

THE LEARNING LAB

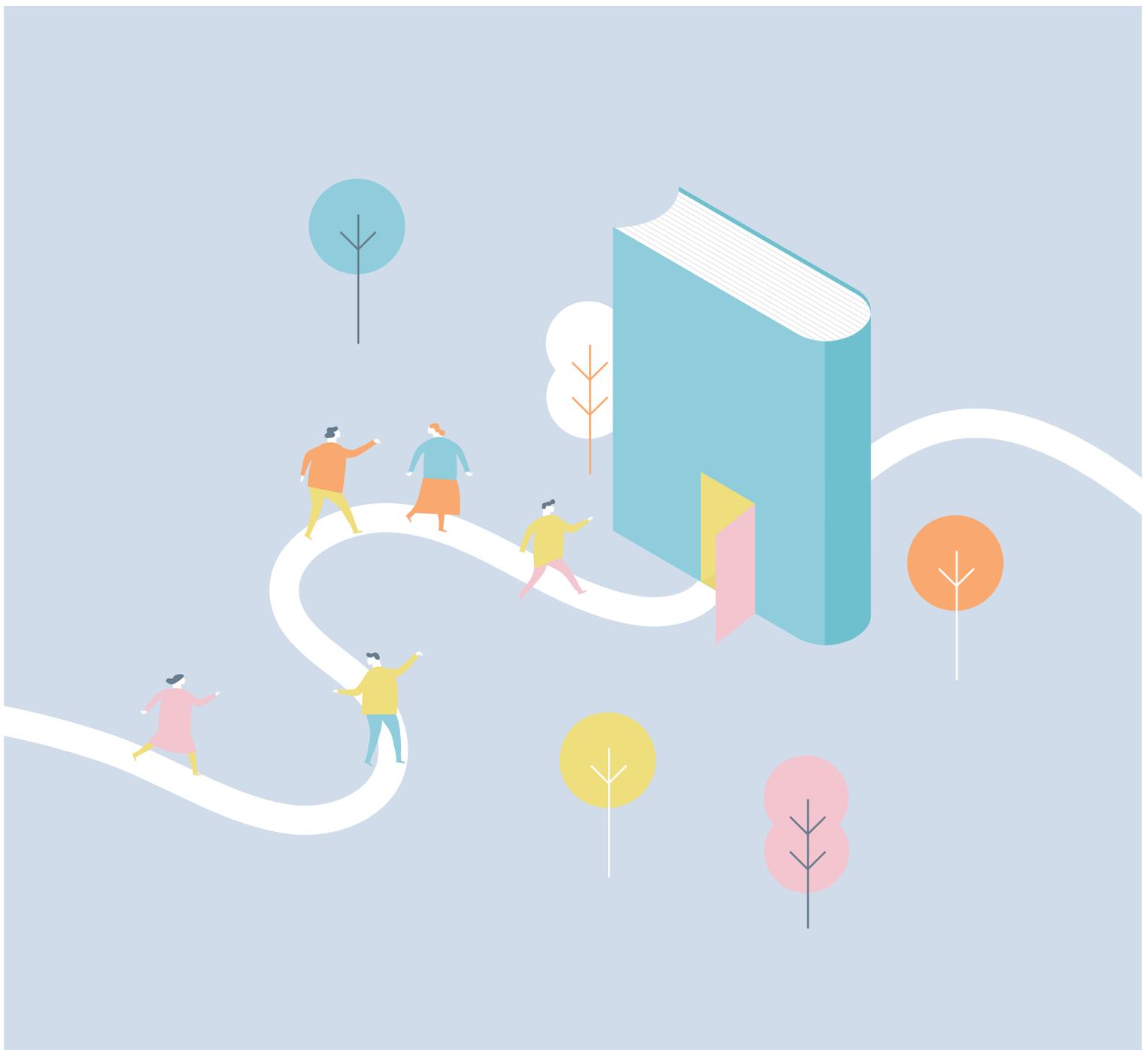
PRIMARY 4 REVISION GUIDE

P4

ENGLISH

MATHEMATICS

SCIENCE



P4 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 ensure that the picture plays a central role in your story. Plan a story that is relevant to the given theme.
Plot is not logical	<ul style="list-style-type: none"> Plan your plot on a story curve and constantly think about whether it would occur in real life. Ensure that the story follows a logical sequence of events.
Insufficient use of good literacy techniques	<ul style="list-style-type: none"> Try your best to include at least two to three literacy techniques in your story. A good place to put literacy techniques is in the climax.

EXAMPLE OF AN ILLOGICAL PLOT ELEMENT

Common Error: After an accident, the protagonist is sent to the hospital even though he only suffered a few minor scratches.

Top Tip – For minor injuries, the protagonist can be treated at home or at a nearby clinic. You should put yourself in the shoes of the protagonist and imagine what would most likely happen if you were in the same situation.

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 mark allocation before attempting your answers. There should be two marks for two points. 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"> Always mark out 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 or she 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. You should also ensure that you do not transfer irrelevant pieces of information to 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">• Use headers and annotations to break down long and difficult passages.
Inadequate vocabulary	<ul style="list-style-type: none">• Build up your vocabulary by revising your English Journal and reading widely. This helps you to build up your knowledge of common fixed phrases.
Inaccuracy of answers	<ul style="list-style-type: none">• Identify clues in the passage before filling in the answers.• Write a few answers down and pick the one that best fits the sentence.

EXAMPLE OF AN INACCURATE ANSWER

Common Error: Student fills in the first helping word that he thinks is appropriate without reviewing the rest of the helping words to see if any alternative answer is more appropriate.

Top Tip – Always go through the list of helping words carefully. Be sure to read the sentence one more time to make sure that the answer fits.

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English



TLL TOP TIPS

FOR COMPOSITION WRITING

1. Plan the entire story before you start writing. Make sure you have included in your plan where you will address the theme and pictures.
 2. Check for grammar, spelling and punctuation errors.
 3. Check that you have tied up loose ends and there are no logic gaps.
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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. Read your answers to check that you have addressed question requirements – the number of points in your answer should match the mark allocation.
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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.
3. Check for grammar and spelling errors – look out for your tenses and subject-verb agreement.

P4 REVISION GUIDE

Mathematics

COMMON PITFALLS AND
HOW TO AVOID THEM

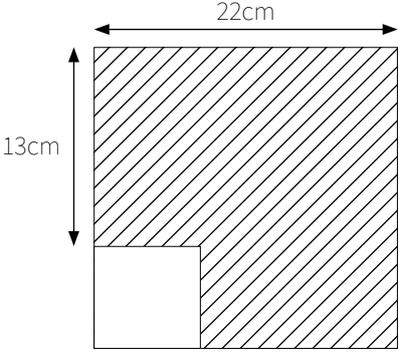
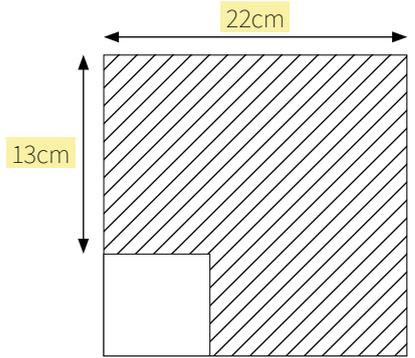
Section A – Multiple-choice Questions

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>TRANSFER ERROR</p> <p>Students might incorrectly 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. • Adopt a checking system by working backwards from the final answer.
<p>UNIT ERROR</p> <p>Students might forget to write the units in the final answer or use the wrong units while doing their workings.</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>The figure below shows a big square and a small square. Find the area of the small square.</p>  <p> $22 - 18 = 4$ $4 \times 4 = 16$ </p> <p>Transfer error: The number was written wrongly as 18 instead of 13.</p> <p>Unit error: The unit for area should be cm^2 instead of cm.</p> <p>Ans: 16 cm</p>	<p>⊙ Good Example:</p> <p>The figure below shows a big square and a small square. Find the area of the small square.</p>  <p>Good habit 1: Highlight and annotate key information in the question.</p> <p>Good habit 2: Ensure that the figures are presented in the same units and write the units in each step of the workings.</p> <p>Good habit 3: Label each step of the solutions with simple word statements.</p> <p>Good habit 4: Conduct answer check by working backwards from the final answer.</p> <p>Length of small square = $22 \text{ cm} - 13 \text{ cm} = 9 \text{ cm}$</p> <p>Area of small square = $9 \text{ cm} \times 9 \text{ cm} = 81 \text{ cm}^2$ ✓</p> <p>Ans: 81 cm^2</p> <p>Check:</p> <p>Area of small square = 81 cm^2</p> <p>Length of small square = 9 cm</p> <p>Length of big square = $9 \text{ cm} + 13 \text{ cm} = 22 \text{ cm}$ ✓</p>

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

Common Pitfall	The Learning Lab's Top Tip
<p>CALCULATION ERROR</p> <p>Students might 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>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>There were some animals on a farm. $\frac{1}{3}$ of them were horses, $\frac{3}{5}$ of them were cows and 35 of them were pigs. How many animals were there on the farm altogether?</p> $\frac{1}{3} = \frac{8}{24}$ $\frac{3}{5} = \frac{9}{24}$ $\frac{24}{24} - \frac{8}{24} - \frac{9}{24} = \frac{5}{24}$ <p>Calculation Error: 24 - 8 - 9 equals 7 instead of 5.</p> $\frac{5}{24} = 35$ <p>Presentation Error: The two values are not equal.</p> $\frac{1}{24} = 35 \div 5$ $= 7$ $\frac{24}{24} = 24 \times 7$ $= 168$ <p>Ans = 168 ✗</p>	<p>☑ Good Example:</p> <p>There were some animals on a farm. $\frac{1}{3}$ of them were horses, $\frac{3}{5}$ of them were cows and 35 of them were pigs. How many animals were there on the farm altogether?</p> <p>Good habit 1: Highlight and annotate key information in the question.</p> $\begin{aligned} \text{Number of horses} &= \frac{1}{3} \\ &= \frac{8}{24} \\ \text{Number of cows} &= \frac{3}{5} \\ &= \frac{9}{24} \\ \text{Number of pigs} &= \frac{24}{24} - \frac{8}{24} - \frac{9}{24} \\ &= \frac{7}{24} \end{aligned}$ <p>Good habit 2: Label each step of the solution with simple word statements.</p> $\begin{aligned} \frac{7}{24} \text{ of total} &= 35 \\ \frac{1}{24} \text{ of total} &= 35 \div 7 \\ \frac{24}{24} \text{ of total} &= 24 \times 5 \\ &= 120 \end{aligned}$ <p>Ans: 120 ✓</p> <p>Check: $120 \times \frac{7}{24} = 35$ ✓</p> <p>Good habit 3: Ensure that your statements are mathematically sound.</p> <p>Good habit 4: Conduct answer check by working backwards from the final answer.</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.

P4 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.

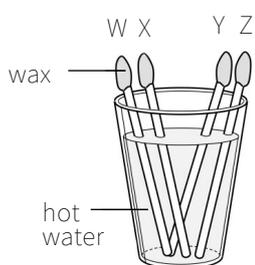
Correct answer: 4

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.
-

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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