

# St. Louis School



## 2021-22 Internal Test and Exam Syllabus (Mid Year)

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**Subject: English Language**

**Syllabus**

**S1 Reference / Revision Materials**

<b>Unit</b>	<b>Theme Covered</b>
Unit 2	School life and education
Unit 4	Wonderful companions
Unit 7	Inspirational figures
Supplementary worksheets	

**General English I (GEI):**

**Focus items: Vocabulary & Grammar**

**Components**

1. There is (not), There are (not), There was (not) and There were (not)
2. Wh-questions + Yes-no questions
3. Prepositions of place and time
4. Tenses (simple present, present continuous, simple past, simple past continuous)
5. Using from... to, between... and, and, but and or
6. Pronouns (for subject and object) and demonstrative pronouns this and that
7. Adjectives ending in -ed and -ing
8. Possessive form (adjectives and pronouns)
9. Gerunds
10. Open Cloze
11. Proofreading

**A: Grammar**

<b>Oxford English 1A</b>	<b>Success in Grammar 1</b>
<b>Unit 2 (pages 46-51)</b>	<b>Unit 2</b>
<b>Unit 4 (pages 110-115)</b>	<b>Unit 4</b>
<b>Oxford English 1B</b>	<b>Success in Grammar 1</b>

Unit 7 (pages 78-83)

Unit 7

Supplementary worksheets

**B: Vocabulary**

**Unit 2 (Text 1) Schools and education around the world**

education (noun)	innovative (adj.)	unfortunately (adverb)
collapse (verb)	temperature (noun)	capability / capabilities (noun)
performance (noun)	grow up (verb)	

**Unit 2 (Text 2) Personal email**

Pleased to meet you	<u>Modern</u> (adj.) buildings	spacious (adj.)
important (adj.)	computers and tablets (noun)	improve the standard of living (verb + noun)
favourite (adj.)	new opportunities / opportunity (adj. + noun)	

**Describing personality and traits**

adventurous	confident	considerate
energetic	introverted	honest

**Facilities**

assembly hall	library	science laboratory
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**Unit 4 (Text 2) A faithful friend**

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<b>faithful (adj.) (title)</b>	<b>a familiar sight (noun phrase)</b>	<b>fight off (phrasal verb)</b>
<b>loneliness (noun)</b>	<b>accompany (v.)</b>	<b>frequently (adverb of time)</b>
<b>take a sad turn (idiom)</b>	<b>disease (noun)</b>	<b>inseparable (adj.)</b>
<b>strong bond</b>	<b>bury</b>	<b>loyalty (n.)</b>

**From Oxford P. 114 (adjectives)**

<b>annoy</b>	<b>shock</b>	<b>bore</b>
<b>excite</b>	<b>terrify</b>	<b>worry</b>

**From Vocabulary Book (Unit 4)**

<b>proper training</b>	<b>get vaccinations</b>	<b>check-ups</b>
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**Unit 5 (Text 2) Tiny invention, tremendous lifesaver**

<b>gradually (adv.)</b>	<b>inability (n.)</b>	<b>inventor (n.), invention (n.) invent (v.), inventive (adj.)</b>
<b>wander away</b>	<b>go through many sleepless nights</b>	<b>solve the problem</b>
<b>has received several awards</b>	<b>role model</b>	

**From Vocabulary Book (Unit 5)- Describing role models (adjectives)**

<b>ambitious</b>	<b>committed</b>	<b>determined</b>
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humble

passionate

selfless

**Paper: General English II (GEII):**

**Focus skill: Reading**

**Part 1**

**A: Dictionary and vocabulary skills**

Ability to understand:

- parts of speech
- usage of vocabulary

**B: Reading**

Themes:

- School life and education
- Wonderful companions
- Inspirational figures
- Unseen themes

**Part 2: English Language Arts (ELA)**

**Components of Exam:**

Unseen poem and seen text (story)

**References**

**Main text:** Fifty-Fifty Tutti-Frutti Chocolate Chip & Other Stories by *Esther Menon*

**Story for Mid-Year Exam (p. 1-7)**

*Refer to copy on S.1 ELA Google Classrooms*

**Key literary devices (figurative language)**

- (i) Video: <https://www.youtube.com/watch?v=vqLyKhV0qmM>
- (ii) Handout Table of Literary Devices :  
[https://drive.google.com/file/d/1Gg\\_fW2N4PuZpfVLJw-UedSb-oMaPiip2/view?usp=sharing](https://drive.google.com/file/d/1Gg_fW2N4PuZpfVLJw-UedSb-oMaPiip2/view?usp=sharing)

**Supplementary worksheets**

**Google Classroom**

**Students need to be familiar with the following:**

- the purpose of reading
- the opening paragraph (exposition of a story) and the aims of the writer/purpose of opening of stories  
<https://www.slideshare.net/candyh/story-openings-4976761>
- literary/writing devices (figurative language) with a focus on foreshadowing, use of the rule of three, rhyme, simile, onomatopoeia and alliteration  
foreshadowing slideshare: <https://www.youtube.com/watch?v=jE0ISlj8wo8>
- the underlying theme
- the following story elements: character(s), setting, plot, conflict, climax, falling & rising action and resolution
- characterization: how the author builds a picture of the main characters and their relationships
- the content/what happens in the story

- understanding of point of view: <https://www.slideshare.net/elkissn/point-of-view-41236427>

**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: Dictation**

**Focus skills: Listening & spelling**

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

**Oxford English 1A: Unit 2: The power of education (p.36-37)**

Text 1: School and education around the world: Paragraphs 2-3 (Lines 6-32)

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

Text 2: Personal email: Paragraphs 2-3 (Lines 9-32)

**Oxford English 1A: Unit 4: Wonderful companions (p.104-105)**

Text 2: A faithful friend: Paragraphs 1-4 (Lines 1-29)

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

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

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

**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**

**Possible Themes:**

- Education
- Animals
- Famous people
- Unseen themes

**Writing genres/text types:**

- Personal email
- Blog entry
- Letter to the editor

Text Type / Genre	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 & Individual Response**

Speaking tasks may include:

- reading aloud passages from the reader Malala Yousafzai, newspaper articles from Inky and other unseen passages
- 2-minute presentation
- Group discussion

**Paper: Listening**

**Focus skill: Listening and extracting and manipulating relevant information from the data file**

The question types and format will model after Essential Listening Book 1 Mock Test 1 on P.108-112.

**S2 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: <ul style="list-style-type: none"> <li>· Past continuous tense (pp.46 &amp; 47)</li> <li>· Past continuous tense with while and when (pp.48 &amp; 49)</li> <li>· Connectives of reason: as, because, and since (p.49)</li> <li>· Connectives of result: so, therefore, and as a result (p. 50)</li> </ul> Unit 3: <ul style="list-style-type: none"> <li>· Present perfect tense (pp. 78 – 79)</li> <li>· Time words (pp. 80 – 81)</li> <li>· Reflexive pronouns (pp. 81 – 82)</li> </ul> Unit 4: <ul style="list-style-type: none"> <li>· Prepositions (pp. 110 – 111)</li> <li>· Adverbs of sequence (p. 112)</li> <li>· Conditional sentences about facts (p. 113)</li> </ul> Conditional sentences about possible situations (p. 114)
Supplementary worksheets	

**Paper: General English I (GEI):**



**Focus items: Vocabulary & Grammar**

**Components**

**A. Vocabulary**

**B. Tenses (including simple present and simple past tenses)**

**C. Connectives**

**D. Reflexive pronouns**

**E. Prepositions**

**F. Adverbs of sequence**

**G. Conditional sentences**

**H. Open Cloze**

**I. Proofreading**

**J. WH-word questions**

**A: Grammar**

Oxford English 2A	Success in Grammar 2
<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>- Past continuous tense (p.46 – 47)</li> <li>- Past continuous tense with while and when (p.48 - 49)</li> <li>- Connectives of reason: as, because, and since (p.49)</li> <li>- Connectives of result: so, therefore, and as a result (p.50)</li> </ul>	<p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>- Past continuous tense (p.17 – 23)</li> <li>Past continuous tense with while and when (p.24 – 26)</li> <li>- Connectives of reason: as, because, and since (p. 27 – 29)</li> <li>- Connectives of result: so, therefore, and as a result (p. 30 – 32)</li> </ul>
<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>- Present perfect tense (p. 78 – 79)</li> <li>- Time words (p. 80 – 81)</li> <li>- Reflexive pronouns (p. 81 – 82)</li> </ul>	<p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>- Present perfect tense (p. 37 – 44)</li> <li>- Time words (p. 44 – 46)</li> <li>- Reflexive pronouns (p. 49 – 52)</li> </ul>
<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>- Prepositions (p. 110 – 111)</li> <li>-Adverbs of sequence (p. 112)</li> <li>-Conditional sentences about facts (p. 113)</li> <li>-Conditional sentences about possible situations (p. 114)</li> </ul>	<p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>- Prepositions (p. 53 – 56)</li> <li>- Adverbs of sequence (p. 57 – 59)</li> <li>- Conditional sentences about facts (p. 60 – 64)</li> <li>- Conditional sentences about possible situations (p. 65 – 68)</li> </ul>
<p><b>Supplementary worksheets (if any)</b></p>	

**B: Vocabulary****Unit 2 – Family ties (Texts 1 & 2, OE 2A p.44 family problems)**

<b>adopted (adj.)</b>	<b>domestic violence (n.phr.)</b>	<b>irresponsible (adj.)</b>
<b>anxious (adj.)</b>	<b>encourage (v.)</b>	<b>quarrels between siblings (n.phr.)</b>
<b>different (adj.)</b>	<b>give in to (phr.v.)</b>	<b>rely on (v.phr.)</b>
<b>divorce (n.)</b>	<b>immature (adj.)</b>	<b>under the spotlight (phr.)</b>

**Unit 3 – Grow a sustainable future (Texts 1 & 3, OE 2A p.76 environmental issues)**

<b>adverse (adj.)</b>	<b>excessive (adj.)</b>	<b>opportunity (n.)</b>
<b>deforestation (n.)</b>	<b>generate (v.)</b>	<b>outrageous (adj.)</b>
<b>estimate (v.)</b>	<b>global warming (n.phr.)</b>	<b>overpopulation (n.)</b>
<b>eventually (adv.)</b>	<b>incinerator (n.)</b>	<b>sustainable (adj.)</b>
<b>responsibly (adv.)</b>		

**Unit 4 – Exploring Hong Kong (Texts 1 & 2)**

<b>catch a glimpse of (v.phr.)</b>	<b>hospitality (n.)</b>	<b>secluded (adj.)</b>
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<b>distinctive (adj.)</b>	<b>local specialities (n.phr.)</b>	<b>skyscrapers (n.)</b>
<b>explore (v.)</b>	<b>magnificent (adj.)</b>	<b>souvenirs (n.)</b>
<b>highlight (n.)</b>	<b>natural scenery (n.phr.)</b>	<b>weekend getaway (n.phr.)</b>
<b>take a stroll (v)</b>	<b>contribute to (v.)</b> <b>contribution to (n)</b>	<b>on the brink of (adv)</b>
<b>severe (adj)</b>	<b>floods (n)</b>	<b>drought (n)</b>

**Paper: General English II (GEII):**

**Focus skill: Reading**

**Part 1**

**A: Dictionary and vocabulary skills**

**Ability to understand:**

- **parts of speech**
- **usage of vocabulary**

**B: Reading**

Themes:

- Family ties
- Grow a sustainable future
- Exploring Hong Kong

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

**Part 2**

**Components of Exam:**

**A: Unseen Poem**

**References**

**B: Short story: The Sniper**

**Main text:** Fifty-Fifty Tutti-Frutti Chocolate Chip & Other Stories by *Esther Menon*

**Story: The Sniper (pp. 51 – 57)**

**Key literary devices (figurative language)**

- (i) Video: <https://www.youtube.com/watch?v=GmZPg3t0F88>
- (ii) Handout: [https://drive.google.com/file/d/1An\\_VRArjSf2xfhC8TNJFizQP-UT2JjCF/view?usp=sharing](https://drive.google.com/file/d/1An_VRArjSf2xfhC8TNJFizQP-UT2JjCF/view?usp=sharing)

**Supplementary worksheets**

**Google Classroom**

**Students need to be familiar with the following:**

- the purpose of reading
- the opening paragraph (exposition of a story) and its purpose
- literary/writing devices (figurative language) including foreshadowing, rhyme, simile, metaphor, personification, onomatopoeia and alliteration (Many also taught in S.1)
- the underlying theme
- the following story elements: exposition (opening/setting), rising action, climax, falling action, resolution & twist
- characterization: how the author builds a picture of the main character and his characteristics
- the content/what happens in the story
- understanding of point of view: <https://www.slideshare.net/elkissn/point-of-view-41236427>

**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: Dictation**

**Focus skills: Listening & spelling**

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

**Oxford English 2A: Unit 2: Family ties**

Text 1: Twinsters: Paragraph 3

Text 2: Battle of wills: Paragraph 2

**Oxford English 2A: Unit 3: Grow a sustainable future**

Text 1: The great incinerator debate: Paragraph 4

Text 3: Less meat more greens: Paragraph 4

**Oxford English 2A: Unit 4: Exploring Hong Kong**

Text 1: Hong Kong’s great outdoors: Paragraph 3

Text 2: Great time in Hong Kong: Paragraph 2

**Part B: Unseen passages (30% of overall mark)**

**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 ties
- Grow a sustainable future
- Exploring Hong Kong

**Writing genres/text types:**

- Article
- Letter to the Editor
- Letter of Reply

Genre / Text type	Reference
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 Reply	Oxford English 2A: Unit 4: Exploring Hong Kong & writing handouts and worksheet

**Paper: Listening**

**Focus skills: Listening, extracting and manipulating relevant information from the data file**

The question types and format will model after Essential Listening Book 2 Mock Test 1 on Page106-113

**Paper: Oral (Speaking)**

**Focus skills: Presentation & Group discussion**

**Tasks may include**

- a. Reading aloud passages taken from newspaper Inky or other unseen texts
- b. 2 – minute individual presentation
- c. Group discussion

**S3 Reference / Revision Materials**

Reference	Unit / Theme Covered
Oxford English 3A & 3B	Unit 3: Making a blockbuster (Movie industry) Unit 4: What does the future hold? (Technology) Unit 7: Cracking the case (Crime)
Success in Grammar 3	Unit 2: Conditional sentences about possible situations (pp. 27 – 29) Unit 3: Conditional sentences about unreal situations (pp. 44- 46)

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	Using so, so that and so as to (pp. 47-49) Unit 4: Reporting statements (pp. 44 – 63) Reporting questions (pp. 64 – 68) Unit 7: Connectives of contrast Comparative and superlative adverbs
Junior Oxford Essential Listening 3	Unit 3: Lights, camera, action Unit 4: Keep flying Unit 7: Whodunnit
Supplementary worksheets	

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

**Components**

- A. Vocabulary
- B. Tenses
- C. Conditionals (Type 1 and 2)
- D. Comparative and superlative adverbs
- E. Connectives to state cause and effect
- F. Connectives to express contrast
- G. Reporting statements and questions
- H. Open Cloze Passage
- I. Proofreading
- J. WH-word questions

**A: Grammar**

Oxford English 3A	Success in Grammar 3
	Unit 2 - Conditional sentences about possible situations (pp. 27-29)
Unit 3 - Conditional sentences about unreal and possible situations (p. 79) - Using <i>so, so that, so as to</i> (p. 80)	Unit 3 - Conditional sentences about unreal situations (pp. 44-46) - Using <i>so, so that</i> and <i>so as to</i> (pp. 47-49)
Unit 4 - Reporting statements (pp. 111-113) - Reporting questions (pp. 113-114)	Unit 4 - Reporting statements (pp. 58-63) - Reporting questions (pp. 64-68)
Unit 7 - Using <i>although / though</i> and <i>despite / in spite of</i> (pp. 78-79) - Comparative and superlative adverbs (pp. 80-81)	Unit 7 - Using <i>although / though</i> and <i>despite / in spite of</i> (pp. 117-119) - Comparative and superlative adverbs (pp. 123-128)
Supplementary worksheets	

**: Vocabulary**

**Unit 3 Making a blockbuster**

*Film Genres*

comedy	crime / detective	documentary
horror	romance	science fiction

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### *Adjectives from Unit 3 Text 1*

exotic	forgettable	futuristic	devastated
legendary	mediocre	realistic	familiar with
shimmering	soaring	spectacular	mysterious

### *Vocabulary items and phrases from Unit 3 Text 1*

expertise	transform	skyscraper(s)
metropolis	scenery	opponent(s)
audience		

### **Unit 4 What does the future hold?**

#### *Inventions / Technology*

augmented reality	artificial intelligence	drones
self-driving cars	smart hubs	smartphones

### *Vocabulary items and phrases from Unit 4 Text 2*

boon	instrumental	consequence
diminish	lend a huge hand	command
incentive	mobilize	gadget
questionable	publicize	trending

### **Unit 7: Cracking the case**

#### *Crimes / Criminal (Verb forms need to be known, too)*

arson / arsonist	blackmail / blackmailer	burglary / burglar
kidnapping / kidnapper	smuggling / smuggler	shoplifting / shoplifter

#### *Words related to crime and law*

arrest (n. / v.)	culprit	evidence
interrogate / interrogation	sentence (n. / v.)	trial
verdict	victim	witness (n. / v.)

### *Vocabulary from texts from Unit 7 Text 1*

accurate / inaccuracy	analysis	commit
conclusive	crime scene	crucial
determine	exaggerate	innocent
reluctant	significant	suspect
testify	investigation	groundbreaking

### **Paper: General English II (GEII):**

#### **Focus skill: Reading**

#### **A: Dictionary and vocabulary skills (around 20% of paper total)**

Ability to understand:

- parts of speech
- usage of vocabulary

**B: Reading (around 80% of paper total)**

Themes:

- Movie industry
- Technology
- Crime
- unseen themes

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

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                              |  |

**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**
- **Ability to develop a plot of a short story with the required elements of plot, characterization, exposition, rising action, climax, falling action & resolution**

**Themes:**

- Movie/Film industry
- Technology
- Crime
- unseen themes

**Strategies/Techniques to use:**

- Elaboration: Use of the 6Es

Organization/development of argumentation: Hamburger/Sandwich Model or SEEL/PEEL mnemonic

Genre / Text type	Reference
1. One-sided argumentative essay	Oxford English Unit 3: Making a blockbuster



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	Writing booklet
2. Two-sided argumentative essay	Oxford English Unit 4: What does the future hold? Writing Booklet
3. Narrative/Short story	Oxford English Unit 7: Cracking a case
	Completed compositions Supplementary worksheets

**Paper: Oral (Speaking)**

**Focus skills: Presentation, Discussion & Individual Response**

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

**References:**

- Supplementary worksheets

Tasks in booklets

**Paper: Listening**

**Section A: Short Tasks**

**Pay close attention to the instructions!** Do you need to circle, underline, fill in blanks/spaces with one or more words, use block letters etc.

**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

*(Note: this list is not exhaustive, only gives you some examples.)*

**Part A:** 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	Notices
Forms	

**Section B: Integrated skills: Extended writing tasks**

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

\* You need to **recognize the text type needed**

\*\* Study the **writing templates given to you in Essential Oxford**

Emails	Letters e.g. thank you, request, invitation, application, asking for information etc
Reports	Proposals
Notices	

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

- **Know the difference between formal and informal pieces of writing**

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e.g. use of correct salutation (greeting) and complimentary closings (e.g. *Yours sincerely, Yours faithfully, Kind regards, Best wishes* etc.)

Formal pieces of writing: No use of contractions (e.g don't, I'm, can't etc), abbreviations (e.g. HK) or colloquial/slang

- How to order the final part in, for example, a formal letter vs informal letter

Yours faithfully OR Yours sincerely  
James Lee  
Social Service Club

Regards  
Susan

Students need to know how to use the Data File: **Information and show the ability to use information from the Data File, but use their own words**

- The **skill of paraphrasing** and using your own words is important
- **Avoid copying directly word for word from the Data File.**

Students need to know how to use the Data File:

- Skimming & scanning skills
- Choosing **only the relevant information** (*often, there are 'red herrings' or misleading information which you are not supposed to include*)
- **Following the instructions/requirements given often in an email**
- **Analyse and interpret information** given in various formats in the Data File. Some examples include:

emails	letters	notes/memos
charts & graphs	tables	reviews
leaflets	articles	schedules/timetables
calendars	excerpts of conversations or interviews	excerpts or extracts of whatsapp chats/social media exchanges/discussion forums
surveys/questionnaires	posters/advertisements	programmes
report cards	certificates	websites etc

### Standard format of the Integrated Skills Paper (Paper 3 in DSE)

*Hint: Make use of the listening time you are given (usually music is played) before each task to skim/look through each task! Don't day dream or sleep!*

#### **Part A: Listening (Use pencil)**

4 tasks in DSE, but in S3, three tasks

#### **Part B: (Use pen)**

3 main tasks (one shorter task & 2 longer tasks)

You are given a situation and five minutes to study the Data File: Make use of this time to look through the Data File & prepare

- Starts off with a note-taking task. Make sure you take notes as you will need the notes for at least one of the tasks.
- Use the information from the Data File to complete the written tasks.
- Usually you will be given information of what you need to do for each task in an email in one of the first few pages of the Data File. Make sure you read this carefully.

*(In the DSE, Part B has two parts: B1 (easier – maximum attainment Level 4) and B2 (harder –*

maximum attainment 5\*\*) )

**Paper: Dictation**

**Focus skills: Listening & spelling**

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

**Oxford English Unit 3 (pages 68)**

Text 1 Hong Kong Through Hollywood’s eyes

[1] A shadowy figure is perched high atop 2IFC. A silently slumbering metropolis lies hundreds of metres below. 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.

[2] This enthralling 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.

[3] It’s always amusing to see your own city on the big screen. It gives us a thrill to know that the whole world is seeing the places so familiar to us. We feel a sense of pride when we see a Hollywood superstar racing past the shops or buildings we frequent. If you saw your city in ruins, you would be devastated, wouldn’t you? Yet, somehow when we watch the adrenaline-filled action sci-fi flick *Pacific Rim*, we don’t. Instead, we feel honoured that Hollywood has chosen to destroy our city with colossal monsters!

**Oxford English Unit 4 (pages 104-105)**

Text 2 Technology: the road to laziness?

[1] Technology has transformed the way we live. A few decades ago, smartphones and laptops did not even exist, not to mention virtual reality or artificial intelligence. 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 diminished our capabilities?

[2] One of the greatest boons of modern technology is convenience. In the past, everything was time-consuming— work, errands, 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.

[9] When it comes to physical activity, technology can have even more direct advantages. Popular augmented reality games, played on mobile phones across the globe, require players to travel around in real life in order to progress in-game. Wearable technologies like fitness trackers were developed specifically with exercise in mind. They keep track of all kinds of data, including the number of steps taken per day as well as the user’s heart rate and sleeping patterns. Such technologies greatly increase users’ incentive to engage in physical activity, which might put the ‘lazy’ label to bed.

**Oxford English Unit 7 (page 73)**

Text 2 The Red-Headed League: an adaptation

<p>[22] ‘A robbery is underway at the City Bank. Two male suspects, average build. Hurry and capture them within the half hour.’</p> <p>[23] I stared, wide-eyed, as Sherlock hung up.</p> <p>[24] ‘Elementary, Watson,’ he explained in his usual self-assured tone. ‘It begins with the assistant, who accepted ridiculously low wages in order to pitch an even more ridiculous job to Mr Wilson. Why pay someone handsomely to kill time on a phone? Because he has the reddest hair? Please. They needed him away from his office!’</p>	<p>[25] ‘So the Red-Headed League ...’</p> <p>[26] ‘Never existed. But what of the motive? Mr Wilson is struggling financially. His office surely contains little of value. What else can one do in a basement? Dig a tunnel, perhaps; that would explain Spaulding’s muddy trousers. By stomping on the ground, I determined which direction the tunnel stretched. And guess what’s behind Mr Wilson’s office?’</p> <p>[27] ‘The City Bank!’ I exclaimed.</p> <p>[28] Sherlock nodded. ‘Today’s disbanding of the Red-Headed League means Mr Wilson is of no further use. In other words, the tunnel is complete, and our culprits are on the move.’</p>
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**Part B: Unseen passage (30% of overall mark)**

<p><b>S4</b></p>	<p><b>Reading:</b> Question types and Format are modelled after those of HKDSE.</p> <p><b>Writing:</b> At least 400 words on one of the topics Text types include: Articles, Letter to the Editor, Speeches and Argumentative Essay (one-sided or two-sided)</p> <p><b>Listening:</b> Question types and Format are modelled after those of HKDSE.</p> <p><b>Speaking: Group Interaction + 1 minute response</b></p> <ul style="list-style-type: none"> <li>● Themes are based on Longman Core Reading Practice 1, Reading Explorer Units 1 - 4</li> </ul>
<p><b>S5</b></p>	<p><b>Reading:</b> Question types and Format are modelled after those of HKDSE.</p> <p><b>Writing:</b> At least 400 words on one of the topics Text types include: Articles, Letter to the Editor, Speeches, Announcement and Argumentative Essay (one-sided or two-sided)</p> <p><b>Listening:</b> Question types and Format are modelled after those of HKDSE.</p>

**Speaking (SBA): Group Interaction**

Two themes:

1. Humanitarianism

Longman Anthology Book 4	Longman Anthology Book 5
Chapters 16	Chapter 21

2. Our Environment

<b>Longman Anthology Book 4</b>	<b>BBC 6-minute Booklet (For self-access work)</b>
Chapters 8. 17	<ul style="list-style-type: none"> <li>● The future of food</li> <li>● Food made in space</li> </ul>

## 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

單元一	《楊修之死》 《一件小事》
單元二	《岳飛之少年時代》 《木蘭辭》
單元八	《曾子殺豬》 《賣油翁》

4. 語文運用

單元一：1.40-1.42

單元二：2.39-2.41

單元八：8.35-8.38

5. 文言知識庫

單元一：1.31-1.33

單元二：2.14-2.15、2.30-2.31

單元八：8.14-8.17

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》

Mid-year Examination (2021-22)

	<p>語文運用：單元一、單元二及單元三          文言知識庫：單元一、單元二及單元三          重溫中一篇章：《背影》、《楊修之死》</p>
S3	<p>卷一          1. 實用文：投訴信及建議書          2. 長文：記敘、描寫、議論及說明</p> <p>卷二          1. 課文          單元六：《孔明借箭》及《人間有情》          單元七：《真正的寬容》及《偏聽·兼聽·審聽》          單元九：《論語八則》及《論四端》</p> <p>2. 語文運用          單元六：因果複句、轉折複句及雙關（書頁 6.54 - 6.56）          單元七：條件複句、修改病句、對比及映襯（書頁 7.36 - 7.39）</p> <p>3. 文言知識庫          單元七：豈、夫（書頁 7.22 - 7.23）          單元九：倒裝句、諸（書頁 9.13 - 9.14）          判斷句、省略句、是（書頁 9.25 - 9.27）</p> <p>4. 中二篇章          《癩六伯》、《說勤》</p>
S4	<p>卷一：閱讀能力          甲部：《唐詩三首》、《宋詞三首》、《論仁·論孝·論君子》          乙部：閱讀理解</p> <p>卷二：寫作能力</p>
S5	<p>卷一：閱讀能力          甲部：《唐詩三首》、《宋詞三首》、《廉頗藺相如列傳》、《師說》、《始得西山宴遊記》          乙部：閱讀理解</p> <p>卷二：寫作能力          卷三：聆聽及綜合能力考核</p>

**Subject: Mathematics****Syllabus**

<b>S1</b>	Book 1A: Chapter 0 to Chapter 5 [except 5.3A, B, C and 5.4C – Drawing Solids on Grip Papers]
<b>S2</b>	Book 2A: Chapter 1 to Chapter 5 [except 4.4 and 5.5]
<b>S3</b>	Book 3A: Chapter 1 to Chapter 5 [except 4.2B]
<b>S4</b>	Book 4A: Chapter 1 to Chapter 4 [The topics of junior level related to the above chapters are included.]
<b>S5</b>	Book 5A: Chapter 1 to Chapter 5 (5.1) [The topics of junior level related to the above chapters are included.]



## Subject: Liberal Studies/CSD

## Syllabus

## S4 主題 1 —— 課題 1：「一國兩制」的內涵和實踐

- A. 香港問題的由來（三條不平等條約及其背景）和回歸歷程概略 (PPT 筆記)
- B. 國家和香港特別行政區的憲制關係（主權治權在中國），「一國兩制」及《基本法》的法律依據 (PPT 筆記)
- C. 維護國家安全的意義（「總體國家安全觀」）；《香港國安法》與促進香港長遠發展，以及與平衡法治和人權的關係 (PPT 筆記)
- D. 香港特別行政區的政治體制 (p.2 - 5)
- E. 法治精神的意義：遵守法律；司法獨立；法律面前人人平等；公平公開的審訊 (p.6 - 17)
- F. 《基本法》規定香港居民的基本權利與義務 (p.18 - 25)

## 評核模式

作答部分	時限
多項選擇題 關鍵詞詞解 數據分析題 資料回應題	60 分鐘

## Theme 1 —— Topic 1: The meaning and implementation of ‘one country, two systems’

- A. Brief introduction to the origin of the question of Hong Kong (the three unequal treaties and the background) and the process of Hong Kong’s return to China
- B. Constitutional relationship between the country and the Hong Kong Special Administrative Region (HKSAR) (China has indisputable sovereignty and jurisdiction over Hong Kong), “one country, two systems” and its legal basis
- C. Significance of safeguarding national security (i.e. a holistic approach to national security); the *National Security Law* and promoting long-term development of Hong Kong; and striking the balance between rule of law and human rights
- D. Political structure of the HKSAR (p.2 – 5)
- E. Significance of rule of law: law-abidingness; judicial independence; equality before the law; fair and open trial (p.6 – 17)
- F. Fundamental rights and duties of Hong Kong residents as stipulated in the *Basic Law* (p.18 – 25)

## Mode of Assessment

Paper Component	Time allowed
Multiple-choice questions Glossary Statistics analysis Data-response questions	60 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

**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**

<b>S3</b>	Ch. 17. Reflection of Light Ch. 18. Refraction of Light
<b>S4</b>	Ch. 5. Motion Ch. 6. Force Ch. 7. More about Force
<b>S5</b>	Ch. 13. Wave Motion Ch. 14. Reflection, Refraction and Diffraction Ch. 15. Interference and Stationary Waves Ch. 16. Light and Sound Ch. 20. Electrostatics Ch. 21. Circuit and Power

**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.9)****\*\*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 17 / Textbook 12.4)****\*\* Basic knowledge related to Atomic Structure and Periodic Table should also be included.**

**S5 Chapter 21 Homologous series, structural formulae and naming of carbon compounds**  
**Chapter 22 Alkanes and alkenes**  
**Chapter 23 Addition polymers**  
**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**

<b>S3</b>	Ch.1, Ch.2(except P.2-7), Ch.5 (P.11, 19-23)
<b>S4</b>	Ch.3-4 and Ch.6, 7, 8 (P.1-28)
<b>S5</b>	Ch.13–19, Ch.20 (P.1-12)

**Subject: Integrated Science**

Syllabus

**S1** Textbook 1A; Unit 1 and Unit 2 (P. 4 – 129)

**S2** Textbook 2A: Unit 7; Textbook 2B: Unit 11 (P. 158 – 183; 191 – 203)

**Subject: Economics****Syllabus**

<b>S4</b>	Pearson textbook <b>Chapter 1:</b> Basic concepts in economics <b>Chapter 2:</b> The three basic economic problems <b>Chapter 3:</b> Demand and supply <b>Chapter 4:</b> Changes in demand and supply <b>Chapter 5:</b> Price elasticity of demand and supply <b>Chapter 6:</b> Government intervention (I)
<b>S5</b>	Aristo textbook <b>Chapter 1:</b> Basic economic concepts <b>Chapter 2:</b> The three basic economic problems and private property rights <b>Chapter 3:</b> Ownership of firms <b>Chapter 4:</b> Production and division of labour <b>Chapter 5:</b> Factors of production <b>Chapter 6:</b> Production and costs <b>Chapter 7:</b> The objectives and expansion of firms <b>Chapter 8:</b> Determination of market price <b>Chapter 9:</b> Changes in market prices <b>Chapter 10:</b> Price elasticity of demand and supply <b>Chapter 11:</b> Market intervention <b>Chapter 12:</b> Market structure <b>Chapter 13:</b> Efficiency, equity and the role of government (I) <b>Chapter 14:</b> Efficiency, equity and the role of government (II)

**Subject: BAFS****Syllabus**

- S4** Textbook: Frank Wood's 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)

Textbook: Frank Wood's Financial Accounting 1

- Ch.1 Books of Original Entry and Ledgers (I)  
 Ch.2 Books of Original Entry and Ledgers (II)

- S5** Textbook: Frank Wood's 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)

Textbook: Frank Wood's Financial Accounting 1

- Ch.1 Books of Original Entry and Ledgers (I)  
 Ch.2 Books of Original Entry and Ledgers (II)  
 Ch.3 Accrual and Prepayments  
 Ch.4 Bad debts and Allowance for Doubtful Accounts  
 Ch.5 Depreciation of Non-current Assets  
 Ch.6 Valuation of Inventory



**Subject: Chinese History****Syllabus**

<b>S1</b>	<p>中華民族與早國家的起源 P.4-21          西周封建 P.24-33          春秋戰國時期的變局 P.36-43          秦朝的統一、統治措施及衰亡 P. 54-69</p>
<b>S2</b>	<p>五代的興替與宋的統一 P.5-15          兩宋政治及經濟的發展 P.18-44          元朝的統治 P.51-52, 55-60</p>
<b>S3</b>	<p>滿清入關及統一全國 P.4-9          滿清統治漢族及邊疆民族的政策 P.11-21          清朝的中衰 P.28-32          鴉片戰爭 P.33-41          太平天國事件 P.44-51          英法聯軍之役 P.52-59          洋務運動 P.66-72</p>
<b>S4</b>	<p>單元一 夏商周          課題 1 周代封建          課題 2 春秋戰國的政治與社會變動</p> <p>單元二 秦漢          課題 1 秦漢的統治政策          課題 2 兩漢戚宦掌權的政局</p>
<b>S5</b>	<p>甲部課程：(四上課本)          隋唐治世 P.314-325          安史之亂與唐代衰亡 P.326-342</p> <p>甲部課程：(四下課本)          宋元的中央集權 P.6-39          明清的君主集權 P.44-81          清初的民族統治政策 P.88-116</p> <p>選修：制度與政治轉變          田制與政治興衰 P.9-97</p>

**Subject: History**

<b>Syllabus</b>	
<b>S1</b>	<b>Topic 4: History, culture and heritage of early Hong Kong region</b> - Textbook 1B Topic 4 p. 204-224, 231-236, 252-253 & 254 - Workbook 1B Topic 4 p. 2-7, 10-11 & 16-17
<b>S2</b>	<u><b>Hong Kong History</b></u> 1. Textbook 2B (P.202-235) 2. Vocabulary Quiz and all related notes and Exercises
<b>S3</b>	<u><b>Topic: World War One</b></u> 1. Textbook (P.4-39) 2. Notes (P.1-26) 3. All related Worksheets and Exercises

**Subject: Geography**

**Syllabus**

<b>S1</b>	C1: Using Urban Space Wisely Textbook p. 4 – 21 (Unit 1 – 3) Map reading skills: conventional signs, grid references (Refer to Map reading skills Booklet)
<b>S2</b>	C2: Living with natural hazards Textbook p. 4 – 69 (Unit 1 – 4) C2: Living with natural hazards Workbook p. 1 – 23 (Unit 1 – 4) Additional notes C2: Living with natural hazards (Part 1): p. 1 – 18 Additional notes C2: Living with natural hazards (Part 2): p. 1 – 18  Map reading skills: map scale, conventional signs, grid references, gradient
<b>S3</b>	C5: Global shift of manufacturing industry Textbook p. 4 – 65 C5: Global shift of manufacturing industry Workbook p. 1 – 24 Additional notes C5: Global shift of manufacturing industry (Part 1) p. 1 – 25 Additional notes C5: Global shift of manufacturing industry (Part 1) p. 1 – 13  Map reading skills: map scale, conventional signs, grid references, gradient, relief features on a contour map
<b>S4</b>	C1: Opportunity and risks: Is it rational to live in hazard-prone area p. 1 – 126 Map reading: Geographical skills booklet p. 2 – 71

**Subject: Religious Studies**

<b>Syllabus</b>	
<b>S1</b>	<b>Textbook Ch.1.2.3.5</b>
<b>S2</b>	<b>Textbook Ch1,2 and Bosco ch.30-51</b>
<b>S3</b>	<b>Textbook ch.8,3,4</b>

**Subject: Ethics and Religious Studies**

<b>Syllabus</b>	
<b>S4</b>	<b>Unit1,2</b>
<b>S5</b>	<b>Religion ch.44-56 and ethic unit 1,2</b>

**Subject: Computer Subjects****Syllabus**

<b>S1</b>	1) Textbook Google Drive for Project Learning (Ch.1-3, Ch.5.1, 5.4, 5.5) 2) Workbook Google Drive for Project Learning (Ch.1-3) 3) eClass – Email 4) Google Search note, worksheet 1, worksheet 2 and worksheet 3 5) Google Docs Task 1 , Task 2, Task 3 and worksheet 1 6) 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
<b>S2</b>	Textbook Programming in STEM: micro:bit 2020 & Workbook (Ch 1 to 5)
<b>S3</b>	Textbook App Inventor 2 & Workbook (Ch 1 to Ch. 7) Classwork
<b>S4</b>	Elective D1 (Chapter 1 to 3, 5 to 7)
<b>S5</b>	Elective D1 (Chapter 1 to 3, 5 to 7)

**Subject: Visual Arts**

**Syllabus**

**S4** /

**S5** 甲部：藝術評賞

對所提供的藝術作品以文字作出評賞。

乙部：藝術創作

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。

**Subject: L&S****Syllabus**

<b>S1</b>	<p>Core module (1): Personal Growth (I): Self-understanding, Self-esteem and Self-confidence</p> <ul style="list-style-type: none"> <li>A. The many faces of ‘self’</li> <li>B. Self-esteem and self-confidence</li> <li>C. Emotion management and ways to cope with negative emotions</li> <li>D. Establishing self-confidence to face difficulties and failure</li> </ul> <p>Core module (5): Family Life: Enhancing Family Life</p> <ul style="list-style-type: none"> <li>A. The importance of family in life</li> <li>B. The roles of and responsibilities of family members</li> <li>C. Relationships between family members</li> <li>D. Importance of communication among family members</li> </ul>
<b>S2</b>	<p>Core module (11): Sensible Consumption: Rights and Responsibilities of Sensible Consumer</p> <ul style="list-style-type: none"> <li>A. Principles of choosing goods and services</li> <li>B. Responsibilities and rights of consumers</li> <li>C. Social responsibilities of consumers</li> <li>D. Regulations and organizations responsible for protecting consumer rights</li> </ul> <p>Core module (12): Economy of Hong Kong: Public Finance of Hong Kong</p> <ul style="list-style-type: none"> <li>A. Public finance</li> <li>B. The revenue and spending of the HKSAR Government</li> <li>C. Factors affecting government spending</li> <li>D. The use of financial revenue and expenditure of the government</li> <li>E. Relationship between government and citizens in terms of public finance</li> <li>F. Comparison of the tax system between Hong Kong and the developed countries</li> </ul>
<b>S3</b>	<p>Core module (22): Socio-political System of Hong Kong: Hong Kong government and I</p> <ul style="list-style-type: none"> <li>A. ‘One country, two systems’ and the Basic Law</li> <li>B. The relationship between the Central Authorities and the HKSAR as delineated in the Basic Law</li> <li>C. Decision-making process of the HKSAR Government</li> <li>D. Elections of the HKSAR</li> <li>E. Edging towards the election of the Chief Executive and the election of all members of the Legislative Council by universal suffrage</li> </ul>