

# THE LEARNING LAB

## PRIMARY 5 REVISION GUIDE

# P5

ENGLISH

MATHEMATICS

SCIENCE



P5 REVISION GUIDE

# English

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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"> <li>Plan your story to ensure that the picture plays a central role in your story.</li> <li>Reinforce the theme at the climax and the end of your story.</li> </ul>
Plot is not logical	<ul style="list-style-type: none"> <li>Apply the SPEAR technique to check if your plot is suitable.</li> </ul>
Insufficient use of good writing techniques	<ul style="list-style-type: none"> <li>Try your best to include at least two to three writing techniques in your story. A good place to put writing techniques is in the climax.</li> </ul>

EXAMPLE OF AN ILLOGICAL PLOT ELEMENT

Common Error: After the protagonist is knocked unconscious by killer litter/a flower pot, he/she is still able to describe what is happening around him/her.

*Top Tip – When writing in first-person, be aware of what you can and cannot observe. For example, you will not be able to know what another character is thinking about unless it is shown in dialogue.*

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"> <li>Always check the mark allocation before attempting your answers.</li> </ul>
Failure to understand the passage	<ul style="list-style-type: none"> <li>Use headers and annotations to break down long and difficult passages.</li> <li>Attempt to put yourself in the characters' shoes to better understand their feelings/actions.</li> <li>Ask yourself critical thinking questions as you read the passage. For example: Why was this character described as a poor man? How do I know this?</li> </ul>
Failure to answer the questions directly	<ul style="list-style-type: none"> <li>Always mark out the subject and question word to ensure that you address the question directly.</li> </ul>

EXAMPLE OF NOT ANSWERING THE QUESTION DIRECTLY

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

*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"><li>• Use headers and annotations to break down long and difficult passages.</li></ul>
Inadequate vocabulary	<ul style="list-style-type: none"><li>• Build up your vocabulary by revising your English Journal and reading widely.</li></ul>
Inaccurate answers	<ul style="list-style-type: none"><li>• Identify the clues that will guide you to the right answer.</li><li>• Write a few answers down and pick the one that best fits the sentence.</li></ul>

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 through the passage carefully. Be sure to read the sentence one more time after you have filled in your answer to make sure that the answer fits.*

English



## TLL TOP TIPS

### FOR COMPOSITION WRITING

1. Plan your story and check it against SPEAR before you start writing.
  2. Check for grammar, spelling and punctuation errors.
  3. Check that you have tied up all loose ends and there are no logic gaps.
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### FOR COMPREHENSION OPEN-ENDED

1. Always read the questions before looking at the passage.
  2. Mark out key words and tenses in the questions.
  3. Read your answers to check that you have answered all parts of the question.
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### FOR CLOZE PASSAGES

1. Read the passage once before attempting the questions.
2. Apply the ripple effect when looking for clues.
3. Read your answers to check that they fit the sentences perfectly.

P5 REVISION GUIDE

# Mathematics

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COMMON PITFALLS AND  
HOW TO AVOID THEM

Paper 1 Booklet A – Multiple-choice Questions

Paper 1 Booklet B – Short-answer Questions

Paper 2 – Long-answer Questions

TLL TOP TIPS



Common Pitfall	The Learning Lab's Top Tip
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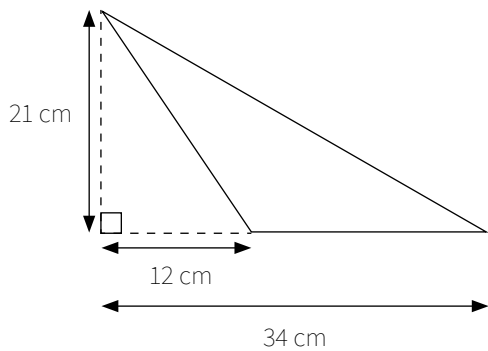
CONCEPTUAL ERROR

Students might misunderstand the underlying concepts or use incorrect logic.

- Revise the formulae or key concepts of each topic before examinations from the Math learning journal.
- Annotate the formulae or key concepts at side of the question before solving.

⊗ Bad Example:

Find the area of the triangle.



$$\text{Area} = \frac{1}{2} \times 34 \times 21$$

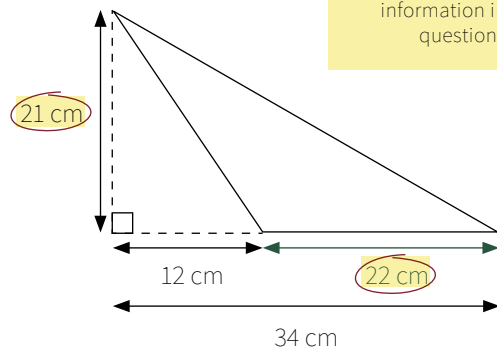
$$= 357 \quad \times$$

Conceptual error:  
Student forgot that the base of the triangle must be one of its sides.

- |                       |                         |
|-----------------------|-------------------------|
| 1) 126cm <sup>2</sup> | 2) 220.5cm <sup>2</sup> |
| 3) 231cm <sup>2</sup> | ④ 357cm <sup>2</sup> ✗  |

⊙ Good Example:

Find the **area** of the triangle.



👍

Good habit 1: Highlight and annotate key information in the question.

$$\text{Base} = 34 - 12$$

$$= 22$$

$$\text{Area} = \frac{1}{2} \times \text{Base} \times \text{Height}$$

$$= \frac{1}{2} \times 22 \times 21$$

$$= 231 \quad \checkmark$$

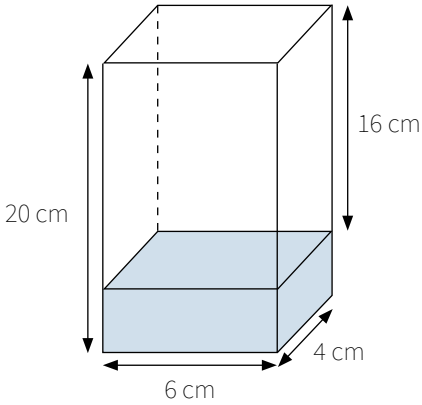
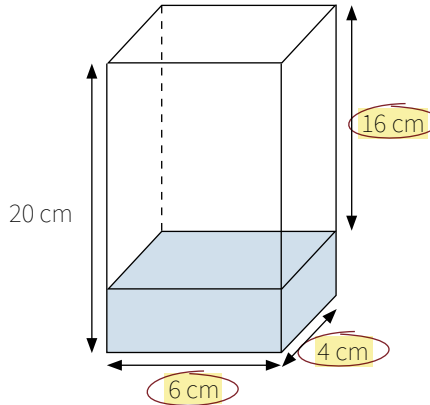
👍

Good habit 2: Annotate the formulae or key concepts at side of the question before solving.




- |                        |                         |
|------------------------|-------------------------|
| 1) 126cm <sup>2</sup>  | 2) 220.5cm <sup>2</sup> |
| ③ 231cm <sup>2</sup> ✓ | 4) 357cm <sup>2</sup>   |



PAPER 1 BOOKLET B – SHORT-ANSWER QUESTIONS  
COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
<p><b>TRANSFER ERROR</b></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"> <li>• Transfer each digit one at a time.</li> <li>• Check and ensure accurate transfer of number(s) before solving the next step.</li> <li>• Adopt a checking system by working backwards from the final answer.</li> </ul>
<p><b>UNIT ERROR</b></p> <p>Students might forget to write the units in the final answer or use the wrong units while doing their working.</p>	<ul style="list-style-type: none"> <li>• Write units consistently in every number statement.</li> <li>• Convert the figures to the same units first before solving the question.</li> <li>• Check through final answers to all questions to ensure units are included where necessary.</li> </ul>
<p>⊗ Bad Example:</p> <p>The figure below shows a rectangular container that is partially filled with water. How much more water is needed to fill the container completely?</p>  <p>Volume of water needed = <math>6 \times 4 \times 10</math> = 240</p> <p>Transfer error: The number was written wrongly as 10 instead of 16.</p> <p>Ans = 240 <math>\text{cm}^2</math></p> <p>Unit error: The unit for volume should be <math>\text{cm}^3</math> instead of <math>\text{cm}^2</math>.</p>	<p>☑ Good Example:</p> <p>The figure below shows a rectangular container that is partially filled with water. How much more water is needed to fill the container completely?</p>  <p>Good habit 1: Highlight and annotate key information in the question.</p> <p>Volume of water needed = <math>6 \text{ cm} \times 4 \text{ cm} \times 16 \text{ cm}</math> = <math>384 \text{ cm}^3</math></p> <p>Ans: <math>384 \text{ cm}^3</math></p> <p>Good habit 2: Write the units in each step of the workings. Based on the units required by the question, convert all the figures to the same units either at the start or at the end of your workings.</p> <p>Good habit 3: Based on the question's requirement, check if the unit written is accurate. (e.g. <math>\text{cm}^2</math> for area, <math>\text{cm}^3</math> for volume)</p>

PAPER 2 – LONG-ANSWER QUESTIONS  
COMMON PITFALLS AND HOW TO AVOID THEM

Common Pitfall	The Learning Lab's Top Tip
<p><b>CALCULATION ERROR</b></p> <p>Students might incorrectly add, subtract, multiply or divide in the process.</p>	<ul style="list-style-type: none"> <li>Adopt a checking system by working backwards from the final answer.</li> </ul>
<p><b>PRESENTATION ERROR</b></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"> <li>Label and check the diagram or model before solving the question.</li> <li>Label each step of the solutions with simple word statement.</li> <li>Revise the specific presentation requirement for each topic.</li> </ul>
<p>⊗ Bad Example:</p> <p>In a class, <math>\frac{2}{5}</math> of the number of boys is equal to <math>\frac{5}{6}</math> of the number of girls. There are 74 students in the class. How many boys are there in the class?</p> <div style="border: 1px solid red; border-radius: 50%; padding: 5px; display: inline-block;"> <math display="block">\frac{2}{5} = \frac{5}{6}</math> <math display="block">\frac{10}{25} = \frac{10}{12}</math> </div> <p style="color: red; margin-left: 20px;">✗</p> <p>Presentation Error: 2/5 is not equal to 5/6. The subject of the fraction must be stated.</p> <p>25 units + 12 units = 37 units</p> <p>37 units = 74</p> <p>1 unit = <math>74 \div 37</math></p> <p style="margin-left: 40px;">= 2</p> <p>Boys, 25 units = <math>2 \times 25</math></p> <p style="margin-left: 40px;">= <del>27</del> ✗</p> <p>Calculation Error: 2 X 25 equals 50 instead of 27.</p> <p>Ans: 27 boys ✗</p>	<p>☑ Good Example:</p> <p>In a class, <math>\frac{2}{5}</math> of the number of boys is equal to <math>\frac{5}{6}</math> of the number of girls. There are 74 students in the class. How many boys are there in the class?</p> <div style="background-color: #fff9c4; padding: 10px; border-radius: 10px; text-align: center;">               Good habit 1: Highlight and annotate key information in the question.         </div> <p><math>\frac{2}{5}</math> boys = <math>\frac{5}{6}</math> girls</p> <p><math>\frac{10}{25}</math> boys = <math>\frac{10}{12}</math> girls</p> <p>25 units + 12 units = 37 units</p> <p>37 units = 74</p> <p>1 unit = <math>74 \div 37</math></p> <p style="margin-left: 40px;">= 2</p> <p>Boys, 25 units = <math>2 \times 25</math></p> <p style="margin-left: 40px;">= 50 ✓</p> <p>Ans: 50 boys ✓</p> <p>Check:</p> <p><math>\frac{2}{5}</math> boys = <math>\frac{2}{5} \times 50</math></p> <p style="margin-left: 40px;">= 20</p> <p>Girls, 12 units = <math>2 \times 12</math></p> <p style="margin-left: 40px;">= 24</p> <p><math>\frac{5}{6}</math> boys = <math>\frac{5}{6} \times 24</math></p> <p style="margin-left: 40px;">= 20 ✓</p> <div style="background-color: #b3e5fc; padding: 10px; border-radius: 10px; text-align: center; margin-top: 20px;">               Good habit 2: Label each step of the solution with simple word statements.         </div> <div style="background-color: #ffe0b2; padding: 10px; border-radius: 10px; text-align: center; margin-top: 20px;">               Good habit 3: Conduct answer check by working backwards from the final answer.         </div>



## 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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### PAPER 1 BOOKLET 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.
  3. Check if your answer makes sense.
  4. Substitute your answer into the question to see if it is correct.
- 

### PAPER 1 BOOKLET 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.
  4. Check if your answer makes sense.
  5. Substitute your answer into the question to see if it is correct.
- 

### PAPER 2 – LONG-ANSWER QUESTIONS

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.
4. Check if your answer makes sense.
5. Substitute your answer into the question to see if it is correct.

P5 REVISION GUIDE

# Science

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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"> <li>Read question thoroughly and highlight key information.</li> </ul>
Not reading the full question	<ul style="list-style-type: none"> <li>Read and analyse all the options carefully before picking the right answer.</li> </ul>
Misconception of question requirement	<ul style="list-style-type: none"> <li>Revise past work to familiarise yourself with frequently appearing 'trick' questions.</li> </ul>

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.

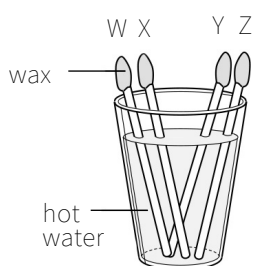
Correct answer: 4

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

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

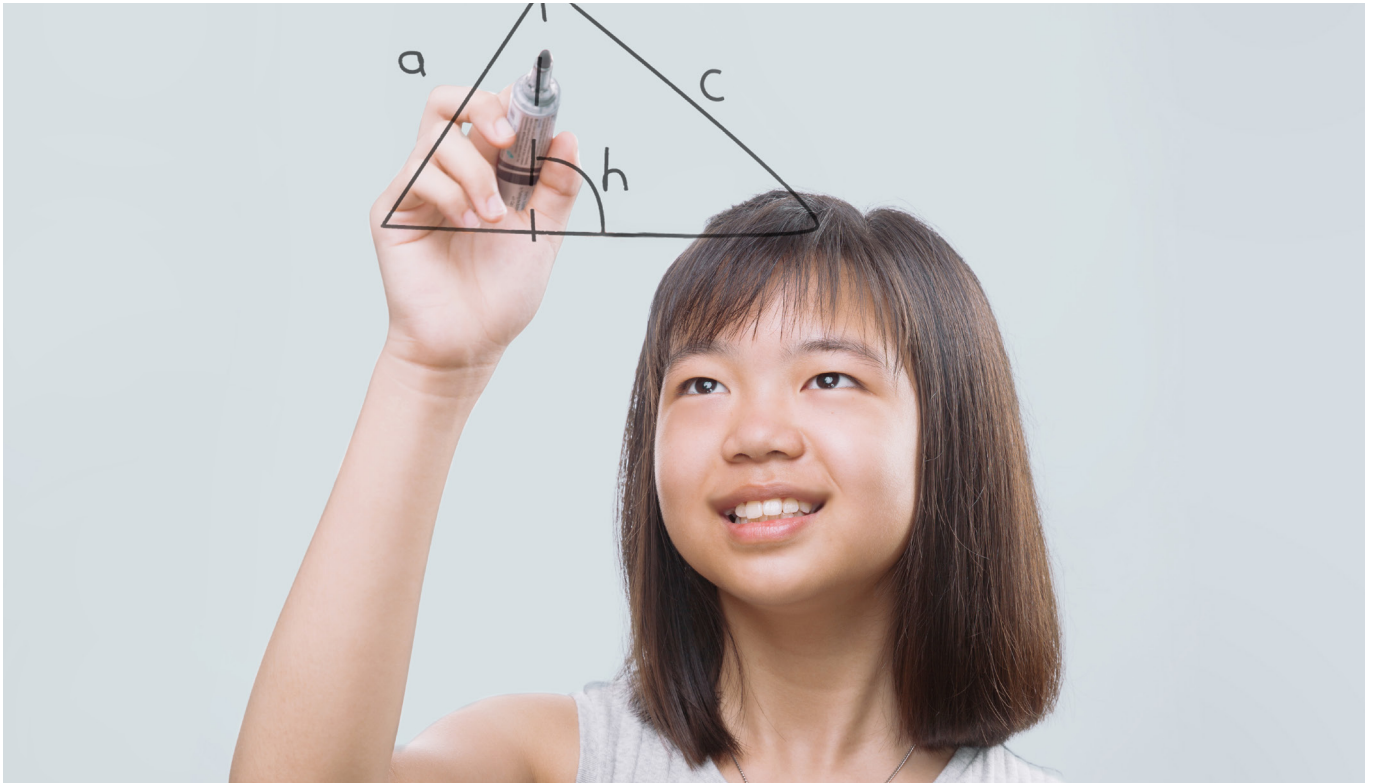
1. Identify the topic and concept tested.
  2. Study diagrams and data carefully and jot down quick notes that aid in your analysis.
  3. Analyse all options before picking the right answer. Derive your answer by elimination – cross out options that are definitely wrong.
- 

### 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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