

# St. Louis School



**2022-23 Internal Test and Exam Syllabus (Term Test)**

# S3

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**Subject: English Language**

Syllabus

**S3 General English I (GEI)**

**Focus items: Vocabulary & Grammar**

**Components:**

- A. Vocabulary
- B. Tenses
- C. Present and past participles as adjectives
- D. Present and past participles phrases
- E. Conditional sentences about unfulfilled past situations
- F. Connectives of contrast
- G. Proofreading
- H. Open Cloze

**A: Grammar**

|                                                                                                                                 |                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Oxford English 3B                                                                                                               | Success in Grammar 3                                                                                                   |
| Unit 5<br>- Present and past participles as adjectives<br>- Present participle phrases<br>- Past participle phrases             | Unit 5<br>A. Present and past participles as adjectives<br>B. Present participle phrases<br>C. Past participle phrases |
| Unit 6<br>- Using <i>wish/ if only</i> with the past perfect tense<br>- Conditional sentences about unfulfilled past situations | Unit 6<br>A. Past perfect tense<br>B. Conditional sentences about unfulfilled past situations                          |
| Unit 7<br>- Using <i>although/ though</i> and <i>despite/ in spite of</i>                                                       | Unit 7<br>A. Using <i>although/ though</i> and <i>despite/ in spite of</i>                                             |

**B: Vocabulary**

Unit 5 Under the spotlight (Texts 1 and 2)

Positive and negative **adjectives (in bold)** / phrases

| Positive                  |                             | Negative          |                 |
|---------------------------|-----------------------------|-------------------|-----------------|
| <b>magnificent</b>        | <b>countless / numerous</b> | <b>envious</b>    | <b>wicked</b>   |
| <b>endured / enduring</b> | <b>illuminating</b>         | <b>villainous</b> | wreaks havoc on |
| <b>classic</b>            | <b>ingenious</b>            |                   |                 |

## Term-test Syllabus

### Other expressions – Text 1

|                  |                                      |                               |                     |
|------------------|--------------------------------------|-------------------------------|---------------------|
| (be) regarded as | dedicated to                         | insight(s)                    | manipulate          |
| devastated by    | comedy / comedic<br>tragedy / tragic | coin(ed) words and<br>phrases | ingrained (in sth.) |
| playwright       | adaptation(s)                        | endeavour (v.) / (n.)         |                     |

### Other expressions – Text 2

|                                            |                                   |                     |                                         |
|--------------------------------------------|-----------------------------------|---------------------|-----------------------------------------|
| regrettably (adv.)                         | gasp (v.)                         | let-down (n.)       | dismayed (at/ by) (adj.)                |
| unfortunately (adv.)                       | applaud (v.)                      | mind-numbing (adj.) | chaotic (adj.)                          |
| tremendous (adj.) /<br>tremendously (adv.) | apologise (v.)/<br>apology (n.)   | dreadful (adj.)     | exceptional /<br>unexceptional (adj.)   |
| inspiring /<br>uninspiring (adj.)          | desirable /<br>undesirable (adj.) | amateur (adj.)      | satisfactory /<br>unsatisfactory (adj.) |

### Unit 6 Beyond skin-deep beauty

#### Unit 6 (Text 1)

|                                                 |                                           |                               |                                       |
|-------------------------------------------------|-------------------------------------------|-------------------------------|---------------------------------------|
| evolution (n.)/<br>evolve (v.)                  | despise (v.)                              | fall short of<br>(expression) | undergo (v.)                          |
| exposure (to) (n.)/<br>(be) expose(d) (v.) (to) | in (direct) contrast (to)<br>(expression) | persist (v.)                  | fall into the trap of<br>(expression) |
| wrestle (with) (v.)                             | constant (adj.)                           | prize (v.)                    | shift (v.)                            |

#### Adjectives describing attitudes

References: Textbook p. 44; Vocabulary & Writing Book p. 12-13

##### Positive

|        |         |           |          |
|--------|---------|-----------|----------|
| upbeat | earnest | receptive | unbiased |
|--------|---------|-----------|----------|

##### Negative

|             |           |          |           |
|-------------|-----------|----------|-----------|
| pessimistic | apathetic | ignorant | resentful |
|-------------|-----------|----------|-----------|

### General English II (GEII)

#### 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:

- Great literature
- Performers and performances in theatre
- Beauty and body image
- Unseen themes

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main theme and key details of texts
- follow the logical development of ideas
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in texts
- understand the use of a range of language features in texts

Question types including:

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

**Seen Dictation**

*\*Note that there will be no unseen component in the Term Test.*

**Oxford English 3B: Unit 5: Under the spotlight:**

**Text 1: The enduring influence of William Shakespeare; Paragraphs 4 & 5 (p. 5)**

**Paragraph 4**

Shakespeare's influence is also found in the famous musical *West Side Story*, which is directly inspired by the love story of *Romeo and Juliet*. Written by Shakespeare in the 1590s, *Romeo and Juliet* tells the story of two young lovers born into rival families. Their forbidden love wreaks havoc on both of their families and leaves the audience in tears. *West Side Story* adapts this story to the streets of New York in the twentieth century. The musical features two rival gangs, the Jets and the Sharks. When a member of the Jets falls in love with a member of the Sharks, tragic problems arise. The similarities to *Romeo and Juliet* are immediately apparent.

**Paragraph 5**

The lasting impact of Shakespeare's works is hard to overstate. His plays continue to be performed on stages all over the world. Film adaptations continue to be made – it seems like every few years a new version of a Shakespearean play lights up the screens of film houses. The bard's ability to play with language and his illuminating insights into human emotions have made this writer an enduring treasure.

**Text 2: Letter of complaint: Paragraphs 2 & 3 (p.8-9)**

**Paragraph 2**

Secondly, we were dismayed at the chaotic logistics and organization. Asked to arrive two hours before the show, we showed up on the dot.

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. 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 matter, or even an update on when the show would commence.

**Paragraph 3**

Thirdly, the air conditioning malfunctioned. This was a dire problem since it was a well-attended show. Fanning myself during the interval, I noticed that several people had to be taken to the first-aid station because of the sweltering heat. The heat made it tremendously difficult to focus on what was happening on stage during the second half of the show. Management made an attempt to apologize for the poor ventilation, but no concessions were offered to make the undesirable situation less difficult.

**Speaking**

**Presentation and Discussion (TSA Format)**

|                         |                                                                                                                  |
|-------------------------|------------------------------------------------------------------------------------------------------------------|
| Individual Presentation | Preparation: 3 minutes<br>Presentation: 2 minutes                                                                |
| Group Discussion        | Preparation: 4 minutes<br>Discussion: 8 minutes for a group of 4 students<br>6 minutes for a group of 3 students |

## Subject: Chinese Language

### Syllabus

**S3** 個人短講、小組討論

## Subject: Mathematics

### Syllabus

**S3** Book 3A: Chapter 6  
Book 3B: Chapter 7 to Chapter 9

## Subject: Physics

### Syllabus

**S3** **Active Physics (Modular) 1A: Heat**  
1. Temperature and Heat Transfer  
2. Heat Capacity  
**Active Physics (Modular) 3B: Ray Optics**

## Subject: Chemistry

### Syllabus

|           |                                                   |                                                    |
|-----------|---------------------------------------------------|----------------------------------------------------|
| <b>S3</b> | 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 and Textbook Chapter 3) :     | Multiple Choice Questions and Structured Questions |

## Subject: Biology

### Syllabus

**S3** Chapter 5 Food and humans  
Chapter 6 Nutrition in humans (P.1-25)

## Subject: Chinese History

### Syllabus

- S3** 單元一：中華民國 (P. 32-108)
- 第一章：  
 第 3 節：北洋政府的外交挫敗與五四運動  
 第 4 節：民國時期的社會文化發展
- 第二章  
 第 1 節：國共第一合作  
 第 2 節：國共合作與分裂  
 第 3 節：國共第二次合作  
 第 4 節：1920 年代內地與香港的關係
- 第三章：  
 第 1 節：日本侵略中國  
 第 2 節：全面抗日戰爭  
 第 3 節：香港的淪陷及抗日運動
- 相關筆記、工作紙及閱讀材料

## Subject: Chinese History for NCS students

### Syllabus

- S3** 單元三：清
- 第一章：清朝與統一多民族國家的鞏固與發展 (P. 72 - 81)
  - 第二章：外力衝擊與內憂 (P. 82 - 111)
  - 第三章：清廷的圖強 (P. 112 - 125)

## Subject: History

### Syllabus

- S3** **Topic: World War Two, War inventions and Genocide**
- Textbook (P.29-63, 64-93)
  - Notes (P.28-57)
  - Any other supplementary worksheets



## Subject: Geography

### Syllabus

- S3** Junior Secondary: Exploring Geography (Book 6: Global shift in manufacturing industry) Textbook p. 3 – 58 (only for multiple-choice questions)  
E2(Changing Climate, Changing Environments) Unit 1 – Unit 3: Textbook p. 4 – 31  
E2(Changing Climate, Changing Environments) Additional notes (Part A) p. 1 – 20
- Map reading skills: map scale, conventional signs, grid references, gradient, relief features on a contour map, bearing

## Subject: Computer Subjects

### Syllabus

- S3** Python Foundation Course Textbook (p.1-70)

## Subject: L&S

### Syllabus

- S3** Core module (25): Social political system of our country: 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)