



# PSLE Science

## Science Department



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# Assessment Objectives

- **Knowledge with Understanding (40%)**

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

- **Application of Knowledge and Process Skills (60%)**

Pupils 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 following process skills:



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## Process Skills

- Inferring
- Predicting
- Analysing
- Evaluating
- Generating possibilities
- Formulating hypothesis
- Communicating



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## Format of Paper

**Duration of paper: 1 hour 45 minutes**

Booklet	Item Type	No. of questions	Marks per question	Marks
A	Multiple-choice	28	2	56
B	Open-ended	12 – 13	2 – 5	44



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## Distribution of Marks

Weighting (%)	
Life Science	45 - 55
Physical Science	45 - 55



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## Science Themes

Theme	Life Science	Physical Science
Diversity	<ul style="list-style-type: none"><li>• Diversity of living things (General characteristics and classification)</li></ul>	<ul style="list-style-type: none"><li>▪ Diversity of 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, Reproduction)</li></ul>	<ul style="list-style-type: none"><li>• Cycles in matter and water (Matter, Water)</li></ul>



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# Science Themes

Theme	Life Science	Physical Science
Systems	<ul style="list-style-type: none"><li>• Plant system (Plant parts and functions, Respiratory and Circulatory systems)</li><li>• Human system (Digestive system, Respiratory and circulatory systems)</li><li>• Cell system</li></ul>	<ul style="list-style-type: none"><li>▪ Electrical system</li></ul>





## Science Themes

Theme	Life Science	Physical Science
Energy	<ul style="list-style-type: none"><li>• Energy forms and uses (Photosynthesis)</li></ul>	<ul style="list-style-type: none"><li>▪ Energy forms and uses (Light and heat)</li><li>▪ Energy Conversion</li></ul>
Interactions	<ul style="list-style-type: none"><li>• Interaction within the environment</li></ul>	<ul style="list-style-type: none"><li>• Interaction of forces (Magnets, Frictional force, gravitational force, force in springs)</li></ul>



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# Partnership with Parents



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## Partnership with Parents

- Guide your child to understand science concepts
  - Encourage child to read widely, know the facts
  - Use concept maps to organise and link concepts and keywords

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## Partnership with Parents

- Guide your child to inquire and apply what he/she has learnt to different contexts
  - Encourage child to explain scientific phenomenon or daily life situations using science concepts
  - Watch with child science documentaries from Discovery Channel, Animal Planets etc.
  - Encourage child to borrow and read science-related magazines
  - Discuss science-related articles in newspaper reports

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## Partnership with Parents

- Guide your child during revision
  - Revise concepts learnt from P3 to P5; make connections between concepts learnt ([www.mconline.sg](http://www.mconline.sg), textbooks)



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## Partnership with Parents

- Guide your child during revision
  - Remind child to read questions carefully; study key information i.e. diagrams, tables, graphs
  - Help child identify the process skills and concepts from the given scenario/keywords/items used in question

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## Partnership with Parents

- Guide your child during revision
  - Remind child to use strategies they have learnt in answering questions
    - (a) Tackling MCQ
    - (b) Tackling Open-ended



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# Thank You



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