



**Science@BTPS**

To nurture **Every**  
**Child** to be a **Self-**  
**directed Inquirer** of  
**Science Around Us**

Eilish Rae O'Mahony  
5 Respect 2022

**P5 Science**  
**Parents Briefing 2023**



# P5 Science Assessment (Term 1 & 2)

Term	Assessment	Chapters tested
<b>1</b> <b>W9</b>	<b>Topical Test (10%)</b> <b>Std Science: 40 marks</b> <b>Fdn Science: 30 marks</b>	<b>Cycles: Plant and Human Reproduction</b> <b>Cycles: Life cycle (P<sub>4</sub>)</b> <b>Diversity: Materials (P<sub>3</sub>)</b>
<b>2</b> <b>W7/8</b>	<b>Topical Test (15%)</b> <b>Std Science: 40 marks</b> <b>Fdn Science: 30 marks</b>	<b>Cycles: Plant and Human Reproduction, Water Cycle</b> <b>Interactions: Magnets (P<sub>3</sub>)</b>

# P5 Science Assessment (Term 3 & 4)

Term	Assessment	Chapters tested
3 W6	Topical Test (15%) Std Science: 40 marks Fdn Science: 30 marks	Cycles: Water Cycle Systems: Plant Transport System, Air, Respiratory and Circulatory System Systems: Digestive System (P4)
4 W7	Semestral Assessment (60%) Std Science: 100 marks Fdn Science: 70 marks	All P3 –P5 topics



# P5 Assessment Format (Standard Science)

## Topical Test – Term 1-3

Section	Type of Questions	50 min	Marks
A	MCQ	11 Q	22
B	Open-ended	5-7 Q	18
	TOTAL	16-18 Q	40

## Semestral Assessment – Term 4

Booklet	Type of Questions	1 h 45 mins	Marks
A	MCQ	28 Q	56
B	Open-ended	12-13 Q	44
	TOTAL	40-41 Q	100

# P5 Assessment Format (Foundation Science)

## Topical Test – Term 1-3

Section	Type of Questions	40 min	Marks
A	MCQ	8 Q	16
B	Open-ended	4-6 Q	14
	TOTAL	12-14 Q	30

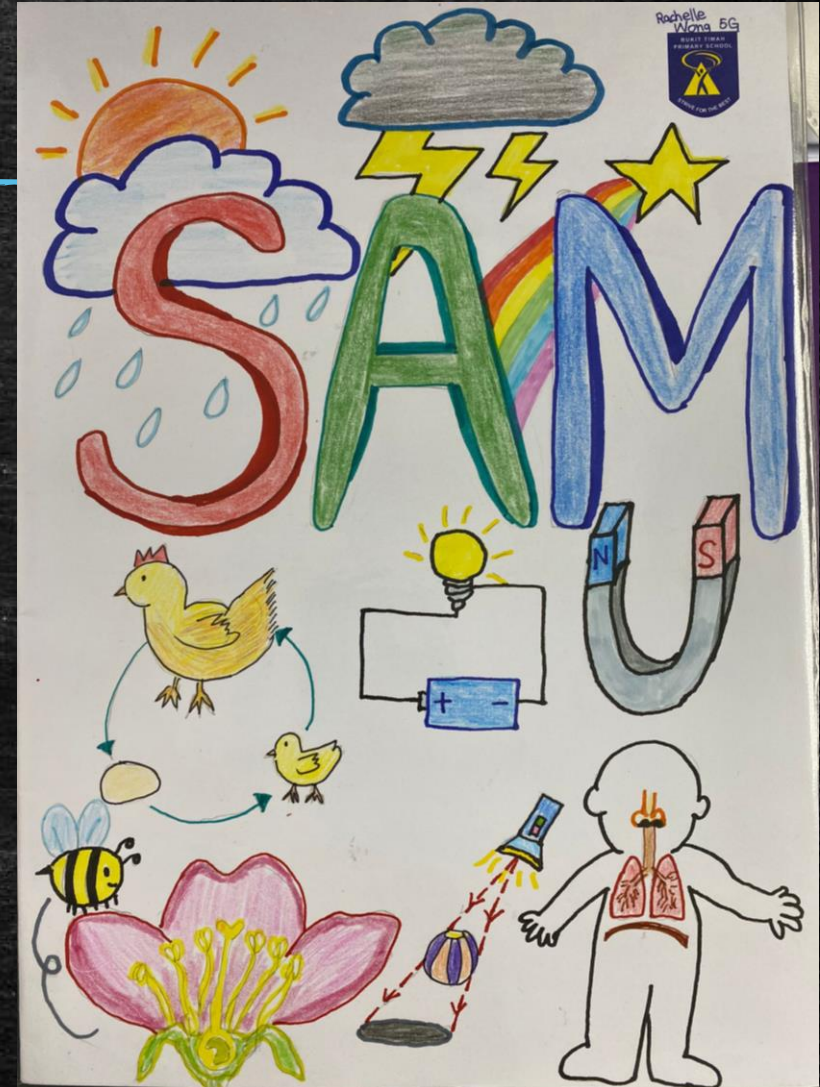
## Semestral Assessment – Term 4

Booklet	Type of Questions	1 h 15 mins	Marks
A	MCQ	18 Q	36
B	Structured	6-7 Q	14
	Open-ended	5-6 Q	20
	TOTAL	29-31 Q	70



# P5: Science Programme

- Inquiry-based Learning Approach
- Work Like A Scientist Programme
- SAM Journal → Document learning, Important Science Words
- Tackling OE Questions using CER approach
- Formative assessment: Topical Checklist, Certainty of Response Index (CRI), Examination Review
- Revision: Topical papers, Exam Practice
- Process Skill: Investigation



Wong Ying Hui  
5 Graciousness 2022



# C-E-R Framework

McNeill & Krajcik (2012)

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- **Claim**

- *the answer/conclusion about a problem*

- **Evidence**

- *Scientific data (information/clues) in the question that is appropriate to support your claim*

- **Reasoning**

- *Justification using scientific concepts*

# Topical Checklist and Examination Review

## Self-Assessment on Reproduction Process in Humans and Flowering Plants

Choose the level that describes how well you have understood each of the Science ideas.

Levels	Descriptors
1	I have understood this Science idea <b>the least</b> . (I don't get it)
2	I have <b>some understanding</b> about this Science idea. (I partially get it)
3	I have understood this Science idea <b>very well</b> and can explain it to my friend. (I get it)



No.	Science ideas and Skills	Levels		
		1	2	3
1.	I understand that living things reproduce to ensure continuity of their kind.			
2.	I can state the characteristics of an organism that are passed on from parents to their <u>off-spring</u> .			
3.	I know the process of fertilisation in the sexual reproduction of humans.			
4.	I understand the process of pollination in the sexual reproduction of flowering plants.			
5.	I understand the process of Fertilisation in the reproduction of flowering plants.			
6.	I understand the process of Seed Dispersal in the reproduction of flowering plants.			
7.	I understand the process of fertilisation in the sexual reproduction of			

Bukit Timah Primary School

Primary 5 Science SA2 Review 2022

## Primary 5 Science SA2 Review 2022

### Pupils have generally done well in the following areas :

#### Reproduction

Pupils can compare and identify traits given in a family tree diagram. (Q3) They are also able to compare and recognise characteristics of fruits/ seeds and their method of dispersal. (Q5)

#### Human Systems

Pupils are able to trace the path taken by air breathe in and out. They can identify parts of respiratory and circulatory system. (Q10, Q33)

Pupils are able to identify and compare parts of cells and its functions. They are also able to state similarities and differences between plant and animal cells. (Q32)

### Areas for improvement :

#### Plant system

Pupils need to review the topic on plant system and understand the function of food and water

## Bukit Timah Primary - Certainty of Response Index (CRI)

CRI 1: Wild Guess

CRI 2: Reasonable Guess

CRI 3: Fairly Sure

CRI 4: Sure

CRI

Qn	CRI 1	CRI 2	CRI 3	CRI 4	CRI 1/2 Correct	CRI 3/4 Wrong	Action to be taken
1							



# Process Skill - Investigation

In conducting an experiment, you should do the following:

1	Come up with a question for my experiment.
2	Make a prediction (hypothesis) and give a reason why I think it will happen this way.
3	List out the things I need.
4	Identify the variable to change. (Independent Variable)
5	Identify the variable to measure. (Dependent Variable)
6	Identify the variables to keep the same. (Constant Variable)
7	Write down the steps of the experiment.
8	Record the results in the form of a table or graph.
9	Make a conclusion based on the results.
10	Think of ways to improve my experiment.





# 5 Learning Behaviours



**Engage**  
I Pose Questions



**Explore**  
I Actively  
Look for  
Answers



**Explain**  
I Explain my  
Thinking



**Elaborate**  
I Link what I  
Learn to Life



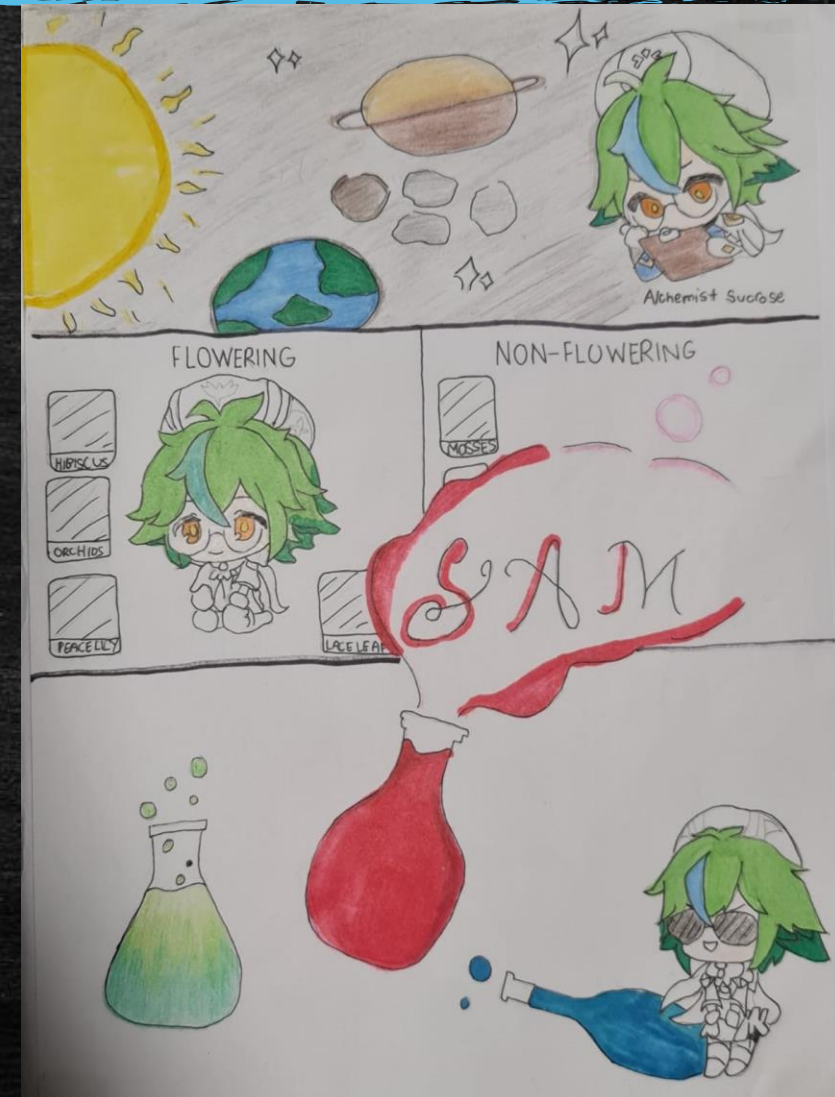
**Evaluate** I Reflect on my Learning



# 4 Things we want to see in the Journals

- 1) Strives for the best
- 2) Poses questions to find out more
- 3) Explain thinking using relevant science concepts
- 4) Links science learning to life

Catherine Elizabeth Wairisal  
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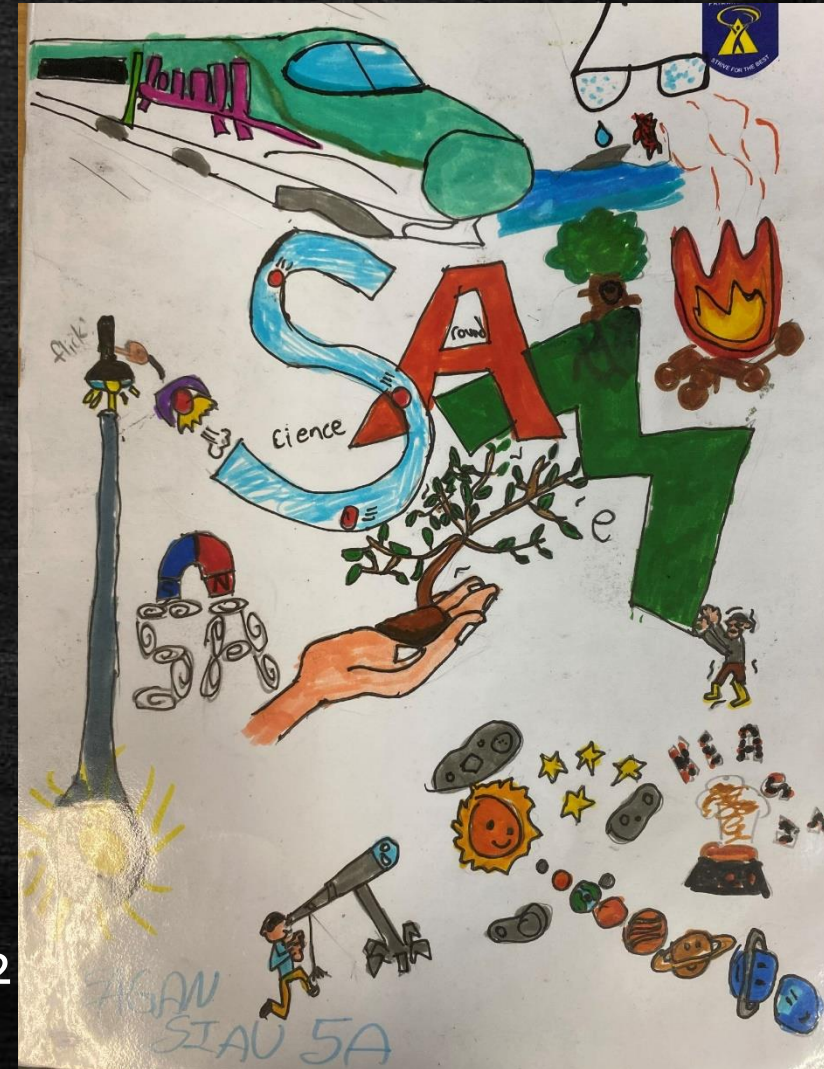




# How to support your child?

- Revise the concepts in textbooks.
- Look through the topics in P3 & P4.
- Do MindMaps to sum up knowledge
- Encourage them to ask questions

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Thank  
you!

