

CURRICULUM BRIEFING

P5



Outline

1. Assessment Guidelines



Examinations

- Standard Science
- Foundation Science



Standard Science



Purpose of Examination

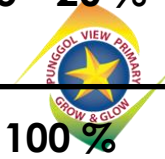
The science paper assesses students' attainment in Science with respect to the aims of Primary Science Education as stated in the 2014 Science syllabus.



Table Of Specifications



THEMES/ TOPICS	QUESTION NOS.		WEIGHTING
	LIFE SCIENCE	PHYSICAL SCIENCE	
DIVERSITY	<ul style="list-style-type: none"> Variety of Living Things (General characteristics and classification) 	<ul style="list-style-type: none"> Diversity of non-living (General characteristics and classification) Diversity of materials 	5 - 10 %
CYCLES	<ul style="list-style-type: none"> Cycles in Plants & Animals (Life cycles, Reproduction) 	<ul style="list-style-type: none"> Cycles in matter and water (Matter, Water) 	20 - 25 %
SYSTEMS	<ul style="list-style-type: none"> Plant system (Plant Parts and functions, Respiratory & Circulatory Systems) Human System (Digestive system, Respiratory & Circulatory Systems) Cell system 	<ul style="list-style-type: none"> Electrical Systems 	15 - 25 %
INTERACTIONS	<ul style="list-style-type: none"> Interaction within the environment 	<ul style="list-style-type: none"> Interaction of forces (Magnets, Frictional force, gravitational force, force in springs) 	25 - 30%
ENERGY	<ul style="list-style-type: none"> Energy forms and uses (Photosynthesis) 	<ul style="list-style-type: none"> Energy forms and uses (Light and heat) Energy Conversion 	15 - 20 %
TOTAL	45 – 55%	45 – 55%	100 %



Assessment Objectives



Assessment Objectives

Knowledge with Understanding	40%
Application of Knowledge & Process Skills <ul style="list-style-type: none">• observing, comparing, classifying• use of apparatus & equipment• communicating – tables, charts & graphs• Inferring• Predicting• Analysing• generating possibilities• Evaluating• formulating hypothesis	60%



Knowledge with Understanding

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



Application of Knowledge & Process Skills

Students should be able to

- (a) apply scientific facts, concepts and principles to new situations
- (b) interpret information (including pictorial, tabular and graphical) and investigate using one or a combination of the process skills.



Examination Format

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.



Examination Format

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	28	2	56
B	Open-ended	12-13	2, 3, 4, 5	44

Duration

Time allocated for the paper is
1 hour 45 minutes



PSLE Foundation Science



Purpose of Examination

PSLE Foundation Science assesses students' attainment in science as stated in the 2014 Science syllabus. The assessment includes recall of scientific facts and concepts and the application of process skills in various contexts.



Table Of Specifications



THEMES/ TOPICS	QUESTION NOS.		Weightings (%)
	LIFE SCIENCE	PHYSICAL SCIENCE	
DIVERSITY	<ul style="list-style-type: none"> Diversity of Living Things 	<ul style="list-style-type: none"> Diversity of non-living Diversity of materials 	10 - 20
CYCLES	<ul style="list-style-type: none"> Cycles in Plants & Animals 	<ul style="list-style-type: none"> Cycles in matter and water 	15 - 25
SYSTEMS	<ul style="list-style-type: none"> Plant system Human System 	<ul style="list-style-type: none"> Electrical Systems 	10 - 25
INTERACTIONS	<ul style="list-style-type: none"> Interaction within the environment 	<ul style="list-style-type: none"> Interaction of forces 	15 - 30
ENERGY	<ul style="list-style-type: none"> Energy forms and uses 	<ul style="list-style-type: none"> Energy forms and uses 	15 - 25
Weighting	45 – 55%	45 – 55%	100



Assessment Objectives



Assessment Objectives

Knowledge with Understanding	50%
Application of Knowledge & Process Skills <ul style="list-style-type: none">• observing, comparing, classifying• use of apparatus & equipment• communicating – tables, charts & graphs• Inferring• Predicting• Analysing• generating possibilities• Evaluating• formulating hypothesis	50%



Examination Format

The examination consists of one written paper comprising two booklets, Booklet A and Booklet B.



Examination Format

Booklet	Item Type	Number of questions	Number of marks per question	Marks
A	Multiple-choice	18	2	36
B	Structured	6 - 7	2 - 3	14
	Open-ended	5 - 6	2 - 4	20

Provision of Word List

The Foundation Science paper focuses on assessing students' grasp of basic scientific knowledge. A word list is provided during examination to allow students to display their knowledge and understanding without being unduly disadvantaged by their weakness in the English Language. It should be appreciated that the list is not exhaustive.



Duration

Time allocated for the paper is
1 hour 15 minutes



Teaching of Primary Science @ Punggol View



Topics Arrangement

Syllabus Requirement

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

PROGRESSION OF PROCESS SKILLS

P6

Observing
Comparing
Classifying
Using apparatus and
equipment
Communicating (verbal,
pictorial, tabular and
graphical)
Predicting

- Inferring
- Analysing
- Evaluating
- Generating possibilities
- Formulating hypothesis
- Investigation
- Decision Making
- Creative Problem Solving

P5

Observing
Comparing
Classifying
Using apparatus and
equipment
Communicating (verbal,
pictorial, tabular and
graphical)
Predicting

- Inferring
- Analysing
- Evaluating
- Generating possibilities
- Formulating hypothesis
- Investigation
- Decision Making
- Creative Problem Solving

THANK YOU