

St. Louis School



2021-22 Internal Test and Exam Syllabus (Final Exam)

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Subject: English Language

Syllabus

S1

Secondary 1 English: Term Syllabus: 2021-2022

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 1B	Unit 7: Let the games begin
	Unit 8: Change for the better
Success in Grammar 1	Unit 5: -Modals: can and could (p. 94-96) Unit 6: -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) -Gerunds (p. 129-132) Unit 8: -Imperatives (p. 133-136) -Modal: should (p. 137-140) -Adverbs of manner (p. 141-148)

Supplementary worksheets

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses
- C. Imperatives
- D. Modal verbs: should, can, could
- E. Gerunds and to-infinitives
- F. Using and, but and or
- G. Pronouns
- H. Adverbs of manner
- I. Open cloze
- J. Proofreading

A: Grammar

Oxford English 1B	Success in Grammar 1
Unit 5 -Modals: can and could (p.18-19)	Unit 5: -Modals: can and could (p. 94-96)
Unit 6 - Gerunds and to-infinitives (p.49-51)	Unit 6: -Verbs + to-infinitives (p. 109-112)
Unit 7	Unit 7:

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-Using and, but and or (p. 78) - Possessive form (p. 79) - Possessive adjectives and possessive pronouns (p. 80-81) - Gerunds and to-infinitives (p.81-82)	-Using and, but and or (p.117-120) -Possessive form (p. 121-123) -Possessive adjectives and possessive pronouns (p.124-128) -Gerunds (p. 129-132)
Unit 8 -Imperatives (p.110) -Modal: should (p.111-112) -Adverbs of manner (p.113-114)	Unit 8: -Imperatives (p. 133-136) -Modal: should (p. 137-140) -Adverbs of manner (p. 141-148)

B: Vocabulary

A knowledge of the various parts of speech is required.

Unit 7 - Let the games begin

adventure(s) (n.)	coach(es) (n.)	contestant(s) (n.)
rely on (phrasal v.)	youngster(s) (n.)	stamina (n.)
achievement(s) (n.)	scholarship (n.)	championship(s) (n.)
strength (n.)	impressive (adj.)	participant(s) (n.)
nutritious (adj.)	concentrate (v.)	receive (v.)

Unit 8 – Change for the better

victim(s) (n.)	miserable (adj.)	celebrity (celebrities) (n.)
apologetic (adj.)	advice (n.)/advise (v.)	pick on (phrasal v.)
loneliness (n.)	strict parents (n.)	body odour (n.)
confused (adj.)	depressed (adj.)	disappointed (adj.)
embarrassed (adj.)	joyful (adj.)	frustrated (adj.)
nervous (adj.)	self-conscious (adj.)	insult (v.) insulting (adj.)

Critical Literacy

blame (v.)	theme (n.)	evaluate (v.)
technology (n.)	message (n.)	statistic(s) (n.)
purpose (n.)	analyse (v.)	convincing (adj.)

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:

- Festivals
- Sports
- 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 which may be included:

- Multiple choice (MC)
- Fill in the blanks
- Form / Table-filling
- True / False / Not Given statements
- Matching
- Referencing
- Diagram
- Short response (words / phrases)
- Sequencing
- Proofreading
- Long question (complete sentences with elaboration required)

Part 2: English Language Arts

Components of Exam:

Seen poem and seen text (stories)

References

Poem: Back to School (refer to worksheet & ELA Google classroom)

Resources:

(i) Powerpoint on ELA Google classroom

(ii) Link to worksheet: Reading & understanding:

https://www.youtube.com/watch?v=tAvWIP6j_is

(iii) Link to answer key:

<https://drive.google.com/file/d/1EMrazTIgbABniXuLobFo8B94FQUdMBgv/view?usp=sharing>

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

Short stories:

A: Urban myths: The Choking Alsatian (pp. 46 – 49) & The Vanishing Hitchhiker (p.50)

B: Attila: Only a section of the story: pp. 19 – 22 (up untilhe would be in extreme misery.)

Resource:

(i) Powerpoint on ELA Google classroom

(ii) Video clip with summary of the story: https://www.youtube.com/watch?v=4_ZbYZSIpI0

Key literary devices (figurative language)

Note: Same as in previous term

i. Video: <https://www.youtube.com/watch?v=vqLyKhV0qmM>

ii. Handout Table of Literary Devices: https://drive.google.com/file/d/1Gg_fW2N4PuZpfVLJw-UedSb-oMaPip2/view?usp=sharing

Supplementary worksheets

Google Classroom & material or tasks on the classroom

Students need to be familiar with the following:

- the purpose of reading
- the purpose of urban myths with a focus on the use of suspense & creating tension
- the opening paragraph (exposition of a story) and its purpose
- literary/writing devices (figurative language) including use of emphasis or exaggeration, foreshadowing, rhyme, simile, metaphor, personification, onomatopoeia and alliteration
- 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: Dictation

Focus skills: Listening & spelling

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

Oxford English 1B: Unit 7: Let the games begin

Text 1: Sports for thrill seekers: Paragraph 4

Text 2: Katie Ledecy: Paragraph 3

Oxford English 1B: Unit 8: Change for the better (Simplified texts)

Text 1: Bullying happened to them too: Paragraphs 2-3

Text 3: Email giving advice: Paragraphs 2-3

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

Final Examination Syllabus

Themes:

- Teenage life
- Current issues

Writing genres/text types:

- Informal letter/postcard
- Letter to the editor
- Letter of advice

Genre / Text type	Reference
Postcard	Writing handouts and worksheets
Letter to the editor	writing handouts and worksheets
Email giving advice	Oxford English 1B: Unit 8: Change for the better & writing handouts and worksheets

Paper: Oral (Speaking)

Focus skills: Presentation & group discussion

Part 1: Individual Presentation (2 minutes) (based on “The Adventures of Tom Sawyer”)

Part 2: Group Discussion (based on INKY – Issues from May to June, to be announced)

S2

Secondary 2 English: Final Exam Syllabus: 2021-2022

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 2B	Unit 5 Endangered Species Unit 7 The Magic of Storytelling Unit 8 Draw the Line
Success in Grammar 2	Unit 4 <ul style="list-style-type: none"> ● Conditional sentences about possible situations (pp. 60-64) ● Conditional sentences about facts (pp. 65-68) Unit 5 <ul style="list-style-type: none"> ● Reporting orders, requests and advice (pp. 81-86) ● Using adjectives to report feelings and opinion (pp. 87-96) Unit 7 <ul style="list-style-type: none"> ● Wh-words + to-infinitives (pp.117-120) ● Conditional sentences about unreal situations (pp. 121-125) ● Using be used to and used to (pp.126-132) Unit 8 <ul style="list-style-type: none"> ● Using the simple present tense to talk about schedules and timetables (pp. 133-136)

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- Using the present continuous tense to talk about arrangements and plans (pp. 137-143)
- Using can, may, might and could to talk about possibility (pp. 144-148)

Supplementary worksheets

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses including active and passive voice
- C. Active and passive voice
- D. Reporting orders, requests and advice
- E. Using adjectives to report feelings and opinions
- F. Wh-words + to-infinitives
- G. Conditionals
- H. Using be used to and used to
- I. Using can, may, might and could to talk about possibility
- J. Open cloze
- K. Proofreading

A: Vocabulary

Knowledge of parts of speech is required.

Unit 5 Endangered species

<u>Text 1</u>	<u>Text 2</u>
1. documentary (n.)	1. deafening (adj.)
2. fervent (adj.)	2. deforestation (n.)
3. species (n.)	3. frantically (adv.)
4. predator (n.)	4. imprisoned (adj.)
5. unscrupulous (adj.)	5. rehabilitation centre (n.)
6. poacher (n.)	6. logger (n.)
7. crucial (adj.)	7. rural (adj.)
8. delicacy (n.)	8. sanctuary (n.)
9. defenceless (adj.)	9. whisper (v.)
10. lifespan (n.)	10. gaze (v.)

Unit 7 The Magic of Storytelling

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<p><u>Text 1</u></p> <ol style="list-style-type: none"> 1. enormous (adj.) 2. gigantic (adj.) 3. gradually (adv.) 4. hesitant (adj.) 5. luminous (adj.) 6. nocturnal (adj.) 7. overwhelm (v.) 8. persuade (v.) 9. shelter (n.) 10. venture (v.) 	<p><u>Text 2</u></p> <ol style="list-style-type: none"> 1. abandon (v.) 2. boundary (n.) 3. distinctive (adj.) 4. encounter (v.) 5. hardship (n.) 6. incredible (adj.) 7. mature (adj. / v.) 8. memorable (adj.) 9. routine (n.) 10. temporarily (adv.)
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Unit 8 Draw the Line

<p><u>Text 1</u></p> <ol style="list-style-type: none"> 1. addiction (n.) 2. addicted (adj.) 3. addict (n.) 4. downhearted (adj.) 5. intervene (v.) 6. rehabilitate (v.) 7. tragic (adj.) 8. hooked (adj.) 9. combat (v.) 10. struggle (n.) 	<p><u>Text 2 & 3</u></p> <ol style="list-style-type: none"> 1. depressed (adj.) 2. overjoyed (adj.) 3. hot under the collar (id.) 4. shameless (adj.) 5. doubt (n. / v.) 6. viable (adj.) 7. unattainable (adj.) 8. beat (v.) 9. gradually (adv.)
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B - I: Grammar

Oxford English 2A & 2B	Success in Grammar 2
<p>Unit 4 (Oxford English 2A)</p> <ul style="list-style-type: none"> ● Conditional sentences about possible situations (pp. 60-64) ● Conditional sentences about facts (pp. 65-68) 	<p>Unit 4</p> <ul style="list-style-type: none"> ● Conditional sentences about possible situations (pp. 60-64) ● Conditional sentences about facts (pp. 65-68)

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<p>Unit 5 (Oxford English 2B)</p> <ul style="list-style-type: none"> ● Reporting orders, requests and advice (pp. 14-15) ● Using adjectives to report feelings and opinion (pp. 15-16) ● Passive voice (pp. 17-18) 	<p>Unit 5</p> <ul style="list-style-type: none"> ● Reporting orders, requests and advice (pp. 81-86) ● Using adjectives to report feelings and opinion (pp. 87-96)
<p>Unit 7 (Oxford English 2B)</p> <ul style="list-style-type: none"> ● Wh-words + to-infinitives (pp. 78-79) ● Conditional sentences about unreal situations (pp. 79-80) ● Using be used to and used to (pp. 81-82) 	<p>Unit 7</p> <ul style="list-style-type: none"> ● Wh-words + to-infinitives (pp.117-120) ● Conditional sentences about unreal situations (pp. 121-125) ● Using be used to and used to (pp.126-132)
<p>Unit 8 (Oxford English 2B)</p> <ul style="list-style-type: none"> ● Using the simple present tense to talk about the future (pp. 110-112) ● Using the present continuous tense to talk about the future (pp. 110-112) ● Using can, may, might and could to talk about possibility (pp. 113-114) 	<p>Unit 8</p> <ul style="list-style-type: none"> ● Using the simple present tense to talk about schedules and timetables (pp. 133-136) ● Using the present continuous tense to talk about arrangements and plans (pp. 137-143) ● Using can, may, might and could to talk about possibility (pp. 144-148)
<p>Supplementary worksheets</p>	

Paper: General English II (GEII)

Focus skill: Reading

Part 1

A: Dictionary and vocabulary skills (about 20% of paper)

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading (about 80% of paper)

Themes:

- Current issues
- Teenage life

Story book: A Death in Oxford

Ability to:

- understand and interpret the purpose and meaning of texts

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- 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::

A: Seen Poem: I'm grumpy because I'm lumpy by *Bill Condon*

B: Short stories:

(i) **The Guest**

(ii) **The Mirror (one part of the story)**

References

A: Poem: I'm grumpy because I'm lumpy by *Bill Condon* (worksheet)

Resources:

- a. Powerpoint
- b. Teaching video: Reading & understanding
<https://www.youtube.com/watch?v=pwWYKaU18KU>
- c. Link to poem: word document:
<https://drive.google.com/file/d/184ld7lvI4zX55xFuJwGgcTQlrBT2QNeH/view?usp=sharing>
- d. Link to answer key of worksheet:
https://drive.google.com/file/d/1o_dJiAN5epUYaW5uVPL7rT'ZlAzOse7Dh/view?usp=sharing

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

Stories

(i) **The Guest (pp. 133 - 147)**

Resources: (on ELA Google classroom)

- a. Powerpoint
- b. Worksheets / Tasks on Google classroom
- c. Recording of reading & explanation (pp.134 - 139)
<https://www.youtube.com/watch?v=LGgn4wWq4es>

(ii) **The Mirror (one part of the story: pp. 81 - 86: up until:*my side of the mirror.*)**

Resources: (on ELA Google classroom)

- a. Powerpoint
- b. Worksheet

Key literary devices (figurative language)

- a. Video: <https://www.youtube.com/watch?v=GmZPg3t0F88>
- b. Handout: 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, exaggeration/hyperbole, 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 2B: Unit 7: The magic of storytelling

- Text 2: Why we love reading stories: Paragraphs 2 - 4

Oxford English 2B: Unit 8: Draw the line

- Text 1: Gaming addiction on the rise: Paragraph 5
- Text 2: Email asking for advice: Paragraph 3
- Text 3: Online advice column: Paragraphs 2 - 3

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

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Themes:

- Unit 5: Endangered species
- Unit 7: The magic of storytelling
- Unit 8: Draw the line

Writing genres/text types:

- Story
- Speech
- Online advice column

Genre / Text type	Reference
● Story	Oxford English 2B: Unit 5: Endangered species*
● Speech	Oxford English 2B: Unit 7: The magic of storytelling*
● Online advice column	Oxford English 2B: Unit 8: Draw the line*

*Please also revise the supplementary handouts and/or worksheets (if any).

Paper: Oral (Speaking)

Focus skills: Presentation & Group discussion

Individual Presentation (2 minutes)

- Based on The Magic Finger

Group Interaction (6 minutes) & Individual Response (1 minute)

- Based on iNKY (issues to be announced)

S3

Secondary 3 English: Final Examination Syllabus: 2021-22

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 3A and 3B	Unit 2: A good Samaritan Unit 5: Under the spotlight Unit 6: Beyond skin-deep beauty
Success in Grammar 3	Unit 2: A good Samaritan Unit 5: Under the spotlight Unit 6: Beyond skin-deep beauty
Junior Oxford Listening 3	Unit 2: We could be heroes!

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	Unit 5: Showtime! Unit 6: True beauty
Readers	A Tale of Two Cities/ Lord of the Flies
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Grammar Components

- A. Vocabulary
- B. Tenses including active and passive voice
- C. Conditionals: Type 1, 2 and 3 and *I wish/ If only*
- D. Using *unless*
- E. Gerunds, to-infinitives and bare infinitives
- F. Present and past participles as adjectives
- G. Present and past participle phrases
- H. Open Cloze
- I. Proofreading

I: Grammar

Oxford English 3A and 3B	Success in Grammar 3
Unit 2 (Oxford English 3A) - Passive voice (pp. 46-47) - Past perfect tense (pp. 48-49) - Using <i>unless</i> (pp. 49-50)	Unit 2 - Passive voice - Conditional sentences about unreal situations - Using <i>unless</i>
Unit 5 (Oxford English 3B) - Present and past participles as adjectives (pp. 14-15) - Present participle phrases (pp. 16-17) - Past participle phrases (pp. 17-18)	Unit 5 - Present and past participles as adjectives - Present participle phrases - Past participle phrases
Unit 6 (Oxford English 3B) - Using <i>wish/ if only</i> with the past perfect tense (pp. 48-49) - Conditional sentences about unfulfilled past situations (pp. 49-50)	Unit 6 - Past perfect tense - Conditional sentences about unfulfilled past situations - Using to-infinitives and gerunds

Supplementary worksheets

II: Vocabulary

Unit 2: A good Samaritan

Prefixes:

(mis)fortune	(anti-)poverty	(mis)treat
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Vocabulary items and phrases from Text 1:

criticize (v.)/ criticism (n.)	petition	accomplish (v.)/ accomplishment (n.)
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viral	sufficient	grave (adj.)
in dire need		

Vocabulary items and phrases from Text 2:

obstacle(s)	benefit	participate
dedication	fulfilling (adj)	admirable
a/no walk in the park	level the playing field	exhilarating
(be) blown away	(from) scratch	

Unit 5: Under the spotlight

Unit 5 (Texts 1 and 2)

Positive and negative adjectives / phrases

Positive		Negative	
magnificent	endured / enduring	(a / the) let-down (<i>n.</i>)	chaotic
affectionate / affectionately	ingenious	malfunction / malfunctioning / malfunctioned	mind-numbing

Other expressions – Text 1

(be) regarded as	dedicated to	insight(s)	ingrained (in sth.)
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Other expressions – Text 2

flock to	commence	amateur / professional
apology (n.) / apologise (v.)	regrettably	on the dot

Unit 6: Beyond skin-deep beauty

Vocabulary items and phrases from Text 1:

evolution (n.) / evolve (v.)	despise (v.)	fall short of (expression)	undergo (v.)
exposure (to) (n.) / (be) expose (v.) (to)	in (direct) contrast (to) (expression)	shift (v.)	fall into the trap of (expression)

Vocabulary items and phrases from Text 2:

appearance (n.)	regret (v.) / (n.)	self-esteem (n.)
emotional distress (n. phr.)	purposeless (adj.)	excessive (adj.)
severe (adj.)	take a (heavy) toll (on) (expression)	diversity (n.) / diverse (adj.)
widespread (adj.)		

Paper: General English II (GEII)

Focus skill: Reading

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

Ability to understand:

- parts of speech

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- usage of vocabulary

B: Reading (around 80% of paper total)

Themes:

- Performance
- Charity
- Beauty

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 which may be included:

- Multiple choice (MC)
- Fill in the blanks
- Form / Table-filling
- True / False / Not Given statements
- Matching
- Referencing
- Diagram
- Short response (words / phrases)
- Sequencing
- Proofreading
- Long question (complete sentences with elaboration required)

Paper: Writing

Focus skills: Expressing and elaborating on ideas in writing

Writing genres/text types:

Genre/ Text type	Reference
Newsletter article	OE 3A p. 58-61, handouts, Vocabulary Building OE 3A p. 44-45
Letter of complaint	OE 3B p. 26-29, handouts, Vocabulary Building OE 3B p. 12-13
Debate speech	OE 3B p. 58-61, handouts, Vocabulary Building OE 3B p. 44-45

Methods to enhance content:

Students should understand the following themes and the relevant vocabulary:

- charity
- performance arts
- beauty

Paper: Oral (Speaking) (50% O&L Exam)

Focus skills: Presentation and Discussion

Individual Presentation (2 minutes)

- A Tale of Two Cities
- Lord of the Flies

Group Discussion (10 minutes preparation and 8 minutes discussion for a group of 4 students)

- Based on INKY (Issues: 22, 23, 24, 27 & 28)

Paper: Listening (50% O&L Exam)

Section A: Short Tasks

Section B: Long Tasks (extended writing)

**In-class listening exam done on 8th July and 11th July*

Dictation

Focus skills: Listening & spelling

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

Oxford English 3A: Unit 2: A good Samaritan

Text 1 Newsletter article

③ Contestants were required to dress up as either superheroes or villains. They could participate either individually or in teams. However, there were additional stations where they had to solve a series of codes and mental puzzles to advance.

④ On the day of the event, I was absolutely blown away by all the contestants' passion and dedication. I discovered that one contestant in the individual event had spent six whole months crafting his impressive Iron Man costume from scratch!

⑥ Interested in participating in or contributing to our future events? Follow us on Twitter for the latest news! Unless we have your support, we will not be able to organize such enjoyable and fulfilling activities every year!

Oxford English 3B: Unit 5: Under the spotlight

Text 2: Letter of complaints

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 flocked to the entrance and stood there until the doors opened.

⑥ I am sure you will agree that our experience was unsatisfactory. I know that this dreadful performance is below your usual standards. I believe we should receive a full refund for our tickets. If not, I am afraid that I will not be able to support your company's performances in the future.

Oxford English 3B: Unit 6: Beyond skin-deep beauty

Text 2: Debate Speech

① Good morning, fellow students and honoured teachers. We are here this afternoon to debate the motion 'Plastic surgery is harmful to society'. I am for the motion because plastic surgery promotes an unhealthy emphasis on physical appearance, has severe health risks, and carries a significant possibility of regret, especially among young people.

② The chief reason I oppose plastic surgery is because it encourages a focus on outward appearance. This emphasis on physical beauty makes us wrongly believe that our self-worth is reliant on our appearances. In magazines and films, we constantly see images of supposedly beautiful people and we start to judge ourselves in comparison to these ideals.

④ As with any medical procedure, plastic surgery carries severe risks. In any operation, dozens of things can go wrong, from excessive blood loss and organ damage to life-threatening infections. Never should a doctor recommend that a patient undergo a medically unnecessary procedure.

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

S4 Reading:
Question types and Format are modelled after those of HKDSE.

Writing:
Question types and Format are modelled after those of HKDSE. Students are only required to write 1 piece of writing (not less than 400 words).

Listening:
Question types and Format are modelled after those of HKDSE.

Speaking:
Group Discussion and the themes may be related to Reading Explorer Units 4 and 5, and Longman Core Unit 3 Paper I.

S5 Reading:
Question types and Format are modelled after those of HKDSE.

Writing:
Question types and Format are modelled after those of HKDSE. Both Part A (40%) and Part B (60%)

Listening:
Question types and Format are modelled after those of HKDSE.

Speaking

1. Group Interaction
2. Please pay attention to teacher's instructions for this exam.
3. The mark will be submitted to HKEAA as part of the SBA mark.

Subject: Chinese Language

Syllabus

- S1
- 卷一：
1. 實用文：啟事、規章
 2. 長文寫作
- 卷二：
1. 聆聽
 2. 閱讀理解
 3. 重點篇章：
- | | |
|-----|--------------------------------------|
| 單元三 | 《背影》、《親情傘》 |
| 單元四 | 《燕詩》、《客至》、《送友人》、
《涼州詞》、《出塞二首》（其一） |
| 單元六 | 《菜市場》、《海濱仲夏夜》 |
| 單元七 | 《張衡的地動儀》、《生物之間的微妙關係》 |
4. 語文運用：單元三(3.32-38)、單元四(4.43-44)、單元六(6.33-6.39)、單元七(7.37-7.42)
 5. 文言知識庫：單元六(6.22)、單元七(7.28-29)
 6. 成語工作紙 (四)至(六)

- S2
- 卷一
- 長文寫作：記敘文、描寫文、詠物抒情、論說文
- 實用文：通告、投訴信
- 卷二
- 重點篇章：《彩店》、《釣勝於魚》、《說「勤」》、《愛蓮說》、《醜石》、《桃花源記》及《習慣說》
- 重溫中一篇章：《燕詩》、《木蘭辭》、《文言文兩則》
- 文言知識庫：單元六、單元八及單元九 (書頁 9.13-9.15、9.39-9.40)
- 語文運用：單元四、單元六及單元八

S3 卷一

1. 實用文：通告、報告、啟事、書信、建議書
2. 長文：議論、記敘、描寫、抒情

卷二

1. 課文

單元一	《核工記》
單元二	《爸爸的花兒落了》 《閒情記趣》
單元三	《歸園田居》
單元四	《水調歌頭·明月幾時有》 《虞美人·春花秋月何時了》 《天淨沙·秋思》 《水仙子·尋梅》
中二篇章	《桃花源記》 《回家》 《愛蓮說》

2. 語文運用

單元二：承接複句及反復（書頁 2.47 - 2.48）

單元三：反義詞、並列複句、假設複句（書頁 3.32 - 3.34）

單元四：雙聲疊韻（書頁 4.31 - 4.32）

3. 文言知識庫

單元二：虛詞（與、蓋）及通假字（書頁 2.29 - 2.32）

單元三：數詞（書頁 3.13 - 3.14）

S4 卷一：閱讀能力

甲部範圍

《唐詩三首》、《詞三首》、《論仁、論孝、論君子》、《魚我所欲也》、《逍遙遊》

卷二：寫作能力

S5 卷一：閱讀能力

甲部範圍

《勸學》、《出師表》、《師說》、《始得西山宴遊記》

卷二：寫作能力

卷三：聆聽及綜合能力考核

Subject: Mathematics

Syllabus	
S1	Books 1A & 1B: Chapter 1 to Chapter 12 [except 5.3A, 5.3B, 5.3C & 5.4C]
S2	Books 2A & 2B: Chapter 1 to Chapter 12 [except 4.4 & 5.5]
S3	Books 3A & 3B: Chapter 1 to Chapter 12 [except 4.2B, 6.3B, & 8.5]
S4	Books 4A & 4B: Chapter 1 to Chapter 10
S5	Books 5A & 5B: Chapter 1 to Chapter 11

Subject: Module 1

Syllabus	
S4	Volume 1: Chapter 1 to Chapter 5
S5	Volume 1: Chapter 1 to Chapter 8 Volume 2: Chapter 9 and Chapter 10

Subject: Module 2

Syllabus	
S4	Volume 1: Chapter 1 to Chapter 5
S5	Volume 1: Chapter 1 & Chapter 6 Volume 2: Chapter 7 to Chapter 10

Syllabus

S4 主題 1

課題 2：國家情況與國民身份認同

- A. 當代國情概略：國家的政治體制；中華民族的組成；中國國籍及中國公民的概念（p.32 - 41）
- B. 國家的象徵（國旗、國徽、國歌）及列於《基本法》附件三的相關規定（p. 42）
- C. 近年國家在不同領域（高新科技、醫療衛生、文化教育、基礎建設、脫貧）取得的成就（p.43 - 55）
- D. 香港特別行政區參與國家事務的裨益及貢獻（p.56 - 57）

主題 1

課題 3：香港社會的多元文化特徵

- A. 形成香港社會以中華文化為主體的多元文化特徵的因素：香港的發展概略；中華傳統文化與不同文化的融和對香港社會的影響（p.64 - 87）
- B. 多元文化特徵對於香港社會的積極意義：推動文化的兼收並蓄；有助文化創新與反思；促進不同族裔融和共處；培養植根中華文化而具世界視野的公民素養（p.88 - 131）

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	90 分鐘

Theme 1

Topic 2: Situation of the country and sense of national identity

- A. Brief introduction to the contemporary situation of the country: political structure of the country; composition of the Chinese nation; concept of Chinese nationality and Chinese citizens (p.32 – 41)
- B. The national symbols (national flag, national emblem, national anthem) and stipulations as stated in Annex III to the *Basic Law* (p. 42)
- C. Achievements of the country in different areas in recent years (new high-end technologies, medical care and public health, culture education, infrastructures, poverty eradication) (p.43 – 55)
- D. Benefits and contributions of the HKSAR's participation in national affairs: (p.56 – 57)

Topic 3: Characteristics of cultural diversity of the Hong Kong society

- A. A. Factors shaping the characteristics of cultural diversity with Chinese culture as the mainstay in the Hong Kong society brief introduction to the development of Hong Kong, the impact of Chinese traditional culture integrating with different cultures on the Hong Kong society (p.64 – 87)
- B. . Positive significance of the characteristics of cultural diversity to the Hong Kong society: promoting inclusion of cultures, facilitating cultural innovations and reflections, promoting harmony among different ethnic groups, nurturing citizenship rooted in Chinese culture with a global perspective (p.88 – 131)

Mode of Assessment

Paper Component	Time allowed
Multiple-choice questions Glossary Statistics analysis Data-response questions	90 minutes

S5 單元一 個人成長及人際關係

Final Examination Syllabus

單元二 今日香港
 單元三 現代中國 (主題一：社會問題及綜合國力)
 單元五 公共衛生
 單元六 能源科技與可持續發展

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

評核模式

作答部分	時限
資料回應題 (卷一)	50 分鐘
延伸回應題 (卷二)	1.5 小時

Module 1 Personal Growth and interpersonal relationship

Module 2 Hong Kong Today

Module 3 Modern China (Theme 1 only – Social problems and Overall national strength)

Module 5 Public Health

Module 6: Energy and Sustainable Development

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

Paper One question X 1 + Paper Two question X 1

Mode of Assessment

Paper Component	Time allowed
Data-response question (Paper 1)	50 minutes
Extended-response questions (Paper 2)	1.5 hours

Subject: Physics

Syllabus

S3 1. Temperature and Heat Transfer
 2. Heat Capacity
 3. Change of State
 17. Reflection of Light
 18. Refraction of Light
 19. Lenses

S4 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
 13. Wave Motion
 14. Reflection, Refraction and Diffraction
 15. Interference and Stationary Waves

S5 Active Physics (Modular) 1B: Gases
 Active Physics 2: Force and Motion
 Active Physics (Modular) 3A: Wave Motion
 Active Physics 4: Electricity and Magnetism
 Active Physics 5: Radioactivity and Nuclear Energy

Subject: Chemistry**Syllabus**

S3	<p><u>MC Questions :</u> All content (notes and textbook) taught in S3</p> <p><u>Conventional Questions :</u> <u>Book 1 & Chemistry Notes :</u> Chapter 2 : Atmosphere Chapter 3 : Ocean (+ Related Experimental set-up) Chapter 4 : Rocks and Minerals (+ Related Experimental set-up)</p> <p><u>Chemistry Note :</u> Occurrence and Extraction of Metals</p>
S4	<p><u>MC Questions :</u> All content (notes and textbooks) taught in S4 (Book 1: Chapter 7 – Chapter 13; Book 2 : Chapter 14 – Chapter 23)</p> <p><u>Conventional Questions :</u> Notes and textbooks (<u>Mainly</u> Book 2: Chapter 14 – Chapter 23)</p>
S5	<p><u>MC Questions :</u> All content (notes and textbooks) taught in S5 Chapter 21 Homologous series, structural formulae and naming of carbon compounds Chapter 22 Alkanes and alkenes 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 Chapter 33 – 35 (Energy changes in chemical reactions) Chapter 36 – 38 (Rate of Reaction) Chapter 39 – 41 (Chemical Equilibrium) Chapter 42 Introduction to selected homologous series Chapter 43 Isomerism Chapter 44 Typical reactions of various functional groups</p> <p><u>Conventional Questions :</u> Notes and textbooks : Chapter 33 – 35 (Energy changes in chemical reactions) Chapter 36 – 38 (Rate of Reaction) Chapter 39 – 41 (Chemical Equilibrium) Chapter 42 Introduction to selected homologous series</p>

Chapter 43 Isomerism

Chapter 44 Typical reactions of various functional groups

Final Examination Syllabus

Subject: Biology

Syllabus

S3	Ch.4 – Ch.6
S4	Ch.8 – Ch.13
S5	Ch.21 – Ch.27

Subject: Integrated Science**Syllabus**

S1	Book 1B: Chapter 4 (4.1, 4.3 – 4.5), Chapter 5 and Chapter 6
S2	Book 2A: Chapter 8 (8.1 – 8.8; P. 75 – 156) Book 2B: Chapter 9 (9.1 – 9.4; P.3 – 60) Chapter 10 (10.1 – 10.3 and 10.7; P. 75 – 123, 136 – 141)

Subject: Economics**Syllabus****S4** Pearson textbook

- Chapter 1:** Basic concepts in economics
- Chapter 2:** The three basic economic problems
- Chapter 3:** Demand and supply
- Chapter 4:** Changes in demand and supply
- Chapter 5:** Price elasticity of demand and supply
- Chapter 6:** Government intervention (I)
- Chapter 7:** Government intervention (II)
- Chapter 8:** Ownership of firms
- Chapter 9:** Production and division of labour
- Chapter 10:** Factors of production
- Chapter 11:** Production in the short run and long run
- Chapter 12:** Expansion of firms
- Chapter 13:** Market and market structure
- Chapter 14:** Profit maximization and output determination

S5 Aristo textbookMicro-economics

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

Macro-economics

- Chapter 15:** Measurement of Economic Performance (I)
- Chapter 16:** Measurement of Economic Performance (II)
- Chapter 17:** Aggregate Demand and Aggregate Supply
- Chapter 18:** Determination of Output and Price
- Chapter 19:** Money and Banking
- Chapter 20:** Money Supply and Money Demand
- Chapter 21:** Business Cycle, Changes in the General Price Level and Unemployment

Subject: BAFS**Syllabus**

S4	<p><u>Textbook: Frank Wood's Introduction to Accounting</u></p> <p>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)</p> <p><u>Textbook: Frank Wood's Financial Accounting 1</u></p> <p>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 Ch.7 The Bank Reconciliation Statement Ch.8 Correction of Errors (I): Errors Not Affecting Trial Balance Agreement Ch.9 Correction of Errors (II): Errors Affecting Trial Balance Agreement</p>
S5	<p><u>Textbook: Frank Wood's Introduction to Accounting</u></p> <p>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)</p> <p><u>Textbook: Frank Wood's Financial Accounting 1</u></p> <p>Ch.1 Books of Original Entry and Ledgers (I) Ch.2 Books of Original Entry and Ledgers (II) [Excluding cash book] 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 Ch.7 The Bank Reconciliation Statement Ch.8 Correction of Errors (I): Errors Not Affecting Trial Balance Agreement Ch.9 Correction of Errors (II): Errors Affecting Trial Balance Agreement</p> <p><u>Textbook: Frank Wood's Financial Accounting 2</u></p> <p>Ch.10 Financial Statements for Partnerships Ch.11 Partnership Goodwill Ch.12 Partnership Revaluation Ch.13 Partnership Dissolution Ch.14 Issue of Shares and Debentures Ch.15 Financial Statements for Limited Companies Ch.16 Financial Analysis Ch.17 Incomplete Records Ch.18 Generally Accepted Accounting Principles</p>

Final Examination Syllabus

Textbook: Business Environment and Introduction to Management

Ch.1 Hong Kong's Business Environment

Ch.2 Forms of Business Ownership

Ch.3 Business Ethics and Social Responsibilities

Ch.4 Management Functions

Ch.5 Key Business Functions

Ch.6 Small and Medium Enterprises (SMEs)

Subject: Chinese History

Syllabus

S1	<p>單元 2 秦漢</p> <ul style="list-style-type: none"> ➢ 第 2 章：兩漢政治發展與中外交流 (第 1-3 節) <p>單元 3 三國兩晉南北朝</p> <ul style="list-style-type: none"> ➢ 第 1 章：魏晉南北朝的分裂與政權的更替 (第 1-2 節) <p>單元 4 隋唐</p> <ul style="list-style-type: none"> ➢ 第 1 章：隋朝的統一與開皇之治 (第 1-2 節) ➢ 第 2 章：隋代大運河的開通與作用 (第 1-2 節) ➢ 第 3 章：唐的建國與盛世 (第 1-2 節) ➢ 第 4 章：安史之亂與唐的衰亡 (第 1-2 節)
S2	<p>單元 2 明</p> <ul style="list-style-type: none"> ➢ 第 1 章：明代的君主集權政治 (第 1-2 節) ➢ 第 2 章：明代國勢的張弛 (第 1、2(明長城)、3 節) <p>單元 3 清</p> <ul style="list-style-type: none"> ➢ 第 1 章：清朝與統一多民族國家的鞏固與發展 (第 1-3 節) ➢ 第 2 章：外力衝擊與內憂 (第 1-3 節)
S3	<p>第 3 章：同、光年間救國運動的起落</p> <p>第 3 節：維新運動</p> <p>第 4 章：革命運動與中華民國成立</p> <p>第 5 章：軍閥政治</p> <p>第 6 章：國共第一次合作與分裂</p> <p>第 7 章：國共第二次合作與抗日戰爭</p> <p>(P.81-193)</p>
S4	<p>必修部分 (P.189-343)</p> <p>單元三：魏晉南北朝</p> <ul style="list-style-type: none"> ➢ 課題1：北朝的漢胡融和 ➢ 課題2：東晉、南朝政權與士族的關係 <p>單元四：隋唐</p> <ul style="list-style-type: none"> ➢ 課題1：隋唐治世 ➢ 課題2：安史之亂與唐代衰亡 <p>選修單元 (P.6-117)</p> <ul style="list-style-type: none"> ➢ 課題1：田制與政治興衰 ➢ 課題2：兵制與國勢強弱
S5	<p>必修部分 (P.189-343)</p> <ul style="list-style-type: none"> ➢ 甲部：單元一至五 ➢ 乙部：單元一、單元二(課題1-3) <p>選修單元</p>

Final Examination Syllabus

- 課題1：田制與政治興衰
- 課題 2：兵制與國勢強弱

Subject: Chinese History (NCS)

Syllabus

- | | |
|-----------|--|
| S1 | 單元一 <ul style="list-style-type: none">➤ 第二章：西周的封建(p.15-19)➤ 第三章：春秋戰國時期的變局(p.20-28) 單元二 <ul style="list-style-type: none">➤ 第一章：秦朝的統一、統治措施及衰亡(p.30-40)➤ 第二章：兩漢的政治發展與中外文化交流(p.41-60) |
| S2 | 單元三 <ul style="list-style-type: none">➤ 第一章：魏晉南北朝的分裂與政權的更替(p.63-73)➤ 第二章：魏晉南北朝的民族融和(p.74-80)➤ 第三章：魏晉南北朝的社會文化發展(p.81-88) 單元四 <ul style="list-style-type: none">➤ 第一章：隋朝的統一與開皇之治(p.90-91)➤ 第二章：隋朝大運河的開通與作用(p.92-96)➤ 第三章：唐的建國與盛世(p.97-103) |
| S3 | 單元一 <ul style="list-style-type: none">➤ 第一章：五代的興替與宋的統一(p.1-5)➤ 第二章：兩宋的政治及經濟的發展(p.6-30)➤ 第三章：元朝的統治(p.31-42) |

Subject: History

Syllabus	
S1	<p>The Development of European Civilization</p> <p>A. Introduction to classical civilization</p> <p>B. Legacy and significance of classical civilization</p> <p>Textbook p. 16-113 & p. 150-151</p> <p>Workbook Topic 2 p. 2-7, 11, 14-15, 20-21</p>
S2	<p>Topic 1: The Renaissance and Reformation</p> <ul style="list-style-type: none"> ● Textbook 2A: P.4-29 <p>Topic 2 French Revolution</p> <ul style="list-style-type: none"> ● Textbook 2A: P.64-73 <p>Vocabulary Quiz: All related quizzes</p> <p>All notes and worksheets distributed</p>
S3	<p>Topic 1: World War Two</p> <ul style="list-style-type: none"> ● Textbook P.48-85 ● Notes P.27-44 <p>Topic 2: The Cold War</p> <ul style="list-style-type: none"> ● Textbook P.92-125 ● Notes P.45-54 <p>Vocabulary Quiz: All related quizzes</p> <p>All notes and worksheets distributed</p>

Subject: Geography

Syllabus

S1	<p>Using Urban Space Wisely (C1): Textbook p. 4 – 11, 14-21, 30-37, 42-49 Using Urban Space Wisely (C1): Workbook p. 1-6; 8-10; 12; 15-18 <u>Map reading skills:</u> Conventional signs, Grid reference, Map scale, Bearing</p>
S2	<p>The Trouble of Water (C4): Textbook p. 4 – 59 The Trouble of Water (C4): Workbook p. 1 – 2, 5 – 19 The Trouble of Water (C4): Notes p. 1 – 40 Elective: Ocean in trouble: Notes p. 1 – 15 <u>Map reading skills:</u> Map scale, grid reference, gradient, conventional signs and bearing (reduced bearing and whole circle bearing)</p>
S3	<p>Changing Climate, Changing Environments (E2) Textbook: p. 4 – 53 Changing Climate, Changing Environments (E2) Workbook p. 1 – 12 Changing Climate, Changing Environments (E2) Notes (Part A): p. 1– 20 Changing Climate, Changing Environments (E2) Notes (Part B): p. 1 – 25 Elective: Scramble for energy (Unit 2 – Unit 3) Notes p. 1 – 19 <u>Map reading skills:</u> Map scale, grid reference, gradient, conventional signs and bearing (reduced bearing and whole circle bearing)</p>
S4	<p>Managing river and coastal environments – A continuing challenge (C2) Notes (Part A) p. 1 – 25 Managing river and coastal environments – A continuing challenge (C2) Notes (Part B) p. 1 – 28 Managing river and coastal environments – A continuing challenge (C2) Notes (Part C) p. 1 – 35 Managing river and coastal environments – A continuing challenge (C2) Textbook Combating famine – Is technology a panacea for food shortages (C5) Notes (Part A) p. 1 – 39 Combating famine – Is technology a panacea for food shortages (C5) Notes (Part B) p. 1 – 23 Map reading: Geographical skills booklet p. 2 – 71</p>

Subject: Religious Studies**Syllabus**

S1	單元四、六、七、八、九 《聖若望鮑思高小傳》第一至三十課
S2	單元四、五、六、七 《聖若望鮑思高小傳》第三十一至七十六課
S3	單元二、五、六、七 《聖若望鮑思高小傳》第三十一至七十六課

Subject: Religious Studies (For NCS)**Syllabus**

S1	Chapter 4, 6, 7, 8, 9 <i>Saint John Bosco: The friend of children and young people: Page 4 – 39</i>
S2	Chapter 4, 5, 6, 7 <i>Saint John Bosco: The friend of children and young people: Page 40-65</i>
S3	Chapter 2, 5, 6, 7 <i>Saint John Bosco: The friend of children and young people: Page 40-65</i>

Subject: Ethics and Religious Studies**Syllabus**

S4	Unit 1-6
S5	Unit 1-6

Subject: Computer Subjects**Syllabus**

S1	Project (No exam)
S2	(Practical) Photoshop: Image rotation Image crop Selection tools -magic wand -lasso tool Background removal Applying filter Layer Image adjustment Type tools Layer mask Cloning
S3	Python programming Notes: (Lesson 1 to Lesson 10, p.3-49) Artificial Intelligence Notes: (Lesson 1 to Lesson 4, p.3-36)
S4	Textbook (Elective D1) : Ch.13-15 Textbook (Elective D2) : Ch.16-17 Artificial Intelligence Notes: (Lesson 1 to Lesson 4, p.3-36)
S5	Textbook (Elective D1) : Ch.13-15 Textbook (Elective D2) : Ch.16-17 Textbook (Compulsory 2) Ch. 16-18

Subject: Visual Arts**Syllabus**

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

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

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

Subject: Putonghua**Syllabus**

S1	<p>範圍： 第一課至第五課</p> <p>形式： 聽辨詞語、聆聽理解、拼寫聲母、辨識拼音、聲調標注、語音知識、拼音譯寫、粵普對照。</p>
S2	<p>範圍： 課文——第三、四、五、八課 語音知識——第一至第八課</p> <p>形式： 聆聽理解、辨識聲韻母、拼音譯寫、一不變調、輕聲字、人名及地名拼寫、語音知識、粵普對照。</p>
S3	<p>範圍： 課文——第一課至第四課 語音知識——第一課至第三課、第七課(頁 64-67)</p> <p>形式： 聆聽理解、拼音譯寫、辨識聲母、對比聲母、粵普對照、輕聲詞及多音字。</p>

Syllabus

S1	<p>Core module (9): One World One Family</p> <ul style="list-style-type: none"> A. Respect people of different classes and cultural backgrounds, and holding different traditions and values B. Positive benefits brought by a pluralistic society C. Proper attitudes of getting along with people from different backgrounds D. Express care to the needy <p>Core module (21): Rights and Responsibilities of Citizens</p> <ul style="list-style-type: none"> A. Different categories of Hong Kong residents B. Rights and responsibilities applicable to Hong Kong residents C. Protection of the rights of Hong Kong residents by major principles of the rule of law <p>Core module (29): Global Citizenship and Humanitarian Work</p> <ul style="list-style-type: none"> A. Global citizenship B. Promoting consciousness and quality of global citizenship C. Efforts and contributions made by global citizens and their importance to the world
S2	<p>Core module (14): Labour Market of 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. Personal and social factors that cause employment difficulties F. Ways to enhance worker competitiveness G. Factors affecting worker wages <p>Core module (15): An Overview of the Chinese Economy</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 <p>Core module (17): Economy of our Country: Regional Economic Development of the Mainland</p> <ul style="list-style-type: none"> A. Geographical location of the Yangtze River Delta region B. Development plans and achievements of the Yangtze River Delta region C. Difficulties faced by the Yangtze River Delta region D. Challenges and opportunities facing Hong Kong due to the development of the Yangtze River Delta region <p>Core module (19): World Trade</p> <ul style="list-style-type: none"> A. Definition of trade B. Gains from trade to the whole economy C. Harmful effects of trade to sectors with low competitiveness D. Common trade protection policies
S3	<p>Core module (25): Chinese 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

Final Examination Syllabus

Core module (28): International Politics

- A. World order without a global government
- B. Influences of the United Nations, the constraints and challenges
- C. Interrelationship between the developed and the developing countries