

PARENTS' BRIEFING ON PRIMARY SIX ENGLISH

Presented on 13 January 2017



PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTAGE	DURATION
1	Situational Writing Continuous Writing	OE OE	55	27.5%	1 h 10 mins
2	Language Use and Comprehension	OE / MCQ	95	47.5%	1 h 50 mins
3	Listening Comprehension	MCQ	20	10%	About 35 mins
4	Oral Communication	OE	30	15%	About 11 mins (5 mins prep)
TOTAL			200	100%	

Aiming for A / A*

Component	A	A*
Oral	24/30	27/30
Listening Comprehension	16/20	19/20
Writing (Paper 1)	40/55	48/55
Language Use & Comprehension (Paper 2)	70/95	88/95
	75%	91%

Paper 1 (Writing) – Aiming for A / A*

	A	A*
Situational Writing	12/15	13/15
Composition – Content	14/20	17/20
Composition – Language	14/20	18/20
	40/55	48/55

Paper 1 (Writing)

Part 1: Situational Writing (15 marks)

Pupils will need to write a letter/email/report based on a given situational context.

Paper 1 (Writing) – Situational Writing

TEXT FORMS tested in previous years

Year	Text Form Assessed
2016	[Formal] Email to Manager of Community Club
2015	[Informal] Email to cousin about weekend programme
2014	[Informal] Email to classmate informing about group project
2013	[Formal] Email requesting for help
2012	[Formal] Letter of request to principal
2011	[Informal] Email to a friend

Part 1: Situational Writing

Markers look at:

(i) Task Fulfilment (6 marks)

- Content
- *Pupil's awareness of Purpose, Audience and Context (PAC)

**(ii) Language and Organisation
(9 marks)**

**new*

Tips to Ace Situational Writing

- ✓ Analyse & determine
 - PURPOSE for writing
 - WHO writing to
 - WHO writing as
 - TONE of writing to use
- ✓ Aim to score full marks (6 mks) for Content by **including all the key info**
- ✓ Language – **direct & specific**

Paper 1 (Writing)

Part 2: Continuous Writing (40 mks)

- Only one question, i.e. no choice
- Composition must be based on:
 - ✓ the **topic**
 - ✓ **at least 1** out of the 3 given visuals

TIP: Read widely and build up a collection of ideas/vocabulary phrases way before the exam.

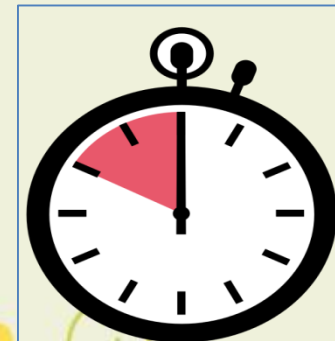
Write a composition of at least 150 words about **being kind**.

The pictures are provided to help you think about this topic. Your composition should be based on one or more of these pictures.

Consider the following points when you plan your composition:

- Who was/were kind?
- How did the person(s) show kindness?

You may use the points in any order and include other relevant points as well.



Paper 2 – Comprehension OE

- Revised format as of 2015 PSLE
- Ranges from 1 to 4 marks per question
- Variety of different question types

Sample Questions for Comprehension Open-Ended (OE)

Q: Choose words from paragraphs 1 and 2 which have similar meanings to the words below. (3m)

squatted	
hostile	
energetic	

Q: Write 1, 2 and 3 in the blanks below to indicate the order in which the events occurred in the passage. (1m)

- _____ Mzee walked away and did not want Owen to stay with him.
- _____ Owen hid behind Mzee as he was scared.
- _____ Mzee and Owen became close and created their own language.

Sample Questions for Comprehension OE

Q: The change in Mzee's behaviour towards Owen has been tracked below. Based on your understanding of the passage, give suitable reasons for this change. (3m)

Past	Present	Reason
Mzee walked away from Owen at first.	Mzee accepted Owen's presence.	Precision important, i.e. "no more, no less"
Mzee was unfriendly towards Owen.	Mzee and Owen made up their own language.	
Mzee was not prepared to be anyone's parent.	Mzee showed Owen where to find food, places to swim or rest and where to sleep at night.	

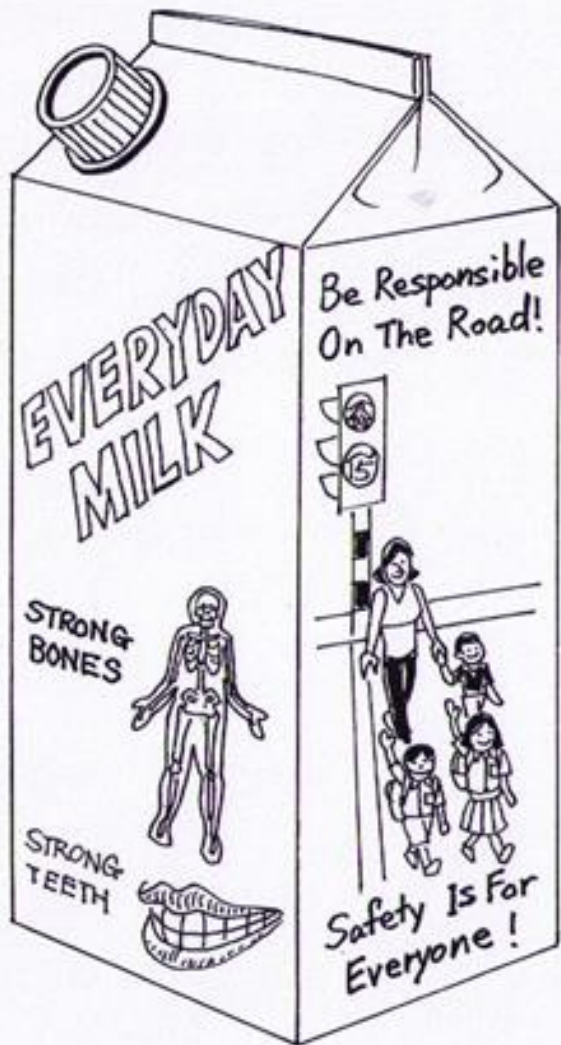
Paper 4 (Oral Communication)

Stimulus Based Conversation

- A merger of Picture Discussion and Conversation
- Stimulus is a springboard for conversation
- Total of 20 marks
- Again, emphasis on **reasoning**

Paper 4:

Stimulus Based Conversation



(a) Look at the picture. Would you be interested to buy the milk? Why/ Why not? Why do you think a road safety message is printed on the milk carton?

(b) Schools often conduct road safety briefings as part of the assembly talks. Tell us about some of the road safety tips you remember and why they are important.

(c) What can we do to be healthy? Do you have a healthy diet? Why or why not? What can you do to lead a healthier lifestyle?

How You Can Help Your Child

- ✓ Identify your child's strengths and weaknesses in fluency, enunciation and pitch (practice makes perfect)
- ✓ Use online dictionaries to check correct pronunciation



The screenshot shows the Oxford Dictionaries website interface. At the top, the logo reads "Oxford Dictionaries Language matters". Below it is a search bar with "ENG (UK)" selected and the placeholder text "Type a word or phrase". A navigation menu on the left includes "HipVan" and a graphic of a ship. The main content area shows a "New Message" header with "To: tim@puppyscrubbers.com|". Below this, the breadcrumb "HOME > BRITISH & WORLD ENGLISH > ENUNCIATE" is visible. The word "enunciate" is displayed in a large font. Underneath, it shows "Line breaks: enun|ci|ate" and "Pronunciation: /ɪˈnʌnsiət /" with a speaker icon. A red arrow points from the right side of the slide to the speaker icon.

How You Can Help Your Child

- Encourage your child to express their opinions and justify with reasons
- Use real-life, authentic scenarios
- Get your child to make connections to themes/topics once they see a picture
- Practice with school's resources

How You Can Help Your Child

- ✓ **Model** good use of the language; correct your child
- ✓ Set **high expectations** for your child; target setting (by components)
- ✓ Look for **new-format** books
- ✓ **A***: Better proficiency; **avid readers**