



PSLE ENGLISH LANGUAGE

PSLE English Language EXAMINATION FORMAT

Candidates will be assessed in the following areas:

PAPER	COMPONENT	ITEM TYPE	MARKS	WEIGHTAGE	DURATION
1	Situational Writing Continuous Writing	OE OE	55	27.5%	1 hr 10 min
2	Language Use and Comprehension	OE/ MCQ	95	47.5%	1 hr 50 min
3	Listening Comprehension	MCQ	20	10%	About 35 min
4	Oral Communication	OE	30	15%	About 11 min (5 min preparation time; about 6 min examination time)
Total			200	100%	

Paper 1 (Writing)

Part 1 (Situational Writing): Candidates will be required to meet the demands of a given situational context.

Part 2 (Continuous Writing): Candidates will be required to write a composition of at least 150 words on one of two given topics: a piece of narrative writing based on a pictorial stimulus or an account of a given situation.

Paper 2 (Language Use and Comprehension)

Candidates will be assessed on their ability to use language correctly and to comprehend graphic and textual information.

Paper 3 (Listening Comprehension)

This paper comprises 20 multiple-choice questions which test candidates' ability to understand spoken English. The texts may be in the form of news items, announcements, advertisements, instructions, conversations, telephone conversations, speeches and stories. Graphic options will be used for the first four items.

Paper 4 (Oral Communication)

For Reading Aloud, candidates are assessed on their ability to pronounce and articulate words clearly, as well as their ability to read fluently with appropriate expression and rhythm.

For Picture Discussion, candidates are assessed on their ability to interpret the situation in the picture using correct grammar and appropriate vocabulary. For Conversation, the examiner will engage the candidate in a conversation on a given topic.

PSLE English Language (Standard)

1. Oral Examination (30 marks)

A. Approaching the Picture Discussion section:

Giving a personal response to what is happening for each part of the picture is important.

- Remember to state what is happening
- Explain why it is happening
- Give your thoughts about it
- Do not repeat "I can see a" throughout the test

To help you remember this rule, the word is **SET**.

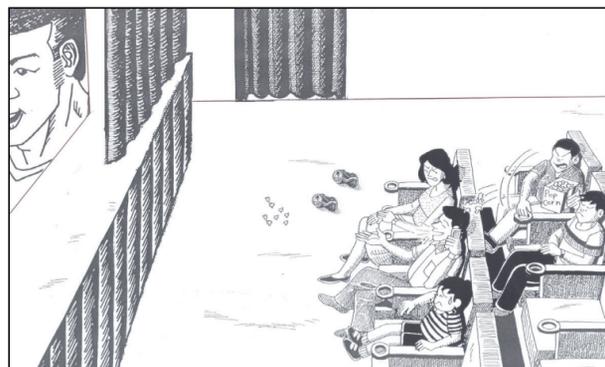
Example:

Examiner: "Look at the picture. Tell me as much as you can about it."

Stating - A man is talking on his mobile phone.

Explaining - Perhaps he is discussing an important matter with a friend.

Thought - He should go out of the auditorium to show consideration for others.



Things to consider

- How is the lady feeling? Why?
- What do you think of the man's actions? (the one throwing popcorn)
- How is the boy in the first row feeling? Why?

B. Approaching the Conversation section:

1. No picture will be shown for this section. The topic given will relate back to the picture shown in the previous section.

2. Remember that you are speaking with the examiners:

- Look the examiners' faces
- Make eye contact with them
- Do not be afraid of them
- They are there to give you the marks

3. To help you with the topic, use the 'wh' questions.

Example:

Examiner: "Do you think eating snacks is healthy?"

- what are snacks
- why people eat snacks
- when usually they eat snacks
- where they usually have snacks
- how eating too much snacks will affect you

Make use of your five fingers to guide you. You may have to reorder the pointers above to suit the topic.

4. Before you end the conversation, remember to say how the experience has affected you and/or the people around.)

Example:

- Do you think eating snacks is healthy?
- Why?

- Points to consider which the examiner may bring up to assist you
- Why is it important to eat healthily?
- How do you make sure that you eat healthily?

2. Paper 1

Part 1

Situational Writing (15 marks)

A. Read the question carefully to know the **format** you are required to use:

- A friendly letter
- A formal letter
- An email
- A report

- What is the **purpose** in writing?
- Who is reading it or who is your **audience**?
- What is the situation or **context**?

B. Read through to check the tenses.

Check that you have responded to all the pointers given in bullet points in the question.

Sample question for Situational Writing:

Below is a flyer with some notes written on it.

Flora Day Tour

Organise by Horizon Community Centre

Come and join us on 12 September
to discover more about the plants in Singapore.

Includes trips to:

1. Singapore Botanic Gardens

Learn how to conserve plants

First time in a treehouse! Unforgettable!
2. Tuas Link Organic Farm
(includes complimentary organic lunch)

Look at how vegetables and fruits are grown
3. Bottle Tree Park

Can identify many fruit trees

To register, please approach Wei Xiong at Horizon Community Centre

Your Task:

You want to take part in the 'Flora Day Tour'. You would like your friend, Dukar, to join you. Write a letter to him about your intention.

You should refer to the flyer above for your letter.

In your letter, include the following information:

- the organiser of the tour
- the aim of the tour
- the date of the tour
- all the places you and your friend will be visiting
- 2 things you and your friend will be learning from the tour

You may reorder the points. You should write in complete sentences.

C. Reminder:

- Remember to use the format for letter-writing
Example: Dear Dukar, etc.

- Write in a friendly manner
Example: Ask him, "How are you..." at the beginning of the letter

- End the letter appropriately
Example: Goodbye.
Your friend, Amir

- Remember to include all the information which is required by addressing the pointers given in the question

- Do not spend more than 20 minutes for this section

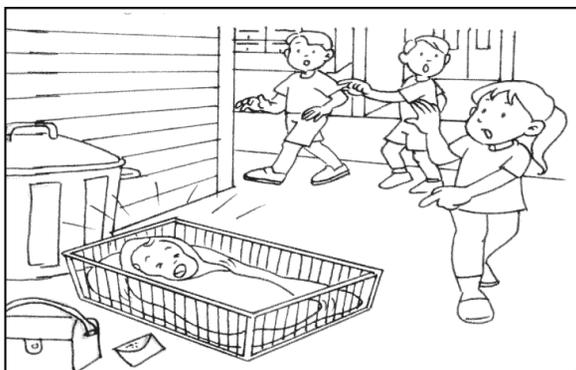
Part 2

Continuous Writing (40marks)

A. There are 2 questions to choose from in this part. If you want to write about the picture, circle the "problem" in the picture which will be the problem which you have to solve in your composition.

Sample question 1:

Write a story based on the picture below. Your story should be **at least 150 words long**.



For your story, make use of the points below.

- how the girl felt when she saw the baby
- what happened next
- what happened in the end

Tips:

- You should draw a circle around the picture of the baby in the basket as that is the "problem" in your story.
- Take a stand - You can be one of the characters in the story or you can give names to the characters in your story.

B. If you choose to do the next question, you may need to create the "problem" given the situation but you must use the characters given in the situation.

Sample question 2:

You were just about to enter your house when a **young lady approached you and asked if she could use your telephone**. She claimed that she had left her keys in her car and needed to contact her husband urgently.

Based on the above situation, write a composition of **at least 150 words**.

In your composition, make use of the points below:

- what you did
- what happened next
- what happened in the end

You may reorder the points. You may also include other relevant points

C. Next, read the **pointers** given below the picture or question. You must respond to them in your composition. Below is a suggested format which you can use for writing.

Suggested Format for Continuous Writing

A. Introduction (Choose one)

- Description of the setting (How was the place like).
- Description of the main character (physical or behavioural)
- Flashback
- Dialogue
- A series of questions

B. Development

- What is the problem? Why?
- Who are involved? Why?
- Did the problem become worst? Why?
- How is the problem solved?

C. Conclusion

- Write about how the characters felt. Why?
- How they had been affected by the situation.

Read through to check for:

- capital letters, commas, speech marks and full-stops
- paragraphing
- vocabulary used - good phrases you have come across in books
- spelling
- linking words - Examples: eventually, then, perhaps, however, before
- varied of sentence structures - length, beginning word, Examples: I hesitated. My sister tried to speak but words failed her. Both of us were in trouble when we realized we had done the wrong thing.
- tense- most of the time the story is written using the Past Tense
- clarity of thought - order the events that happened, link every paragraph, write about only one idea in a single paragraph

Writing a well-developed composition include giving:

- detailed description of the events that took place,
- a problem and a solution
- some physical and behavioural description of the main character,
- information on how the characters feel
- a dialogue (if you can)

3. Paper 2

Comprehension Section (Open-ended) (20 marks)

Tips:

- Read the passage carefully first before answering any question. It helps if you can understand the content very well. **Do not rush to answer the questions.**
- During your second reading, write down one sentence beside each paragraph to explain the main idea in it (what the paragraph is about).
- Take note of **how the story is developed** from one paragraph to another.
- You must be able to tell the **difference** between a fact and an opinion.
- Look out for clues to understand the story from the words used, for example, 'might', 'it is the...'
- When you are asked to explain, give a complete answer which is usually longer than usual.
- Underline the question word or words used in the question like "who", "where", "why", "explain", "how", "state", "quote" and "under what circumstance".
- Identify the tense used in the question through the words like "is", "are", "was" or "were".
- THE BEST ANSWERS ARE THOSE WHICH ARE GIVEN USING YOUR OWN WORDS AND THEY ARE USUALLY SHORT AND TO THE POINT.
- You **must avoid copying the whole sentence** from the passage for the answer UNLESS YOU ARE ASKED TO.

Example

The following is a paragraph taken from a passage for us to examine:

The next morning, Dave forced himself to trudge back to the shrub. The scorching sun was beating down on his burnt back. It was difficult as he was weak from hunger and thirst. He knew he was lucky to be alive and he was not going to give up hope. Settling down for his vigil, he started drawing in the sand, pictures of his sister and Brownie, running in the garden. He wondered if Brownie was waiting for him at home, whining and he wondered if anyone had taken him for a walk. Tears rolled down his cheeks, the saltiness pierced his cracked skin. He wiped away his tears. Hope seemed far but he believed in miracles. He straightened his back and looked around.

- After reading the paragraph, you need to ask what is the **main idea** in the paragraph - Dave is still waiting for help.
- The word "wondered" means Dave was thinking about things.
- Words like "sun", "scorching", "thirst" and "cracked" tell you that it is a hot place.
- Words like "whining" and phrases like "taken for a walk" give you a **clue** that Brownie is a dog.

Sample questions:

- What is Brownie?
Infer from the paragraph:
It is a dog.

- Why did Dave trudge back to the shrub?
Reason:
He wanted a shelter from the sun.

DO NOT SAY: Dave forced himself to trudge back to the shrub as the scorching sun was beating down on his burnt back.

- How did Dave feel?
He was sad.√

NOT ACCURATE TO SAY: **Tears rolled down his cheeks**, so he was sad. (The bold words are not needed in the answer)

END