



No Photography or Recording of the Session

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

P6 Parents Engagement Session

Saturday, 20th 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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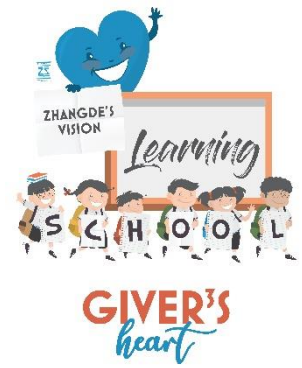
Today's Programme

8.00 – 8.10 a.m.	Welcome address & Level Matters by Year Head
8.10 – 8.55 a.m.	Subjects Expectations by EL, Math, Science & Mother Tongue Heads of Departments PSLE Scoring, S1 Posting & DSA
9.00 – 10.00 a.m.	Address by Form Teachers (In Respective Classrooms @Level 4)



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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 21st 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



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 %]	-

Thank-You



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Student Development

School Focus

- Student-Centric
- Values Driven
- Inclusive



P6 Matters



- ❑ Term 1 : Bridging, Commitment Day, Parent Workshops , Parent-Teacher Interaction Time, etc.
- ❑ Term 2 : Supplementary Lessons, Cohort Learning Journeys, Timed Practice, etc.
- ❑ Term 3 : CCA Stand-down, PSLE Oral, Prelims, Sept Holiday Lessons, etc.
- ❑ Term 4 : PSLE, Children's Day, Post-Exam Programmes, Graduation, PSLE Results release, 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 (By Subjects)



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Science (SC)



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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



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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



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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.

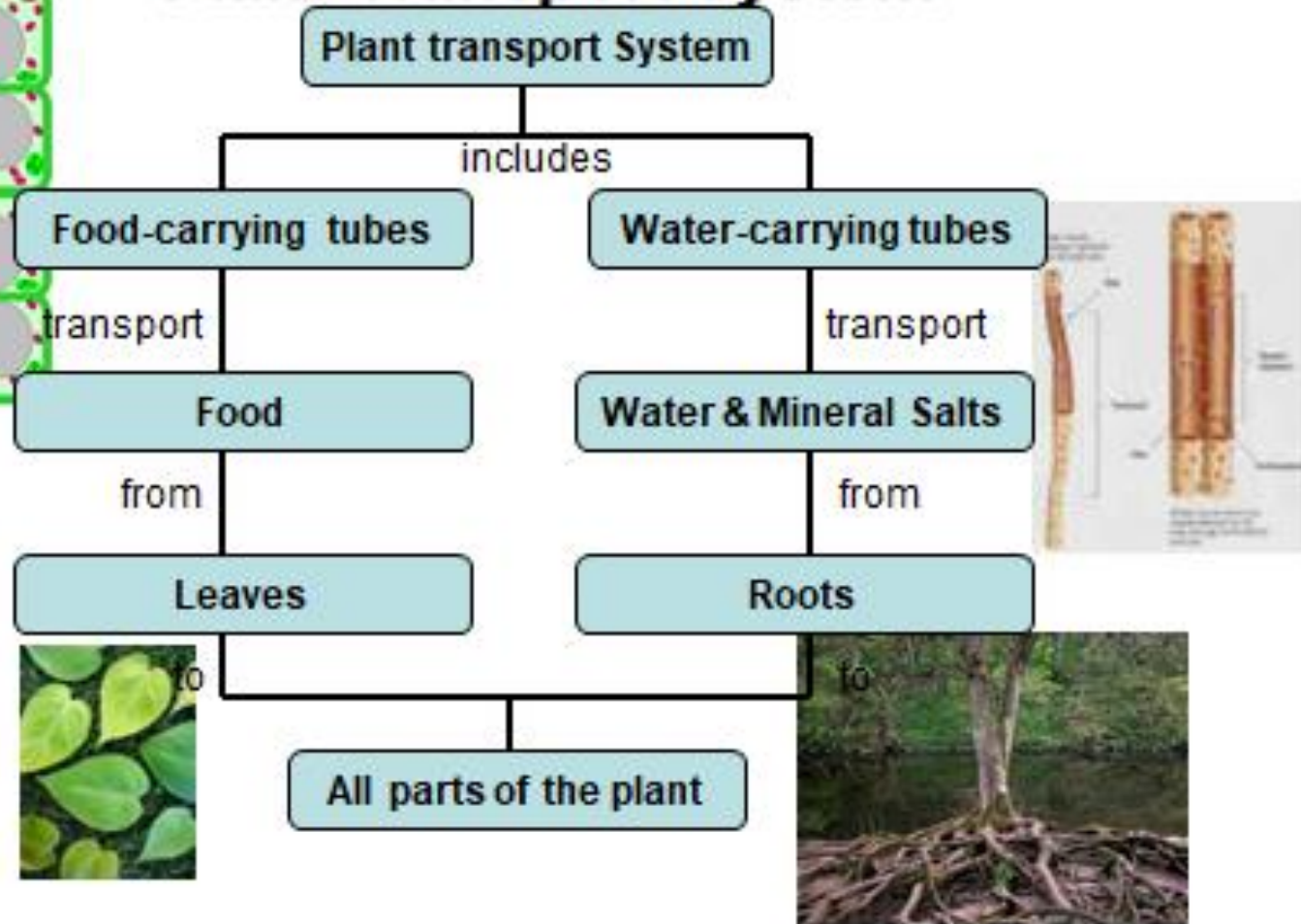
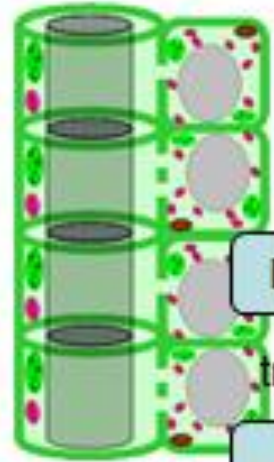
Concepts must be memorised for each topic. This is vital in answering questions.

Concept maps is a great way to consolidate learning.



Sample of a Concept map

Plant Transport System

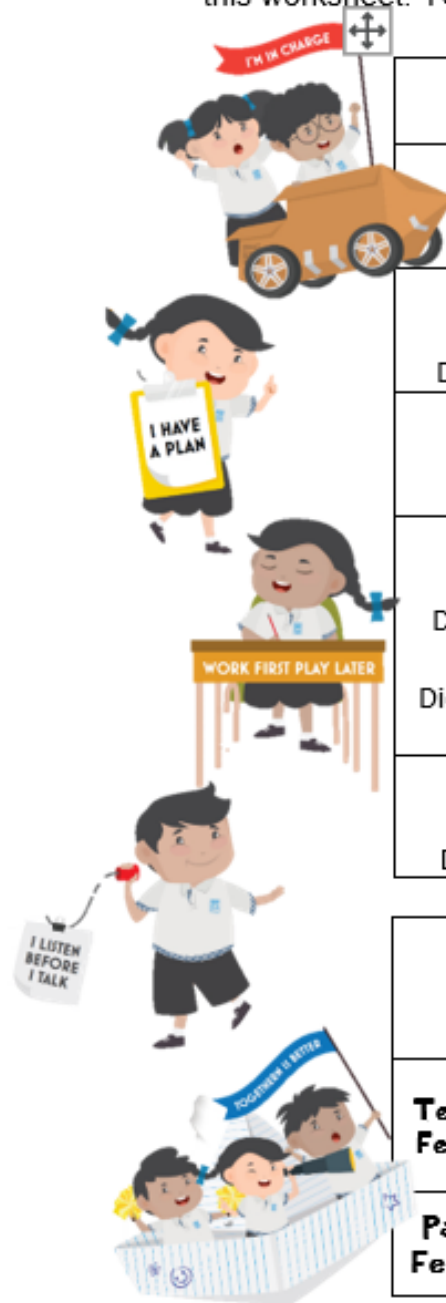


Strategies to answer Science questions

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	_____ _____

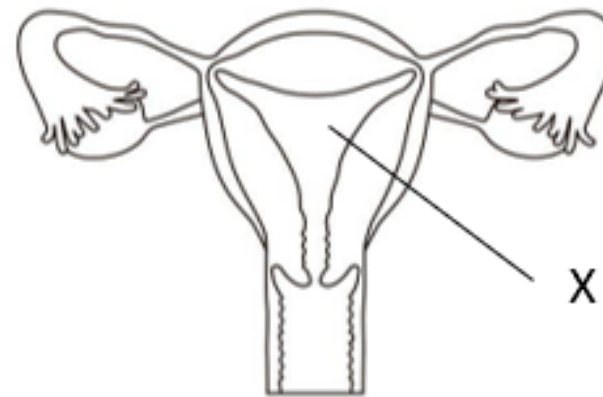
Topical Worksheets as Learning Assignments

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

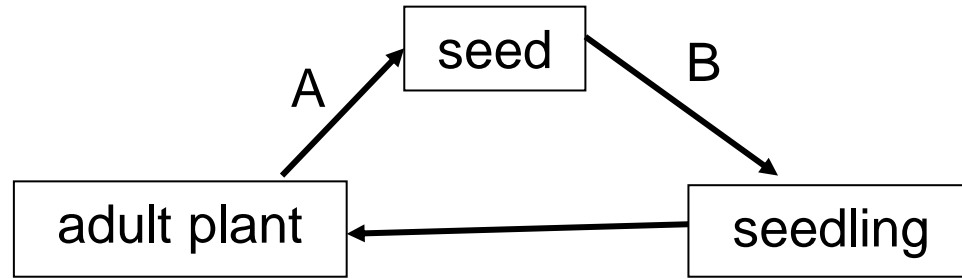
- Students tend to rush through MCQ.

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.



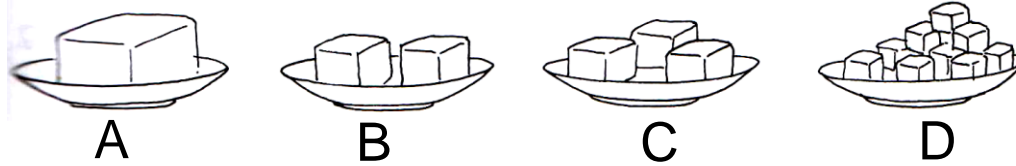
Which processes take place at A and B?

	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

What Parents Can Do to Help



- Science Is a subject that must be studied and revised regularly.
- Students must memorise their basic concepts.
- All assignments must be completed.
- Encourage children to learn from their mistakes.
- Encourage children to ASK questions when in doubt.
- Do check in with the teachers regularly.

END



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English Language (EL)

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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)



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



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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%)

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.



Primary 6 Standard EL: Situational Writing

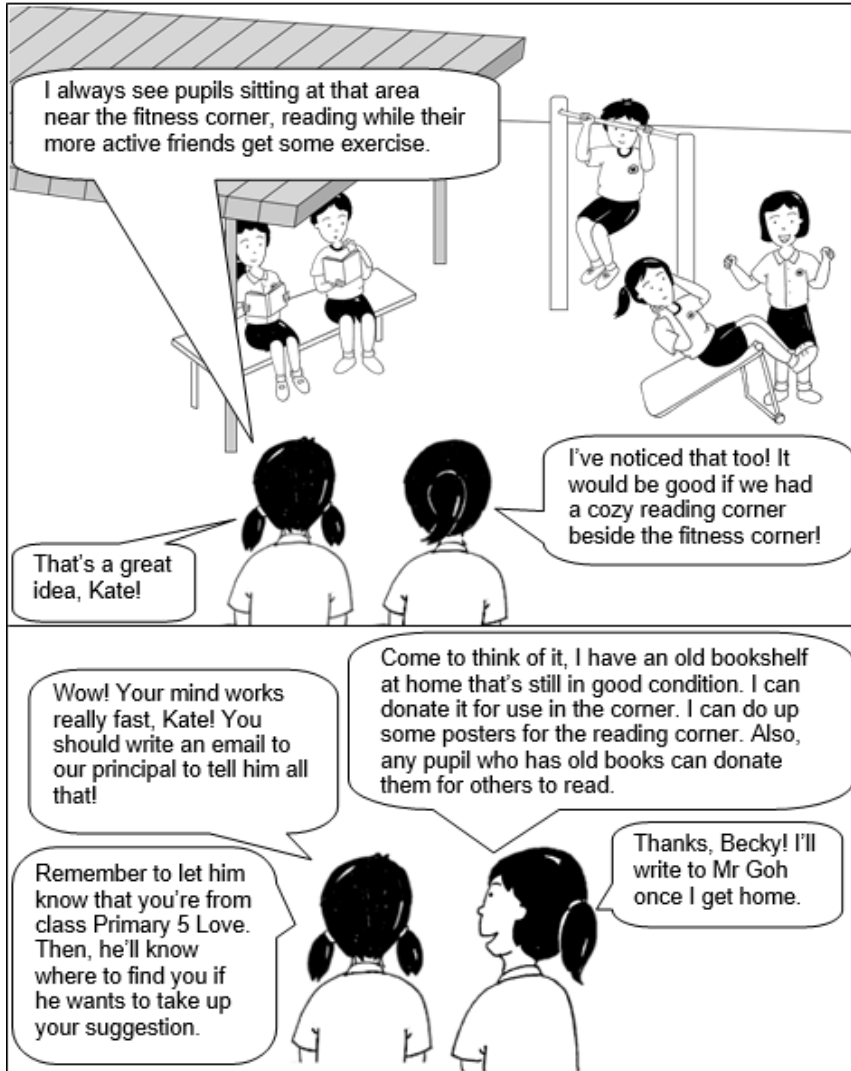
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The pictures below show Kate and Becky talking about an idea they had for improving their school. Study the pictures carefully.



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

		P6 EL
Both components are linked by a common broad theme.		
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



Foundation English (FEL)

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Areas of Language Learning

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

English Language



Teaching strategies – STELLAR

STratgies 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%)

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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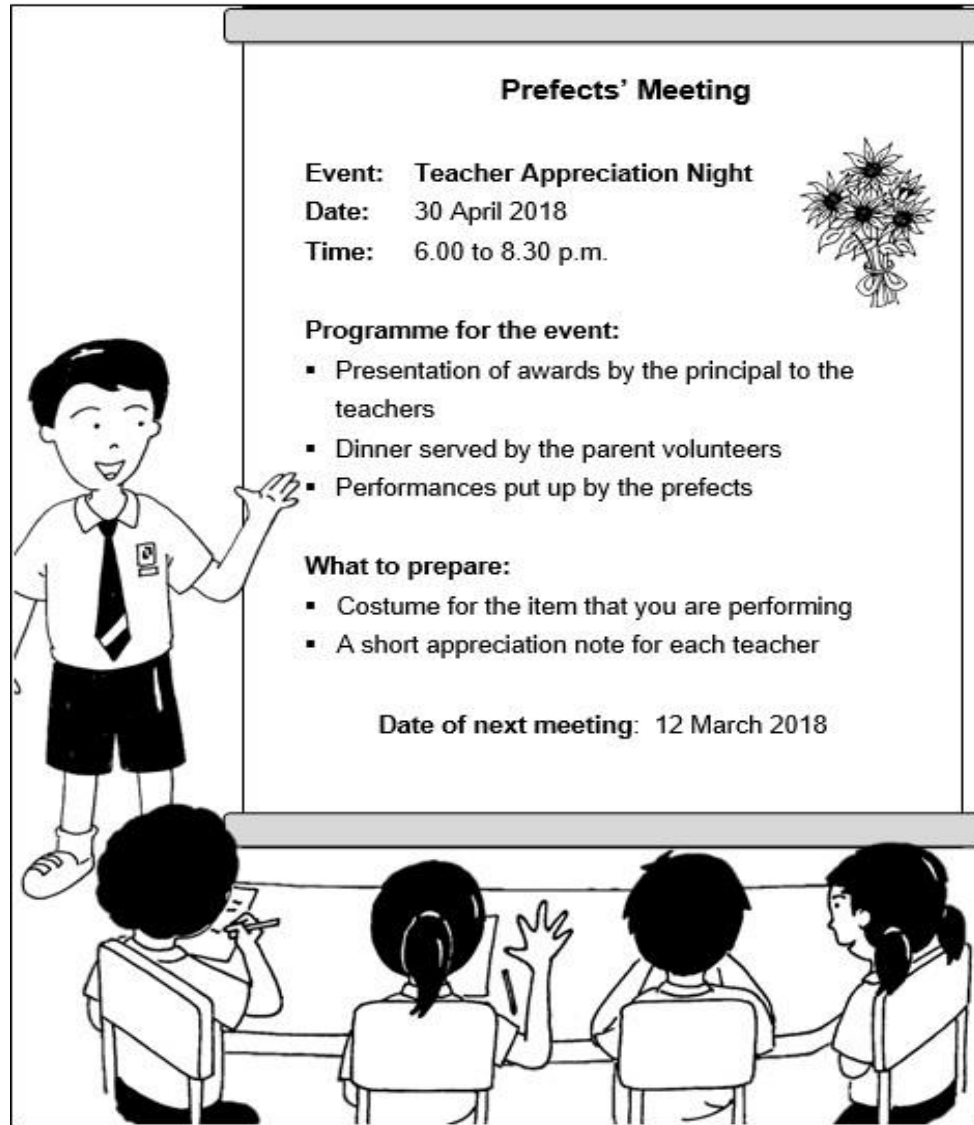
Primary 6FEL: Situational Writing

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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.

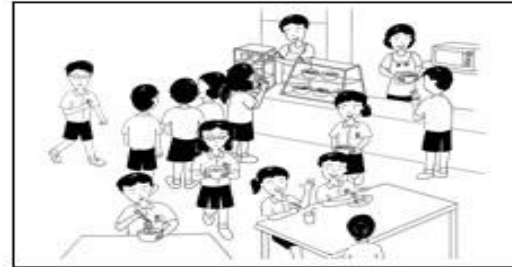
In your writing, include the following key information:

- 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.

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.

Primary 6FEL : Continuous Writing



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



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

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
<p>Reading Aloud</p> <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
<p>Stimulus-based Conversation</p> <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**

END



Mathematics



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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, unit conversion
- Conceptual understanding and application of skills and concepts across contexts.
- Visualization – e.g. area & perimeter of composite figures, counting number of cubes to find volume of a solid
- Time Management for Paper 1
 - Need for speed and accuracy



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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)



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Mathematics Curriculum

Primary 5 Foundation

Numbers & Algebra

Whole Numbers

Fractions

Decimals

Rate

Measurement & Geometry

Area, Perimeter & Volume

Angles, Rectangle & Square

Perpendicular & parallel lines

Time

Statistics

Tables, Bar & Line Graphs

Primary 6 Foundation

Numbers & Algebra

Decimals

Fractions

Percentage

Measurement & Geometry

Area & Volume

Angles & Triangles

Statistics

Pie Charts

Average

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 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**

5000 ^m = 5 km

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

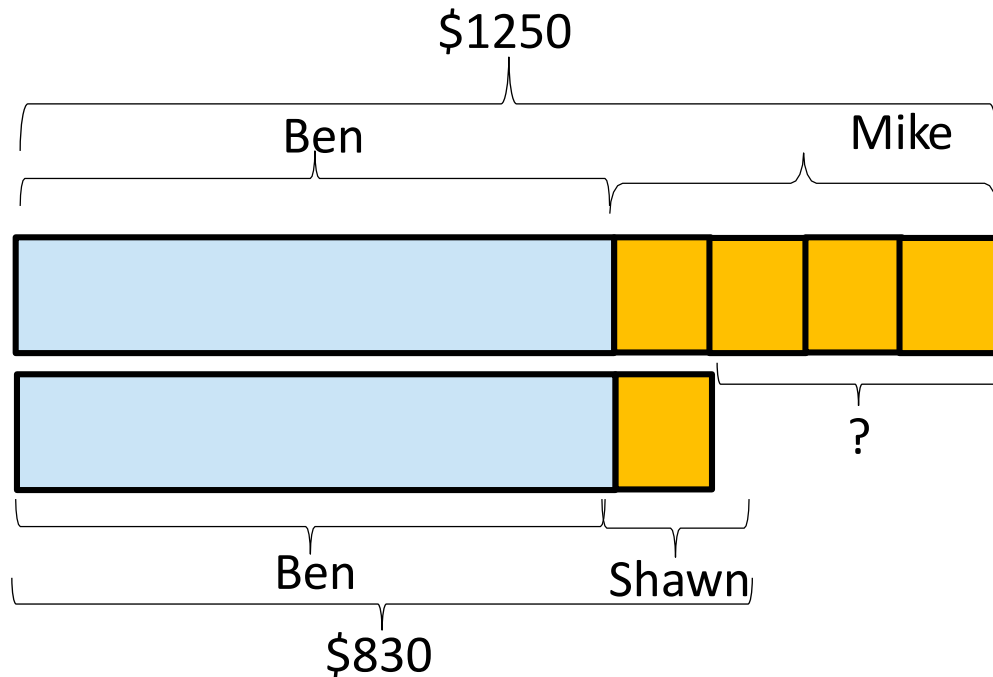
20 - 5 = 15 + 3 = 18 x 2 = 36

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

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?



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

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.

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

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

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
Learning
Sheets

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 and self-directed learning.



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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
 - Use of Pie Chart, percentage
- Ask them to explain their thinking

Partner

- Use correct mathematical language – e.g. numerator
- 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

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

For selected students:

- ❖ Mathematics Olympiad Training
- ❖ Mathematics Competitions

END



Learning School •





Mother Tongue Languages (MTL)



26/1/2024

Learning School



3 BROAD OBJECTIVES

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

Communication

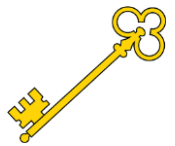
- Valuable skill for life and work
- In addition to their mastery of the EL, proficiency and ability to communicate in MTL gives Singaporeans a competitive edge

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

MTL - PSLE FORMAT

Standard Mother Tongue



Paper	Duration	Component	Type	Mark
1	50 min	Composition (2 choose 1) 1. Topic 2. Picture	Open Ended	40 (20%)
2	1hr 40 min	Language Use & Comprehension		90 (45%)
		Booklet A Part A: Language use Part B: Comprehension 1	MCQ	40 (20%)
			MCQ	10 (5%)
		Booklet B Part C: Phrase Part D: Comprehension 2 (includes written interaction)	FIB	8 (4%)
			MCQ/ Open Ended	32 (16%)



Paper	Duration	Component	Type	Mark
3		Oral and Listening Comprehension		70 (35%)
	(about 15 min)	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	Duration	Component	Type	Mark
1	50 min	Composition (2 choose 1) 1. Topic 2. Continuous Writing	Open Ended	40 (40%)
2	1hr 20 min	Language Use & Comprehension		60 (60%)
		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	100 words and above	200 words and above



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



Foundation Mother Tongue (FMT)



26/1/2024

Learning School • **GIVER'S**
heart

FMTL - PSLE FORMAT

Foundation Mother Tongue



Paper	Duration	Component	Type	Mark
1	40 min	Language Use & Comprehension	MCQ/FIB	15 (15%)
2	(abt 15 min)	Oral		55 (55%)
		Part 1: Reading Aloud		30 (15%)
		Part 2: Conversation based on video stimulus		40 (40%)
3	(abt 30 min)	Listening Comprehension	MCQ	30 (30%)



26/1/2024

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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

What Parents Can Do to Help

- Provide a conducive learning environment for MTL learning at home
 - Converse with your child in MTL at home
 - Watch MTL programme together with your child
 - Read with your child or encourage your child to read
 - Provide exposure to listening, speaking, reading and writing opportunities and activities
 - Leverage on the support materials given (school magazine, SLS, other ICT learning platform) to support child's learning
- Monitor child's work and encourage child to seek for help or support from MTL teachers where necessary



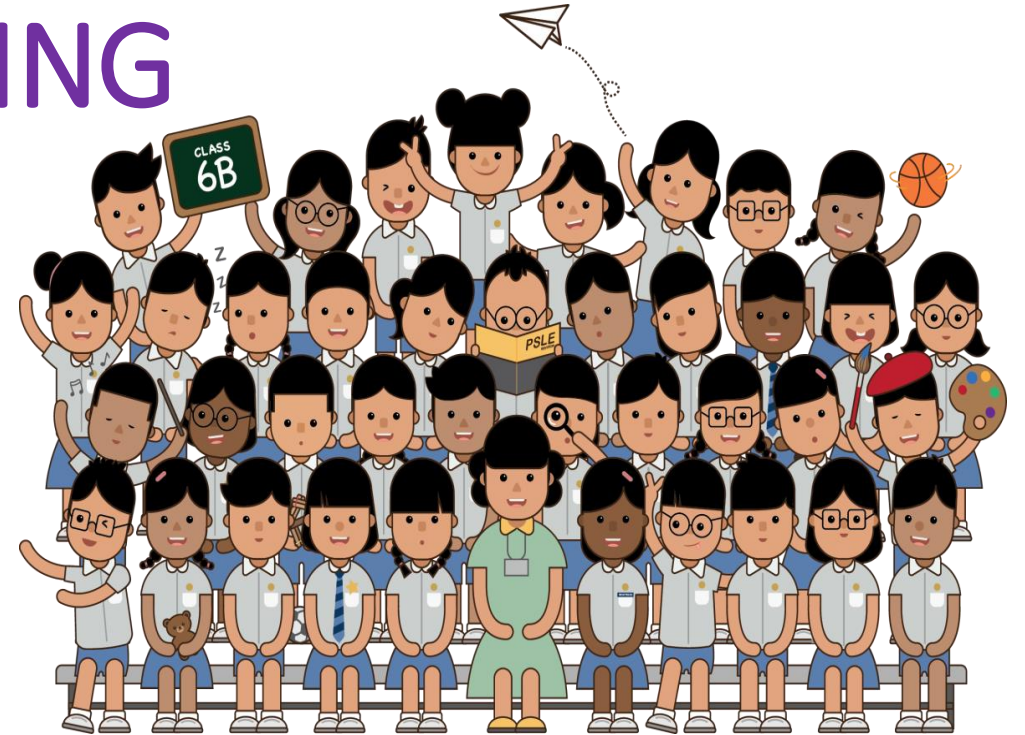
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PSLE SCORING & S1 POSTING

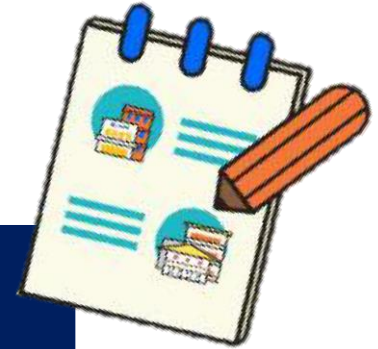


What Is the Intent of PSLE?



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



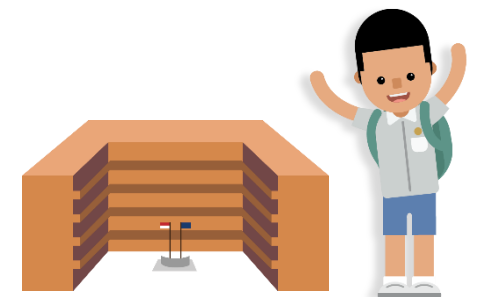
- What is the new passing mark, since AL6 spans across 45-64?

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.



ELIGIBILITY CRITERIA FOR HIGHER MOTHER TONGUE LANGUAGE (HMTL)

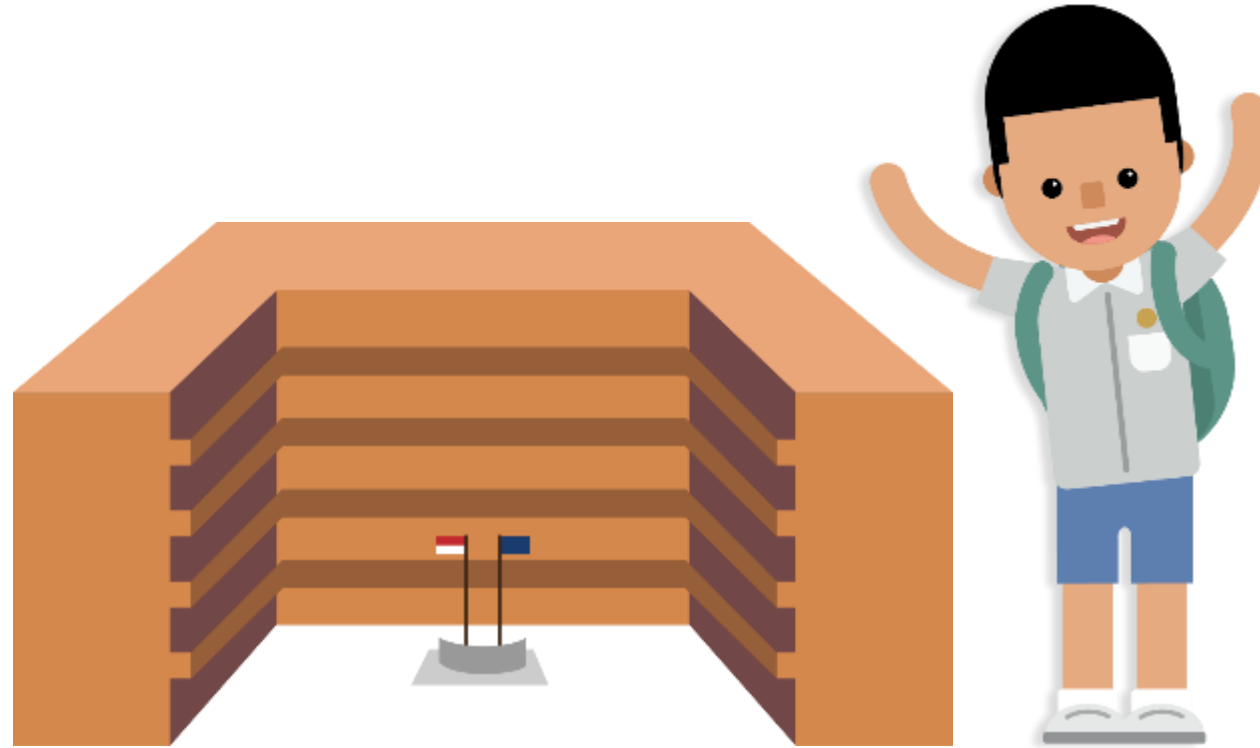
- The eligibility criteria for taking HMTL ensures that students can cope with the higher academic load.

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.

HOW THE S1 POSTING WORKS



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.



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**.



➤ Tie-breaker #1: Citizenship

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**.

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**.



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.

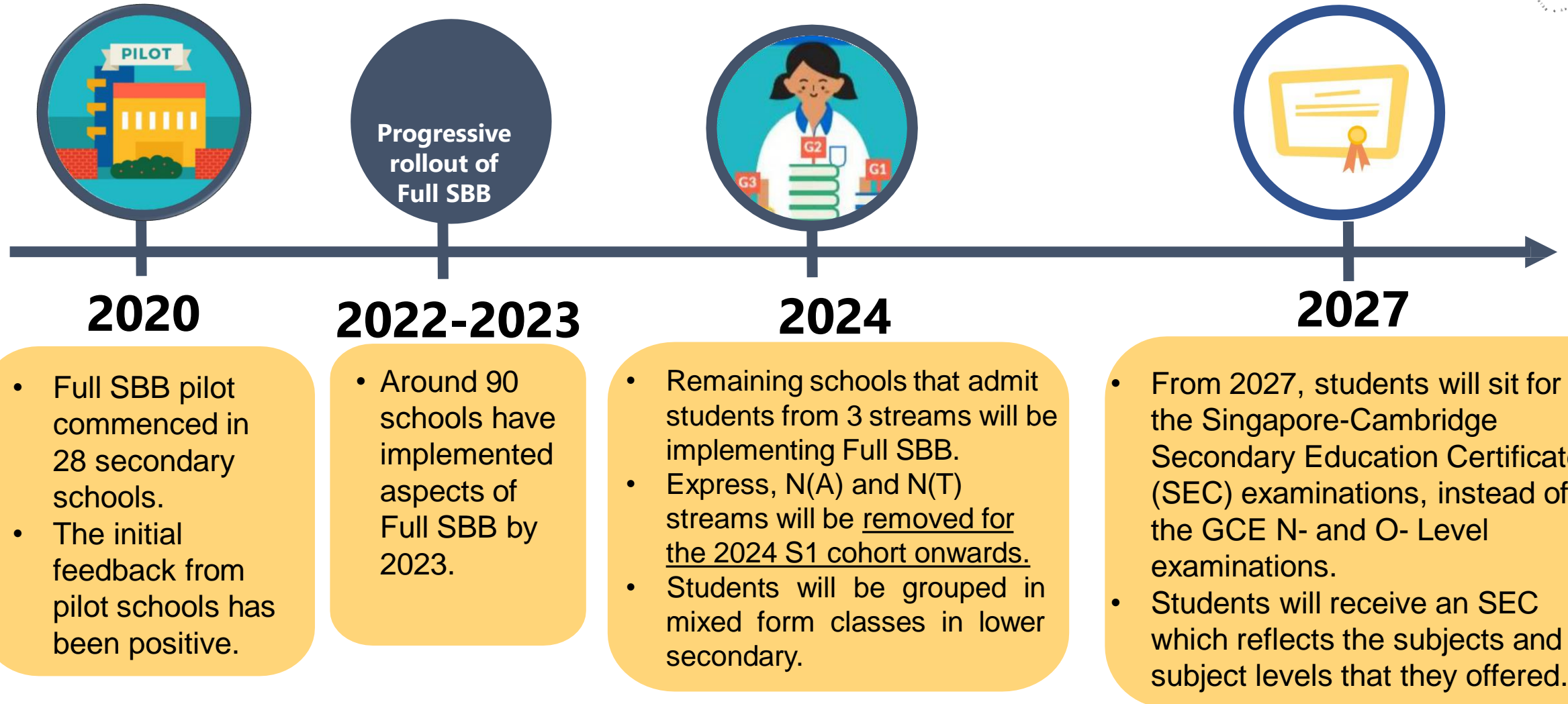


Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



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



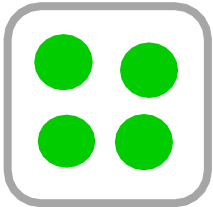
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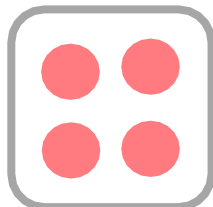
FULL SBB: Mixed Form Classes In Lower Secondary



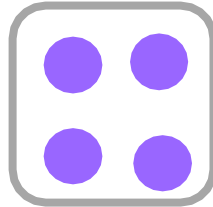
Form classes arranged by academic stream in schools yet to implement Full SBB



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**

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"> • English Language • Mother Tongue Language • Mathematics • Science 	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 [^]	OPTION TO OFFER MTL AT A LESS DEMANDING LEVEL
PG3	AL 6	G2
	AL 7-8	G1 or G2
PG2	AL 7-8	G1

[^] 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.



Learning School



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)]

Learning School

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.



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.



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



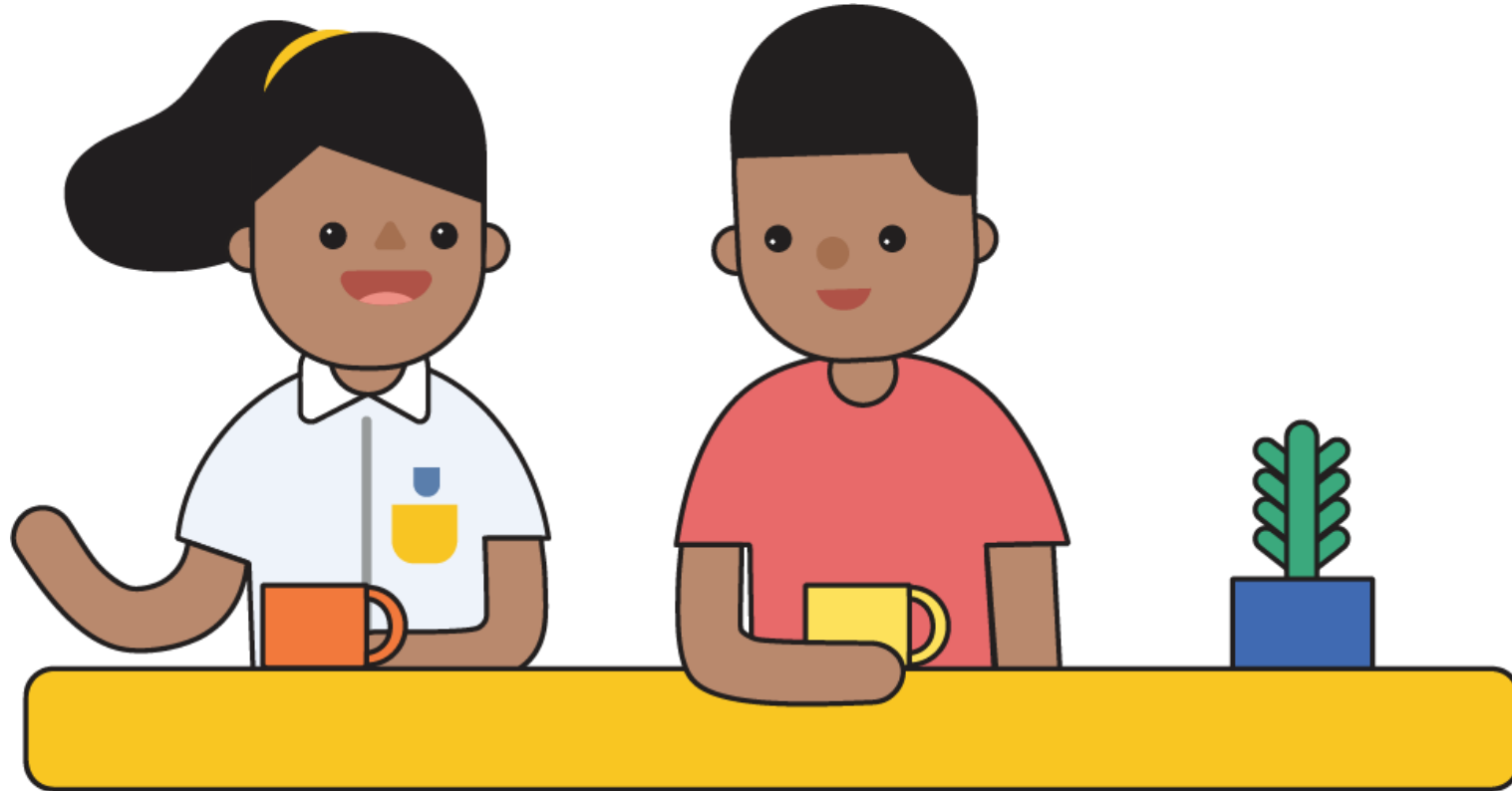
- **Use all 6 options with a range of Cut-off Points**
 - This increases the student's chances of being posted to a school of their choice.
- **Take reference from schools' PSLE Score ranges**
 - This serves as a guide for students and parents to shortlist school choices.
 - Consider at least 2-3 schools 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>



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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 17 years of
Your Child's Learning Journey



[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



[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>

“Welcome to Secondary School” video



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

Full SBB Interactive Site



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

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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