

Primary 5 Curriculum Briefing

17 February 2023



Objectives

- To give an overview of the PSLE Scoring System and Direct School Admission (DSA)
- To better support your child in the transition from P4 to P5
- To reiterate the P5 curriculum (including the assessment format and weighting)
- To get to know your child's Form Teachers

Programme

Items
Principal's Time by Mdm Loe Lai Pink
Overview of PSLE Scoring System & Direct School Admission (DSA) by Year Head (Upper Primary Level), Miss Irfana Banu
Briefing on P5 Curriculum Matters by Head of Department-English Language, Mrs Mumtaj Menon
Form Teacher Time: Positive Classroom Environment Communication Platforms Positive Home-School Partnership Interaction with Form Teachers
End of Programme

Principal's Time



School Vision

Self-Directed Learners

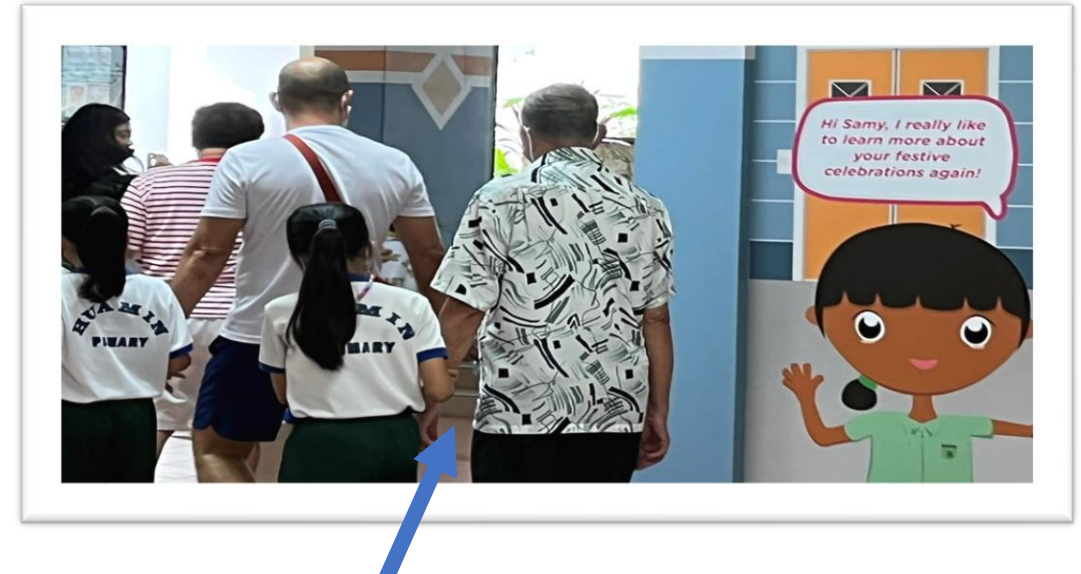
Passionate Contributors



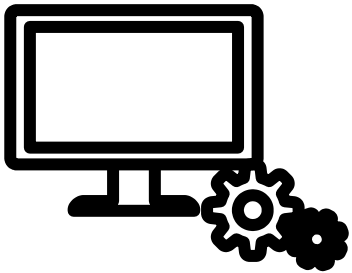
Self-Directed Learners



Passionate Contributors



Changing landscape for our students



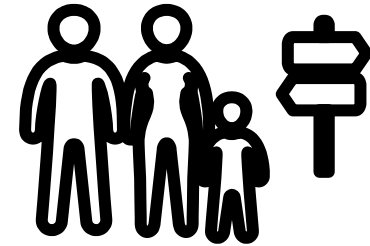
ACCELERATED TECHNOLOGICAL CHANGES

*Increasing pace of
disruption*



INCREASINGLY FRAGMENTED WORLD

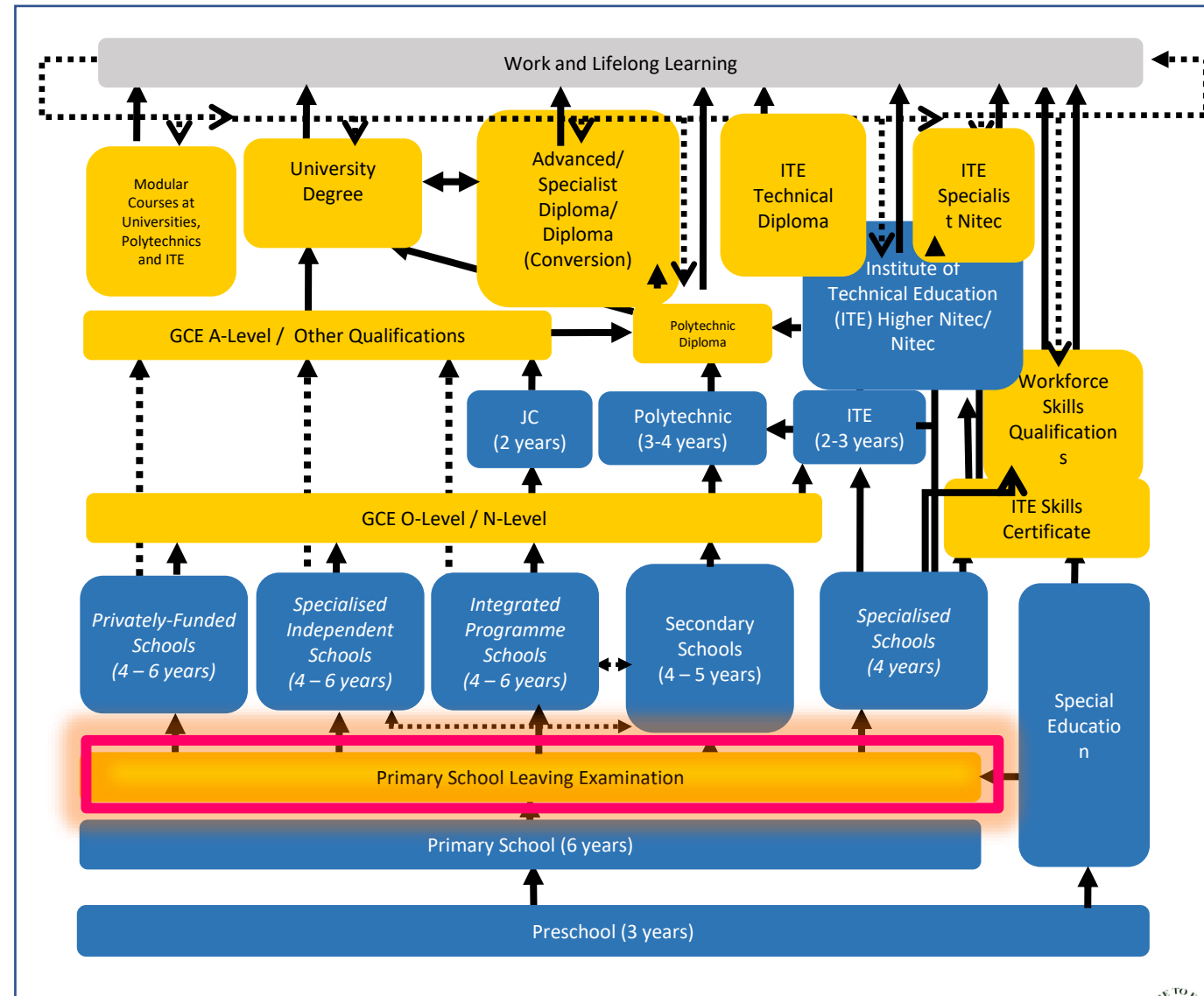
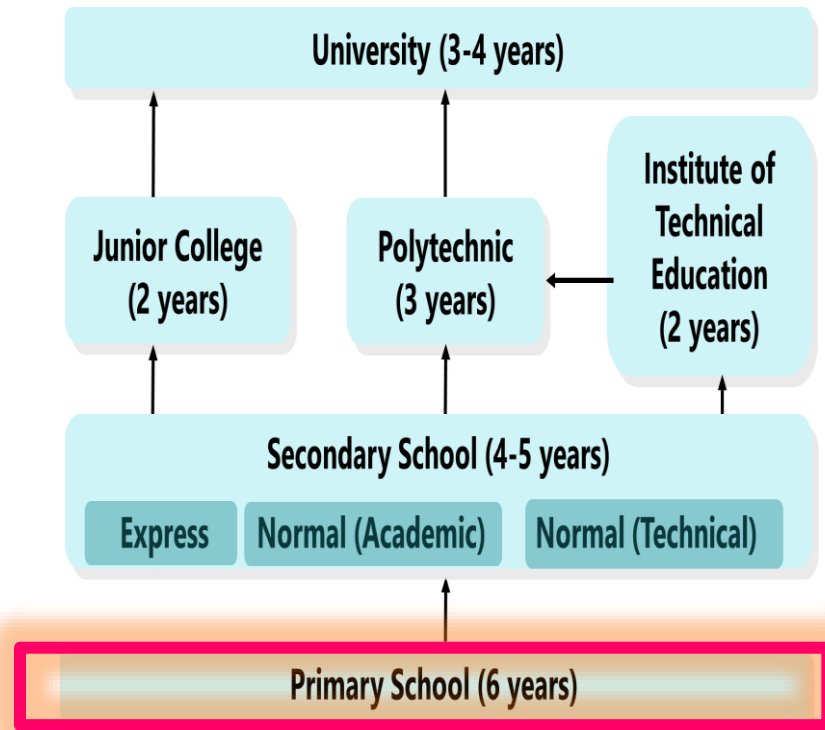
*Uncertain external
environment*




EVOLVING SOCIAL FABRIC

*Diverse perspectives, ideas and
values*

Evolution of our Education Landscape



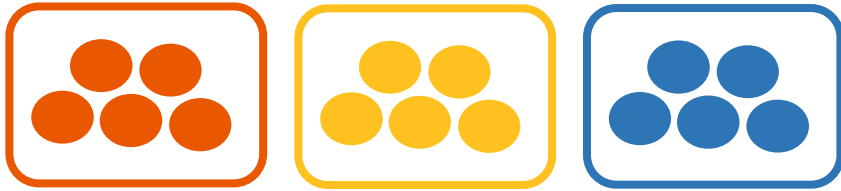
Comparison of Old & New PSLE Scoring Systems

	Old PSLE Scoring System	New PSLE Scoring System
PSLE Scores Computation	T-Scores	Achievement Levels (ALs)
Performance basis		ice
Level of differentiation	Over 80% of PSLE cohort posted to school within first three choices: MOE	
School Posting		
	<ul style="list-style-type: none">1. Choice order2. Balloting	<ul style="list-style-type: none">1. Choice order2. Choice order (NEW)3. Balloting



One Secondary Education, Many Subject Bands

Today's form classes



With Full SBB:
Form classes



New PSLE scoring system sees more pupils qualifying to take secondary school subjects at higher level



FULL SUBJECT-BASED BANDING (FULL SBB) TIMELINE

Link to PSLE-FSBB Microsite



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



2020

Full SBB pilot commenced in 28 secondary schools. Feedback from pilot schools has been positive.

31
schools

2022

Full SBB will continue to be rolled out to more schools in phases.

Next
phase of
schools

2023

Final
phase of
schools

2024

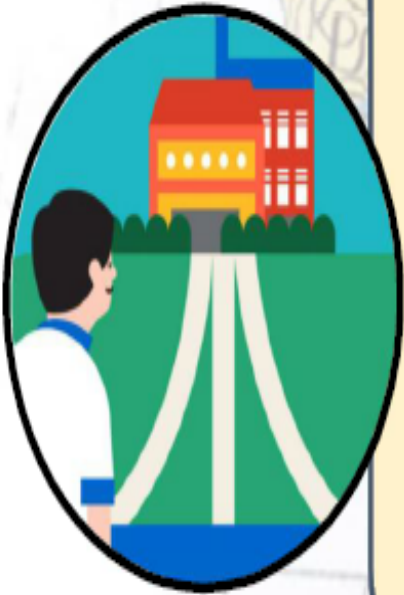
- From 2024,
- There will no longer be Express, N(A) and N(T) courses.
 - Students will be able to study subjects at different levels that suit their interests, strengths and learning needs.

Common
National
Exam

2027

From 2027, students will sit for the common national examination and receive a new national certification with subjects at different levels.

FULL SUBJECT-BASED BANDING (FULL SBB)



- have greater ownership of their education, and learn each subject at the level that best caters to their overall strengths, interests and learning needs, and
- have more opportunities to interact with friends of different strengths and interests.
- not be held back by negative self-concepts and labelling.
- have increased access to post-sec pathways, while having strong fundamentals in their subjects so that they are able to thrive in the pathway they choose.

FULL SUBJECT-BASED BANDING (FULL SBB)

- Removal of Express, N(A) and N(T) courses (from 2024)
- Mixed form classes
- Common Curriculum subjects
- Offering subjects at a more demanding level, including Humanities subjects
- Common National Examinations
- Post-secondary Admissions



One Secondary Education, Many Subject Bands

With Full SBB, students can take subjects at G1/G2/G3 academic levels, which are mapped from today's N(T)-, N(A)-, and O-Level subjects respectively.

Start of Sec 1

Subject levels are assigned based on PSLE results



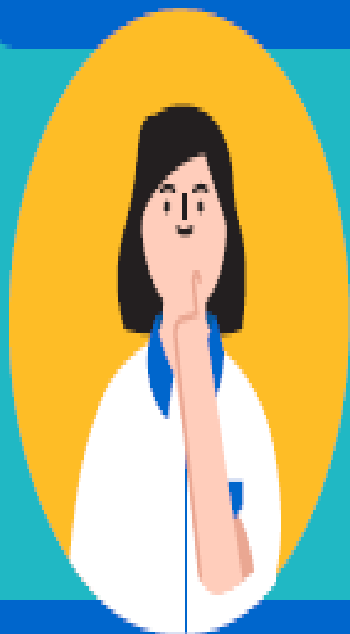
Beyond Start of Sec 1

Subject levels depend on students' abilities



For illustration purposes only. Number of books are not indicative of number of subjects taken.

After Full SBB Implementation



PSLE

Students will continue to be posted to Secondary schools across three scoring bands.

One Secondary School Education,
Many Subject Bands
From 2024, at the start of Sec 1, students can take a combination of G1/2/3 (G is for General) subjects based on their PSLE scores, suited to their pace of learning. Thereafter, their subject levels will be based on their strengths and interests.

Sec 4 in 2027

One Common Certificate
Students will sit for the common national examination and receive a new national certification that reflects their G1/G2/G3 subjects.

In 2028, MOE will implement a new post-Secondary admissions system.

JC, Poly and ITE in 2028



A ppreciation leads to happiness

- Grateful for the small things
- Be present and listen intently with discernment

A ffirmation leads to confidence

- Praise willingness to learn (effort) and not inert gift (clever)
- Encourage and motivate and avoid comparison

A ccountability leads to responsibility

- Synergy (helping out at home)
- Monitor sleep time and exposure to Internet, games and TV programmes, social media

Building Partnership with the school

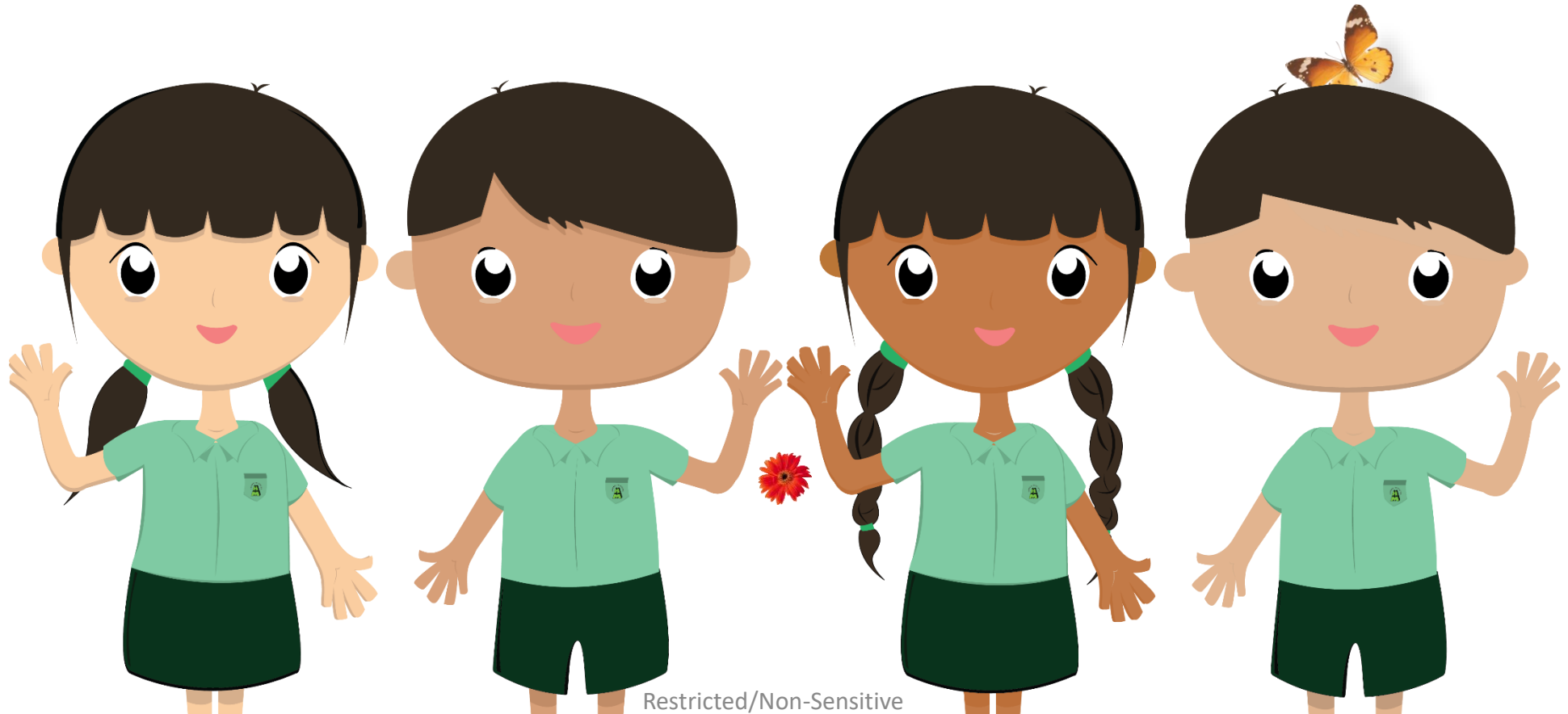
Maintain regular communication through official school channels.

- Have regular conversations with teachers in both academic and non-academic areas - this will help you better guide your child's development
- Ask the teacher for the best way and time to contact them
- Teachers are not obliged to share their personal mobile numbers with parents.
- Contact teachers during school operating hours only (7.30 am – 5.30 pm), unless it is an emergency.
- Alternatively, you may wish to send an email to the teachers. Their email addresses can be found in our school's website/FT letter.
- Mutual respect is key to all partnership:
 - ✓ Let's provide a safe working environment for our teachers and speak cordially.
 - ✓ Should you need to clarify any serious matter, stay calm and clarify with teachers first. Allow teachers time to follow up on the issues.

Parenting Journey

- **Acknowledge your challenges**
- **Discuss your problems with your loved ones**
- **Set aside me-time to recharge**

A Happy Learning Place



Overview of the PSLE Scoring System



OVERVIEW

- How PSLE Scoring Works
- Presentation of results in Achievement Levels
- DSA

WHAT IS THE INTENT OF THE 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 and interests, while moving away from an over-emphasis on academic results. Our PSLE Scoring changes reduce an over-emphasis on academic results by:

1

Reducing fine differentiation of students' examination results at a young age.

2

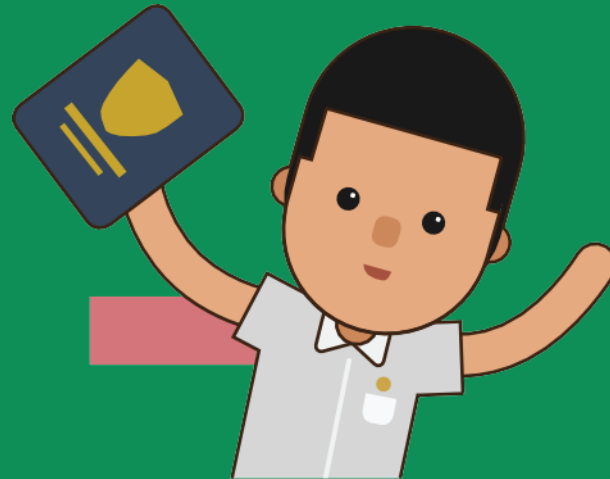
Recognising a student's level of achievement, regardless of how his/her peers have done.

3

Encouraging families to choose secondary schools holistically based on students' strengths, interests and abilities.

PSLE SCORING

AL1	AL2	AL3	AL4	AL5	AL6	AL7	AL8
-----	-----	-----	-----	-----	-----	-----	-----



SCORING BANDS

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

- Students with similar scores in each subject are grouped into wider scoring bands measured in 8 ALs.

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 for Foundation Level Subjects

FOUNDATION LEVEL SUBJECT GRADES TO BE LESS FINELY DIFFERENTIATED

- Students taking foundation subjects, will be graded AL A to AL C.
- Like Standard subject ALs, the foundation subject ALs will reflect a student's own level of achievement.
- For the purpose of S1 posting, **Foundation level AL A to AL C will be mapped to a Standard Level subject equivalent of AL 6 to AL 8 respectively**, to derive a student's overall PSLE Score.

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

Overall PSLE SCORE

ENGLISH LANGUAGE AL 3

MOTHER TONGUE
LANGUAGE AL 2

MATHEMATICS AL 1

SCIENCE AL 2

PSLE SCORE: 8

- The PSLE Score can range from 4 to 32, with 4 being the best.

MOE Score Calculator

← → ↻ google.com



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PRESENTATION OF RESULTS IN ACHIEVEMENT LEVELS (AL)



PRESENTATION OF RESULTS IN ALs

- School will present school-based examination results of P5 and P6 students in ALs.
- This will help familiarise students and parents with the new AL scoring system.
- The AL reflects the mastery of a broader curriculum, rather than for topical or component performance. As such, **AL will not be reflected for weighted assessments (WA).**

SUBJECT	TERM 3: WA		END OF YEAR EXAM		OVERALL	
	Mark	AL	Mark	AL	Mark	AL
ENGLISH	83	3	81	3	82	3
MATHEMATICS	65	5	67	5	67	5
SCIENCE	70	5	75	4	74	5
CHINESE	75	4	77	4	77	4
	Grade		Grade		Grade	
SOCIAL STUDIES	-		-		A	
ART	-		-		A	
MUSIC	-		-		B	
PHYSICAL EDUCATION	-		-		B	

Update from
"Grade" to "AL"

OVERALL

Total Achievement Level (AL) Score : 17
 Attendance : 95/95
 Class for Next Year : P6-CH
 Subject Combination for Next Year : 4S

New Field to compute
"Total AL Score"

Update from "Course for Next Year"
to "Subject Combination for Next
Year" for P5 going into P6

Direct School Admission (DSA)



What Is DSA?

- DSA Exercise is not a centralized posting exercise.
- Participating Secondary Schools have the autonomy to decide who to admit via DSA Exercise.
- Parents and students have to consider their own strengths and to select those DSA schools that best meet their needs.

What Is DSA?

The 3 stages of DSA-Secondary are:

- Selection Stage
- Exercise School Preference Stage
- Results Release Stage (late November)

Searching for Secondary Schools by DSA Talent/Area - Schoolfinder


← → ↺

moe.gov.sg/schoolfinder?journey=Secondary%20school

🔒 ☆ 📄 L ⋮

A Singapore Government Agency Website

SchoolFinder CourseFinder Academic calendar Self-help tools ❤️ My shortlisted (0)



Ministry of Education
SINGAPORE

Education Levels ▾ Financial matters ▾ Education in SG ▾ News Careers About MOE

🔍

MOE > SECONDARY >

Last Updated: 18 October 2021


🔗 How to use SchoolFinder

SchoolFinder

Explore schools based on their distance from your home, locations, CCAs, subjects and programmes offered.


Secondary ▾ Search for a school or keywords e.g. "Admiralty" or "football" 🔍 SEARCH


▼ Criteria [Reset all](#)

 Location ⤴

Secondary schools

Showing 152 Secondary schools

← 1 of 8 → 



Possible DSA Options for Huaminites

CCA	OTHERS
BADMINTON	STUDENT LEADERSHIP
BASKETBALL	VIA
HOCKEY	
FLOORBALL	
BOWLING	
ANGKLUNG & KULINTANG ENSEMBLE	
GUITAR ENSEMBLE	
INTERNATIONAL DANCE	
CHINESE DANCE	
INDIAN DANCE	
DRAMA CLUB	
ART CLUB	
CERAMICS CLUB	
INFOCOMM CLUB	
SCRABBLE CLUB	
SCOUTS	
ROBOTICS	

DSA Talent Areas of Our Nearby Schools

Ahmad Ibrahim Secondary School	<ul style="list-style-type: none">➤ Critical Social Inquiry and Media Literacy (Girls and Boys)➤ Music (Girls and Boys)➤ Shooting (Girls and Boys)➤ Track and Field (Girls and Boys)
Chung Cheng (Yishun) High School	<ul style="list-style-type: none">➤ Chinese Dance (Girls)➤ Chinese Orchestra (Girls and Boys)➤ Choir (Girls and Boys)➤ Concert Band (Girls and Boys)➤ Modern Dance (Girls and Boys)➤ Volleyball (Girls)➤ Wushu (Girls and Boys)
Naval Base Secondary School	<ul style="list-style-type: none">➤ Leadership (Girls and Boys)➤ Choir (Girls and Boys)➤ Concert Band (Girls and Boys)➤ Indian Dance (Girls and Boys)➤ Modern Dance (Girls and Boys)➤ Table Tennis (Girls and Boys)➤ Visual Arts (Girls and Boys)

DSA Talent Areas of Our Nearby Schools

Northbrooks Secondary School	Leadership (Girls and Boys) Concert Band (Girls and Boys) Guzheng Ensemble (Girls and Boys) Modern Dance (Girls and Boys) Aerospace (Girls and Boys) Badminton (Girls and Boys) Floorball (Boys) Outdoor Adventure (Girls and Boys)
Northland Secondary School	Floorball (Girls and Boys) Hockey (Girls and Boys) Netball (Girls)

DSA Talent Areas of Our Nearby Schools

Orchid Park Secondary School

Community Youth Leadership (Girls and Boys)
Choir (Girls and Boys)
Concert Band (Girls and Boys)
English Drama (Girls and Boys)
Guitar Ensemble (Girls and Boys)
Modern Dance (Girls and Boys)
Basketball (Girls and Boys)
Floorball (Girls and Boys)
Football (Boys)
Hockey (Boys)
Netball (Girls)
Wushu (Girls and Boys)
Visual Arts (Girls and Boys)

DSA Talent Areas of Our Nearby Schools

Yishun Secondary School	English Drama (Girls and Boys) Indian Dance (Girls and Boys) Malay Dance (Girls and Boys) Modern Dance (Girls and Boys) Music (Girls and Boys) Basketball (Girls and Boys) Volleyball (Girls) Media (Girls and Boys)
Yishun Town Secondary School	Tamil Language (Girls and Boys) Boys' Brigade (Boys) Chinese Dance (Girls) Choir (Girls and Boys) Concert Band (Girls and Boys) English Drama (Girls and Boys) Basketball (Girls and Boys) Shooting (Girls and Boys) Table Tennis (Girls and Boys) Volleyball (Girls) Visual Arts (Girls and Boys)

2022 Direct Schools Admission

DSA Area	School
SCIENCE	SCHOOL OF SCIENCE & TECHNOLOGY
INDIAN DANCE	YIO CHU KANG SECONDARY SCHOOL
MODERN DANCE	NORTHBROOKS SECONDARY SCHOOL
GUITAR	FAIRFIELD METHODIST SECONDARY SCHOOL

2022 Direct Schools Admission

Name	School
FLOORBALL	ORCHID PARK SECONDARY SCHOOL
FOOTBALL	ORCHID PARK SECONDARY SCHOOL
HOCKEY	RAFFLES INSTITUTION
HOCKEY	NORTHLAND SECONDARY SCHOOL

P5 CURRICULUM MATTERS

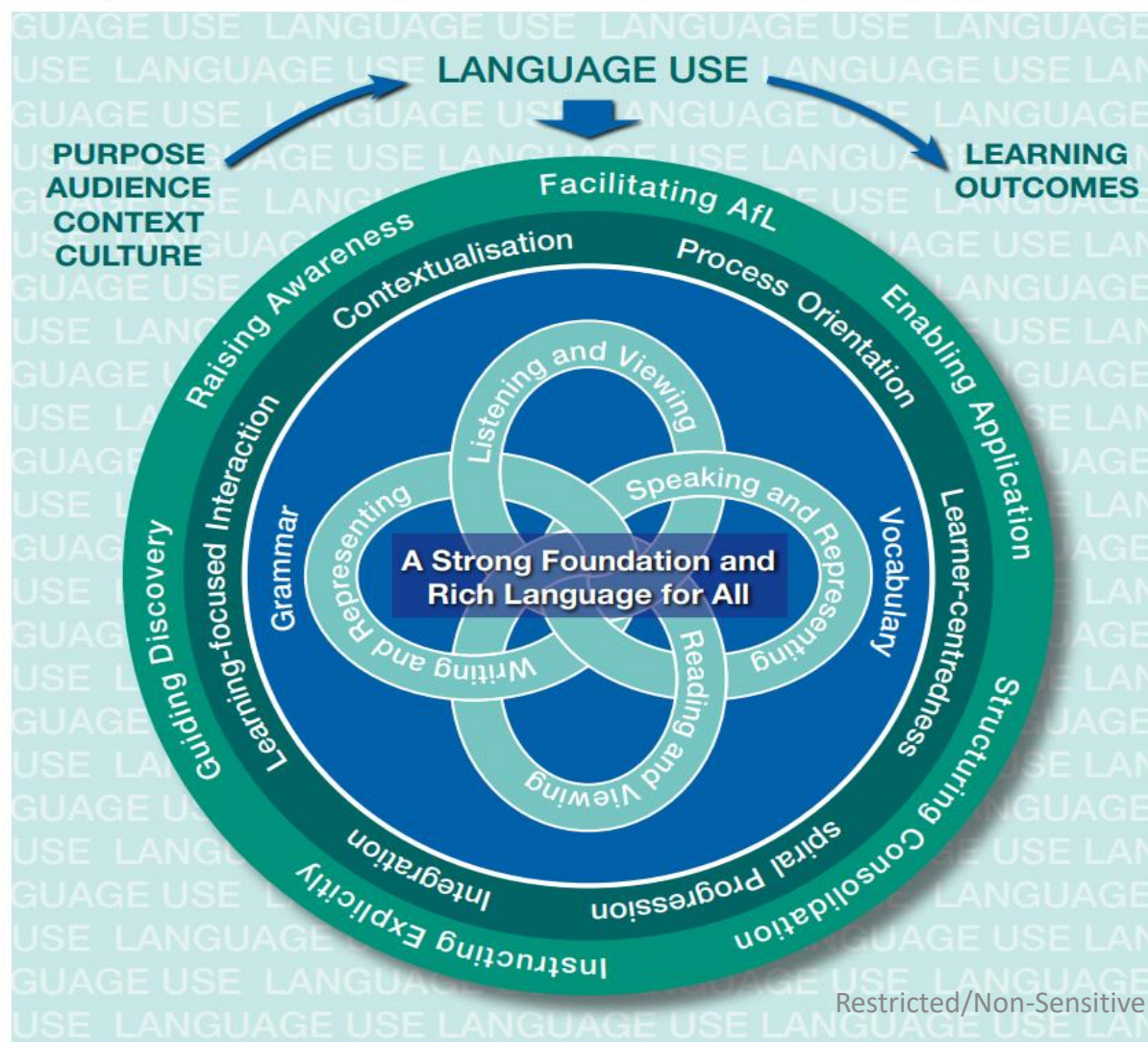


ENGLISH LANGUAGE



ENGLISH LANGUAGE SYLLABUS

The key features of the *EL Syllabus 2010* are shown in the following diagram:



The overarching aim of the EL Syllabus 2010 is to develop effective language use.

To achieve the overarching aim of the EL Syllabus 2010, a two-pronged approach of building a strong foundation and providing rich language for all will be adopted.

Aim
Approach
Principles
Teaching Processes

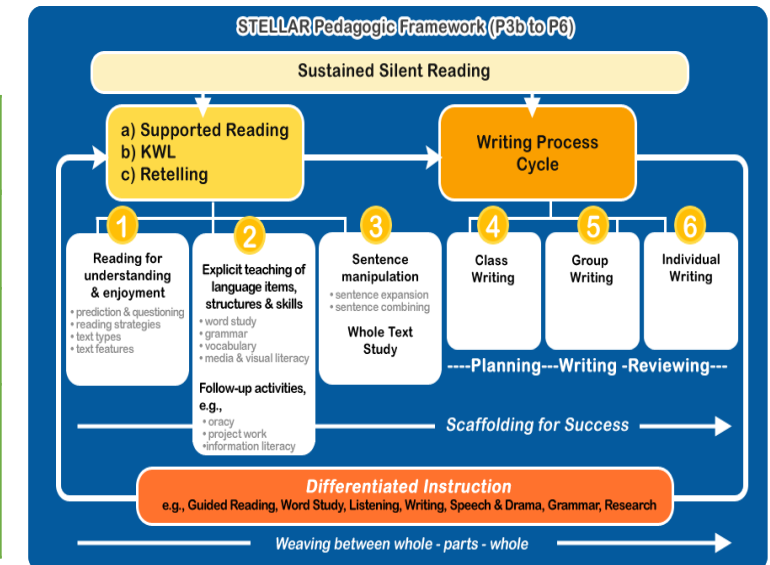
Areas of Language Learning
Receptive and Productive Skills
Knowledge about Language

CONTENT

STELLAR

The school adopts the Strategies for English Language Learning And Reading (STELLAR) curriculum in the teaching of English Language from Primary 1 to 6. This aims to strengthen the **students' foundation in literacy skills** through a variety of learner-centered and developmentally appropriate pedagogical approaches using authentic children's text.

Language Components featured	
Listening & Viewing	Writing & Representing
Reading & Viewing	Grammar
Speaking & Representing	Vocabulary



CONTENT

STELLAR Readers (Standard EL)

- Heartbeats In The Dark
- Late But Not Last
- Space Junk
- Ride On
- When I Grow Up
- Ten
- What Happens When You Laugh?
- Amazing Friends
- Preserving Food
- The World At Your Fingertips

STELLAR Readers (Foundation EL)

- Heartbeats In The Dark
- Late But Not Last
- Basic Photography
- Hot Springs of Sembawang
- Ten
- Things You May Have Never Noticed
- The Internet
- Amazing Friends



PEDAGOGY

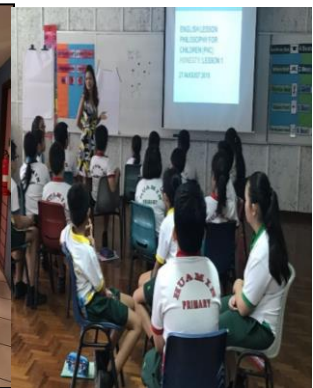
Philosophy for Children (P4C)

Thinking skills are explicitly taught and students are given opportunities to question and reason. It is a student-led, enquiry-based approach to learning where students work in Communities of Inquiries (COI).

It builds on higher order thinking, speaking and listening skills as it improves students' critical and creative thinking skills. This also builds on the students' own wonder and curiosity about ideas or global philosophical concepts.



Students discussing the big questions in their COI (Communities of Inquiry)



Teachers setting the context and facilitating the discussion of P4C Lessons

PEDAGOGY

Extensive Reading Programme

Book Club

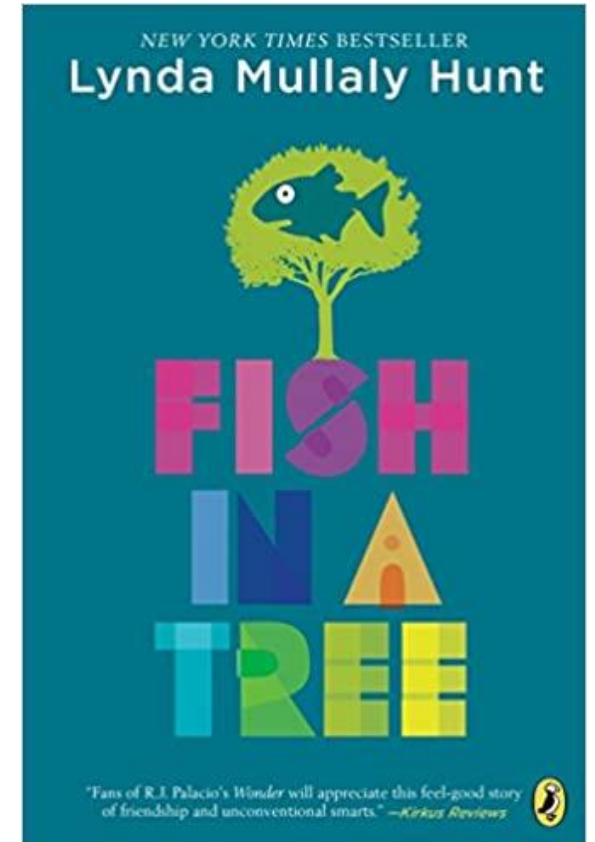
During English lessons, students will read and analyse a novel together with their teachers.

Besides participating in interactive activities and discussion, students will also be annotating key elements in their own personal novels for learning purposes.

This year students will be enjoying 'Fish in a Tree' by Lynda Mullaly Hunt.

Through this programme, students will develop:

- *an understanding towards literary elements (e.g. plot, setting, characterisation etc.)*
- *the ability to think critically to form justified opinions*
- *language skills connected to literary devices (e.g. simile, metaphor, personification, etc.)*



ASSESSMENT

Summative/ Weighted Assessments:

	Term 1 (WA 1)	Term 2 (WA 2)	Term 3 (WA 3)	Term 4 (End-of-Year Examination)			
Components Tested	Oral: Listening Compre	Oral: Stimulus-Based Conversation	Paper 2: Language Use & Compre	Paper 1 (Writing): - Situational Writing - Continuous Writing	Paper 2 (Language Use): - Booklet A: MCQ items Booklet B: Language Use & Compre	Paper 3 (Listening): - Listening Compre	Paper 4 (Oral): - Reading Aloud - Stimulus-Based Conversation
Marks Allocated (EL)	20	20	50	55	95	20	30
Marks Allocated (FEL)	20	20	50	40	60	20	30
Overall Weighting	10%	15%	15%	60%			

ASSESSMENT

Some Examples of Formative Assessments:

- Peer evaluation
- Self evaluation
- Reflections
- Glow and Grow statements
- Journal
- Exit slips

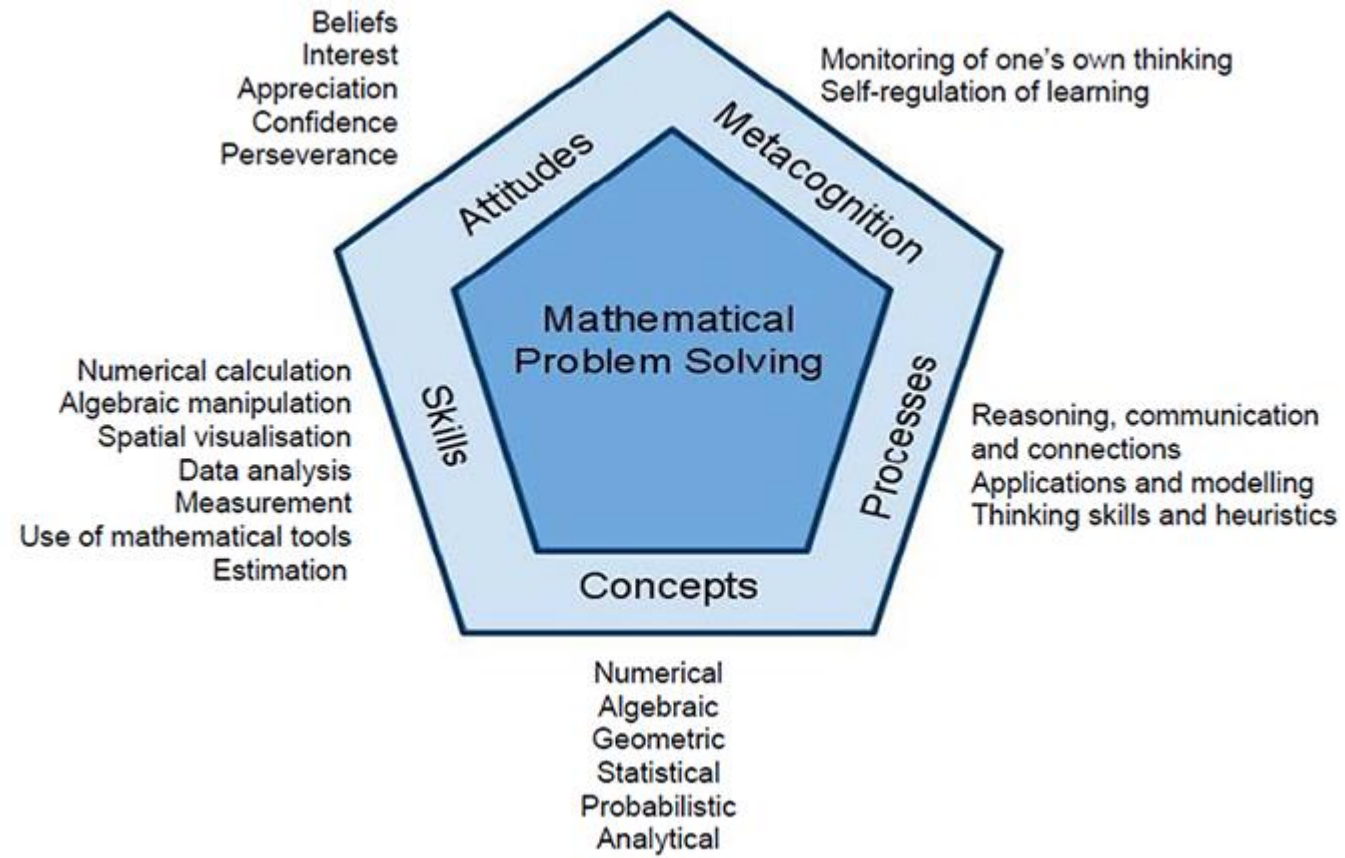


Story writing rating scale: Type of Evaluation: Self or peer (Circle one):	
Item	Good, ok or not yet
The story has a well-thought-out setting.	
The story has well-thought-out characters.	
The story has a conflict.	
The story has a solution to the conflict.	
The writing contains correct capitalization.	
The writing contains correct punctuation.	
The writing contains words that are correctly spelled	
Comments:-----	

MATHEMATICS



Singapore Mathematics Curriculum



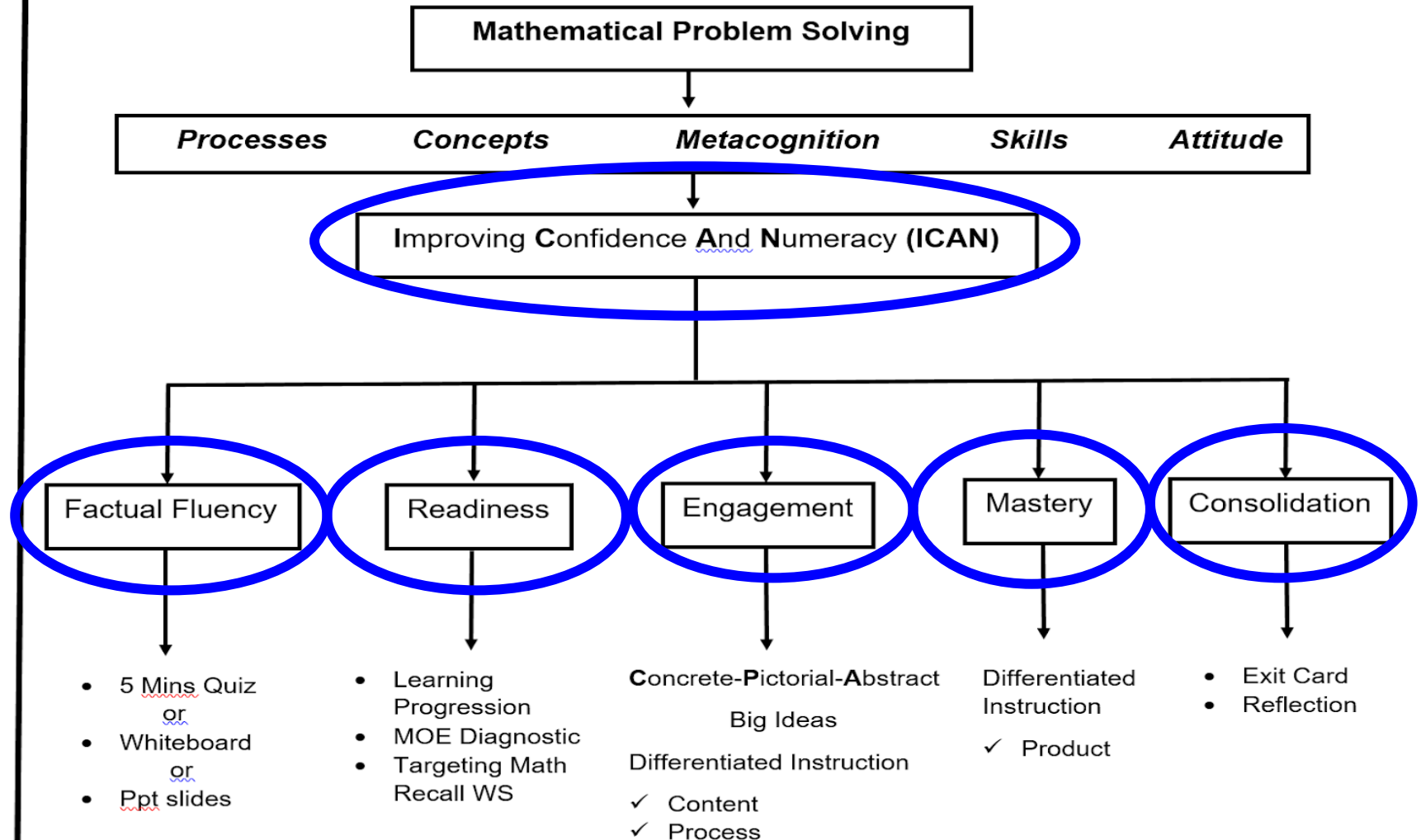
PEDAGOGY

Mathematics
Curriculum
Framework
2021

Key Pedagogy

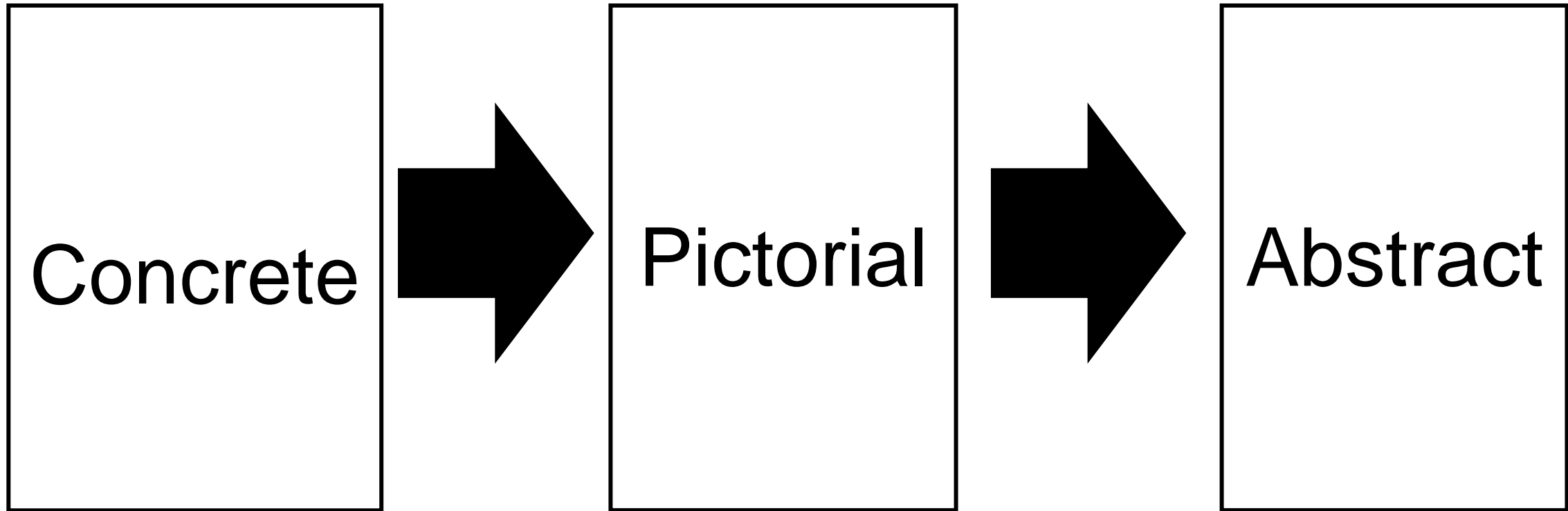
Lesson Structure

Approaches



Restricted/Non-Sensitive

Concepts and Skills - THE CPA APPROACH



SPIRAL APPROACH IN MATHEMATICS CONTENT

We adopt the spiral approach in delivering Math content. Some content taught are built on concepts taught in the previous years. It is important that the foundation is strong.

For example:

Primary 3	Primary 4	Primary 5
Numbers to 10 000	Numbers to 100 000	Numbers to 10 000 000
Adding and Subtracting Related Fractions	Adding and Subtracting Unlike Fractions	Adding and Subtracting Mixed Numbers

CONTENT COVERAGE - STANDARD

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">• Whole Numbers to 1 million• Four Operations of Whole Numbers• Fractions	<ul style="list-style-type: none">• Area of Triangles• Volume• Ratio	<ul style="list-style-type: none">• Decimals• Rate• Percentage	<ul style="list-style-type: none">• Average• Angles• Properties of Triangles• Parallelogram, Rhombus and Trapezium

<https://www.moe.gov.sg/primary/curriculum/syllabus/>

CONTENT COVERAGE - FOUNDATION

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> • Whole Numbers: Place Values • Whole Numbers: Addition & Subtraction • Whole Numbers: Multiplication & Division 	<ul style="list-style-type: none"> • Fractions: Introduction • Fractions: Addition & Subtraction • Geometry 	<ul style="list-style-type: none"> • Decimals: Place Values • Decimals: Four Operations • Fractions: Multiplication 	<ul style="list-style-type: none"> • Time • Perimeter, Area & Volume • Rate • Tables & Graphs

<https://www.moe.gov.sg/primary/curriculum/syllabus/>

Restricted/Non-Sensitive

HUAMIN PRIMARY SCHOOL
Where students learn to love and love to learn



ASSESSMENT

Mathematics

Summative/Weighted Assessment (Mark Allocation)

Format	Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
	WA 1	WA 2	WA 3	EYE
MCQ	20 marks	-	-	20 marks
SAQ	15 marks	10 marks	19 marks	25 marks
LAQ	-	22 marks	15 marks	55 marks
Total	35 marks	32 marks	34 marks	100 marks

ASSESSMENT

Foundation Mathematics

Summative/Weighted Assessment (Mark Allocation)

Format	Term 1 (10%)	Term 2 (15%)	Term 3 (15%)	Term 4 (60%)
	WA 1	WA 2	WA 3	EYE
MCQ	30 marks	-	-	30 marks
SAQ	5 marks	20 marks	20 marks	40 marks
LAQ	-	12 marks	20 marks	20 marks
Total	35 marks	32 marks	40 marks	90 marks

Other forms of Assessment

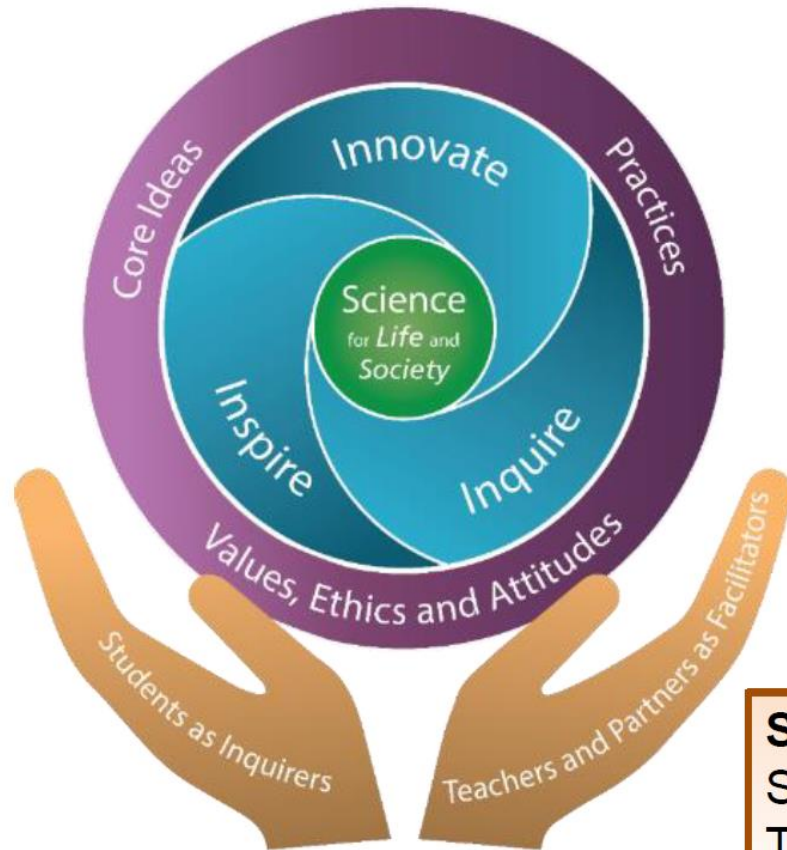
Non-Weighted Assessment Formative

- Performance Task
- Personal Qualities (Mathematics)
- Math journal
- Mini quiz
- Worksheets (Topical Review & Practice papers)
- Koobits & Student Learning Space

SCIENCE



Science Curriculum Framework



Goals

Science for Life and Society

Vision - 3Ins

Inspire
Inquire
Innovate

Three Domains

Core Ideas
Practices
Values, Ethics and Attitudes

Stakeholders

Students as Inquirers
Teachers & Partners as Facilitators

What is Inquiry?

- Engage
 - Posting a question to students. E.g. Is this a living thing?
- Use of evidence
 - Students coming up with experiments to test out if the object is a living thing. E.g. touching the object to see if it responds, giving it food and water to see if it takes it.
- Explain
 - Students constructing explanations from evidence and communicating their reasoning and explanation. E.g. this is not a living thing because it did not respond when I tried to touch it.

In short, inquiry is helping students use evidence to create explanations.

Overall Science Syllabus from P3 to P6

Syllabus Requirement		
Themes	* Lower Block (Primary 3 and 4)	**Upper Block (Primary 5 and 6)
Diversity	<ul style="list-style-type: none"> Diversity of living and non-living things (General characteristics and classification) Diversity of materials 	
Cycles	<ul style="list-style-type: none"> Cycles in plants and animals (Life cycles) Cycles in matter and water (Matter) 	<ul style="list-style-type: none"> Cycles in plants and animals (Reproduction) Cycles in matter and water (Water)
Systems	<ul style="list-style-type: none"> Plant system (Plant parts and functions) Human system (Digestive system) 	<ul style="list-style-type: none"> Plant system (Respiratory and circulatory systems) Human system (Respiratory and circulatory systems) <u>Cell system</u> Electrical system
Interactions	<ul style="list-style-type: none"> Interaction of forces (Magnets) 	<ul style="list-style-type: none"> Interaction of forces (Frictional force, gravitational force, <u>force in springs</u>) Interaction within the environment
Energy	<ul style="list-style-type: none"> Energy forms and uses (Light and heat) 	<ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) <u>Energy conversion</u>

Syllabus for P5 Standard and Foundation Science

Term 1	Term 2	Term 3	Term 4
<u>System</u> Chapter 1 Plant Transport System Chapter 2 Air and the respiratory System Chapter 3 The Circulatory System	<u>System</u> Chapter 4 The unit of life (Standard Science Only) Chapter 5 Electrical Systems Chapter 6 Using Electricity	<u>Cycles</u> Chapter 1 Reproduction in Plants Chapter 2 Reproduction in humans	<u>Cycles</u> Chapter 3 Water and changes of state Chapter 4 The water cycle

Science Assessment

Students are assessed using a balanced assessment system aligned to the school's Holistic Assessment Framework.

Formative Assessment (FA): through ICT tools (e.g. Nearpod, Quizziz, SLS, Padlet etc.) and/or gamification platforms like DeckToy to motivate and interest students in their learning and to nurture the joy of learning .

Summative Assessment:

Assessment	Percentage (%)
Weighted Assessment 1	10
Weighted Assessment 2	15
Weighted Assessment 3	15
End of Year Examination	60

Teacher observation during science practical sessions on self-directed and collaborative learning.



Term 1

Summative/ Weighted Assessment (10%)

Section	Type of Questions	Number of Questions	Marks
A	MCQ	5	10
B	Open ended	4 to 5	10
		Total	20

Term 2 Summative/ Weighted Assessment (15%) &

Term 3 Summative/ Weighted Assessment (15%)

Section	Type of Questions	Number of Questions	Marks
A	MCQ	10	20
B	Open ended	4 to 5	10
		Total	30

EYE (60%)

Section	Type of Questions	Number of Questions	Marks
A	MCQ	28	56
B	Open-ended	12 to 13	44
		Total	100

Standard
Science

Section	Type of Questions	Number of Questions	Marks
A	MCQ	18	36
B	Structured	6 to 7	14
	Open-ended	5 to 6	20
		Total	70

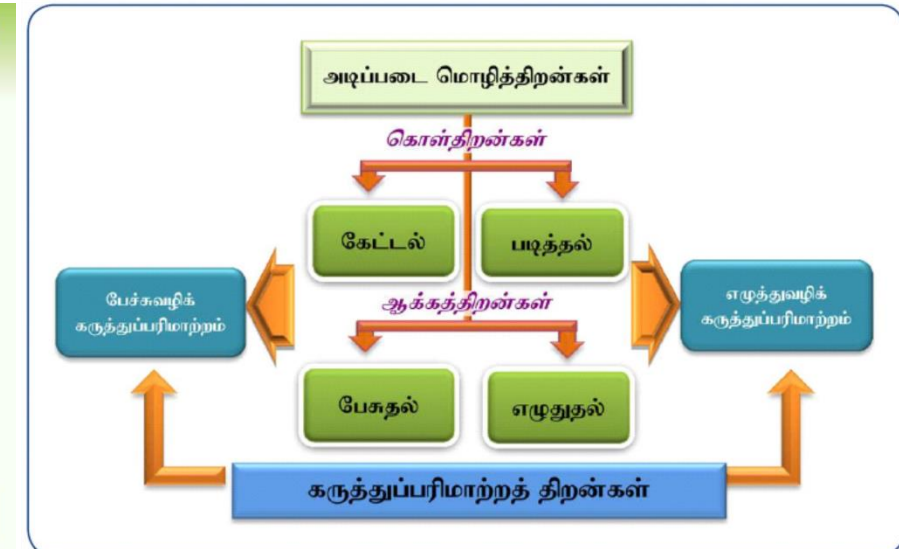
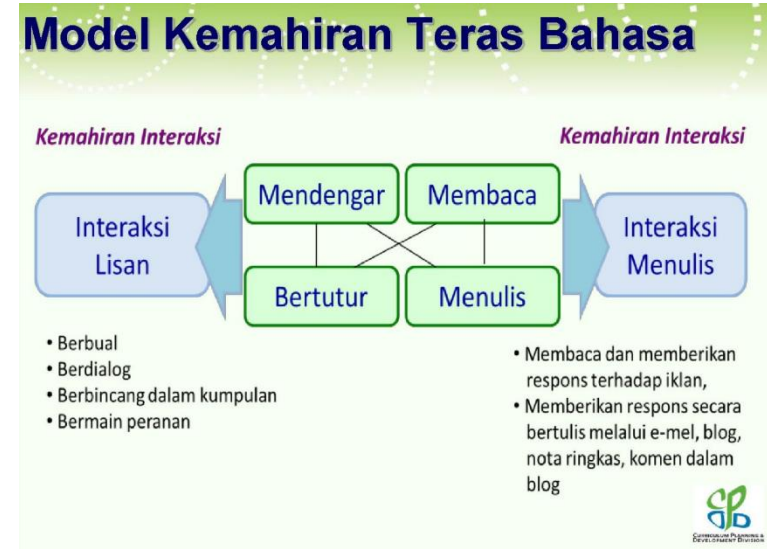
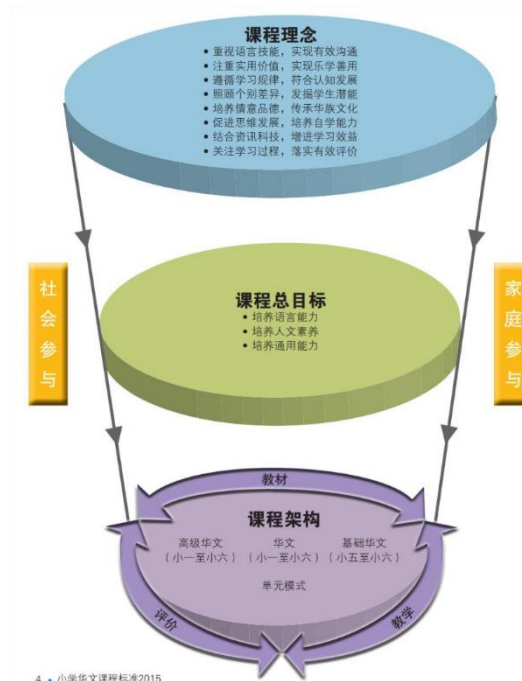
Foundation
Science

Mother Tongue Languages (MTL)



Importance of learning MTL

The MTL curriculum focuses on listening, speaking, reading, writing and interaction skills.



Importance of learning MTL



MT
a Living
Language

Students can:

- communicate more effectively in MTL;
- appreciate their cultural heritage; and
- connect with the wider communities across Asia and the world.

Create an environment where students will develop a love for their MTL and have a firm rootedness to their culture.

PEDAGOGY



Student-centered pedagogy: Cooperative Learning

Cooperative Learning (CL) is one of the student-centered pedagogy that fosters positive interdependence where students work together on a common task and develop responsibility for their own and the group's effort.

Cooperative Learning Strategies- Lower Consortium	Cooperative Learning Strategies- Middle Consortium	Cooperative Learning Strategies- Upper Consortium	
1. Timed Pair Share 	1. Tea Party 	1. Jigsaw 	2. Carousel 
2. Numbered Heads Together 	2. Popping Popcorn 	3. Give 1 Get 1 	4. Circle The Sage 
3. Round Robin 	3. Mix- Freeze Pair 		
4. Round Table 	4. Gallery Walk 		

ASSESSMENT

	Weighted Assessment 1 [Term 1] 10%	Weighted Assessment 2 [Term 2] 15%	Weighted Assessment 3 [Term 3] 15%	EYE [Term 4] 60%
Higher MT	Paper 1 Topic-based / Picture-based Composition	Partial Paper 2 Comprehension	Partial Paper 2 Grammar and OE Comprehension	Paper 1: Composition [40 marks] Paper 2: Grammar and Comprehension [60 marks]
Standard MT	Paper 3: Listening Comprehension	Paper 1 Topic-based / Picture-based Composition	Partial Paper 2 Grammar and OE Comprehension	Paper 1: Composition [50 mins, 40 marks] Paper 2: Grammar and Comprehension [1h 20 mins, 90 marks] Paper 3: Oral [50 marks] Listening Comprehension [20 marks]
Foundation MT	Paper 3: Listening Comprehension	Paper 1 Language and Reading Comprehension	Partial pper 2 Oral :Conversation	Paper 1: Grammar and Comprehension [20 marks] Paper 2: Oral [55 marks] Paper 3: Listening Comprehension [30 marks]

ASSESSMENT

Formative Assessment (Non-weighted Assessment)

- **Self & peer assessment**
- **Rubrics**
- **Checklists**
- **Quizzes**
- **Exit Slips**
- **Performance Tasks**
- **Reflections**