

Preparatory Course for Admission to Government Schools (Secondary 1- Intensive)

OVERVIEW

This is a 3-months intensive course for students who wish to attempt the Admissions Exercise for International Students (AEIS) or Supplementary Admissions Exercise for International Students (S-AEIS) exams in less than the recommended preparation time of 6 months and enhance their exam skills and get ready for the exams. 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) or Supplementary Admission Exercise for the International Students (I-AEIS) Examinations – 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:

- 3 months (Face-to-Face) OR
- 3 months (Blended)

DELIVERY MODE:

Full Time

NUMBER OF MODULES:

2

SYLLABUS:

Syllabus following Singapore's MOE Primary 6 Mathematics and English

MODULE SYNOPSIS

SI101: 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) **Algebra** – use letter to represent unknown number / notation, representations and interpreting of simple algebraic expression /

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GSTM-ACD-103

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

360

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 (Secondary 1- Intensive)

AWARDING BODIES:

Global School of Technology and Management

- simplifying linear expression / evaluating simple linear expression by substitution / solving simple linear equations involving whole number coefficient only in simple context
- 2) **Percentage** – writing of percentage / conversion of percentage to decimal and fraction and vice versa / percentage increase and decrease
- 3) **Fractions** – Multiplication and division of fractions / Four operations involving fractions
- 4) **Ratio** – relationship between ratio and fraction / solve word problems involving ratio including changing ratio
- 5) **Speed** – concept of speed and average speed / relationship between distance, time and speed / use of km/h, m/s, m/min units / solve 3 step word problem
- 6) **Area and circumference of circle** - find area and circumference of circle. Semi-circle,

quarter circle / area and perimeter of composite figures involving square, rectangles, triangles, circle, semi-circle and quarter circles

- 7) **Volume of Cube and Cuboid** – find one dimension, face area of a cube or cuboid given its volume and other dimension / use of square root and cube root
- 8) **Angles** – find unknown angles in composite figures such as rhombus, parallelogram, trapezium, square, rectangle and triangle
- 9) **Nets** - identify and draw 2D representations of cube, cuboid, cone, cylinder, prism and pyramid / identify nets of 3D solid such as cube, cuboid, prism and pyramid / identify the solid which can be formed by a given net
- 10) **Pie Chart** - read and interpret data from pie chart / solve word problems using data from table/graphs
- 11) **Heuristics** - use of different concepts to solve word problems.

SI102: 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:**
 - 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
 - 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.

- 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 Critically:**
 - Listen and view critically by analysing different semiotic features in texts, determining the credibility of sources and relevance of information, and using comprehension monitoring strategies while listening and viewing.
- **Listening and Viewing Extensively:**
 - Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions) in a variety of contexts for enjoyment and understanding to other areas of language learning.

- 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:**
 - Strengthen close reading and viewing by using a range of comprehension, and information and media literacy skills and strategies to construct meaning from diverse and multiple texts
- **Reading and Viewing Critically:**
 - Respond critically to and appreciate implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies, making the connections to integrate meaning in texts, and demonstrating awareness of how writers' style can influence meaning.
- **Reading and Viewing Widely and Extensively for Different Purposes:**
 - 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:**

- Attain deeper knowledge of the features of spoken language, including variation in register according to situation.
- Recognise the conventions of speech and the roles of speakers in different situations
- 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**

- Plan and set goals.
- Gather, select and evaluate information
- Develop and organise ideas from a variety of texts combining linguistic and other semiotic modes.
- Participate respectfully in discussion to develop, articulate and represent ideas in real time in response to the listener(s).
- Speak and represent with confidence, coherence and cohesion using different semiotic modes appropriately to fulfil different purposes
- Pay increasing attention to producing texts that recount, entertain, instruct and respond.
- Self-adjust planned speech, monitor and revise speech to adjust and improve communication based on intended purposes and response of the listener immediately after and upon reflection.

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:**

- Develop a positive disposition towards writing and representing
- Write neatly, legibly and fluently. Apply spelling skills and learner strategies accurately for writing

frequently misspelled and multisyllabic words

- **Writing and Representing Creatively and Critically for a Variety of Purposes, Audiences, Contexts and Cultures, both Individually and Collaboratively:**

- Apply skills for idea generation, selection, organisation, development, expression and revision so as to address the writer's purpose, needs of the audience, context and culture in writing and representing. Pay increasing attention to the use of semiotic modes in text creation.
- 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.
- Apply knowledge of appropriate organisational structures and language features to create a variety of increasingly sophisticated texts for different purposes.
- Pay increasing attention to writing and representing texts that respond, argue, evaluate and/or persuade.

5) Grammar: Develop knowledge of grammar for the purposeful use of language at the word, phrase, sentence and text levels

- **Use of Terms:**

- Use metalanguage to talk about how language works at the text level and during editing and self-correction.

- **Grammar at Word, Phrase and Sentence Levels:**

- 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.

- **Grammar at Text Level:**

- Use cohesive devices and grammatical structures to create links across different clauses, sentences and paragraphs. Identify and apply knowledge of language features in different types of texts during speaking, writing and representing. Recognise how the purposeful use of language shapes meaning in texts.

6) Vocabulary: Develop knowledge of vocabulary for the purposeful use of rich language

- **Developing Rich Vocabulary**

- **Knowledge:**

- Develop and strengthen vocabulary knowledge, and take an active role in learning new vocabulary items.
 - Develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context.
 - Use various learner strategies to develop rich vocabulary.

- **Using Vocabulary:**

- Use words suitable for purpose, audience, context and culture
 - Use fixed expressions accurately and appropriately.
 - Recognise, appreciate and use words for literary effect meaningfully.
 - Use words.