



Founded 1953

光華學校

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14 September 2017

Dear Parents/Guardians,

SIMPLE LESSONS IN LIFE

Imagine a student's feet shuffling on a precarious thin line on a double line bridge of a Challenge Rope Course (CRC) during the recent P5 Camp. Gripping one of the few dangling ropes, she donned a safety harness at the waist that was attached to an upper wire. She dragged her right foot forward, followed by the left. Letting go of the dangling rope, her hand swiftly aimed for the next dangling rope. Midway, she looked down, her eyes widened with fear. She froze momentarily. "Move your right foot then move your left foot to your right foot," her teacher hollered below, "you can do it!" Slowly step by step, the student bravely inched towards the next platform while the teacher repeated the instructions and encouragement until she reached the other platform and onto the next rope challenge. Recalling the P5 camp, there are a couple of simple lessons in life in that three-day, two-night camp in term 3. Let me share the lessons with you.



Positive Thinking

When the teacher hollered, "You can do it," the student who wanted to give up started to believe that she could overcome the challenge. This is positive thinking. According to Remez Sasson who wrote "The Power of Positive Thinking", Positive thinking is a mental and emotional attitude that focuses on the bright side of life and expects positive results. A positive person anticipates happiness, health and success, and believes he or she can overcome any obstacle and difficulty. In students' reflection about the camp, they mused how the encouraging words of teachers or friends motivated them to overcome the obstacles. Conversely, it is fear that will limit our achievements, paralyze our thoughts and stop us from taking actions and decisions that will take us to the next level of achievement. In the case of the student on the rope course, if she did not believe that she could do it, she would stop and would have lost the opportunity to experience that euphoric feeling of accomplishment.

In Form Teacher Guidance Period (FTGP), students are taught positive thinking. They are taught that it is the attitude that will help us overcome challenges, write or say encouraging words to friends, think helpful thoughts, positive self-talk or inner dialogue, ignore negative thoughts or words from self and others, etc. This is explicit teaching of positive thinking. Brian Tracy, a Canadian-born American motivational public speaker and self-development author, reasoned how our brain react to positive thinking. He wrote, "When you think and talk about what you want and how to get it, you feel happier and in greater control of your life. When you think about something that makes you happy, your brain actually releases endorphins, which give you a generalized feeling of well-being." Similarly, in P5 English Language Unit 8, What Happens When You Laugh, students learn about these "happy chemicals" in our brains. It is positive thinking that students will see the opportunity in every difficulty. It is better to teach them to seize the opportunities that knock on their doors. When they are young, they are encouraged to keep the windows and doors of opportunity open. If they think they do not see the windows and doors of opportunity, they can actively find them. The reason is experiences will shape who they are and who they will become. It is positive thinking that will take them through the fast-approaching milestones like PSLE, transition to secondary schools and beyond. Positive Thinking is a simple lesson for life.





One Step at a Time

On hindsight, the students reflected that the mentality of taking one step at a time empowered them to complete each obstacle. Like Kayden Ong Rui Yang of P5/3 aptly wrote, "Next we had the rope course. I persevered to the very end singing the NDP song "Step by step..." It is the ability to breakdown a perceived mammoth task that defines success. Just like learning, it is the daily exposure and reinforcement of concepts that eases revision. It is the daily doses of reading that enriches our linguistic skills. It is the daily interaction that bonds a family and class. Hence, if we want to change our future, we take step by step action now. If we want to reach our goals, we take one step at a time. As Vincent Van Gogh once said, "Great things are done by a series of small things brought together." It is from our daily reflection of where our time had gone that will provide insight to the plausible goal attainment. That is, each day we have to do the things that will contribute to our future goals. That includes dealing with subjects or matters that we perceive to be difficult and tend to procrastinate. Students are encouraged to grit through it, persevere in learning. James Ferrell, principal at the Arbinger Institute, wrote "The Outward Mind". He reinforced that it is behaviour that drives the results, but mind-set drives behaviour. Thus, while we take each step a day, we need the perseverance and drive to be consistent with our set goals. Taking one step at a time is another simple lesson in life.

A lifetime of lessons

The P5 camp is the first camp for many students. It was their first rope course, their first rock wall experience, their first camp fire, etc. Nonetheless, most of them successfully completed each activity or task. They learned to cope and manage themselves. This is just like lifelong learning. We take a lifetime to accumulate the knowledge and skills to stay relevant in society and forge a new tomorrow. Education keeps us relevant. It makes us better job candidates and increases job security. Learning something new helps keep our brains sharp. Many of us did not grow up with internet. We might have grown up with computers that used floppy disks. In the university, information superhighway was a popular term for the internet then. In spite of that, many of us learn to use technology, those who are better create or invent them. Since we cannot possibly power-pack our students, we encourage them to learn the knowledge and skills for tomorrow. In this way, they have no fear for what is to come. They see hope with each rising sun.

Beyond meeting objectives for P5 camp, I hope Kong Hwaians will bear in mind the simple lessons in life - positive thinking, one step at a time and a lifetime of lessons. In partnership, let us inculcate values and cultivate positive attitude in your child so that he/she will actively contribute to Singapore's success in the future. I hope you find my insight useful. If you have queries or feedback, please email me at chong_chui_mei_penny@moe.edu.sg.

Yours faithfully,



Mdm Penny Chong
P5 Year Head



**KONG HWA SCHOOL
P5 ASSESSMENT PLAN 2017
TERM FOUR**

Name: _____ ()

Class: P5/ _____

14 September 2017

Dear Parents/Guardians,

The pupils will be taking the following assessment in Term Four. Please note the following assessment schedule.

Date	Component	Marks	Duration	Topics
English Language				
3 October Tuesday	Listening Comprehension	20	40 min	
	Paper 1			
	Situational Writing	15	1h 10 min	
Continuous Writing	40			
10 October Tuesday	Oral			
	Reading Aloud	10		
	Stimulus-Based Conversation	20		
30 October Monday	Paper 2			
	Booklet A (28 MCQs)	28	1h 50 min	Companion Booklets Units 1 to 11 CA/SA Practice Papers Synthesis Worksheets Cloze Passages Worksheets
	Grammar	10		
	Vocabulary	5		
	Vocabulary Cloze	5		
	Visual Text Comprehension MCQ	8		
	Booklet B (52 Qs)	67		
	Grammar Cloze	10		
	Editing for Spelling & Grammar	12		
	Comprehension Cloze	15		
	Synthesis/ Transformation	10		
	Comprehension OE	20		

Date	Component	Marks	Duration	Topics
华文				
4 October Wednesday	听力理解	20	30 分钟	
	Paper 1			
	作文	40	50 分钟	
11 October Wednesday	e-口试			
	朗读短文	20		
	会话	30		
27 October Friday	Paper 2			
	A 部分 [25 MCQs]	50	1 小时 40 分钟	年终考查：第 1 至第 18 课
	语文应用	30		
	短文填空	10		
	阅读理解一	10		
	B 部分 [15 Qs]	40		
	完成对话	8		
	阅读理解二	32		
Science				
26 October Thursday	Booklet A (28 MCQs)	56	1h 45 min	<u>P5 Topics</u> <u>Cycles</u> <ul style="list-style-type: none"> • Reproduction in Plants • Reproduction in Humans • Water and Changes of States • The Water Cycle <u>Systems</u> <ul style="list-style-type: none"> • The Plant Transport System • Air and the Respiratory System • The Circulatory System • Electrical Systems • Using Electricity <u>P4 Topics</u> <u>Cycles</u> <ul style="list-style-type: none"> • Life Cycles of Some Animals • Life Cycles of Plants • Matter <u>Energy</u> <ul style="list-style-type: none"> • Light and Shadows • Heat and Temperature
	Booklet B (12 – 13 OEQs)	44		

Date	Component	Marks	Duration	Topics
				P3 Topics <u>Diversity</u> <ul style="list-style-type: none"> • Classification <ul style="list-style-type: none"> - Living and Non-living Things • Plants • Animals • Fungi and Bacteria • Exploring Materials <u>Systems</u> <ul style="list-style-type: none"> • Your Amazing Body as a System • Plants and their Parts <u>Interactions</u> <ul style="list-style-type: none"> • Magnets and their Characteristics • Making Magnets
Mathematics				
31 October Tuesday	Paper 1 (Use of calculators is not allowed)			P5 Topics <ul style="list-style-type: none"> • All chapters in 5A & 5B Textbooks (exclude Chapter 15: Drawing Four-sided Figures) P4 Topics <ul style="list-style-type: none"> • Area & Perimeter • Geometry (Symmetry, angles, 8 point compass, parallel and perpendicular lines)
	Booklet A (15 MCQs)	20	1h	
	Q1 – Q10 (1m each)			
	Q11 – Q15 (2m each)			
	Booklet B (15 Qs)	25		
	Q16 – Q20 (1m each)			
	Q21 – Q30 (2m each)			
	Paper 2 (Use of calculator is allowed)			
Q1 – Q5 (2m each)	55	1 h 30 min		
Q6 – Q17 (3m, 4m or 5m each)				
高级华文				
1 November Wednesday	Paper 1			
	作文 (命题作文/完成文章 - 2 选 1)	40	50 分钟	
	Paper 2			
	一、语文应用	20	1 小时 20 分钟	第 1 至第 18 课
	二、阅读理解一	16		
三、阅读理解二	24			

Absence During School-based Weighted Assessments

- Any pupil who is absent from school-based weighted assessments due to illness must produce a valid medical certificate (MC).
- If a pupil is absent due to other reasons, a letter of excuse with supporting document(s) is required to substantiate his/her absence. This is subjected to school's decision.
- The MC or letter of excuse with supporting document(s) must be submitted to the school on the day the absentee returns to school.
- Any pupil with flu-like symptoms and/or fever of 37.6°C and above is advised to seek medical care and should not take the assessment. It is not to the pupil's advantage. Pupils with MC are advised to stay at home.

Conduct of Make-up Assessments

The table below states the school policy with regard to the conduct of make-up assessments for absentees with medical certificates or with valid reasons for absence.

P5 SAs	No make-up for ALL assessments except for oral. School will designate a make-up day and absentees will be duly informed.
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You may contact the Form or Subject Teacher if you have any clarifications.

Acknowledgement Slip

(To be returned to your child's/ward's form teacher by 22 September 2017)

To: P[level] _____ Form Teacher of Kong Hwa School

Re: P5 SA2 Foundation Examination Scope 2017

I, _____ parent/guardian of _____,

Class P[level] _____ acknowledged that I have received the letter.

Parent's/Guardian's Signature

Date

Date

