

St. Louis School



2018-19 Internal Test and Exam Syllabus (Final Examination)

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Subject: English Language**Syllabus****S1 (i) General English One****General English One**

1. Tenses (*Grammar and Usage 1* Chapters 1 to 5)
2. *Wh-* questions (*Grammar and Usage 1* Chapter 6)
3. Modal verbs (*Grammar and Usage 1* Chapter 7)
4. The imperative (*Grammar and Usage 1* Chapter 8)
5. Describing things and actions (*Grammar and Usage 1* Chapter 19)
6. Making comparisons (*Grammar and Usage 1* Chapter 20)
7. Prepositions (*Grammar and Usage 1* Chapter 21 and 22)
8. Parts of Speech

Noun	Verb	Adjective	Adverb
heaviness	heave	heavy	heavily
length	lengthen	long	-
height	heighten	high	highly
depth	deepen	deep	deeply
breadth	broaden	broad	broadly
shortness	shorten	short	shortly
sharpness	sharpen	sharp	sharply
freedom	free	free	freely
wisdom	wise	wise	wisely
attendance /attention	attend	attentive	attentively
difference	differ	different	differently
difficulty	////////	difficult	difficultly

9. Open Cloze
10. Proofreading
11. Vocabulary

S1 GE1 Final Examination Vocabulary List**Vocabulary taken from Thematic Anthology Unit 9**

familiar (adj.)	cheer somebody up (phrasal verb)	remarkable (adj.)	realize (v.)	desire (n.)
knowledge (n.)	university (n.)	challenging (adj.)	hard times (n phrase)	achieve (v.)

Vocabulary taken from Thematic Anthology Unit 10

paradise (n)	greenery (n)	countryside (n)	hiking trails (n. phrase)	photographers (n)
magnificent view (n phrase)	landscape (n.)	temperature (n.)	humid (adj.)	thunderstorms (n)
rucksack (n.)	weather forecast (n phrase)			

Vocabulary taken from Critical Literacy –Gender Stereotyping TBL

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gender (n.)	stereotyping (n.)	sensitive (adj.)	wail (v.)	scowl (n.)
sympathy (n.)	disappointed (adj.)	twist (v.)	disgust (n.)	sternly (adv)
satisfied (adj.)	awful (adj.)	wondered (v.)	different (adj.)	expected of somebody (e.g. him/ her)
become involved (adj.)	unpleasantness (n.)	in control	coaching (v.)	remain calm
twisted (v.)	in disgust			

(ii) English Dictation

Passage 1 Taken from *Junior Thematic Anthology* Unit 9

	From	To
p.50	Paragraph 1 “I looked into the letter box this morning ...”	Paragraph 1 “... who it was from.”
p.51	Paragraph 4 “Many remarkable things will happen ...”	Paragraph 5 “... all over the world.”
p.51	Paragraph 7 “I know that life ...”	Paragraph 7 “... more than you imagine.”

Passage 2 Taken from *Junior Thematic Anthology* Unit 10

	From	To
p.56	Paragraph 1 “Though many people think that ...”	Paragraph 2 “... across the river.”
p.56	Paragraph 4 “The tour will bring you ...”	Paragraph 4 “... along the way.”

Passage 3 Taken from *Critical Literacy TBL 2 (Gender Stereotyping)*

	From	To
pp.8 - 9	Section 1 “Chuck’s father was proud of his car ...”	Section 3 “... making a man of him.”

Passage 4 Unseen Dictation

(iii) General English Two (Part 2: Language Arts)

Students refer to all the worksheets in their English Language Arts files.

Key skills needed overall:

- Ability to support your opinion/viewpoint with evidence/examples/reasons
- Ability to infer meaning of vocabulary from context

- Ability to infer message or theme of texts

Types of texts:

A: **Poetry** and features including the following: title/poet/stanza/setting/ character(s)/theme/message and literary devices of rhyme/simile/metaphor and onomatopoeia

B: **Songs** and features including the following: title/song writer/verse/lyrics/theme/ message and the literary devices of rhyme/simile/metaphor and onomatopoeia

C: **Short story: My Brother’s Keeper:** Features or elements of a story: characters/setting/plot & events/message, theme or moral/complication/ conflict/rising action/falling action/resolution or ending/twist

* *Students need to have fully read and understand what happens in the story and be able explain why.*

(iv) English Composition

Study the writing techniques of a letter to the editor from Critical Literacy 1 TBL p. 18-20

Writing techniques of a letter to the editor include:

1. Using emotive languages
2. Using personal experience
3. Using comparison
4. Concession

S2 (i) General English One

- Tenses (Simple present tense, present continuous tense, present perfect tense, simple past tense, past continuous tense, past perfect tense)
- Passive Voice (Grammar book Unit 7)
- To-infinitives, Bare-infinitives, Gerunds (Grammar book Unit 8-10, Longman Edge 2B p.31)
- Present and Past Participle Clauses (Longman Edge 2B p.12-13)
- Relative Clauses (Grammar book Unit 15)
- Reported speech: Question (Grammar book Unit 18)
- Vocabulary (from *craw fashion* and Longman Edge 2B Unit 8)

inspire (v) inspiring (adj) inspirational (adj) inspiration (n)	achieve (v) achievement (n)	incredible (adj) incredibly (adv)	let alone	groundbreaking
complex	overcome	severe (adj) severely (adv)	ability (+) disability (-)	meanwhile
worsen	alarming	incurable	disease	gradually
eventually	depressed	realise	determined	emit
ambitious	passionate	figure out	idol	affordable
take sth for granted	brand new	consume (v) consumer (n) consumption (n)	unethical	consequence

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rapidly	employee employer	wage	child labor	overwhelmingly
radiation	survival	verbal abuse	trendy	immigrant
maternity leave	seek help	best-known	the universe	fast fashion

- Cloze Passage
- Proof-reading

(ii) General English Two (Part 2: Language Arts)

Students refer to all the worksheets in their English Language Arts files.

Key skills needed overall:

- Ability to support your opinion/viewpoint with evidence/examples/reasons
- Ability to infer meaning of vocabulary from context
- Ability to infer message or theme of texts

Types of texts:

A: **Poetry** and features including the following: title/poet/stanza/setting/ character(s)/theme/message and literary devices of rhyme/simile/metaphor/repetition and onomatopoeia

B: **Songs** and features including the following: title/song writer/verse/lyrics/theme/ message and the literary devices of rhyme/simile/metaphor/repetition and onomatopoeia

C: **Commercials/Advertisements** and their key features including the following: slogan/logo/jingle/use of visuals (=images/pictures)/celebrity/expert/language of persuasion/puns or play on words/use of literary devices such as rhyme/onomatopoeia/simile/metaphor/repetition

D: **Short story: The Sentimental Reaper:** Features or elements of a story: characters/setting/plot & events/message, theme or moral/complication/ conflict/rising action/falling action/resolution or ending/twist

** Students need to have fully read and understand what happens in the story and be able to explain why.*

(iii) English Dictation

Part I: Seen Dictation

- Longman Edge 2B Unit 8 Simply the Best
Page 62 – 63 (excluding the section on STEPHEN HAWLIKG ON TV) (Paragraphs 1 – 8 only)

Part II: Unseen Dictation

S3 (i) General English One

**Grammar items from Developing Skills Grammar & Usage for Junior Secondary 3
Chapters 1 to 3 Tenses (Talking about the present, past and future)**

Chapter 4 The Passive

Chapter 8 Adjective + -ing

Chapter 10 Expression + -ing

Chapter 13 Participle phrases

Chapter 14 Reported speech: order, request, etc.

Chapter 16 Adding information

Chapter 18 Expressing time, place & manner

Chapter 19 Expressing purpose

Chapter 20 Expressing contrast

Chapter 21 Conditional sentences (Types 1 – 3)

Chapter 22 Phrasal verbs (refer to the list of selected phrasal verbs below)

Phrasal verbs that do not take an object:

break down	check in	get away	go out	hold on
pull back	set off	speak up	watch out	

Phrasal verbs that take an object that must be placed after them:

apply for	break into	come across	look forward to	run into
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Phrasal verbs that can have an object placed immediately after the verb:

call off	look up	sort out	switch on / off	
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Grammar items from Longman Edge JS3B Unit 7

p.49 Synonyms with a stronger meaning

pp.50 - 51 Expressing strong opinions using adjective patterns (see also Grammar Book Ch.8)

p.52 Expressing reproach and regret (see also Grammar Book Ch.21)

p.53 Connecting ideas (not only ... but also, it is true that ... but..., despite the fact that ...; see also Grammar Book Ch.20)

Other grammar items / question types

- 1. Proofreading**
- 2. Cloze Passage**

Vocabulary taken from Longman Edge JS3B Unit 7

extinction	delicacy	genuine (change)	illegal
smuggle (smugglers/ smuggling)	ban ivory trade	educate the public	impose strict penalties
join a protest	make a concerted effort	raise awareness	critically endangered
stand up for	accurately	campaign	consumer(s)
distinguish (between)	convince someone	netizen(s)	impose heavy fines
essential	habitat loss	hopelessly inadequate	global warming
vulnerable	poaching	desperately	shameful
ruthlessly slaughtered	evident	deter poachers	think twice

awful	unfortunate		
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(ii) English Listening Syllabus

Students need to be familiar with the following:

- Months, dates, days of the week, numbers, place names, common people’s names, shapes, following directions etc
- Correct capitalization requirements
- Listen for plural vs singular nouns forms

Part A: Questions the format of which follows that of the T.S.A.

Part B:

Students need the skills to listen and fill in information; any of the following:

Tables of information	Fact Files/ Fact Sheets
Web pages of websites	Posters
Leaflets	Note Sheets
Meeting Notes	Labelling survey forms or charts
Captions of pictures	Reports
Layouts e.g. articles, newspapers etc	Floor Plans
Maps	

Part C: Students need the writing skills to write any of the following text types:

Emails	Letters e.g. thank you, request, invitation, application etc
Reports	Proposals

Students need to be familiar with the correction conventions of writing:

- Know the difference between formal and informal pieces of writing e.g. use of correct salutation (greeting) and complimentary closings (e.g. Yours sincerely, Yours faithfully, Kind regards, Best wishes etc.)
- How to order the final part in, for example, a formal letter vs informal letter

Yours faithfully James Lee Social Service Club
--

Regards Susan

Students summarise information and show the ability to use information from the

Data File, but use their own words

- The skill of paraphrasing is important
- Students need to know how to use the Data File
- Skimming & scanning skills
 - Choosing only the relevant information
 - Following the instructions/requirements given

(iii) English Dictation

Part A: Seen passages: Longman Edge: 3B: Unit 7

Text 1: p.42 -43: Paragraphs 2, 3 & 4

From line 18: The keepers here tell of truly	To line 49:needs comforting.
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Text 3: p.46: Paragraphs 1, 2 & 3

From line 1: As a devoted foodie,

To line 16:a regular item on restaurant menus.

Part B: Unseen passage

Subject: Chinese Language

Syllabus

S1 卷一：

1. 實用文：啟事、章則
2. 長文寫作

卷二：

1. 聆聽
2. 閱讀理解
3. 重點篇章：

單元三	《親情傘》
單元四	《燕詩》 《客至》 《送友人》
單元六	《風雪中的北平》
單元七	《生物之間的微妙關係》
單元八	《曾子殺豬》 《賣油翁》
單元九	《御人之妻》 《狂泉》

4. 語文運用：單元四、單元六、單元七、單元八
5. 文言知識庫：單元七、單元八、單元九(9.11-13, 9.20-21)
6. 成語工作紙(四)至(六)

S2 卷一

長文寫作：記敘文、描寫文、詠物抒情、論說文
實用文：演講辭、通告、投訴信

卷二

重點篇章：《老區風景》、《說「勤」》、《釣勝於魚》、《風箏》、《愛蓮說》、《醜石》及《習慣說》

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	<p>重溫中一篇章：《賣油翁》、《御人之妻》、《狂泉》</p> <p>文言知識庫：單元三、單元六、單元八及單元九 (書頁 9.39-9.40)</p> <p>語文運用：單元三、單元四、單元六及單元八</p>
S3	<p>卷一</p> <p>實用文：通告、啟事、報告、書信</p> <p>命題寫作：議論、記敘、描寫、抒情、說明</p> <p>卷二</p> <p>課文：《快樂》、《爸爸的花兒落了》、《歸園田居》、詞曲各兩首、《閑情記趣》、《核工記》</p> <p>語文運用：1.39-1.41、2.47、3.32-3.34、4.31-4.32</p> <p>文言知識庫 1.13-1.15、2.29-2.32、3.13-3.14</p> <p>重溫中二課文：《桃花源記》、《愛蓮說》</p>
S4	<p>卷一：閱讀能力</p> <p>卷二：寫作能力</p> <p>卷三：聆聽及綜合能力考核</p> <p>卷四：說話能力</p>
S5	<p>卷一：閱讀能力</p> <p>卷二：寫作能力</p> <p>卷三：聆聽及綜合能力考核</p> <p>卷四：說話能力</p>

Subject: Mathematics

Syllabus	
S1	Books 1A & 1B: Chapter 1 to Chapter 13 [except 6.3 A, B & C, 6.4 E, 13.5]
S2	Books 2A & 2B: Chapter 1 to Chapter 12 [except 5.4 & 9.5]
S3	Books 3A & 3B: Chapter 1 to Chapter 12 [except 4.2B, 6.3B, & 8.5]
S4	Books 4A & 4B: Chapter 1 to Chapter 10
S5	Books 5A & 5B: Chapter 1 to Chapter 11

Subject: Mathematics (Module 1)

Syllabus	
S4	Chapter 0 to Chapter 3 & Ex. 4A
S5	Chapter 0 to Chapter 8

Subject: Mathematics (Module 2)

Syllabus	
S4	Chapter 1 to Chapter 4
S5	Chapter 4 to Chapter 7

Subject: Liberal Studies**Syllabus**

S4	<p>單元六 能源科技與環境 單元五 公共衛生 單元二 今日香港 (主題一: 生活素質)</p> <p>題型: 數據分析、漫畫詮釋、原因、因素、影響、困難、社會問題、挑戰、角色、考慮因素、建議、你同意嗎、多大程度、成效、比較</p> <p>Module 6 Energy Technology and Environment Module 5 Public Health Module 2 Hong Kong Today (Theme 1: Quality of Life)</p> <p>Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Suggestion, Do you agree, To what extent, Effectiveness, Comparison</p>
S5	<p>單元一 個人成長與人際關係 單元二 今日香港 單元三 現代中國</p> <p>題型: 數據分析、漫畫詮釋、原因、因素、影響、困難、社會問題、挑戰、角色、考慮因素、建議、關注點、價值觀、你同意嗎、多大程度、持分者衝突、比較</p> <p>Module 1 Personal Growth and Interpersonal Relationship Module 2 Hong Kong Today Module 3 Modern China</p> <p>Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Suggestion, Concerns, Values, Do you agree, To what extent, Stakeholders conflict, Comparison</p>

Subject: Physics**Syllabus**

S3	Active Physics (Modular) 1A: Heat 1. Temperature and Heat Transfer 2. Heat Capacity (shc only) 3. Change of State (specific latent heat of fusion only) Active Physics (Modular) 3B: Ray Optics
S4	4 Gas 5-12 Mechanics 13-19 Wave Motion
S5	Active Physics (Modular) 1A: Heat Active Physics (Modular) 1B: Gases Active Physics 2: Force and Motion Active Physics (Modular) 3A: Wave Motion Active Physics (Modular) 3B: Ray Optics Active Physics 4: Electricity and Magnetism Active Physics 5: Radioactivity and Nuclear Energy

Subject: Chemistry**Syllabus**

S3	<p><u>Chemistry Notes :</u> Introduction of Laboratory Safety Common Apparatus Atomic Structure Periodic Table</p> <p><u>Book 1 :</u> Chapter 2 : Atmosphere Chapter 3 : Ocean Chapter 4 : Rocks and Minerals</p> <p><u>Chemistry Notes :</u> Occurrence and Extraction of Metals</p>
S4	<p>Book 1, 2 Chapter 7 – Chapter 22 (up to 22.2 Alkanes P.22)</p>
S5	<p>Book 3A & 3B Chapter 24 – Chapter 35</p> <p>Book 4A Chapter 36 – Chapter 41</p> <p>Book 4B Chapter 42 – Chapter 43 (up to cis-trans isomerism P.17)</p>

Subject: Biology

Syllabus

S3	Ch 2,4,5,6
S4	Ch 3,4,7,8,11-14
S5	Ch 9-11, 15-18, 26-28

Subject: Integrated Science**Syllabus**

S1	Unit 1 (1.2 – 1.6; P. 16 – 68) Unit 2 (2.3 – 2.6; P. 108 – 140) Unit 5 (5.1 – 5.3; P. 79 – 120) Unit 6 (6.1 – 6.2; P. 143 – P. 165)
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S2	Book 2A (Chapter 20 – 25) Book 2B (Chapter 26, 28 – 34)
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Subject: Economics

Syllabus

S4	Book 4A & Book 4B (Chapter 1 – 13)
S5	Microeconomics (Compulsory part only) & Macroeconomics Book 5A & 5B (Chapter 1 – 8)

Subject: BAFS

Syllabus

S4	Introduction to Accounting (Chapter 1-6) Financial Accounting 1 (Chapter 1, 2 and 7)
S5	Financial Accounting Chapters 1-13 and 17

Subject: Chinese History

Syllabus

S1	<p>第五章：東漢的戚宦政治 第一節：東漢政局和戚宦政治 第二節：東漢的衰亡</p> <p>第六章：魏晉南北朝的分裂 第一節：三國的分立與覆亡 第二節：西晉的政局與覆亡 第三節：東晉的偏安 第四節：南北朝的對峙</p>	P. 114 – 135
S2	<p>第二章：唐代的盛世及其後的藩鎮與宦官亂政 第一節：唐的建立與盛世 第二節：安史之亂與唐的中衰 第三節：唐的衰亡</p> <p>第三章：五代的武人專政 第一節：五代興替 第二節：五代的政局</p> <p>第四章：北宋的積弱與變法 第一節：北宋的建立與統治政策 第二節：北宋的變法 第三節：北宋的滅亡</p> <p>第七章：明代的君主集權政治 第一節：明朝立國及太祖的集權措施 第二節：靖難之變與成祖的集權措施 第三節：明代的宦禍與黨爭 第四節：明的外患與衰亡</p> <p>書本頁數：P. 26-100, 154-179</p>	P. 136 – 162
S3	<p>第六章：國共第一次合作與分裂 P152</p> <p>第七章：國共第二次合作與抗日戰爭</p> <p>第八章：戰後國共關係與中華人民共和國成立 第一節：抗戰結束後國共的政治協商 P202</p>	
S4	<p>甲部課程</p> <p>單元一：周 課題一：周代封建 課題二：春秋戰國的政治與社會活動</p> <p>單元二：秦、漢 課題一：秦、漢的統治政策</p> <p>單元四：隋、唐 課題一：隋唐治世 課題二：安史之亂與唐代衰亡</p> <p>單元五：宋、元、明、清 課題一：宋、元的中央集權 課題二：明、清的君主集權</p>	

	課題三：清初的民族政策 書本頁數：(四上) P. 02-75, 84-142 (四下) P. 02-120
S5	單元一：鴉片戰爭至辛亥革命 課題一：列強的入侵 課題二：改革與革命 單元二：辛亥革命至中華人民共和國成立 課題一：民初政展 課題二：國共分合 課題三：抗日戰爭 課題四：國共和談與內戰 單元三：中華人民共和國成立至二十世紀末 課題一：社會主義建設 課題二：文化大革命 課題三：改革開放 課題四：對外關係 書本頁數：(四下) P.132-328, (五上) P. 02-218, (五下) P. 02-234

Subject: History

Syllabus	
S1	Life in the main centres of early civilization Textbook p. 86-103, 140 & 142 Workbook p. 26-29
S2	Topic 1 French Revolution Topic 2 Napoleonic Wars <ul style="list-style-type: none"> ● Textbook 2A: P.68-91 ● Vocabulary Quiz: All related quizzes ● All notes and worksheets distributed
S3	Topic: The Cold War <ul style="list-style-type: none"> ● Textbook P.92-125 ● Notes P.45-54

Subject: Geography**Syllabus****S1 Book 3 Chapter 3.1 – 3.8****S2 Book C2 and Book 4 (Emphasis on 4.3 – 4.5), Notes and Workbook**

- Chapter 4.3 – What and where are China’s water resources?
(Important concepts: groundwater; lakes, recycled water; Chang Jiang/ Yangtze River; Huang He/ Yellow River; Zhu Jiang/ Pearl River; tributary, river basin, Qing Zang Gaoyuan/ Tibetan Plateau, Himalayas, Sichuan Pendi/ Basin, Zhu Jiang Delta/ Pearl River Delta, Huabei Pingyuan, Middle and Lower Chang Jiang Pingyuan/ Plain, Huangtu Gaoyuan/ Loess Plateau, monsoon climate, climatic graph, mean temperature, seasonal distribution, spatial distribution, humid region, arid region, reclamation, overdrawing of groundwater)
- Chapter 4.4 – What problems does flooding bring to China?
(Important concepts: low-lying areas, coastal flatland, bank, frequency, effects, crop failure, disruption, utility, gas and electricity supplies, spread of diseases, alluvium, physical factors, typhoon, rainfall, relief, silting, human factors, deforestation, farming practice, overgrazing, overcultivation, soil erosion, urbanization, sewers and drains, divert/ diversion, holding/ storage capacity, dams and reservoirs, dredging, terracing, straightening river channels, Three Gorges Dam, relocation, sediment, infertile, habitat, wildlife)
- Chapter 4.5 – What problem does drought bring to China?
(Important concepts: cut-off, sandstorms, food shortage, HEP/ hydroelectric power, population, economic development, soil moisture, conservation, irrigation, leakage, pollution, drip irrigation, prevention, drought-resistant crop, water charges, sewage treatment, desalination, cloud seeding, rainwater collection, South-North Water Transfer Project, ecosystem, diversion routes)

Map reading skills from S1 and S2 Term 1

S3	<p>Book C5 (Chapter 1 – 5), Notes and Workbook</p> <p>Book Chapter 7 – Global Warming: Are humans responsible, Notes and Assignments</p> <ul style="list-style-type: none"> • Unit 7.4 – How does global warming affect us? <i>(Important concepts: sea level, thermal expansion, moisture supply, relative humidity, precipitation pattern, evaporation rate, poleward, extreme climate events, drought, hill fires, heat waves, natural distribution, species, extinction, habitat, coral bleaching, biodiversity, relocation, flooding, agriculture, food supply, productivity, famine, growing season, frost-free period, ice cap, intrusion of saltwater, aquifer, health, bacteria, infectious diseases, parasites, tourism, infrastructure, navigation, permafrost, stability, shipping routes)</i> • Unit 7.5 – How can we ease the problem? <i>(Important concepts: mitigation, reduction, fossil fuel, renewable power resources, solar power, hydroelectric power, geothermal power, tidal and wave power, biofuel, ethanol, biodiesel, energy efficiency, greenhouse gas emission, transport system, mass transit, maglev train, hydrogen cars, insulation, passive solar design, energy consumption, air conditioning, green roofs, waste management, recycling, landfill, incinerator, composting, energy recovery, forest protection, afforestation, nutrient management, nitrogen fertilisers, crop rotation, intercropping, legume, livestock, carbon capture and storage/ CCS, adaptation, migration, buffer zone, corridor, breed, Kyoto Protocol, responsibility, MDCs, LDCs,)</i> <p>Map reading skills from S1 and S2</p>

Subject: Religious Studies**Syllabus**

S1	《我走星光道》(第一冊) 單元 4, 5, 6, 7, 8 及 課本第 106 頁 《鮑思高小傳》第 1-30 章
S2	《我走星光道》(第二冊) 單元 4, 6, 8, 9 《鮑思高小傳》第 1-30 章
S3	《我走星光道》(第三冊) 單元 2, 4, 5, 6

Subject: Ethics and Religious Studies**Syllabus**

S4	規範倫理學 單元一至三 (道德的本質、行為理論、價值與美德理論) 個人及社會問題 單元四至七 (人權、生存與死亡、性、伴侶關係與家庭、生物倫理)
S5	倫理學單元 7, 8, 9, 10 宗教學 第 1-21 課

Subject: Computer Subjects**Syllabus**

S1	Scratch 3 programming workbook :(p.3-59) Basic Programming II Scratch Textbook: (p.3 -69) (Questions will be in version 3 format) Worksheets: HW1-5
S2	[practical] Photoshop Notes (lesson 1 to lesson 6, p3-47)
S3	Python Programming Notes (lesson 1 to lesson 7, p3-46) HW1 & HW2
S4	Programming Elective D textbook Book 1 Chapter 1 to 13
S5	Databases Elective A textbook Book A and B

Subject: Visual Arts**Syllabus**

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|-----------|---|
| S4 | 學生須依次完成甲部與乙部：
<u>甲部：藝術評賞（45 分鐘）</u>
對所提供的藝術作品以文字作出評賞。

<u>乙部：藝術創作（2 小時 15 分鐘）</u>
以任何媒介、形式、風格及技巧，根據主題創作一件平面作品。 |
| S5 | 學生須依次完成甲部與乙部：
<u>甲部：藝術評賞（45 分鐘）</u>
對所提供的藝術作品以文字作出評賞。

<u>乙部：藝術創作（3 小時 15 分鐘）</u>
以任何媒介、形式、風格及技巧，根據主題創作一件平面作品。 |

Subject: Putonghua**Syllabus**

S1	<p>範圍： 第一課至第六課</p> <p>形式： 聽辨詞語、聆聽理解、拼寫聲母、辨識韻母、聲調標注、語音知識、拼音譯寫、粵普對照。</p>
S2	<p>範圍： 課文——第三至第七課(第六課除外) 語音知識——第一至第七課(第六課除外)]</p> <p>形式： 聆聽理解、辨識聲韻母、拼音譯寫、一不變調、輕聲字、人名及地名拼寫、語音知識、粵普對照。</p>
S3	<p>範圍： 第一課至第五課</p> <p>形式： 聆聽理解、拼音譯寫、對比聲母、粵普對照、粵普量詞比較、兒化韻、猜謎語、輕聲詞及多音字。</p>