

St. Louis School



2022-23 Internal Test and Exam Syllabus (Final Exam)

S3

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Subject: English Language

Syllabus

S3 Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 3B	Unit 6: Beyond skin-deep beauty (Texts 1 & 2) Unit 7: Cracking the case (Text 1 only)
Success in Grammar 3	Unit 2: B, C; Unit 3: B, C; Unit 5: A, B, C; Unit 6: B, C; Unit 7: A, B, C
Junior Oxford Advanced Listening	Unit 4: What do we get from the arts?
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses including active and passive voice
- C. Conditionals: Types 1, 2, 3, and *unless/ I wish/ If only*
- D. Present and past participles as adjectives, and present and past participle phrases
- E. Using connectives: *so, so that, so as (not) to, although/though, and despite/in spite of*
- F. Using *to*-infinitives and gerunds
- G. Using *would rather ... (than)* and *prefer ... (to)*
- H. Comparative and superlative adverbs
- I. Open cloze
- J. Proofreading

I: Grammar

Oxford English 3B	Success in Grammar 3
Unit 5 - Present and past participles as adjectives (pp.14-15) - Present participle phrases (pp.16-17) - Past participle phrases (pp.17-18) Unit 6 - Using <i>wish/ if only</i> with the past perfect tense (pp.48-49) - Conditional sentences about unfulfilled past situations (pp.49-50) Unit 7 - Using <i>although/ though</i> and <i>despite/ in spite of</i> (pp.78-79) - Using <i>would rather ... (than)</i> and <i>prefer ... (to)</i> (pp.79-80) - Comparative and superlative adverbs (pp.80-81)	Unit 2 B. Conditional sentences about possible situations (Type 1) C. Using <i>unless</i> Unit 3 B. Conditional sentences about unreal situations (Type 2) C. Using <i>so, so that</i> and <i>so as to</i> Unit 5 A. Present and past participles as adjectives B. Present participle phrases C. Past participle phrases Unit 6 B. Conditional sentences about unfulfilled past situations (Type 3) C. Using <i>to</i> -infinitives and gerunds Unit 7 A. Using <i>although/ though</i> and <i>despite/ in spite of</i>

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- B. Using *would rather ... (than)* and *prefer ... (to)*
 C. Comparative and superlative adverbs

Supplementary worksheets

II: Vocabulary

Unit 6: Beyond skin-deep beauty

Vocabulary items and phrases from Text 1:

evolution/ evolve	despise	fall short of	undergo
exposure (to)/ (be) expose(d) (to)	in (direct) contrast (to)	persist	fluid
wrestle (with)	(be) regarded (as)	prize (n./v.)	shift (n./v.)
delicate (adj.)	notion(s)	seek (after) (v.)/ sought-after (adj.)	conform (v.)/ conforming (adj.)

Vocabulary items and phrases from Text 2:

appearance	inevitably	contribute to	take a (heavy) toll (on)
severe	purposeless	excessive	numerous
reliant on/ rely on	regret (n./v.)	recommend	diversity/ diverse
self-worth/ self-esteem	uphold	devastating	receptive

Unit 7: Cracking the case

Vocabulary items and phrases from Text 1:

crucial	derive	archive	stand out
crack (a case/ problem/ code)	yield	conclusive	witness (n./v.)
analysis/ analyses/ analyse (analyze)	reliably/ reliability	unique	groundbreaking (ground-breaking)
innocent	culprit	scepticism (skepticism)	speculate

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:

- Entertainment
- Beauty
- Crime
- Unseen themes

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main theme and key details of texts

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- 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
- infer meaning

Question types including:

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

Paper: Composition (Writing)

Focus skills: Expressing and elaborating on ideas in writing

Writing genres/ text types

Genres/ Text types	Reference
Writing a two-sided argumentative essay	OE 3B (Unit 4)
Writing a letter of complaints	OE 3B (Unit 5)
Writing a debate speech	OE 3B (Unit 6)

Paper: Listening and Integrated Skills

Part A: Short tasks

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

Students need to be familiar with the following:

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

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

Students need the skills to listen and fill in information; any of the following:

Tables of information	Fact Files/ Fact Sheets
Web pages of websites	Posters
Leaflets	Note Sheets
Meeting Notes	Labelling survey forms or charts
Captions of pictures	Reports
Layouts e.g. articles, newspapers etc	Floor Plans
Maps	Notices
Forms	

Part B: Integrated skills: Extended writing tasks

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

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

** Study the **writing templates given to you in lessons**

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

Students need to be familiar with the correct 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.)

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

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

Yours faithfully, OR
Yours sincerely,
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** and using your own words is important.

- **Avoid copying directly word for word from the Data File.**

Students need to know how to use the Data File:

- Skimming & scanning skills

- Choosing **only the relevant information** (*often, there are 'red herrings' or misleading information which you are not supposed to include*)

- **Following the instructions/requirements given often in an email**

- **Analyse and interpret information** given in various formats in the Data File. Some examples include:

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

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

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

Part A: Listening tasks (Use pencil)

4 tasks in DSE, but in S3, three tasks

Part B: Integrated tasks (Use pen)

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

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

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

*(In the DSE, Part B has two parts: B1 (easier – maximum attainment Level 4) and B2 (harder – maximum attainment 5**))*

References: Junior Oxford Advanced Listening (2nd Edition) Book 3 Units 3, 4 and 7

Paper: Dictation

Focus skills: Listening & spelling

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

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

Text 1: Feature article

① Since the beginning of human history, we have wrestled with what it means to be beautiful. We all seem to care too much about the way we look. We've all had moments when we felt like we're falling short of some clearly defined standard of beauty, but the reality is that beauty standards are fluid. What is considered beautiful at one moment is despised in another. Over the course of history, our concept of beauty has undergone a constant evolution.

⑥ The ideal body type changed again in the twentieth century. During the 1920s, 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 persisted for several decades, but like any other notions of beauty, it will certainly prove to be fleeting.

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 learn to uphold these images as the ideals of beauty. Inevitably, we start to judge ourselves in comparison to these ideals. Such purposeless comparisons can have a devastating effect on our self-esteem.

Oxford English 3B: Unit 7: Cracking the case

Text 1: Article

③ What are the biggest inaccuracies? ‘Two things stand out. The first is time. Investigators in these shows always crack a case within days, but in reality it can take weeks to complete a single test. The other is certainty. Fictional scientists always seem to make final decisions based on these tests. Real forensic scientists will tell you that our tests yield conclusive results only 30 per cent of the time. Often, we can’t even determine when or how someone died.’

④ Nonetheless, in his 35 years on the job, Mak has witnessed many advances in forensic science, a subject defined as ‘the collection and analysis of scientific evidence during a criminal investigation’. When Mak first started, fingerprint and footprint analyses were common. Developments in toxicology and ballistics made it possible to analyse poisons and weaponry more reliably. Then, in the 1990s, the most powerful weapon in a forensic scientist’s arsenal was born.

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

Subject: Chinese Language

Syllabus

S3

卷一

- 實用文：建議書、投訴信、請假信、報告、啟事、通告
- 長文：記敘、描寫、議論、抒情

卷二

單元二	<ul style="list-style-type: none"> 《爸爸的花兒落了》 《閒情記趣》 文言知識庫：或、然、通假字（書頁 2.27 – 2.30） 語文運用：並列複句、選擇複句、反復（書頁 2.46 – 2.47）
單元九	<ul style="list-style-type: none"> 《論語八則》 《論四端》 文言知識庫：倒裝句、賓語前置、哉、諸（書頁 9.13 – 9.17） 文言知識庫：否定判斷、賓語省略（書頁 9.28 – 9.29） 文言知識庫：蓋、詞類活用（書頁 9.39 – 9.40）
單元七	<ul style="list-style-type: none"> 《真正的寬容》 《偏聽·兼聽·審聽》 文言知識庫：豈、夫、哉（書頁 7.24 – 7.26） 語文運用：對比、映襯（書頁 7.40 – 7.41）
單元八	<ul style="list-style-type: none"> 《鄒忌諷齊王納諫》 《興趣與成就》 文言知識庫：執、詞類活用（書頁 8.14 – 8.16） 語文運用：修改病句（書頁 8.44 – 8.45）
中二課文	<ul style="list-style-type: none"> 《習慣說》 《回家》 《說勤》

Subject: Mathematics

Syllabus

S3 Books 3A & 3B: Chapter 1 to Chapter 12

Subject: Physics

Syllabus

S3 Active Physics (Modular) 1A: Heat
Active Physics (Modular) 3B: Ray Optics

Subject: Chemistry**Syllabus**

- S3 MC Questions :**
All content (notes and textbook) taught in S3
- Conventional Questions :**
Book 1 & Chemistry Notes :
Chapter 2 : Atmosphere
Chapter 3 : Ocean (+ Related Experimental set-up)
Chapter 4 : Rocks and Minerals (+ Related Experimental set-up)
- Chemistry Note :**
Occurrence and Extraction of Metals

Subject: Biology**Syllabus**

- S3** Ch 1- 6

Subject: Chinese History**Syllabus**

- S3** 1. 中國歷史課本：
- 單元 1 中華民國
- 第 3 章：日本侵華與抗日戰爭 [P.83-101]
 - 日本侵略中國
 - 全面抗日戰爭
 - 第 4 章：國共內戰 [P.113-125]
 - 國共再次分裂
 - 國共全面內戰
- 單元 2 中華人民共和國
- 第 1 章：建國至 1978 年間的內政與外交 [P.130-144]
 - 建國初期的政治發展
 - 第 2 章：改革開放 [P.207-213]
 - 香港回歸及香港特別行政區的發展
2. 其他相關的工作紙、課業及小測

Subject: Chinese History (for NCS students)**Syllabus**

- S3** 中國歷史課本：
單元三 清

Final Examination Syllabus

第一章 清朝與統一多民族國家的鞏固與發展
第二章 外力衝擊與內憂
第三章 清廷的圖強

筆記：

單元一 中華民國
第一章 辛亥革命與民初政局
第二章 國共合作與分裂

Subject: History

Syllabus

S3 Topic 2: The Cold War and the post-Cold War period

- Textbook P.106-171
- Notes P.58-65

Vocabulary Quiz: All related quizzes
All notes and worksheets distributed

Subject: Geography

Syllabus

S3 E2 (Changing Climate, Changing Environment) (Unit 1 – Unit 5.4) p. 1 – 57.

Elective: Scramble for energy (Unit 2 – Unit 3) Notes p. 1 – 19

Additional notes posted on google classroom.

Map reading skills: map scale, distance, conventional signs, grid references, gradient, relief features on a contour map, bearing

Subject: Religious Studies

Syllabus

S3 C.2,5,6,7

Subject: Computer Subjects

Syllabus

S3 Textbook: World of AI (Ch. 1 to Ch. 4)

Subject: Putonghua**Syllabus**

- S3** 範圍：
 課文 —— 第一課至第四課
 語音知識 —— 第一課至第四課、第七課(頁 64-67)
- 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。

Subject: L&S**Syllabus**

- S3** Core module (25): Chinese Political System
- 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)
- 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