PSLE Mathematics

Mathematics Department

A Garden where Scholars Bloom

ASSESSMENT OBJECTIVE 1

Pupils should be able to:

- **recall** mathematical facts, concepts, rules and formulae; perform straightforward computations and algebraic procedures
- **interpret** information; **understand** and **apply** mathematical concepts and skills in a variety of contexts.
- **reason** mathematically; **analyse** information and **make inferences**; select appropriate strategies to solve problems

Source: http://www.seab.gov.sg

Topics to be assessed

Primary Three	Primary Four	Primary Five	Primary Six
• Parallel and perpendicular lines • Bar graphs • Length, mass volume	• Symmetry • Time • 8-point compass • Area and perimeter of squares and rectangles • Tables and Line graphs • Factors and Multiples	• Whole numbers • Area of triangle • Average • Rate • Decimals	• Fractions • Ratio • Percentage • Pie charts • Circles • Volume • Angles • Algebra • Nets • Speed

Examination Format

PSLE Mathematics

Paper 1
(use of calculator is NOT allowed)

- Booklet A
- Booklet B

Paper 2
(use of calculator is allowed)

Source: http://www.seab.gov.sg

Paper	Booklet	Item Type	No. of questions	No. of marks per question	Weighting	Duration
1	A	Multiple Choice	10	1	10%	1h
			5	2	10%	
	B	Short Answer	5	1	5%	
			10	2	20%	
2	Short Answer		5	2	10%	1 h 30 min
	Structured / Long Answer		12	3,4,5	45%	
Total			**47**	**-**	**100%**	**2 h 30 min**

Source: http://www.seab.gov.sg

PAPER 1 BOOKLET A (MCQ)

In 586 930, the digit 8 stands for _____.

(1) 8 hundreds

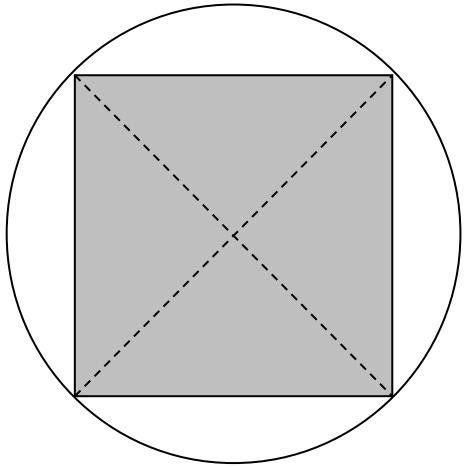
(2) 8 thousands

(3) 8 ten thousands

(4) 8 hundred thousands

PAPER 1 BOOKLET B &
PAPER 2 Q1-5 (Short Answer Question)

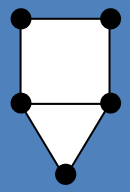
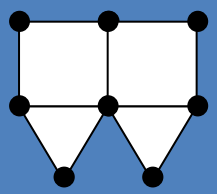
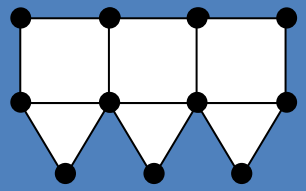
The figure below, not drawn to scale, is made up of a square and a circle of radius 14 cm. What is the area of the square?



Ans: _____ cm^2

PAPER 2 Q 6 -17
(Structured/ Long Answer Question)

Study the series of patterns below and answer the questions that follow.

Pattern 1	Pattern 2	Pattern 3
		

(a) How many black dots will there be in Pattern 27?

(b)Which pattern will have 119 black dots?

Ans: (a) _____

(b) _____

Target for the Various Sections
(For reference only)

Paper	Booklet	Item Type	Marks	AL 1 (≥ 90)	AL 4 (75 – 80)	AL 6 (45 – 64)
1	A	MCQ	10	20	38	30
			10			
	B	SAQ	5	25		
			20			
2	SAQ		10	10	10	8
	LAQ		45	40	30	20
Total			**100**	95	78	58

Time Management

Paper 1

Multiple Choice

1-mark question	10 questions	x 1 min	=	10 mins
2-mark question	5 questions	x 2 min	=	10 mins
Short-Answer				
1-mark question	5 questions	x 1 min	=	5 mins
2-mark question	10 questions	x 2 min	=	20 mins
Checking				15 mins
	Total time given for Paper 1			**60 mins**

Paper 2

Short-Answer

2-mark question	5 questions	x 2 min	=	10 mins
Structured/Long-Answer				
3, 4, 5-mark question	12 questions	x 6 min	=	72 mins
Checking				8 mins
	Total time given for Paper 2			**90 mins**

ESSENTIAL TOOLS DURING EXAMINATION

- CALCULATOR
- MATHEMATICAL SET

Approved model:
Casio FX 97SG X

PSLE On–screen Marking

Students are reminded:

- To use only 2B pencil for shading in OAS
- To use only dark blue or black ball point pens with 0.5mm nib size
- **Not** to highlight answers
- **Not** to use correction tape/fluid
- **Not** to write beyond the space given

Intervention and Support

1. Supplementary class for all students
2. Enrichment class for learners who managed well in Mathematics
3. Additional support class for learners who need more support

Assessment and Feedback

- Termly assessment – gather feedback and provide early intervention
- Timed practice – train for stamina and time management

Focus

We want to strengthen the following basic skills in all our students:

- **Four operations** of whole numbers, fractions and decimals.
- Using **formulas** to find area and perimeter of circles, triangles and four sided figures; volume and speed
- **Conversion** e.g. kilograms to grams; fractions to percentage; decimals to fractions
- **Math facts** e.g. multiplication table

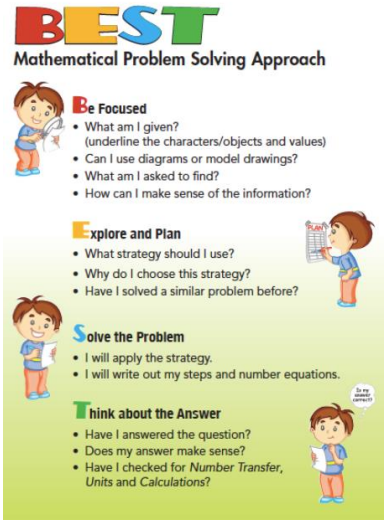
Focus

Students who can cope with basic questions, we want to stretch them further in the following:

- **Heuristic skills** e.g. identifying a pattern
- **Problem solving strategies** e.g. model drawing
- **Spatial Visualisation** e.g. drawing of figures
- **Reasoning and communication skills** e.g. Journal writing

Partnership with parents

Things to note



- Check for NTUC – Number transfer, units and calculations

Example,

Weiming has $456. Hafiz has $234.
How much money do they have altogether?

Number transfer

406 + 234 = 636 ← **calculation error**

Answer: 636 ← **Missing unit ($)**

Things to note

Train your child to check the **reasonableness** of the answers obtained.

Ann is 10 years old. Her father is four times her age. How old will her father be in 5 years time?

10 x 4 = 40

40 x 5 = 200

Not reasonable

Her father will be 200 years old in 5 years' time.

Things to note

- Show all workings clearly
- Memorise the Multiplication Table
- Master number bonds up to 20 e.g. 7+8 = 15
- Write correct Mathematical statement

e.g. $\frac{1}{4} = 25$ x $\frac{1}{4} = 25\%$ ✓

- Master basic algorithms for the four operations
- Master basic conversions e.g. kg to g

$$\begin{array}{r} 57 \\ +\ 96 \\ \hline \\ \hline \end{array}$$

Partnership with Parent

- Ensure that your child **completes his homework** daily.
- Encourage your child to **attempt all questions** in daily assignments . **Embrace mistakes**
- **Guide** him through by getting him to verbalise his thoughts on how he can approach the question

Partnership with Parent

- **Praise, encourage** and **motivate**
- **Strategize** – focus on areas of weaknesses
- **Review mistakes** made. Cover solution and re-attempt the question.
- **Be punctual for exam.**

Play mathematical games and solve mathematical puzzles with your child.

Infuse Math concepts in daily situations like shopping trips, grocery buying and during meal times at food centres.

Visit Math Websites

http://www.mathplayground.com

http://www.splashlearn.com

THANK YOU

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