WELCOME TO

PARENTS’ BRIEFING

Primary 5

6 March 2015
Emergency Exit from Multi-Purpose Hall

Stage

YOU ARE HERE

SC 8

SC 7

SC 6

SC 2

Legend

Exit Staircase

MPH
## Programme

<table>
<thead>
<tr>
<th>Activities</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Tongue Language Briefing</td>
<td>CL- School Hall</td>
</tr>
<tr>
<td>Briefing by Principal</td>
<td>ML- ORACLE</td>
</tr>
<tr>
<td>Briefing by Heads of Department</td>
<td>School Hall</td>
</tr>
<tr>
<td>Briefing on Trips for International Experience</td>
<td></td>
</tr>
<tr>
<td>Briefing on Cyberwellness (time permits)</td>
<td></td>
</tr>
</tbody>
</table>
华文部门

Chinese Language Department

MR ISAAC FOO
Outline of Presentation

- CL Papers examination format
- HCL Papers examination format
# 普通华文试卷一考试蓝图

**CL Paper 1 Exam Format**

<table>
<thead>
<tr>
<th>试卷一</th>
<th>项目</th>
<th>题数</th>
<th>分数</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Test Items</td>
<td>No. of Questions</td>
<td>Marks</td>
</tr>
<tr>
<td>作文 (Composition)</td>
<td>命题作文 (100 words &amp; above)</td>
<td>2 choose 1</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>看图作文 (5+1空图 + 8参考词汇)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**50 min**

<table>
<thead>
<tr>
<th>试卷二</th>
<th>A部分</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 2</td>
<td>Part A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>项目</th>
<th>题数</th>
<th>分数</th>
</tr>
</thead>
<tbody>
<tr>
<td>语文应用</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Application of Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>短文填空</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Cloze Passage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>阅读理解一</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Comprehension 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Anchored on **VALUES**

Singapore, society & the world

VALUED in the 21st Century Workplace

**普通华文试卷二考试蓝图**

**CL Paper 2 Exam Format**

试卷二

**Paper 2**

语文理解与应用

Understanding of Language and Grammar Usage

<table>
<thead>
<tr>
<th>项目</th>
<th>题数</th>
<th>分数</th>
</tr>
</thead>
<tbody>
<tr>
<td>语文应用</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Application of Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>短文填空</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Cloze Passage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>阅读理解一</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Comprehension 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 hr 40 min
<table>
<thead>
<tr>
<th>试卷二</th>
<th>B部分</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 2</td>
<td>Part B</td>
</tr>
<tr>
<td>语文理解与应用</td>
<td>项目 Test Items</td>
</tr>
<tr>
<td>Understanding of Language and Grammar Usage</td>
<td>题数 No. of Questions</td>
</tr>
<tr>
<td></td>
<td>分数 Marks</td>
</tr>
<tr>
<td>完成对话 Complete the Conversation</td>
<td>5</td>
</tr>
<tr>
<td>阅读理解二 Comprehension 2</td>
<td>13</td>
</tr>
<tr>
<td>总共 Total</td>
<td>41</td>
</tr>
</tbody>
</table>
语文应用 Application of Language

- 10 MCQ questions, 20 marks in total

内容包括 Test Items include:

- 汉语拼音（包括多音字的考查）hanyu pinyin
- 辨字（形似字、音近字）identifying character
- 词语选择（包括虚词）match the correct vocabulary
- 完成句子 complete the sentence
- 句子选择（包括成语）find the grammatically correct sentence

每一项各两题

Each section contains 2 questions
包括多音字的考查
Q1. 每天放学后，我们都把课室里的桌椅排列整齐。
   1）péi liè
   2）pái liè
   3）bié lèi
   4）bái lèi
Q2. 风筝被弟弟弄破了，我重新做了一个。
   1）chóng xīn
   2）zhòng xīn
   3）cóng xīng
   4）zòng xīng
辨字 Identifying Character

■ 考查音近字与形似字

Q3. 叔叔_____时有事，不能陪我们去踢球。〔音近字〕
1) 另
2) 邻
3) 临
4) 零

Q4. 由于家境_____穷，他周末还得去打工。〔形似字〕
1) 贫
2) 货
3) 贪
4) 资
词语选择 Match the Correct Vocabulary

Q5. 他看起来很凶，______脾气很好，一点儿也不凶。
1) 的确
2) 竟然
3) 尤其
4) 其实

Q6. 你应该__________把功课做完，不要浪费时间。
1) 尽力
2) 尽快
3) 尽量
4) 尽情
完成句子 Complete the Sentence

- 可以是前半句留空，或是后半句留空

Q7. 你把他的话当耳边风，__________。

1) 难怪他这么关心你
2) 他一定会非常失望
3) 那是他给你的劝告
4) 这样就不会忘记了
句子选择

Find the Grammatically Correct Sentence

- 包括成语的考查

Q9. 以下哪一个句子是正确的？

1) 时间川流不息，我们应该好好珍惜。
2) 他口才很好，一讲起话来川流不息。
3) 刚刚下过一场大雨，水沟里川流不息。
4) 上班时间，那条道路上的车辆川流不息。
短文填空 Cloze Passage

- 6 MCQ questions, 12 marks in total
- 可包括成语的考覈

老师要他们Q11.（1跟着 2顺着 3照着 4靠着）一排果树，从果园的这一头走到另一头，摘一个自己认为最大、最好的果子。

他们听了老师的话，就开始Q12.（1认真 2努力 3刻苦 4勤奋）地挑选果子。
丽文：你看到马路对面那个在捡纸皮的老人吗？
元成：Q24，你认识他吗？
丽文：他是我的邻居陈老伯。
元成：Q25？
阅读理解（二）Comprehension

- 6 questions, 12 marks in Passage A
- 7 questions, 22 marks in Passage B

- Q29 文中形容“名气很大”的词语是：__________

- Q32 根据文章内容，把答案写在表格里。

<table>
<thead>
<tr>
<th></th>
<th>耳聋的孩子</th>
<th>失明的孩子</th>
</tr>
</thead>
<tbody>
<tr>
<td>改变学习方向后成功的原因</td>
<td>Q32(a)</td>
<td>Q32(b)</td>
</tr>
</tbody>
</table>
### CL Paper 3 Exam Format

| 试卷三  
Paper 3 | 项目  
Test Items | 题数  
No. of Questions | 分数  
Marks |
|----------|-------------|-----------------|--------|
| 口试  
Oral    | 朗读短文  
Reading     | 1 | 20 |
|          | 看图说话  
Picture Description | 1 | 20 |
|          | 会话  
Dialogue   | 1 | 10 |
| 听力  
Listening Compre | 听力理解  
Listening Comprehension | 10 | 20 |
|          | 总共  
Total     | 13 | 70 |
### 高级华文试卷一考试蓝图

#### HCL Paper 1 Exam Format

<table>
<thead>
<tr>
<th>试卷一</th>
<th>项目</th>
<th>题数</th>
<th>分数</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>Test Items</td>
<td>No. of Questions</td>
<td>Marks</td>
</tr>
<tr>
<td>作文 Composition</td>
<td>●命题作文 &lt;br&gt; (200 words and above)</td>
<td>2 choose 1</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>作文 Composition</th>
<th>200 words and above</th>
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</thead>
</table>

**50 min**
## HCL Paper 2 Exam Format

<table>
<thead>
<tr>
<th>试卷二</th>
<th>项目</th>
<th>题数</th>
<th>分数</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 2</td>
<td>Test Items</td>
<td>No. of Questions</td>
<td>Marks</td>
</tr>
<tr>
<td>语文理解与应用</td>
<td>一、语文应用</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A组 Part A</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>B组 Part B</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>二、阅读理解一</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Comprehension 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>三、阅读理解二</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Comprehension 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>总共 Total</td>
<td>24</td>
<td>60</td>
</tr>
</tbody>
</table>

**1 hr 20 min**
语文应用—A组 Part A

到达 邻近 热心 传送 环绕 巨大 宣布 血汗

秦始皇统一中国以后，为了保卫国家，防止敌人的进攻建造了长城。后来，许多朝代又对长城进行了扩建。千百年来，无数劳工用他们的血汗，完成了这个世界上最伟大的建筑。

在古代，长城还发挥了消息的作用。守城的士兵一旦发现敌人，就在他守卫的地方点起火把。Q3______的守城士兵看见了，也跟着点起火把。这样一传十，十传百，消息很快就传到了千里之外。

修建万里长城的工程十分Q4______。有人曾经计算过，如果用修建长城的砖块来建造一道厚一米、高五米的墙，可以Q5______地球一圈有余呢。

Purpose．Pupils．ExPerience．Professional Development．Partnership．
黄昏时分，天空Q6集合了乌云。真糟糕！今天晚上看不见月亮了。可是过了一会儿，乌云散了，天边Q7出发了淡黄色的光，月亮就要出来了。我目不转Q8（睛）地望着天边。不一会儿，黄色越来越淡，渐渐变成了银白色。一轮圆月慢慢地Q9（生）起。多么美啊！我心里赞叹着。

我问爸爸：“今天的月亮为什么这么明亮？”爸爸告诉我说：“秋天空气中灰尘少，所以月亮就会Q10觉得格外明亮。”
高级华文试卷二：阅读理解（一）
HCL Paper 2 Comprehension 1

- Q12-Q13：从文中找出表达下列意思的词语，然后把它们写在横线上。（4分）

- Q12心里不明白：_____________________________

- Q13一点力气也没有：_____________________________
“……一天，当她又因为别人的取笑，独自躲在一个角落流泪时，刚好有一位慈祥的老校工经过。……

文玲每天全心全意地照着老校工的话去做：她总是带着自信的笑容，亲切地和老师和同学打招呼；……”

Q18-Q19：根据词语在文中的意思，用自己的话各造一个句子。（6分）

Q18慈祥：__________________________________________

Q19全心全意：______________________________________
Principal’s Address

MDM JACKIE KOK
Outline of Presentation

- School Leadership
- Primary School Curriculum
- The Gongshang Pupil
- 2014 PSLE Results
- Subject-Based Banding
- Class Allocation
- Promotion Criteria
- Overview of PSLE
- Direct School Admission (DSA)
SCHOOL LEADERSHIP

Mdm Kok Chow Hiong, Jackie
Principal

Mdm Toh Leng Leng
Vice-Principal 1

Mr Cheah Kok Keong George
Vice-Principal (Admin)

PRIMARY SCHOOL CURRICULUM

KEY MILESTONES IN YOUR CHILD’S EDUCATION

Primary
- Pre-P1: Choosing a Primary School
- P4: Choosing Subject Bands
- P6: PSLE and Choosing a Secondary School

Secondary
- Sec 2: Choosing a Subject Combination
- Sec 4/5: GCE ‘O’ Level
  - GCE ‘N’ Level
  - Choosing a Post-Sec Institution

OUR VISION

A healthy, confident, gracious and morally upright pupil with a passion for learning and love for Singapore.

Gongshang 2020

Towards a truly value-based education

**Mission**
To provide a safe and happy environment for our pupils to strive towards excellence.

**Vision**
A healthy, confident, gracious and morally upright pupil with a passion for learning and love for Singapore

**Strategic Thrusts**
- Developing a Learning Community
- Nurturing a 21st CC Learner
- Achieving Quality School Management Systems and Partnerships

**The Gongshang Pupil**
- Anchored on VALUES
- VALUED in the 21st Century Workplace
- VALUES Singapore, society & the world
The Gongshang Pupil in 2020

A Confident Person • A Self-Directed Learner • An Active Contributor • A Concerned Citizen

Anchored on

VALUES

• Perseverance • Thrift • Integrity • Respect (School Values)
• Responsibility • Harmony • Resilience • Care

VALUED

in the 21st Century Workplace

• 21st Century Competencies
• SEL Competencies

VALUES

Singapore, society & the world

• Rooted to Singapore
• Appreciates sports and arts
• Values society, environment, global issues

Purpose • Pupils • ExPerience • Professional Development • Partnership.
Anchored on VALUES

Singapore, society & the world

VALUED in the 21st Century Workplace

PSLE RESULTS 2014

### Overall Performance 2014

<table>
<thead>
<tr>
<th>Level</th>
<th>Gongshang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote to S1</td>
<td>96.7%</td>
</tr>
<tr>
<td>% Express</td>
<td>72%</td>
</tr>
<tr>
<td>% Normal (Academic)</td>
<td>16.1%</td>
</tr>
<tr>
<td>No. of candidates 250 and above</td>
<td>25</td>
</tr>
</tbody>
</table>
P4 SUBJECT-BASED BANDING

Subject-based Banding
Catering to your child’s abilities
Why Subject-based Banding?

“We recognise different abilities... and help each student to proceed at a pace that he can manage.”

Mr Tharman Shanmugaratnam
Minister for Education
2006
Why Subject-based Banding?

- To provide more flexibility to pupils with strengths and abilities that vary across subjects.
- To encourage greater interaction among pupils with different strengths.
What Subject-based Banding means for your child

• Every child will be encouraged to do the subjects at the levels that best meet his/her abilities

• Removal of **streams** in Primary 5 and 6
## Subjects Offered at P5

<table>
<thead>
<tr>
<th>STANDARD LEVEL</th>
<th>FOUNDATION LEVEL</th>
<th>HIGHER MTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standard English</td>
<td>• Foundation English</td>
<td>• Higher CL</td>
</tr>
<tr>
<td>• Standard Mathematics</td>
<td>• Foundation Mathematics</td>
<td>• Higher ML</td>
</tr>
<tr>
<td>• Standard Science</td>
<td>• Foundation Science</td>
<td></td>
</tr>
<tr>
<td>• Standard Mother Tongue Language</td>
<td>• Foundation Mother Tongue Language</td>
<td></td>
</tr>
</tbody>
</table>
CLASS ALLOCATION AT P5

A letter to parents (15/ E/001) was issued on 2 Jan 2015 regarding:

Subject-based Class Allocation for Primary Five Pupils
CLASS ALLOCATION AT P5

- Pupils were allocated to classes according to their abilities and achievement in **English Language**.

- Pupils are re-banded according to their abilities and achievement in Mother Tongue Language and then for Mathematics for the MTL and Math lessons respectively.

- For the teaching of Science, it will be according to the Mathematics grouping.

- The pupils remain in the banded English class for the teaching of the other subjects such as PE, Music, Art, Social Studies and Health Education.
## CLASS ALLOCATION AT P5

<table>
<thead>
<tr>
<th>Form Class</th>
<th>HE/ SS/ PE/ Art/ Music</th>
<th>English</th>
<th>Mathematics/ Science</th>
<th>Mother Tongue Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>5.1</td>
<td>5EL1</td>
<td>5MA1/ 5MA2/</td>
<td>5.1- 5.6</td>
</tr>
<tr>
<td></td>
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<td>5MA3/ 5MA4/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5MA5/ 5MA6/</td>
<td>5C L1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5MA7/</td>
<td>5C L2</td>
</tr>
<tr>
<td>5.2</td>
<td>5.2</td>
<td>5EL2</td>
<td>5SC1</td>
<td>5C L1</td>
</tr>
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<td></td>
<td>5SC4</td>
<td>5C L4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5SC5</td>
<td>5C L5</td>
</tr>
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<td>5.3</td>
<td>5.3</td>
<td>5EL3</td>
<td></td>
<td>5ML2</td>
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<td>5.4</td>
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<td>5EL4</td>
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<td>5EL5</td>
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</tr>
<tr>
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<td>5EL6B</td>
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</tr>
</tbody>
</table>

### PROMOTION CRITERIA TO P6

<table>
<thead>
<tr>
<th>Subject Combination</th>
<th>Primary 5 (2015)</th>
<th>Primary 6 (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Standard Subjects</td>
<td>Achieve at least a pass in 1 subject</td>
<td><strong>Standard Level</strong> EL, Math, Science, MTL</td>
</tr>
<tr>
<td></td>
<td>Failed all 4 subjects</td>
<td>4F combination</td>
</tr>
<tr>
<td>3/4 Foundation Subjects</td>
<td>Direct Progression to P6</td>
<td><strong>Foundation Level</strong> FEL, FMa, FSc, Foundation MTL</td>
</tr>
</tbody>
</table>
| To continue to offer Higher MTL | • Achieve at least 70 marks in MTL  
• Pass in HMTL  
• A good pass in all other subjects | **Higher MTL** HCL, HML EL, Math, Science, MTL |
Overview of the SBB Process

PSLE GRADING SYSTEM

# PSLE GRADING (STANDARD LEVEL)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A*</td>
<td>≥ 91</td>
<td>Has very good understanding of the subject</td>
</tr>
<tr>
<td>A</td>
<td>75 – 90</td>
<td>Has good understanding of the subject</td>
</tr>
<tr>
<td>B</td>
<td>60 - 74</td>
<td>Has adequate understanding of the subject</td>
</tr>
<tr>
<td>C</td>
<td>50 – 59</td>
<td>Has fair understanding of the subject</td>
</tr>
<tr>
<td>D</td>
<td>35 – 49</td>
<td>Has elementary understanding of the subject</td>
</tr>
<tr>
<td>E</td>
<td>20 - 34</td>
<td>Has not met the requirement for the minimum grade</td>
</tr>
<tr>
<td>U</td>
<td>&lt;20</td>
<td>Has not met the requirement for the minimum grade</td>
</tr>
</tbody>
</table>

*PSLE GRADING (STANDARD LEVEL)*
# PSLE GRADING (FOUNDATION LEVEL)

<table>
<thead>
<tr>
<th>Band</th>
<th>Mark Range</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85 and above</td>
<td>Is very good in the subject at the foundation level</td>
</tr>
<tr>
<td>2</td>
<td>70 - 84</td>
<td>Is good in the subject at the foundation level</td>
</tr>
<tr>
<td>3</td>
<td>50 - 69</td>
<td>Has adequate grasp of the subject at the foundation level</td>
</tr>
<tr>
<td>4</td>
<td>30 – 49</td>
<td>Has an elementary grasp of the subject at the foundation level</td>
</tr>
<tr>
<td>U</td>
<td>Below 30</td>
<td>Has not met the requirements at the foundation level for the minimum grade</td>
</tr>
</tbody>
</table>

**Purpose . Pupils . ExPerience . Professional Development . Partnership.**
What is the PSLE Aggregate Score?

It is a sum of the T-Score (Transformed Score) of the total subjects taken.
How are PSLE scores calculated?

- The PSLE scoring system remains unchanged.
- The raw mark for each subject is converted to a transformed score (T-score).
  - The T-score reflects the pupils’ standing relative to other pupils on a common scale.
- The Aggregate Score is the sum of the T-score in all subjects.
  - Each subject carries equal weighting.
How are PSLE scores calculated?

The PSLE score takes into account:

- content and demand of each subject
- number of subjects taken
What is the T-Score for each subject?

If Pam scores 85% for English and Science, does it mean that she has done equally well for the 2 subjects?

- It depends on how all the other pupils in the cohort fared.
- If the average marks for: English is 80%; and Science is 55%

Hence there is a need to standardize the raw scores to take into account the relative performance of the cohort.

This is the T-Score

Direct School Admission (DSA)
DSA (I)

- Introduced in 2004, the DSA-Sec exercise was conceptualised to promote holistic education.

- The DSA allows students with various talents to apply to secondary schools on the basis of their talents, before taking the PSLE.

- Hence, it allows students who can benefit from a school’s programmes a chance to do so, without relying solely on academic excellence.
At the 2013 National Day Rally, the Prime Minister announced that MOE would be broadening the DSA to consider personal qualities of students, such as character, resilience, drive and leadership.

Some secondary schools already recognise some personal qualities like resilience and leadership in their DSA selection process, e.g. through interviews, auditions etc.
• School will identify students with exceptional personal qualities (if there are any), encourage them to apply via DSA to a school that is suitable for them and has programmes that can develop their areas of talent further and recommend them to the secondary school.

• There will be no recommendation letters given to students.
Discretionary Places for DSA-Sec Exercise

- For **specialised independent schools**
  E.g. SOTA, SST, NUS High – 100%

- For **independent schools (IS)** – 20%

- For **autonomous schools (AS)** – 10%

- For **schools with niche programmes** approved by MOE (Niche Schools) – 5%
PERI UPGRADING PROGRAMME

an Update

<table>
<thead>
<tr>
<th>Feasibility Studies</th>
<th>Design Development</th>
<th>Tendering / Evaluation</th>
</tr>
</thead>
</table>

Construction On-site
New Generation Primary School & is not PRIME
- Redesigned classrooms
- Outdoor experiential learning
- PAL rooms
- Support for differentiated learning
- Conversion of existing facilities
- Additional new facilities

Delayed
THE GONGSHANG COMMUNITY

Anchored on VALUES

Singapore, society & the world in the 21st Century Workplace

Purpose - Pupils - Experience - Professional Development - Partnership

Students - Teachers - Partners (SAC, Alumni) - Admin Staff - Parents
Thank you
English Language Department

MRS JANNIE LEE
Reading Programme - Primary 5 and 6

**Little Red Dot**

- Focuses on English language learning, news and current events
- Learning of skills such as reading, grammar and comprehension
## Examination Format (EL)

<table>
<thead>
<tr>
<th>Components</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Situational and Continuous Writing</td>
<td>55 marks (27.5%)</td>
</tr>
<tr>
<td>Paper 2: Language Use and Comprehension</td>
<td>95 marks (47.5%)</td>
</tr>
<tr>
<td>Paper 3: Listening Comprehension</td>
<td>20 marks (10%)</td>
</tr>
<tr>
<td>Paper 4: Oral Communication</td>
<td>30 marks (15%)</td>
</tr>
</tbody>
</table>
English Language Assessment
PSLE Format from 2015

- Paper 1
  Continuous Writing

- Paper 2
  Visual Text Comprehension
  Comprehension (Open-ended)

- Paper 3
  Listening Comprehension

- Paper 4
  Oral Communication
Continuous Writing

**GIVEN TASK**
- Write a composition about the given topic
- Based on 1, 2 or all of the 3 given visuals
- Pointers are provided

**REQUIRED RESPONSE**
- Continuous prose (narrative or non-narrative)
- Make use of at least 1 out of 3 given visuals in any order
- Address the given pointers in any order and include other relevant points

Write a composition of at least 150 words about fear.

The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- What was the fear?
- Why was it frightening?
- How did it affect you / others?

You may use the points in any order and include other relevant points as well.
Continuous Writing

Assessment Criteria:

Content
- Fully relevant ideas which are highly interesting and thoroughly developed

Language and Organisation
- Accurate grammatical structures
- Correct spelling and punctuation
- Wide and appropriate use of vocabulary
- Very good sequencing and linking of ideas and facts
Uncle Raju was angry that the ripe mango from his tree had been stolen. He thought of a plan to catch the thief.

A surge of anger rushed through Uncle Raju as he stared at the bare branch where a ripening mango should have been. “I’m going to catch him next time, “ he muttered under this breath as a plan began to take shape in his mind.
**Continuous Writing - Tips**

**STRONG INTRODUCTIONS**

<table>
<thead>
<tr>
<th>Use a flashback</th>
<th>Use a Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben had learnt his lesson. He wished he had listened to John. Lying on the hospital bed, he could only blame himself for the accident.</td>
<td></td>
</tr>
<tr>
<td>“Who was that?” shouted Mrs Lam and all the giggles stopped. Folding her arms across her chest, she eyed everyone in the class suspiciously…</td>
<td></td>
</tr>
</tbody>
</table>
End with a question

May apologised profusely for the trouble she had caused. She promised to stay close to the group for the rest of the trip. However, being the scatterbrain that she always was, who knows when she would wander off on her own again?
Continuous Writing - Tips

END WITH A FEELING

Example

James could not find the words to apologise for the nasty prank he had played. He hung his head low in shame and guilt as Mr Tan rained angry words on him. The tightness in his chest went away only when his teacher told him that Tom was going to be all right.
Visual Text Comprehension

- Uses both texts and visuals to represent and present information
21. Based on the flyer, which of the following is true of the story-writing competition?

- The story-writing competition is held at the National Bird Park.
- The stories must be sent in via the website www.birdpark.com/contest.
- Joanna will be able to answer questions on the story-writing competition.
- Participants are required to use the articles printed in the flyer for the story.

22. What does “supply” in the first paragraph of the winning story refer to?

- the gossip
- the flamingos
- the conversations
- the flamingos’ pride

23. According to the winning story, what did the animals take pride in?

- being able to chatter non-stop
- their ability to hide in the jungle
- their brilliant pink coat of feathers
- having the most interesting gossip

24. According to the winning story, the animals did not want the flowers on them because they

- felt that they had not done anything wrong
- wanted to gossip about the flamingos
- felt that it was wrong to eavesdrop
- wanted to keep their secrets

25. How do we know that the animals in the winning flamingos pink?

- The story is meant to explain the original
- The monkeys had an idea of how to turn
- The story asks us to think if the animals
- The monkeys had a huge pot of pink paint
Types of Questions

**Function of punctuation marks**

26. Why are many exclamation marks used in the last paragraph of the winning story?

**Overall understanding of the text**

28. Some of the information in this flyer is factual; others are made up. Which of the following information is made up?
2. Which word in paragraph 3 tells you that something is very rare and uncommon? (1m)

- Question carries 1 mark
- One-word answer required
10. Does the writer think that space flights will be more affordable in the future? How do you know?

- Requires a personal opinion
- Answers need to be supported by details found in the text
Listening Comprehension

20 Multiple Choice Questions (20 marks)

- First 7 items with graphic options
- Texts - news reports, announcements, advertisements, instructions, conversations, speeches and stories.
Listening Comprehension

An example of a question with graphic options/representation
Oral Communication

<table>
<thead>
<tr>
<th>Components</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Aloud</td>
<td>10</td>
</tr>
<tr>
<td>Stimulus-Based Conversation</td>
<td>20</td>
</tr>
</tbody>
</table>
# Reading Aloud

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
</table>
| Pronunciation & Articulation | Good pronunciation  
Clear articulation of words |
| Rhythm & Fluency          | Appropriate rhythm  
Well-paced, fluent reading                                 |
| Expressiveness            | Appropriate variation in pitch and tone to convey information, ideas and feelings |
### Stimulus-Based Conversation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Response</td>
<td>Give personal responses to the given topic and they are well-developed</td>
</tr>
<tr>
<td>Clarity of Expression</td>
<td>Express oneself clearly</td>
</tr>
<tr>
<td></td>
<td>Appropriate vocabulary</td>
</tr>
<tr>
<td></td>
<td>Accurate grammatical structures</td>
</tr>
<tr>
<td>Engagement in Conversation</td>
<td>Interact very well and introduce ideas</td>
</tr>
</tbody>
</table>
Stimulus-Based Conversation

Prompts:
(a) Look at this notice. Do you agree that you should not eat and drink on the train? Why / Why not?
Do you think having notices like this is good? Why / Why not?

(b) Why do you think commuters eat and drink on trains? Have you witnessed such incidents? Tell me about it.

(c) Should the authorities fine commuters who flout or disobey rules on public transport? Why / Why not?

(d) What do you think authorities should do to ensure that commuters obey the rules?
Mathematics Department

MS FADZILLAH A. KHAN
Mathematics Framework

- Monitoring of one’s own thinking
- Self-regulation of learning

Department Focus
P5
Living Passion
Metacognition & Application

Pre Tests-Post Tests-Knowledge & Speed
Short-Answer Questions
Problem-Solving Heuristics

Learning Through Games
Math Scrabble

Talent Development Programme
Math Olympiad
Problem-Solving Module III (Term 3)

Values
in the 21st Century Workplace
Singapore, society & the world
What is Mathematical Problem Solving?

A process......

where pupils use previously acquired knowledge, skills and understanding to satisfy the demands of a situation
**Routine**: pupils can follow certain known algorithm, formula or procedure

**Non-routine**: a situation that cannot be resolved by merely applying a standard algorithm, formula or procedure, which is usually readily available to a problem solver.
The heuristics of problem solving are the **strategies or tactics** used in solving problems.

These techniques are **general guidelines** that are useful in solving a wide range of problems.
Problem-solving heuristics can be grouped into 4 categories:

1. Use a different representation
   - Use of model-drawing
   - Make a list/table
2. Make a calculated guess
   - Guess & Check
   - Look for pattern
3. Go through the process
   - Work backwards
   - Before & After
4. Modify the problem
   - Simplify the problem
   - Solve part of the problem
4-Step Problem Solving Process

Understand the problem
- What are the unknown?
- What information can you obtain from the problem?
- Retell the story in your own words

Devise a Plan
- Model-Drawing
- List & Check
- Look For A Pattern
- Working Backward

Carry out the plan
- Using the known to find the unknown

Look Back
- Check for Accuracy/Working Backwards

Read sentence by sentence

Anchored on VALUES

Parent’s Participation:

- Application of Mathematics in real-life situations
- Inculcate positive attitude and passion in the learning of mathematics
- Motivated practices (repetition/variation)
- Using correct mathematical language
- Encourage thinking aloud and discuss solutions
Model drawing method is best for primary maths...

By drawing models, pupils can represent the mathematical relationships in a problem pictorially. This helps them understand the problem and plan steps for the solution.

The pictorial form also helps pupils visualise what could otherwise be abstract concepts. (Fractions, Ratio & Percentage)

The model drawing method is thus a developmentally sound approach for young children. It is recognised internationally as an effective way for young children to learn problem solving and have early exposure to algebraic concepts.
### Format of P5 Math Exam (Standard)

<table>
<thead>
<tr>
<th>Paper</th>
<th>Booklet</th>
<th>Item Type</th>
<th>No. of Questions</th>
<th>%</th>
<th>Remarks</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Multiple-choice</td>
<td>10</td>
<td>20</td>
<td>10 \times 1m 5 \times 2m</td>
<td>50min</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>Short-answer</td>
<td>10</td>
<td>20</td>
<td>10 \times 1m 5 \times 2m</td>
<td>50min</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Short-answer</td>
<td>5</td>
<td>10</td>
<td>5 \times 2m</td>
<td>1h 40min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structured / Long-answer</td>
<td>13</td>
<td>50</td>
<td>3 marks 4 marks 5 marks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>48</strong></td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Paper 1 – Use of calculator is not allowed**

**Paper 2 – Use of calculator is allowed**

Both papers will be scheduled on the same day with a break between the two papers.

_Purpose_ . _Pupils_ . _ExPerience_ . _Professional Development_ . _Partnership._
VALUES
Anchored on VALUES

Be Your Child's Coach Workshop
Term 2

Come and Join Us!!!
thank you


Science Department

MRS LOY-CHOW YOKE YEONG
3 Key Areas emphasized in Primary Science Education:

1. Knowledge of Science
   - Primary Science Syllabus organised in 5 themes: Diversity, Cycles, Systems, Interactions, Energy

2. Process Skills
   - Categorised into Basic Process Skills and Integrated Processes

3. Attitudes
   - Such as curiosity, keenness, creativity, open-mindedness, perseverance, concern for environment
1. Knowledge of Science
## Organisation of Themes

<table>
<thead>
<tr>
<th>Level</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Block</strong></td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td>Diversity, Systems, Interactions</td>
</tr>
<tr>
<td>P4</td>
<td>Cycles, Energy</td>
</tr>
<tr>
<td><strong>Upper Block</strong></td>
<td></td>
</tr>
<tr>
<td>P5</td>
<td>Systems, Cycles, Energy</td>
</tr>
<tr>
<td>P6</td>
<td>Energy, Interactions</td>
</tr>
</tbody>
</table>

- PSLE: from P3 to P6
- Keep all books!
Topics at P5

- **Systems**
  - Systems in Living Things
  - Cells
  - Electrical system

- **Cycles**
  - Water
  - Reproduction in plants
  - Sexual reproduction in humans

- **Energy**
  - Energy and Photosynthesis
2. Process Skills
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Sample Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing</td>
<td>Compare, classify, describe, distinguish between, explain, outline, summarise</td>
</tr>
<tr>
<td>Interpreting</td>
<td>Convert, draw, estimate, illustrate, interpret, restate, summarise, translate</td>
</tr>
<tr>
<td>Inferring</td>
<td>Derive, draw, estimate, extend, extrapolate, predict, propose, relate</td>
</tr>
<tr>
<td>Applying</td>
<td>Arrange, compute, describe, demonstrate, illustrate, rearrange, relate, summarise</td>
</tr>
<tr>
<td>Analysing</td>
<td>Break down, describe, diagram, differentiate, divide, list, outline, separate</td>
</tr>
<tr>
<td>Creating</td>
<td>Compose, design, devise, draw, formulate, make up, present</td>
</tr>
<tr>
<td>Synthesising</td>
<td>Arrange, combine, construct, design, regroup, relate, write</td>
</tr>
<tr>
<td>Generalising</td>
<td>Construct, develop, explain, formulate, generate, make, state</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Appraise, criticised, defend, describe, defend, evaluate, explain, judge, write</td>
</tr>
</tbody>
</table>

3. Attitudes
Attitudes of a Scientist

- Curiosity
- Creativity
- Integrity
- Objectivity
- Openmindedness
- Perseverance
- Responsibility
Assessment
### Semestral Assessments

<table>
<thead>
<tr>
<th></th>
<th>Total Marks</th>
<th>Exam format</th>
<th>Duration</th>
<th>Topics Covered</th>
</tr>
</thead>
</table>
| SA1   | 100         | 30 MCQs (60 marks) 14 OEQs (40 marks) | 1h 45min   | • All Lower Block topics  
• P5 – Cells, Systems in living things, Photosynthesis |
| SA2   | 100         | 30 MCQs (60 marks) 14 OEQs (40 marks) | 1h 45min   | • All Lower Block topics  
• All P5 topics                                         |
| SPA   | 14          | Practical Assessment              | 4 min/station, 4 stations | • All Lower Block topics  
• P5 – Systems, Photosynthesis, Water cycle           |

Legend: **MCQ** – Multiple Choice Questions, **OEQ** – Open-Ended Questions

Science Practical Assessment

Tackling the Paper

- Multiple-Choice Questions
  - Identify topic
  - Elimination
  - Show thought process

- Open-Ended Questions
  - Identify topic/concept
  - Key information
  - Show thought process
  - Note key question words (State, name, describe, explain etc.)
Homework – for Parents

• Regular revision

• Expose your child to various resources to build their curiosity towards Science, such as newspaper articles, Science magazines, Science books, Educational videos/TV programmes, good internet websites

• Practice papers – discipline to sit through 1h 45min without break
Enrichment - for Parents

- Science Workshop
  - Term 2
  - Details to be given
Anchored on VALUES


in the 21st Century Workplace

VALUES

Singapore, society & the world

VALUES

P


P

Partnership.

P


P

P

P

P

P

P

P
Trips for International Experience (TIE)

MDM SARIFAH RAHMAH Bte AHMAD
Objectives

✧ **International Awareness** : To broaden pupils’ perspectives beyond the classroom and to enable them to acquire global insights

✧ **Cultural Savvy** : To expose our pupils to overseas cultures and people through planned activities with schools overseas

✧ **Rootedness** : To increase pupils’ sense of appreciation of, and belonging to, Singapore
4D3N Ho Chi Minh City, Vietnam
21-24 May 2015 (Thursday – Sunday)
Rice Planting
Lacquer Painting Workshop
Coconut-Candy Factory
Chu Chi Tunnel

Horsecart-riding
Fish Catching
Pupil’s Selection Criteria

1. Exemplary in terms of school values: perseverance, thrift, integrity, respect

2. Good behaviour in school

3. No major medical condition

4. Results of the quiz
70 pupils will be selected
(11-12 per class).
If any of the selected pupils pull out, the vacancies will be opened to the other pupils in the class.
8 accompanying teachers
(teacher-pupil ratio is 1:10)
# Payment

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of Trip</td>
<td>$ 695.00</td>
</tr>
<tr>
<td>School Subsidy for Singapore Citizens only (30%)</td>
<td>$ 208.50</td>
</tr>
<tr>
<td>Co-Payment by pupils (70%)</td>
<td>$ 486.50</td>
</tr>
<tr>
<td>Group T-shirt</td>
<td>$ 9.00</td>
</tr>
<tr>
<td>Total Payable by pupils</td>
<td>$ 495.50</td>
</tr>
<tr>
<td>Deposit (Non-refundable)</td>
<td>$ 70.00</td>
</tr>
<tr>
<td>Balance Edusave or Cash/Cheque</td>
<td>$ 425.50</td>
</tr>
</tbody>
</table>
Package Includes :-

*Triple Sharing in 4-star Hotel (tbc)*
*Insurance Coverage*
*Flight Details - Singapore Airlines*
ETD 0950 hrs (21/5/15)
ETA 2240 hrs (24/5/15)
Payment

✦ 10% deposit in CASH (Non-refundable)
✦ Pupil’s Edusave – full / partial payment
✦ No subsidy for PR and Non-Citizens
✦ Visa to be paid by pupil
FAS Pupils

- 10% Deposit
- Remaining via Edusave
- If pupil’s Edusave is still insufficient, the school will bear the remaining amount.
Thank you
Parents’ Briefing on Cyber Wellness

MRS LIM WAN SZI
Objectives

To share on:

- Cyber Wellness Education (MOE)
- Parents as Partners
Managing Potential Online Risks

REGULATING
time and activities

MANAGING
online reputation

DISCERN
inappropriate content

RESPECT
intellectual property

Being a Digital Citizen:
“Balance of individual empowerment with digital technology with the sense of personal, community, global responsibility”

CYBER WELLNESS EDUCATION (MOE)
What is Cyber Wellness?

- Positive well-being of Internet users
- Understanding of the norms of appropriate use
- An understanding of the risks of harmful online behaviour
- An awareness of how to protect oneself and other Internet users
- Recognition of the power of the Internet to benefit oneself and the community

Source: MOE and MDA
Key Messages for Cyber Wellness

- **ICT is an integral part of the learning environment**

- Cyber Wellness education should move in **tandem** with the use of ICT for learning

- Partnership between parents and schools is essential for a **holistic** Cyber Wellness education
Cyber Wellness Education -
MOE Framework

Cyber Wellness Principles
The two principles of “Respect for Self and Others” and “Safe and Responsible Use” are meant to emphasise the rules of personal conduct that all Internet users should adhere to while engaging with the Internet.

“Sense, Think & Act” Process
This process serves to highlight the stages that students should undergo in preparing themselves to self-manage their behaviour in cyberspace.
Cyber Wellness Education: Goal of MOE’s Cyber Wellness Curriculum

To equip our children with life-long social-emotional competencies and sound values so that they can become safe, respectful responsible users of ICT.
## Cyber Wellness Curriculum

<table>
<thead>
<tr>
<th>2 Principles</th>
<th>3 Big Ideas</th>
<th>4 Themes</th>
<th>8 Topics CW Curriculum in Pri (FTGP) &amp; Sec (CCE Guidance Module)</th>
<th>CW within Pre-U CCE lessons and school-based CCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CW Framework</td>
<td>Identity</td>
<td>Online Identity and Expression</td>
<td>Pre-U students will build on the foundation of ten years of Cyber Wellness education to apply and advocate cyber wellness Knowledge, Skills, Attitudes and Values in the context of the total school experience [will be rolled out in 2016].</td>
<td></td>
</tr>
<tr>
<td>Cyber Identity: Healthy self-identity</td>
<td>Balanced Use of ICT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber Use: Balanced life and balanced use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td>Cyber Relationships: Safe and meaningful</td>
<td>Netiquette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber Citizenship: Positive presence</td>
<td>Cyber Bullying</td>
<td>Online Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe and responsible use</td>
<td>Handling Online Content and Behaviour</td>
<td>Cyber Contacts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• About the Cyber World</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**FTGP CW LESSONS**

- P1 – 1 Lesson per year
- P2 – 2 Lessons per year
- P3 – 3 Lessons Per year
- P4 – 2 Lessons Per year
- P5 – 2 Lessons Per Year
- P6 – 4 Lessons per year

*(As of 2014)*
MOE’s Key Message to Students

1. Embrace ICT yet maintain a balanced lifestyle between the physical and the cyber world

2. Harness the power of ICT for positive purposes

3. Maintain a positive presence in cyberspace

4. Be a safe and responsible user of ICT
PARENTS AS PARTNERS
Do you know your child’s online social lives?

- Content Sharing sites
  - Instagram
  - YouTube
  - flickr
  - Pinterest

- Social Networking sites
  - Tumblr
  - Blogger
  - Google+
  - Facebook

- Messaging apps
  - WhatsApp
  - LINE
  - Snapchat
  - WeChat
Key findings:

- Children’s exposure to online risks tends to be less when parents actively mediate their children’s use.
- Active mediation is linked to MORE (not fewer) online activities and skills.
Use the self-assessment checklist with your child to engage him/her in an open discussion on his/her digital lifestyle so that you can better support him/her home cyber wellness education.


<table>
<thead>
<tr>
<th>S/N</th>
<th>Self-assessment checklist on Internet Use</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In the past year, has your schoolwork suffered because you spent too much time online?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In the past year, have you become restless or irritable when trying to cut down or stop your online activities?</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>In the past year, have you ever skipped your studies or co-curricular activities (CCA) because of your online activities?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>In the past year, have you ever lied to family or friends about how much you go online?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>In the past year, do you need to spend more and more time or money on online activities to feel the same amount of excitement?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>In the past year, have you gone online to escape from problems, bad feelings, or stress</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>In the past year, are you thinking about your online activities more and more?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>In the past year, have you ever needed to borrow money because of your online activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>In the past year, have you ever stolen money because of your online activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>In the past year, have you tried to go online less often or for shorter periods of time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Referring to (10), were you successful?</td>
<td></td>
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</tr>
</tbody>
</table>

- **Be informed** and aware of healthy online practices and activities.
- **Discuss** online activities with your children to stimulate better critical thinking skills
- **Encourage** your children to be active participants, instead of passive recipients, of online content and interactions
- **Role model** positive online behaviour.

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Technical Mediation</th>
<th>Restrictive Mediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that passwords are secure and updated regularly</td>
<td>Set parental control on devices to regulate children’s use</td>
<td>Set rules for ICT usage to control the amount of time spent online</td>
</tr>
<tr>
<td>‘Friend’ their children on social media platforms.</td>
<td>Set parental filter on web browsers to sieve out inappropriate content</td>
<td>Do not allow children to have their own personal device or data-plan.</td>
</tr>
<tr>
<td>Check the cache regularly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Reinforcing Learning at Home

### “Family Time” activities in Primary Lessons:

<table>
<thead>
<tr>
<th>Sample Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1 Lesson on <em>Surf Safe</em></strong></td>
</tr>
<tr>
<td>Pupils share the three Surf Safe Rules with parents/guardians and have them sign on the journal page</td>
</tr>
<tr>
<td><strong>P4 Lesson on <em>Too Much Too Little</em></strong></td>
</tr>
<tr>
<td>Pupils enlist the help of family members to keep track of their ‘Screen Time’ habits. Pupils initiate conversations with their family members to have them reflect on the role of media-related technology in their everyday lives.</td>
</tr>
</tbody>
</table>

### SURF SAFE RULES

**I learnt these three rules today:**

- Rule 1: Always ask your parents/teachers first.

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TV</th>
<th>Video Games</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
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<td></td>
</tr>
</tbody>
</table>
Every Parent, A Supportive Partner
Anchored on **VALUES**

**Singapor, society & the world**

**VALUED in the 21st Century Workplace**

Anchored on **VALUES**

**Purpose . Pupils . ExPerience . Professional Development . Partnership.**