

St. Louis School



2018-19 Internal Test and Exam Syllabus (Term Test)

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Subject: English Language**Syllabus****S1 General English I****Grammar items from *Developing Skills Grammar & Usage for Junior Secondary 1***

Chapter 1 Simple present tense

Chapter 2 Present continuous tense

Chapter 3 Simple past tense

Chapter 4 Talking about the future

Chapter 6 Wh-questions

Chapter 9 To-infinitives and gerunds

Chapter 11 Countable and uncountable nouns

Chapter 12 Singular and plural nouns

Chapter 13 Subject and object pronouns

Chapter 14 Possessives

Chapter 15 Reflexive pronouns

Chapter 17 This/these, that/those, there + be

Chapter 23 Connectives (and, but, although, so, since, because, as)

Grammar items from *Longman Edge JS1B*

p.54 Talking about activities and likes or dislikes (to-infinitives and gerunds)

p.55 Talking about past habits, repeated actions and conditions (used to, didn't use to / used not to)

p.56 Expressing feelings and opinions (adjectives ending in -ing or -ed)

p.76 Connecting ideas (I) (and, but, although, so, since, because)

Other grammar items / question types

1. Negative and Interrogative
2. Proofreading
3. Cloze Passage
4. Parts of Speech 2

| Noun | Verb | Adjective | Adverb |
|------------|----------|------------------------|-----------------------------|
| interest | interest | interested/interesting | interestedly/ interestingly |
| excitement | excite | excited / exciting | excitedly / excitingly |
| care | care | careful/ careless | carefully/ carelessly |
| love | love | lovely/ lovable | -/ lovably |
| help | help | helpful/ helpless | helpfully/ helplessly |
| life | live | lively | livelily |
| safe | save | safe | safely |
| hunger | / | hungry | hungrily |
| thirst | / | thirsty | thirstily |
| warmth | warm | warm | warmly |
| truth | true | true | truly |

Vocabulary taken from *Longman Edge JS1B Unit 7*

| | | | | |
|------------------------------|-------------------------|---------------|-------------------|----------------|
| maze chase game (n. phr.) | board game (n. phr.) | property (n.) | teenagers (n.) | adults (n.) |
| based on (phr.) | popular (adj.) | arcade (n.) | best-selling | worldwide (n.) |

| | | | | |
|------------------|------------|-----------------|------------------------|--------------|
| v.) | | | (adj.) | |
| opportunity (n.) | solve (v.) | creativity (n.) | plug into (phr. v.) | console (n.) |

Vocabulary taken from *Longman Edge JS1B Unit 8*

| | | | | |
|-----------------|---|--|----------------|--------------|
| netizen (n.) | code (n.) / coder (n.)/ coding (n.) | programmer (n.)/ programming (n.) program (v.) | blog | go viral |
| generation (n.) | screenshot (n.) | smartphone (n.) | brainiac (n.) | selfie (n.) |
| consume (v.) | freak sb. Out (phr. v.) | portable (n.) | socialize (v.) | founder (n.) |

Vocabulary taken from *The Adventures of Tom Sawyer TBL*

| | | | | |
|------------------|---------------------|------------------|---------------|--------------|
| strategic (adj.) | impulsive (adj.) | resentful (adj.) | greedy (adj.) | timid (adj.) |
|------------------|---------------------|------------------|---------------|--------------|

Vocabulary taken from the first CR&W booklet 'Modern Family'

| | | | | |
|-----------------|--------------|--------------|---------------|-----------------|
| commercial (n.) | purpose (n.) | analyse (v.) | evidence (n.) | obsessed (adj.) |
|-----------------|--------------|--------------|---------------|-----------------|

General English II

S1 English: Term-Test: 2018-19: GEII: Part 2: Language Arts Syllabus

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: **The animation short film: The Present** and features or elements of a story including the following: genre (=type of film)/ setting/character/plot/events/theme/ message/conflict/rising action/falling action/resolution or ending/twist

* Students need to know have watched the film and know what happens in the film.

Website address: <https://www.youtube.com/watch?v=Wjqiu5FgsYc>

English Dictation

| | | |
|-----------|------|----|
| | From | To |
| Passage 1 | | |

2018 – 2019 Term Test

| | | |
|--|---|---|
| Longman Edge Unit 7 (Simplified Text 1) | Paragraph 1 I found out something amazing today... | Paragraph 4 ... an amusement centre with coin-operated machines. |
| Passage 2 | | |
| Longman Edge Unit 7 (Simplified Text 2) | Paragraph 3 Then there's long-time favourite Monopoly... | Paragraph 5 ... help you stay young at heart. |
| Passage 3 | | |
| Longman Edge Unit 8 (Text 1) | Paragraph 2 (Line 4) Although we like using apps,... | Paragraph 2 (Line 9) ... more and more young people are picking up. |
| Passage 4 | | |
| Longman Edge Unit 8 (Text 1) | Paragraph 7 (Line 35) Apple co-founder Steve Jobs once said,... | Paragraph 7 (Line 42) ... why not give it a go? |
| Passage 5 | | |
| CRAW (Letter to the Editor 2) Technology harms human relationships | Line 9 We use our phones all the time... | Line 16 ... sustain our relationships. |

**S2 General English I
Vocabulary**

| | | | | |
|--|----------------------|---------------------------|--------------------------------|---------------------------|
| Taken from Longman Edge Unit 6 Simple steps to Looking good | | | | |
| absorb(v) | moisture (n) | disciplined (adj) | allergy (n) | roots (n) |
| bacteria (n) | potentially (adv) | footwear (n) | blindly (adv) | vicious cycle (n phr) |
| boost (v) | strategy (n) | inevitably (adv) | condition (v) | fashion victim (n phr) |
| cosmetic (adj) | accentuate (v) | organic (adj) | fret (v) | |
| floss (v) | beautify (v) | rant (n) | makeover (n) | |
| impression (n) | compliment (v) | toxic (adj) | Outfit (n) | |
| Taken from Longman Edge Unit 7 Let's get involved | | | | |
| <i>Social issues</i> | | | | |
| ageing population (n phr) | | alcohol addiction (n phr) | | |
| child abuse (n phr) | | domestic violence (n phr) | | |
| drug addiction (n phr) | | homelessness (n phr) | | |
| Illiteracy (n) | | mental disability (n phr) | | |
| physical disability (n phr) | | poverty (n) | | |
| serious illnesses (n phr) | | Unemployment (n) | | |
| <i>People in need</i> | | | | |
| ex-offenders (n) | the homeless (n phr) | the elderly (n phr) | people with addictions (n phr) | |
| the disables (n phr) | the poor (n phr) | the ill (n phr) | | |
| <i>Types of fundraising activities</i> | | | | |
| donation (n) | fundraiser (n) | raffle (n) | Fete (n) | |
| <i>Other vocabulary</i> | | | | |
| deserve (v) | recruit (v) | co-founder (n) | raise awareness (v phr) | |

2018 – 2019 Term Test

| | | | |
|-----------------|---------------------|-------------------|-------------|
| appreciated (v) | volunteer (n) | establish (v) | refreshment |
| mentor (v) | be honoured (v phr) | independent (adj) | |

Taken from Performance Plus Task-based Listening Unit 8 Going Green

| | | | |
|-----------------|-----------------|----------------------------------|--------------------------|
| air pollution | deforestation | extinction of endangered species | |
| global warming | land pollution | land pollution | environmental protection |
| water pollution | light pollution | wasteful culture | environmental friendly |
| green products | strict law | conserve | anti-pollution campaign |

Taken from Frankenstein

| | | | | |
|------------------|------------|----------|-----------|------------|
| abandon | revenge | horror | wicked | frightened |
| graveyards | laboratory | creature | lightning | destroy |
| murderer | guilty | innocent | enemy | terrified |
| blind with anger | | misery | | |

Grammar Items:

| | | |
|----|---|--|
| 1 | Reported speech :statement | Aristo Grammar Unit 17- |
| 2 | Reported speech :question | Aristo Grammar Unit 18 |
| 3 | Present and Past Tenses (simple, perfect, continuous) | Aristo Grammar Units 1-3 |
| 4 | Active and Passive Voice | a. Aristo Grammar Unit 7 b. Longman Edge 2a P. 11 |
| 5 | Zero, First, Second Conditional Sentences | Aristo Grammar Unit 20 |
| 6 | The <i>to</i> -infinitive | Aristo Grammar Unit 8 |
| 7 | The bare infinitive | Aristo Grammar Unit 9 |
| 8 | The gerund | Aristo Grammar Unit 10 |
| 9 | Relative clauses | Aristo Grammar Unit 15 |
| 10 | Proofreading and Cloze Passage *unseen | unseen |

General English II

S2 English: Term-Test: 2018-19: GEII: Part 2: Language Arts Syllabus

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: **The TV programme: X-Files** and features or elements of a story/film/TV program including the following: genre (=type of film)/ setting/character/plot/events/exposition or orientation (=opening scene or beginning) theme/message/conflict/rising action/falling action/climax/resolution or ending/twist/sound track/

* *Students need to know have watched the episode Detour of X-files and know what happens in the episode.*

D: **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

Dictation

- Frankenstein Unit 7 & 8
- Longman Edge 2B Unit 7 Giving kids a ‘Room to Read’
- Longman Edge 2B Unit 6 Simple steps to Looking good

S3 General English I

Grammar:

1. Aristo:

- Units 1-3: Tenses
- Unit 6 & 7: The gerund and the infinitive
- Unit 8 + 9: Adjective + to-infinitive
- Unit 16: Adding Information
- Unit 19: Expressing Purpose
- Unit 20: Expressing Contrast
- Unit 21: Conditionals
- Unit 22: Phrasal Verbs

2. Longman Edge 3B

- Tense sequence: simple past and past perfect (p. 32)
- Connecting actions (p. 33-34)
- Gerunds and Infinitives (p. 32-33)

Phrasal verbs

a. From Aristo Grammar: Unit 22

| | | | | |
|---------------|---------------|--------------|-------------|--------------|
| come up with | come (a)round | get over | give away | go beyond |
| go out with | make up | pass away | put up with | take up |
| apologise for | catch up with | end up | let down | look down on |
| pay for | pay off | keep up with | turn out | work out |

b. From Longman Edge Units 2 (p. 2-3 & 6-7) & 6 (p.22-23 & 26-27):

| | | |
|------------------------------------|-----------------------------|---------------|
| act on | draw (sb) in | flick through |
| speak out (e.g. against something) | tug at (e.g. sb's emotions) | come across |
| run out | | |

Must-know vocabulary for Longman EDGE**a. Unit 2: Advertising (p. 2-3 & 6-7)****Adjectives**

| | | |
|-----------|-----------------------|-----------|
| appealing | catchy / eye-catching | creative |
| creepy | complicated | effective |
| curious | intriguing | memorable |
| powerful | straightforward | weird |

Other vocabulary

| | | |
|--|--|-----------|
| accomplish | advertisement/ad/advert/ advertise/advertiser | billboard |
| claim | celebrity | expert |
| sympathy | influence | mission |
| catch / grab / get (sb's) attention | strategy/technique | |

b. Unit 6 Science in Our Lives**1. Text 1 (p.22-23)****Must know list**

| | | |
|---------------------|-------------------------------|--------------|
| bacteria | infection | gene editing |
| genetic engineering | genetically modified crops | geneticist |
| planet | research/researcher | rocket |
| destruction | dispute | announce |
| poisonous | investigate | institute |
| nutritious | embryo | application |
| potential | trait/physical trait | gene |
| germ | conserve | |

2. Text 2 (p. 26-27):**Adverbs or adverbial phrases of manner**

| | | |
|--------------|--------------|--------|
| accidentally | mysteriously | warily |
| haltingly | angrily | |

Reporting verbs

| | | |
|---------|---------|-------|
| murmur | sigh | beam |
| reply | explain | shout |
| whisper | | |

Other vocabulary

| | | |
|------------|---------------|-------------|
| blink (v) | discard (v) | villain (n) |
| expert (n) | interrupt (v) | |

General English II**S3 Term Test GEII Syllabus**

The techniques used in promoting an advertisement. (Longman Edge Unit 2, Text 1)

- Include an image to catch people's attention
- Combine good visuals and word play
- Include facts and/ or figures to support a claim
- Use experts and celebrities to make an ad believable
- Make an ad memorable by creating an emotional response

Dictation**S3 Term Test Dictation Syllabus**

| | From | To |
|---------------------------------|--|---|
| Passage 1 | | |
| Longman Edge Unit 2 (Text 1) | Paragraph 1 (line 1) Advertisements come in all shapes and sizes... | Paragraph 1 (line 5) ... to persuade us to do something. |
| Passage 2 | | |
| Longman Edge Unit 2 (Text 1) | Paragraph 4 Adverts don't just attract us with intriguing visuals though... | Paragraph 7 ...think about what emotions they stir in you. |
| Passage 3 | | |
| Longman Edge Unit 6 (Text 1) | Paragraph 2 First of all, what do genes do?... | Paragraph 3 ... switch a 'short' gene in an embryo with a 'tall' one, for example. |
| Passage 4 | | |
| Longman Edge Unit 6 (Text 1) | Paragraph 7 Many believe that its most important application... | Paragraph 9 ... that can create designer babies may not be far off. |

S4

S5

Subject: Chinese Language

Syllabus

| | |
|----|---|
| S1 | <p>考試內容</p> <p>(一) 朗讀部分： 朗讀課文</p> <ol style="list-style-type: none"> 1. 〈瑣憶〉(單元二) 2. 〈母親的臉〉(單元三) 3. 〈年夜飯〉(單元三) 4. 〈海濱仲夏夜〉(單元六) <p>限時一分鐘。</p> <p>(二) 短講部分： 演說時間為兩分鐘。 考生於考試前一星期將獲發所有短講題目(共六題，時事題及生活題各三)。 考試當日，考生在備試室內將獲發其中一道試題。</p> <p>考試程序</p> <ol style="list-style-type: none"> 1 考生須依時間表所示，準時抵達備試室報到。考生若遲到(遲於報到時間)，將不獲安排測驗(不會調組或安排補考)。 2 考生須先考甲部朗讀課文，再考乙部個人短講。 3 考生須於備試室內準備說話能力考核，限時八分鐘。準備期間，考生不得與人交談，但可在試題紙上寫下要點。時限屆滿，考生依指示前往考室應考。考生進入考室後，面向主考老師站立，待老師示意，考生便可開始朗讀課文，須於一分鐘內完成。考生完成朗讀後，待主考老師示意，才可開始乙部個人短講，須於一分三十秒內完成。 |
| S2 | <p>形式：小組討論(5人一組，準備時間5分鐘，討論時間10分鐘。)</p> <p>內容：表達意見及協商題目各三，學生於測驗前一星期獲發試題準備。</p> |
| S3 | <p>範圍</p> <ol style="list-style-type: none"> 1. 個人短講(TSA 模式) 2. 小組討論(TSA 模式) <p>形式</p> <ol style="list-style-type: none"> 1. 個人短講：準備時間5分鐘；短講時間2分鐘。 2. 小組討論：5人一組。準備時間5分鐘；討論時間10分鐘。 <p>小組討論試題會於測驗前公布，考試時隨機抽題考核。</p> |
| S4 | <p>小組討論(文憑試形式)</p> |
| S5 | <p>小組討論(文憑試形式)</p> |

Subject: Mathematics

| Syllabus | |
|-----------|--|
| S1 | Book 1A: Chapters 4 and 7 Book: 1B: Chapters 8, 9 and 10 |
| S2 | Book 2A: Chapter 5 Book 2B: Chapters 7, 8, 9 and 10 [except 9.5] |
| S3 | Book 3A: Chapters 5.5 and 6 Book 3B: Chapters 7, 8 and 9 |
| S4 | Book 4A; Chapter 5; Book 4B: Chapters 6, 7 and 8 |
| S5 | Book 5A: Chapters 5 and 6; Book 5B: Chapters 7 & 8 |
| | |

Subject: Mathematics (Module 1)

| Syllabus | |
|-----------|------------------------|
| S4 | Chapters 0 1 and 2 |
| S5 | Chapters 4, 5, 6 and 7 |

Subject: Mathematics (Module 2)

| Syllabus | |
|-----------|------------------------|
| S4 | Chapters 0, 1, 2 and 3 |
| S5 | Chapters 4, 5 and 6 |

Subject: Liberal Studies**Syllabus****S4 單元五：公共衛生**

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

Module 5: Public Health

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

S5 單元一：個人成長與人際關係 (卷一)

單元二：今日香港 (卷一、卷二)

單元三：現代中國 (卷二)

1. 改革開放後的中國社會發展
2. 可持續發展 (環境問題)
3. 社會問題

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

Module 1 Personal Growth and Interpersonal Relationship (Paper 1)**Module 3 Modern China (Paper 1, 2)**

1. Social development after Door Opening Policy
2. Sustainability
3. Social Problems

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

Subject: Physics**Syllabus**

| | |
|-----------|---|
| S3 | Active Physics (Modular) 3B: Ray Optics |
| S4 | <ol style="list-style-type: none"> 1. Temperature and Heat Transfer 2. Heat Capacity 3. Change of State 4. Gas Laws and Kinetic Theory 5. Motion 6. Force 7. More about Force 8. Work, Energy and Power 9. Momentum 10. Projectile Motion 11. Uniform Circular Motion 12. Gravitation |
| 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 4: Electricity and Magnetism |

Subject: Chemistry**Syllabus**

| | |
|-----------|--|
| S3 | <p>(Refer to the notes distributed)</p> <p><i>Unit 1 – Laboratory Safety & Hazardous Warning Labels</i> <i>Unit 2 – Common Apparatus</i> <i>(especially those are related to the set-up in Chapter Ocean)</i> <i>Unit 3 – Atomic Structure</i></p> <p><i>Unit 4 Periodic Table</i> Chapter 2 The atmosphere Chapter 3 The ocean</p> |
| S4 | <p>Chapter 12 Reacting masses Chapter 14 Introduction to acids and alkalis Chapter 16 Indicators and pH Chapter 17 Strength of acids and alkalis Chapter 18 Salts and neutralization Chapter 15 Concentration of solutions</p> |
| S5 | <p>Chapter 33 Energy changes in chemical reactions Chapter 34 Standard Enthalpy changes of reactions Chapter 35 Hess's Law Chapter 36 Rate of chemical reaction Chapter 37 Factors affecting rate of reaction Chapter 38 Molar Volume of gases at room temperature and pressure (r.t.p.)</p> |
| | |

Subject: Biology

Syllabus

S3 Ch.1,2,5,6 (P.3-P.25)

S4 Ch. 9-12

S5 Ch. 22-26

Subject: Integrated Science**Syllabus**

| | |
|-----------|--|
| S1 | Book 1A Unit 3 Book 1B Unit 4 (exclude 4.4) |
| S2 | Book 2A Chapter 23 to 25 (exclude 25.3 ; include 25.4) Book 2B Chapter 28 to 30 |
| | |

Subject: Economics

Syllabus

| | |
|-----------|--|
| S4 | Book 4A Ch.1-7 Book 4B Ch.8-9 |
| S5 | Elective Part 1 Ch.1-3 Book 5A Ch.1-3 |
| | |

Subject: BAFS

Syllabus

| | |
|-----------|---|
| S4 | Introduction to Accounting Ch.1-6 (mainly about Journal Entries, T-accounts, Income Statement and Statement of Financial Position) |
| S5 | Financial Accounting 1 Ch. 1-5 and Ch. 7-9 Financial Accounting 2 Ch. 17 |
| | |

Subject: History

| Syllabus | |
|----------|--|
| S1 | <p>Introduction to History Studies Textbook 1A p. 2-39 Workbook 1A p. 2-13</p> <p>Life in the main centres of early civilization Textbook p. 86-91 Workbook p. 26-27</p> |
| S2 | <p>1. Development of the Renaissance</p> <ul style="list-style-type: none"> ● Textbook: P.12-36 ● Vocabulary Quiz: 5-6 ● W.S. and notes <p>2. The Age of Revolution</p> <ul style="list-style-type: none"> ● Textbook: P.46-53 ● Vocabulary Quiz: 7 ● W.S. and notes |
| S3 | <p>World War Two</p> <ul style="list-style-type: none"> ● Textbook (P.48-85) ● Notes (P.27-44) ● Any other supplementary worksheets |
| | |

Subject: Geography**Syllabus**

| | |
|-----------|--|
| S1 | Book 2 – Chapter 3.1 – 3.5 Map reading skills from Term 1 and Term 2 |
| S2 | Book C2 (Chapter 1 – 5), Notes and Workbook Book 4 (Chapter 4.1 – 4.2), Notes and Workbook <ul style="list-style-type: none"> • Chapter 4.1 – What is the major threat to water resources? <i>(Important concepts: Recreation, electricity generation, manufacturing, agriculture, irrigation, transport, direct and indirect water footprint, supply and demand, population, economic activities, living standards, wastage, pollution, sewage)</i> • Chapter 4.2 – Where does water come from? <i>(Important concepts: Saline water, groundwater, ice caps, atmosphere, condensation, precipitation, overland flow, infiltration, transpiration, evaporation, transpiration, water table)</i> Map reading skills from S1 and S2 Term 1 |
| S3 | Book C5 (Chapter 1 – 5), Notes and Workbook Book Chapter 7 – Global Warming: Are humans responsible? (Page 7.1 – 7.43) <ul style="list-style-type: none"> • Concept recap <i>(Important concepts: air temperature, precipitation, air pressure, sunshine, relative humidity, climatic zones, polar, temperature, tropical regions, Northern Hemisphere, Southern Hemisphere, Arctic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle)</i> • Unit 7.1 – Is our earth getting warmer? <i>(Important concepts: weather, climate, fact, fiction, fluctuation, interglacial period, glacial period, average temperature, average sea level, Arctic sea ice, glacier, ocean temperature, extreme weather)</i> • Unit 7.2 – What is the normal global distribution pattern of temperature? <i>(Important concepts: insolation, solar radiation, distribution, angle of the sun, intensity, latitude, time of day, season, revolution, rotation, solstice, equinox, duration of daylight, atmosphere, reflection, absorption, scattering, heat transfer, radiation, conduction, convection, mean, range, isotherm, specific heat capacity, opacity/ transparency, penetration, evaporation, continental/ maritime climate, ocean currents, cloud cover, albedo, altitude, environmental lapse rate, aspect)</i> • Unit 7.3 – What are the causes of global warming? <i>(Important concepts: greenhouse effect, long wave radiation, greenhouse gases, methane, carbon cycle, photosynthesis, respiration, diffusion, nitrous oxide, fossil fuels, power plants, deforestation, agriculture, cattle, garbage treatment, fertilizers, decomposition, incineration, CFCs, solvents)</i> Map reading skills from S1 and S2 |

Subject: Religious Studies

| Syllabus | |
|-----------|------------|
| S1 | nil |
| S2 | nil |
| S3 | nil |
| | |

Subject: Ethics and Religious Studies

| Syllabus | |
|-----------|-----------|
| S4 | Unit 4,5 |
| S5 | Unit 9,10 |
| | |

Subject: Computer Subjects**Syllabus**

| | |
|-----------|---|
| S1 | Scratch 3 programming workbook :(p.3-41) Basic Programming II Scratch Textbook: (p.3 -69) (Questions will be in version 3 format) Worksheets: HW1-4 |
| S2 | Makeblock STEM Project Notes: (p.3-12) Google Drive for Project Learning Textbook (Ch. 1,2 & 6) |
| S3 | micro:bit programming Notes: (p.3-60) microPython programming Notes: (p.2-66) micro:bit worksheets: HW1-2 microPython worksheets: HW1-2 |
| S4 | Database (SQL – select statements involving single table), Programming Elective D textbook Chapter 1, 2, 3, 5, 6, 7, 9 and 10. |
| S5 | Core textbook Chapter 14 to Chapter 20 |
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