

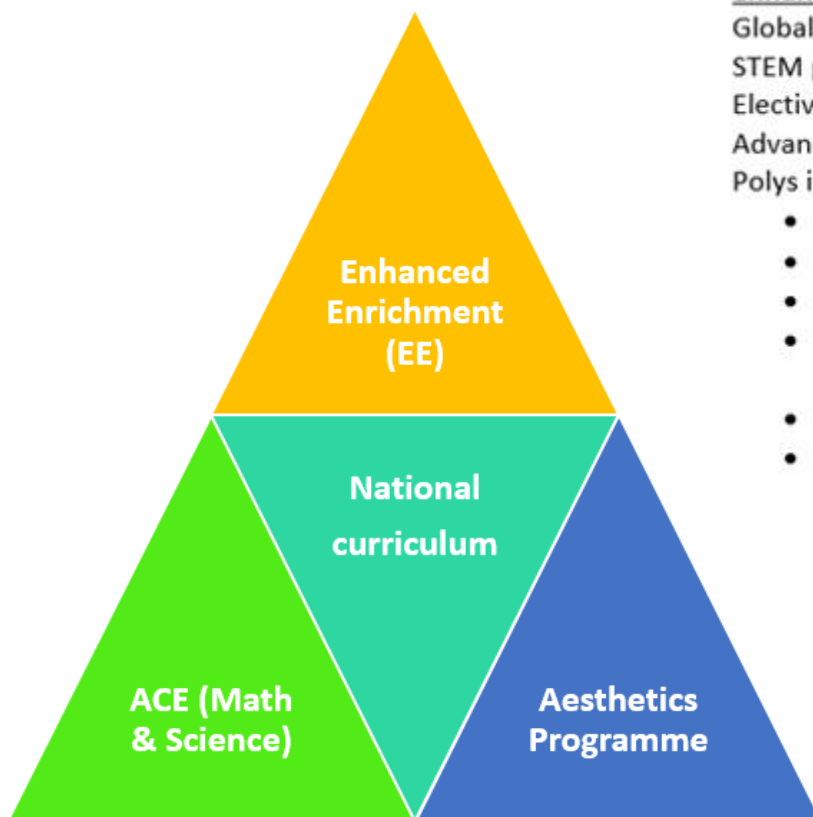
# **Adjustment to Sec School Sec 1 Academic Programme**

**Mr Lee Wei Te**  
**Dean Instructional Programme /**  
**HOD ICT**

# Helping Your Daughter to Grow Up Well



## PL's Extended Curriculum



## Enhanced Enrichment

Global Scholars Programme  
STEM programme (E.g. Robotics)  
Elective Modules with ITE  
Advanced Elective Modules with  
Polys in the areas:

- Business
- Engineering
- Media & Design
- Maths & Science and Information Technology
- Culinary
- Hospitality

# Pursuing Deep Learning



TUESDAY, MARCH 8, 2016 | THE STRAITS TIMES

B1

**B** SMOKE-GRENADE DEATH COMMANDER CLARIFIES ISSUES B4  
ABBOTT STAYS MOVE TO SUSPEND HIM OVER CONDUCT FAILS B5

## HOME

190k  
NUMBER OF STAFF FROM 90 FIRMS IN  
TRAVEL SMART NETWORK SCHEME B7

## All fired up to get view of solar eclipse

Some schools are equipped with solar glasses, telescopes, and using event to educate students

Ng Keng Gene, Wong Shiying and Alexis Ong

Amateur astronomer Alfred Tan has loved the mysteries of space since he was a boy.  
Now, the vice-principal of Paya Lebar Methodist Girls' School (Secondary) (PLMGS) likes nothing more than sharing his passion. In October last year, he trained fellow educators on the use of solar telescopes, together with partners from the National University of Singapore's (NUS) Physics Department, Bendemeer Secondary School and Juying Secondary, in anticipation of what will take place tomorrow.  
At about 7.20 am, the moon will begin to pass in front of the sun, casting a shadow that will be viewed as a solar eclipse from Singapore and the region. More than 100 schools will be able to view the uncommon event safely through a live feed from a telescope at PLMGS.  
Mr Tan is excited about being able to use the real-life phenomenon to teach not just science, but also mathematics and the humanities. "I feel that there is a great potential in integrating astronomy into the curriculum. Through hands-on activities, we are able to cultivate greater interest in the students so they are more engaged in the classroom," he said.  
A total of 146 eclipses have been or will be seen in Singapore between the year 1700 and 2100.  
PLMGS students have been learning to observe the sun through the 11 solar telescopes set up in the school's sky garden since Feb 29. Eight of those belong to Mr Tan himself. Said Melodi Teo, a Secondary 2 student: "I come to the sky garden every recess. Seeing different features of the sun every time has made me very interested in discovering science."  
Elsewhere, other schools are also getting fired up



Students and teachers from Paya Lebar Methodist Girls' School (Secondary) participating in the solar eclipse viewing event through the 11 solar telescopes set up in the school's sky garden since Feb 29. PHOTO: PLMGS SECONDARY



## Innovation, Design & Engineering (IDE) Robotics & Challenge





# Pursuing Deep Learning

## National Schools Literature Festival



16 home

the Sunday Times July 14, 2013

### Literature festival books record turnout

82 schools involved,  
up from 30 in 2005;  
but 'misconceptions  
about subject linger'

Lim Min Zhang

Fewer Singapore students may be taking literature as a subject, but there was no shortage of bookworms at the National Schools Literature Festival yesterday as it reported a record turnout.

This annual teacher-run event was held this year at Durban High School and 82 schools took part, compared to just 30 when it first started in 2005.

More than 1,500 students and teachers attended yesterday.

However, cultivating a love for literature here is a process that will still take time, said the festival's founder Dr Suzanne Choo, who be-

lieves it is the only subject to have a nationwide festival run entirely by teacher volunteers.

She set up the exhibition with 10 volunteers after noticing her students were reluctant to take up literature at upper secondary level.

"The signs are encouraging and we have been getting very good responses from students every year, but still misconceptions about the subject linger," said Dr Choo.

Earlier this year, it was revealed that only about 3,000 students took the subject last year, compared to nearly 17,000 in 1992. The figures have sparked a discussion on the value of literature and how to reignite interest in it.

The chairperson for this year's event, My Sakunthalai Surian, who has taught literature for 19 years, said students have the misconception that the subject is too "profound".

"The subject may be perceived



#### More than one 'correct' answer

"It may be a subject that is harder to study for, therefore there's this ambiguity due to a lack of one 'correct' answer."

National Schools Literature Festival founder SUZANNE CHOO, an assistant professor at the National Institute of Education

as difficult to score, perhaps because it allows space for multiple interpretations and ambiguity," said Dr Choo, an assistant professor at the National Institute of Education (NIE) who has been teaching the subject since 1999.

But Dr Dennis Yeo, a keynote speaker at the event and a teaching

fellow at NIE's English language and literature department, feels that better teaching methods might be the answer.

"Using materials that are more accessible to students, such as referencing pop culture, is a good way of getting the young ones on board," he said. The professor's



A student from Serangoon Garden Secondary School (left) presenting her booth, which showcases American classic To Kill A Mockingbird, while students from Paya Lebar Methodist Girls' School (above) tell visitors about their project - Shakespeare's The Merchant of Venice.

15-minute presentation examined song lyrics from American singer-songwriter Taylor Swift and why Star Wars villain Darth Vader is dressed in black instead of white.

The half-day event featured poetry slams, in which poems were performed before being judged on their creativity, and debates on texts which participants were allowed to see only a week in advance.

There were also "book parades" from participants showcasing literature projects that aim to pique secondary school students' interest in the texts on display.

These ranged from local works such as Catherine Lim's Little Innies, to American classic To Kill A Mockingbird and Shakespeare's The Merchant of Venice.

Queensdown Secondary student Ernie Marthia, 16, took part in a set text debate. She chose Khaled Hosseini's The Kite Runner, about an Afghan boy's search for truth and redemption, as one of her favourites.

She said: "During my research (for the debate), it opened my eyes to the many themes and the complexity that can be found in just one text."

[melmin@sph.com.sg](mailto:melmin@sph.com.sg)

# Pursuing Deep Learning



## World Robot Games International Competition



B12

THE STRAITS TIMES | MONDAY, OCTOBER 10, 2016

SMU NEW SCHOLARSHIP WITHOUT BOND B10

## EDUCATION

### Laughed at, but they had the last laugh

10 students from Paya Lebar Methodist Girls' School aced the competition at international robotics contest

Robinnah Radhak

A team of 10 students from Paya Lebar Methodist Girls' School (secondary) (PMGS) recently the "winners" they received when they entered the competition for a regional robotics competition in Indonesia.

They were headed at "Newman" the only girl in a team of boys," said Secondary 5 student Tan Jia Min, 15.

Pitted against over 300 boys from various Asian countries, all girls set to work. "At first, we felt it was a bit difficult to work with them," she said. "But we just kept trying."

After tinkering with wires and software, and putting their robot through various obstacles, the team emerged to receive their award, cheering (5 seconds) across 14 categories at the annual competition.

For the girls, the wins showed how far they had come in a short time. The school's robotics group had been established less than a year before.

When Mr. Indra Abinand, the school's Mathematics and Design and Technology teacher, created an initiative for an extra-curricular robotics club, he did not expect to get a team of 10 girls who were interested in the subject.

"I felt like anything about robotics that," said Sec 2 student Lee Hui Lin, 14, who was the team's captain.

After two months of preparation, the team went to the Asia Pacific Engineering Competition (APAC) with 10 students in their own category, but they were not selected.

Sec 2 student Lee Hui Lin, 14, who was the team's captain, said: "We were not selected for that."

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### Building on their interests at school's robotics club

Since Miss Lee Jia Min was in primary school, she has been interested in building things, or robotics made sense to her, she said.

Michaela (Michaela) the Secondary 5 student, Lee Jia Min, who is a detail fan of the 3D-printed robot, which she described as "a small robot that can move and turn on its own."

She said she was interested in building things, or robotics made sense to her, she said.

Michaela (Michaela) the Secondary 5 student, Lee Jia Min, who is a detail fan of the 3D-printed robot, which she described as "a small robot that can move and turn on its own."

She said she was interested in building things, or robotics made sense to her, she said.

Michaela (Michaela) the Secondary 5 student, Lee Jia Min, who is a detail fan of the 3D-printed robot, which she described as "a small robot that can move and turn on its own."



The team from Paya Lebar Methodist Girls' School (Secondary) that represented Singapore in the World Robot Games International competition in Indonesia. From left: Lee Hui Lin, 14; Lee Jia Min, 15; Lee Jia Min, 15; Lee Jia Min, 15; Lee Jia Min, 15; Lee Jia Min, 15; Lee Jia Min, 15; Lee Jia Min, 15; Lee Jia Min, 15; Lee Jia Min, 15.

counts were also manually checking their robots, plugging them in and out to test them. It was quite intimidating," said Lee Jia Min.

"When it was our turn to enter our robot, everyone was staring at us. We were the outsiders," said Lee Jia Min.

PLMGS has plans to venture deeper into the robotics arena, looking at future collaborations with tertiary institutions in the research field. Robotics interest group has 35 students now. "The sky is the limit for these girls," said Mr. Indra.



will be able to help us with all the... the future lies. Singapore is becoming a smart nation. I think robotics...

the school moved to Indonesia in August to take part in the World Robot Games. "We didn't think we would win, but then we did. It was a...

side feeling to have won because it was really hard. I think we did it because of our teamwork."

Robinnah Radhak



# Helping Your Daughter to Grow Up Well



The Personalised Digital Learning programme aims to:



- **Enhance Teaching and Learning**



- **Support Self-Directed and Collaborative Learning**

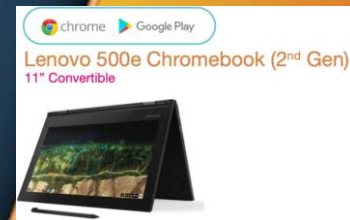


- **Support the Development of Digital Competencies**

PLDs harness technology for greater effectiveness in teaching and learning, enabled by teachers' use of e-Pedagogy to provide learning experiences for students

PLDs enable students to learn online according to their needs and interests and to collaborate with each other, anytime and anywhere

PLDs provide an immersive environment for students to develop the dispositions, knowledge and skills to thrive in the digital environment.



**School's prescribed PLD:  
Chromebook**  
Model subject to availability



# Home-Based Learning (HBL) Days

## Sec 1 - 5 Term 1 and 2 2022

### **Term 1 2022: 4 HBL Days** (Sec 1 – 5)

- T1W4 – 26 Jan 2022 (Even Wed)
- T1W6 – 10 Feb 2022 (Even Thur)
- T1W7 – 16 Feb 2022 (Odd Wed)
- T1W9 – 3 Mar 2022 (Odd Thur)

### **Term 2 2022: 4 HBL Days**

- T2W1 – 23 Mar 2022 (Odd Wed) (Sec 1 – 5)
- T2W3 – 7 Apr 2022 (Odd Thur) (Sec 1 – 5)
- T2W6 – 27 Apr (Even Wed) (Sec 1-3 only)
- T2W8 – 12 May (Even Thur) (Sec 1-3 only)



# Home-Based Learning (HBL) Days

## Sec 1 - 3 Term 3 and 4 2020

### Term 3 2022: 4 HBL Days (Sec 1 - 3)

- T3W4 – 21 Jul 2022 (Even Thurs)
- T3W5 – 27 Jul 2022 (Odd Wed)
- T3W8 – 17 Aug 2022 (Even Wed)
- T3W9 – 25 Aug 2022 (Odd Thurs)

### Term 4 2022: 2 HBL Days (Sec 1 - 3)

- T4W1 – 13 Sep 2022 (Odd Tues)
- T4W5 – 13 Oct 2022 (Odd Thur)

Sec 4/5 preparing for Prelim Examination & National Examination (Oral, Practical, LC & Written)

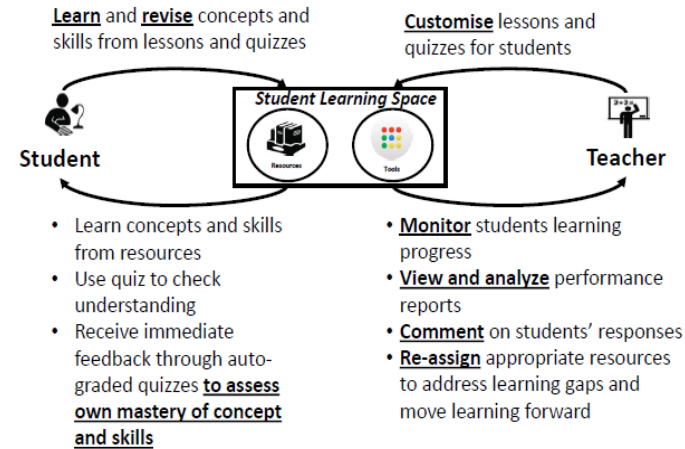


# Helping Your Daughter to Grow Up Well

SINGAPORE  
STUDENT  
LEARNING  
SPACE



1. Self-Paced Learning
2. Collaborative Learning



These tools will help you to increase **engagement in learning**, **efficiency** and **school-wide collaboration**.

**Your\_full\_name@student.edu.sg** (PLD login)

**Your\_full\_name@plmgss.edu.sg**



# Conducive School Environment

## Protective Factor

*Study in school,  
It is cool!*

## Study Areas



PL Booktique - Library



Sky Garden



Open areas outside General Office



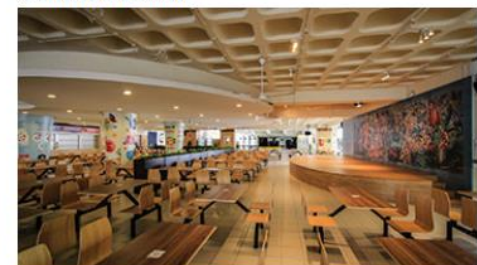
Study benches outside D&T Studio



National Education Corner



School Canteen





# **Lower Secondary Timetable Structure 2022**



# **Lower Secondary Timetable Structure 2022**

- 10-day timetable structure
- Odd week / Even week

**Cater to the needs of class/subject  
banding**





# Paya Lebar Methodist Girls' School (Secondary)

PL

Theme: Enriched To Face Life

1.1

## Semester One Term 1 & 2

PAYA LEBAR METHODIST GIRLS' SCHOOL (Secondary), Singapore

	Odd Week					Even Week				
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
0 7:30 - 7:40	Flag Raising		Flag Raising		Flag Raising	Flag Raising		Flag Raising		Flag Raising
1 7:40 - 8:10	Assembly		Silent Reading		Silent Reading	Assembly		Silent Reading		Silent Reading
2 8:10 - 8:45	LIVE	8.30am Flag Raising / Assembly	PE	8.30am Flag Raising / Assembly	MU Handbell Rm, Harp Rm	LIVE	8.30am Flag Raising / Assembly	Art / AEC Art Rm 1	8.30am Flag Raising / Assembly	D&T
3 8:45 - 9:20			Recess	Pastoral Care	Recess		MU		Pastoral Care	PL21
4 9:20 - 9:55	<b>Odd Week (1,3,5,7,9)</b>					<b>Even Week (2,4,6,8,10)</b>				
5 9:55 - 10:30										
6 10:30 - 11:05										
7 11:05 - 11:40										
8 11:40 - 12:15	SC 1.1CR	SC 1.2CR	SC 1.3CR	SC 1.4CR	SC 1.5CR	MA 1.1CR	MA 1.2CR	MA 1.3CR	MA 1.4CR	MA 1.5CR
9 12:15 - 12:50	1M01	1M02	1M03	1M04	1M05	Lunch				
10 12:50 - 13:25	MA	MA	MA	MA	MA	Chapel (LS)				
11 13:25 - 14:00	SC 1.1CR	SC 1.2CR	SC 1.3CR	SC 1.4CR	SC 1.5CR	Lunch				
12 14:00 - 14:35	LI	LI	LI	LI	SS	Cell Group (2 - 2.10) Lunch (2.10 - 2.45)				
13 14:35 - 15:10	Lunch					Consultation (Start 2.45)	PL21 ITR Rm	PE	Consultation (Start 2.45)	FCE
14 15:10 - 15:45						HMT				
15 15:45 - 16:20						C02-01				
16 16:20 - 16:55										
17 16:55 - 17:30										
18 17:30 - 18:05	Official (Open) \ Non-sensitive									

# Lower Secondary Timetable Structure 2022



	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30 - 7:40	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	
7:40 - 8:10	LiVE Lessons		Silent Reading - MT		Pastoral Care	Silent Reading - EL
8:10 - 8:45			Core Curriculum	Core Curriculum		Core Curriculum (snack break @ 10.30am)
8:45 - 9:20						
9:20 - 9:55						
9:55 - 10:30						
10:30 - 11:05						
11:05 - 11:40						
11:40 - 12:15						
12:15 - 12:50						
12:50 - 1325						
13:25 - 14:00	Core Curriculum	Core Curriculum			LS & US Chapel (1250-1325)	
14:00 - 14:35			Lunch			
14:35 - 15:10			Core Curriculum (Some classes)			
15:10 - 15:45			Sec 1 & 2 ACE Programme Math & Science  Enhanced Enrichment  Consultation (Start: 1435)  Official (Open) \ Non-sensitive	Cell Group (1400-1410) / Common Lunch (1410-1445)	Consultation (Start: 1445)  Sec 1 & 2 HMT Lesson (1510 – 1620)	
15:45 - 16:20						
16:20 - 16:55						
16:55 - 17:30						
17:30 - 18:15						
	CCA	CCA			CCA	



# Lower Secondary Timetable Structure 2022



	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:40	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly
7:40 - 8:10	LiVE Lessons		Silent Reading - MT		Silent Reading - EL
8:10 - 8:45		Core Curriculum	Core	Pastoral Care	
8:45 - 9:20					
9:20 - 9:55					
9:55 - 10:30					
10:30 - 11:05					
11:05 - 11:40	<div>Long Days – Core Curriculum Monday, Tuesday, Friday (lessons till 1510)  Thursday: Higher Mother Tongue Lessons (1510 - 1620)</div>				CCA
11:40 - 12:15					
12:15 - 12:50					
12:50 - 13:25					
13:25 - 14:00					
14:00 - 14:35					
14:35 - 15:10					
15:10 - 15:45					
15:45 - 16:20					
16:20 - 16:55					
16:55 - 17:30					
17:30 - 18:15					
			Official (Open) \ Non-sensitive		

# Lower Secondary Timetable Structure 2022



	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30 - 7:40	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	
7:40 - 8:10	LiVE Lessons		Silent Reading - MT		Pastoral Care	Silent Reading - EL
8:10 - 8:45			Core Curriculum	Core Curriculum		Core Curriculum
8:45 - 9:20						
9:20 - 9:55						
9:55 - 10:30						
10:30 - 11:05						
11:05 - 11:40						
11:40 - 12:15						
12:15 - 12:50						
12:50 - 13:25						
13:25 - 14:00	Core Curriculum	Core Curriculum			Core Curriculum	
14:00 - 14:35						
14:35 - 15:10						
15:10 - 15:45	CCA	CCA	Sec 1 & 2 ACE Programme Math & Science	Common Lunch (1410-1445)	CCA	
15:45 - 16:20			Enhanced Enrichment	Consultation (Start: 1445)		
16:20 - 16:55			Consultation (Start: 1435)	Sec 1 & 2 HMT Lesson (1510 – 1620)		
16:55 - 17:30			Official (Open) \ Non-sensitive			
17:30 - 18:15						

**Late Tuesday & Thursday**  
**Report to school at 8.20am**

# Lower Secondary Timetable Structure 2022



	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 7:40	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly
7:40 - 8:10	LiVE Lessons		Silent Reading - MT		Silent Reading - EL
8:10 - 8:45					
8:45 - 9:20					
9:20 - 9:55			<div><u>Wednesday</u> <b>Sec 1 &amp; 2 ACE Programme</b> <b>Math &amp; Science</b>  <b>Enhanced Enrichment (EE)</b>  <b>Consultation</b> <b>(Humanities / English)</b></div>		
9:55 - 10:30					
10:30 - 11:05					
11:05 - 11:40					
11:40 - 12:15					
12:15 - 12:50					
12:50 - 13:25					
13:25 - 14:00					
14:00 - 14:35					
14:35 - 15:10					
15:10 - 15:45					
15:45 - 16:20					
16:20 - 16:55					
16:55 - 17:30					
17:30 - 18:15					
	Official (Open) \ Non-sensitive				



# Lower Secondary Timetable Structure 2022



	Monday	Tuesday	Wednesday	Thursday	Friday	
7:30 - 7:40	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	8.30am Flag Raising Mass Assembly	7.30am Flag Raising Mass Assembly	
7:40 - 8:10	LiVE Lessons		Silent Reading - MT		Pastoral Care	Silent Reading - EL
8:10 - 8:45						
8:45 - 9:20	Core Curriculum				Core Curriculum	
9:20 - 9:55						
9:55 - 10:30		<div>Thursday</div> <div>Consultation (Science / Math)</div>				
10:30 - 11:05						
11:05 - 11:40						
11:40 - 12:15						
12:15 - 12:50						
12:50 - 13:25						
13:25 - 14:00						
14:00 - 14:35						
14:35 - 15:10						
15:10 - 15:45		CCA	CCA	Math & Science		Consultation (Start: 1445)
15:45 - 16:20	Enhanced Enrichment					
16:20 - 16:55	Consultation (Start: 1435)			Sec 1 & 2 HMT Lesson (1510 – 1620)		
16:55 - 17:30	Official (Open) \ Non-sensitive					
17:30 - 18:15						

Thursday

**Consultation  
(Science / Math)**



# Lower Sec Subjects Express & N(A) Courses

- English Language
- Mother Tongue/ Higher Mother Tongue
- Mathematics (*algebra, presentation of workings*)
- Sec 1 Thematic Science
- Humanities (History, Geography, Literature)
- Aesthetics (Art, ^Food & Consumer Education, \*Music)
- ^Design & Technology
- \*Physical Education

^odd/even week

\**non-examinable*

# Lower Sec Subjects

## N(T) Course



- English Language
- Basic Mother Tongue Language
- Mathematics
- Science
- Computer Applications (CPA)
- Aesthetics (Art, ^Food & Consumer Education, \*Music)
- ^Design & Technology,
- \*Physical Education

^odd/even week

Official (Open) \ Non-sensitive \****non-examinable***

# Creating PL-Lites of the 21<sup>st</sup> Century



To create an **integrated** and **engaging** instructional programme to enhance the development of 21<sup>st</sup> CC in our pupils

- Critical and Creative thinking
- Information, communication and technology skills
- Civic literacy, global awareness and cross-cultural skills



# PL 21 for Sec 1 & Sec 2



PL's DOE (4Cs)	Sec 1 (English, Humanities and IT)	Sec 2 (D&T, Art and Music)
<b>Passionate Learner</b> ( <b>C</b> ritical and <b>C</b> reative Thinking)  <b>Confident PL-Lite</b> ( <b>C</b> ollaboration and <b>C</b> ommunication)	<b>Critical Thinking:</b> Analyse and Evaluate	<b>Critical Thinking:</b> Solve Problems  <b>Creative Thinking:</b> Generate ideas
	<b>Collaboration and Communication:</b> Group work and Presentation	
	<b>IT Lessons for Sec 1s and 2s</b>	

# Study Skills for Sec 1



**Study skills are learning strategies that help students organize, process, and use information effectively.**

<b>Sec 1 (2022)</b>	<b>Sec 2 (2023)</b>
<b>Effective note-taking</b>	<b>Revision Skills 2 (Time Planning)</b>
<b>Time management</b>	<b>Revision Skills 3 (Making it Stick)</b>
<b>Revision Skills 1 (Memory Skills)</b>	<b>Reflection (The Power of Habits)</b>

# **Areas that your daughter will need to adapt to...**

- **Increased Workload**
- **Flexibility in Class schedules**
- **Independent Learning**
- **Group Projects**
- **More demanding academic tasks**
- **Active participation in CCAs**
- **Service to the Community (FIS)**



# **Focus for Sec 1**

**Sec 1 → Promotion to the next level**

**Sec 2 → Subjects Combinations**

**Sec 3 → Promotion to the next level**

**Sec 4/5 → National Examinations**



# Promotion Criteria



Course	Promotion Criteria	Grading System					
Express	Pass in EL and Overall percentage of at least 50% in the average for all subjects.	A1	A2	B3	B4	C5	C6
		100-75	74-70	69-65	64-60	59-55	54-50
		D7	E8	F9			
		49-45	44-40	39 & below			
Normal (Academic)	Pass in EL & 2 other subjects, or Pass in 4 subjects.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade U
		100-75	74-70	69-65	64-60	59-50	49 and below
Normal (Technical)	Pass in 2 subjects, one of which is EL or Mathematics	A	B	C	D	U	
		100-75	74-70	69 - 60	59- 50	49 - 0	

Detailed information can be found in the Student's Handbook

# Fewer exams for students, less emphasis on grades

Mid-year exams scrapped for some levels; changes to report book to rein in competition

**Sandra Davie**  
Senior Education Correspondent

Mid-year examinations for Primary 3 and 5 pupils, as well as for Secondary 1 and 3 students, will be scrapped over the next three years.

As part of the Ministry of Education's (MOE) latest set of efforts to move away from a narrow focus on grades and help children discover the joy of learning, the first two years of primary school will also be test-free from next year.

And to stress the message that learning is not a competition, report books will no longer include the class and level rankings at both primary and secondary levels.

Even aggregate scores, used for post-O-level postings, will not be reflected at the lower secondary level to avoid preoccupation with grades.

These changes were described by Education Minister Ong Ye Kung as another step towards improving the balance between the joy of learning and education standards.

"We are at a strong position of rigour and can afford to unwind a bit without undermining the performance outcomes," he said at a press conference yesterday, pointing to how Singapore students already rate highly in international rankings.

The latest changes will also give teachers more space to explore new ways of making learning enjoyable and lasting. He said: "On the ground, teachers are on a high-speed train... rushing, assessments and preparing the students for exams. I think it is time to take a pause."

MOE said cutting the mid-year examinations will provide students with more time to adjust during "key transition" years, when they have to study new subjects and deal with higher content rigour. It will also free up about three weeks of curriculum time every two years.

In a speech to school heads earlier this week when he briefed them on the changes, Mr Ong urged educators to use the time well.

For instance, a pupil can be spoon-fed the formula on how to calculate area. "It can be done in a short time," he said. "But in an inquiry approach, we will ask children, how do you find out the area of the field, and have them discuss and brainstorm."

This may take more time, but pupils are "more likely to remember and enjoy the lesson", he said.

Mr Ong said that moves over the last few years, from not naming the top Primary School Leaving Examination

scorers to the reform of the PSLE scoring system which kicks in in 2021, are all part of a new phase in Singapore's education system, which he termed "Learn for Life".

"Learn for Life is a value, an attitude and a skill that our students need to possess, and it is fundamental in ensuring that education remains an uplifting force in society."

Some parents were concerned over the changes, especially how it will be harder to gauge their children's performance against their peers' as report books will no longer show rankings and mean scores. "It is important we know where our children stand," said Madam Grace Chua, 37. The business development manager has a son in Primary 3 and a daughter turning two.

For the shift to succeed, Mr Ong said, MOE needs to "bring the most important stakeholders - parents - on board" and convince them that the changes do not compromise on academic standards.

Schools also need to engage parents differently, he added. Instead of telling parents that their children have to get their homework done or comparing results with those of their classmates, the question that matters, said Mr Ong, is: "What makes your child's eyes light up?"

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## Key changes at primary and secondary levels



☒ **P3, P5, Sec 1, Sec 3:**  
Over the next three years, mid-year

**NO MORE CLASS RANKINGS**  
I know that coming in first or

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### Schools: Moving away from overemphasis on grades

News analysis

# Parents too can play a part in rekindling joy of learning

They need to look beyond grades and see long-term benefits of fewer exams for kids



**Sandra Davie**

Senior Education Correspondent

When announcing the changes to mid-year examinations and report cards to educators earlier this week, Education Minister Ong Ye Kung stressed the importance of getting parents, "the most important stakeholders", on board. He had told school heads gathered at the annual Schools Work Plan Seminar: "We will need to show parents that the reduction

does not compromise on academic rigour. Instead, we are optimising the number of assessments students have to sit to get for better results."

Getting parents on board cannot be emphasised enough if the latest initiatives, which include the scrapping of mid-year exams for Primary 3 and 5, and Secondary 1 and 3 students over the next three years, are to succeed.

The Ministry of Education (MOE), which announced the changes yesterday morning, said the motivation was to move away from a narrow overemphasis on grades and help students discover the joy of learning.

Still, many educators will remember parents' reactions when Primary 1 and most of Primary 2 in 2010.

The Straits Times reported how

many parents went into panic mode. Some bought up the soon-to-be-extinct exam papers of top primary schools. Vendors who sold such papers online and by phone reported a doubling of sales. Other parents enrolled their children at tuition centres that conduct mock exams and mini-tests.

Expect some parents to respond the same way this time around. Already, when asked about the latest changes, a few parents said they would be nervous if their child finishes Primary 2 with no experience of sitting an examination.

"How will my daughter cope with exams suddenly at the end of Primary 3? Are we just moving the pressure to Primary 3 now?" asked one parent, who also disagreed with MOE doing away with mid-year examinations in Primary 5, arguing that a year before the Primary School Leaving Examination, pupils need as much practice as they can get.

Parents must bear in mind that

What parents should do is to reflect on the longer-term benefits of dialling back school examinations. There is a wealth of research that shows the negative effects of test-taking on young children. Many parents have seen first-hand how their lively, curious pre-schoolers turn into anxious pupils worried about tests and exams once they don primary school uniforms and enter formal schooling.

although there will be no mid-year examinations, there will be regular assessments.

Several parents also felt that taking away class and cohort rankings from report books makes it difficult for them to gauge where their children stand in relation to others.

Again, parents have to ask themselves if this information is really needed. When it comes to applying to secondary schools, parents can use the PSLE entry scores as a gauge.

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Many parents have seen first-hand how their lively, curious pre-schoolers turn into anxious pupils worried about tests and exams once they don primary school uniforms and enter formal schooling.

Tests do not promote curiosity or

critical thinking but, instead, a narrow focus on getting the right answer, as well as curricula tailored to deliver that during exams.

Sports and co-curricular activities such as drama and debate or playing in a band, which are seen as vital to inculcate 20th-century skills such as teamwork and thinking out of the box, inevitably get sidelined because they are non-examinable.

As Mr Ong said, school leaders and teachers must take the lead and be the agents of change. Teachers must decide how they can use the freed-up time to deliver better lessons and better educational outcomes. They should explore new areas and try out more effective pedagogies.

They must also be more mindful of the part they play in shaping the behaviour of children and parents. Instead of reminding parents about their children's homework, how about giving them tips on how to make learning enjoyable?

After several years, the hope is that parents can appreciate the reduction in stress and see their children develop an intrinsic motivation to learn - as was the case after the Primary 1 and 2 changes were put in place in 2010.

As Mr Ong noted: "Today, everyone - teachers, parents, students - has got used to not having to worry about having examinations in Primary 1 and most of Primary 2. Academic results and rigour have not been affected."

"I think if MOE today reintroduced examinations in P1 and P2, we may have an uproar."

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# Assessment Framework 2022



## Sec 1 , 2 & 3 Assessment Schedule

Term 1	Term 2	Term 3	Term 4
<b><u>Term 1 WA</u></b> Weighted Assessment (WA) (10%)	<b><u>Term 2 WA</u></b> (15%)	<b><u>Term 3 WA</u></b> Weighted Assessment (WA) (15%)	<b>EOY</b> (60%)
	<b>Common Test (WA)</b> Sec 3: Week 6, 7 & 8 Sec 1 & 2: Week 7 & 8		<b>Sec 1, 2 &amp; 3 : Week 3 – 5</b>
<ul style="list-style-type: none"> <li>• Authentic / Alternative Assessment</li> <li>• According to Timetable</li> </ul>	<ul style="list-style-type: none"> <li>• 2 WA papers per day</li> <li>• Curriculum lessons continue after CT papers</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic / Alternative Assessment</li> <li>• According to Timetable</li> </ul>	<ul style="list-style-type: none"> <li>• Full paper (Whole year's work)</li> <li>• No curriculum lesson / CCA during EOY</li> </ul>

**No more** than **one weighted assessment** per subject, per term



# Our Goals





# Staff Email Address & Form Teachers List



Use this QR Code:



School Website:

<https://www.plmgss.moe.edu.sg/about-us/our-staff/staff-emails>