



**PRIMARY 5**

**PARENTS' DIALOGUE**

**MOTHER TONGUE  
SHARING**

# CLASS RULES AND MANAGEMENT



# ASSESSMENT PLANS FOR P5

| <b>Term 1</b> | <b>Term 2</b> | <b>Term 3</b> | <b>Term 4</b> |
|---------------|---------------|---------------|---------------|
| Topical Tests | SA1           | Topical Tests | SA2           |
| No weighting  | 40%           | No weighting  | 60%           |

\* Topical Tests will include mini tests and composition.



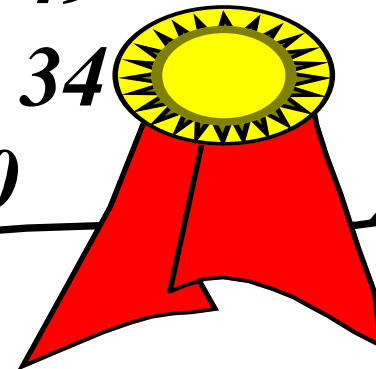
# MARKS/WEIGHTAGE BREAKDOWN

| Paper | Areas  | Marks/<br>Weightage |
|-------|--|---------------------|
| 1     | Composition Writing                                | 40/20%              |
| 2     | Language Use &<br>Comprehension<br>(Written Paper) | 90/45%              |
| 3     | Oral   | 50/25%              |
| 4     | Listening  | 20/10%              |



# PSLE GRADING SYSTEM

| <i>Grade</i>    | <i>Marks</i>    |
|-----------------|-----------------|
| <i>A*</i>       | <i>91 - 100</i> |
| <i>A</i>        | <i>75 - 90</i>  |
| <i>B</i>        | <i>60 - 74</i>  |
| <i>C</i>        | <i>50 - 59</i>  |
| <i>D</i>        | <i>35 - 49</i>  |
| <i>E</i>        | <i>20 - 34</i>  |
| <i>Ungraded</i> | <i>&lt; 20</i>  |



# MOTHER TONGUE PAPER 1- COMPOSITION WRITING

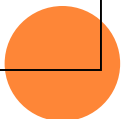
**Choose 1 of the following**

**a) Titled Composition**

OR

**b) Picture Composition**

- 5 picture plus 1 last blank box.
- 8 helping words given.



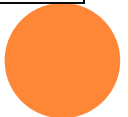
# MOTHER TONGUE PAPER 1- COMPOSITION WRITING

## Requirement

- **Min 100 words in 50 min**
- **MOE approved dictionary is allowed**

## Reality

- **The ideal length of a composition should be around 250 words. It is difficult to have much content when a composition is too short.**



# PICTURE COMPOSITION

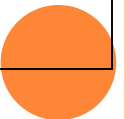
**Studying the picture carefully**

**Story sequence and idea arrangement (Do not have to follow picture sequence, but have to arrange ideas carefully to tell the story)**

**Not easy to write out of point if the sequence is followed.**

**Developing the story**

**Making full use of the dictionary**





# TITLED COMPOSITION

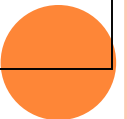
**Analysing the given title**

**(Do not attempt this if you are not sure of the title/topic)**

**Ensuring that you do not write out of point**

**Using the guidelines given properly**

**Developing the story**

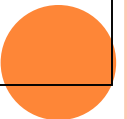


# PAPER 2 – WHAT TO EXPECT

Booklet A (50 marks) MCQ

Booklet B (40 marks)

- Demands will be higher
- Your boys will need time to adjust to the assessment format in P5.



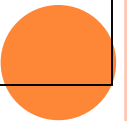
# PAPER 2 – WHAT TO EXPECT

## Booklet A (50 marks) MCQ

Language Application

Cloze Passage

Comprehension MCQ 1(1 passage)



# PAPER 2 – WHAT TO EXPECT

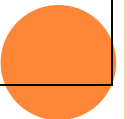
## Booklet B (40 marks)

Compete the Dialogue

Comprehension MCQ

Written Interaction

Comprehension Open Ended (1 passage)



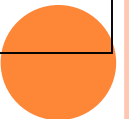
## **Types of comprehension questions boys can be exposed to**

- **Find words of the same meaning**
- **Straight forward questions**
- **Classification – compare and contrast**
- **Other comprehension techniques – rephrasing from a dialogue speech**
- **Conclusive – guess the next action**
- **Analytical – What is the lesson/ value drawn**



# PAPER 2 – HOW TO PREPARE

- **Be familiar with vocabulary in the textbook (glossary of key words can be found at the back of the book)→ know how to use it in the correct context**
- **Use the glossary and spelling list as a guide to key words in each unit**
- **Learning comprehension strategies. Picking out information from different paragraphs to form an answer for comprehension questions.**



# ORAL

## a) ORAL

- **READING (20M)**
- **VIDEO STIMULUS/CONVERSATION (30m)**  
STUDENTS WILL BE PROMPTED TO ANSWER  
QUESTIONS ASKED BY EXAMINER
- Topic will be closely tagged to the video viewed

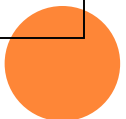


# ORAL- VIDEO STIMULUS CONVERSATION

- Usually 3 or more questions.
- Pupils are required to speak in-depth of the topic with regards to the video

Example of a Conversation topic:

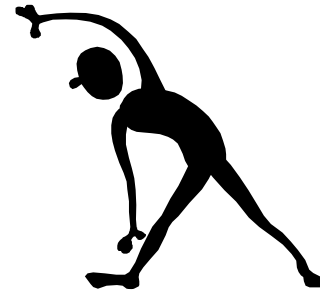
Can you tell me one good deed you have seen in the video?





# SETTING YOUR TARGET

- Realistic and achievable
- Putting in effort to achieve the target set
- Stretching your goal
- Reviewing after each assessment





**THANK YOU!**