

St. Louis School



2020-21 Internal Test and Exam Syllabus (Mid Year)

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Subject: English Language

Syllabus

S1

Secondary 1 English: Mid-year Examination Syllabus: 2020-21

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 1A	Unit 2: The power of education Unit 3: Wonderful companions
Oxford English 1B	Unit 5: Inspirational figures
Success in Grammar 1	Unit 1: Definite and indefinite articles (p. 1-2) Personal pronouns (p. 3-5) Simple present tense (p. 6-14) Adverbs of frequency (p. 15-16) Unit 2: <i>There is</i> and <i>There are</i> (p. 17-19) Wh-questions (p. 20-23) Preposition of place (p. 24-27) Present continuous tense (p. 28-32) Unit 4: Prepositions of time (p.53-56) Using <i>from ... to</i> and <i>between ... and</i> (p.57-59) Demonstrative pronouns <i>this</i> and <i>that</i> (p.60-63) Adjectives ending in <i>-ed</i> and <i>-ing</i> (p.64-68) Unit 5: Simple future tense with <i>will</i> (p. 81-87) Talking about the future with <i>be going to</i> (p. 88-93) Modals: <i>can</i> and <i>could</i> (p.94-96)
Junior Oxford Advanced Listening 1	Unit 2: Happy school life Unit 3: Going wild Unit 5: Hong Kong: a place for food lovers

Supplementary worksheets

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses and adverbs of frequency
- C. Prepositions of time and place and using *between... and ... and from... to...*
- D. *There is* and *There are*
- E. Definite and indefinite articles
- F. Personal pronouns

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- G. Demonstrative pronouns *this* and *that*
 H. Adjectives ending in *-ed* and *-ing*
 I. Asking questions (wh-questions, Yes/ No questions, using the modals 'can' and 'could')
 J. Open Cloze
 K. Proofreading

A: Grammar

Oxford English 1A/1B	Success in Grammar 1
	Unit 1: - Definite and indefinite articles (p. 1-2) - Personal pronouns (p. 3-5) - Simple present tense (p. 6-14) - Adverbs of frequency (p. 15-16)
Unit 2: - <i>There is</i> and <i>There are</i> (p. 46) - Wh-questions (p. 47) - Prepositions of place (p. 48-49) - Present continuous tense (p.49-50)	Unit 2: - <i>There is</i> and <i>There are</i> (p. 17-19) - Wh-questions (p. 20-23) - Preposition of place (p. 24-27) - Present continuous tense (p. 28-32)
Unit 4 - Prepositions of time (p.110-111) - Using <i>from ... to</i> and <i>between ... and</i> (p. 111) - Demonstrative pronouns (p. 112) - Adjectives ending in <i>-ed</i> and <i>-ing</i> (p. 113-114)	Unit 4: - Prepositions of time (p.53-56) - Using <i>from ... to</i> and <i>between ... and</i> (p.57-59) - Demonstrative pronouns <i>this</i> and <i>that</i> (p.60-63) - Adjectives ending in <i>-ed</i> and <i>-ing</i> (p.64-68)
Unit 5 - Simple future tense (p. 14-15) - Talking about the future with <i>be going to</i> (p. 16-17) - Modals: <i>can</i> and <i>could</i> (p.18)	Unit 5: Simple future tense with <i>will</i> (p. 81-87) Talking about the future with <i>be going to</i> (p. 88-93) Modals: <i>can</i> and <i>could</i> (p.94-96)
Supplementary worksheets	

B: Vocabulary

Unit 2 The Power of Education

Vocabulary items from Unit 2 Text 1:

approximately (adv.)	architect (n.)	canoe (n.)
capability (n.)	expatriate (n.)	incident (n.)
innovative (adj.)	boarding school (n phr)	landmarks (n.)
stray (adj.)		

Unit 4 Wonderful Companions

Vocabulary items and phrases from Unit 4 Texts 1:

raided(v.)	volunteers(n.)	veterinarians(n.)
shocking conditions (n phr)	infections(n.)	pregnant(adj.)
cramped(adj.)	broken limbs (n phr)	underfed(v.)
reputable(adj.)	concentrate (v.)	maximize (v.)
clamp down on (ph v)	animal shelter (n phr)	

Unit 5 Inspirational figures

Vocabulary items and phrases from Unit 5 Text 2:

invention (n.)	tremendous (n.)	gradually (adv.)
inability (n.)	decline (n.)	come across (ph v)
thoughtful (adj.)	utilise (v.)	severe (adj.)
notify (v.)	recognition (n.)	passionate (adj.)
attach (v.)		

Paper: General English II (GEII)

Focus skill: Reading

Part 1

A: Dictionary and vocabulary skills (around 15% of paper total)

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading (around 85% of paper total)

Themes:

- Education
- Animals
- Famous people

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main theme and key details of texts
- follow the logical development of ideas
- identify the contextual meaning of words and phrases
- read between the lines and infer information
- extract specific information for detailed information questions
- choose appropriate phrases to fill in the missing information in the text
- distinguish and evaluate views, attitudes or arguments in texts
- interpret the tone and mood of a writer
- understand the use of figurative language (e.g rhyme, similes, etc)
- answer critical thinking questions, i.e. explain your answer with evidence from the passage

Question types including:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Multiple choice (MC) • Fill in the blanks • Form / Table-filling • True / false / not stated statements • Matching • Quoting | <ul style="list-style-type: none"> • Diagram • Short response (word / phrases) • Sequencing • Proofreading • Long question (complete sentences with elaboration required) |
|---|--|

Part 2

Language Arts

Reference / Revision Materials

Reference	Story
Main text: Fifty-Fifty Tutti-Frutti Chocolate Chip & Other Stories by <i>Esther Menon</i>	Mr Mongoose and Mrs Hen (pp. 1 – 7)
Unseen poem	
English Language Arts worksheets in file	
English Language Arts notebook	

Students need to be familiar with the following:

- what language arts is
- the purpose of authors using fables & themes/morals to a story
- the opening paragraph (exposition of a story) and its purpose
- the literary/writing devices: the rule of three, alliteration, foreshadowing, onomatopoeia
- the following story elements: character(s), setting, plot, conflict and resolution
- vocabulary and ways an author describes movement, feelings of fear and the way someone or something moves (includes parts of speech of adjectives, adverbs, verbs)
- the content/what happens in the story of Mr Mongoose and Mrs Hen

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

Paper: Composition (Writing)

Focus skills: Use of features appropriate to the genre, logical organization of ideas & argumentation, and enhancement of content with suitable supporting details

Themes:

- Education
- Animals
- Famous people

Writing genres/text types:

- Personal email
- Blog entry
- Letter to the editor

Genre / Text type	Reference
Personal email	Oxford English 1A: Unit 2: The power of education & writing handouts and worksheets
Blog entry	Oxford English 1B: Unit 5: Inspirational figure & writing handouts and worksheets
Letter to the editor	Writing handouts and worksheets

Paper: Oral (Speaking)

Focus skills: Presentation, Discussion & Individual Response

Individual Presentation (2 minutes), Group Interaction (5 minutes) & 1-minute response

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References:

- For discussion language: Oxford English 1B Appendices A22 (at back of textbook)
- For all oral components: Supplementary handouts/ worksheets

Paper: Listening

Section A: Short Tasks

Section B: Long Tasks (extended writing)

Dictation

Focus skills: Listening & spelling

Part A: Seen passages (70% of overall mark)

Oxford English 1A: Unit 2: The power of education (p.36)

Text 1: School and education around the world: Paragraphs 1-2

Oxford English 1A: Unit 2: The power of education (p.40-41)

Text 2: Personal email: Paragraphs 2 (Lines 9-25) & 4 (Lines 33-36)

Oxford English 1A: Unit 4: Wonderful companions (p.100-101)

Text 1: Illegal puppy mill discovered in Tsuen Wan: Paragraphs 1-3 (Lines 1-27)

Oxford English 1B: Unit 5: Inspirational figures (p.8)

Text 2: Tiny invention, tremendous lifesaver: Paragraphs 1 (Lines 1-18)

Part B: Unseen passage (30% of overall mark)

Secondary 2 English: Mid-year Examination Syllabus: 2020-21

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 2A	Unit 2: Family Ties (Family) Unit 3: Grow a sustainable future (Environmental Protection) Unit 4: Exploring Hong Kong (Travel)
Success in Grammar 2	Unit 2: Past continuous tense (pp.46 & 47) Past continuous tense with <i>while</i> and <i>when</i> (pp.48 & 49) Connectives of reason: <i>as</i> , <i>because</i> , and <i>since</i> (p.49) Connectives of result: <i>so</i> , <i>therefore</i> , and <i>as a result</i> (p. 50) Unit 3: Present perfect tense (pp. 78 – 79) Time words (pp. 80 – 81) Reflexive pronouns (pp. 81 – 82) Unit 4: Prepositions (pp. 110 – 111) Adverbs of sequence (p. 112) Conditional sentences about facts (p. 113) Conditional sentences about possible situations (p. 114)
Junior Oxford Advanced Listening 2	Unit 3: Greening your life Unit 4: Getting around Hong Kong Unit 6: Home sweet home
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses
- C. Connectives
- D. Reflexive pronouns
- E. Prepositions
- F. Adverbs of sequence
- G. Conditional sentences
- H. Open Cloze
- I. Proofreading

A: Grammar

Oxford English 2A	Success in Grammar 2
Unit 2	Unit 2
- Past continuous tense (pp.46 & 47)	- Past continuous tense (pp.17 - 23)

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<ul style="list-style-type: none"> - Past continuous tense with <i>while</i> and <i>when</i> (pp.48 & 49) - Connectives of reason: <i>as</i>, <i>because</i>, and <i>since</i> (p.49) - Connectives of result: <i>so</i>, <i>therefore</i>, and <i>as a result</i> (p. 50) 	<ul style="list-style-type: none"> - Past continuous tense with <i>while</i> and <i>when</i> (pp.24 - 26) - Connectives of reason: <i>as</i>, <i>because</i>, and <i>since</i> (pp. 27 - 29) - Connectives of result: <i>so</i>, <i>therefore</i>, and <i>as a result</i> (pp. 30 - 32)
Unit 3 <ul style="list-style-type: none"> - Present perfect tense (pp. 78 – 79) - Time words (pp. 80 – 81) - Reflexive pronouns (pp. 81 – 82) 	Unit 3 <ul style="list-style-type: none"> - Present perfect tense (pp. 37 – 44) - Time words (pp. 44 – 46) - Reflexive pronouns (pp. 49 – 52)
Unit 4 <ul style="list-style-type: none"> - Prepositions (pp. 110 – 111) - Adverbs of sequence (p. 112) - Conditional sentences about facts (p. 113) - Conditional sentences about possible situations (p. 114) 	Unit 4 <ul style="list-style-type: none"> - Prepositions (pp. 53 – 56) - Adverbs of sequence (pp. 57 – 59) - Conditional sentences about facts (pp. 60 – 64) - Conditional sentences about possible situations (pp. 65 – 68)

Supplementary worksheets

B: Vocabulary

Unit 2 Family ties

Vocabulary items from Unit 2 Text 1:

adopt (v)	documentary (n)	personality (n)
anxious (adj)	eerie (adj)	resemblance (n)
astonished (adj)	entirely (adv)	startle (v)
browse (v)	introverted (adj)	uplifting (adj)
discover (v)	outgoing (adj)	weirdly (adv)

Unit 3 Grow a sustainable future

Vocabulary items and phrases from Unit 3 Texts 1 and 2:

advanced (adj)	ignore (v)	overpopulated (adj)
alternative (adj/n)	import (v)	quarter (n)
consider (v)	incineration (n)	solid waste (n phr)
eliminate (v)	landfill (n)	sustainable (adj)
estimate (v)	outrageous (adj)	valuable (adj)
generate (v)		

Unit 4 Exploring Hong Kong

Vocabulary items and phrases from Unit 4 Text 1:

authentic (adj)	explore (v)	refreshing (adj)
consist (v)	itinerary (n)	skyscrapers (n)
creature (n)	glimpse (n)	stroll (n/v)
distinctive (adj)	reflect (v)	

Paper: General English II (GEII)

Focus skill: Reading

Part 1

A: Dictionary and vocabulary skills (around 15% of paper total)

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading (around 85% of paper total)

Themes:

- Family
- Environmental Protection
- Travel

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main theme and key details of texts
- follow the logical development of ideas
- identify the contextual meaning of words and phrases
- read between the lines and infer information
- extract specific information for detailed information questions
- choose appropriate phrases to fill in the missing information in the text
- distinguish and evaluate views, attitudes or arguments in texts
- interpret the tone and mood of a writer
- understand the use of figurative language (e.g rhyme, similes, etc)
- answer critical thinking questions, i.e. explain your answer with evidence from the passage

Question types including:

- | | |
|--|--|
| • Multiple choice (MC) | • Diagram |
| • Fill in the blanks | • Short response (word / phrases) |
| • Form / Table-filling | • Sequencing |
| • True / false / not stated statements | • Proofreading |
| • Matching | • Long question (complete sentences with elaboration required) |
| • Quoting | |

Part 2

Components of Exam:

Unseen poem(s), seen text

Reference	
Main text: <i>Story: Ruff & Tumble by Neille Williams</i>	Link: http://www.eastoftheweb.com/short-stories/UBooks/RuffTumb1142.shtml Note: Students also have a hard copy.
English Language Arts worksheets in file	
English Language Arts notebook	

Students need to be familiar with the following:

- the purpose of reading
- the opening paragraph (exposition of a story) and its purpose
- the literary/writing devices: riddles, rhyme, repetition and emphasis
- the underlying theme and its relationship to our lives
- the following story elements: character(s), setting, plot, conflict and resolution
- characterization: how the author builds a picture of the main characters and their relationships
- the content/what happens in the story of Ruff and Tumble

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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

Paper: Composition (Writing)

Focus skills: Use of features appropriate to the genre, logical organization of ideas & argumentation, and enhancement of content with suitable supporting details

Themes:

- Family
- Environmental Protection
- Travel

Writing genres/text types:

- Newsletter article
- Letter to the Editor
- Letter of Advice

Genre / Text type	Reference
Newsletter article	Oxford English 2A: Unit 2: Family Ties & writing handouts and worksheets
Letter to the Editor	Oxford English 2A: Unit 3: Grow a Sustainable Future & writing handouts and worksheets
Letter of Advice	Writing handouts and worksheets

Paper: Oral (Speaking)

Focus skills: Presentation, Discussion & Individual Response

Individual Presentation (2 minutes), Group Interaction (5 minutes) & 1-minute response

References:

- For discussion language: Oxford English 2A Appendices A22 (at back of textbook)
- For all oral components: Supplementary handouts/ worksheets

Paper: Listening

Section A: Short Tasks

Section B: Long Tasks (extended writing)

Dictation

Focus skills: Listening & spelling

Part A: Seen passages (70% of overall mark)

Oxford English 2A: Unit 2: Family Ties

Text 1: Twinsters: Paragraphs 3-5 (simplified version)

③ Samantha was just as astonished as Anaïs when she noticed their eerie resemblance. Curious, she friended Anaïs on Facebook and they began chatting. They immediately clicked and discovered that they were like two peas in a pod! They had very similar personalities and even had the same hairstyle, the same laugh and both hated carrots! All of their friends were startled by their resemblance. Therefore, the two decided to meet in person.

④ Upon their initial meeting in person in London, Anaïs and Samantha immediately felt at home with one another. Their similarities were so staggering that they could easily be the same person, which made the slight differences between them even more fascinating. Samantha, for example, was more outgoing since she grew up with three older brothers. Anaïs was more introverted, as she was raised an only child.

⑤ Back in America, the girls decided to take a DNA test to settle the question on everyone's mind. The doctor who performed the test warned the girls not to get their hopes up while they were waiting. After all, the chances were slim that a set of twins could be separated for 25 years, only to be reunited through a chance online connection. This was real life after all and not some heart-warming Hollywood film. However, they did get their fairy-tale ending when the DNA results came back. They really were long-lost twins who had found each other through the magic of social media. The reunited twins have since spent a great deal of time together and even visited their birthplace, proving that sometimes truth can be stranger than fiction!

Oxford English 2A: Unit 3: Grow a Sustainable Future

Text 1: The Great Incinerator Debate: Paragraphs 3 & 4 (simplified version)

③ Those against incineration argue that although there is certainly no shortage of waste, we must remember that rubbish is non-renewable. Most discarded goods are produced using resources that will eventually run out, and incineration will only destroy them for good. In some countries, incineration and recycling end up competing for waste, and rubbish made from fossil fuels like plastic is rarely sorted out because of its great burning properties. Therefore, waste-to-energy takes away the opportunity to reuse or recycle these otherwise valuable materials. Furthermore, many countries often end up not having enough rubbish to burn for themselves. They have to import waste from neighbouring countries like the UK to keep their incinerators burning, which actually causes pollution during transportation. And although there are strict regulations in monitoring carbon emissions, other ash and fumes still enter the air and damage the earth's atmosphere.

④ There is no simple answer to waste management. However, when it comes to working towards a more sustainable future, we can all agree that we have done enough damage to the environment and that we cannot ignore the outrageous amount of waste that is killing our planet. Whichever side of the debate you are on, it is time for us all to consider how we can live more responsibly.

Oxford English 2A: Unit 4: Exploring Hong Kong

Text 1: Hong Kong's Great Outdoors: Paragraphs 2 & 3 (original version)

② Nam Sang Wai is the perfect location for a weekend getaway. Rent a bike and ride it from Yuen Long Station to Nam Sang Wai Ferry Pier. From there, you can take your bike with you across the Shan Pui River by sampan. Enjoy the stunning natural scenery and refreshing scent as you ride along the paths filled with Red River Gum trees. Birdwatchers love this area. So keep your eyes to the sky and you might spot a rare species or two. Stay for a little while to watch the

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sky melt into beautiful orange and pink hues. In the evening, take a bus to Mingle Farm in Yuen Long. Spend a night in one of their fancy bubble tents or inflatable mushroom houses for an authentic glamping experience! You can even watch the stars from the comfort of a queen-sized bed!

③ Tai O is one of the few remaining fishing villages in Hong Kong. To reach there, you can go to Tung Chung by MTR and then take Bus No. 11. After that, go on a dolphin-watching boat tour to catch a glimpse of the endangered Chinese white dolphins. You might need a little bit of luck to see these playful rosy creatures. Even if you don't spot any, you will still get a close-up view of the distinctive stilt houses in Tai O. Finally, take a stroll along the streets of Tai O Village for a taste of local specialities like home-made shrimp paste and dried seafood before heading back to the city.

Part B: Unseen passage (30% of overall mark)

Secondary 3 English: Mid-year Examination Syllabus: 2020-21**Reference / Revision Materials**

Reference	Unit / Theme Covered
Oxford English 3A	Unit 2: A good Samaritan (Charity) Unit 3: Making a blockbuster (Movie industry) Unit 4: What does the future hold? (Technology)
Success in Grammar 3	Unit 2: Passive voice (pp. 17 – 26) Conditional sentences about possible situations (pp. 27 – 29) Using unless (pp. 30 – 32) Revision (pp. 35 – 36) Unit 3: Conditional sentences about unreal situations (pp. 44- 46) Using so, so that and so as to (pp. 47-49) Unit 4: Reporting statements (pp. 44 – 63) Reporting questions (pp. 64 – 68) Revision (p.69 & 72)
Junior Oxford Advanced Listening 3	Unit 2: Make a difference Unit 3: Lights, camera, action Unit 4: Keep flying
Supplementary worksheets	

Paper: General English I (GEI)**Focus items: Vocabulary & Grammar****Components**

- A. Tenses
- B. Passive voice
- C. Conditionals
- D. Connectives
- E. Reporting statements
- F. Reporting questions
- G. Proofreading
- H. Open Cloze
- I. Vocabulary

A: Grammar

Oxford English 3A	Success in Grammar 3
Unit 2 - Passive Voice (pp.46 & 47) - Past Perfect tense (pp.48 & 49) - Using <i>unless</i> (pp.49 & 50)	Unit 2 - Passive Voice (pp. 17-26) - Conditional sentences about possible situations (pp.27-29) - Using <i>unless</i> (pp. 30-32)
Unit 3 - Conditional sentences about unreal and possible situations (pp.79) - Using <i>so, so that, so as to</i> (pp.80)	Unit 3 - Conditional sentences about unreal situations (pp. 44-46) - Using <i>so, so that and so as to</i> (pp. 47-49)

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Unit 4 - Reporting statements (pp.111-113) - Reporting questions (pp.113 & 114)	Unit 4 - Reporting statements (pp. 58-63) - Reporting questions (pp. 64-68)
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Supplementary worksheets

B: Vocabulary

Unit 2 A good Samaritan

Types of charity events from Unit 2:

charity bazaar	charity concert	flag day
obstacle course	scavenger hunt	sponsored run

Vocabulary items and phrases from Unit 2 Text 1:

accomplish	genuine	petition
campaign(s)	grave	refugee(s)
community service	(the) impoverished	sufficient
concrete action	in dire need	viral
criticize		

Vocabulary items and phrases from Unit 2 Text 2:

a/no walk in the park	dedication	level the playing field
admirable	exhilarating	obstacle(s)
(be) blown away	fulfilling	participate
benefit	have a shot at winning	vocational training

Unit 3 Making a blockbuster

Film genres from Unit 3:

action	adventure	animation
comedy	crime/ detective	documentary
musical	mystery	horror
science fiction	thriller	romance

Adjectives from Unit 3 Text 1:

exotic	legendary	tedious
spectacular	futuristic	mediocre
realistic	forgettable	

Vocabulary items and phrases from Unit 3 Text 1:

expertise	give or have a free rein	transform
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Unit 4 What does the future hold?

Inventions / Technology from Unit 4:

augmented reality games	fitness trackers	self-driving cars
smartphones	artificial intelligence	gadgets
laptops	smart hubs	

Vocabulary items and phrases from Unit 4 Text 2:

advantage	instrumental	consequences
delegate	lend a huge hand	technology / technological

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incentive	mobilize	time-consuming
questionable	publicize	trending

Paper: General English II (GEII)

Focus skill: Reading

A: Dictionary and vocabulary skills (around 15% of paper total)

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading (around 85% of paper total)

Themes:

- Charity
- Movies, TV and entertainment
- Technology

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main theme and key details of texts
- follow the logical development of ideas
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in texts
- understand the use of a range of language features in texts (including but not limited to genres covered in this term, i.e. editorial, newsletter article, feature article, one-sided and two-sided argumentative essays)

Question types including:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Multiple choice (MC) • Fill in the blanks • Form / Table-filling • True / false / not stated statements • Matching • Quoting | <ul style="list-style-type: none"> • Diagram • Short response (word / phrases) • Sequencing • Proofreading • Long question (complete sentences with elaboration required) |
|---|--|

Paper: Composition (Writing)

Focus skills: Use of features appropriate to the genre, logical organization of ideas & argumentation, and enhancement of content with suitable supporting details

Themes:

- Charity
- Movies, TV and entertainment
- Technology

Writing genres/text types:

- Newsletter article
- One-sided argumentative essay
- Two-sided argumentative essay

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Genre / Text type	Reference
Newsletter article	Oxford English 3A: Unit 2: A good Samaritan (pp. 57 – 61) & writing handouts and worksheets
One – sided argumentative essay	Writing handouts including sample essay and worksheets
Two-sided argumentative essay	Oxford English 3A: Unit 4: What does the future hold? (pp. 121 – 125) & writing handouts and worksheets
Short story	Note that this is not a genre covered this term in a unit of work, but will give students a more creative option.

Methods to enhance content:

- Use of 6Es for elaboration: Explanation, Example, Evidence, Expert, Emotion, Experience
- Use of the Hamburger/Sandwich Model of writing

Paper: Oral (Speaking)

Focus skills: Presentation, Discussion & Individual Response

Individual Presentation (2 minutes), Group Interaction (6 minutes) & 1-minute response

References:

- For discussion language: Oxford English 3A Appendices A22 (at back of textbook)
- For all oral components: Supplementary handouts/worksheets

Paper: Listening

Section A: Short Tasks

Part I: TSA-type Questions

Part II: DSE-type Questions

Section B: Long Tasks (extended writing)

Writing text types (Junior Oxford Advanced Listening Book 3: pp. 122-125)

Dictation

Focus skills: Listening & spelling

Part A: Seen passages (70% of overall mark)

Oxford English 3A: Unit 2: A good Samaritan

Text 2: Be a hero or villain for charity: Paragraphs 2 & 3

② The event was modelled after the challenging obstacle course on a well-known television game show. As the course on the show is extremely challenging and almost impossible to complete, we had to greatly simplify ours for the event! Members of the Sports Club provided us with much needed advice and support in designing our

③ Contestants were required to dress up as either superheroes or villains. They could participate either individually or in teams. However, there were additional stations where they had to solve a series of codes and mental puzzles to advance. These puzzles were added to level the playing field so that even those who were not athletic had a shot at winning.

obstacles. They helped us in setting up everything at the venue. They also made sure all contestants performed adequate warm-up exercises before competing on the still rather strenuous course.

Oxford English 3A: Unit 3: Making a blockbuster

Text 1: Hong Kong through Hollywood’s eyes: Paragraphs 1 & 2

❶ A shadowy figure is perched high atop 2IFC. As the camera pans around, revealing the familiar shimmering skyscrapers of Central, our hero leaps. He swoops swiftly downwards, crashing through a window so as to capture his opponent.

❷ This gripping scene from *The Dark Knight* demonstrates how Hollywood views modern Hong Kong. To them, it’s a futuristic city of soaring buildings. Hollywood enjoys using Hong Kong as the setting for action and adventure films. Cameramen like to come here so that they can film our spectacular scenery. Producers find our city’s pro-business attitude extremely welcoming. Stunt doubles can show off their martial arts expertise in the hometown of the legendary Bruce Lee. Costume designers get to dress actors in a fusion of Chinese and Western fashion

Oxford English 3A: Unit 4: What does the future hold?

Text 2: Technology: the road to laziness? Paragraphs 1 & 2

❶ Technology has transformed the way we live. A few decades ago, smartphones and laptops did not even exist. Nowadays, it feels like an entirely different era. Twenty-first century gadgets and gizmos have certainly turned a page in human history. But while technology has improved our quality of life, has it also reduced our capabilities?

❷ One of the greatest boons of modern technology is convenience. In the past, everything was time-consuming— work, chores, even having fun. Today, technological improvements give us access to everything from a position of comfort. A tap of a button captures information in a photo. Four clicks of a mouse buys us a pair of shoes. We still do the same things—but more easily.

Part B: Unseen passage (30% of overall mark)

Mid-year Examination

S4 S4 Mid-Year Examination English Language Paper 2 Writing Syllabus

Write around 400 words.

Modules:

- Learning English through Sports Communication
- Learning English through Debating
- Learning English through Short Stories
- Learning English through Popular Culture
- Learning English through Social Issues

Text types:

- Letter to the Editor
- Argumentative essay
- Short story
- Article
- Letter of advice

S4 Mid-Year Examination English Language Paper 4 Speaking Syllabus

Group Interaction and 1-Minute response

Preparation Time: 10 minutes ; Speaking Time: 8 minutes + 1-minute response

Themes of Passage may be related to the 4 units of Longman Reading Anthology 4 (first term).

S5 Paper III

A full set of Paper A and B2 questions will be given in this exam. Part B2 involves completing: Speech, Text for newsletter, email.

Subject: Chinese Language

Syllabus

S1 卷一：

1. 實用文：書信
2. 長文寫作

卷二：

1. 聆聽
2. 閱讀理解
3. 重點篇章
《楊修之死》
《岳飛之少年時代》
《木蘭辭》
《背影》
4. 語文運用
單元一：1.40-1.42
單元二：2.39-2.41
單元三：3.32-3.38
5. 文言知識庫
單元一：1.31-1.33
單元二：2.14-2.15、2.30-2.31
6. 成語
成語工作紙(一)至(三)

S2 卷一

長文寫作：記敘文、人物描寫
實用文：宣傳文字、建議書

卷二

重點篇章：《種梨》、《回家》、《世說新語》四則、《癩六伯》(節錄)、《老區風景》
語文運用：單元一、單元二及單元三
文言知識庫：單元一及單元二
重溫中一篇章：《背影》、《燕詩》

S3 卷一：

1. 長文三選一：記事、議論、開放題
2. 實用文：投訴信或建議書

卷二：

1. 課文

Mid-year Examination

	<p>〈孔明借箭〉 〈人間有情〉 〈論語八則〉 〈論四端〉 〈偏聽·兼聽·審聽〉</p> <p>2. 語文運用 單元六（書頁 6.54 – 6.56）</p> <p>3. 文言知識庫 單元九（書頁 9.13 – 9.14 及頁 9.25 – 9.27）</p> <p>4. 中二課文 〈風箏〉 〈說勤〉</p>
S4	卷一：閱讀能力 卷二：寫作能力 卷三：聆聽及綜合能力考核
S5	卷一：閱讀能力 卷二：寫作能力 卷三：聆聽及綜合能力考核

Subject: Mathematics

Syllabus	
S1	Book 1A: Chapter 1 to Chapter 5 [except 5.3A, B, C and 5.4C – Drawing Solids on Grip Papers]
S2	Book 2A: Chapter 1 to Chapter 5 [except 5.4]
S3	Book 3A: Chapter 1 to Chapter 5 [except 4.2B]
S4	Book 4A: Chapter 1 to Chapter 4 [The topics of junior level related to the above chapters are included.]
S5	Book 4B: Chapter 10 Book 5A: Chapter 1 to Chapter 4 [The topics of junior level related to the above chapters are included.]

Subject: Liberal Studies**Syllabus**

- S4 單元六 能源科技與環境**
- 主題一：能源科技的影響
 - 主題二：環境與可持續發展

評核模式

作答部分	時限
三條資料回應題（卷一）	120 分鐘

Module 6 Energy Technology and Environment

- Theme 1 : The influences of energy technology
- Theme 2 : The environment and sustainable development

Mode of Assessment

Paper Component	Time allowed
Three Data-response questions (Paper 1)	120 minutes

- S5 中四所學內容**
- 單元六 能源科技與環境
- 主題一：能源科技的影響
 - 主題二：環境與可持續發展
- 單元五:公共衛生
- 主題一：對公共衛生的理解
 - 主題二：科學、科技與公共衛生
- 單元二:今日香港
- 主題一：生活素質

中五所學內容

- 單元二 今日香港
- 主題二：法治與社政參與
 - 主題三：身份認同

評核模式

作答部分	時限
資料回應題（卷一）和延伸回應題（卷二） 各一	1.5 小時

Knowledge acquired in S. 4

Module 6 Energy Technology and Environment

- Theme 1: The influences of energy technology
- Theme 2: The environment and sustainable development

Module 5 Public Health

- Theme 1: Understanding of public health
- Theme 2: Science, technology and public health

Mid-year Examination

Module 2 Hong Kong Today

- **Theme 1: Quality of life**

Knowledge acquired in S. 5

Module 2 Hong Kong Today

- **Theme 2: Rule of Law and Socio-political participation**
- **Theme 3: Identity**

Mode of Assessment

Paper Component	Time allowed
Extended-response questions (Paper 2) This paper consists of one data-response question and one extended-response question	1.5 hours

Subject: Physics**Syllabus**

S3	17. Reflection of Light 18. Refraction of Light
S4	5. Motion 6. Force 7. More about Force
S5	Book 3 Ch 13 - 19 Book 4 Ch 20 - 21

Subject: Chemistry

Syllabus

S3 (Refer to the notes distributed)

Unit 1 – Introduction of Chemistry, Laboratory Safety and Common Apparatus

Unit 2 – Atomic Structure

Unit 3 – Periodic Table (Note P. 1 – P.8 Q11)

Periodic Table would **NOT** be provided in the Mid-Year Exam Paper

S4 Ch 7 : Ionic Bonding

Ch 8 : Covalent Bonding

Ch 9 : Structures and Properties of Substances

Ch 10 : Occurrence and Extraction of Metals (Taught in S3 already)

Ch 11 : Reactivity of Metals

Ch 13 : Corrosion of Metals and their protections

Ch 12 : Reacting masses (Note Reacting Masses P.1 to 8 / Textbook 12.1 & 12.2)

**** Basic knowledge related to atomic structure and Periodic Table should also be included.**

S5 Chapter 24 Simple molecular substances with non-octet structures and shapes of simple molecules

Chapter 25 Polarity of bond and molecule

Chapter 26 Intermolecular forces

Chapter 27 Structures and properties of molecular crystals

Chapter 28 Chemical cells in daily life

Chapter 29 Simple chemical cells

Chapter 30 Redox reactions

Chapter 31 Redox reactions in chemical cells

Chapter 32 Electrolysis

Subject: Biology**Syllabus (New Senior Secondary Mastering biology Third Edition)**

S3	Chapter 1 Introducing biology Chapter 2 The cell as the basic unit of life Chapter 5 Food and humans (P.11, P.19-23)
S4	Chapter 3 Movement of substances across cell membrane Chapter 7 Gas exchange in humans Chapter 8 Transport in humans
S5	Chapter 14 Growth and development Chapter 15 Detecting the environment Chapter 16 Coordination in humans Chapter 17 Movement in humans Chapter 18 Homeostasis Chapter 19 Ecosystems Chapter 20 Photosynthesis

Subject: Integrated Science

Syllabus

S1 Textbook 1A; P. 4 – P. 129

S2 Textbook 2A, Unit 7; Textbook 2B, Unit 9.1 & 9.2

Subject: Economics

Syllabus

S4 Book 1: Chapter 1 ~ Chapter 5

S5 Book 2: Chapter 14 Book 3: Chapter 15 ~ Chapter 18

Subject: BAFS**Syllabus****S4 Business Environment & Introduction to Management**

- Ch.1 Business Environment
- Ch.2 Forms of Business Ownership
- Ch.3 Business Ethics and Social Responsibility
- Ch.4 Management Functions
- Ch.5 Key Business Functions
- Ch.6 Small & Medium Enterprises

S5 Introduction to Accounting

- Ch.1 The Fundamentals of Accounting
- Ch.2 The Accounting Equation
- Ch.3 The Double-entry system
- Ch.4 The Trial balance
- Ch.5 Financial Statements for Sole Proprietorships (I)
- Ch.6 Financial Statements for Sole Proprietorships (II)

Financial Accounting 1

- Ch.1 Books of Original Entry and Ledgers (I)
- Ch.2 Books of Original Entry and Ledgers (II)
- Ch.3 Accruals and prepayments
- Ch.4 Bad debts & Allowance for Doubtful Accounts
- Ch.5 Depreciation of Non-current Assets

Financial Accounting 2

- Ch.17 Incomplete Records

*The exam will focus on content taught in form 5

Subject: Chinese History**Syllabus**

- | | |
|-----------|---|
| S1 | <p>中華民族與早國家的起源 P.4-21</p> <p>西周封建 P.24-33</p> <p>春秋戰國時期的變局 P.36-43</p> <p>秦朝的統一、統治措施及衰亡 P. 54-69</p> |
| S2 | <p>隋的統一和開皇之治 P.4-10</p> <p>隋的速亡 P.11-17</p> <p>唐的建國與盛世 P.26-35</p> <p>安史之亂與唐的中衰 P.36-41</p> <p>唐的衰亡 P.42-47</p> |
| S3 | <p>滿清入關及統一全國 P.4-9</p> <p>滿清統治漢族及邊疆民族的政策 P.11-21</p> <p>清朝的中衰 P.28-32</p> <p>鴉片戰爭 P.33-41</p> <p>太平天國事件 P.44-51</p> <p>英法聯軍之役 P.52-59</p> <p>洋務運動 P.66-72</p> |
| S4 | <p>甲部課程：(四上課本)</p> <p>周代封建 P.6-31</p> <p>春秋戰國的政治與社會變動 P.34-74</p> <p>秦漢的統治政策 P.88-141</p> |
| S5 | <p>甲部課程：(四下課本)</p> <p>宋元的中央集權 P.6-39</p> <p>明清的君主集權 P.44-81</p> <p>清初的民族統治政策 P.88-116</p> <p>乙部課程：(四下課本)</p> <p>列強的入侵 P.136-241</p> <p>改革與革命 P.252-323</p> |

Subject: History

Syllabus	
S1	1. Textbook: pp. 204-223 & 225-227 2. WB 1B, Topic 4: pp. 2-3, p.4 (Ex 3) #1, p.5 (Ex 4) & p.6 #1-4
S2	<u>Hong Kong History</u> 1. Textbook 2B (P.194-229) 2. Vocabulary Quiz and all related notes and Exercises
S3	<u>Topic: World War One</u> 3. Textbook (P.4-39) 4. Notes (P.1-26) 5. All related Worksheets and Exercises

Subject: Geography**Syllabus**

S1	C1: Using Urban Space Wisely (Can we maintain a sustainable urban environment?) Unit 1 – Unit 5: Textbook p. 4- 55; Workbook p. 1- 20 Map reading skills (Bearing, grid reference, reading of conventional signs) Textbook p. 72 -81
S2	C2: Living with natural hazard (Are we better equipped than the others) Unit 1 – Unit 5: Textbook p. 4- 81; Workbook p. 1- 27 Map reading skills (Scale, Gradient, reading of cross-sections, Bearing, grid reference and reading of conventional signs) Textbook p. 88-90
S3	C5: Global shift of Manufacturing Industry (Opportunities and threats) Unit 1 – Unit 4: Textbook p. 4- 65; Workbook p. 1-26 (Focus on fundamental exercises); Additional notes distributed in the lessons

Subject: Religious Studies

Syllabus	
S1	Ch. 1,2,3
S2	Ch. 1,2,3
S3	Ch. 3,8

Subject: Ethics and Religious Studies

Syllabus	
S4	Ch. 1-17
S5	Ch. 33-56

Subject: Computer Subjects**Syllabus**

S1	Textbook Google Drive for Project Learning (Ch.1-3, Ch.5.1, 5.4, 5.5) Workbook Google Drive for Project Learning (Ch.1-3) eClass – Email Tips for setting password Google Search note, worksheet 1, worksheet 2 and worksheet 3 Google Docs Task 1 , Task 2 and Task 3 Google Sheets Task 1 , Task 2 and Task 3 Google Sheets Functions: SUM, MAX, MIN, AVERAGE, LEFT, MID, RIGHT Google Sheets : autofill, sorting, filtering, conditional format, cell reference, cell range and basic calculation
S2	Textbook Programming in STEM micro:bit (Ch. 1 to Ch. 5)
S3	Textbook App Inventor 2 & Workbook (Ch 1 to Ch. 7) Classwork
S4	Compulsory 1 (Chapter 1 to 5)
S5	Compulsory 2 (Chapter 16 to 18) + Elective D1 (Chapter 1 to 3)

Subject: Visual Arts

Syllabus

S4	
S5	<p>甲部：藝術評賞</p> <p>對所提供的藝術作品以文字作出評賞。</p> <p>乙部：藝術創作</p> <p>以任何媒介、形式、風格及技巧，根據主題創作一件平面作品，並解說創作意念。</p>

Subject: Life & Society**Syllabus**

S1	<p>Core module (1): Personal Growth (I): Self-understanding, Self-esteem and Self-confidence</p> <p>A. The many faces of ‘self’</p> <p>B. Self-esteem and self-confidence</p> <p>C. Emotion management and ways to cope with negative emotions</p> <p>D. Establishing self-confidence to face difficulties and failure</p>
S2	<p>Core module (11): Sensible Consumption: Rights and Responsibilities of Sensible Consumer</p> <p>A. Principles of choosing goods and services</p> <p>B. Responsibilities and rights of consumers</p> <p>C. Social responsibilities of consumers</p> <p>D. Regulations and organizations responsible for protecting consumer rights</p> <p>Core module (12): Economy of Hong Kong: Public Finance of Hong Kong</p> <p>A. Public finance</p> <p>B. The revenue and spending of the HKSAR Government</p> <p>C. Factors affecting government spending</p> <p>D. The use of financial revenue and expenditure of the government</p> <p>E. Relationship between government and citizens in terms of public finance</p> <p>F. Comparison of the tax system between Hong Kong and the developed countries</p> <p>Core module (15): An Overview of the Chinese Economy: Macro-economy of the Mainland</p> <p>A. Evaluate the economic development of the Mainland</p>
S3	<p>Core module (21): Rights and Responsibilities of Citizens: Rights, Responsibilities and the Rule of Law</p> <p>A. Different categories of Hong Kong residents</p> <p>B. Rights and responsibilities applicable to Hong Kong residents</p> <p>C. Protection of the rights of Hong Kong residents by major principles of the rule of law</p> <p>Core module (22): Socio-political System of Hong Kong: Hong Kong government and I</p> <p>A. ‘One country, two systems’ and the Basic Law</p> <p>B. The relationship between the Central Authorities and the HKSAR as delineated in the Basic Law</p> <p>C. Decision- making process of the HKSAR Government</p> <p>D. Elections of the HKSAR</p> <p>E. Edging towards the election of the Chief Executive and the election of all members of the Legislative Council by universal suffrage</p> <p>F. Fair and clean elections</p>