

St. Louis School



2020-21 Internal Test and Exam Syllabus (Term Test)

Table of Content

SUBJECT: ENGLISH LANGUAGE	3
SUBJECT: CHINESE LANGUAGE	16
SUBJECT: MATHEMATICS.....	18
SUBJECT: LIBERAL STUDIES	19
SUBJECT: PHYSICS	20
SUBJECT: CHEMISTRY.....	21
SUBJECT: BIOLOGY.....	22
SUBJECT: INTEGRATED SCIENCE	23
SUBJECT: ECONOMICS	24
SUBJECT: BAFS	25
SUBJECT: CHINESE HISTORY	26
SUBJECT: HISTORY	27
SUBJECT: GEOGRAPHY	28
SUBJECT: RELIGIOUS STUDIES	29
SUBJECT: ETHICS AND RELIGIOUS STUDIES	29
SUBJECT: COMPUTER SUBJECTS.....	30
SUBJECT: LIFE & SOCIETY	31

Subject: English Language

Secondary 1 English: Term Test Syllabus: 2020-21

S1 Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 1B	Unit 6: Worldwide festivities (The world around us)
	Unit 7 Let the games begin (Teenage life)
Success in Grammar 1	Unit 6: - Quantifiers (p. 97-100) - Demonstrative pronouns these and those (p.101-104) - Order of adjectives (p.105-108) - Verbs + to-infinitives (p. 109-112) Unit 7: - Using and, but and or (p.117-120) - Possessive form (p. 121-123) - Possessive adjectives and possessive pronouns (p. 124-128)
Junior Oxford Advanced Listening 1	Unit 8: World celebrations
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses
- C. To-infinitives
- D. Pronouns (possessive form, possessive adjectives and possessive pronouns)
- E. Demonstrative pronouns (These are and Those are)
- F. Quantifiers
- G. Order of adjectives
- H. Asking questions (wh-questions, Yes/ No questions)
- I. Connectives (and, but and or)
- J. Open cloze
- K. Proofreading

A: Grammar

Oxford English 1B	Success in Grammar 1
Unit 6 - Quantifiers (pp. 46-47) - Order of adjectives (pp. 47-48) - To-infinitives (pp. 49-50)	Unit 6: - Quantifiers (p. 97-100) - Demonstrative pronouns these and those (p.101-104)

Term-test Syllabus

	<ul style="list-style-type: none"> - Order of adjectives (p.105-108) - Verbs + to-infinitives (p. 109-112)
Unit 7 -Using and, but and or (p. 78) - Possessive form (p. 79) - Possessive adjectives and possessive pronouns (p. 80-81)	Unit 7: - Using and, but and or (p.117-120) - Possessive form (p. 121-123) - Possessive adjectives and possessive pronouns (p. 124-128)

B: Vocabulary

Unit 6 - Worldwide festivities

galore	respect	deafening
celebration	(have) a whale of a time	fusion
joyous	traditional	tourists
local(s)	feast	ornamented
foreigners	spiritual	carnival

Unit 7 – Let the games begin

adventure	favourite	equipment
extreme sports	contestants	agility
exhilarating	youngsters	strength
appear	gain(ed) popularity	dicing with death

Paper: General English II (GEII)

Focus skill: Reading

A: Dictionary and vocabulary skills

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading

Themes:

- The world around us
 - The world around us

Term-test Syllabus

- Teenage life

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

Part 2

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 Term Test: Story 3: Attila (p. 19-26)

Video link to summary of story: https://www.youtube.com/watch?v=4_ZbYZSlpI0

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

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

Term-test Syllabus

- the underlying theme
- the following story elements: character(s), setting, plot, conflict, resolution and twist
- 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: Listening

Section A: Short Tasks

Section B: Long Tasks (extended writing)

Paper: Dictation

Focus skills: Listening & spelling

Part A: Seen passages (100% of overall mark)

Oxford English 1B: Unit 6: Worldwide festivities

Text 1: Celebrations galore: Festivals around the globe: Paragraphs 2-5

Text 2: The world's biggest party: Paragraphs 1-2, 4-5

Secondary 2 English: Term Test Syllabus: 2020-21

S2

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 2B	Unit 5: Endangered Species (Nature and environment) Unit 7: The magic of storytelling (Wonderful things and people)
Success in Grammar 2	Unit 5: - Reporting orders, requests and advice (pp.81-86) - Using adjectives to report feelings and opinions (pp.87-96) Unit 7: - Wh-words + to-infinitives (pp.117-120) - Conditional sentences about unreal situations (pp. 121-125) Unit 4: - Conditional sentences about possible situations (pp.60-64) - Conditional sentences about facts (pp.65-68)

Term-test Syllabus

Junior Oxford Advanced Listening 2	Unit 5: Role Models Unit 7: Believe it or not
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components:

- A. Vocabulary
- B. Tenses
- C. Reporting orders, requests and advice
- D. Using adjectives to report feelings and opinions
- E. Passive voice
- F. Conditional sentences about facts, possible situations and unreal situations
- G. Wh-words and to-infinitives
- H. Open cloze
- I. Proofreading

A: Grammar

Oxford English 2B	Success in Grammar 2
Unit 5 - Reporting orders, requests and advice (P.14-15) - Using adjectives to report feelings and opinions (P.15-16) - Passive voice (P.17-18)	Unit 5 - Reporting orders, requests and advice (P.81-86) - Using adjectives to report feelings and opinions (P.87-96)
Unit 7 - Wh-words + to-infinitives (P.78) - Conditional sentences about unreal situations (P. 79-80)	Unit 7 - Wh-words + to-infinitives (P.117-120) - Conditional sentences about unreal situations (P. 121-125) Unit 4 - Conditional sentences about possible situations (P.60-64) - Conditional sentences about facts (P.65-68)

B: Vocabulary

Unit 5 Endangered Species

documentary	spread awareness	predator(s)	prey(s)
unscrupulous	poacher(s)	passivity	fetch a high price
delicacy	slaughter(ed)	traffick(ed)	brink of extinction
wildlife conservation	infuriating	deafening	flourish
flee	dejectedly	in troops	rehabilitation
sanctuary	gazed (up) at	whisper(ed)	imprison(ed) (v.) imprisonment (n.)

Unit 7 The magic of storytelling

mature(d) (v.) mature (adj.)	*be adapted from	*strain of work	routine
temporary (adj.) temporarily (adv.)	immerse oneself completely in	let the imagination run wild	brilliance
encounter	*marvellous		

*= refer to the textbook

Paper: General English II (GEII)

Focus skill: Reading

Part 1

Components:

A: Dictionary and vocabulary skills

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading

Themes:

- Nature and environment
- Wonderful things and 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:

- | | |
|--|--|
| • 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:

Unseen poem and seen text (story)

References

Main text: Story: Smart Ice Cream by Paul Jennings

http://mrsknappswebsite.weebly.com/uploads/2/2/4/6/22462048/smart_ice_cream_by_paul_jennings.pdf

Note: Students also have a hard copy.

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

Supplementary worksheets

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, idioms, personification, onomatopoeia, alliteration and repetition
- the underlying theme
- the following story elements: character(s), setting, plot, conflict, resolution and twist
- 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: Listening

Students need to be familiar with the following:

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

Part A: 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

Term-test Syllabus

Layouts e.g. articles, newspapers etc	Floor Plans
Maps	

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

Emails	Letters e.g. thank you, request, invitation, application etc
Speech	Profile

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

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

Yours faithfully
James Lee
Social Service Club

Regards
Susan

Students need to be able to summarise information and show the ability to use information from the Data File, but use their own words:

- The skill of paraphrasing is important

Students need to know how to use the Data File:

- Skimming & scanning skills
- Choosing only the relevant information
- Following the instructions/requirements given

Dictation

Focus skills: Listening & spelling

Seen passages only

Oxford English 2B: Unit 5: Endangered Species

Text 1: Save the pangolin!: Paragraphs 3-5 (simplified version)

③ The pangolin's population is difficult to predict because it's crucial for them to stay off the radar of predators. Having said that, we do know that six of the species are either threatened or endangered. Their scales are believed to have medicinal properties, which supposedly help cure a number of health conditions, including blood circulation problems, inflammation and breastfeeding issues. However, there's no actual scientific basis for these claims. Their flesh is also considered a delicacy in some countries and can fetch a high price in restaurants.

④ It is believed that illegal pangolin trade now accounts for up to 20% of the entire wildlife black market. At least 100,000 pangolins are slaughtered each year, which makes them the most trafficked animal on the planet! It's cruel of humans to drive this unique species to the brink of

extinction and it's painfully clear that something needs to be done to rescue the defenceless pangolin.

⑤ My teacher once told me that we all have the power to change what we think is wrong. It's infuriating that many species have already become extinct because of humans, and soon the pangolin will disappear if we continue to ignore the long-term problem of illegal wildlife trade. It's possible for us to stop this together by raising awareness and supporting organizations dedicated to wildlife conservation. The pangolin is in need of our help, so let's take a stand together and say 'no' to wildlife trafficking!

Oxford English 2B: Unit 5: Endangered Species

Text 3: Home at last: Paragraphs 4-5 (simplified version)

④ The next thing I remember is waking up and crying, 'Where are you, Mum?' I heard a human voice and cowered. 'It's lucky that I found you, little fella,' the voice said gently. 'Baby orangutans like you are often sold as pets or end up imprisoned in zoos. When I found you, the loggers advised me to bring you to the Orangutan Rehabilitation Centre.' I looked up at a very wrinkled but kind face. I couldn't take my eyes off his shaggy, white beard. 'I'm Mike,' he said. 'Nice to meet you.'

⑤ The rehabilitation centre is in a rural village. This sanctuary is surrounded by trees very much like home. There are volunteers that help displaced orangutans like me. Mike told me that people feel close to orangutans. 'The word "orangutan" actually means "person of the forest" in Malay,' he said. He asked me not to feel down and promised that I would be returned to a protected area of the jungle when I was fully recovered. I gazed up at him and begged him silently to understand what was on my mind. He smiled and whispered, 'I have good news for you.'

Oxford English 2B: Unit 7: The magic of storytelling

Text 2: Why we love reading stories: Paragraphs 2-3 (simplified version)

② Many stories, especially those in the fantasy, sci-fi and adventure genres, offer us an escape from work and the dull routine of the real world. From time to time, when we do not know how to deal with the hardships in our lives, such as exam stress and family troubles, reading about imaginary worlds allows us to temporarily forget all about our worries. For a moment, we can just abandon everything and immerse ourselves completely in the tale. We can go travelling on a spaceship to the furthest reaches of outer space or explore an enchanted land of magical creatures. Unlike real life, the possibilities in stories are endless and we can let our imaginations run wild.

③ The distinctive and memorable characters in many famous stories also explain why we find reading stories so enjoyable and addictive. For example, when we read *The Adventures of Sherlock Holmes*, we are blown away by the brilliance of the intelligent detective and his incredible eye for the most minor details. Likewise, the mysterious Cheshire Cat with his

Term-test Syllabus

trademark grin and the strange Mad Hatter's fondness for tea parties in *Alice's Adventures in Wonderland* entice and draw us into the story because we cannot wait to see what other unusual yet wonderful creatures Alice will meet.

S3 Secondary 3 English: Term Test Syllabus: 2020-21

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 3B	Unit 5: Under the spotlight Unit 6: Beyond skin-deep beauty
Success in Grammar 3	Unit 5: 5A Present and past participles as adjectives (pp. 81-86) 5B-C present and past participle phrases (pp. 87-96) Unit 6: 6A past perfect (pp. 97-105) 6C to-infinitives and gerunds (pp.109-112)
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses
- C. Active and passive voice
- D. Reported speech
- E. To-infinitives and gerunds
- F. Present and past participles as adjectives
- G. Present and past participles phrases
- H. Proofreading
- I. Open Cloze

A: Grammar

Oxford English 3B	Success in Grammar 3
Unit 5	Unit 5
- Present and past participles as adjectives (pp.	- Present and past participles as adjectives

Term-test Syllabus

14-15) - Present participle phrases (pp. 16-17) - Past participle phrases (pp. 17-18)	- Present participle phrases - Past participle phrases
	Unit 6 - Past perfect tense - To-infinitives and gerunds

B: Vocabulary

Unit 5 Under the spotlight

numerous	magnificent	amusing	apology/ apologise
(be) regarded as	manipulate	let-down	malfunction/ malfunctioning/ malfunctioned
dedicated to	ingenious	dismayed (at/ by)	(un)exceptional
coin(ed) words and phrases	endured/ enduring	chaotic	(un)inspiring
countless	illuminating	applaud/ applauding	mind-numbing

Unit 6 Beyond skin-deep beauty

(Text 1)

evolution	despise/ be despised in	persist
(have) wrestled with	exposure (to)/ be exposed to	in (direct) contrast to
vain	depict	fall into the trap of
(be) falling short of	shift(ed)	conform/ conforming to

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:

- Different types of performances
- Deeper beauty

Ability to:

Term-test Syllabus

- 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. essay, letter of complaint, article, email)

Question types including:

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

Paper: Dictation

Focus skills: Listening & spelling

Seen passages (100% of overall mark)

– Note that no unseen passage is included in this assessment.

Oxford English 3B: Unit 5: Under the Spotlight

Text 1: The enduring influence of William Shakespeare (paragraphs 1-2)

① William Shakespeare is generally regarded as the greatest English language writer of all time. His numerous plays and poems, written in the late sixteenth and early seventeenth centuries, have endured for hundreds of years. Every year, theatre companies host festivals dedicated to the performance of Shakespeare's great works. No other playwright in history has had this level of influence. Shakespeare's famous storylines and delightful phrases have become so ingrained in the English language that we often do not even consider their origin. But a close examination reveals that we owe much more to this great writer than we realize.

② Shakespeare was the master of word play. He coined countless words and phrases that have become part of our popular speech. Many of today's common expressions are actually Shakespearean creations. In the comedy *The Taming of the Shrew*, we find the first ever reference of the everyday phrases 'break the ice' and 'kill with kindness'. In the tragedy *Hamlet*, Shakespeare gives us the expressions 'in my heart of hearts' and 'in my mind's eye'. *Romeo and Juliet* features the first use of the phrase 'wild goose chase'. *The Merchant of Venice* introduces the world to the classic saying 'love is blind'. The list goes on and on. The Bard of Avon, as Shakespeare is often referred to, had a truly magnificent ability to manipulate language.

Text 2: Letter of complaint (paragraphs 2-3)

② First of all, my friend and I were very upset with the seating arrangements. Buying the most expensive tickets for the front row, we expected to get a clear view of the stage. However, our seats turned out to be very high up. Craning our necks to see what was happening during the performance, we both had aching and stiff necks by the end of the show. Unfortunately, we also missed some of the action entirely, such as the contortionist's act. The rest of the audience was applauding while she bent her body in (what I assume were) amazing ways. Sadly, we could not see any part of the act as she was low to the ground and near the back of the stage.

③ Secondly, we were disappointed in the chaotic logistics and organization. Asked to arrive two hours before the show, we showed up on time. However, there were no clear directions anywhere as to where we should line up. Everyone just gathered at the entrance and stood there until the doors opened. What made things even worse was that the show started an hour late, which meant that we waited for three hours outside the hall. There was no apology from management about this, or even an update on when the show would start.

Oxford English 3B: Unit 6: Beyond Skin-deep Beauty

Text 1: The evolution of beauty (paragraphs 6-7)

⑥ The ideal body type changed again in the twentieth century. During the 1920s, a period known as the Jazz Age, a boyish figure on a woman was all the rage. This was in direct contrast to the curvier figure favoured in earlier centuries. This revolutionary period also saw women cutting their hair short and wearing short skirts to show off their legs. Throughout the century, however, beauty standards shifted many times over. By the end of the century, beauty came to be associated with super skinny models. This has remained for several decades, but like any other notions of beauty, it will certainly prove to be fleeting.

⑦ These days, we can fall into the trap of conforming and thinking that if we were skinnier, we would be more beautiful. We might even start thinking unhealthy thoughts, like 'If I had eaten less, I would have achieved a higher standard of beauty.' It's important to remember that beauty is in the eye of the beholder. Rarely does one type of beauty last forever. Beauty is not a fixed concept. It is something that constantly evolves with time.

S4 Paper 1: Reading
2 passages and accompanying questions to answer.

Paper 3: Integrated Reading, Listening and Writing
There will be 3 tasks for Part A and 1 long task for Part B for you to complete.

S5 Paper 1: Reading
2 passages and accompanying questions to answer.

Paper 3: Integrated Reading, Listening and Writing
There will be 4 tasks for Part A and 3 tasks for Part B for you to complete.

Subject: Chinese Language

Syllabus

S1	<p>一. 閱讀理解</p> <p>二. 課文</p> <ul style="list-style-type: none"> ■ 《親情傘》 ■ 《燕詩》 ■ 《客至》 ■ 《送友人》 ■ 《涼州詞》 ■ 《出塞二首》(其一) <p>三. 語文運用 單元四：4.43-4.44</p> <p>四. 成語工作紙(四)</p> <p>五. 文言小故事 第三階段：30、33、40、43、45、46、48</p>
S2	<p>重點篇章：《彩店》、《黃山》、《說勤》、《釣勝於魚》</p> <p>語文運用：單元七、單元八</p> <p>文言知識庫：單元七、單元八</p> <p>《歷代文言小故事》(二) 第三階段：32、36、37、42、43、44、45、46、47</p>
S3	<p>1. 課文</p> <ul style="list-style-type: none"> 〈真正的寬容〉 〈墨子止楚勿攻宋〉 〈快樂〉 〈歸園田居〉 <p>2. 語文運用</p> <p>單元七：條件複句及修改病句(書頁 7.36 – 7.39)</p> <p>單元八：兼語句及選擇複句(書頁 8.40 – 8.41)</p> <p>3. 文言知識庫</p> <p>單元八：哉、是(書頁 8.14 – 8.15)</p> <p>4. 文言小故事</p> <p>第三階段(37、41、45、47、49、52、53、55、56)</p>
S4	<p>範圍：《唐詩三首》、《宋詞三首》、《廉頗藺相如列傳》、《師說》、文言小故事階段二</p> <p>形式：字詞語譯、選擇題、問答</p>

Term-test Syllabus

- | | |
|-----------|---|
| S5 | 範圍： <ol style="list-style-type: none">1. 《論仁、論孝、論君子》2. 《魚我所欲也》3. 《大學》(節錄)4. 文言小故事（五） 28,30,32,33,34,43,44,45,47,48,50 |
|-----------|---|

Term-test Syllabus

Subject: Mathematics

Syllabus	
S1	Book 1B: Ch.7, 8, 9 and 10 (10.1 – 10.3 only)
S2	Book 2B: Ch.7, 8, 9 and 10 (10.1 & 10.2 only)
S3	Book 3B: Ch.7, 8, 9 and 10 (10.1 & 10.2 only)
S4	Book 4A: Ch.5 ; Book 4B: Ch. 6 and 7
S5	Book 5A: Ch. 5 and 6 ; Book 5B: 7 and 8

Subject: Module 1

Syllabus	
S4	Volume 1: Ch.1, 2 and 3 (3.1 only)
S5	Volume 1: Ch.4, 5 and 6 (6.1 & 6.2 only)

Subject: Module 2

Syllabus	
S4	Volume 1: Ch.1 and Ch.2
S5	Volume 1: Ch.5 and 6; Volume 2: Ch.7

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、你同意嗎、多大程度、成效、資料論證聲稱

Module 5: Public Health

Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Do you agree, To what extent, Effectiveness, Using sources to support or opposing a claim

S5 單元一：個人成長與人際關係 (卷二)
單元二：今日香港 (卷一、二)

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、爭議、建議、關注點、價值觀、你同意嗎、多大程度、持分者衝突、比較、成效、資料論證聲稱

Module 1 Personal Growth and Interpersonal Relationship (Paper 1)

Module 2: Hong Kong Today (Paper 1 and 2)

Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Controversies, Suggestion, Concerns, Values, Do you agree, To what extent, Stakeholders conflicts, Comparison, Effectiveness, Using sources to support or opposing a claim

Subject: Physics

Syllabus

S3	Book 3 Chapter 17 Reflection of Light Chapter 18 Refraction of Light Chapter 19 Lenses
S4	Book 2 Chapter 5 Motion Chapter 6 Force Chapter 7 More about Force Chapter 8 Work, Energy and Power Chapter 9 Momentum Chapter 10 Projectile Motion Chapter 11 Uniform Circular Motion
S5	Book 2 Chapter 5 Motion Chapter 6 Force Chapter 7 More about Force Chapter 8 Work, Energy and Power Chapter 9 Momentum Chapter 10 Projectile Motion Chapter 11 Uniform Circular Motion Chapter 12 Gravitation Book 4 Chapter 20 Electrostatics Chapter 21 Circuit and Power Chapter 22 Ac and Domestic Electricity Chapter 23 Electromagnetism

Subject: Chemistry

Syllabus

S3	1. Atomic Structure (Notes): Mainly Multiple Choice Questions 2. The Periodic Table (Notes): Multiple Choice Questions and Structured Questions 3. The Atmosphere (Notes and Textbook Chapter 2): Multiple Choice Questions and Structured Questions 4. The Ocean (Notes P. 1 – 13 Q9 Flame Test included ; Textbook Chapter 3 P. 3 – 13) : Multiple Choice Questions and Structured Questions Questions
S4	<u>Textbook</u> 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 (Only 18.1 to 18.3, 18.5) <u>Notes</u> Reacting masses Introduction to acids and alkalis Salts and Neutralization (P. 1 to 12)
S5	MC only : <i>Chapter 28 Chemical cells in daily life</i> <i>Chapter 29 Simple chemical cells</i> <i>Chapter 30 Redox reactions</i> <i>Chapter 31 Redox reactions in chemical cells</i> <i>Chapter 32 Electrolysis</i> MC + Structural Questions : 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.)

Subject: Biology

Syllabus	
S3	Chapter 2 The cell as the basic unit of life Chapter 5 Food and humans Chapter 6 Nutrition in humans (P.1-9)
S4	Chapter 3 Movement of substances across cell membrane Chapter 8 Transport in humans Chapter 9 Nutrition and gas exchange in plants Chapter 10 Transpiration, transport and support
S5	Chapter 19 Ecosystems Chapter 20 Photosynthesis Chapter 21 Respiration Chapter 22 Non-infectious diseases Chapter 23 Infectious diseases and disease prevention Chapter 24 Body defence mechanisms

Subject: Integrated Science

Syllabus	
S1	Textbook 1A; P. 4 – P. 139 Textbook 1B; P. 143 – P. 209
S2	Textbook 2A : Unit 7 , Unit 8 (8.1 – 8.5 , p 115) Textbook 2B : Unit 9

Subject: Economics

Syllabus

S4	Market Intervention I and II
S5	Market Efficiency and Gross Domestic Product

Subject: BAFS

Syllabus

S4	<p>Introduction to Accounting Ch1: The Fundamentals of Accounting Ch2: The Accounting Equation Ch3: The Double-entry system Ch4: The Trial Balance</p>
S5	<p>Introduction to Accounting Ch8: Basic Ratio Analysis Financial Accounting 1 Ch7: The Bank Reconciliation Statement Ch8: Correction of Errors (I) Ch9: Correction of Errors (II)</p>

Subject: Chinese History

Syllabus

S1	<p>單元一 第二章：西周的封建 (課本，p. 24-32)</p> <p>單元一 第三章：春秋戰國時期的變局 (課本，p. 36-43)</p> <p>單元二 第一章：秦朝統一、統治措施及衰亡 (課本，p. 55-71)</p> <p>單元二 第二章：兩漢的政治發展與中外文化交流 (課本，p. 75-90)</p>
S2	<p>第二章：唐代的盛世及其後的藩鎮與宦官亂政 (課本，p. 27-47)</p> <p>第三章：五代的武人專政 (課本，p. 59-65)</p> <p>第四章：第一節 (北宋的統一與政策) 至第二節 (北宋的變法) (課本，p. 77-94)</p>
S3	<ol style="list-style-type: none"> 1. 中日甲午戰爭 (課本，p. 73-80) 2. 維新運動 (課本，p. 81-88) 3. 義和團與八國聯軍之役 (課本，p.90-95)
S4	<p>甲部課程：</p> <ol style="list-style-type: none"> 1. 王莽篡漢 (4 上課本，p.146-153) 2. 東漢戚宦掌權的政局 (4 上課本，p.157-167) 3. 北朝胡漢融和的情況 (4 上課本，p.189-194) 4. 北魏孝文帝推行的漢化措施及影響 (4 上課本，p.196-212) 5. 東晉、南朝政權與士的關係：士族的成與發展 (4 上課本，p.221-244)
S5	<p>乙部課程：</p> <ol style="list-style-type: none"> 1. 改革與革命：辛亥革命(4 下課本，p.295-323) 2. 民初政局：袁世凱的帝制運動至山東事件與五四運動(5 上課本，p.7-54) 3. 國共分合：國共第一次合作至國共關係破裂(5 上課本，p.80-111)

Subject: History

Syllabus	
S1	<p>Topic 4: History, culture and heritage of early Hong Kong region</p> <p>1. Textbook (1B): pp. 204-223 & 225-227 2. Workbook (1B): pp. 2-3, p.4 (Ex 3) #1, p.5 (Ex 4) & p.6 #1-4</p> <p>Topic 1: Human needs: past and present</p> <p>1. Textbook (Book 1A) p. 2-50 2. Workbook (1A) p. 2-9</p> <p>Remarks for the Term Test:</p> <ul style="list-style-type: none"> • Students will attempt 2 sets of questions (Topic 4 and Topic 1) • Total time allowed: 90 minutes • Total marks involved: 100 marks + 40 marks = 140 marks
S2	<p>Topic: Hong Kong History</p> <p>Textbook 2B (P.194-229) Vocabulary Quiz and all related notes</p> <p>Topic: The Renaissance</p> <p>Book 2A Textbook: P.4-33</p> <p><u>Remarks for the Term Test:</u></p> <ul style="list-style-type: none"> • Please note that students will attempt 2 sets of questions (Hong Kong History {Book 2B} and the Renaissance {Book 2A}) • Total time allowed: 75 minutes • Total marks involved: 74 marks + 36 marks = 100 marks
S3	<p>Topic: World War Two</p> <ul style="list-style-type: none"> • Textbook (P.48-75) • Notes (P.27-40) • Any other supplementary worksheets

Subject: Geography

Syllabus

<p>S1</p>	<p><u>Mid-year exam: Urban problem (C1)</u></p> <ul style="list-style-type: none"> ● 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) <p><u>Term test: Food Problem (C3)</u> Textbook (C3: Food problem: Can we feed ourselves?): p. 4 – 31 Workbook (C3: Food problem: Can we feed ourselves?): p. 1 – 14</p>
<p>S2</p>	<p><u>Mid-year exam: Living with natural hazard (C2)</u></p> <ul style="list-style-type: none"> ● 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) <p><u>Term test: The trouble with water (C4)</u> Textbook (C4: The trouble with water): p. 4 – 25 Additional notes (The trouble with water): p. 2 – 21</p>
<p>S3</p>	<p><u>Global shift of Manufacturing industry</u> Textbook (C5: Global shift of Manufacturing industry): p. 4 – 63 Workbook (C5: Global shift of Manufacturing industry): p. 3 – 26</p> <p><u>Climate change</u> Textbook (Climate change – Long-term fluctuation or irreversible trend?): p. 3 – 21 Additional notes (Climate change): p. 2 - 16, 18</p>

Term-test Syllabus

Subject: Religious Studies

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

Subject: Ethics and Religious Studies

Syllabus	
S4	Ch.18-32
S5	Unit 1-3

Subject: Computer Subjects

Syllabus

S1	<ul style="list-style-type: none"> 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) Tips for setting password 5) Google Search note, worksheet 1, worksheet 2 and worksheet 3 6) Google Docs Task 1 , Task 2 and Task 3 7) Google Sheets Task 1 , Task 2 and Task 3 8) Google Sheets Functions: SUM, MAX, MIN, AVERAGE, LEFT, MID, RIGHT 9) Google Sheets : autofill, sorting, filtering, conditional format, cell reference, cell range and basic calculation 10) Textbook (Basic Programming II Scratch) <ul style="list-style-type: none"> (i) Ch.1 P.6–10 (ii) Ch.2 P.13–26 (iii) Ch.3 P.30 (iv) Ch.4 P.46, 47 (v) Ch.5 P.52, 53 11) Scratch 3 Programming Workbook lesson 1 – 3 12) Scratch Programming worksheet 1, worksheet 2 and worksheet 3
S2	<ul style="list-style-type: none"> Textbook Programming in STEM micro:bit (Ch. 1 to Ch. 5) Chinese Character Input (Quick Input Method)
S3	<ul style="list-style-type: none"> Python programming (Notes: p.1-34) Homework 1 worksheet
S4	<ul style="list-style-type: none"> Core textbook: Chapter 4-7
S5	<ul style="list-style-type: none"> Programming Elective D textbook: Chapter 4-7, 13, 14 (Bubble Sort only)

Subject: Life & Society

Syllabus

S1	<p>Core module (1): Personal Growth (I): Self-understanding, Self-esteem and Self-confidence</p> <ul style="list-style-type: none"> A. The many faces of ‘self’ B. Self-esteem and self-confidence C. Emotion management and ways to cope with negative emotions D. Establishing self-confidence to face difficulties and failure <p>Core module (5): Family Life: Enhancing Family Life</p> <ul style="list-style-type: none"> A. The importance of family in life B. The roles of and responsibilities of family members C. Relationships between family members D. Importance of communication among family members
S2	<p>Core module (11): Sensible Consumption: Rights and Responsibilities of Sensible Consumer</p> <ul style="list-style-type: none"> A. Principles of choosing goods and services B. Responsibilities and rights of consumers C. Social responsibilities of consumers D. Regulations and organizations responsible for protecting consumer rights <p>Core module (12): Economy of Hong Kong: Public Finance of Hong Kong</p> <ul style="list-style-type: none"> A. Public finance B. The revenue and spending of the HKSAR Government C. Factors affecting government spending D. The use of financial revenue and expenditure of the government E. Relationship between government and citizens in terms of public finance F. Comparison of the tax system between Hong Kong and the developed countries <p>Core module (14): Labour Market of Hong Kong: Employment and Income of Labour in Hong Kong</p> <ul style="list-style-type: none"> A. Transformation of labour demand in Hong Kong B. Recent labour force situation in Hong Kong C. Recent employment situation in Hong Kong D. Recent unemployment situation in Hong Kong E. Characteristics of people with difficulty in employment F. Personal and social factors that make it difficult for people to be employed G. Ways to enhance worker competitiveness <p>Core module (15): An Overview of the Chinese Economy: Macro-economy of the Mainland</p> <ul style="list-style-type: none"> A. Evaluate the economic development of the Mainland B. Compare the economic development of China and other developed countries C. Industrial structure of China
S3	<p>Core module (25): Chinese Political System: An Overview of the Political System</p> <ul style="list-style-type: none"> A. Functions and powers of main state organs B. Leadership role of the Communist Party of China C. Chinese People’s Political Consultative Conference (CPPCC) D. Channels for people’s supervision of the government <p>Core module (26): China’s Step Forward to the World: Participation in International Affairs</p> <ul style="list-style-type: none"> A. Positioning our country on the international scene today B. Perception of China’s step forward to the world by the international community

Term-test Syllabus

- C. Opportunities obtained by China with reference to foreign relations
- D. Challenges faced by China with reference to foreign relations