



## **No Photography or Recording of the Session**

Slides will be posted at our school's website.  
Thank you for your understanding and cooperation.

# P5 Parent Engagement Sharing

**Saturday, 20 January 2024**



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# Emergency Evacuation Procedure



**If the fire alarm is sounded in the school, please follow the procedures below:**

- Listen for the announcement over the PA system.
- If there is a need for evacuation, follow the instructions given in the announcement.
- Exit the hall and follow the instructions from the staff. Walk briskly to the assembly area as instructed in the announcement.
- Wait for further instructions at the assembly area.



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# PHOTOGRAPHY AND VIDEOGRAPHY PUBLICATION OF STUDENTS' WORK



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



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# Today's Programme

<b>9.00 – 9.10 a.m.</b>	<b>Welcome address &amp; Level Matters by Year Head</b>
<b>9.10 – 9.55 a.m.</b>	<b>Subjects Expectations by EL, Math, Science &amp; Mother Tongue Heads of Departments</b>  <b>P5 SBB, PSLE Scoring &amp; S1 Posting</b>
<b>10.00 – 11.00 a.m.</b>	<b>Address by Form Teachers (In Respective Classrooms @Level 4)</b>



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Mission: Thinking Individuals, Gracious Citizens

Instructional Programme  
(Curriculum)

Non-Instructional Programme  
(Co-Curriculum)

Differentiated

Signature

EL, Maths, Science, MTL, PAM

CCE PAL CCA ALP/LLP Student Leadership

**Approach**  
 • Aware  
 • Behave  
 • Choice

Growth Mindset

5 Habits

Servant Leadership

VOTT

Confident Persons  
Adaptive

Self-Directed

Civic Literacy  
Contributor  
Concerned C

Contributor  
Concerned Citizen

DOE: Confident Persons, Self-Directed Learners,  
Active Contributors, Concerned Citizens

**LD:STAR**

Refreshed 21<sup>st</sup> CCE: Creator , Connector , Contributor  
Adaptative & Inventive Thinking, Communication,  
Civic Literacy

Self-Directed Learner  
Thinking Learner  
Active Learner  
Reflective Learner

Mission: Thinking Individuals, Gracious Citizens

Creator

Connector & Civic Literacy





# Student Development School Focus

- Student-Centric
- Values Driven
- Inclusive



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# Student Movement: Subject-Based Banding



End of P4	End of P5	Start of P6
<ul style="list-style-type: none"><li>• Overall marks based on whole year assessments.</li><li>• School recommends a subject combination based on the students' results.</li><li>• Parents fill up the option form indicating either. A) 4 Standard or B) Given Subject Combination by the school.</li></ul> <p>NOTE: Parents cannot choose to do a Foundation Subject if they are not offered this.</p>	<ul style="list-style-type: none"><li>• Students study the subjects based on the combination given at the end of P4.</li><li>• School assesses students' ability to cope with the current subject combination.</li><li>• <b>Final decision</b> on Standard or Foundation Subjects will be decided based on students' overall results for the year.</li><li>• <b>No parental consent required.</b></li></ul>	<ul style="list-style-type: none"><li>• Students study the subjects based on the combination given at the end of P5.</li></ul>



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# Year End Student Movement



## Primary 4 to Primary 5 Criteria / Considerations

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

Students with different subject combinations: 4S / 3S  
1Foundation Mathematics / 3S 1Foundation Mother Tongue/  
4Foundation Subjects

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

## Primary 5 to Primary 6 Criteria / Considerations

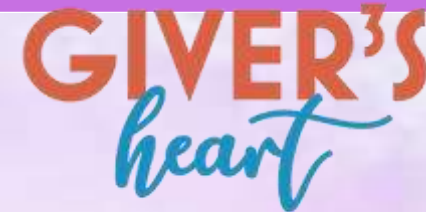
Enbloc movement from P5 classes.

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

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



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# Subject-based Banding (SBB)

You can refer to the website for more details.

<https://beta.moe.gov.sg/primary/curriculum/subject-based-banding/>

**Catering to Your Child's Abilities**  
**SUBJECT-BASED BANDING**  
 for PRIMARY SCHOOLS

**WHAT IS SUBJECT-BASED BANDING (SBB)?**  
 Subject-based Banding (SBB) is a programme that allows students to study different subjects at different levels according to their abilities. It is a flexible programme that allows students to study at a higher level in some subjects and at a lower level in others. This helps to ensure that students are challenged and motivated in all their subjects.

**WHAT ARE SOME CHOICES AVAILABLE?**

Year level (for P4 year)	Your child may be recommended to take
Year 4 (2 subjects and partner subject in Mother Tongue Language)	4 standard subjects + higher Mother Tongue language
Year 5 (2 subjects)	4 standard subjects
Year 6 (2 subjects)	4 standard subjects
Year 7 (2 subjects or less)	4 standard subjects, or 2 standard subjects + 2 other foundation subjects, or 2 standard subjects + 2 other foundation subjects, or 4 foundation subjects

**HOW DOES SUBJECT-BASED BANDING (SBB) WORK?**

- OF PRIMARY 4:** Students will be assessed in English, Mathematics, Science, and Mother Tongue Language. Based on their performance, they will be recommended to take either 2 standard subjects or 2 standard subjects + 2 other foundation subjects.
- OF PRIMARY 5:** Students will be assessed in English, Mathematics, Science, and Mother Tongue Language. Based on their performance, they will be recommended to take either 2 standard subjects or 2 standard subjects + 2 other foundation subjects.
- OF PRIMARY 6:** Students will be assessed in English, Mathematics, Science, and Mother Tongue Language. Based on their performance, they will be recommended to take either 2 standard subjects or 2 standard subjects + 2 other foundation subjects.

**WE ARE ALWAYS HERE TO HELP**

For more information, please contact your school's SBB coordinator or the Ministry of Education (MOE) at 1800 378 2282.



# Weighting of Termly Assessments and End of Year Examinations for Primary 5

	Term 1	Term 2		Term 3	Term 4	
	Weighted Assessment	Weighted Assessment	Mid-Year Examination	Weighted Assessment	Weighted Assessment	End-of-Year Examination
<b>P5</b>	-	15%	-	15%	-	70%



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# P5 Matters

- Term 1 : Bridging, Cohort Learning Journeys, Coding, NSG, etc.
- Term 2 : Weighted Assessment, Overseas Learning Experience, OE Camp (Trekking, Kayaking), Builder's Project. etc.
- Term 3 : Weighted Assessment, NE Show, etc.
- Term 4 : Children's Day, End-of-the Exams, Post-Exam Programmes, Celebrating Our 2024 Journey, etc.



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# Your Support

- Know your child's strengths, interest, weakness – guide and support
- Nurture your child – recognise and praise
- Help your child – monitor and guide, not enforce
- Keep in touch with Form and Subject teachers

END



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# Curriculum Sharing (Subjects)



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heart



# Science Outline on Presentation



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



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# Topics Covered in P5 Science

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



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# Topics Covered in P5 Foundation Science



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



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# Curriculum Expectations

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



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# Assessment Structure for P5 Science

- 2 Weighted Assessments
  - Term 2 – Weighted Assessment 1 (15%)
  - Term 3 – Weighted Assessment 2 (15%)
- 1 Examination
  - Term 4 – End of year Examination – (70%)
- Non- Weighted Assessments in Term 1 to 3 ( to provide feedback to parents and students on their progress in the learning of Science)



# Assessment Format for P5 WA1 & WA2 – Science / Foundation Science



A maximum of 2 topics will be tested. Assessment may be in varied modes like using ICT or Practical work.



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# Assessment Format for P5 EOY Science Examination



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



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# Assessment Format for P5 EOY Foundation Science Exam



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



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# Topics covered for Assessments

During EOY Examination,

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



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# Science Assessment - Objectives

Science Assessment is categorised into 2 broad expectations

## 1) Knowledge with Understanding

- Students should be able to demonstrate knowledge and understanding of scientific facts, concepts and principles.



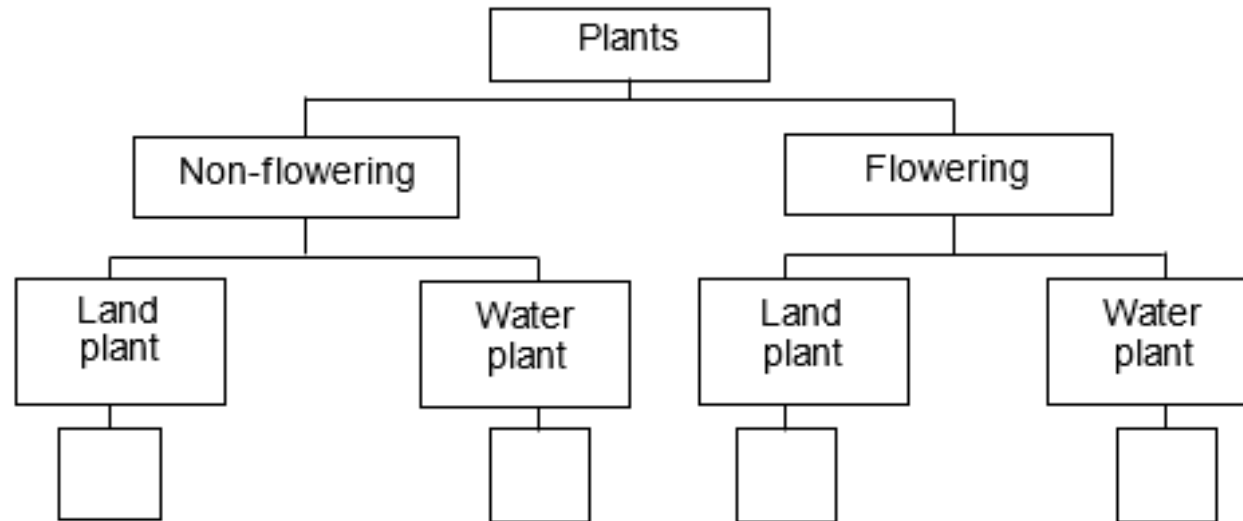
An example



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

Characteristic	Plant	
	A	B
Reproduces by spores		✓
Grows in water	✓	

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



Write A and B in the correct boxes above.

[2]

# Science Assessment - Objectives



Science Assessment is categorised into 2 broad expectations

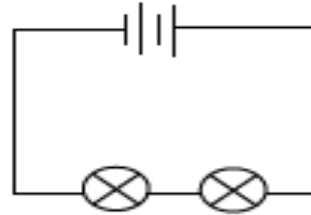
## 2) Application of Knowledge and Process Skills

Students should be able to:

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

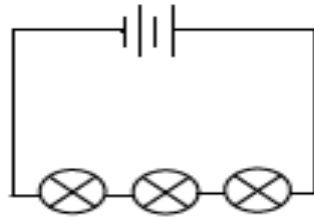
An example

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

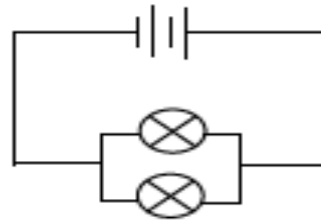


Circuit A

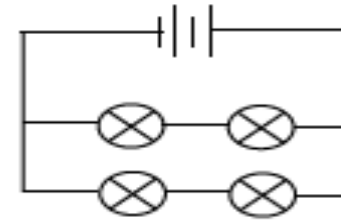
Using identical batteries, bulbs and wires, Joyce set up another three circuits, B, C and D, to compare the brightness of the bulbs in these circuits.



Circuit B



Circuit C



Circuit D

- (c) Which of the above circuit(s) will have the same brightness as those in circuit A? [1]

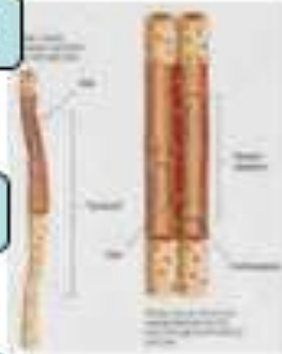
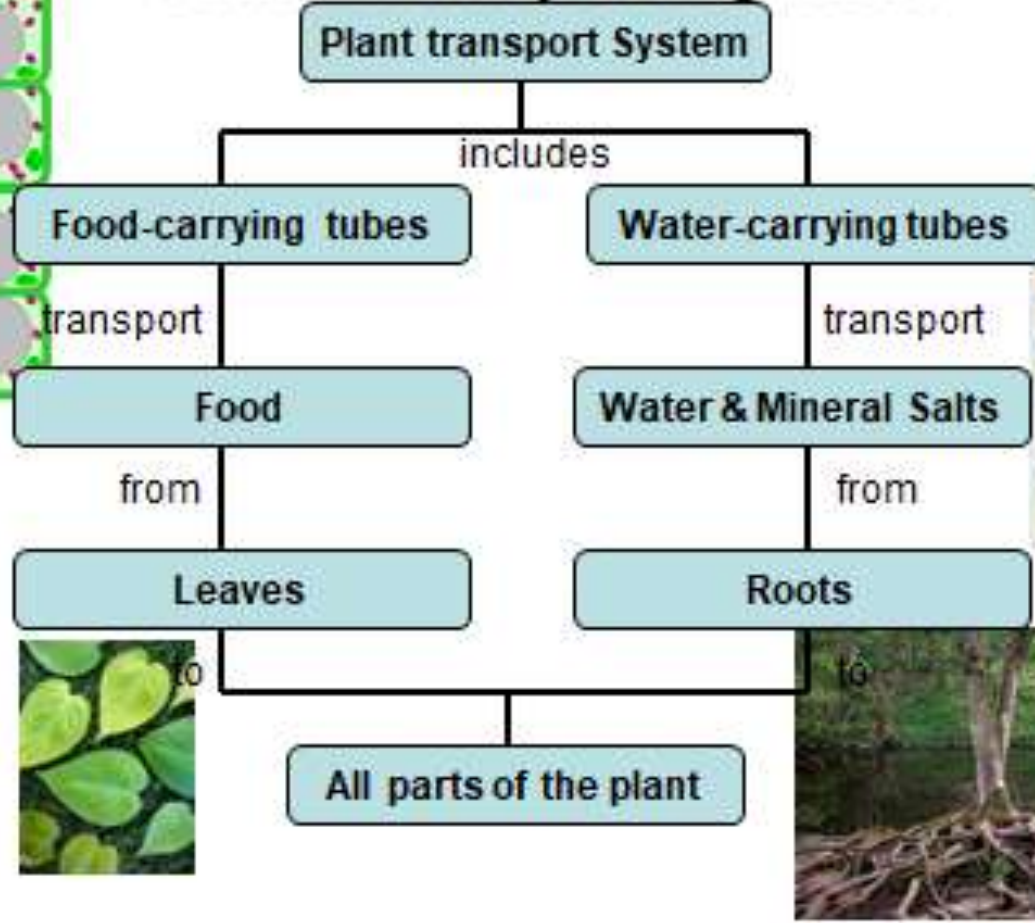
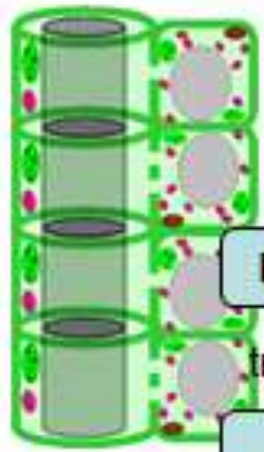
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# Expectations in Science Learning



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

# Plant Transport System



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

<b>Self</b>	I used to think _____ Now, I think _____
<b>Teacher's Feedback</b>	_____ _____
<b>Parents' Feedback</b>	_____ _____

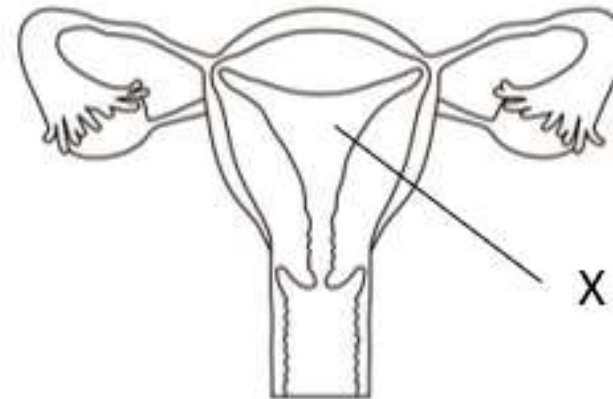
# Topical Worksheets as Learning Assignments

Concepts and hints to reinforce learning and guide students in answering

## Concepts tested for Q3:

- Sperm \_\_\_\_\_ with the egg in the 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.

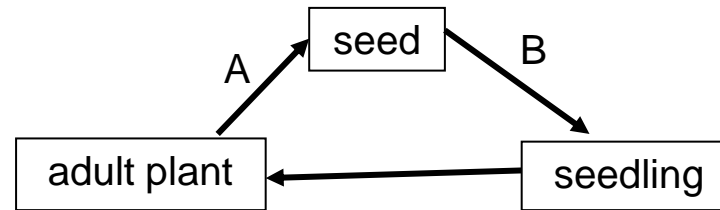
- Students tend to rush through MCQ.

## 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 ( $\checkmark$ ) 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?

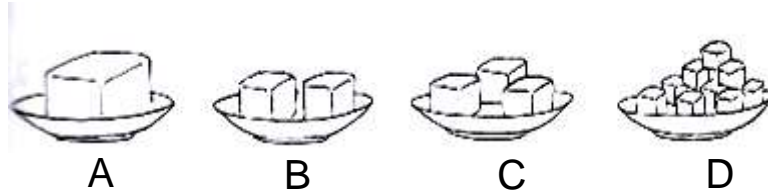
	<b>A</b>		<b>B</b>	
(1)	germination and pollination	<b>X</b>	seed dispersal	<b>X</b>
(2)	pollination and fertilisation	✓	germination	✓
(3)	seed dispersal and germination	<b>X</b>	pollination	<b>X</b>
(4)	germination and seed dispersal	<b>X</b>	germination	✓



# 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**.

# Learning and Applying Science via mini projects and ICT integration.



Students applying electricity concepts in designing a doll house.



Leveraging on ICT to deepen learning



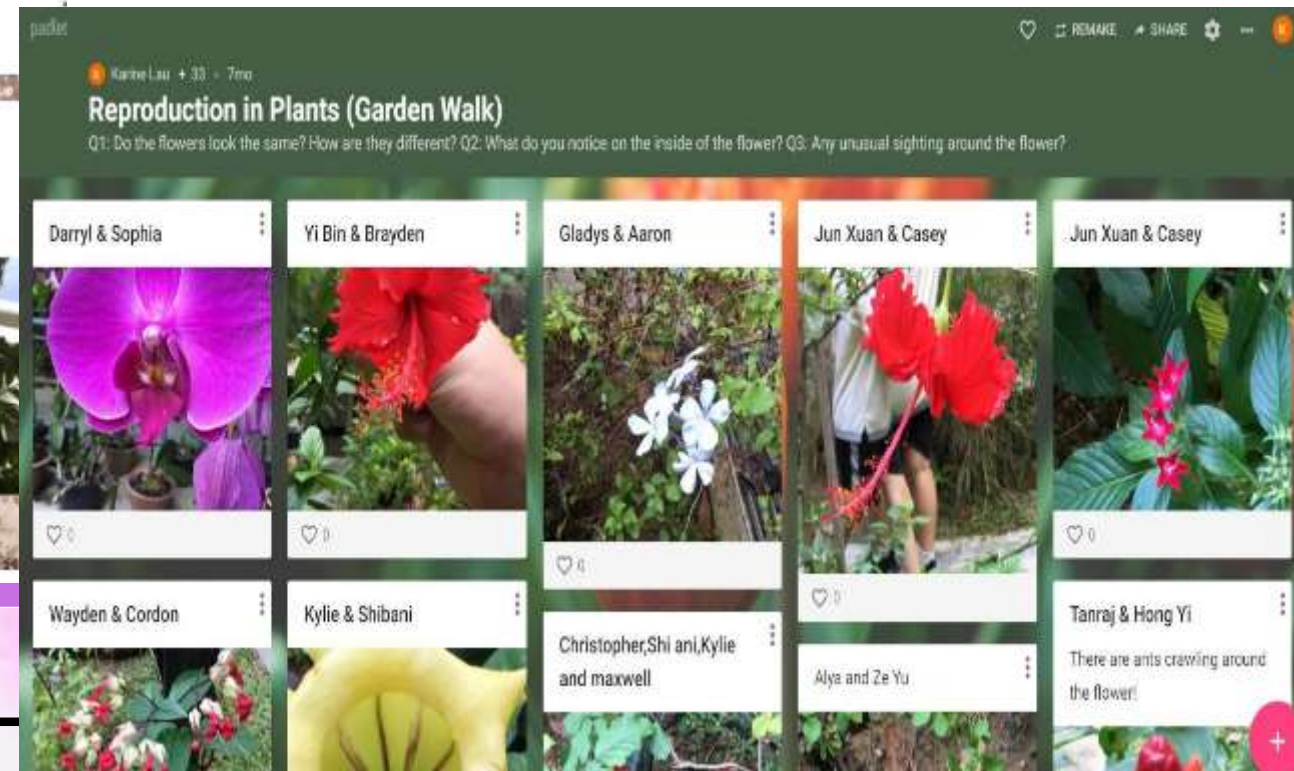


# Science Programmes at P5 level



## ❖ Garden Trails @ Zhangde

Learning about flowering and non-flowering plants and plant reproduction using our gardens.





# Science Programmes at P5 level



## ❖ Hydroponics @ Zhangde

Students learn how to grow plants in a controlled setting





# Science Programmes at P5 level



## ❖ Hydroponics @ Zhangde

Students bring home the harvest.

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



# Project TIGUR

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







# Other Science Programmes at P5 level

- ❖ Science Centre Lessons for all P5 students –  
( in Terms 1 or 2)
- ❖ Science Olympiad  
(Selected Students with very good Aptitude in Science)
- ❖ E2K Science



# Environment Education @Zhangde

- Zhangde – aims to inculcate a love for the Environment in all our students. We also want our students to care for the Environment.
- Some highlights
  - ❖ Setting up an Environment Corner
  - ❖ Practising recycling Paper and Plastic bottles
  - ❖ Commemorating Special Events like Environment Day and International Biodiversity Day.
- ❖ We seek our Parents' support in all these initiatives.



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# Role of Parents with children



- Connect/Relate Science to the things around us
- Visit different places to **experience & observe** living & non-living things
- e.g. Botanical Gardens, Mount Faber, Science Centre, SEA Aquarium, Hort Park.
- Ensure all written assignments are completed and marked.
- Do get in touch with the Science teachers regularly.

END



# English Language



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# 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 2.0)



Language Area	Strategy	
Reading & Viewing	<ul style="list-style-type: none"> <li>• Extensive Reading (ER)</li> <li>• Retelling</li> <li>• Supported Reading</li> <li>• Annotation</li> <li>• KWL</li> <li>• Explicit Instruction and Modelling of Reading Comprehension Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking Aloud</li> <li>• Inquiry through Dialogue</li> <li>• Jigsaw</li> </ul>
Writing & Representing	<ul style="list-style-type: none"> <li>• Writing Process Cycle</li> <li>• Freewriting</li> </ul>	
Oracy	<ul style="list-style-type: none"> <li>• Exploratory Talk</li> <li>• Presentational Talk</li> </ul>	
Vocabulary	<ul style="list-style-type: none"> <li>• Teaching Vocabulary in Context, Pre-teaching Key Vocabulary</li> </ul>	
Grammar	<ul style="list-style-type: none"> <li>• Explicit Instruction of Grammar</li> </ul> <p>(Noticing and Modified Presentation-Practice-Production)</p>	



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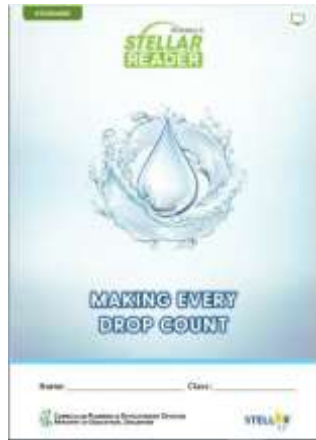
# STELLAR<sup>®</sup> 2.0 Readers

## P5 EL



Texts that Entertain

Texts that Describe and Inform  
(digital texts)



Text that Explains  
(digital text)

Text that Recounts  
What Happened

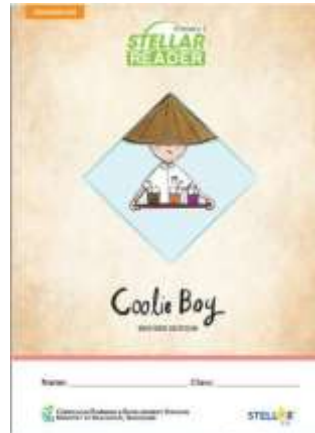


Text that Entertains and Recounts  
What Happened



Text that Responds/ Argues,  
Evaluates and/or Persuades

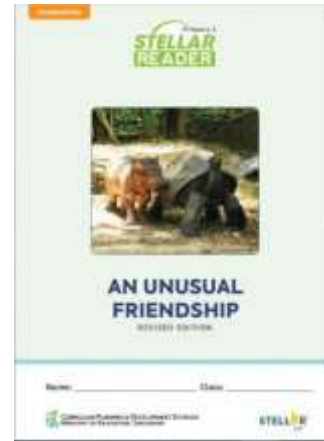
# STELLAR<sup>®</sup> 2.0 Readers P5 FEL



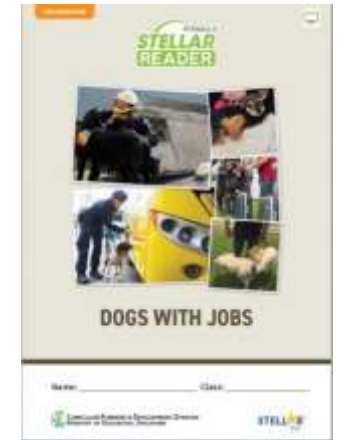
**Texts that Entertain**



**Text that Instructs (digital text)**



**Texts that Recount What Happened**



**Texts that Describe and Inform  
(digital texts)**



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# Assessment Components

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

**New PSLE English Language / Foundation English Language Format to be implemented in Y2025.**



# English Language (Std)



2019/2/16

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● 16





# Progression from Primary 4 to Primary 5 (By components)



# Comparing P4 and P5 Std EL Paper 1



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

## **Continuous Writing**

A given topic with stimulus provided (pictures, helping words and question prompts)

**P5 Paper 1 (1h 10min)**  
**Total Marks: 50 marks**

## **Part 1: Situational Writing** (14m)

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

*One of the bullet points will require students to offer their own ideas.*

Task  
Fulfilment:  
6m  
  
Lang & Org:  
8m





# 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



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# Comparing P4 and P5 Std EL Paper 1



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

## Continuous Writing

A given topic with stimulus provided (pictures, helping words and question prompts)

**P5 Paper 1 (1h 10min)**  
**Total Marks: 50 marks (25%)**

## Part 2: Continuous Writing (36m)

Write a composition of **at least 150 words** in continuous prose **on a given topic**. Three pictures will be provided on the topic offering different angles of interpretation. The composition must be based on at least one of these pictures.

Content:  
18m

Lang & Org:  
18m

# Primary 5 Standard 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 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
- ✓ Learn to use them in continuous writing

# Paper 2: Language Use & Comprehension

Level	Duration	Marks
Pri 4	1h 15min	50 (50%)
Pri 5 Standard	1h 50min	90 (45%)

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

Component	P4	P5
Grammar MCQ	8m	10m
Vocabulary MCQ	6m	5m
Vocabulary Cloze MCQ 	-	5m
Visual Text Comprehension 	-	<b>5m</b>


Students should:

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



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



Component	P4	P5
Grammar Cloze	8m	10m
Editing for Spelling and Grammar 	-	<b>10m</b>
Comprehension Cloze	5m	15m
Synthesis and Transformation	3m (Only Synthesis)	10m
Comprehension OE	20m (2 passages)	20m (1 passage)

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

# Paper 3: Listening Comprehension

**P4 LC (20 min)**

**Total Marks:**

**14 marks**

- Picture Matching
- Note-taking
- Comprehension MCQ

**P5 Std EL LC (40 min)**

**Total Marks: 20 marks (10%)**

This paper comprises 20 multiple-choice questions which assess students' ability to comprehend spoken English. The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first seven items. Each text will be read twice. Time will be given for students to read the questions before the first reading of each text.

Students should:

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

# Paper 4: Oral Communication



	P4	P5EL	Total
<b>Reading Aloud</b> Students read aloud a text to suit the purpose, audience and context of a given situation. <b>A preamble stating the PAC will be provided.</b>	6m	15m	40m (20%)
<b>Stimulus-based Conversation</b> Students engage in a conversation with the Examiners on a topic based on a <b>photo stimulus.</b>	10m	25m	

- Reading Aloud and Stimulus-based Conversation components are **delinked** thematically.
- EL and FEL share the **same photo stimulus and first main prompt.**
- Only **3 main prompts.**

## Students should:

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

# Changes in the PSLE EL Exam Format

	PSLE 2024	PSLE 2025
Paper 1	55 marks (27.5%)	<b>50 marks</b> <b>(25%)</b>
Paper 2	95 marks (47.5%)	<b>90 marks</b> <b>(45%)</b>
Paper 3	20 marks (10%)	20 marks (10%)
Paper 4	30 marks (15%)	<b>40 marks</b> <b>(20%)</b>
Total	200 marks (100%)	200 marks (100%)

- Paper 4 weighting increases from 15% to 20%:
  - To emphasise oracy and communication skills expected of 21<sup>st</sup> century EL learners in Singapore
- Slight reduction in weighting for Paper 1 (2.5%) and Paper 2 (2.5%)



# Foundation English Language



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# Comparing P4 and P5 Std EL Paper 1



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

## **Continuous Writing**

A given topic with stimulus provided (pictures, helping words and question prompts)

**P5 Paper 1 (1h 10min)**  
**Total Marks: 25 marks**

## **Part 1: Situational Writing** (9m)

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

Task  
Fulfilment:  
4m  
  
Lang & Org:  
5m

# Comparing P4 and P5 Std EL Paper 1



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

## **Continuous Writing**

A given topic with stimulus provided (pictures, helping words and question prompts)

**P5 Paper 1 (1h 10min)**  
**Total Marks: 25 marks**

## **Part 2: Continuous Writing** (16m)

write a composition of at least 120 words in continuous prose based on a series of pictures.

Content:  
8m

Lang & Org:  
8m


1 Study the picture shown below carefully.

**Prefects' Meeting**

**Event:** Teacher Appreciation Night

**Date:** 30 April 2018

**Time:** 6.00 to 8.30 p.m.



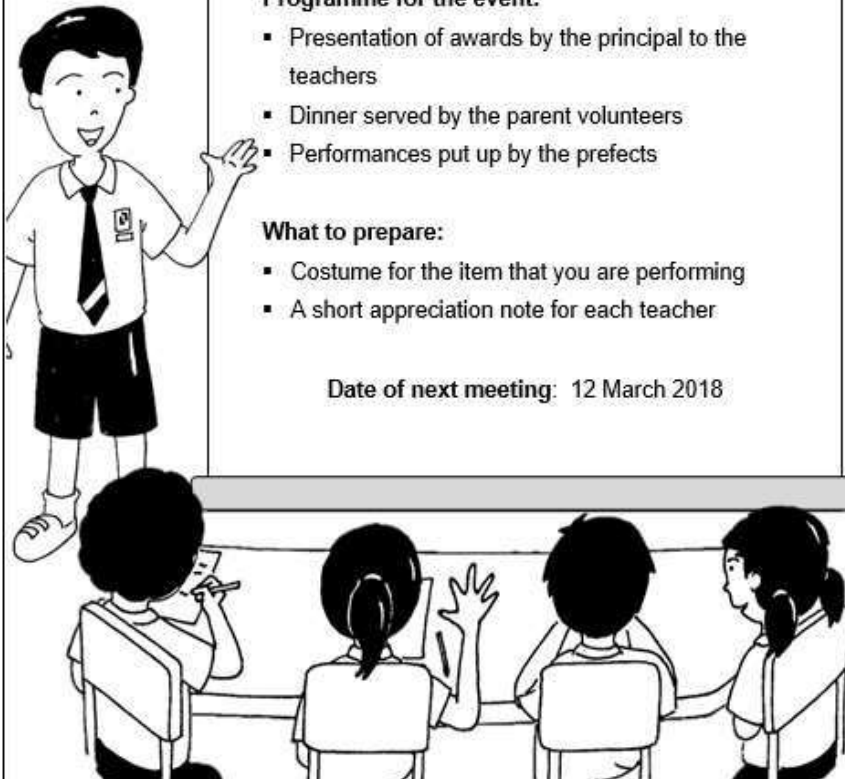
**Programme for the event:**

- 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 5 Foundation English Language : Situational Writing

# 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



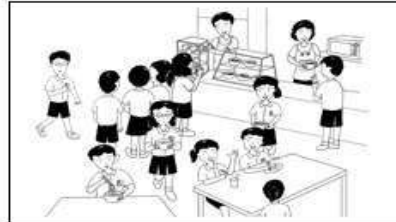
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# Primary 5 Foundation English Language :

# Continuous Writing

2 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





# Paper 1 Writing - Expectations

## Continuous Writing

- ✓ Ensure that the writing is based on the pictures.
- ✓ Develop the content adequately. Use the given helping words to guide you.
- ✓ 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 4	1h 15min	50 (50%)
Pri 5 Foundation	1h	40 (40%)

# Paper 2: Language Use & Comprehension (Part 1 / FEL Booklet A)

Component	P4	P5 FEL
Grammar MCQ	8m	5m
Vocabulary MCQ	6m	3m
Punctuation MCQ 	-	2m
Visual Text Comprehension 	-	5m

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



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

# Paper 3: Listening Comprehension



**P4 LC (20 min)**

**Total Marks:**

**14 marks**

- Picture Matching
- Note-taking
- Comprehension MCQ

**P5 FEL LC (40 min)**

**Total Marks: 15 marks (15%)**

**15** multiple-choice questions to assess students' ability to comprehend spoken English. The tasks may be based on a variety of types of audio texts, e.g., texts that recount, entertain, instruct, describe, inform, explain, respond, argue, evaluate and/or persuade. Graphic representations will be used for the first four items. Each text will be read twice. Time will be given for candidates to read the questions before the first reading of each text.

**Questions will be read to the students.**

Students should:

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



# Paper 4: Oral Communication



	P4	P5FEL	Total
<b>Reading Aloud</b> Students read aloud a text.	6m	8m	<b>20m (20%)</b>
<b>Stimulus-based Conversation</b> Students engage in a conversation with the Examiners on a topic based on a <b>photo stimulus</b> .	10m	12m	

- Reading Aloud and Stimulus-based Conversation components are **delinked** thematically.
- EL and FEL share the **same photo stimulus and first main prompt**.
- Only **3 main prompts**.

## Students should:

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

# Changes in the PSLE FEL Exam Format



	PSLE 2024	PSLE 2025
Paper 1 Writing	40 marks (26.7%)	<b>25 marks</b> <b>(25%)</b>
Paper 2 LU & Compre	60 marks (40%)	<b>40 marks</b> <b>(40%)</b>
Paper 3 LC	20 marks (13.3%)	<b>15 marks</b> <b>(15%)</b>
Paper 4 Oral Comm	30 marks (20%)	<b>20 marks</b> <b>(20%)</b>
Total	150 marks (100%)	100 marks (100%)

1. Slight reduction in Paper 1 weighting (1.7%)
2. Paper 3 weighting increased from 13.3% to 15%



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# P5 English Language Programmes



- Morning Assembly Reading Programme
- EL Language Day (Term 2/3)
- Read @ ZPS
  - ✓ Weekly DEAR (Drop Everything and Read) period
  - ✓ Class Library
  - ✓ Supplementary Readings: Little Red Dot Literature Programme



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# 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

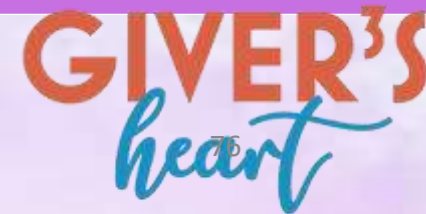
Encourage your child to :

- **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**

END



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# Mathematics



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heart

# Mathematics Curriculum

## Primary 4

### Numbers & Algebra

Whole Numbers

Fractions

Decimals

### Measurement & Geometry

Time

Area & Perimeter

Symmetry

Squares & Rectangles

Angles

### Statistics

Tables & Line Graphs

## Primary 5

### Numbers & Algebra

Whole Numbers (S,F)

Fractions (S,F)

Decimals (S,F)

Percentage (S)

Ratio (S)

Rate (S, F)

### Measurement & Geometry

Area & Volume (S, F)

Angles (S,F)

Triangles & Quadrilaterals (S)

Time (F)

### Statistics

Average (S)

Tables, Bar & Line Graphs (F)

# Areas of Concern from P4 – P5



- **Problem Solving process**
  - Understanding the question
  - Selecting appropriate heuristics eg Model-drawing
  - Presentation of solution and calculation – clear, logical, systematic and accurate
  - Checking accuracy and reasonableness of answers
- **Whole Numbers**
  - Factual Fluency
  - Procedural Fluency
- **Fractions**
  - Part-whole concept
- **Measurement**
  - Visualisation of figures
- **Time Management – Paper 1**
  - Need for speed and accuracy



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# Differences between P4 and P5 Mathematics Paper: Format

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

MCQ – Multiple-Choice Questions

SAQ – Short Answer Questions

LAQ – Long Answer Questions



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# Differences between P4 and P5 Mathematics Paper : Marks Allocation

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

# P5 Standard Mathematics Paper

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



# P5 Foundation Mathematics Paper

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

# Mathematics Teaching & Learning Resources



Topical  
Learning  
Sheets

Problem  
Solving  
Heuristics

Practice  
Papers

SLS/Koobits

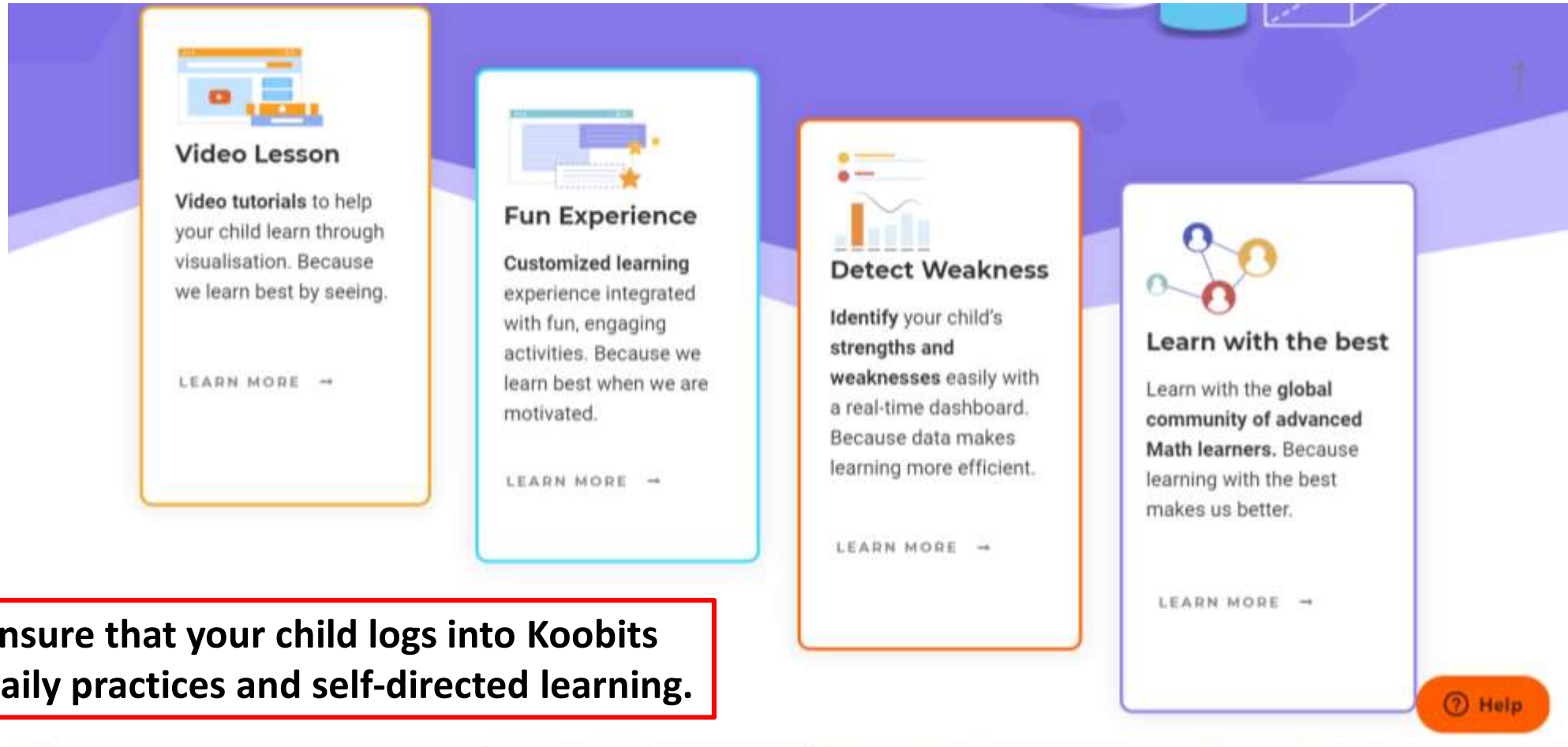
Textbook & Workbook



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# 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 and self-directed learning.

# Holistic Assessment Structure



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



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# Use of Calculators

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



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# Marking Matters

- Marks are awarded for relevant method 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** <sup>cm<sup>2</sup></sup>

5000 <sup>m</sup> = 5 km

- Mathematically incorrect statements – e.g. wrong use of equal sign**

20 - 5 = 15 + 3 = 18 x 2 = 36

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

$\frac{2}{3} = \$60$   
 $20\% = 40$   
 $40 + 1.50 = \$1.90$

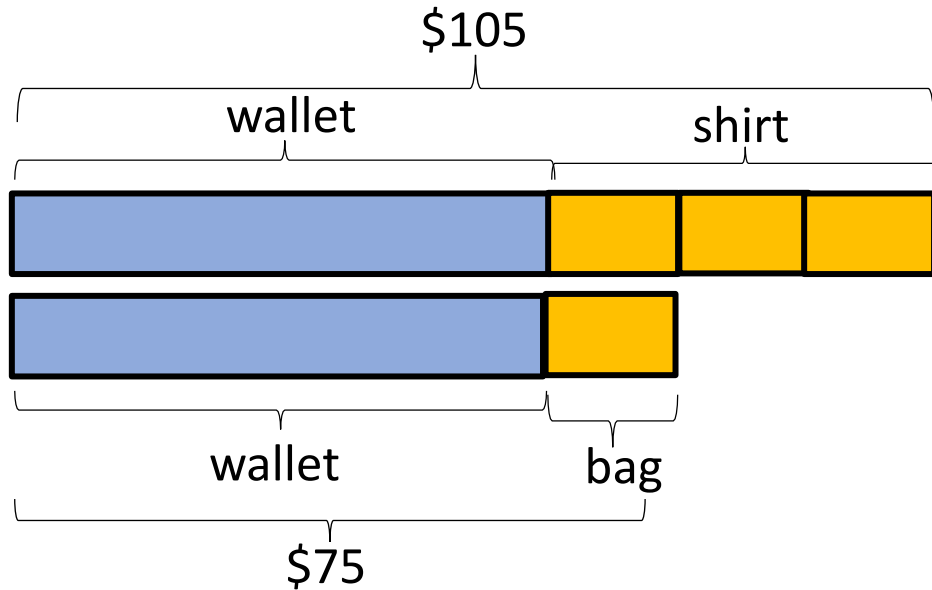




# Example

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

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



- a) Find the difference between the cost of the shirt and the bag

$$\$105 - \$75 = \$30 \text{ (Correct method/answer)}$$

Ans: \$30 (Answer mark)

- b)

Step 1 : Find the cost of the bag.

$$2 \text{ units} = \$30$$

$$1 \text{ unit} = \$30 \div 2 \text{ (Method mark)}$$

$$= \$10 \text{ (wrong answer)}$$

Step 2 : Find the cost of the wallet.

$$\$75 - \$10 \text{ (Method mark)}$$

$$= \$65 \text{ (wrong answer)}$$

Ans: \$65 (No answer mark)

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

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

# How can I help my child?



## Monitor

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

## Encourage

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

## Partner

- Use correct mathematical language eg numerator, denominator
- 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 is used
- Practise factual fluency



# Mathematics Programmes @ Zhangde

- ❖ Problem solving Heuristics
- ❖ Learning Experiences e.g. Math Activities

For selected students:

- ❖ Math Bridging Lessons
- ❖ Mathematics Olympiad Training
- ❖ Mathematics Competitions
- ❖ Mathematics E2K Programme

END



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# Mother Tongue Languages (MTL)



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# 3 BROAD OBJECTIVES

## IN THE TEACHING AND LEARNING OF MTL TO DEVELOP PROFICIENT LANGUAGE USERS

### Communication

- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

### Culture

- Learning MTL enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions and literature and history
- Critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

### Connection

- Proficiency in MTL enables our students to connect with communities across Asia and the world who speak that language or share that culture.



The key is to help students to like, learn and use their **MTL as a living language**, and produce proficient users who can communicate effectively in a variety of real-life settings.

**ACTIVE LEARNERS, PROFICIENT USERS**

# Curriculum Overall Goals



## Language Ability



### Civic Literacy & Cultural Awareness

Values  
Culture  
Local Culture  
Cross Culture

### General Ability

Thinking Skills  
Learning Skills  
Social Emotional Learning  
Communication, Collaboration &  
Information Skills



# Teaching and Learning Process



## SUMMATIVE



## FORMATIVE



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# MTL Holistic Assessment Structure

Term 1	Term 2	Term 3	Term 4
No Weighted Assessment	Weighted Assessment 1	Weighted Assessment 2	End-of-year Examination
	[15%]	[15%]	[70%]

**\*Topics to be assessed will be announced closer to the date.**



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# Changes in Examination Format from P4 to P5

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

# MTL ASSESSMENT

## Standard Mother Tongue



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

# MTL ASSESSMENT

## 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 ASSESSMENT

## Higher Mother Tongue



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



2024/1/26

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100





# MTL ASSESSMENT

## 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%)

# MTL – Paper 1 (Composition)



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

# MTL – Paper 1 (Composition)

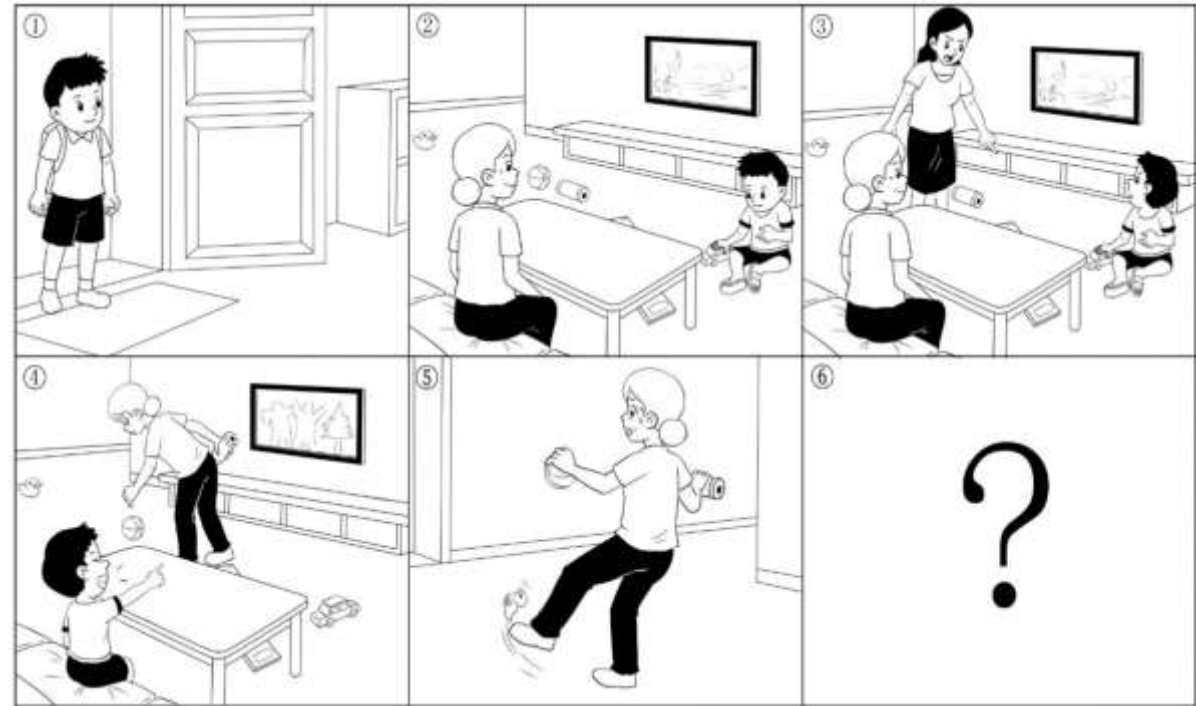
## Question 1 - Topic

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

OR

## Question 2 – Picture Composition

1





# MTL – Paper 1 (Composition)

- Use dictionaries approved by SEAB (refer to MTL teachers or SEAB Website : [www.seab.gov.sg](http://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"/> Language Application
<input type="checkbox"/> Graphic Stimulus	<input type="checkbox"/> 2 Comprehension passages
<input type="checkbox"/> Comprehension	



# MTL – Paper 3 (Oral Conversation)

## Thematic Approach

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

## Example:

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





# MTL – Paper 3 (Listening Comprehension)

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

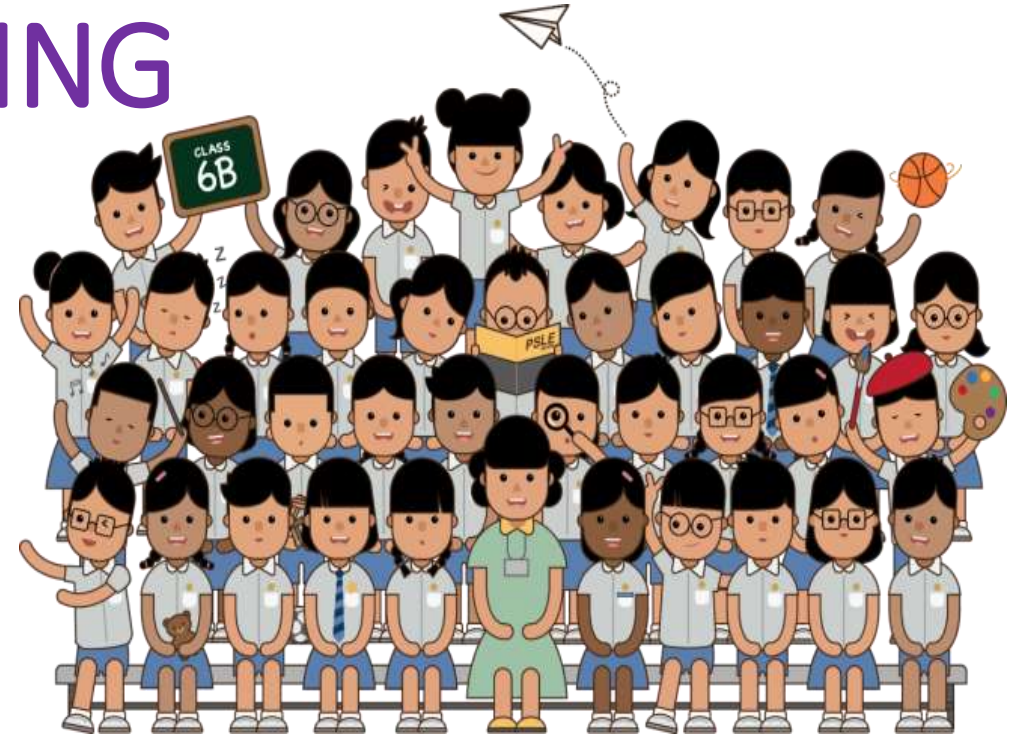
# Language & Cultural Exposure

## Mother Tongue Fortnight

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



# PSLE SCORING & S1 POSTING



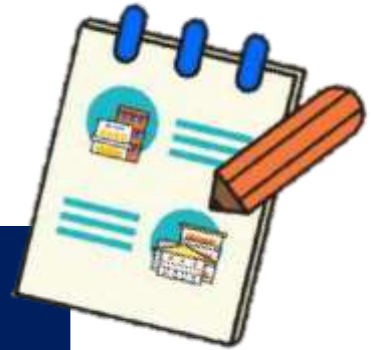


# What Is the Intent of PSLE?



A useful checkpoint at the end of primary school

A fair way to determine secondary school posting



Over the years, we have been changing the education system to help our students discover and develop their strengths, interests, abilities and talents, while moving away from an over-emphasis on academic results. Our PSLE Scoring system reduces the over-emphasis on academic results by:

- 1 Reducing fine differentiation of students' examination results at a young age.
- 2 Recognising a student's level of achievement, regardless of how his/her peers have done.
- 3 Encouraging families to choose secondary schools holistically based on students' strengths, interests, abilities, talents and learning needs.

# HOW THE PSLE SCORING WORKS



# FROM T-SCORE TO SCORING BANDS

## a) Reduces fine differentiation of students' examination results at a young age

- Students with similar scores in each subject are grouped into scoring bands measured in 8 Achievement Levels (ALs).
- The PSLE Score can range from 4 to 32, with 4 being the best, instead of over 200 possible T-scores.

## b) Reflects a student's individual level of achievement

- Students' ALs for each subject 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





# GRADING OF FOUNDATION SUBJECT GRADES

- Foundation subject grades are graded in scoring bands from **AL A to C**.
- To derive a student's overall PSLE Score for S1 Posting, AL A to AL C for Foundation level subjects are **mapped to AL 6 to AL 8 of Standard level subjects respectively**.
- This mapping is based on the learning and assessment load of the subjects, and informs students of how ready they are for the curriculum in secondary school.

FOUNDATION LEVEL AL	FOUNDATION RAW MARK RANGE	EQUIVALENT STANDARD LEVEL AL
A	75 – 100	6
B	30 – 74	7
C	< 30	8



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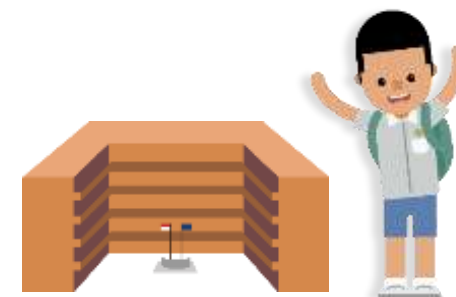
- What is the new passing mark, since AL6 spans across 45-64?

<b>AL</b>	<b>RAW MARK RANGE</b>
<b>1</b>	<b><math>\geq 90</math></b>
<b>2</b>	<b>85 – 89</b>
<b>3</b>	<b>80 – 84</b>
<b>4</b>	<b>75 – 79</b>
<b>5</b>	<b>65 – 74</b>
<b>6</b>	<b>45 – 64</b>
<b>7</b>	<b>20 – 44</b>
<b>8</b>	<b><math>&lt; 20</math></b>

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.





# ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

## ELIGIBILITY CRITERIA FOR HMTL

- (i) An overall PSLE Score of 8 or better**
- or**
- (ii) An overall PSLE Score of 9 to 14 (inclusive); and attain**
  - **AL 1 / AL 2 in MTL or**
  - **Distinction / Merit in HMTL**

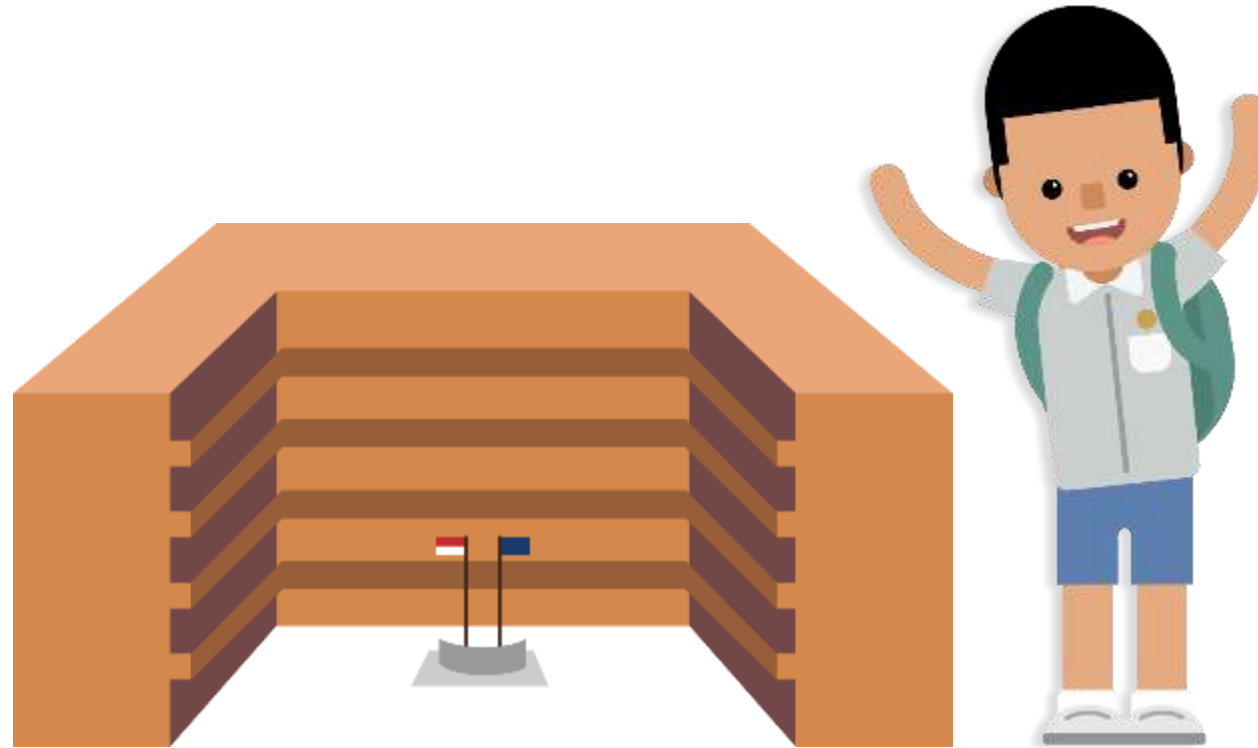
- For students who do not meet the above criteria, secondary schools will have the flexibility to offer HMTL to students if they are assessed to have high ability and interest in MTL, and are able to cope with the learning load required.



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# HOW THE S1 POSTING WORKS



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# CHOICE ORDER OF SCHOOLS MATTERS MORE

- Students have **six choices** in selecting their secondary schools
- Students are posted to a secondary school based on **academic merit, i.e., PSLE Score**, and their **choice order of schools**.
- If two or more students with the same PSLE Score vie for the last remaining place(s) in a school, the following tie-breakers are used in the following order:
  1. **CITIZENSHIP**
  2. **CHOICE ORDER OF SCHOOLS**
  3. **COMPUTERISED BALLOTING**
- The tie-breaker based on school choice order recognises the different considerations that families have in making school choices.








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# 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.

<b>Jane</b> Singapore Citizen 16 pts	SCHOOL CHOICES: 1) Sch A 2) Sch ... 3) Sch ... 4) Sch ...	
<b>Bryan</b> Singapore Citizen 20 pts	SCHOOL CHOICES: 1) Sch B 2) Sch ... 3) Sch ... 4) Sch ...	
<b>Mary</b> Singapore Citizen 20 pts	SCHOOL CHOICES: 1) Sch A 2) Sch B 3) Sch C 4) Sch ...	
<b>Alan</b> Permanent Resident 20 pts	SCHOOL CHOICES: 1) Sch A 2) Sch B 3) Sch D 4) Sch ...	
<b>Rina</b> 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**.



➤ Tie-breaker #1: Citizenship

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



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**.

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**.





# FULL SUBJECT-BASED BANDING (FULL SBB)



- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.

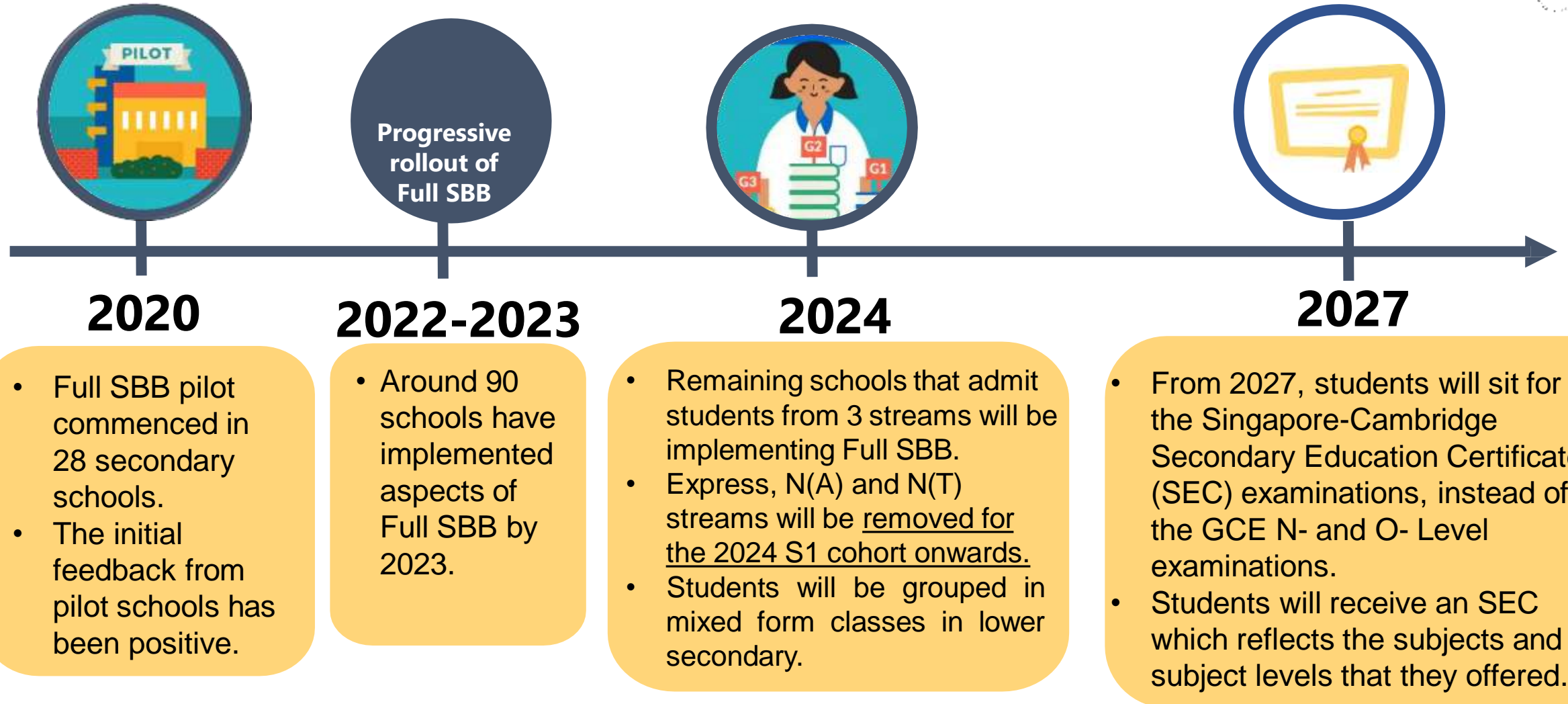


Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

# FULL SUBJECT-BASED BANDING (FULL SBB)



# FULL SUBJECT-BASED BANDING (FULL SBB)



## Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

After PSLE

Start of Sec

End of Sec

Post Sec

From 2023:  
Entry to S1  
through 1 of 3  
Posting Groups

From 2027:  
Singapore-Cambridge  
Secondary Education  
Certificate (SEC)  
examination

Updated post-  
secondary admission  
criteria

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# S1 POSTING UNDER FULL SBB



**Three Posting Groups to ensure schools are accessible to diverse learners**

From the 2024 S1 cohort, MOE will facilitate the admission of P6 students into S1 through 3 Posting Groups: **Posting Group 1, 2 and 3.**

Objective: Schools to admit a **diverse profile of students** and students have **access to a wide range of schools.**

**Unlike the academic streams of Express, N(A) and N(T), Posting Groups will only be used for the purposes of facilitating entry into secondary school and to guide the subject levels students offer at the start of S1.**

- Posting Groups assigned based on PSLE Scores, mapped from PSLE Score ranges for Express, N(A) and N(T) streams.
- PSLE Scores provide a good gauge of the subject levels that students can offer at the beginning of S1.

PSLE Score	Posting Group	Subject level for most subjects
4 – 20	3	G3
21 and 22	2 or 3	G2 or G3
23 and 24	2	G2
25	1 or 2	G1 or G2
26 – 30 (with AL 7 in EL and MA)	1	G1



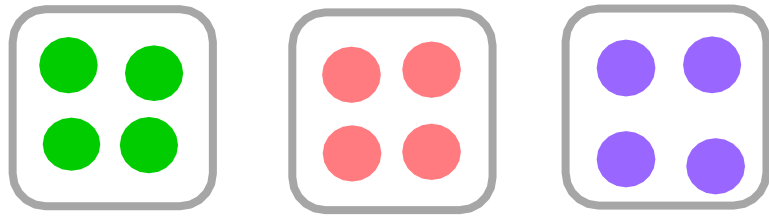
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# FULL SBB: Mixed Form Classes In Lower Secondary



## Form classes arranged by academic stream in schools yet to implement Full SBB






Students in Exp stream      Students in N(A) stream      Students in N(T) stream

## With Full SBB: Mixed form classes



- Under Full SBB, students will be placed in mixed form classes in Lower Secondary.
- This provides students with more opportunities to interact with other students **of different strengths and interests.**
- Schools have the autonomy to decide how to structure their form classes, based on schools' unique offerings, programmes, as well as their students' profile and needs.
- This enables students to build meaningful friendships and learn to value different perspectives.

-  Students posted through **PG3**
-  Students posted through **PG2**
-  Students posted through **PG1**



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# OFFERING SUBJECTS AT A MORE DEMANDING LEVEL AT THE START OF S1



- Students posted to schools through PG1 and PG2 can offer **English Language, Mother Tongue Languages, Mathematics and Science** at a more demanding level based on their PSLE AL for each subject.

FOR STUDENTS POSTED TO SCHOOLS THROUGH PG1 AND PG2			
SUBJECT	PSLE SUBJECT LEVEL	PSLE AL FOR SPECIFIC SUBJECT	OPTION TO TAKE THE S1 SUBJECT AT :
<ul style="list-style-type: none"> <li>• English Language</li> <li>• Mother Tongue Language</li> <li>• Mathematics</li> <li>• Science</li> </ul>	Standard	AL 5 or better	G3 or G2
		AL 6	G2
	Foundation	AL A	G2



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# OFFERING SUBJECTS AT A LESS DEMANDING LEVEL AT THE START OF S1



- For students who offered **English Language, Mathematics and/or Science** at Foundation level at PSLE, but are otherwise eligible to take most of their subjects at G3 when entering secondary school, they may choose to take these subjects at a less demanding level (LDL; i.e., G2), in consultation with their secondary schools.
- Students have the option to offer **Mother Tongue Languages (MTL)** at LDL based on their PSLE Achievement Level (AL) for the subject:

POSTING GROUP (PG)	PSLE AL FOR MTL <sup>^</sup>	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

<sup>^</sup> Foundation level AL A to AL C will be mapped to AL 6 to AL 8 of Standard Level subjects respectively.

- Students who are eligible to offer MTL at LDL can still choose to offer MTL at-level if they prefer.



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# SUBJECT LEVEL FLEXIBILITY BEYOND START OF S1



- Beyond the start of Sec 1, students may **adjust their subject levels across their secondary school journey**.
  - Students may offer subjects, including English Language, Mother Tongue Languages, Mathematics, Science and Humanities subjects at a **more demanding level** if they meet the criteria and based on the school's holistic considerations.
  - Students who are not coping well may **offer subjects at a less demanding level**, based on their school-based performance and school's holistic considerations, to calibrate their curricular load.
  - In upper secondary, students may offer elective subjects (for example, Additional Mathematics, Art, Design & Technology) at a subject level suited to their strengths, interests and post-secondary aspirations, to **allow them to pursue their interests without adding unduly to their overall curriculum load**.
- Schools will consider **students' learning progress and developmental needs** when helping them determine their subject choices.



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# PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS



# PSLE SCORE RANGES FOR ALL SECONDARY SCHOOLS

- Use the PSLE Score ranges as a reference alongside other important factors, such as the school's distinctive programmes, Co-Curricular Activities (CCA), culture, ethos, and proximity to home when shortlisting school choices that would best fit a student's educational needs.
- The latest PSLE Score ranges for individual secondary schools will be available on <https://moe.gov.sg/schoolfinder> and <https://go.gov.sg/exploreschools>. They reflect the PSLE scores of the student posted into these schools at the previous year's S1 Posting Exercise.
- A school's PSLE Score range (including Cut-Off-Point) for a particular year is not pre-determined before the posting, and vary from year to year, depending on the cohort's PSLE results and their school choices in that year's S1 Posting Exercise.



## SchoolFinder Tool



## MySkillsFuture Student Portal (Primary)



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# PSLE SCORE RANGES FOR INDIVIDUAL SECONDARY SCHOOLS

The PSLE Score range refers to the PSLE Score of the first and last student admitted to a particular school in the previous year via the S1 Posting Exercise. This shows the range of student profiles who enter each school.

## Example

XX Secondary School

PSLE Score range of previous year's S1 Posting Exercise

Posting Group 3	15	20
Posting Group 2	21	24
Posting Group 1	25	28

PSLE Score of the first student posted into the school in the respective PG.

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



# PRESENTATION OF PSLE SCORE RANGES FOR SCHOOLS WITH REMAINING PG1 VACANCIES

Schools with (i) last posted student with PSLE Score better than 30 and (ii) remaining Posting Group 1 (PG1) vacancies will have their COP for PG1 reflected as 30\* to assure 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 which the last posted student actually had a PSLE Score of 30.

	Non Affiliated
Posting Group 3	8 – 22
Posting Group 2	21 – 25
Posting Group 1	25 – 30*

PSLE Score of the first student posted into the school through PG1

PSLE Score of the last student posted into the school for PG1 shown as 30\*, as the school still had vacancies in PG1 after the S1 Posting Exercise

*\*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 vacancies for PG1 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.*

*Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.*





# HCL POSTING ADVANTAGE TO SAP SCHOOLS



Students who obtained a Distinction/Merit/Pass for HCL at the PSLE and an overall PSLE Score of 14 or better will receive a posting advantage when applying to SAP schools.

Students will be considered for admission to SAP schools in the following order:

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

Students with better PSLE Scores will be posted first, even if they did not take HCL

Amongst students with the same PSLE Score, those with better HCL grades will be posted first

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

# EXAMPLE OF AN SAP SCHOOL'S 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 PSLE Score ranges of SAP schools include the HCL grades of the first and last student admitted in the previous year via S1 Posting.

*Note: Posting Groups will be assigned based on PSLE Scores, mapped from existing PSLE Score ranges for Express, N(A) and N(T) streams.*

## Example

XX Secondary School

PSLE Score range of previous year's S1 Posting Exercise

Posting Group 3	5 (D) — 12 (P)
Posting Group 2	
Posting Group 1	

PSLE Score and HCL grade of the first student posted into the school through PG3

PSLE Score and HCL grade of the last student posted into the school through PG3 [i.e. the school's Cut-Off Point (COP)]

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



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# SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS



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



# SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS



- In reviewing the score assignment for these students under the new PSLE scoring system, we need to strike a balance between:
  - Acknowledging that students have valid reasons for seeking MTL exemption or taking an AsL/FL, and
  - Ensuring some parity between scoring for exemption, Foundation and Standard MTL.

# SCORING FOR MTL-EXEMPT AND AsL/FL STUDENTS

- Under the new scoring system, the assigned MTL score will :
  - Take reference from peers with similar scores for English, Mathematics and Science, including those taking Foundation MTL;
  - While maintaining parity of treatment with students who take Foundation MTL (who will score between AL 6 to 8).
- Hence, students will receive an assigned MTL score between AL 6 and 8 in PSLE.





# SCHOOL CHOICE JOURNEY



- The PSLE Score ranges are a **useful start** for parents and students to consider secondary schools.
- Use this information, together with other **important factors** such as the secondary schools' distinctive programmes, CCAs, ethos and cultures, to shortlist schools that would best fit the educational needs of the student.
- If students have specific talents and strengths beyond the PSLE (e.g. areas such as sports, performing arts and leadership), they can consider the **Direct School Admission-Secondary (DSA-Sec)** as an alternative admission pathway to access secondary schools that have talent development programmes in these areas. Application starts in May. There is no change to the application or selection process with the shift to Full SBB.



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# ADVISING STUDENTS AND THEIR PARENTS TO CHOOSE SUITABLE SECONDARY SCHOOLS



**When making school choices in order to find a school that would help the student learn and thrive best, advise parents to consider:**

“Every child is unique and has different strengths, interests, abilities, talents and learning needs. Beyond academic results, what are other factors we should consider?”



**The student's needs**



**What the schools can offer**

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# ADVISING STUDENTS AND THEIR PARENTS TO CHOOSE SUITABLE SECONDARY SCHOOLS



## THE STUDENT'S NEEDS

Consider the student's strengths, interests, abilities, talents and learning needs

- Encourage parents to discuss the options with their child, with the following considerations:
  - Programmes, subjects and CCAs offered: Can the school support and develop their child's strengths, interest, abilities and talents?
  - School culture: What is the school's culture and ethos?
  - Location and transport options: Is it too far from home? How will their child get to school?
  - Support for Special Educational Needs: Does the school have specialised facilities or resources to support their child, if required?



# Advising Students And Their Parents To Choose Suitable Secondary Schools



## WHAT SCHOOLS CAN OFFER

- Shortlist schools that offer programmes that cater to the student's strengths, interests, abilities, talents and learning needs, as well as provide suitable learning environments
- Refer to SchoolFinder in MOE's website and MySkillsFuture Student Portal (Primary) for information on the schools' location, school type, CCAs, programmes and subjects they offer to shortlist schools that meet their child's learning needs.
- Parents may also refer to the secondary schools' websites and visit their Open Houses.



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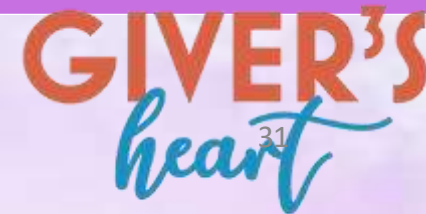
# Advising Students And Their Parents: Preparing For The S1 Posting Exercise



- **Use all 6 options with a range of Cut-off Points**
  - This increases the student's chances of being posted to a school of their choice.
- **Take reference from schools' PSLE Score ranges**
  - This serves as a guide for students and parents to shortlist school choices.
  - Consider at least 2-3 schools where the student's PSLE Score is better than the school's Cut-off Point.
- **Shortlist schools that offer programmes that cater to the student's strengths, interests, abilities, talents and learning needs, as well as provide suitable learning environments**
  - Refer to SchoolFinder in MOE's website and MySkillsFuture Student Portal (Primary) to find out more about what schools offer.
  - Parents may also refer to the secondary schools' websites and visit their open houses.
- **Rank the student's preferred school higher in his/her choice order of schools**
  - This increases the student's chances of being posted to that school, if they need to undergo tie-breaking.

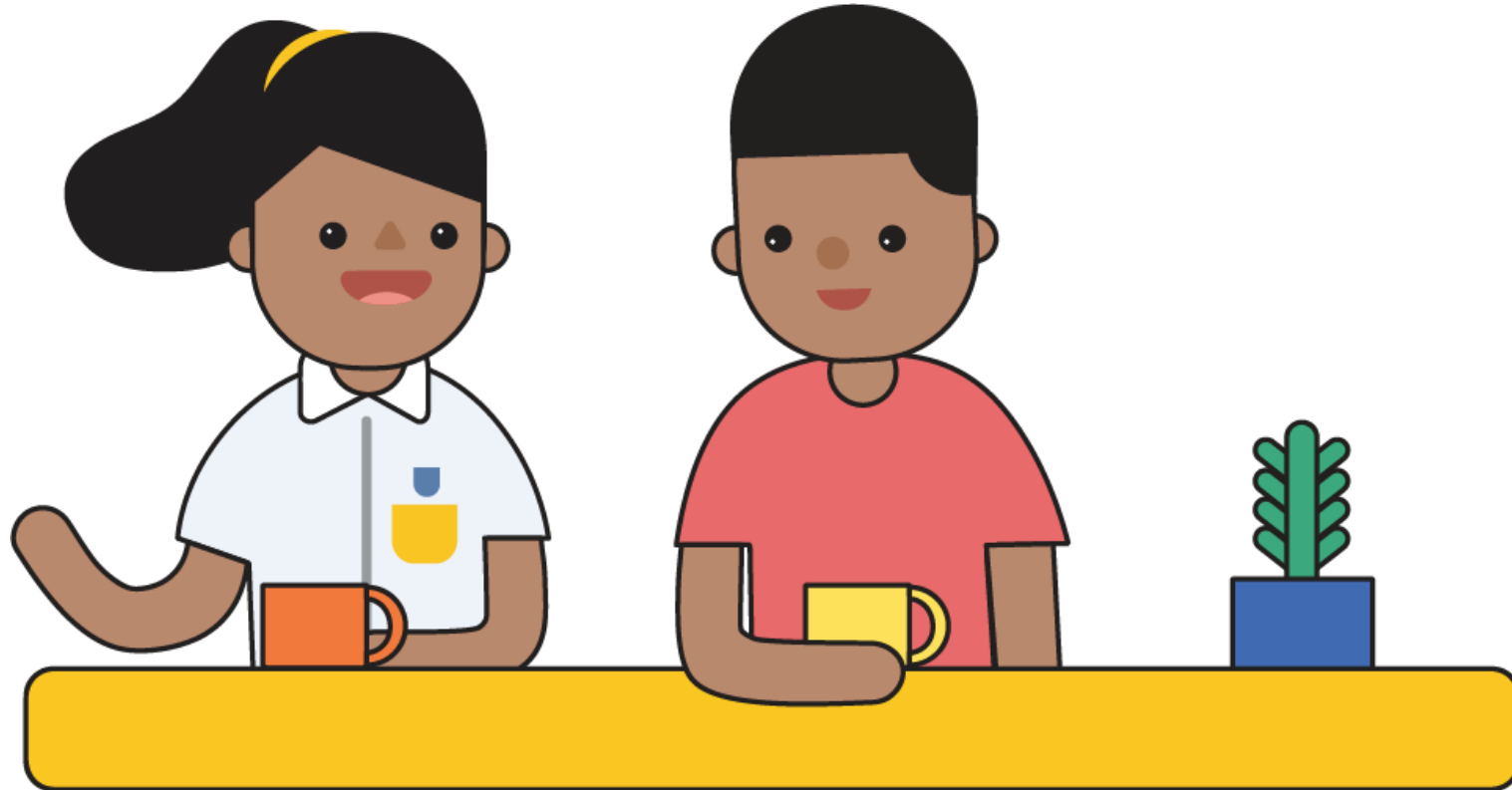


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# SUPPORTING EDUCATORS, STUDENTS & THEIR PARENTS

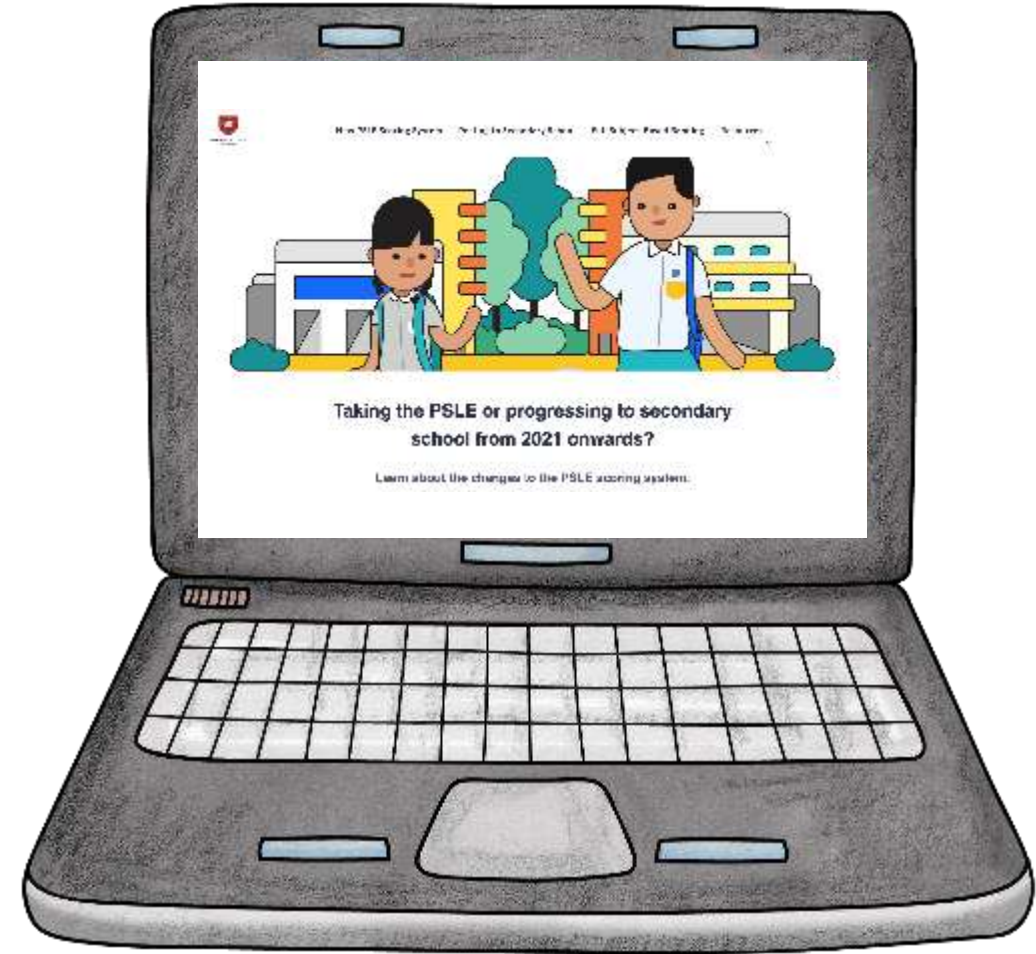




# FIND OUT MORE ON THE PSLE-FSBB MICROSITE



<https://go.gov.sg/pslefsbb>



# OTHER RESOURCES



(Ready from May each year)

SchoolFinder  
Tool

**SCHOOL  
FINDER**



[https://go.gov.sg/  
secschoolfinder](https://go.gov.sg/secschoolfinder)

Secondary School  
Education Booklet

**SECONDARY  
SCHOOL  
EDUCATION**  
Empowering the Next Generation of  
Singaporean Leaders



[https://go.gov.sg/psle-  
-sec-sch-brochure](https://go.gov.sg/psle-sec-sch-brochure)

Open House Dates

Online Open House for Secondary Schools 2020  
27 OCT 2020

Like | Share | Print



[https://go.gov.sg/open-house-  
for-secondary-schools](https://go.gov.sg/open-house-for-secondary-schools)

# OTHER RESOURCES

## “Love Beyond Grades” video



[https://go.gov.sg/love\\_beyondgrades](https://go.gov.sg/love_beyondgrades)

## “Welcome to Secondary School” video



<https://go.gov.sg/welcome-to-secondary-school>

## Full SBB Interactive Site



<https://go.gov.sg/my-fsbb-path>

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# OTHER RESOURCES



## ECG Tips for Parents



<https://go.gov.sg/tips-for-parents>

## MySkillsFuture Student Portal (Primary)



<https://go.gov.sg/mysfpri>

## ECG What's Next



<https://go.gov.sg/whats-next-psle>



# Direct School Admission



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heart



# 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.



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# 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)



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# 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.



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# 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.



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# DIRECT SCHOOL ADMISSION



## Application (tentatively in May 2024)

- 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.



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# DIRECT SCHOOL ADMISSION

## Selection (Jun- Sep 2024)

- 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.



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# DIRECT SCHOOL ADMISSION

## School Preference Submission (Oct 2024)

- 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.



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# 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



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# THANK YOU!

