Primary 6
Parents’ Briefing

26 January 2018

Presented by Mdm Shanthi, HOD English
Outline:

• Transition from P5 to P6
• Homework
• Department Programmes
• PSLE
• Choosing a Secondary School
• Examination Dates : School and National
• Examination Strategies
• Good Study Habits
Communication with Teachers

• Pupil Handbook
• Class dojo
• Email (found in the school website)
• Telephone : 62580455
  • Teachers may be engaged with a class, so an appointment will need to be fixed
Transition from P5 to P6

• Journey towards PSLE
• Increased rigour and demand from P5
• Continual emphasis on holistic education including character development
Homework

• Reinforces the learning that a child has acquired in school
• Encourages pupils to cultivate ownership and responsibility in pursuing continual learning
• Helps teachers to check for understanding and provide timely feedback
• Involves parents in the child’s learning as they would be aware of the child’s progress
Roles

Pupils
• Record homework assignments in the Pupil Handbook
• Ensure that assignments are completed and submitted on time

Teachers
• Ensure instructions are given to pupils on assignments
• Give feedback to parents regarding assignments

Parents
• Check the child’s handbook daily for homework assignments
• Spend time to supervise your child in doing the assignments
English Language
Primary 6

• The EL curriculum adopts **STELLAR: Strategies for English Language Learning and Reading**

Our vision is for children to

- love reading
- have a strong foundation in English

http://www.stellarliteracy.sg
## Format of P6 Standard paper

<table>
<thead>
<tr>
<th>Paper</th>
<th>Component</th>
<th>Marks (Weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ( Writing)</td>
<td>Situational Writing</td>
<td>15 (7.5%)</td>
</tr>
<tr>
<td></td>
<td>Continuous Writing</td>
<td>40 (20%)</td>
</tr>
<tr>
<td>2 (Language use and Comprehension)</td>
<td>Grammar</td>
<td>95 (47.5%)</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Text Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grammar Cloze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension Cloze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Synthesis/ Transformation OE</td>
<td></td>
</tr>
<tr>
<td>3 (Listening Comprehension)</td>
<td>7 comprehension texts</td>
<td>20 (10%)</td>
</tr>
<tr>
<td>4 (Oral Communication)</td>
<td>Reading Aloud</td>
<td>10 (5%)</td>
</tr>
<tr>
<td></td>
<td>Stimulus-based Conversation</td>
<td>20 (10%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>200 (100%)</td>
</tr>
</tbody>
</table>
## Format of P6 Foundation paper

<table>
<thead>
<tr>
<th>Paper</th>
<th>Component</th>
<th>Marks (Weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Writing)</td>
<td>Situational Writing</td>
<td>10 (6.7%)</td>
</tr>
<tr>
<td></td>
<td>Continuous Writing</td>
<td>30 (20%)</td>
</tr>
<tr>
<td>2 (Language use and Comprehension)</td>
<td>Grammar</td>
<td>60 (40%)</td>
</tr>
<tr>
<td></td>
<td>Punctuation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual Text Comprehension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Form Filling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Editing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Synthesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension Cloze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehension OE</td>
<td></td>
</tr>
<tr>
<td>3 (Listening Comprehension)</td>
<td></td>
<td>20 (13.3%)</td>
</tr>
<tr>
<td>4 (Oral Communication)</td>
<td>Reading Aloud</td>
<td>10 (6.7%)</td>
</tr>
<tr>
<td></td>
<td><strong>Stimulus-based Conversation</strong></td>
<td>20 (13.3%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>150 (100%)</td>
</tr>
</tbody>
</table>
Continuous Writing

Part 2: Continuous Writing (40 marks)

2. Write a composition of at least 150 words about a challenge.
   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 challenge?
   • Why was it challenging?
   You may use the points in any order and include other relevant points as well.

(1) Flexibility for candidates to write in any appropriate text type
(2) A given topic with 3 pictures and no helping words
Visual Text Comprehension

• Visuals: pictures, diagrams, charts, graphs, tables together with written texts

• A text with visuals (photos/graphics), 8 MCQs

ANNUAL STORY-WRITING COMPETITION

Write a story about any bird that can be found in the National Bird Park.

- Your story could be inspired by any interesting facts about birds, or simply by your own imagination.
- Top 3 entries will win free tickets to the National Bird Park.
- Post your story to the National Bird Park by 31 December 2012.
- More information on the rules and regulations of the competition can be found at www.parkconservancy.com

If you have any queries, you may call: 01777430

The flamingos like nothing better than to group together and chatter non-stop with each other. However, a long time ago, flamingos did nothing but just sit there helplessly. It was a matter of pride for each flamingo to be able to show off to their neighbours with their gaudy red bodies. In order to boost their supply, they would sneak up on other flamingos to scold them or listen in on their conversations. At that time, flamingos had green feathers. This allowed them to hide among the trees and bushes and intimidate other animals with their bright appearance.

The animals in the Forest were very concerned with this behaviour. "It’s not that we have any secrets we are ashamed of,” the monkeys said guiltily. "No, we’ve done nothing wrong either.” the leopards hissed in aid, blushing. "But we should still stop them! After all, we don’t gossip about them!" the gruff old rabbit - the animals all agreed they had to stop the flamingos.

Finally, the monkeys, who had the most secrets to hide, had an idea. They would make a huge pot of pink paint and splash the paint all over the flamingos! With a brilliant coat of pink, the birds would no longer be able to hide in the Forest! What do they do with clever monkeys? Now, do you think the animals were successful?

In case you’re wondering about the real reason why flamingos are pink in colour...

Flamingos feathers are tinted by free radical synthesis and pigments which result in bold sensations, a vibrant pink stewing.

Sponsored by The Bird Conservation Community
Comprehension OE

• A text, 10 OE questions (in tables and sentences)
• To test sequencing, true-false justification, comparison

<table>
<thead>
<tr>
<th>74</th>
<th>Based on the story, state whether each statement in the table below is true or false, then give one reason why you think so. [3m]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>True/False</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reason</strong></td>
</tr>
<tr>
<td>Finding a paper book was exciting.</td>
<td></td>
</tr>
<tr>
<td>Christine was not working hard enough.</td>
<td></td>
</tr>
<tr>
<td>Tommy thought Christine was ignorant.</td>
<td></td>
</tr>
</tbody>
</table>
Aiming for Quality Passes

<table>
<thead>
<tr>
<th>Component</th>
<th>A*</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>50/55</td>
<td>42/55</td>
<td>33/55</td>
</tr>
<tr>
<td>Paper 2</td>
<td>87/95</td>
<td>72/95</td>
<td>57/95</td>
</tr>
<tr>
<td>Listening</td>
<td>18/20</td>
<td>15/20</td>
<td>17-18</td>
</tr>
<tr>
<td>Oral</td>
<td>27/30</td>
<td>23/30</td>
<td>23/30</td>
</tr>
</tbody>
</table>
How to improve in Listening and Oral

Listening Comprehension
• Read questions while waiting for texts to be read
• Read the options and pay attention to the details carefully
• Listen carefully for details, making notes, marks and eliminating answers

Oral
• Engaged in day to day conversations
• Expand vocabulary
• Improve sentence structure
How to help your child

- Ensure your child speaks in complete sentences
- Listen to the news frequently
- Read the newspapers to acquire content and compile newspaper articles
- Go to the library together
- Go through your child’s files and books (when they are returned for signature)
- Remind your child to do corrections
- Play language games, e.g. Scrabble
- Encourage your child to give his/her views and opinions during conversations
- Praise effort
Mathematics
Our Learning Focus

Explore (P1 and P2)
Hands-on activities
Games - outdoor and indoor

Experience (P3 and P4)
Experiential learning and Investigation.
Link to real life situation.

Excel (P5 and P6)
Application of Math knowledge and skills in problem solving
<table>
<thead>
<tr>
<th>Content</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whole Numbers; Fractions; Decimals</td>
<td>25</td>
</tr>
<tr>
<td>2. Ratio, Percentage</td>
<td>10</td>
</tr>
<tr>
<td>3. Rate, Speed</td>
<td>5</td>
</tr>
<tr>
<td>4. Algebra</td>
<td>5</td>
</tr>
<tr>
<td>5. Measurement</td>
<td>20</td>
</tr>
<tr>
<td>6. Geometry</td>
<td>20</td>
</tr>
<tr>
<td>7. Statistics</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Paper</td>
<td>Booklet</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td>1 Non-Calculator</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Calculator allowed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Struc/LAQ</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
# PSLE Foundation Mathematics Content

<table>
<thead>
<tr>
<th>Content</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Whole Numbers; Fractions; Decimals</td>
<td>30</td>
</tr>
<tr>
<td>2. Percentage</td>
<td>10</td>
</tr>
<tr>
<td>3. Rate</td>
<td>5</td>
</tr>
<tr>
<td>5. Measurement</td>
<td>25</td>
</tr>
<tr>
<td>6. Geometry</td>
<td>15</td>
</tr>
<tr>
<td>7. Statistics</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
## PSLE Foundation Mathematics Exam Format

<table>
<thead>
<tr>
<th>Paper</th>
<th>Booklet</th>
<th>Item type</th>
<th>No of questions</th>
<th>No of marks per qn</th>
<th>Weighting</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Non-calculator</td>
<td>A</td>
<td>MCQ</td>
<td>10</td>
<td>1</td>
<td>10%</td>
<td>1h</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>SAQ</td>
<td>10</td>
<td>2</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>2 Calculator allowed</td>
<td>A</td>
<td>SAQ</td>
<td>10</td>
<td>2</td>
<td>20%</td>
<td>1h</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Struc</td>
<td>6</td>
<td>3,4</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>46</td>
<td></td>
<td>90%</td>
<td>2h</td>
</tr>
</tbody>
</table>
Guidelines on the use of Electronic Calculators in National Examinations

Calculators must have the following minimum features:
(a) Four arithmetic operations (+, −, ×, ÷) including the order of operations and use of brackets;
(b) Fractional function which retains the fraction in the form ‘a/b’ and ‘a b/c’;
(c) square root (√) and cube root (3√) functions; and
(d) value of Pi (π).

Calculators must be silent with a visual display only
How to help your child?

Cultivate their interest in Mathematics through authentic learning

Help your child to develop their reasoning skills through questioning.

Have interesting problems and stimulating math conversations each day.
How to help your child?

Relate to real-life situations

Help your child to make sense of what they learn in Math by linking Mathematical concepts to everyday life

Example:

Money - allow pupils to handle money

Games - On-line games / Sudoku / Master Mind
Science
Primary 6 Science Topics

• Interaction of Forces
• Energy
• Environment
• Web of Life
• Adaptations
• Man and the Environment
Primary 6 Science Assessments

- Written examinations
  - Booklet A (Multiple Choice Questions)
  - Booklet B (Open-Ended Questions)
How to help your child

(Science Learning)

• Have your children talk about what they have learnt, with reference to the textbook
• Allow supervised Google-ing of information
• Ensure that annotation and ‘Science working’ is done when answering questions
• Exposure to Science publications (magazines & non-fiction books)
How to help your child
(Science Learning)

• Exposure to Science televised programmes
• Visit venues with Science-rich learning and get your child to apply what he/she has learnt to explain observations
  • Singapore Zoo, Botanical Gardens, Science Centre, Art and Science Museum, etc
• Practice at home
  • Use off-the-shelf resources (Promote self-directedness)
How to help your child
(In preparation for PSLE)

• Ensure that child has the PSLE Revision Book
• Have your child recite the concepts listed
• Revise all topics taught in previous years
• Practice on Topics taught in previous years at home
• Use off-the-shelf P3 and P4 resources (Promote self-directedness)

Preparation for PSLE started in Primary 5
Mother Tongue Languages
In Guangyang Primary School...

We aim to:

- equip our pupils with the knowledge and skills
- develop our pupils to be confident users of MTL and are passionate about the language
How to help your child

• Create a conducive learning environment
• Encourage your child to speak using his/her Mother Tongue language at home.
• Show interest in your child’s learning by encouraging him or her to share their learning experiences with you.
• This also creates a good opportunity for family bonding.
Strategies for Better MTL Learning

• Encourage your child to read story books
  • Parent-child reading at home
  • Pre-assembly Silent Reading every Friday
  • Reading resources from National Library, school library and book stores, multi-media books

• Expose your child to educational television programmes
  • cartoons with sound moral values

• Tap on the items in the neighbourhood
  • Engage your child in conversations about road signs and advertisements
Parents can access these websites with your child to reinforce learning.

<table>
<thead>
<tr>
<th>CHINESE</th>
<th>MALAY</th>
<th>TAMIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>学乐网</td>
<td>Mekar Dalam Talian</td>
<td>Sangamamசங்கமம்</td>
</tr>
</tbody>
</table>
Aesthetics (Music and Art)
E3 Framework for Music, Performing & Visual Arts
‘LEARNING FOR LIFE’ PROGRAMME

- Stakeholders’ Commitment
- Co-curricular Activities (Visual & Performing Arts Groups)
- Tier 2
- Tier 2+
- Talent Development Programme
- Broad-based Music Curriculum
- Modular Approach
- Programme for Active Learning (PAL)
- Tier 1
- School Support
- Competent Teachers
- Exellence
- Extension
- Exposure
Music Assessment (P6) – 3 areas

1. Singing & Playing Instruments
   • Accurate pitch, rhythm articulation and phrasing
   • Appropriate tempo and dynamic combining movement with singing

2. Creating / Improvising Music
   • Create 4-bar rhythmic and melodic structures based on C major pentatonic scale
   • Compose soundscapes and produce graphic notations of their soundscapes

3. Listening & Responding to Music
   • Awareness & identification instruments used in ensemble playing
Enrichment Programmes

• **P1 & P2** – PAL Programme (Modules in both Visual Art and Performing Arts)

• **P3** – Drama in Mother Tongue Languages)

• **P4** - 100th Year Musical

• **P5** – Post Exam Programme – Ensemble Experience

• **P6** – Post Exam Programme – Music, Dance & Drama items for the Graduation Concert
Visual Arts

Highlights for the P6 level:

Cultural Kite Making

- Works will be publicly displayed at our 100th Anniversary Art Exhibition at Bishan CC

Digital Art Program

- Pupils will pick up Photography and Photoshop skills whilst creating a self portrait
Physical Education & Co-Curricular Activities
Sports Education Programme - Golf

• An introduction to the sport of golf
• Basic skills in handling the golf club and the swing
• Conducted as a post-PSLE programme at the school field
Inter House Games Day

• House Practices will be held in preparation for the Games Day in Term 2

• Pupils will be engaged in individual and team sports (Badminton, Basketball, Football)

• Develop teamwork and team spirit among pupils in the same House

• Apply Olympic Values of Friendship, Respect and Excellence
100th Year Sports Carnival

• Pupils will be engaged in team events involving skills learnt in their PE Lessons
  • Develop teamwork and team spirit amongst pupils
  • Apply Olympic Values of Friendship, Respect and Excellence

• Will be in the line-up of activities to celebrate Children’s Day
Information & Communications Technology
Outcomes:

- infuse the use of ICT in teaching and learning
- groom pupils to be competent and responsible users who show respect for self and others.
ICT Programme

ICT programme aims to

• develop the pupils’ acquisition of ICT skills progressively from Primary 1 to 4
• develop competency in ICT usage
• promote cyber wellness awareness and the ethical and safe use of ICT to ensure that GYPS pupils are responsible ICT users

*(Details on GYPS website)*
ICT Programme

Programme objectives

• Basic skills
  - Touch typing
  - MS Word
  - MS Powerpoint
  - MS Excel

• Application of skills to products that will be presented at PTCC

• Use of ICT to search for and present information

• Computer Laboratory etiquette and cyber wellness

• Digital art
Media Resource Library (MRL)

- A means to encourage pupils to
  - read widely and regularly
  - develop reading as a habit for life

- Parent Volunteer (PV) reads
  - Platform for PV to contribute to school
  - Conducted during Lower Primary Recess
  - Run solely by PV
  - School provides assistance and A/V support
  - Rostering done by PV-in-charge of library reading sessions
Character & Citizenship Education
Character & Citizenshipship Education (CCE) Framework

**Core Values**
- Courage
- Honesty
- Teamwork
- Loyalty
- Diligence

**Explicit Learning**
- Social Studies
- Form Teacher Guidance Period
- CCE
- Assembly Programmes
- Sexuality Education
- Cyberwellness

**Experiential Learning**
- Living with Values Programme
- Student Leadership Programme
- Learning Journeys
- NE Events
- PAL
- CCA
- VIA

**SE Support for Students**
- Counselling & Special Needs
- Discipline Structure

**Heart**

**Hands**

**School**

**Confident Person**

**Self-Directed Learner**

**Concerned Citizen**

**Active Contributor**

**Parents**

**Community**

Guangyang Primary School

People's Association Community Spirit Awards Excellence Award

National Arts Education Glow Award 2013
Living with Values Programme

• Focus on school’s core values
  Honesty, Loyalty, Teamwork, Courage, Diligence

• Motivate & encourage pupils to display the desired character traits through various activities
CCE Home-School Partnership

• Do have conversations with your child on the school’s core values and how he/she can display these in school and at home
• Reinforce good habits
• Work in close collaboration with the teachers
Primary School Leaving Examination (PSLE)
PSLE : A Placement Examination

• Enables posting to secondary schools by merit and as far as possible into a school of their choice

• Places pupils into different courses according to their academic ability

• Need to reflect the relative achievement level of pupils compared to their peers
**Grading System : Merged System**

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 and above</td>
<td>A*</td>
</tr>
<tr>
<td>75 to 90</td>
<td>A</td>
</tr>
<tr>
<td>60 to 74</td>
<td>B</td>
</tr>
<tr>
<td>50 to 59</td>
<td>C</td>
</tr>
<tr>
<td>35 to 49</td>
<td>D</td>
</tr>
<tr>
<td>20 to 34</td>
<td>E</td>
</tr>
<tr>
<td>Below 20</td>
<td>U</td>
</tr>
</tbody>
</table>
# Grading System: Foundation Stream

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 and above</td>
<td>1</td>
</tr>
<tr>
<td>70 to 84</td>
<td>2</td>
</tr>
<tr>
<td>50 to 69</td>
<td>3</td>
</tr>
<tr>
<td>30 to 49</td>
<td>4</td>
</tr>
<tr>
<td>Below 30</td>
<td>U</td>
</tr>
</tbody>
</table>
PSLE Aggregate Score

- Incorporates relative performance of pupils in all four subjects
- Allows pupils to be ranked fairly relative to their peers
- Is not the sum of the individual raw scores
- Sum of T-Scores for each subject
A Scenario: Anne’s Results

English Language: 85%

Mother Tongue Language: 85%

To ponder:
- Has Anne done well for both subjects?
- How well has she performed?
- Has Anne done equally well for both subjects?
How did Anne really perform?

To understand whether she had performed better in English Language or Mother Tongue Language, we need to consider:

- How her peers have performed at the same examination.
- The spread (or standard deviation) of marks around the average or mean.
Anne scored 85% for EL

Her performance is much better in EL as compared to her peers

EL Average = 60

Anne’s Score = 85%
Anne’s Score = 85%

Her performance in MTL is close to that of her peers.

MTL average = 80
Anne scored 85% for both EL & MTL

Her performance in MTL is close to that of her peers

Her performance is better in EL as compared to her peers

Anne’s Score = 85%

EL average = 60

MTL average = 80
Raw Scores cannot be used:

- Different subjects have different levels of difficulty
- Pupils’ marks are spread over a wide range from the average mark
- Raw scores do not take into consideration pupils’ marks, in comparison to that of their peers’
There is a **need to standardise the raw scores**

(Transformed Score) (T-Score)
Calculation of T-Score for each subject

\[ T = 50 + 10 \left( \frac{X - Y}{Z} \right) \]

where

- \( X \) : pupil’s mark for the subject
- \( Y \) : average mark (mean) scored by all pupils
- \( Z \) : spread of marks around the average mark (standard deviation)
Example of how a t-score is calculated

- Pupil’s mark (X) in exam = 85.0
- Average mark (Y) scored by all pupils = 60.0
- Spread of marks (Z) around the average mark = 14.0

\[
T\text{-score} = 50 + \frac{10 \times (85.0 - 60.0)}{14.0}
\]

\[
= 67.9
\]
## Calculation of T-score

- Cohort’s mean and standard deviation play a big part in the difference in the T-scores

<table>
<thead>
<tr>
<th>Child A’s score for Math : 90 (X)</th>
<th>Child B’s score for Math : 90 (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Score of Cohort : 75 (m)</td>
<td>Average Score of Cohort : 65 (m)</td>
</tr>
<tr>
<td>Standard Deviation : 20 (s)</td>
<td>Standard Deviation : 20 (s)</td>
</tr>
</tbody>
</table>

- Calculation for Child A:
  \[
  T = 50 + 10 \frac{(X - m)}{s} \\
  = 50 + 10 \frac{(90 - 75)}{20} \\
  = 50 + 10 \frac{(15)}{20} \\
  = 50 + 10(0.75) \\
  = 57.5
  \]

- Calculation for Child B:
  \[
  T = 50 + 10 \frac{(X - m)}{s} \\
  = 50 + 10 \frac{(90 - 65)}{20} \\
  = 50 + 10 \frac{(25)}{20} \\
  = 50 + 10(1.25) \\
  = 62.5
  \]
# Aggregate T-score

<table>
<thead>
<tr>
<th>Subject</th>
<th>Raw Score</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Transformed Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>80</td>
<td>50</td>
<td>20</td>
<td>65</td>
</tr>
<tr>
<td>Mother Tongue</td>
<td>90</td>
<td>50</td>
<td>19</td>
<td>71</td>
</tr>
<tr>
<td>Math</td>
<td>90</td>
<td>60</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>Science</td>
<td>80</td>
<td>60</td>
<td>15</td>
<td>63</td>
</tr>
</tbody>
</table>

Aggregate t-score : 269
Pupils’ Ranking

All pupils are ranked according to their Aggregate Scores.

Is it possible for a pupil with 3A* and 1A to be ranked lower than another pupil who has only 1A* and 3As?
It is possible for a pupil with 3A* and 1A to be ranked lower than another pupil who has only 1A* and 3As.

<table>
<thead>
<tr>
<th></th>
<th>John</th>
<th>Anthony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark</td>
<td>T-Score</td>
<td>Mark</td>
</tr>
<tr>
<td>English</td>
<td>180 (A)</td>
<td>190 (A*)</td>
</tr>
<tr>
<td>Mother Tongue</td>
<td>185 (A*)</td>
<td>180 (A)</td>
</tr>
<tr>
<td>Math</td>
<td>91 (A*)</td>
<td>80 (A)</td>
</tr>
<tr>
<td>Science</td>
<td>92 (A*)</td>
<td>86 (A)</td>
</tr>
<tr>
<td>Aggregate Score</td>
<td>246</td>
<td>249</td>
</tr>
</tbody>
</table>
Examination Dates
## Preliminary Exam Dates

<table>
<thead>
<tr>
<th>Examination</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Examinations</td>
<td>30 July, 31 July</td>
</tr>
<tr>
<td>Composition (EL &amp; MTL)</td>
<td>13 August</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>20 August</td>
</tr>
<tr>
<td>Written Examination</td>
<td>20 August – 27 August</td>
</tr>
</tbody>
</table>
## PSLE Exam Dates

<table>
<thead>
<tr>
<th>Examination</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Examinations</td>
<td>16 August, 17 August</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>14 September</td>
</tr>
<tr>
<td>Written Examination</td>
<td>27 September – 3 October</td>
</tr>
<tr>
<td>Marking Exercise</td>
<td>15 to 18 October</td>
</tr>
</tbody>
</table>
Singapore Education System
Choosing a Secondary School

Parents play a vital role in helping their children decide how to map an education pathway that will best fit him/her.
Considerations in the Choice of School

(1) Personal Considerations
• What are the strengths, interest and learning style of my child?
• Based on my child’s results, which schools can my child select?

(2) Academic Considerations
• How does my child’s PSLE results compare to the previous year’s Sec 1 posting aggregates of the school?

(3) School Factors
• Does the school offer programmes, CCAs and niche areas which will bring out the best in my child?
• How far is the school from my home? Will my child be able to take the bus or MRT?
Strategies
Preparation for PSLE

Pupils:
• Put in effort weeks before the exam
• Constant work and revision
• Personal study time table
• Work hard and work smart
• Seek help if needed

Parents:
• Support, Encourage, Motivate and Inspire
Examination Strategies

When answering questions

• Make sure you answer ALL questions
• Keep to pre-set time limits for each question
• Work thoroughly but rapidly
• Answer the hardest questions first if they are worth the most marks
• Use other questions for clues
• Notice where words/figures are emphasised

Source:
http://monash.edu/library/skills/resources/quick-refs/20-examination-strategies.doc&rct=j&frm=1&q=&esrc=s&sa=U&ei=P6rKVIOYkqlWbdjcgfgH&ved=0CCQ
QFjAD&usg=AFQjCNGkc0WjYScT9cO03MnWwK6PkVQC2Q
Extracted on 30 Jan 2015
Examination Strategies

Multiple-choice questions

• Examine the sequence of questions. Does that give you any clues?
• Read all the options before choosing the answer
• Choose the ‘best’ answer to the question
• Make an educated guess for unknown answers

Source: http://monash.edu/library/skills/resources/quick-refs/20-examination-strategies.doc&rct=j&frm=1&q=&esrc=s&sa=U&ei=P6rKVI0YkqLwBdjcgfgH&ved=0CCQQFjAD&usg=AFQjCNGkc0WjYScT9cO03MnWwK6PkVQC2Q
Extracted on 30 Jan 2015
Examination Strategies

Essay / short answer questions
• Mange your time well
• Identify key concepts
• Write clearly and simply

Problem solving questions
• Write down any formulae needed first
• Label all working stages clearly
• Check computational accuracy
• Show your working unless told not to
Examination Strategies (General)

Before the exam finishes
• Re-attempt questions you found too difficult at first
• Make sure the examiner can read your answers
• Use spare time to thoroughly check your answers
Good Study Habits
(10 Habits of Highly Effective Students)

1. Do not try to cram all your studying into one session
2. Plan when you are going to study
3. Study at the same time
4. Each study time should have a specific goal
5. Never procrastinate your planned study session
6. Start with the most difficult subject first
7. Always review your notes before starting an assignment
8. Make sure you are not disturbed while you are studying
9. Use study groups effectively
10. Review your notes, schoolwork and other class materials over the weekend
Support from Parents

- Set realistic targets: PSLE results, secondary schools
- Help your children manage his/her time: supervision on computer usage
- Establish a routine
- Balance tuition, enrichment and CCA
- Create a timetable at home
- Support your child: value their effort and not only results
- Ensure that your child has sufficient sleep
- Communicate to your child daily
- Allow space and time for de-stress
- Work closely with the teachers
“I do the very best I know how - the very best I can and I mean to keep on doing so until the end.” - Abraham Lincoln
thank you