



**Ngee Ann**  
Primary School  
-義安小学-

# 2023 PSLE 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 syllabus, our students should be able to:



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- ❖ 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



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



# PSLE STANDARD SCIENCE COVERAGE

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



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Themes	Lower Block (P3 & P4)	Upper Block (P5 & P6)
Diversity	<ul style="list-style-type: none"> <li>• Diversity of living and non-living things (General characteristics and classification)</li> <li>• Diversity of materials</li> </ul>	
Cycles	<ul style="list-style-type: none"> <li>• Cycles in plants and animals (Life cycles)</li> <li>• Cycles in matter and water (Matter)</li> </ul>	<ul style="list-style-type: none"> <li>• Cycles in plants and animals (Reproduction)</li> <li>• Cycles in matter and water (Water)</li> </ul>
Interactions	<ul style="list-style-type: none"> <li>• Interaction of forces (Magnets)</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction of forces</li> <li>• Interaction within the environment</li> </ul>
Systems	<ul style="list-style-type: none"> <li>• Plant System (Plant parts and functions)</li> <li>• Human System (Digestive system)</li> </ul>	<ul style="list-style-type: none"> <li>• Plant system (Respiratory and circulatory systems)</li> <li>• Human system (Respiratory and circulatory systems)</li> <li>• Cell system</li> <li>• Electrical system</li> </ul>
Energy	<ul style="list-style-type: none"> <li>• Energy forms and uses (Light and heat)</li> </ul>	<ul style="list-style-type: none"> <li>• Energy from food (Photosynthesis)</li> <li>• Energy forms and energy conversion</li> </ul>

# P6 SCIENCE EXAM FORMAT



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Booklet	Item Type	No. of questions	Marks per question	Weighting (Marks)
A	MCQ	28	2	56
B	Open- Ended	12	2 / 3 / 4/5	44
Total				100

**Total Duration : 1 hour 45 minutes**

# TYPES OF QUESTIONS



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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.



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# Booklet A (28 MCQs)

**56%**  
**of main paper**



# Tips On How to Ace Multiple Choice Questions



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- ☑ Always attempt **Booklet A first**.
- ☑ Spend **about 45 to 50 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 Open-Ended questions



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- ❖ No application of concept
- ❖ Wrong concept
- ❖ Incomplete answers
- ❖ Not addressing question
- ❖ Paraphrasing the question
- ❖ Stating of facts/ general statements
- ❖ Not making comparisons

# How to answer Open-Ended Questions:



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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

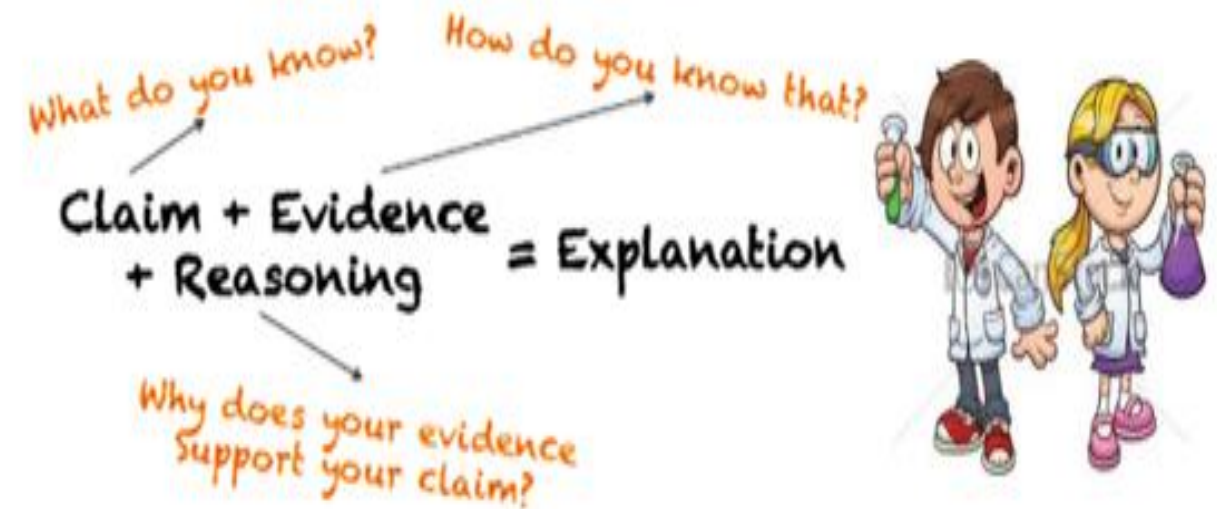
# Claim-Evidence-Reasoning



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SCIENTIFIC EXPLANATION
<b>CLAIM</b> Your answer to the question <ul style="list-style-type: none"><li>• Usually 1 sentence long (Sometimes the claim is stated in the question stem)</li></ul>
<b>EVIDENCE</b> Information given in the question It may come in the following forms: <ul style="list-style-type: none"><li>• Table</li><li>• Graphs</li><li>• Diagrams</li><li>• Observations given in the question</li></ul>
<b>REASONING</b> Scientific explanation for why the evidence supports your answer



# 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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