



Ngee Ann
Primary School
—義安小学—

2023 PSLE Foundation Science

GENERAL INFORMATION & STRATEGIES



A Vibrant School to Learn with Passion and Serve with Pride

● Integrity Our Cornerstone ● Respectfulness Our Nature ● Resilience Our Fortitude ● Commitment Our Pledge

Mission



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Develop a life-long interest in learning Science through a curriculum that includes **inquiry, investigation** and **experimentation**

Inquiry-based Approach

1. Hands-on practical sessions & Thematic learning stations
2. Self-exploration
3. Outdoor Experiential Learning





At the end of the P6 Foundation syllabus, our students should be able to:

- ❖ Demonstrate knowledge and understanding of scientific facts, concepts and principles
- ❖ Apply scientific facts and concepts to new situations
- ❖ Apply skills and processes such as observing, classifying, comparing, measuring, using apparatus and equipment and generating possibilities.





Science Learning Resources

1. My PALS Textbook & Activity Book
2. Science Topical and Revision Worksheets & Notes
3. Practice Papers
4. PSLE Booklet



PSLE FOUNDATION SCIENCE COVERAGE



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Includes both Lower Block (P3 & P4) and Upper Block (P5 & P6) topics

Themes	Lower Block (P3 & P4)	Upper Block (P5 & P6)
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)
Interactions	<ul style="list-style-type: none">• Interaction of forces (Magnets)	<ul style="list-style-type: none">• Interaction of forces (frictional force, gravitational force)• Interactions within the environment
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)• Electrical system
Energy	<ul style="list-style-type: none">• Energy forms and uses (Light and heat)	<ul style="list-style-type: none">• Energy from food (Photosynthesis)

P6 FSCI EXAM FORMAT



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Section	Item Type	No. of questions	Marks per question	Weighting (Marks)
A	MCQ	18	2	36
B	Structured	6	2/3/4	14
C	Open- Ended	6	2/3/4	20
Total				70

Note:
Wordlist is provided



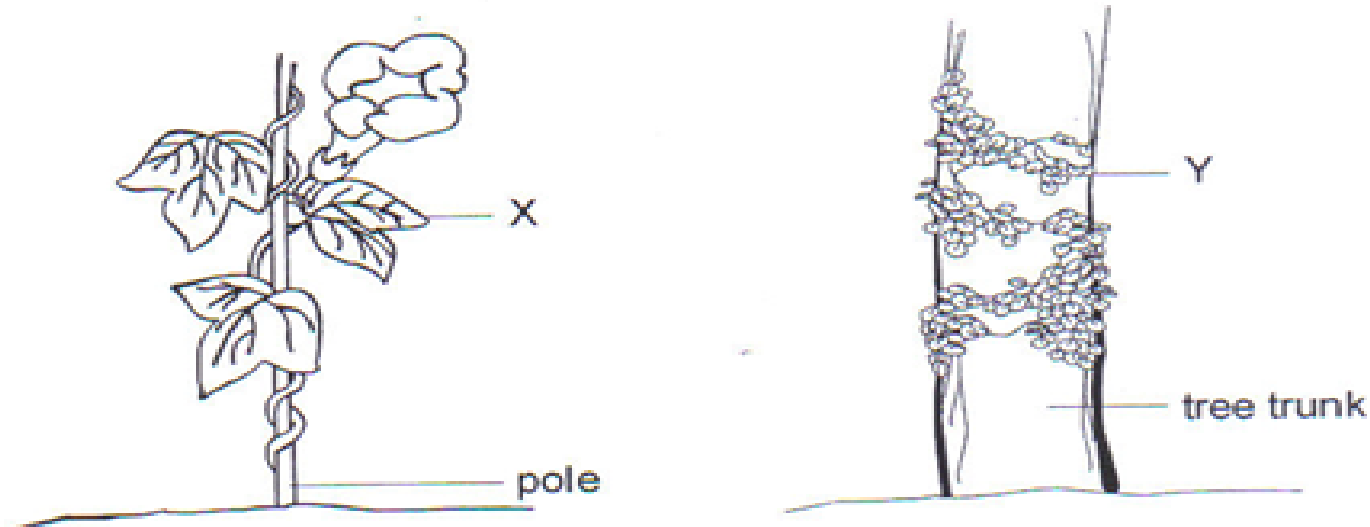
TYPES OF QUESTIONS

1. Knowledge with Understanding
2. Application of Knowledge and Process Skills

Students are required to be familiar with these questions. They should approach them differently.

Question Type: Knowledge with Understanding

The diagram below shows two green plants, A and B.

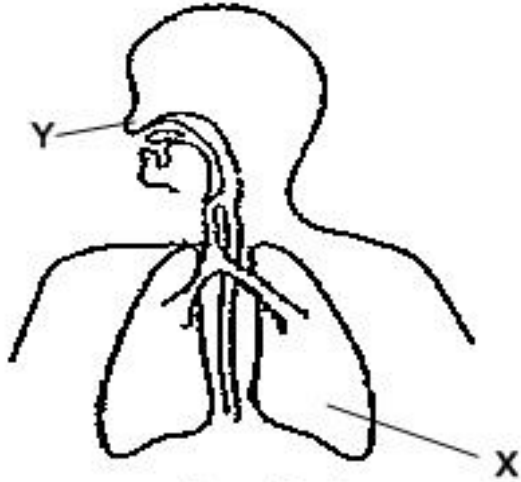


Which one of the following statements about the two plants is correct?

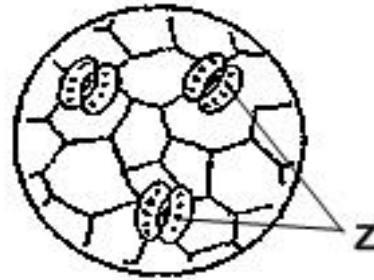
- (1) Both have weak stems.
- (2) Both reproduce by seeds.
- (3) Both are flowering plants.

Question Type: Application of Knowledge

The diagrams below show the cross-sections of a human and an enlarged part of a leaf.



human respiratory system



a magnified part of a leaf

- (a) How is part 'Y' of a human similar to part 'Z' of a leaf? [1]
- (b) What will happen to the human if part 'X' is missing? [2]



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Booklet A (18 MCQ)

51%
of main paper

Tips On How to Ace Multiple Choice Questions



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- ☑ Always attempt **Booklet A first**.
- ☑ Spend **about 40 minutes on Booklet A**.
- ☑ Identify **aim of question** in the question stem.
- ☑ Read all the **options** before choosing the answer.
- ☑ **Eliminate** incorrect options.



Common weaknesses in answering OE questions

- ❖ No application of concept
- ❖ Wrong concept
- ❖ Incomplete answers
- ❖ Not addressing question

No application of concept



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E.g. *Why did Peter's hand feel cold when he touched a glass of a glass of iced water?*



- ☹️ The glass of iced water was **cold**.
- 😊 Peter's hand **lost heat** to the glass of iced water.

Wrong concept

E.g. Draw 2 arrows to show how Jane could see the chair when the light was switched on.

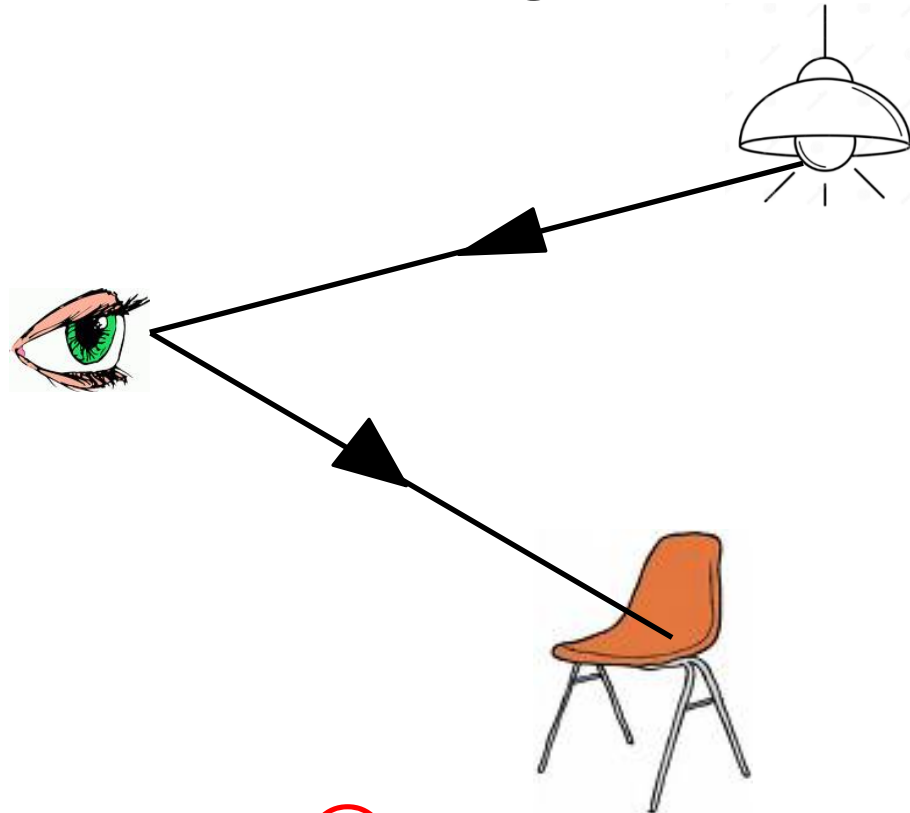


diagram 1

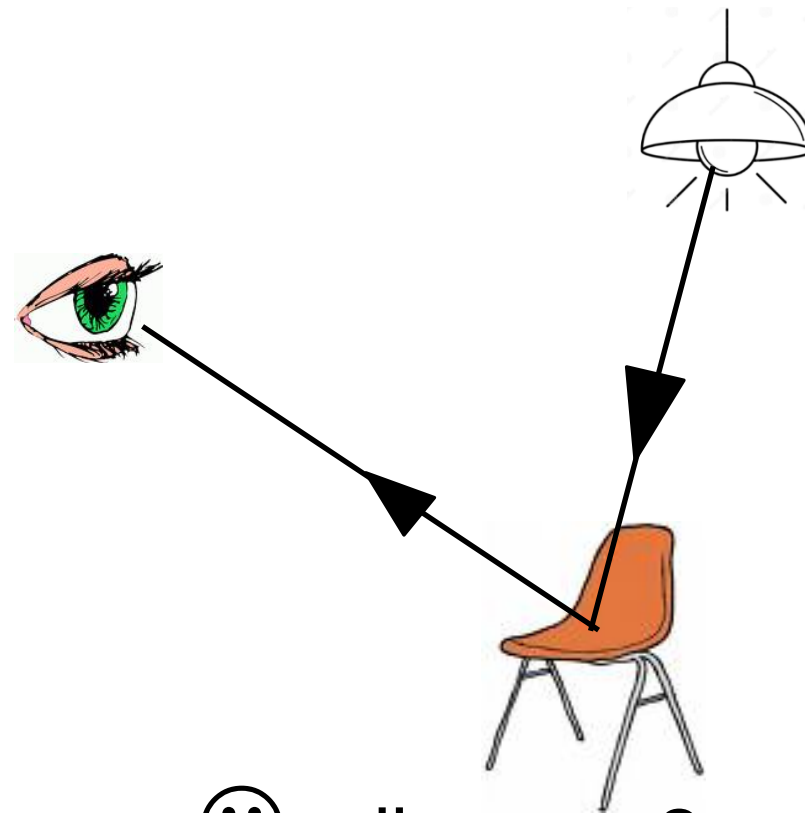


diagram 2

Incomplete answers



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E.g. Mark placed 2 balls of identical size into 2 identical beakers, each containing 100ml of water.



iron



styrofoam

Which ball would cause the water level to rise is higher?

Explain your answer.

☹️ Iron ball. It is heavy.

😊 Iron ball. It is heavy and will sink and take up space in the water while the styrofoam ball is light and will float.

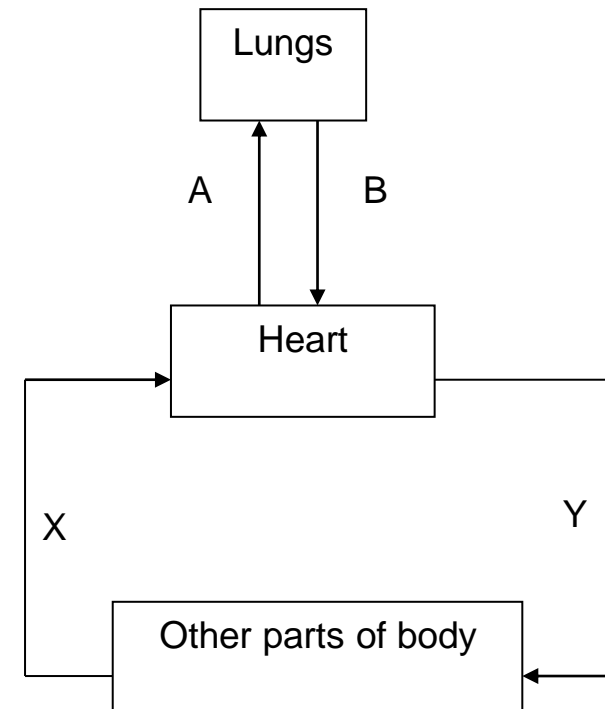
Not addressing the question



E.g. Why does the blood at B contain more oxygen than the blood at A?

☹️ Blood at A has less oxygen because it has been used up by the body.

😊 Blood at B has more oxygen because the lungs have taken in oxygen.





How to answer Open-Ended Questions:

1. Identify the **theme** after reading the question.
2. Recall the **concepts** learnt in the theme.
3. Write answers in the scientific language learnt in the theme.
4. Answer to the context of the question; no general statement

Helping your child in this journey...



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- ✓ Encourage reading of Science materials
- ✓ Watch Science-related programmes together
- ✓ Explore Student Learning Space (SLS), Science websites, useful online resources
- ✓ Extend Science learning beyond the classroom





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Thank you

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