- Costume for the item that you are performing
- A short appreciation note for each teacher

Date of next meeting: 12 March 2018

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.

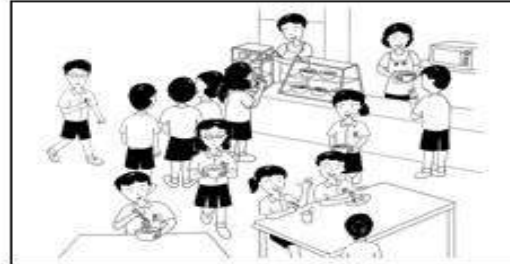
In your writing, include the following key information:

- 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.

Primary 6FEL : Continuous Writing

The pictures below show what happened in the school canteen one morning. Based on these pictures, write a story of at least 120 words. 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



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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

Continuous Writing

- ✓ Ensure that the writing is **based on all the pictures. You must have a conclusion.**
- ✓ Develop the content adequately
- ✓ Use the helping words that are given with the pictures.
- ✓ Jot down good use of vocabulary and phrases in Vocabulary Book
- ✓ Memorise and learn to use them in continuous writing

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Paper 2: Language Use & Comprehension

Level	Duration	Marks
Pri 6 Foundation	1h 20min	60 marks

Paper 2: Language Use & Comprehension

(FEL Booklet A)

Component	P6 FEL
Grammar MCQ	8m
Vocabulary MCQ	5m
Punctuation MCQ	2m
Visual Text Comprehension	5m

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



Component	P6FEL
Form Filling	5m
Editing for Spelling	6m
Editing for Grammar	6m
Completion of Sentences	5m
Comprehension Cloze	5m
Synthesis	3m
Comprehension OE (2 passages)	10m

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Paper 2 - Expectations

- Read widely and take time to comprehend the questions
- Highlight contextual clues
- Annotate questions and comprehension passages while reading
- Check your work diligently

Paper 3: Listening Comprehension

P6 FEL LC (40 min)

Total Marks: 20 marks

Students will listen to a recording of a variety of text types i.e. news items, announcements, advertisements, instructions, explanations, conversations, speeches and stories. Graphic representations will be used for first 7 items.

Questions will be read to the students.

Paper 3 - Expectations

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

Paper 4: Oral Communication

Component	Marks
Reading Aloud <ul style="list-style-type: none"> <i>read a text with accuracy (good pronunciation and articulation of words) and fluency (appropriate expression and rhythm)</i> 	10m
Stimulus-based Conversation <ul style="list-style-type: none"> <i>give personal response to a visual stimulus and engage in a conversation on a relevant topic</i> 	20m

Both components are linked by a common broad theme.

P6 English Language Programmes

- **Morning Assembly Reading Programme**
- **English Language Day**
- **Read @ ZPS**
 - Weekly DEAR (Drop Everything and Read) period
 - Class Library
 - Supplementary Reader

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 5

Numbers & Algebra

Whole Numbers

Fractions

Decimals

Percentage

Ratio

Rate

Measurement & Geometry

Area & Volume

Angles

Triangles & Quadrilaterals

Time

Statistics

Average

Tables, Bar & Line Graphs

Primary 6

Numbers & Algebra

Algebra

Decimals

Fractions

Percentage

Ratio

Speed

Measurement & Geometry

Area & Volume

Angles & Triangles

Quadrilaterals

Nets

Statistics

Pie Charts

Average

Areas of Concern from P5 to P6

- 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
- Mastery of basic concepts of Whole Numbers, Fractions and Decimals (from P4).
 - Factual Fluency
 - Procedural Fluency – e.g. mixed numbers to improper fractions
- Conceptual understanding and application of skills and concepts across contexts.
- Visualization – e.g. area & perimeter of composite figures, counting number of cubes
- Time Management for Paper 1
 - Need for speed and accuracy

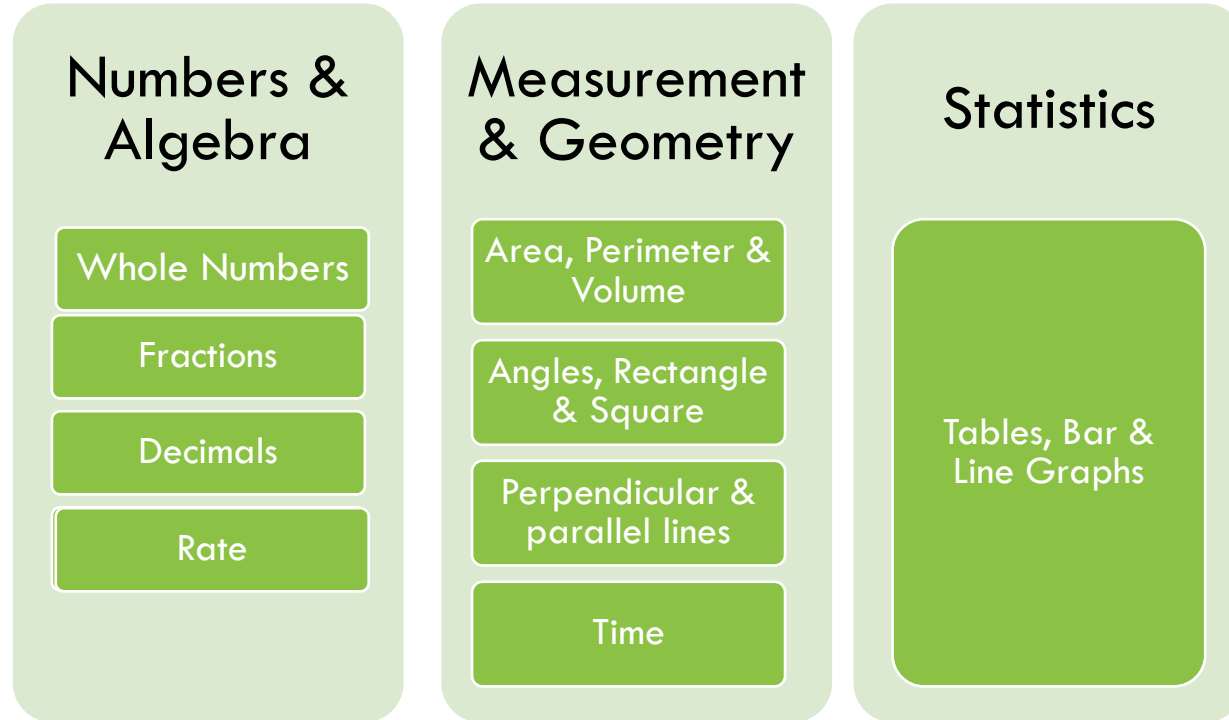
P6 Standard Mathematics Paper

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

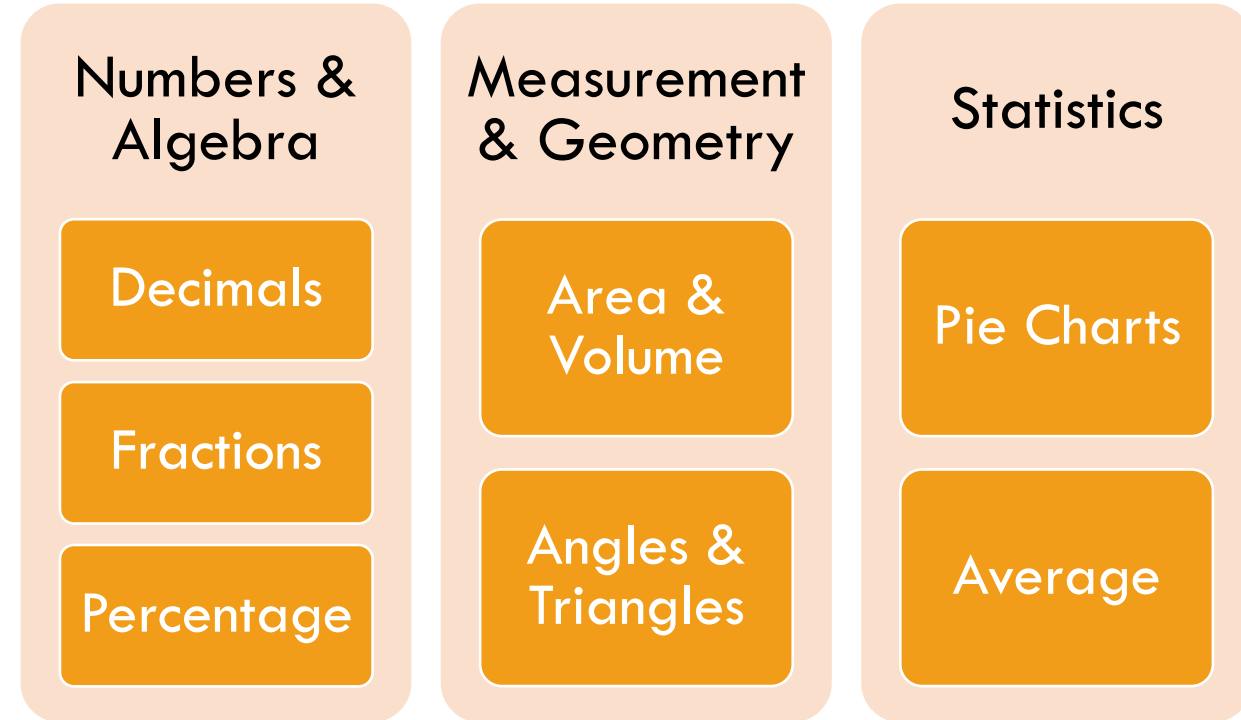
Foundation Mathematics (FMA)

Mathematics Curriculum

Primary 5 Foundation



Primary 6 Foundation



Areas of Concern from P5 to P6

- Accuracy in calculations
- Factual Fluency
- Mastery of basic skills and concepts
- Problem Solving Process
- Understanding the questions
- Presentation of solutions – clear, logical, systematic and accurate
- Checking the solutions and answers
- Persisting when faced with difficulties

P6 Foundation Mathematics Paper

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

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.

Marking Matters



- Marks are awarded for correct and clear method and relevant working even if the final answer is wrong.

- 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**

Area of triangle = 28 cm

cm²

5000 = 5 km

m

- 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.

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

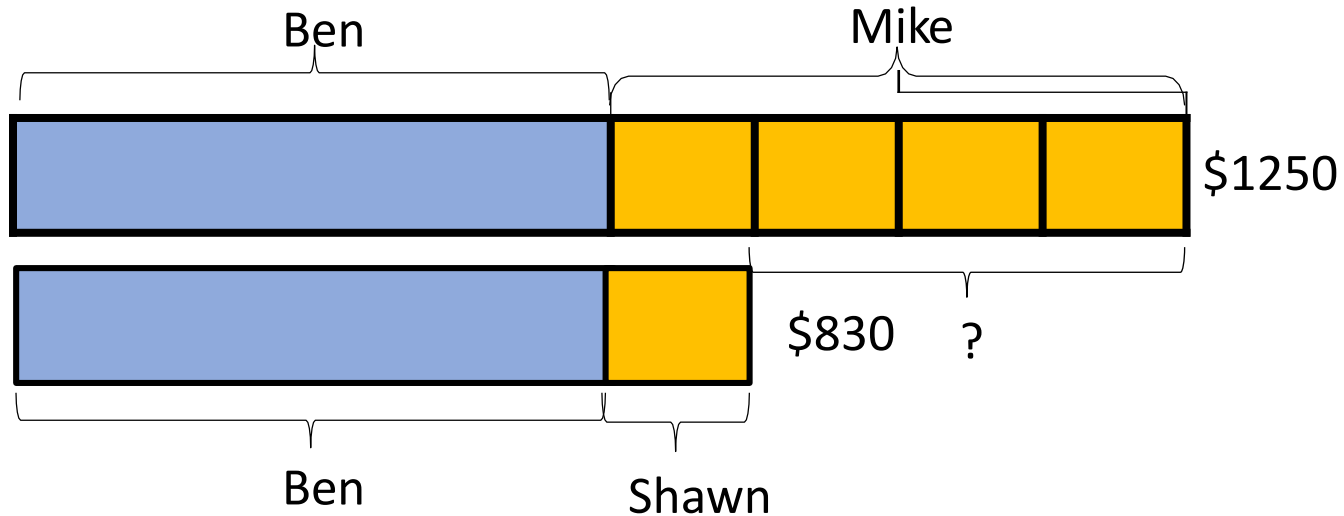
$$20\% = 40$$

$$40 + 1.50 = \$1.90$$



Example

Ben and Mike had \$1250 altogether. Ben and Shawn had \$830 altogether. Mike had 4 times as much money as Shawn. How much more money did Ben have than Mike?



Step 1 : Establish Relationship

$$4 \text{ units} - 1 \text{ unit} = 3 \text{ units}$$

$$3 \text{ units} = \$1250 - \$830 \text{ (Method mark)}$$
$$= \$420$$

Step 2 : Find the amount of money Mike had.

$$1 \text{ unit} = \$420 \div 3$$

$$= \$130 \text{ (wrong answer)}$$

$$4 \text{ units} = \$130 \times 4 \text{ (Method mark)}$$

$$= \$520$$

Step 3 : Subtract the amount of money Mike had from the amount of money Ben had.

$$\$830 - \$130 - \$520 \text{ (Method mark)}$$

$$= \$180 \text{ (No answer mark)}$$

For a 4-mark LAQ, a student can still score 3 marks for the correct method even though his/her final answer is incorrect.

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

Mathematics Teaching & Learning Resources

Running
Revision /
Topical
Worksheets

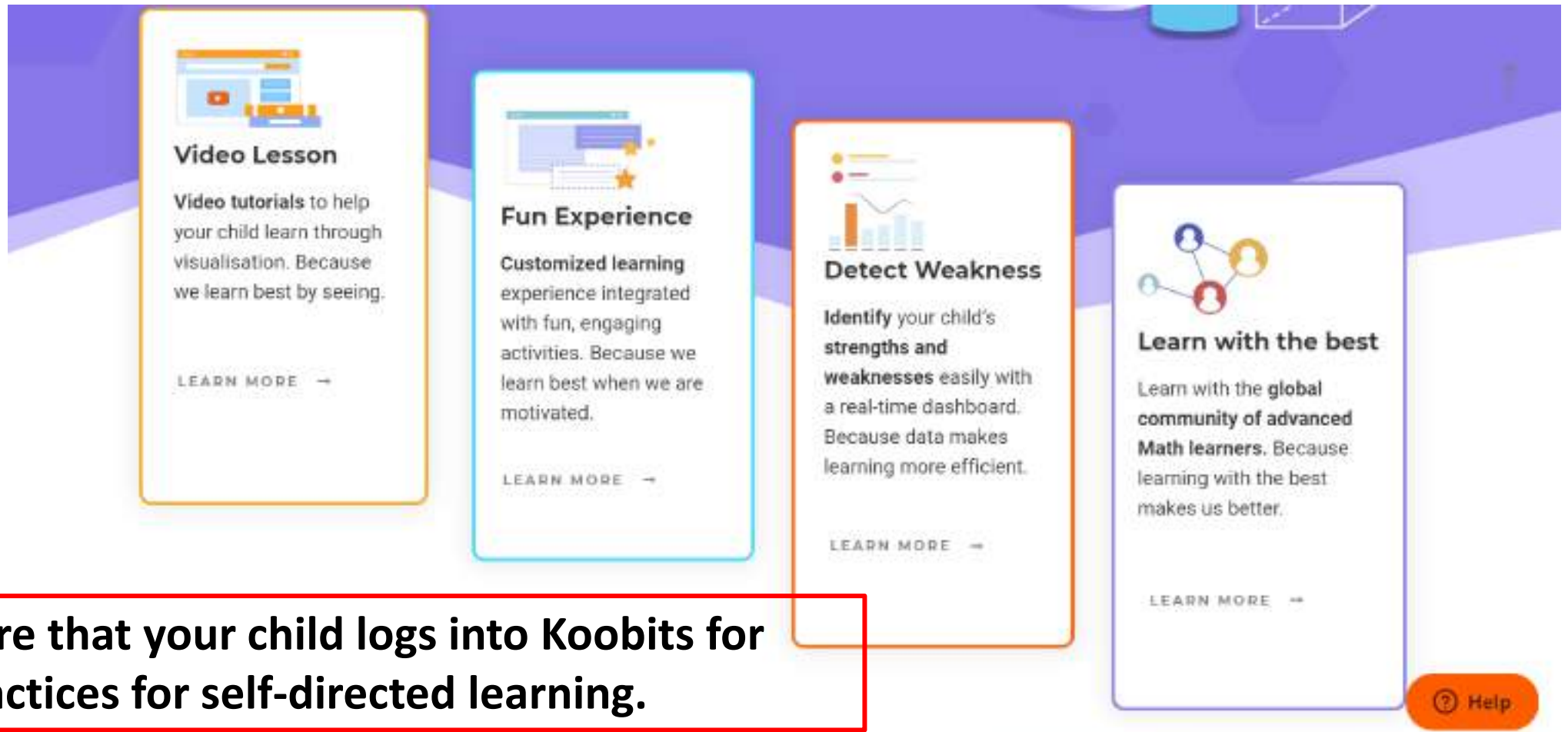
Problem
Solving
Heuristics


Practice
Papers
&
PSLE
Booklet

SLS/Koobits

Textbook & Workbook

Math online programme - Koobits (<https://www.koobits.com/>)






Video Lesson

Video tutorials to help your child learn through visualisation. Because we learn best by seeing.

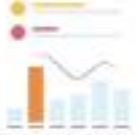
LEARN MORE →



Fun Experience

Customized learning experience integrated with fun, engaging activities. Because we learn best when we are motivated.


LEARN MORE →



Detect Weakness

Identify your child's strengths and weaknesses easily with a real-time dashboard. Because data makes learning more efficient.


LEARN MORE →



Learn with the best

Learn with the global community of advanced Math learners. Because learning with the best makes us better.

LEARN MORE →



Help

Do ensure that your child logs into Koobits for daily practices for self-directed learning.

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
 - GST, discount, taxi charges
 - Estimation, budgeting
 - Pie Chart, percentage
- Ask them to explain their thinking

Partner

- Use correct mathematical language – e.g. rename
- Explore alternative strategies and solutions
- Use Polya's problem solving approach (**U**nderstand-**P**lan-**D**o-**C**heck)
- Ensure clear mathematical presentation and notation
- Practise factual fluency

Mathematics Programmes @ Zhangde

- ❖ Remedial / Supplementary Programmes
- ❖ Problem solving Heuristics
- ❖ Learning Experiences e.g. Math Activities / Games
- ❖ Math Learning Journeys e.g. Science Centre

For selected students:

- ❖ Mathematics Olympiad Training
- ❖ Mathematics Competitions

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

MTL - PSLE FORMAT

Standard Mother Tongue



Paper	Component	Type	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%)

MTL - PSLE FORMAT

Standard Mother Tongue



Paper	Component	Type	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%)

MTL - PSLE FORMAT

Higher Mother Tongue



Paper	Component	Type	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%)

MTL – Paper 1 (Composition)



Option	Mother Tongue	Higher Mother Tongue
Choose ONE	Composition 1. Topic OR 2. Picture	Composition 1. Topic OR 2. Continuous Writing
Number of Words Required	150 words	180 words

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
<input type="checkbox"/> Language Application <input type="checkbox"/> Cloze Passage <input type="checkbox"/> Graphic Stimulus <input type="checkbox"/> Comprehension	<input type="checkbox"/> Language Application <input type="checkbox"/> 2 Comprehension passages



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

Foundation Mother Tongue (FMT)

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

FMTL - PSLE FORMAT

Foundation Mother Tongue

Paper	Component	Type	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%)

FMTL – Paper 2 (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?

FMTL – Paper 3

(Listening Comprehension)



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

Science (SC)

Topics Covered in P6 Science

Term 1	Term 2	Term 3	Term 4
<u>Energy Chap 1:</u> Energy in food	<u>Interactions Chap 2:</u> Living Together	<u>Interactions Chap 5:</u> Man's impact on his environment	Revision
<u>Energy Chap 2:</u> Forms and uses of energy	<u>Interactions Chap 3:</u> Food chains and food webs	Revision	PSLE
<u>Energy Chap 3:</u> Sources of energy	<u>Interactions Chap 4:</u> Adaptations	Prelims	
<u>Interactions Chap 1:</u> Forces			

Topics Covered in P6 Foundation Science

Term 1	Term 2	Term 3	Term 4
<u>Energy Chap 1</u> : Energy from the sun	<u>Interactions Chap 2</u> : Living Together	<u>Interactions Chap 5</u> : Man's impact on his environment	Revision
<u>Interactions Chap 1</u> : Forces	<u>Interactions Chap 3</u> : Food chains	Revision	PSLE
	<u>Interactions Chap 4</u> : Adaptations	Prelims	

Assessment Format for P6 PSLE Science (1 hr 45 mins)

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

Assessment Format for P6 PSLE Foundation Science (1 hr 15 mins)

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

Topics covered in Prelims and PSLE SC/FSC



Lower Block	
P3	P4
<ul style="list-style-type: none">• Diversity<ul style="list-style-type: none">• Living & Non-living things• Plants• Animals• Fungi & Bacteria• Exploring materials• Systems<ul style="list-style-type: none">• Human body systems• Plants and their parts• Interactions<ul style="list-style-type: none">• Magnets and their characteristics	<ul style="list-style-type: none">• Cycles<ul style="list-style-type: none">• Matter• Life Cycle of plants and animals• Energy<ul style="list-style-type: none">• Heat & Temperature• Effects of heat• Light & Shadow

Topics covered in Prelims and PSLE SC/FSC



Upper Block	
P5	P6
<ul style="list-style-type: none">• Systems<ul style="list-style-type: none">• Electrical systems• Cell System (only for Std Sci)• Plant transport system• Air and respiratory system• Human circulatory system• Cycles<ul style="list-style-type: none">• Plant reproduction• Human reproduction• Water and its change of state• Water cycle	<ul style="list-style-type: none">• Energy<ul style="list-style-type: none">• Energy from food -Photosynthesis• Forms of energy – energy conversion• Sources of energy• Interactions<ul style="list-style-type: none">• Types of Forces• Living together• Food chain & food webs• Adaptations• Man's impact on the environment

Expectations in Science Learning



- There will be no mid-year Exams for P6.
- Time trial Reviews will be given to encourage students to have good time management.
- For Prelims and PSLE, questions tested will come from any topic learnt from P3 – P6.

Hence, students must revise these topics on a **regular** basis.

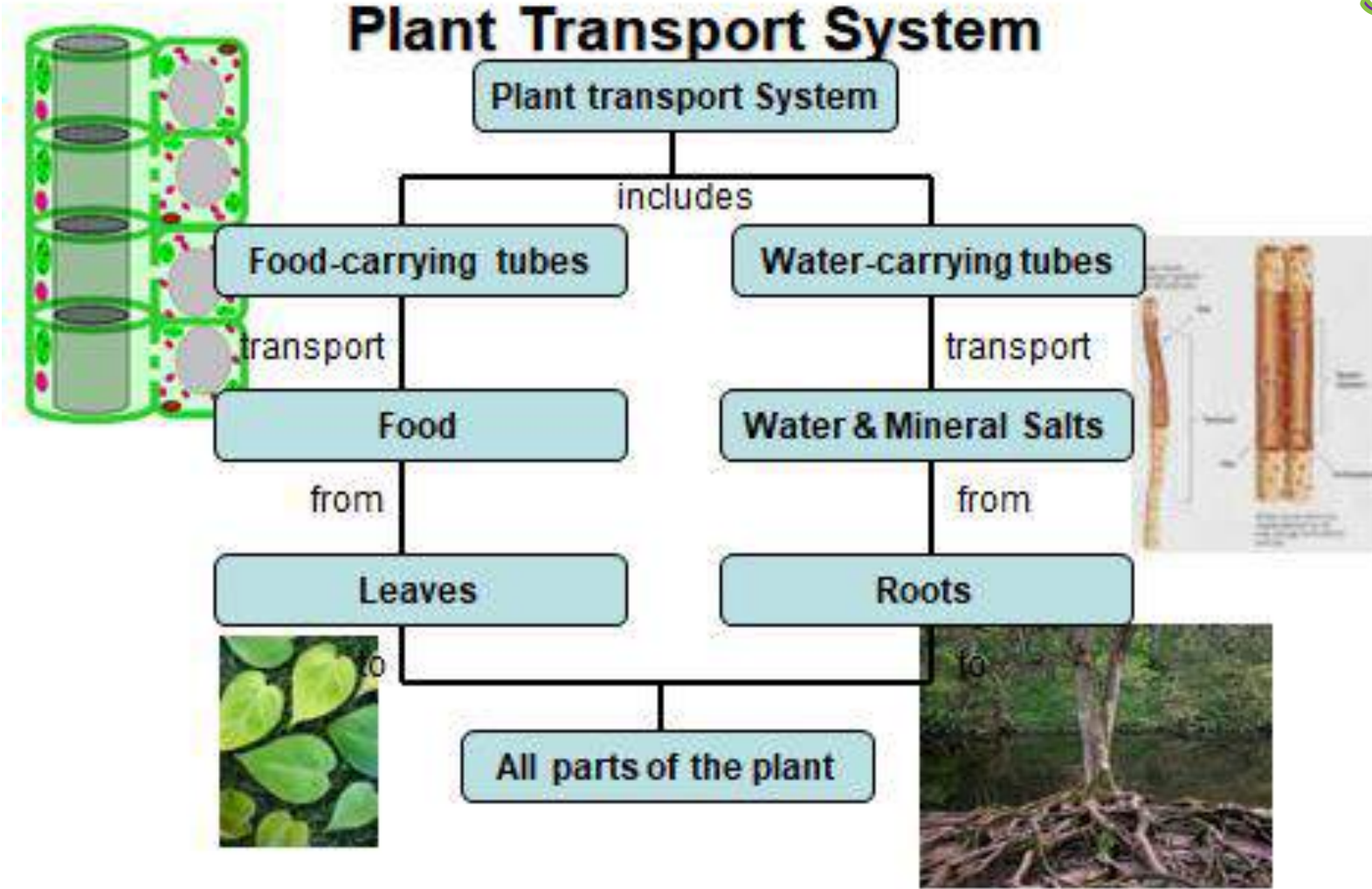
- A timetable must be planned to study and revisit previous topics taught.

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

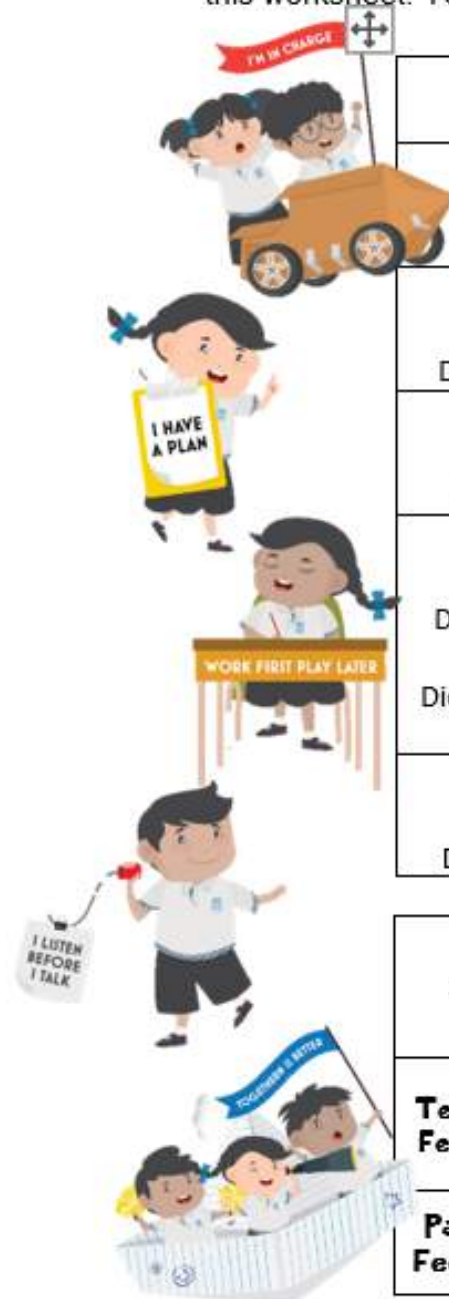


Strategies to answer Science questions

Introducing RACER to guide students to answer Science MCQ and Open-ended 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.



	Self	Peer	Teacher
Read Did I read the question correctly?			
Annotate Did I underline the keywords in the question?			
Concept Did I write down the concept(s) involved?			
Evidence Did I tick the correct options and cross out the unlikely ones? (MCQ) Did I include the evidence in my answer? (Open-ended)			
Reason Did I write down the reasons for my choices?			

Self	I used to think _____ Now, I think _____
Teacher's Feedback	_____ _____ _____
Parents' Feedback	_____ _____ _____

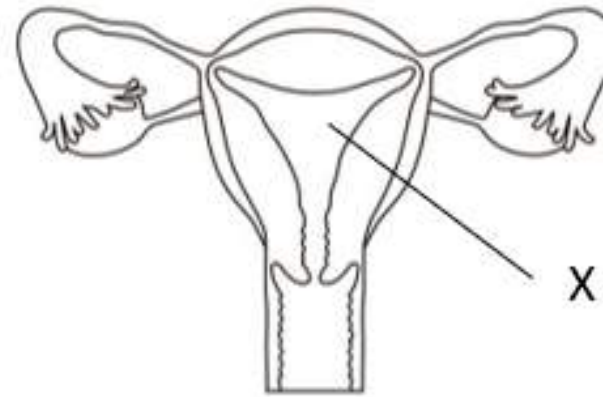
Topical Worksheets as Learning Assignments

Concepts and hints are infused to reinforce learning and guide students in answering

Concepts tested for Q3:

- Sperm _____ with the egg in the fallopian tubes, 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?

- (1) Eggs are produced at part X.
- (2) Sperms become immobile at part X.
- (3) The sperm fuses with the egg at part X.
- (4) The fertilised egg develops at part X.

()

Strategies to answer Science questions

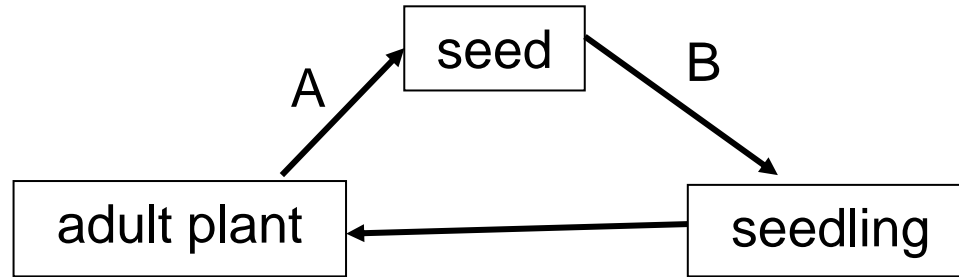
- Students tend to rush through MCQ.

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 (✓) for options that he agrees and (X) for those that he disagree

An example:

Study the diagram below.



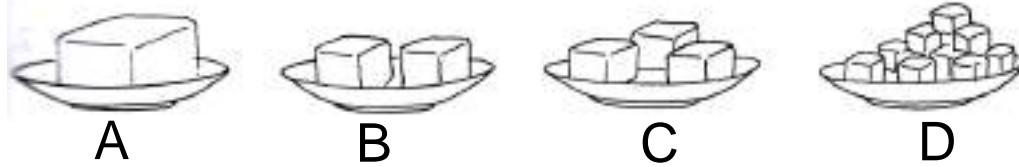
Which processes take place at A and B?

	A		B	
(1)	germination and pollination	X	seed dispersal	X
(2)	pollination and fertilisation	✓	germination	✓
(3)	seed dispersal and germination	X	pollination	X
(4)	germination and seed dispersal	X	germination	✓

Open – ended questions

- 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.**

Science Programmes at P6 level

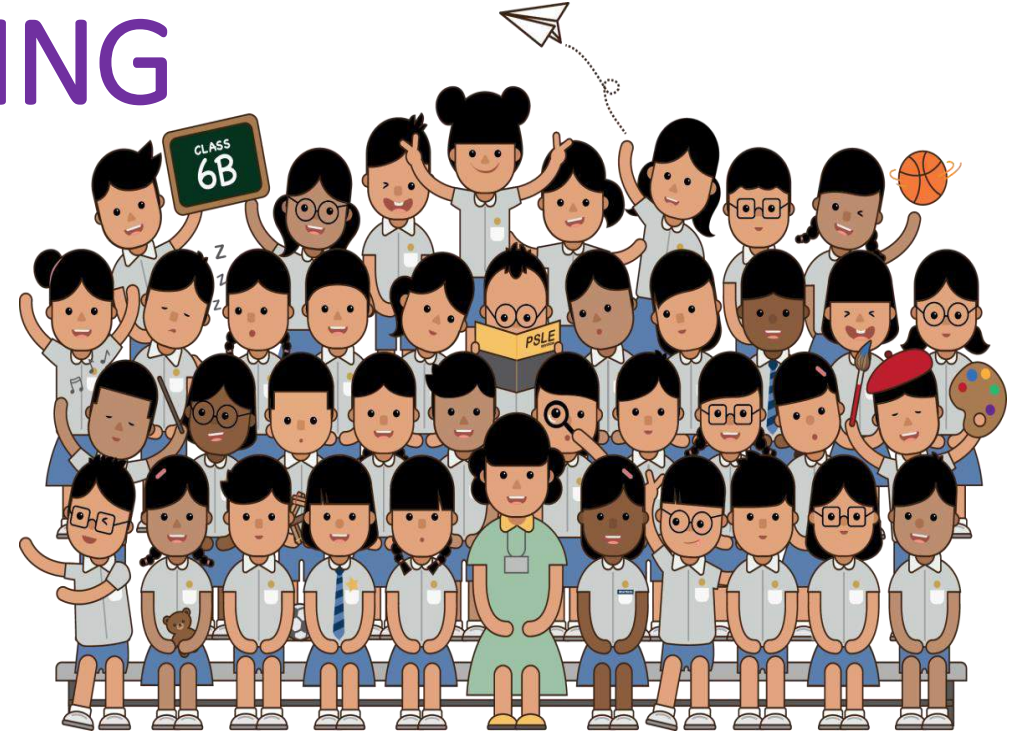
- ❖ Environment and Garden Trails @ Zhangde
 - Solar panels programme
 - Understanding Vermi- composting.

- ❖ Science Centre Learning Journey
 - Terms 1/2



Science lesson on leaf
litter community

PSLE SCORING & S1 POSTING



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).



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

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



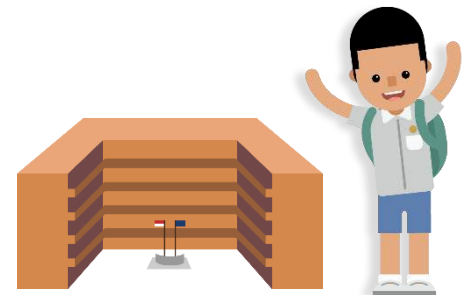
- What is the new passing mark, since AL6 spans across 45-64?

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

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.



FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Under the 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
A	75 – 100
B	30 – 74
C	< 30

FOUNDATION LEVEL SUBJECT GRADES

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

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

SCORING OF FOUNDATION SUBJECTS FOR S1 POSTING

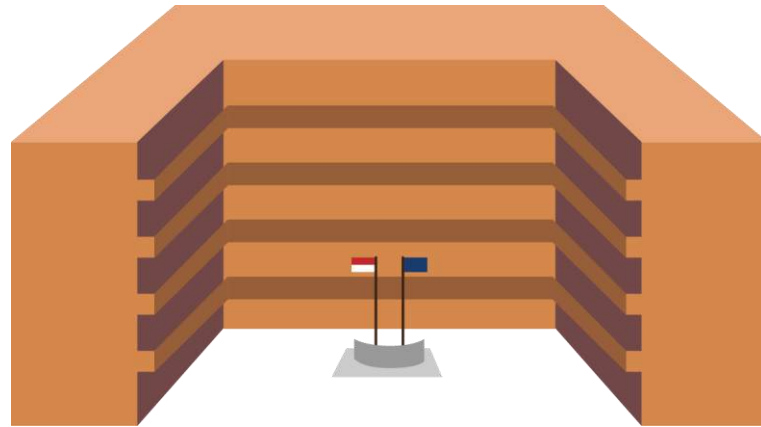
- A student’s PSLE score is the sum of the four AL scores across his/her standard and foundation subjects.
- Students taking foundation subjects are eligible for the express course, as long as they meet the course placement criteria.
- With full subject-based banding in secondary schools, students may also take subjects at a higher level for those that they are strong in.



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

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

HOW S1 POSTING WORKS



• 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.

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

5 students are vying for the last places in the schools of their choice.


Jane
Singapore Citizen
16 pts

SCHOOL CHOICES:
1) Sch A
2) Sch ...
3) Sch ...
4) Sch ...




Bryan
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch B
2) Sch ...
3) Sch ...
4) Sch ...




Mary
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch C
4) Sch ...




Alan
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch ...



Rina
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch E



> Students with better scores will be posted first

_____ has a better PSLE Score and will be posted to **School A** first.

As the last available space in School A has been taken, _____, _____, _____, and _____ will vie for the **last available place** in their next choice, **School B**.

> Tie-breaker #1: Citizenship

Who are Singapore Citizens?

_____ and _____ will have **priority** to enter School B.

As _____ and _____ are Permanent Residents, they will be considered for their next choice, **School** _____.

> Tie-breaker #2: Choice order of schools

Who will be posted to School B? Who ranked School B higher?

_____ ranked School B higher and will be posted to School B.

As _____ and _____ have ranked School D as their third choice, they will go through computerised balloting to vie for the **last** remaining place in **School** _____.

> Tie-breaker #3: Computerised balloting

What happens to the two students?

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.

5 students are vying for the last places in the schools of their choice.

Jane
Singapore Citizen
16 pts

SCHOOL CHOICES:
1) Sch A
2) Sch ...
3) Sch ...
4) Sch ...

Bryan
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch B
2) Sch ...
3) Sch ...
4) Sch ...

Mary
Singapore Citizen
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch C
4) Sch ...

Alan
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch ...

Rina
Permanent Resident
20 pts

SCHOOL CHOICES:
1) Sch A
2) Sch B
3) Sch D
4) Sch E

➤ Students with better scores will be posted first

Jane has a better PSLE score. She will be posted first, to **School A**.

Bryan, Mary, Alan and Rina have the same score.

As Jane has taken the last available place in School A, Bryan, Mary, Alan and Rina will vie for the last available place in their next choice, **School B**.

➤ Tie-breaker #1: Citizenship

Bryan and Mary are Singapore Citizens. They will have priority to enter **School B**.

Alan and Rina will be tie-broken out as they are Permanent Residents. They will be considered for their next choice, **School D**.

➤ Tie-breaker #2: Choice order of schools

Because Bryan ranked School B higher than Mary, he will be posted to **School B**.

Since Bryan has taken the last place in School B, Mary will be posted to **School C**.

Alan and Rina have both ranked School D as their third choice. They will go through computerised balloting to vie for the last remaining place in **School D**.

➤ Tie-breaker #3: Computerised balloting

Through computerised balloting, Alan is posted to **School D**.

Since Alan has taken the last place in School D, Rina will be posted to her fourth choice, **School E**.

Why introduce choice as a tie-breaker?

- 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.

INDICATIVE PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS



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

Autonomous Schools 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.	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

GOOD SPREAD OF SCHOOLS WITH A RANGE OF CUT-OFF POINTS (COPS)

- The COP refers to the PSLE Score of the **last student** admitted to a particular school in the 2020 S1 Posting Exercise.
- The COP range indicates the **lowest** and **highest** COP of the respective courses based on the schools in each school zone.
- As COPs **vary from school to school**, the COP ranges would differ across zones.[#]

Courses	Exp [^]	N(A)	N(T)
No. of Schools	32	27	25
COP Range	6-22	22-25	26-30*

Courses	Exp [^]	N(A)	N(T)
No. of Schools	37	32	32
COP Range	7 (M)-22	22-25	26-30*

Courses	Exp [^]	N(A)	N(T)
No. of Schools	33	25	23
COP Range	8 (D) -22	22-25	26-30*

Courses	Exp [^]	N(A)	N(T)
No. of Schools	36	30	29
COP Range	6-22	21-25	26-30*

School Zones

- North
- South
- East
- West

INDICATIVE PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

Similar to the T-score system, the indicative PSLE Score range refers to the PSLE Score of the first and last student admitted into a particular school in the previous year via S1 Posting. This shows the range of student profiles who enter each school.

Example

XX Secondary School
Indicative PSLE Score range of 2020

Express	15	20
Normal (Academic)	21	24
Normal (Technical)	25	28

Students who scored better than the school's COP in this particular posting exercise would have been admitted to the school

Indicative PSLE Score of the first student posted into the school in the respective courses

Indicative PSLE Score of the last student posted into the school in the respective courses [i.e. the school's Cut-Off Point (COP)]

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PRESENTATION OF PSLE SCORE RANGES FOR SCHOOLS WITH REMAINING N(T) VACANCIES

- From this year onwards, **schools with (i) last posted student with PSLE Score better than 30 and (ii) remaining N(T) vacancies will have their COP for N(T) course reflected as 30*** to reassure parents that there are schools available for S1-eligible students with a PSLE Score of 30
- Asterisk differentiates between this group of schools and schools where the last posted student actually had a PSLE Score of 30

PSLE Score range of 2020		
	Affiliated	Non Affiliated
Express	-	8 – 22
Normal (Academic)	-	21 – 25
Normal (Technical)	-	25 – 30*

**The last posted student had a PSLE Score better than 30. The school's lower range is shown here as 30, because the school still had N(T) vacancies after the S1 Posting Exercise. Thus, if a student with PSLE Score of 30 and who had met the eligibility for progression to S1 had chosen the school during the Exercise, the student would have been able to obtain a place in the school.*

Indicative PSLE Score of the first student posted into the school in the Normal (Technical) course

Indicative PSLE Score of the last student posted into the school for Normal (Technical) course shown as 30*, as the school still had vacancies for the course after the S1 Posting Exercise

USE OF HIGHER CHINESE LANGUAGE (HCL) FOR ADMISSION INTO SAP SCHOOLS



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.

HCL POSTING ADVANTAGE FOR ENTRY TO SAP SCHOOLS WILL CONTINUE

- Students' HCL results will be denoted as 'D' (Distinction), 'M' (Merit) or 'P' (Pass).
- Students will need to obtain a Distinction / Merit / Pass in HCL at PSLE; and an overall PSLE Score of 14 or better to be eligible for posting advantage to an SAP school.
- Students will be ranked taking into account their performance in HCL.
- This posting advantage applies before the tie-breakers for S1 Posting.

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

EXAMPLE OF AN SAP SCHOOL'S INDICATIVE PSLE SCORE RANGE

- While students need not take HCL to enter SAP schools, students who pass HCL receive a posting advantage for admission. To reflect this, the indicative PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

Example

XX Secondary School

Indicative PSLE Score range of 2020

Express	5 (D) – 12 (P)
Normal (Academic)	
Normal (Technical)	

Students who scored better than the school's COP, whether they take HCL, in this particular posting exercise would have been admitted to the school

Indicative PSLE Score and HCL grade of the last student posted into the school in the Express course
[i.e. the school's Cut-Off Point (COP)]

Indicative PSLE Score and HCL grade of the first student posted into the school in the Express course

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



SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- For students who are exempted from MTL or take an AsL/FL in lieu of an official MTL, their PSLE result slip will only reflect the three subjects they have taken.
- However, for the purposes of Secondary 1 posting, these students will need an assigned MTL score so that they have a PSLE score comprising four subjects
 - To determine the assigned MTL score, reference is made to MTL scores of other students who have achieved similar scores in English, Mathematics, and Science, 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 AL 6 and 8 in PSLE.



CHOOSING A SUITABLE SECONDARY SCHOOL



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heart 118

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?
 - **Location and transport options:** Is it too far from home? How will their child get to school?
 - **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 Subject Grade	Option to take subject at
AL 5 or better in a Standard level subject	Express level
AL 6 or better in a Standard level subject <u>OR</u> AL A in a Foundation level subject	N(A) level

PREPARING FOR S1 POSTING EXERCISE



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



Learning School

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>



Indicative PSLE Scores for Sec schools

[Resources: Posting to Secondary School \(moe.gov.sg\)](http://moe.gov.sg)



**Indicative PSLE Score Ranges for
Individual Secondary Schools**

Direct School Admission

• DIRECT SCHOOL ADMISSION

What is DSA-Sec?

Direct School Admission for secondary schools (DSA-Sec) allows students to apply to some schools before taking the PSLE.

Students apply based on their talent in sports, CCAs and specific academic areas.

• DIRECT SCHOOL ADMISSION

Primary 6 students can apply for DSA-Sec based on a wide-range of talents, including:

- Sports and games
- Visual, literary and performing arts
- Debate and public speaking
- Science, mathematics and engineering
- Languages and humanities
- Uniformed groups
- Leadership (for example, prefects)

• DIRECT SCHOOL ADMISSION

- **DSA is a commitment on the part of both the student and the secondary school.**
- Parents and students should choose schools wisely based on the student's aptitudes and strengths, bearing in mind the schools' academic and non-academic requirements, and the programmes available to develop the talents.
- Students who are not sure or not ready to do so should enter a secondary school through the S1 Posting instead.

• DIRECT SCHOOL ADMISSION

- Students successfully allocated to their DSA-Sec schools will **NOT be allowed to participate in the annual S1 Posting to opt for secondary schools**, and are expected to honour the commitment to the allocated DSA- Sec school for the entire duration of the programme to develop their talents.
- They will also **NOT be allowed to transfer to another school** after the release of the PSLE results.

• DIRECT SCHOOL ADMISSION

Application (tentatively in May 2023)

- Parent may log in directly to DSA-Sec Portal. Only one parent's Singpass is required. Parents/ guardians who are unable to apply online can approach their child's primary school (e.g. via email or phone calls) for assistance.
- Students who wish to apply for **School of the Arts (SOTA)** and **Singapore Sports School (SSP)** may **approach the school directly**.
- **There is no need for testimonials to be provided by Primary schools for the application** as information (such as P5 and P6 academic results, Co-curricular Activities (CCA), Values in action (VIA), school-based activities/achievements/awards such as Edusave Awards, National School Games (NSG) and Junior Sports Academy (JSA) participation and NAPFA (for sports talent) will be extracted from School Cockpit to be shared with the DSA-Sec schools.

• DIRECT SCHOOL ADMISSION

Selection (Jun- Sep 2023)

- DSA schools may resume the conduct of in-person selection for all talent areas this year (similar to how DSA was conducted pre-COVID), with the necessary safe management measure (SMMs) in place to ensure the safety of students and staff
- More information will be made available in June 2023.

• DIRECT SCHOOL ADMISSION

School Preference Submission (Oct 2023)

- Students who receive at least one DSA-Sec offer (including from SOTA) will receive email notification and SMS via Postman.gov.sg on the School Preference Submission in late Oct 2023. **Both parents are required to login to the DSA-Sec Portal using their Singpass to submit up to three school preferences.**
- Amendments or withdrawals will **NOT** be allowed after the end of the School Preference Submission.



• DIRECT SCHOOL ADMISSION

School Preference Submission

- **Singapore Sports School (SSP)** – Some students may receive concurrent offers from DSA-Sec schools and SSP. Students who wish to accept the SSP offer should not submit their DSA-Sec school preferences. **If they do so, their earlier SSP offer will be void.** **Students who wish to accept the SSP should also continue to take part in the S1 Posting.**

END



Learning School •



THANK YOU!

