

THE LEARNING LAB

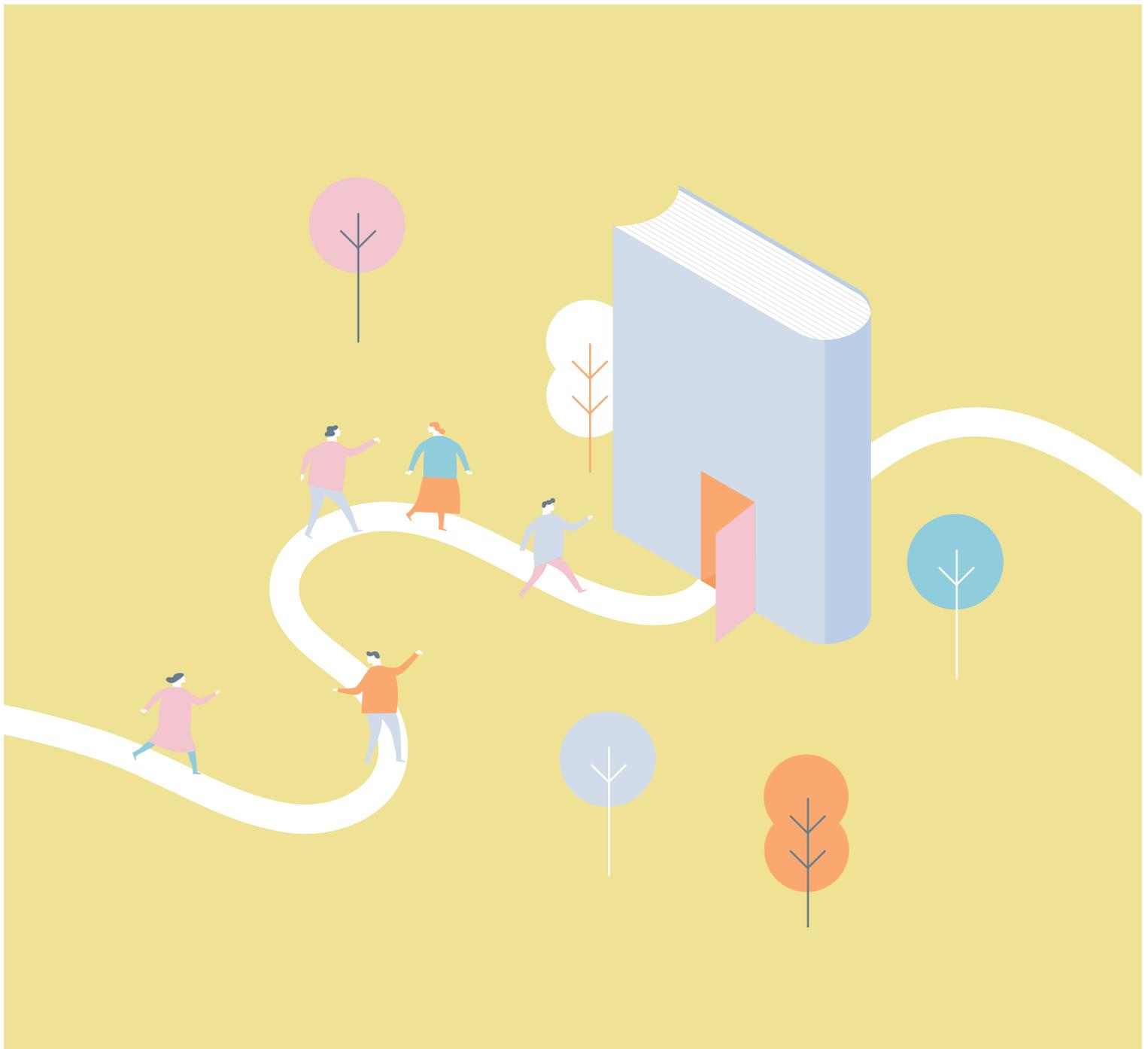
PRIMARY 3 REVISION GUIDE

P3

ENGLISH

MATHEMATICS

SCIENCE



P3 REVISION GUIDE

English

COMMON PITFALLS AND
HOW TO AVOID THEM

Composition Writing
Comprehension Open-ended
Cloze Passages

TLL TOP TIPS

COMPOSITION WRITING – COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
No clear link to the theme or picture(s) in the question	<ul style="list-style-type: none"> Plan your story to focus on the given theme and ensure that the details given in the pictures are highlighted throughout the story.
The resolution is not satisfactory or illogical	<ul style="list-style-type: none"> Imagine the problem in realistic terms and think about how you would solve the problem in real life. Ensure that the story flows smoothly from the start to the end.
Insufficient or inappropriate use of literary writing techniques	<ul style="list-style-type: none"> Include at least two to three literary techniques in your story. Check that your descriptions are relevant to the story and add to the characters' development.

Example of Using a Good Literary Technique

Original: Terence was extremely upset when he realised that his friend had lied to him.

Improved: Terence clenched his fists and raised his voice at his friend when he discovered that he had lied to him.

Top Tip – For description of feelings, you should try to incorporate the show-not-tell literary technique.

COMPREHENSION OPEN-ENDED – COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
Incomplete answer	<ul style="list-style-type: none"> Always check the allocation of marks before attempting your answers so that answers are complete. Ensure that the points in your answer fully satisfy the question requirements.
Failure to understand the passage	<ul style="list-style-type: none"> Use headers and annotations to break down a long and difficult passage. Identify characters and sequence of events.
Failure to answer the questions directly	<ul style="list-style-type: none"> Highlight the keywords in the question to ensure that you address question requirements. Do not include unnecessary information.

Example of Not Answering the Question Directly

Common Error: Student merely lifts the answer from the passage once he identifies similar keywords.

Top Tip – Always check that you have answered the question directly. Some direct questions still require you to paraphrase slightly in order to fully address the question, such as dialogue text in the passage. You should also ensure that you do not include irrelevant pieces of information in your answer.

CLOZE PASSAGES – COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
Lack of understanding of the passage	<ul style="list-style-type: none">• Read the whole passage first to get an understanding of its main ideas before attempting to fill in the blanks.
Inadequate vocabulary	<ul style="list-style-type: none">• Build up your vocabulary by revising your English Journal and reading widely. This helps you to become familiar with common fixed phrases.
Inaccuracy of answers	<ul style="list-style-type: none">• Identify and highlight clues before filling in the answer.• Read the helping words carefully and pick the one that best fits the sentence.

Example of an Inaccurate Answer

Common Error: Student fills in the first word that comes to his or her mind when attempting the cloze passage.

Top Tip – Always read the sentence carefully before writing the answer down. Be sure to read the sentence one more time to make sure that the answer fits.



TLL TOP TIPS

FOR COMPOSITION WRITING

1. Plan the entire story before you start writing.
 2. Check for grammar, spelling and punctuation errors.
 3. Ensure that your story matches the details given in the picture and that you write about the given theme.
 4. Check that you have resolved the main conflict in the falling action and conclusion.
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FOR COMPREHENSION OPEN-ENDED

1. Always read the questions carefully before reading the passage.
 2. Mark out keywords and tenses in the questions.
 3. Check that your answers are complete (number of points match the number of marks) and have address question requirements.
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FOR CLOZE PASSAGES

1. Read the passage once through before attempting the questions.
2. Apply the ripple effect when looking for clues and highlight the clues.
3. Check that you have not used the same helping word twice.
4. Identify phrasal verbs and fixed expressions correctly.

P3 REVISION GUIDE

Mathematics

COMMON PITFALLS AND
HOW TO AVOID THEM

Section A – Multiple-choice Questions

Section B – Short-answer Questions

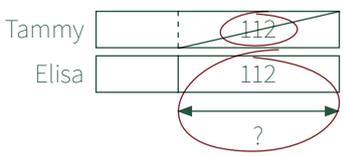
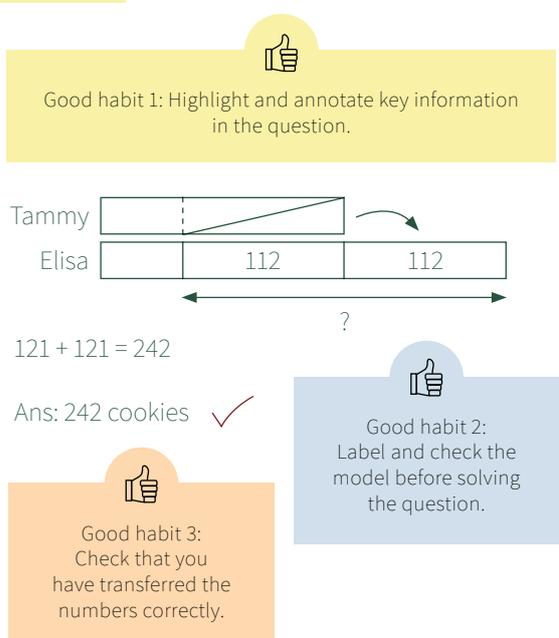
Section C – Word Problems

TLL TOP TIPS

SECTION B – SHORT-ANSWER QUESTIONS
COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
<p>CALCULATION ERROR</p> <p>Students might have incorrectly add, subtract, multiply or divide in the process.</p>	<ul style="list-style-type: none"> Adopt a checking system by working backwards from the final answer.
<p>UNIT ERROR</p> <p>Students might forgot to write the units in the final answer or use the wrong units while doing their working.</p>	<ul style="list-style-type: none"> Write units consistently in every number statement. Convert the figures to the same units first before solving the question. Check through final answers to all questions to ensure units are included where necessary.
<p>⊗ Bad Example:</p> <p><u>9.95</u>¢ + \$1.05 = \$10.00</p> <p>Unit error: Student forgot to convert his answer to cents.</p> <p>\$10.00 \$ 1.05 ----- <u>\$ 9.95</u> ✗</p> <p>Calculation error: Student subtracted the amount of money incorrectly.</p>	<p>⊙ Good Example:</p> <p><u>895</u> ✓ ¢ + \$1.05 = \$10.00</p> <p>Good habit 1: Write units in each step of the working.</p> <p>99 \$10.00 \$ 1.05 ----- \$ 8.95 ✓</p> <p>Good habit 2: Check that answer is in the correct unit given.</p> <p>\$8.95 = 895¢</p> <p>Check:</p> <p>11 \$ 8.95 \$ 1.05 ----- \$10.00 ✓</p> <p>Good habit 3: Conduct answer check by working backwards from the final answer.</p>

SECTION C – WORD PROBLEMS
COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
<p>TRANSFER ERROR</p> <p>Students might incorrect transfer the number(s) or information from one step to another or write the number(s) in a wrong sequence.</p>	<ul style="list-style-type: none"> • Transfer each digit one at a time. • Check and ensure accurate transfer of number(s) before solving the next step.
<p>PRESENTATION ERROR</p> <p>Students might incorrectly label a model, use an inappropriate diagram, or include number statements which are mathematically incorrect.</p>	<ul style="list-style-type: none"> • Label and check the diagram or model before solving the question. • Label each step of the solutions with simple word statement. • Revise the specific presentation requirement for each topic.
<p>⊗ Bad Example:</p> <p>Tammy and Elisa have an equal number of cookies at first. Tammy gave Elisa 121 cookies. How many more cookies does Tammy have than Elisa now?</p>  <p>Transfer Error: The number was written wrongly as 112 instead of 121.</p> <p>Presentation Error: Student missed out adding the unit cut out from Tammy's model to Elisa's model.</p> <p>Ans: 112 cookies ✗</p>	<p>☑ Good Example:</p> <p>Tammy and Elisa have an equal number of cookies at first. Tammy gave Elisa 121 cookies. How many more cookies does Tammy have than Elisa now?</p>  <p>Good habit 1: Highlight and annotate key information in the question.</p> <p>Tammy</p> <p>Elisa</p> <p>121 + 121 = 242</p> <p>Ans: 242 cookies ✓</p> <p>Good habit 2: Label and check the model before solving the question.</p> <p>Good habit 3: Check that you have transferred the numbers correctly.</p>



TLL TOP TIPS

1. Plan your time wisely – follow the general rule of **1 mark = 1 min** i.e. not spending more than 1 min for each mark allocated.
 2. Skip to the next question before revisiting the unsolved questions later.
 3. Read through the entire question before solving.
 4. Identify the answer and question's requirement.
 5. Check through your workings for accuracy.
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SECTION A – MULTIPLE-CHOICE QUESTIONS

1. Eliminate options that are obviously incorrect.
 2. Tally the answer on your question paper with the optical answer sheet (OAS) to ensure zero transfer error during shading.
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SECTION B – SHORT-ANSWER QUESTIONS

1. Show your workings for 2-mark questions as method marks are awarded.
 2. Write down the final answer or answer statement.
 3. Include the units of measurement in your final answer
– e.g. money \$/¢, mass kg/g, length km/m/cm, volume l/ml, time a.m./p.m.
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SECTION C – WORD PROBLEMS

1. Show all your workings as method marks are awarded.
2. Write down the final answer or answer statement.
3. Include the units of measurement in your final answer
– e.g. money \$/¢, mass kg/g, length km/m/cm, volume l/ml, time a.m./p.m.

P3 REVISION GUIDE

Science

COMMON PITFALLS AND
HOW TO AVOID THEM

Section A – Multiple-Choice Questions
Section B – Free Response Questions

TLL TOP TIPS

SECTION A – MULTIPLE CHOICE QUESTIONS
COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
Carelessness	<ul style="list-style-type: none"> Read question thoroughly and highlight key information.
Not reading the full question	<ul style="list-style-type: none"> Read and analyse all the options carefully before picking the right answer.
Misconception	<ul style="list-style-type: none"> Revise past work to familiarise yourself with frequently appearing 'trick' questions.

EXAMPLE

Study the pictures of the two organisms below.



Organism X



Organism Y

Which of the following statements is/are false?

- A Both cannot respond to changes.
- B Both are non-flowering plants.
- C Both trap light to make their own food.
- D Both reproduce by spores.

- (1) A only (2) D only
- (3) A and C only (4) A, B and C only

Answer 1: Not reading the full question

What's wrong? There is more than one false statement. Read on to find out if there are other false statements.

Answer 2: Carelessness

What's wrong? The question is asking for false statements, not true statements.

Answer 3: Misconception

What's wrong? Organism Y is a type of fungi, not a plant.

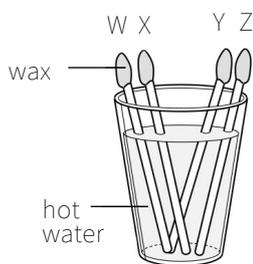
Correct answer: 4

SECTION B – FREE RESPONSE QUESTIONS
COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab Top Tip
Incomplete answer	<ul style="list-style-type: none"> Revise past work to familiarise yourself with the phrasing or points needed for a complete answer.
Not answering in context of question	<ul style="list-style-type: none"> Check your answer to ensure references have been made to the relevant information in the question.
No comparison shown	<ul style="list-style-type: none"> Check your answer to ensure comparative or superlative terms have been used.
Inaccurate phrasing / no keywords / lack of keywords	<ul style="list-style-type: none"> Jot down relevant keywords based on the concept tested in the question.

EXAMPLE

The time taken for the wax on similar rods made of different materials to melt completely was recorded as shown in the table below. Which material, W, X, Y or Z, is most suitable for making the handle of a frying pan? Explain your answer.



Material	Time taken for wax to melt (mins)
W	8
X	3
Y	12
Z	5

- Material Y. Material Y is the poorest conductor of heat. Hence, it would conduct heat from the hot frying pan to the user's hand the slowest, preventing the user's hand from being scorched.

What's wrong? Incomplete answer (no reference to the result)

- Material Y. The poorer the conductor of heat, the longer the time taken for the wax to melt completely.

What's wrong? Not answering in context of question (generalised statement for explanation)

- Material Y. The wax on Material Y took a long time to melt completely, indicating that Material Y is a poor conductor of heat. Hence, it would conduct heat from the hot frying pan to the user's hand the slowly, preventing the user's hand from being scorched.

What's wrong? No comparison shown (no comparative terms used)

4. Material Y. Material Y took the longest time to melt completely, indicating that Material Y is the poorest conductor of heat. Hence, it would conduct heat the slowest, preventing the user's hand from being scorched.

What's wrong? Inaccurate phrasing/ lack of keywords (it is the wax, not Material Y, that melts. Direction of heat conduction is not stated)

SUGGESTED ANSWER:

Material Y. The wax on Material Y took the longest time to melt completely, indicating that Material Y is the poorest conductor of heat. Hence, it would conduct heat from the hot frying pan to the user's hand the slowest, preventing the user's hand from being scorched.



TLL TOP TIPS

FOR MULTIPLE-CHOICE QUESTIONS

1. Identify the topic and concept tested.
 2. Study diagrams and data carefully and jot down quick notes that aid in your analysis.
 3. Analyse all options before picking the right answer. Derive your answer by elimination – cross out options that are definitely wrong.
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FOR FREE RESPONSE QUESTIONS

1. Identify the topic and concept tested
 - Once the concept is identified, jot down relevant keywords to guide you in phrasing a complete answer using scientific concepts.
2. Study diagrams and data carefully and jot down quick notes that aid in your analysis
 - For experiment-based questions, identify the changed and measured variable and make appropriate inferences. Based on the inferences made, identify the aim and conclusion of the experiment.
3. Be clear and concise
 - The terms used in questions indicate how they should be answered and give clues as to how long or how detailed the answer should be.
 - Other clues on how long the answer should be include the mark allocation and number of lines provided for answering.
 - Terms that require a short and direct answer:
 - o State . . .
 - o Identify. . .
 - o List . . .
 - Terms that require a detailed answer that includes keywords:
 - o Explain. . .
 - o Why. . .

Put in your best effort and remember to check your work. Practise good time management and remember to get a good night's rest before your paper!



At The Learning Lab, we practise an active learning approach, where students are encouraged to engage with the text or topic being taught, think critically, and participate in class through guided discussions and other activities. While we believe that building a solid foundation for exam excellence is important, we also believe in nurturing a lifelong love for learning in our students.

Contact us to find out more about our programmes.

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