



# Science@BTPS

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

Amelie Sarah Yana Wairisal  
6 Respect 2022

P6 Science  
Parents Briefing 2023



# P6 Science Assessment

Term	Assessment	Chapters tested
1	<b>Topical Test</b> <b>Std Science: 40 marks</b> <b>Fdn Science: 30 marks</b>	<b>Energy: Photosynthesis, Energy Conversion (Std Science only)</b>  <b>Energy: Light and Heat energy (P<sub>4</sub>)</b>
2	<b>Topical Test</b> <b>Std Science: 40 marks</b> <b>Fdn Science: 30 marks</b>	<b>Interactions: Forces &amp; Environment*</b> <i>*Do not include Adaptations and Man's impact on Environment.</i> <b>Interactions: Magnets (P<sub>3</sub>)</b>
3	<b>Preliminary Assessment (100%)</b> <b>Std Science: 100 marks</b> <b>Fdn Science: 70 marks</b>	<b>All P<sub>3</sub> –P<sub>6</sub> topics</b>

# P6 Assessment Format (Standard Science)

## Topical Test – Term 1-2

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

## Preliminary Examination – Term 3

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



# P6 Assessment Format (Foundation Science)

## Topical Test – Term 1-2

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

## Preliminary Examination – Term 3

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



# P6: Science Programme

- Inquiry-based Learning Approach
- SAM Journal → Document learning, Important Science Words
- Tackling OE Questions using CER approach
- Formative assessment: Topical Checklist, CRI, Examination Review
- Revision: Topical papers, Exam Practice, PSLE Booklet (Std & Fdn)
- ASC, June and Sep supplementary classes



Valerie Ip  
6 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 can compare 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							





**Engage**  
I Pose Questions



**Explore**  
I Actively  
Look for  
Answers



**Explain**  
I Explain my  
Thinking

# 5 Learning Behaviours



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



**Evaluate** I Reflect on my Learning

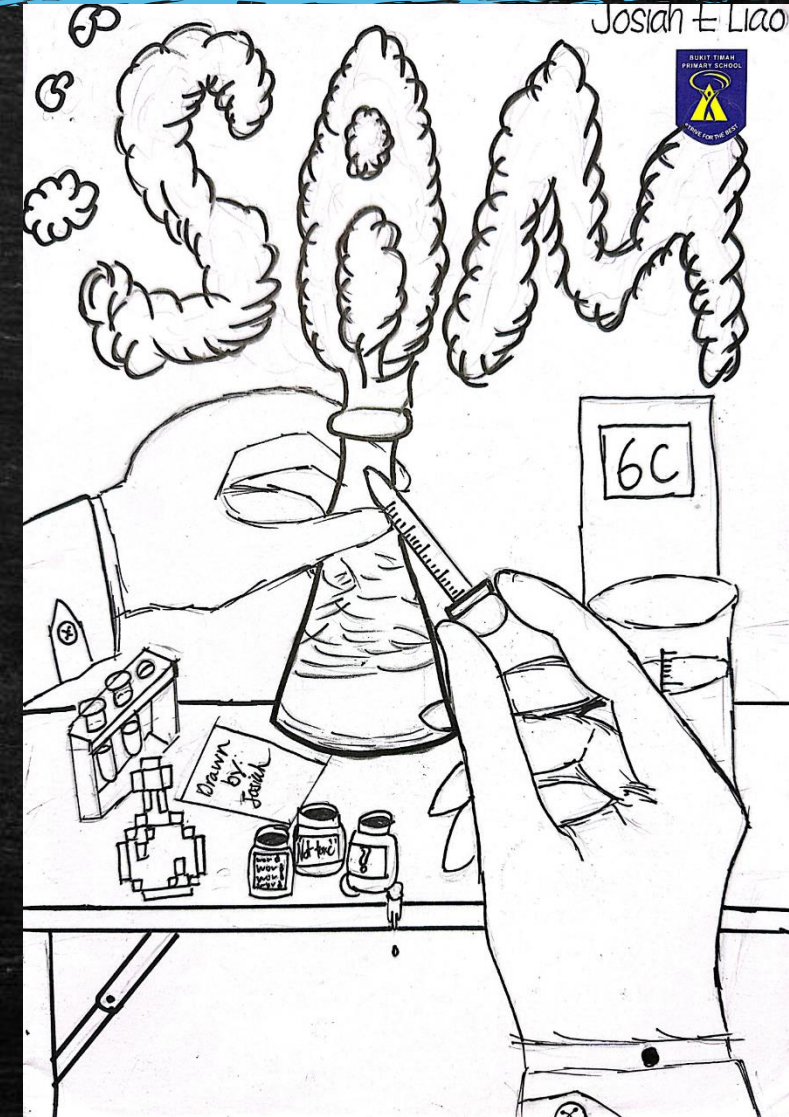


# 4 Things we want to see in the Journals

- 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

Josiah Eliezer Liao  
6 Compassion 2022

Official-open/Non-Sensitive





# How to support your child?

- Revise the concepts in textbooks.
- Do **MindMaps** to sum up knowledge
- **Look through** the exam/practice papers done in P5/P6.
- Encourage them to ask questions

Syed Ilhan Mazia  
6 Adaptability 2022





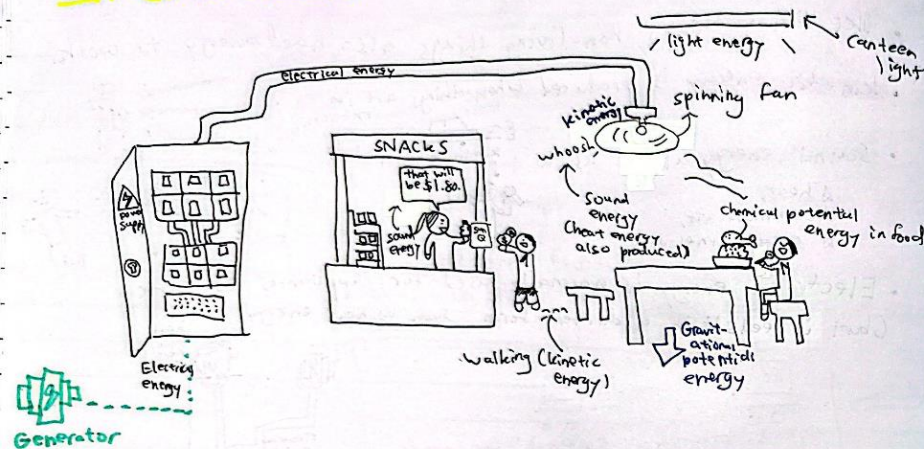
Friday

# ENERGY in real life

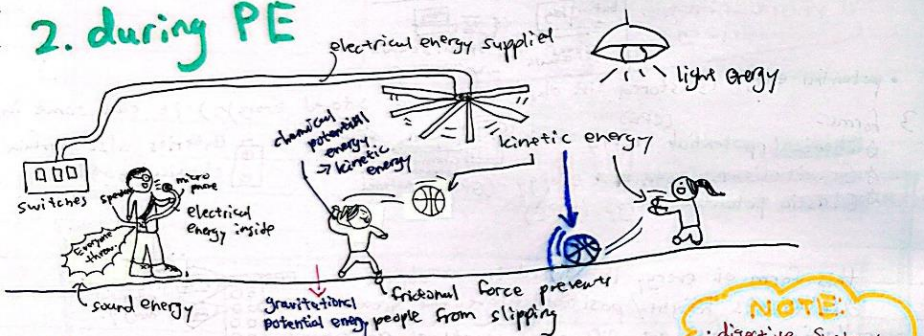
28/1/2022

... what energy forms do you find in these scenarios?

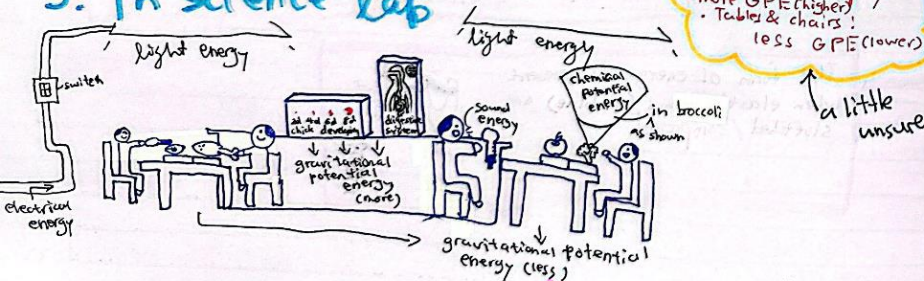
## 1. CANTEEN



## 2. during PE



## 3. in science lab



**NOTE:**  
 • digestive system/chick embryo display: more GPE (higher)  
 • Tables & chairs: less GPE (lower)  
 a little unsure

Friday

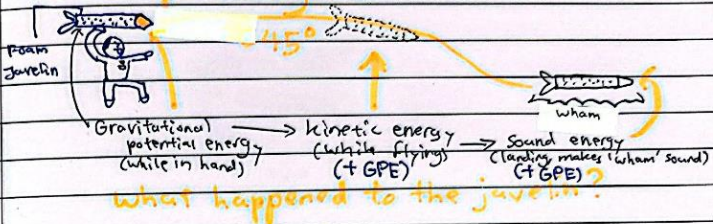
# Energy in real life II

KEY:

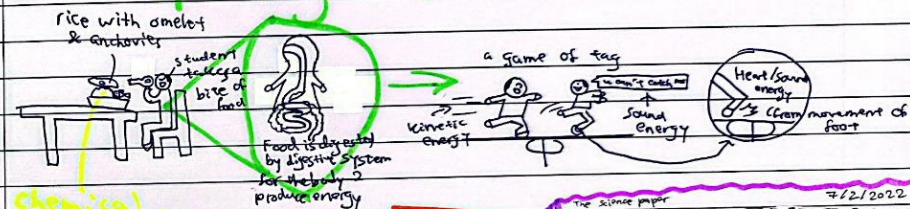
GPE = Gravitational potential energy

4/2/2022

## one example during PE

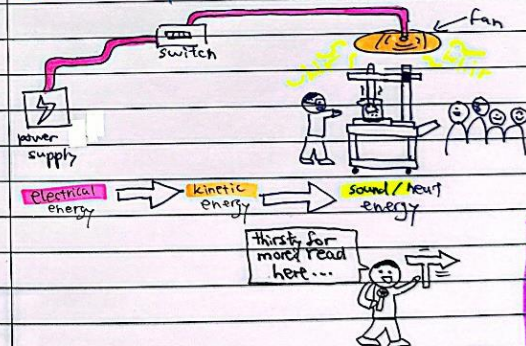


## ONE example during recess



chemical potential energy (CPE) possession

## one example in the science lab

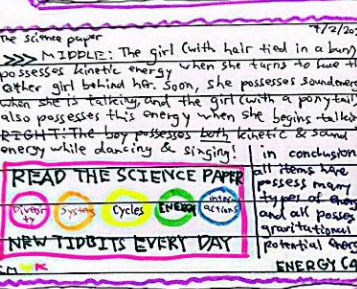
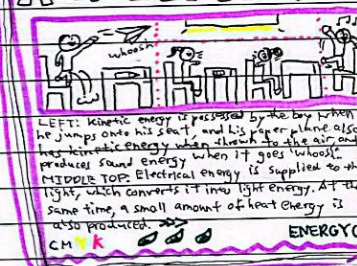


- The end -



Thank you!

## BONUS: ENERGY A NOESY CLASS



Zoe Lee Si Xuan  
 6 Respect 2022