

# **P6 PARENT SEMINAR: FOUNDATION SCIENCE PAPER**

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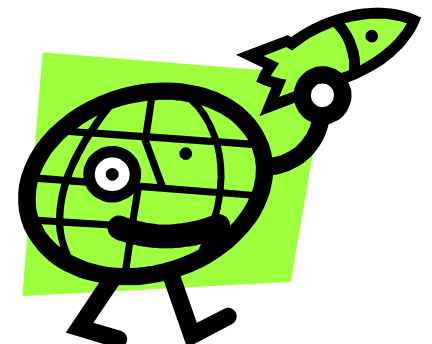
**Scope & Format  
Strategies**



**Mrs SiaSL  
21 April 2018**

# Important Points to Note

- Science has **EQUAL** weighting as other subjects in determining aggregate score
- Science is **NOT** a difficult subject, as long as concept is thoroughly understood
- Basic Science skills is needed for NA / NT courses



# Format

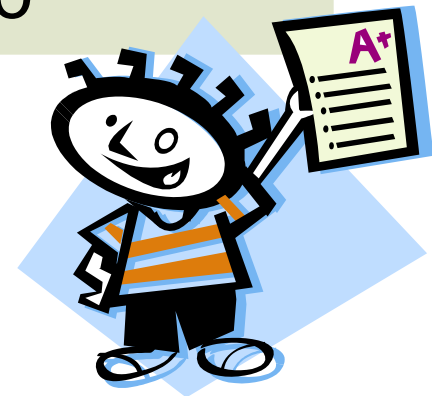


Booklet	Item Type	No. Qtns	Marks per Qtn	Total Marks
A	MCQ	18	2	36
B	Structured	6 – 7	2 – 3	14
	Open-ended	5 – 6	2 – 4	20
			Total	70 marks

Duration of Paper: 1 h 15 min

# Grading System

Grade	Mark Range
1	85 and above
2	70-84
3	50-69
4	30-49
U (Ungraded)	Below 30



Theme	Life Science	Physical Science
<b>Diversity</b>	<ul style="list-style-type: none"> <li>▪ <b>General characteristics &amp; classification of living things</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>General characteristics &amp; classification of non-living things</b></li> <li>▪ <b>Materials</b></li> </ul>
<b>Cycles</b>	<ul style="list-style-type: none"> <li>▪ <b>Life Cycles</b></li> <li>▪ <b>Reproduction</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Matter</b></li> <li>▪ <b>Water</b></li> </ul>
<b>Systems</b>	<ul style="list-style-type: none"> <li>▪ <b>Plant Systems</b></li> <li>▪ <b>Human Systems (<b>Digestive</b>, Respiratory &amp; Circulatory)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Electrical Systems</b></li> </ul>
<b>Interactions</b>	<ul style="list-style-type: none"> <li>▪ <b>Interactions with Environment (conditions of environment, food chain, adaptation, man's impact)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Forces (<b>magnets</b>, friction, gravity)</b></li> </ul>
<b>Energy</b>	<ul style="list-style-type: none"> <li>▪ <b>Energy from the Sun (Photosynthesis)</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Light and Heat energy</b></li> </ul>

# Distribution of Marks

<b>According to Syllabus Content</b>	
<b>Life Science</b>	<b>45-55%</b>
<b>Physical Science</b>	<b>45-55%</b>

<b>According to Assessment Objectives</b>	
<b>Knowledge with Understanding</b>	<b>~50%</b>
<b>Application of Knowledge &amp; Process Skills</b>	<b>~50%</b>

# Application of Knowledge & Process Skills (50%)

- **Application – applying concepts in new situations**

- **Process Skills**

- Inferring
- Predicting
- Analysing
- Evaluating
- Generating Possibilities
- Formulating Hypothesis
- Communicating

## Basic Process Skills

- Observation
- Classification
- Using Apparatus & Equipment

# Preparing for PSLE Science

- **Revise** P3,4,5 work which forms most of PSLE Qns (concepts in the textbook, notes, MC online)
- Learn **Concept Words** e.g. photosynthesis, attract, repel, etc
- **Revise** questions in revision papers and worksheets and PSLE Booklet
- Be familiar to the **Science Word List** (will be provided in the exams)





# Preparing for PSLE Science

## Foundation Science Word List

### • Science Word List



1	amphibian	39	magnet
2	attract	40	magnetic material
3	battery	41	mammal
4	blood	42	mass
5	boil	43	melt
6	breathe	44	metal
7	bulb	45	muscles
8	carbon dioxide	46	nitrogen
9	circulation	47	nymph
10	condense / condensation	48	mouth
11	conductor	49	oxygen
12	contract / contraction	50	photosynthesis
13	deforestation	51	poles
14	digestion	52	pollinate / pollination
15	earth	53	pollute / pollution
16	electricity / electrical circuit	54	predator
17	energy	55	prey
18	evaporate / evaporation	56	producer
19	expand / expansion	57	reflect
20	fertilise / fertilisation	58	repel
21	flexible	59	produce
22	float	60	reptile
23	food (chain)	61	seed (dispersal)
24	force	62	shadow
25	freeze	63	shape
26	friction	64	sink
27	flower	65	skeleton
28	fungi	66	space
29	germinate / germination	67	spore
30	gravity / gravitational force	68	steam
31	gullet	69	steel
32	heart	70	stomach
33	heat	71	switch
34	insect	72	temperature
35	insulator	73	thermometer
36	intestine	74	volume
37	light	75	water (vapour)
38	lung	76	weight



# Some Exam Tips:

- Understand the question
  - Look for **task** words  
e.g. list, explain, suggest

What is the question asking for?

- Use **science concepts**

What science concept can I use?

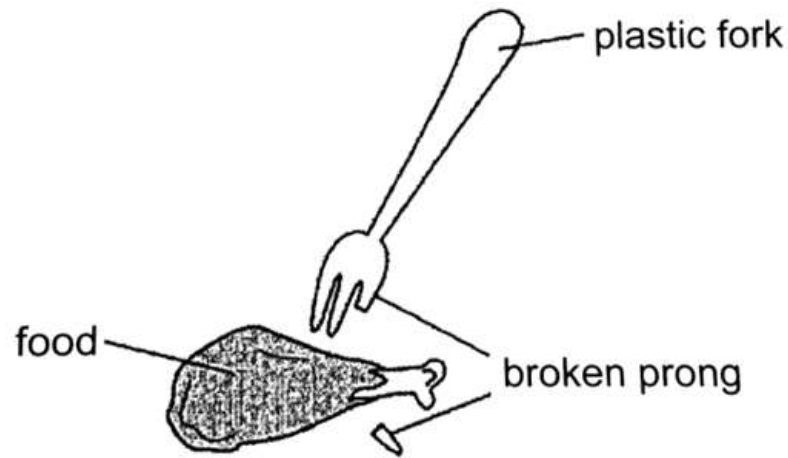
- Use “clues” in question
  - Diagrams., graphs, tables
  - Earlier parts of question
  - Marks given

What are the clues given?

E.g. 1.

## Application of Knowledge (MCQ)

Fook Choy pressed a plastic fork into a piece of food. One of the prongs of the fork broke.



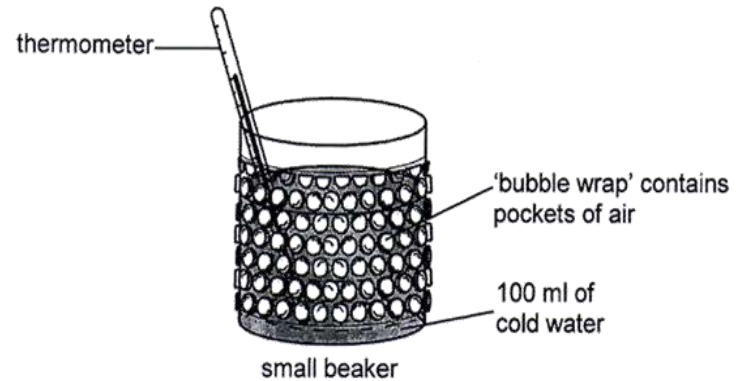
When he used a metal fork, it did not break. Explain why.

- (1) Metal is harder than plastic.
- (2) Metal is less flexible than plastic.
- (3) Metal is stronger than plastic.

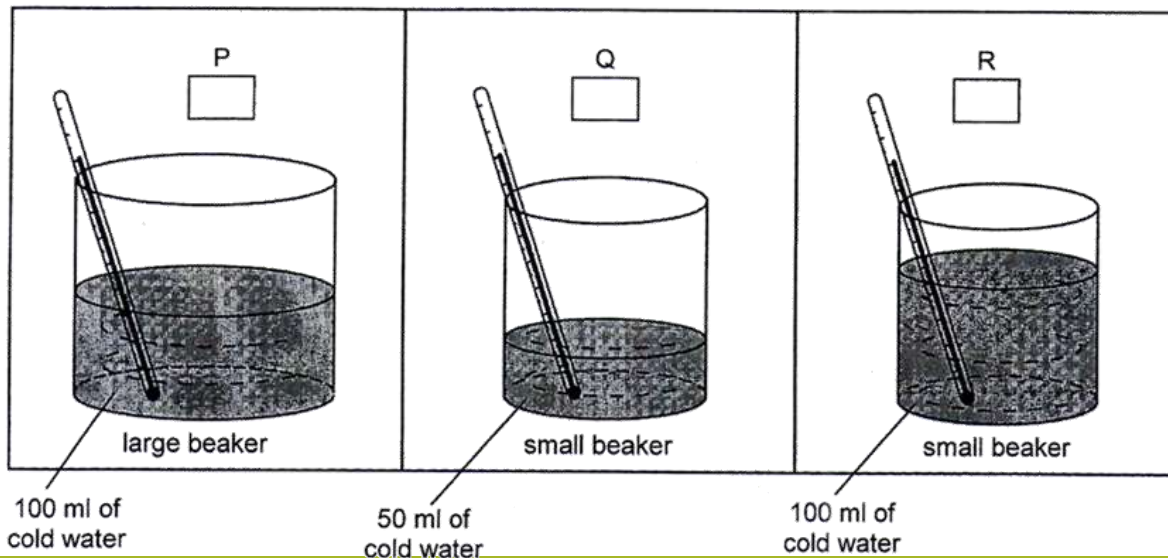
# E.g. 2. (Open-ended Question)

## Process Skills – Fair Test

John wants to study whether the material, 'bubble wrap' affects how cold water gains heat. The diagram below shows one set-up of his experiment.



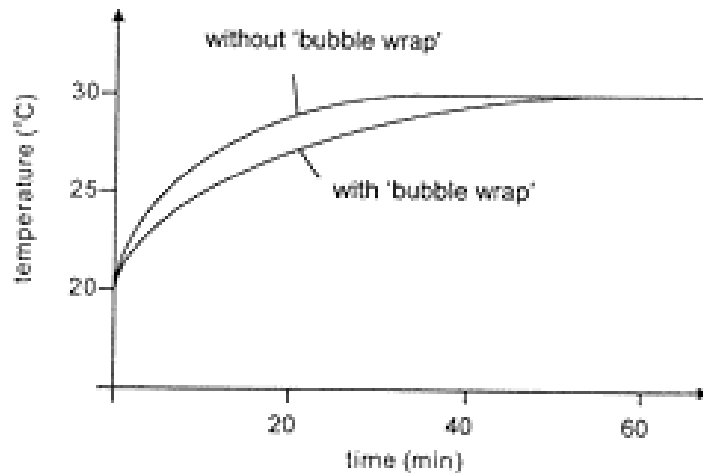
Which other set-up shown below, P, Q or R, must he use in his experiment?



## E.g. 2. (cont'd)

### Process Skills – Interpreting Graph

(b) John recorded the readings of the thermometer over time. His results are shown below.



Based on his results, John concluded that the beaker with the 'bubble wrap' gains heat more slowly. Is he correct?

# MCQ

- Don't rush through (32 out of 70 marks)
- Go through **ALL** options – even if you have an answer in mind as some answers are very close
- Do working – cancel impossible answers to narrow down answers

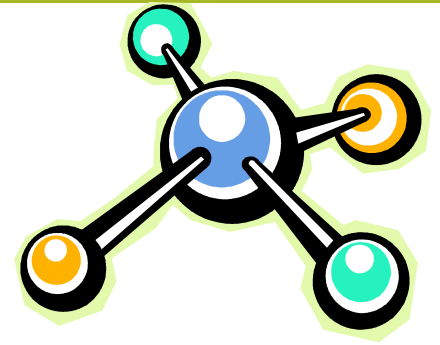


# Structured Questions

- Matching, Fill-in-the Blanks
- Use words given in the **word list**



# Open-Ended Questions



- Read question carefully for “clues”
- Longer answers needed
- Use scientific terms
  - Make use of word list





**LT SCIENCE**

[yong\\_song\\_ling@moe.edu.sg](mailto:yong_song_ling@moe.edu.sg)

**HOD SCIENCE**

[moh\\_choy\\_ying@moe.edu.sg](mailto:moh_choy_ying@moe.edu.sg)