Preparatory Course for Admission to Government Schools (Primary 3)

OVERVIEW

These courses are designed to prepare students for admission to Primary 3 Singapore government mainstream schools. Students are taught English and Mathematics subjects in preparation for the Admissions Exercise for International Students (AEIS) and Supplementary AEIS (S-AEIS) examinations. Students who are successful in the AEIS or S-AEIS exams will receive a school posting offer from the Singapore Ministry of Education (MOE)

PROGRAMME OBJECTIVES:

The course is focused on preparing International Students for the Admission Exercise for the International Students (AEIS) Examination – A pathway to gain entry into local schools in Singapore and equip them with the necessary skills required to examine the fundamental keys and the right approach for effective problem-solving techniques and test-taking strategies in the English and Mathematics modules.

DURATION:

- 6 months (Face-to-Face) OR
- 3 months (Face-to-face) and 3 months (Blended)

DELIVERY MODE:

Full Time

NUMBER OF MODULES:

2

SYLLABUS:

Syllabus following Singapore's MOE Primary 2 Mathematics and English

MODULE SYNOPSIS

P301: Mathematics

Students will be able to

- acquire mathematical concepts and skills for everyday use and continuous learning in mathematics
- develop thinking, reasoning, communication, application and metacognitive skills through a mathematical approach to problem-solving
- build confidence and foster interest in mathematics

The study areas focus on:

1) **Number and Algebra** – Whole numbers up to 1000 / Number place-value / Addition and Subtraction up to 3-digits numbers within 1000/

ASSESSMENT METHODS:

- **Internal Examination:** Monthly and Final Test
- **External Examination:** AEIS or S-AEIS Exam by Ministry of Education (MOE)

CONTACT HOURS:

- Weekdays, Monday to Friday
- 9 am to 12 noon and 1 pm to 4 pm
- 6 hours per day

TOTAL CONTACT HOURS

480

COURSE COMPLETION:

Students may take the Admission Exercise for International Students (AEIS) in September/ October organised by MOE Singapore.

Students who missed or failed the AEIS Test may sit for the Supplementary Admission Exercise for International Students (S-AEIS) Test in February / March organised by MOE Singapore.

REQUIREMENT FOR COURSE COMPLETION:

Students must achieve at least 90% attendance and not be absent for more than Global School of Technology and Management

QUALIFICATION TO BE AWARDED UPON COURSE COMPLETION:

Certificate of completion Preparatory Course for Admission to Government Schools (Primary 3)

AWARDING BODIES:

Global School of Technology and Management

Perform simple mental calculations / Multiplication and Division within 2,3,4, 5 and 10 Timetable / Grouping / Solve 1& 2 step word problem

2) **Fractions** – Fraction as a whole / notation and representation of fractions / comparing and ordering fractions with denominator not exceeding 12

3) **Money** – Count amount of money in cents and dollars / Simple calculation involving money in cents and dollars/ Writing and reading of money in decimal notation / Comparing money / Solve money word problem

4) **Measurement** – measuring and comparing length in metre/centimetre / mass in kilograms/grams / volume of liquid in litres / using units like m/cm/kg/g/l

5) **Time** – Use or a.m / p.m / draw hands on hour clock / telling time to 5 minutes / use of h / min

6) **Geometry** – Identify, name, describe and classify 2D shapes (semi-circle, quarter circle) / form different 2D figures with rectangle, circle, triangle, semi-circle, quarter circle / Identify, name, classify, describe 3D shape of cube, cuboid, cone, cylinder. Sphere

7) **Picture Graphs** – reading, interpreting data from Picture graphs with scales

P302: English

Students will be able to:
- Develop effective and affective language use in students.
- Listen to, read and view critically and with accuracy, understanding and appreciation a wide array of literary and informational texts in standard English that is grammatical, fluent and appropriate for purpose, audience, context and culture refers to the formal register of English used in different parts of the world. From print, nonprint and digital networked sources.
- Speak, write and represent in standard English that is grammatical, fluent, intelligible and appropriate for different purposes, audiences, contexts and cultures
- Use standard English grammar and vocabulary accurately and appropriately, and understand how speakers/writers put words together and use language to communicate meaning and achieve impact.
- Use English with impact, effect and affect.

The study areas focus on the following areas:

1) **Listening and Viewing:** Develop appropriate listening and viewing attitudes and behaviour and apply skills and strategies in a variety of contexts for effective communication and collaboration, strengthened by exposure to a wide range of listening and viewing texts.
   - **Listening and Viewing Closely with a Positive Disposition:**
     o Develop a positive disposition by listening and viewing attentively for a sustained period, with empathy and respect, and by indicating response appropriately in a range of communicative contexts and interactions
     o Develop perception and recognition of sounds and words in context through phonological awareness and identification of key words, prosodic features and non-fluency features of spoken language.
     o Listen and view for understanding by drawing on prior knowledge and contextual clues, including semiotic features, and applying a range of listening and viewing skills and learner strategies to interpret texts.
   - **Listening and Viewing Extensively:** Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.

2) **Reading and Viewing:** Develop beginning, close and critical reading and viewing skills, strategies, attitudes and behaviour to comprehend a variety of texts meaningfully, strengthened with wide and extensive reading and viewing.
   - **Reading and Viewing Closely:**
     o Develop beginning reading and viewing to achieve accuracy and fluency through word recognition and acquiring a positive disposition
     o Develop close reading and viewing at literal and inferential levels by using prior knowledge, contextual clues and comprehension skills and strategies
   - **Reading and Viewing Critically:**
     o Respond to implied meaning and make personal connections with texts read and/or viewed using higher order thinking and metacognitive strategies.
   - **Reading and Viewing Widely and Extensively for Different Purposes:**
     o Respond to a wide and extensive range of high-interest and age appropriate texts, including selections of multimodal and hybrid texts, for different purposes to examine the impact of different semiotic modes on text and meaning, to facilitate application of skills to other areas of language learning and subject areas, and for enjoyment.

3) **Speaking and Representing :** Develop knowledge of the features of spoken language and use speaking and representing skills, strategies, attitudes and behaviour to communicate appropriately according to purpose, audience, context and culture.
   - **Knowledge Base for Speaking and Representing:**
     o Develop knowledge of the basic features of spoken language and recognise that language is used to fulfil different purposes
     o Develop fluency and accuracy in pronunciation with use of appropriate prosodic features.
   - **Speaking and Representing Confidently and Effectively for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively**
     o Plan and set goals.
     o Explore, gather and develop ideas from a variety of texts combining linguistic and other semiotic modes.

- o Participate respectfully in discussion by upholding agreed upon rules of exchange.
- o Speak and represent with confidence, coherence and cohesion using different semiotic modes appropriately to fulfil different purposes
- o Pay increasing attention to producing texts that recount, entertain, instruct and respond.
- o Monitor self and others in order to correct mispronounced words and adjust inappropriate use of prosodic features.

4) **Writing and Representing:** Develop a positive disposition towards writing and representing, writing readiness and handwriting, spelling accuracy, and apply skills and strategies for idea generation, selection, organisation, development, expression and revision in creating a variety of texts, to address different purposes, audiences, contexts and cultures.
- • **Acquiring the Mechanics of Writing:**
  - o Develop a positive disposition towards writing and representing
  - o Develop writing readiness and write in print script. Apply spelling skills and strategies accurately for writing age-/year level appropriate words.
- • **Writing and Representing Creatively and Critically for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively:**
  - o Learn to write and represent by generating, selecting, organising, developing, expressing and revising ideas.
  - o Create a variety of texts for different purposes, using an appropriate tone and register. Understand how the skills and knowledge of writing and representing specific types of texts can inform and be applied to the creation of other increasingly sophisticated texts of different types and/or forms.
  - o Learn to write and represent with some attention to the appropriate organisational structures and language features of texts for different purposes

5) **Grammar:** Develop knowledge of grammar for the purposeful use of language at the word, phrase, sentence and text levels
- • **Use of Terms:**
  - o Learn metalanguage explicitly to talk about how language works at word and phrase levels and for identification of simple sentence functions in meaningful contexts
- • **Grammar at Word, Phrase and Sentence Levels:**
  - o Apply grammatical knowledge at the word, phrase and sentence levels to convey ideas accurately in different social contexts. Understand that by varying the forms of construction, different meanings are conveyed in different contexts.

6) **Vocabulary:** Develop knowledge of vocabulary for the purposeful use of rich language
- • **Developing Rich Vocabulary Knowledge:**
  - o Focus on learning words through experience and enjoyment
  - o Develop vocabulary knowledge and take an active role in learning new vocabulary items
  - o Develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context.
  - o Use various learner strategies to develop rich vocabulary.
- • **Using Vocabulary:**
  - o Use words suitable for purpose, audience, context and culture
  - o Use fixed expressions accurately and appropriately.
  - o Recognise, appreciate and use words for literary effect meaningfully.
  - o Use words meaningfully in conjunction with semiotic modes.