



FOUNDED 1851

# ST. PAUL'S COLLEGE

Course  
Catalogue  
(HKDSE)

2018-2019

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## 課程綱要及宗旨

本校《中國語文》，為學生必修的核心科目，並按教育局要求，以訓練學生的「讀」、「寫」、「說話」、「聆聽」各種能力為主。

不過在初中階段，尚無公開試的壓力，讓我們得以保持本校多年傳統的個性。在應試之餘，我們期望畢業後的保羅子弟，要有一點中華文化的修養、審美的情趣，所以我們通過「輔助教材」形式，讓學生修讀本校自編的中國文化課程。在多元、流變的社會，我們期望學生能夠在書寫、口語上適切地表情達意，也能夠閱讀各種文體，包括淺易的文言；並且恰當地聆聽他人的想法、意見。我們同時要培養學生能夠明辨是非，獨立思考，有想像力，並且建立一套堅定、積極的人生取向。

本科課程並按教育局要求，開放範文，採單元教學，分九大範疇，訓練學生各種能力。下列為具體的學習目標：

- (1) 閱讀——通過課內及課外閱讀，培養閱讀的能力。
- (2) 書寫——寫作各種文體的能力。
- (3) 說話及 (4) 聆聽——培養溝通的能力。二者互相配合，相輔相成。中五、中六分組上課。
- (5) 自學——學會運用工具書的能力，並養成終身學習的興趣。

此外，我們也致力培養學生對中國文學的興趣；我們相信，倘能引發興趣，即能主動學習，事半功倍。中文科應該既有益又有趣。

## 考核重點

| 課程   |     | 卷目                              | 佔分比重 | 考核時間及評核形式              |
|------|-----|---------------------------------|------|------------------------|
| 公開試  | 80% | 卷一 閱讀能力                         | 24%  | 1 小時 30 分鐘，<br>以筆試形式進行 |
|      |     | 卷二 寫作能力                         | 24%  | 1 小時 30 分鐘，<br>以筆試形式進行 |
|      |     | 卷三 聆聽及綜合能力                      | 18%  | 1 小時 30 分鐘，<br>以筆試形式進行 |
|      |     | 卷四 說話能力                         | 14%  | 約 25 分鐘，<br>以小組討論形式進行  |
| 校本評核 | 20% | 一、必修部分：<br>閱讀活動                 | 6%   | 呈交一個閱讀分數               |
|      |     | 二、選修部分：<br>✓ 日常學習表現<br>✓ 單元終結表現 | 14%  | 選修部分合共呈交兩個分數           |

## 課程結構及組織

本課程分必修及選修兩部分。必修部分約佔本科課時的三分之二至四分之三，選修部分約佔本科課時的四分之一至三分之一。必修部份由中四貫串至中六；

## 必修部分

約佔本科課時的三分之二至四分之三，包括閱讀、寫作、聆聽、說話、文學、中華文化、情意、思維和語文自學等九個學習範疇。

2018 年中文科文憑試將加入十二篇經典範文，並於卷一閱讀能力設專章考核。

| 篇 章        |             |
|------------|-------------|
| 1. 岳陽樓記    | 7. 勸學       |
| 2. 唐詩三首    | 8. 師說       |
| 3. 宋詞三首    | 9. 論仁論孝論君子  |
| 4. 六國論     | 10. 魚我所欲也章  |
| 5. 出師表     | 11. 始得西山宴遊記 |
| 6. 廉頗藺相如列傳 | 12. 逍遙遊（節錄） |

## 選修部分

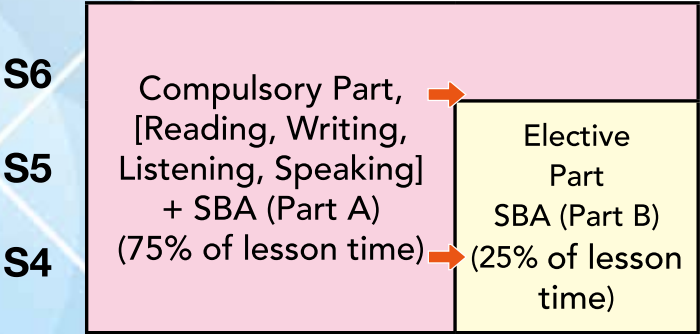
約佔本科課時的四分之一至三分之一，選修兩個單元，每個單元約佔 28 小時。具體選修單元，由任教老師因應學生的能力及興趣而靈活選定。選修單元包括：

|           |          |
|-----------|----------|
| 名著及改編影視作品 | 翻譯作品選讀   |
| 戲劇工作坊     | 科普作品選讀   |
| 小說與文化     | 普通話傳意和應用 |
| 文化專題探討    | 普通話與表演藝術 |
| 新聞與報道     | 自擬單元     |
| 多媒體與應用寫作  |          |

ENGLISH

Introduction

The senior secondary English Language curriculum is made up of two parts. The Compulsory Part focuses on the learning and use of listening, speaking, reading and writing skills, grammar, communicative functions, vocabulary and various text-types through meaningful tasks and activities. The Elective Part consists of a total of eight modules, from which students will choose at least two. These modules represent different aspects (e.g. drama, popular culture, social issues and workplace communication) through which they can deepen their learning experience by applying the language and skills they have learnt in the Compulsory Part in a wide variety of contexts.



Reference: English Language Education KLA New Senior Secondary Curriculum and Assessment Guide (Secondary 4-6), pp10

Through the senior secondary English Language curriculum, students will be able to enhance their language knowledge and skills, generic skills (e.g. critical thinking and communication skills) and positive values and attitudes (e.g. confidence in using English) for lifelong learning. They will also enhance their personal and intellectual development, cultural understanding and global competitiveness in our rapidly changing knowledge-based society.

Public Examination (HKDSE) and School-based Assessment

| Component                     |   | Weighting             | Duration             |
|-------------------------------|---|-----------------------|----------------------|
| Public Examination            | Paper 1 Reading   | 20%                   | 1 hour<br>30 minutes |
|                               | Paper 2 Writing<br>Part A (200 words)<br>Part B (400 words) | 25%<br>(10%)<br>(15%) | 2 hours              |
|                               | Paper 3 Listening & Integrated Skills                       | 30%                   | 2 hours              |
|                               | Paper 4 Speaking  | 10%                   | 20 minutes           |
| School-based assessment (SBA) | Part A And Part B   | 7.5%<br>7.5%          | 15%                  |

| SBA Requirement   | S5 Requirement            | S6 Requirement            |
|---|---------------------------|---------------------------|
| 2 oral assessments, with one from Part A and one from Part B; of the two marks reported, one mark should be based on a group interaction and one on an individual presentation. | 1 mark on<br>1 assessment | 1 mark on<br>1 assessment |

Standards referencing: The 5 Levels

The HKDSE will make use of Standards-referenced Reporting of assessments. Standards-referencing aims at reporting candidates' results against a set of prescribed levels of achievement based on typical performance of candidates at those levels. For each of the levels, a set of descriptors will be developed that describes what the typical candidate performing at this level is able to do. Candidates' results indicate the standards achieved in terms of knowledge and skills regardless of the performance of the other candidates taking the same examination. This



reporting system also enables stakeholders to understand explicitly what the candidates know and can do when they have achieved a certain level of performance. The results will be expressed in terms of five levels of performance, of which 5 is the highest and 1 the lowest. The Level 5 candidates with the best performance will be awarded a 5\*\*, and the next top group awarded a 5\*. A performance below Level 1 will be labelled as "Unclassified".

## The Electives

The Elective Part includes a range of extension modules which reinforce different aspects of English Language learning. The Elective Part takes up about 25 % of lesson time. It serves the purpose of adding variety to the English Language curriculum, broadening students' learning experience and catering for their diverse needs and interests. Our school intends to offer the following modules in the elective part of the curriculum.

### Workplace Communication (Non-language Arts)

This module introduces students to different text-types related to the workplace. Students will engage in a range of workplace tasks (e.g. making and handling telephone enquiries and complaints, writing memos) which aim to develop their knowledge and skills to use the language in a practical way and gain confidence in using English to communicate with others about work-related matters. Learners will develop language skills, presentation skills, organisation skills and interpersonal skills in the process. At the end of the module, students will perform a series of communication tasks that simulate real work situations.

### Social Issues

In this module, students will be provided with opportunities to develop and consolidate their language skills through exploring and researching social issues they are interested in. They will be exposed to a variety of resources through which they will learn to define issues/ problems, analyse information, understand the arguments and use of language in the texts on these issues, and express their points of view about the issues through

speaking or writing. At the end of the module, they will present their views or arguments on a selected social issue through various oral and / or written means.

Related website: <http://cd.edb.gov.hk/eng/>



LIBERAL STUDIES

Introduction

The 334 Report (EMB, 2005) stipulated that Liberal Studies will be a core subject and assessed like other subjects in the three-year senior secondary curriculum.

Liberal Studies aims to broaden students’ knowledge base and enhance their social awareness through the study of a wide range of issues. The modules selected for the curriculum focus on themes of significance to students, society and the world. They are designed to enable students to make connections across different fields of knowledge and to broaden their horizons. The learning experiences provided will foster students’ capacity for life-long learning, so that they can become independent learners and face future challenges with confidence.

Liberal Studies and the Three-year Senior Secondary Curriculum

Liberal Studies uses knowledge and perspectives from other subjects to study contemporary issues so that students have the opportunity to:

- connect knowledge and concepts across different disciplines
- expand their perspectives beyond single disciplines
- study contemporary events not covered in single disciplines

The diagram illustrates the integration of Liberal Studies with other subjects. A central yellow hexagon labeled 'Issues in Liberal Studies' is surrounded by four white circles: 'Chinese Language', 'English Language', 'Other Learning Experiences', and 'Mathematics'. To the right of this central group are three white circles labeled 'X1', 'X2', and 'X3'. Lines connect the central hexagon to each of these four surrounding circles, and additional lines connect the 'Chinese Language' circle to 'X1', the 'English Language' circle to 'X2', and the 'Mathematics' circle to 'X3'.

Curriculum Framework for Liberal Studies

| Areas of Study   | Independent Enquiry Study (IES)   |
|--|---|
| <b>Self &amp; Personal Development</b> <ul style="list-style-type: none"><li>• Module 1: Personal Development &amp; Interpersonal Relationships</li></ul>                              | Students are required to conduct an IES making use of the knowledge and perspectives gained from the three Areas of Study and extending them to new issues or contexts. To help students develop their IES titles, the following themes are suggested: <ul style="list-style-type: none"><li>• Media</li><li>• Education</li><li>• Religion</li><li>• Sports</li><li>• Art</li><li>• Information and Communication Technology (ICT)</li></ul> |
| <b>Society &amp; Culture</b> <ul style="list-style-type: none"><li>• Module 2: Hong Kong Today</li><li>• Module 3: Modern China</li><li>• Module 4: Globalization</li></ul>            |   |
| <b>Science, Technology &amp; the Environment</b> <ul style="list-style-type: none"><li>• Module 5: Public Health</li><li>• Module 6: Energy Technology &amp; the Environment</li></ul> |   |

Design of Public Assessment

| Component                     | Part                                   | Weighting | Duration              |
|-------------------------------|--|-----------|-----------------------|
| Public examination            | Paper 1<br>Data-response questions     | 50%       | 2 hours               |
|                               | Paper 2<br>Extended-response questions | 30%       | 1 hour and 15 minutes |
| School-based Assessment (SBA) | Independent Enquiry Study (IES)        | 20%       |                       |

Source for Further Reference: Liberal Studies Curriculum and Assessment Guides (S4 – 6) (Final version), CDC and HKEAA, March 2007.

## School-based Assessment

The IES is adopted as the mode of SBA in Liberal Studies. The IES is an investigative study in which candidates are required to demonstrate various skills such as problem-solving, data gathering and analysis and communication. Each IES project should include a certain amount of subject matter based on candidates' reading, research and personal experiences. Candidates can carry out an enquiry-based project, and the main body of the project can be in written or non-written form. The latter of the project, and showing the candidate's reflections on it. The following table outlines the assessment framework of the IES.

| Assessment   | Weighting | Working Period   |
|--|-----------|--|
| Problem Definition and Identification of Concepts/ Knowledge | 30%       | After F.1 Final Exam – Summer Holiday  |
| Explanation and Justification                                | 50%       | During F.5 Easter Holiday – Summer Holiday   |
| Presentation and Organisation                                | 10%       |  |
| Initiative   | 10%       | Mind Map: After F.4 Final Exam – Summer Holiday<br>Data Collection: F.5 Lunar New Year Holiday – Easter Holiday<br>Oral Presentation: September, F.6 |

### The enquiry process:



Selecting a title relevant to the three Areas of Study according to the student's own interests and aspirations, and writing up Project Proposal

Collecting, organising and analysing relevant information of data

Compiling a report to show the results of the study and the student's reflections on it

**Product:** The main body of the report can be in written or non-written forms (e.g. a video programme). The former should not exceed 9500 words while the latter should be accompanied by a short written text (should not exceed 1100 words) explaining the main idea of the project and showing the student's reflections on it.



### Are "textbooks" necessary to students' learning in Liberal Studies?

- During their study of Liberal Studies, students often have to access up-to-date information sources of current affairs. Therefore, the learning and teaching resources selected for this subject must often be kept updated. They should also provide background and basic knowledge related to the issues explored, and bring out the views, suggestions and values of different groups in society.
- For effective learning of the subject, students do not have to rely on a single "textbook" as a major learning resource. On the contrary, they should refer to a wider range of information sources such as books, newspapers, magazines, television programmes, web-based learning materials, and even their own experiences.



So Liberal Studies textbooks are suggested in the booklist for students' reference. There are two copies in the school library for internal circulation. It is NOT compulsory for students to purchase ones before the beginning of term. Students can decide after meeting their class teacher in the first week of new school year.



In short, students need the aforementioned knowledge, skills and attitudes to face an ever-changing society and a knowledge-based economy. Therefore, the Education Bureau (EDB) has introduced Liberal Studies as a core subject under the NSS curriculum so that every student has the opportunities:

- A** to enhance their **Awareness** of their society, their nation, the human world and the physical environment, as well as develop positive values. (**A**wareness);
- B** to **Broaden** their knowledge base and expand their perspectives on things (**B**roadening); and
- C** to **Connect** knowledge across different disciplines and enhance their Critical thinking skills (**C**onnection skills and **C**ritical thinking)

## Parents' Role

### 1) enhance your son's social awareness

You can make full use of the different media and online resources, including relevant web links to various organisations, government websites, newspaper and / or magazine websites, TV news programmes, and daily-life activities, to cultivate in your son an awareness of his surroundings. For instance, you can:

- discuss with your son what is happening around him;
- discuss current issues with your son from different angles; and
- set a role model by showing concern for the neighbourhood and the community.

| Related Issue                         | Example of Information Sources (in ENGLISH) |
|---------------------------------------|---|
| Youth Development                     | Youth Hong Kong, Hong Kong Standard         |
| Hong Kong Society                     | South China Morning Post, Hong Kong Herald  |
| Modern China                          | China Daily, Beijing Today, china.org.cn    |
| Globalisation                         | The Guardian, The New York Times            |
| Public Health, energy and environment | Time, National Geographic                   |

\*Available online

### 2) enrich your son's life experiences

You can encourage and support your son to develop the habit of reading widely and engaging proactively in different kinds of activities. For example, you can encourage him to:

- subscribe to newspapers (especially those that include a student section) and read a wide range of materials from academic writings, magazines and newspapers to online resources; and
- engage in different kinds of activities such as museum visits and community services to enhance his ability to integrate and synthesise knowledge in a holistic manner.

### 3) help your son develop critical thinking skills

In helping your son to develop critical thinking skills, you should leave room for him to think and discuss. You should also instill in him qualities of respect for evidence and the views of others. For instance, you can:

- encourage him to raise questions and express his own views, ensure enough time for discussion and give compliments constantly;
- listen to his views on a range of issues and avoid making premature judgement so that he has confidence in developing critical thinking skills; and
- let your son know when his views have successfully changed yours.





#### 4) understand how your son's "IES" is progressing

The most important role parents play in facilitating your son's "IES" is to encourage your son to complete tasks according to the school-based schedule that your son is able to accomplish on time, so that your son can enjoy the pleasure and satisfaction of self-directed learning. You can also encourage your son to accomplish assessment tasks within the required time at different stages of the IES (Please refer to the school circular later). Besides, you may communicate with your son more frequently so as to understand your son's IES progress and recognise your son's efforts. However, extra support such as having a finger in your son's IES projects or collecting information for him is not necessary.



Further reference: [http://334.edb.hkedcity.net/doc/eng/LS\\_parents\\_handbook\\_e.pdf](http://334.edb.hkedcity.net/doc/eng/LS_parents_handbook_e.pdf)

## MATHEMATICS

### Introduction

The Mathematics Curriculum (S4–6) is a continuation of the Mathematics Curriculum (S1–3). It is a CORE subject in the three-year New Senior Secondary Curriculum.

### Curriculum Aims

The overall curriculum aims of the Mathematics Education Key Learning Area are to:

- further develop students' mathematical knowledge, skills and concepts;
- provide students with mathematical tools for their personal development and future career pathways;
- develop in students the generic skills, and in particular, the capability to use mathematics to solve problems, reason and communicate;
- develop in students interest in and positive attitudes towards mathematics learning;
- develop students' competence and confidence in dealing with mathematics needed in life.

### Interface with Post-secondary Pathways

The curriculum aims to prepare students for a range of post-secondary pathways, including tertiary education, vocational training and employment. It consists of a **Compulsory Part** and an **Extended Part**. In order to broaden students' choices for further study and work, two modules in the Extended Part are provided to further develop their knowledge of mathematics.

These two modules are designed to cater for students who intend to:

- pursue further studies which require more mathematics; or
- follow a career in fields such as natural sciences, computer sciences, technology or engineering.

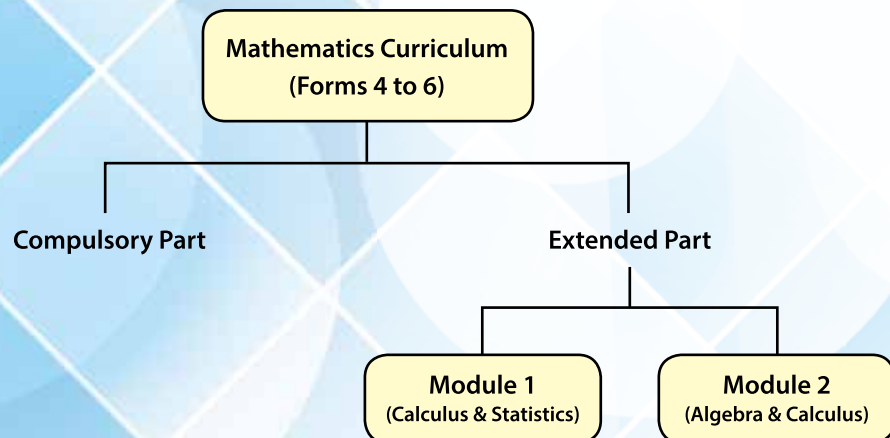
**Module 1 (Calculus and Statistics)** focuses on statistics and the application of mathematics, and is designed for students who will be involved in study and work which demand a wider knowledge and deeper understanding of the application of mathematics, in particular, statistics.

**Module 2 (Algebra and Calculus)** focuses on mathematics in depth and aims to cater for students who will be involved in a mathematics-related discipline or career.

The students' performance in the public examinations in the Compulsory Part, Module 1 and Module 2 will be separately reported for the reference of different stakeholders.

## Curriculum Framework

The structure of the Mathematics Curriculum (S4–6) can be represented diagrammatically as follows :



Students may take one of the following :

- (1) Compulsory Part only ;
- (2) Compulsory Part with Module 1; or
- (3) Compulsory Part with Module 2.

Students are only allowed to take at most one module from the Extended Part.

## Proposed Schedule of topics

| Year   | Compulsory Part  | Module 1  | Module 2  |
|--------|--|---|---|
| Form 4 | <ul style="list-style-type: none"> <li>• Number systems</li> <li>• Equations of st. lines</li> <li>• Quadratic equations in one unknown</li> <li>• Functions and graphs</li> <li>• Exponential and logarithmic functions</li> <li>• Rational functions</li> <li>• Properties of circles</li> <li>• More about polynomials</li> <li>• More about trigonometry</li> </ul>  | <ul style="list-style-type: none"> <li>• Foundation knowledge</li> </ul>  | <ul style="list-style-type: none"> <li>• Foundation knowledge</li> </ul>                              |
| Form 5 | <ul style="list-style-type: none"> <li>• Variations</li> <li>• More about equations</li> <li>• Inequalities</li> <li>• More about graphs of functions</li> <li>• Permutation and combination</li> <li>• More about probability</li> <li>• Equations of circles and Locus</li> <li>• Solving triangles</li> <li>• Applications in trigonometry</li> <li>• Measures of dispersion and more about dispersion</li> </ul> | <ul style="list-style-type: none"> <li>• Differentiation and its applications</li> <li>• Integration and its applications</li> <li>• Trapezoidal Rule</li> <li>• Further probability</li> <li>• Binomial, Poisson, and geometric distribution and their applications</li> </ul> | <ul style="list-style-type: none"> <li>• Limits and differentiation</li> <li>• Integration</li> </ul> |

|        |  |   |   |
|--------|--|---|---|
| Form 6 | <ul style="list-style-type: none"> <li>Arithmetic and geometric sequences</li> <li>Linear inequalities in two unknowns and linear programming</li> <li>Uses and abuses of statistics</li> <li>Further applications</li> <li>Inquiry and investigation</li> </ul> | <ul style="list-style-type: none"> <li>Normal Distribution</li> <li>Sampling Distribution</li> <li>Point and Interval Estimation</li> </ul> | <ul style="list-style-type: none"> <li>Matrices and systems of linear equations</li> <li>Vectors</li> </ul> |
|--------|--|---|---|

## Public Assessment

The table below outlines the assessment design for the public assessment for the Compulsory Part and Extended Modules 1 and 2.

### Compulsory Part

| Component          |   | Weighting | Duration              |
|--------------------|---|-----------|-----------------------|
| Public examination | <b>Paper 1</b><br>Conventional questions    | 65%       | 2 hours<br>15 minutes |
|                    | <b>Paper 2</b><br>Multiple-choice questions | 35%       | 1 hour<br>15 minutes  |

### Module 1 (Calculus and Statistics)

| Component          |                        | Weighting | Duration              |
|--------------------|------------------------|-----------|-----------------------|
| Public examination | Conventional questions | 100%      | 2 hours<br>30 minutes |

### Module 2 (Algebra and Calculus)

| Component          |                        | Weighting | Duration              |
|--------------------|------------------------|-----------|-----------------------|
| Public examination | Conventional questions | 100%      | 2 hours<br>30 minutes |

From the tables above, the public assessment of the Compulsory Part will comprise a public examination of two papers, of which all the questions have to be attempted; while for the two modules in the Extended Part, there will only be a public examination, of which all the questions have to be attempted.

### Reference:

*EDB NSS Curriculum and Assessment Guide (Mathematics)*

*Handouts of Briefing session on Public Assessment of HKDSE Mathematics*



## 中國歷史

## 課程綱要及宗旨

本課程以初中中國歷史科的學習為基礎，進一步深化與鞏固學生的歷史知識及思維能力。

身為中國人，對國家的認識及身份的認同，起點就是研習中國歷史，從中認識和關心國家民族的過去與現在，並展望未來的發展路向。掌握歷史發展的脈絡，是了解現今事物演變的基礎。學生有了這樣的基礎，才能對今天國家的情況有充分的參考背景，不致誤解或曲解，並建構獨立的思考能力。透過理解歷史事件，分析事情的因果關係，以及對歷史人物的評價，學生可以逐步建立個人的歷史觀，並能提升人文素養與思辯能力。

中國歷史重視學生綜合、分析、歸納、比較、評價等能力。學生通過歷史資料進行分析，旨在培養他們研習、解難及批判思考等各種共通能力，並期望進一步激發學生學習歷史的興趣，促進他們養成優良的品格、積極的人生態度，為他們日後服務社會與傳承中國文化建立良好的基礎。

## 課程架構及組織

高中中國歷史科課程主要分為「歷代發展」（必修部分）與「歷史專題」（選修部分）兩部分。「歷代發展」讓學生宏觀地了解中國歷史的發展脈絡；「歷史專題」則供學生選修各擬設的主題，藉以擴闊他們對中國歷史不同層面的認識。

## 一、「歷代發展」（必修部分）：

課程分兩部分，甲部由上古至十九世紀中葉，乙部由十九世紀中葉至二十世紀末。

| 分部 | 時期                    | 課題  |
|----|-----------------------|---|
| 甲部 | 一、夏商周                 | 1. 周代封建<br>2. 春秋戰國的政治與社會變動                  |
|    | 二、秦漢                  | 1. 秦漢的統治政策<br>2. 兩漢戚宦掌權的政局                  |
|    | 三、魏晉南北朝               | 1. 北朝的漢胡融和<br>2. 東晉及南朝的士族與寒門                |
|    | 四、隋唐                  | 1. 隋唐治世<br>2. 安史之亂與唐代衰亡                     |
|    | 五、宋元明清<br>（至鴉片戰爭爆發前夕） | 1. 宋元的中央集權<br>2. 明清的君主集權<br>3. 清初的民族政策      |
| 乙部 | 一、鴉片戰爭至辛亥革命           | 1. 列強的入侵<br>2. 改革與革命                        |
|    | 二、辛亥革命至中華人民共和國成立      | 1. 民初政局<br>2. 國共分合<br>3. 抗日戰爭<br>4. 國共和談與內戰 |
|    | 三、中華人民共和國成立至二十世紀末     | 1. 社會主義建設<br>2. 文化大革命<br>3. 改革開放<br>4. 對外關係 |

## 二、「歷史專題」（選修部分）：

以下六個單元，選修其中一個：

1. 「二十世紀中國傳統文化的發展：承傳與轉變」
2. 「地域與資源運用」
3. 「時代與知識分子」
4. 「制度與政治演變」
5. 「宗教傳播與文化交流」
6. 「女性社會地位：傳統與變遷」

## 評核：公開考試

| 卷別 | 內容   | 比重  |
|----|------|-----|
| 卷一 | 必修部分 | 70% |
| 卷二 | 選修部分 | 30% |



中國文學

課程綱要及宗旨

高中中國文學科是個人、社會及人文教育學習領域內的選修學科。  
本科旨在培養學生的文學素養，包括：

- (1) 審美體驗：通過閱讀古今的文學作品，讓學生感受人類各種真善美的感情。
- (2) 培養學生理解、分析、欣賞、評論文學作品的能力，探索作品中呈現的時代精神、社會生活和情感世界。
- (3) 引導學生創作文學作品，以藝術手法抒寫個人情意，或寄寓人生感悟。
- (4) 陶冶性情。加強學生對家庭、國家及世界的責任感，提高對他人的同情同感。

本科主要由三大學習範疇組成，分別是「文學學習基礎知識」、「文學賞析與評論」及「文學創作」。三大範疇的內容聯繫學生的生活，深化學生的文字美感，並非死記硬背，而是充滿活力。

課程架構及組織

高中中國文學科課程主要分為必修及選修兩部分。必修部分貫串中四至中六，選修部分則由中五開始。

甲、必修部分的具體章節如下：

| 先秦文學 |         |     |
|------|---------|-----|
| 1    | 秦風 • 蒹葭 | 詩經  |
| 2    | 九章 • 涉江 | 楚辭  |
| 3    | 齊桓晉文之事章 | 孟子  |
| 4    | 庖丁解牛    | 莊子  |
| 5    | 蘇秦約縱    | 戰國策 |

| 漢、魏晉南北朝文學      |                 |     |
|----------------|-----------------|-----|
| 6              | 鴻門會             | 史記  |
| 7              | 戰城南             | 佚名  |
| 8              | 短歌行             | 曹操  |
| 9              | 歸去來辭（並序）        | 陶潛  |
| 唐代文學           |                 |     |
| 10             | 將進酒             | 李白  |
| 11             | 登高              | 杜甫  |
| 12             | 進學解             | 韓愈  |
| 宋元文學           |                 |     |
| 13             | 醉翁亭記            | 歐陽修 |
| 14             | 前赤壁賦            | 蘇軾  |
| 15             | 齊天樂（綠蕪凋盡臺城路）    | 周邦彥 |
| 16             | 南鄉子（何處望神州）      | 辛棄疾 |
| 17             | 雙調 • 夜行船 秋思     | 馬致遠 |
| 明清文學           |                 |     |
| 18             | 法場（《竇娥冤》第三折）    | 關漢卿 |
| 19             | 西湖七月半           | 張岱  |
| 20             | 卻奩              | 孔尚任 |
| 21             | 接外孫賈母惜孤女（《紅樓夢》） | 曹雪芹 |
| 現代文學（詩歌）       |                 |     |
| 22             | 死水              | 聞一多 |
| 23             | 錯誤              | 鄭愁予 |
| 現代文學（散文、小說、戲劇） |                 |     |
| 24             | 書               | 梁實秋 |
| 25             | 我的四個假想敵         | 余光中 |
| 26             | 藥               | 魯迅  |
| 27             | 碗               | 西西  |
| 28             | 日出              | 曹禺  |

## 乙、選修部分：

選修部分由三至四個單元組成，包括：

- (1) 名著欣賞
- (2) 現當代文學作品選讀
- (3) 香港文學
- (4) 作家追蹤——自選作家作品選讀

必修部分與選修部分的學習，旨在互相促進、互相補足。

## 時間分配

三年約為 250 小時。

主要資料來源：

《中國文學課程及評估指引》（中四至中六）2007  
（2015 年 11 月更新）



## Introduction

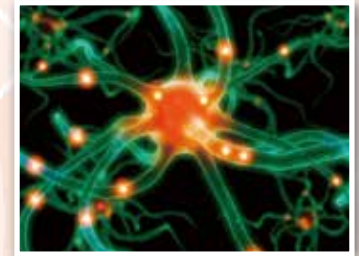
The NSS Biology Curriculum consists of three parts, namely, the scientific investigations, the compulsory part and the elective part.

## (a) Scientific Investigations.

## (b) Compulsory Part:

## I. Cells and Molecules of Life

- a. Molecules of life
- b. Cellular organisation
- c. Movement of substances across membrane
- d. Cell cycle and division
- e. Cellular energetics



## II. Genetics and Evolution

- a. Basic genetics
- b. Molecular genetics
- c. Biodiversity and evolution

## III. Organisms and Environment

- a. Essential life processes in plants
- b. Essential life processes in animals
- c. Reproduction, growth and development
- d. Coordination and response
- e. Homeostasis
- f. Ecosystems



## IV. Health and Diseases

- a. Personal health
- b. Diseases
- c. Body defence mechanisms

**(c) Elective Part:****V. Human Physiology: Regulation and Control**

- Regulation of water content (osmoregulation)
- Regulation of body temperature
- Regulation of gas content in blood
- Hormonal control of reproductive cycle

**VI. Applied Ecology**

- Human impact on the environment
- Pollution control
- Conservation
- Sustainable development

**Proposed schedule of topics**

Form 4: Scientific Investigations, Cells and Molecules of Life, Organisms and Environment

Form 5: Health and Diseases, Human Physiology: Regulation and Control

Form 6: Genetics and Evolution, Applied Ecology

**SBA schedule**

The SBA of Biology comprises the assessment of practical related tasks which refer to students' laboratory work. Students are required to perform a stipulated number of pieces of practical work/investigations. The practical work/investigations should be integrated closely with the curriculum content and form a part of the normal learning and teaching process. In investigative work, students are required to: design and perform investigations; present, interpret and discuss their findings; and draw appropriate conclusions. They are expected to make use of their knowledge and understanding of biology in performing these tasks, through which their practical, process and generic skills will be developed and assessed.

**BUSINESS, ACCOUNTING AND FINANCIAL STUDIES (BAFS)****Introduction**

The BAFS curriculum aims at equipping students with basic business knowledge and skills so that they can fulfill their roles as consumers, investors, employees and/or entrepreneurs. It also aims at exploring different aspects of business to prepare students for life, for learning, for employment and/or for their business career.



The curriculum comprises two parts: the compulsory part and the elective part. The compulsory part is an introduction to a holistic view of business. The elective part provides students with an opportunity to pursue a more in-depth study in a focused area. There are two modules in the elective part: the Accounting Module and the Business Management Module. Subject to the number of enrollment, students may be able to choose one of the two modules.

**The Compulsory Part**

| Topics                         |  |
|--------------------------------|--|
| (a) Business Environment       | <ul style="list-style-type: none"> <li>Hong Kong Business Environment</li> <li>Forms of Business Ownership</li> <li>Business Ethics and Social Responsibilities</li> </ul> |
| (b) Introduction to Management | <ul style="list-style-type: none"> <li>Management Functions</li> <li>Key Business Functions</li> <li>Small and Medium Enterprises(SMEs)</li> </ul>                         |

| Topics                                      |   |
|---|---|
| (c) Introduction to Accounting              | <ul style="list-style-type: none"> <li>Purposes and the Role of Accounting</li> <li>The Accounting Cycle</li> <li>Uses of Financial Statements</li> <li>Accounting Assumptions, Principles and Conventions</li> <li>Basic Ratio Analysis</li> </ul> |
| (d) Basics of Personal Financial Management | <ul style="list-style-type: none"> <li>Time Value of Money</li> <li>Consumer Credit</li> <li>Personal Financial Planning and Investments</li> <li>Stock Trading as an Investment</li> </ul>   |

## The Elective Part

### I. Accounting Module

| Topics               |  |
|----------------------|--|
| Financial Accounting | <ul style="list-style-type: none"> <li>Books of Original Entry and Types of Ledgers</li> <li>Period-end Adjustments Relating to the Preparation of Financial Statements</li> <li>Financial Reporting for Different Forms of Business Ownership</li> <li>Control Systems</li> <li>Generally Accepted Accounting Principles</li> <li>Financial Analysis</li> <li>Incomplete Records</li> </ul> |

| Topics          |   |
|-----------------|---|
| Cost Accounting | <ul style="list-style-type: none"> <li>Cost Classification, Concepts and Terminology</li> <li>Marginal and Absorption Costing</li> <li>Cost Accounting for Decision-making</li> </ul> |

### II. Business Management Module

| Topics                     |   |
|----------------------------|---|
| Financial Management       | <ul style="list-style-type: none"> <li>Financial Analysis</li> <li>Budgeting</li> <li>Sources of Financing</li> <li>Capital Investment Appraisal</li> <li>Working Capital Management</li> <li>Risk Management</li> </ul>  |
| Human Resources Management | <ul style="list-style-type: none"> <li>Functions of Human Resources Management               <ul style="list-style-type: none"> <li>Manpower planning</li> <li>Staffing</li> <li>Performance management</li> <li>Compensation and benefit management</li> <li>Training and development</li> </ul> </li> <li>Development of a Quality Workforce</li> </ul>                       |
| Marketing Management       | <ul style="list-style-type: none"> <li>Financial Analysis</li> <li>Budgeting</li> <li>Sources of Financing</li> <li>Capital Investment Appraisal</li> <li>Working Capital Management</li> <li>Risk Management               <ul style="list-style-type: none"> <li>Target markets</li> <li>Marketing mix</li> <li>Customer relationship management (CRM)</li> </ul> </li> </ul> |

### School-based Assessment (SBA)

SBA for BAFS will not be implemented.





## CHEMISTRY

### Introduction

**Chemistry** deals with the composition, structures, and properties of matter, the interactions between different types of matter, and the relationship between matter and energy.



Through the learning of chemistry, it is possible to acquire relevant conceptual and procedural knowledge. Besides, a study of chemistry also helps to develop understanding and appreciation of developments in engineering, medicine, and other related scientific and technological fields.

The aims of the NSS Chemistry Curriculum are to provide chemistry-related learning experiences for students, so that they can develop interest in chemistry; to apply knowledge of chemistry; and to communicate ideas of and views on science-related issues using the language of chemistry.

The NSS Chemistry Curriculum is divided into two parts: the compulsory part where 12 topics would be covered and the elective part where 2 out of 3 topics would be selected. The topics Industrial Chemistry and Analytical Chemistry would be offered in the elective part.

### Topics to cover

#### CONTENT

#### Compulsory Part:

Planet Earth  
Microscopic world I  
Metals  
Acids and bases  
Fossil fuels and carbon compounds  
Microscopic world II  
Redox reactions, chemical cells and electrolysis  
Chemical reactions and energy  
Rate of reaction  
Chemical Equilibrium  
Chemistry of carbon compounds  
Patterns in the chemical world

#### Elective Part:

Industrial chemistry  
Analytical chemistry

### Assessment

| Component                     |   | Weighting | Duration               |
|-------------------------------|---|-----------|------------------------|
| Public Examination            | <b>Paper 1 -</b><br>Compulsory part of the curriculum | 60%       | 2 hours<br>30 minutes  |
|                               | <b>Paper 2 -</b><br>Elective part of the curriculum   | 20%       | 1 hour                 |
| School-based Assessment (SBA) |   | 20%       | At least 4 assessments |

## ECONOMICS

## Introduction

The Economics curriculum aims at equipping students with basic economic concepts and skills to develop an interest in exploring human behaviour and social issues and to understand the world from an economic perspective. It also aims at enhancing students' intellectual capacity for life-long learning, enabling them to make rational choices and informed decisions.



The curriculum comprises two parts: the compulsory part and the elective part. The compulsory part covers basic concepts in Microeconomics and Macroeconomics. The elective part offered extends students' understanding of the topic on monopoly and broadens students' knowledge about competitive policy.

## The Compulsory Part

## Microeconomics

|   | Topics                  | Key Points  |
|---|-------------------------|---|
| A | Basic Economic Concepts | <ul style="list-style-type: none"> <li>Economics as a social science</li> <li>Scarcity, choice and opportunity cost</li> <li>The three basic economic problems</li> <li>Specialisation and exchange</li> <li>Positive and normative statements</li> </ul> |

|   | Firms and Production                          | Key Points   |
|---|---|--|
| B | Firms and Production                          | <ul style="list-style-type: none"> <li>Ownership of firms</li> <li>Types/stages of production</li> <li>Types of goods and services produced</li> <li>Division of labour</li> <li>Factors of production</li> <li>Production and costs in the short run and long run</li> <li>The objectives of firms</li> </ul>   |
| C | Market and Price                              | <ul style="list-style-type: none"> <li>Law of Demand</li> <li>Individual demand</li> <li>Market demand</li> <li>Individual supply</li> <li>Market supply</li> <li>Interaction between demand, supply and price</li> <li>Consumer and producer surplus</li> <li>Functions of prices</li> <li>Price elasticity of demand</li> <li>Price elasticity of supply</li> <li>Market intervention</li> </ul> |
| D | Competition and Market Structure              | <ul style="list-style-type: none"> <li>Perfect competition and imperfect competition (monopolistic competition, oligopoly and monopoly)</li> </ul>   |
| E | Efficiency, Equity and the Role of Government | <ul style="list-style-type: none"> <li>Efficiency</li> <li>Equity</li> <li>Policy concerns</li> </ul>  |

## Macroeconomics

|   | Topics  | Key Points  |
|---|---|---|
| F | Measurement of Economic Performance           | <ul style="list-style-type: none"> <li>National income</li> <li>General price level as measured by Consumer Price Index and implicit price deflator of GDP</li> <li>Unemployment and underemployment rates as measured in terms of the percentage of unemployed and underemployed persons in the labour force</li> <li>Recent trends of national income, general price level and unemployment in Hong Kong</li> </ul> |
| G | National Income Determination and Price Level | <ul style="list-style-type: none"> <li>Aggregate demand (AD)</li> <li>Aggregate supply (AS)</li> <li>The determination of levels of output and price</li> </ul>   |
| H | Money and Banking                             | <ul style="list-style-type: none"> <li>Money</li> <li>Banks: functions and services</li> <li>Money supply</li> <li>Money demand</li> <li>Determination of interest rate in the money market</li> <li>Hong Kong as a financial centre</li> </ul>   |
| I | Macroeconomic Problems and Policies           | <ul style="list-style-type: none"> <li>Business cycles: a description of the short run fluctuations in real GDP around the long run trend</li> <li>Inflation and deflation</li> <li>Unemployment</li> <li>Fiscal policy</li> <li>Monetary policy</li> </ul>   |
| J | International Trade and Finance               | <ul style="list-style-type: none"> <li>Free trade and trade barriers</li> <li>Brief introduction to the balance of payments account</li> <li>Exchange rate</li> </ul>   |

## The Elective Part

| Topics                          | Key Points   |
|---------------------------------|--|
| Extension of Trade Theory       | (i) Illustration of comparative costs and gains from trade with the aid of production possibilities frontier (N.B. The use of indifference curve NOT required)<br>(ii) Comparative advantage and its relation to globalisation   |
| Economic Growth and Development | (i) Measurement of economic growth and development <ul style="list-style-type: none"> <li>Changes in real GDP</li> <li>Changes in per capita real GDP</li> <li>Changes in Human Development Index</li> </ul> (ii) Factors affecting growth of an economy <ul style="list-style-type: none"> <li>Inputs: physical capital, human capital, natural resources, technological change</li> <li>Policies: saving and investment, foreign direct investment, trade, education, population, property rights, research and development</li> </ul> (N.B. The analytical framework of aggregate production function and the theories and models of economic growth NOT required)<br>(iii) The desirability and costs of economic growth <ul style="list-style-type: none"> <li>Trade-off between current and future consumption</li> <li>Growth, living standard and income distribution</li> <li>Resources exhaustion, pollution and sustainable development</li> </ul> (iv) International/regional comparison |

## School-based Assessment (SBA)

SBA for Economics will not be implemented. Relevant knowledge and skills to be assessed in the public examination as necessary.





## ETHICS AND RELIGIOUS STUDIES

### Introduction

Why should you study Ethics and Religious Studies? You will have noticed that religious and moral issues seem to be discussed very frequently, such as identity, sex and marriage, war, abortion, environmental crises and medical dilemmas. With all these issues, there always seem to be many different and differing opinions. Whose opinion should we follow? Is there one correct answer to those ethical issues that we are facing? How are we to find out? This curriculum helps students respond to these issues through a process of enquiry.



Critical thinking has always been a prized attribute of leadership, while this curriculum stimulates students' thinking and provides them with opportunities to see how the various religious values and ethical theories may help them to be a critical thinker and able to defend their position in any decision making dilemma.

*“It is better to be a human being dissatisfied than a pig satisfied; better to be Socrates dissatisfied than a fool satisfied.”*

*- John Stuart Mill*



### Curriculum Structure

| Compulsory Part: Ethics (50%)               |  |
|---|--|
| 1. Normative Ethics                         | <b>The Nature of Morality</b><br><b>Theory of Conduct</b><br><b>Theory of Value and Virtue</b>   |
| 2. Personal and Social Issues               | <b>Human Rights</b> <ul style="list-style-type: none"> <li>• Civil and Political Right / Discrimination</li> </ul> <b>Life and Death</b> <ul style="list-style-type: none"> <li>• Abortion / Euthanasia / Capital Punishment</li> </ul> <b>Sex, Companionship and Family</b> <ul style="list-style-type: none"> <li>• Premarital sex / Homosexuality</li> </ul> <b>Bioethics</b> <ul style="list-style-type: none"> <li>• Surrogacy / Genetic Engineering / Sex Selection</li> </ul> <b>Environmental Ethics</b> <ul style="list-style-type: none"> <li>• Pollution / Consumerism / Global Village</li> </ul> <b>Business and Economic Ethics</b> <ul style="list-style-type: none"> <li>• Globalisation / Social Responsibility</li> </ul> <b>Media Ethics</b> <ul style="list-style-type: none"> <li>• Freedom of speech / Censorship</li> </ul> |
| Elective Part I: Religious Traditions (50%) |  |
| Christianity (Module 2)                     | <b>Background</b><br><b>The Origin of Christianity - Jesus Christ</b><br><b>The Continuation of Jesus' Ministry</b>  |



## GEOGRAPHY

### Introduction

Senior Secondary geographical education equips our students to become geographically informed and inquiring people who see meaning in the arrangement of things in space; understand the relations between people, place and environment; ask geographical questions and find answers through enquiry; use geographical knowledge and skills in solving problems; and apply spatial and ecological perspectives to life contexts.



The study of senior secondary Geography provides students a spatial perspective on socio-economic and environmental issues, a focus on citizenship and on national and global identity, and opportunities for developing generic skills such as the ability to analyse and synthesise, to solve problems, to communicate and to use information technology. The subject also prepares students for a range of career choices in which a global perspective, environmental ethics and awareness, and a sound sense of space and region are needed. The most obvious examples of such careers are urban and transport planning, resources and environmental management, tourism and recreation.

### Curriculum structure and organisation

The Senior Secondary Geography curriculum comprises a compulsory part and an elective part. Fieldwork and spatial data enquiry will be infused in the learning and teaching of the Compulsory and Elective Parts. The Compulsory Part comprises seven geographical issues and problems that have strong relevance for Hong Kong students and are of considerable public concern. These seven modules are structured around three major themes.

#### Living with our physical environment

- (1) Opportunities and Risks – is it rational to live in hazard-prone areas?
- (2) Managing Rivers and Coastal Environments: A continuing challenge

#### Facing changes in the human environment

- (3) Changing Industrial Location – How and why does it change over space and time?
- (4) Building a Sustainable City – Are environmental conservation and urban development mutually exclusive?

#### Confronting global challenges

- (5) Combating Famine – Is technology a panacea for food shortage?
- (6) Disappearing Green Canopy – Who should pay for the massive deforestation in rainforest regions?
- (7) Global Warming – Is it fact or fiction?

#### The Elective Part comprises four electives, out of which students study two.

- (1) Dynamic Earth: the building of Hong Kong
- (2) Weather and Climate
- (3) Transport Development, Planning and Management
- (4) Regional Study of Zhujiang (Pearl River) Delta

The department opts for “Dynamic Earth: the building of Hong Kong” and “Weather and Climate”. These two elective modules have a strong coherence with the Compulsory Part. They develop further the basic geographical concepts and knowledge included in the Compulsory Part.

### Public assessment

| Public Examination    | Paper 1  | Paper 2  |
|-----------------------|--|--|
| Weighting             | 75%  | 30%  |
| Duration              | 2 ¾ hours  | 1 ¼ hours  |
| Scope                 | Compulsory Part  | Elective Part  |
| Section/Question type | A. Multiple-choice (20%)<br>B. Fieldwork-based (15%)<br>C. Data/Skill-based/Structured (30%)<br>D. Short Essay (10%) | A. Data/Skill-based/Structured (15%)<br>B. Short Essay (10%) |

Reference:  
PSHE KLA Geography Curriculum and Assessment Guide (Secondary 4-6)

## HISTORY

### Introduction

The study of history helps to develop a global perspective and an enhanced understanding of the processes of interaction, diversification and rapid change in today's world. It also builds on the skills of chronological thinking, historical comprehension, empathy, enquiry, critical thinking and communication. It has immediately relevance to students' daily lives, and provides greater incentives for students to pursue their own enquiries.

### Curriculum Aims

The aims of this curriculum are to enable students to:

- discover where they stand in the contemporary world through understanding the origins and development of modern events;
- develop the skills of critical thinking, making sound and balanced judgments and effective communication through exploring historical issues;
- approach past and current events in an impartial and empathetic manner, using a variety of perspectives; and
- understand the characteristics and values of their own culture, and appreciate the shared humanity and common problems of the world's many peoples.

### Proposed Schedule of Topics

The curriculum focuses on the major developments in the 20th century history in the broad political, social, economic and cultural context, with the ultimate goal of developing their global perspective.



| Year   | Topics   |
|--------|--|
| Form 4 | Introduction: The Making of the Modern World<br>Theme B: Conflicts and Cooperation in the Twentieth-Century World<br>(1) Major conflicts and the quest for peace<br>(2) The quest for cooperation and prosperity |
| Form 5 | Theme A: Modernisation and Transformation in the Twentieth-Century Asia<br>(1) Modernisation and transformation of Hong Kong<br>(2) Modernisation and transformation of China                                    |
| Form 6 | Theme A: Modernisation and Transformation in the Twentieth-Century Asia<br>(3) Modernisation and transformation of Japan and Southeast Asia  |

### Assessment

| Paper   | Details   | Weighting | Duration  |
|---------|---|-----------|-----------|
| Paper 1 | Paper 1 will consist of data-based questions. Candidates should attempt all questions.<br>Various types of historical sources will be used, which may include extracts from written sources, statistics, and visual materials such as maps, cartoons and photographs. | 60%       | 2 hours   |
| Paper 2 | Paper 2 will consist of seven essay-type questions, of which candidates may attempt any TWO   | 40%       | 1.5 hours |

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

### Introduction

The NSS ICT curriculum is organised into a Compulsory Part and an Elective Part.

The Compulsory Part consists of five modules, namely,

- Information Processing (IP)
- Computer System Fundamentals (CSF)
- Internet and Its Applications (IA)
- Basic Programming Concepts (BPC) and
- Social Implications (SI)

There are four options offered in the Elective Part. Based on the abilities, interests and needs, the College will offer up to two options out of the following:

- Databases,
- Data Communications and Networking,
- Multimedia Production and Web Site Development or
- Software Development.

### Proposed schedule of topics

| Year   | Compulsory Part | Elective Part          | School-Based Assessment |
|--------|-----------------|------------------------|-------------------------|
| Form 4 | IP<br>BPC       |                        |                         |
| Form 5 | CSF             | One of the two options | SBA                     |
| Form 6 | IA<br>SI        |                        |                         |

### SBA arrangement

Students are required to complete guided tasks during class hours and submit their work by two stages. Guided tasks focus on two assessment categories: namely "Design and Implementation" and "Testing and Evaluation".





## MUSIC

## Introduction

The senior secondary Music curriculum is a three-year course designed for students who choose Music as an elective subject for the Hong Kong Diploma of Secondary Education Examination (HKDSE). The Music curriculum provides students with broad and balanced music learning experiences. In addition to Western classical music, students learn to appreciate a wide range of music genres and styles such as Chinese instrumental music, Cantonese operatic music and popular music.

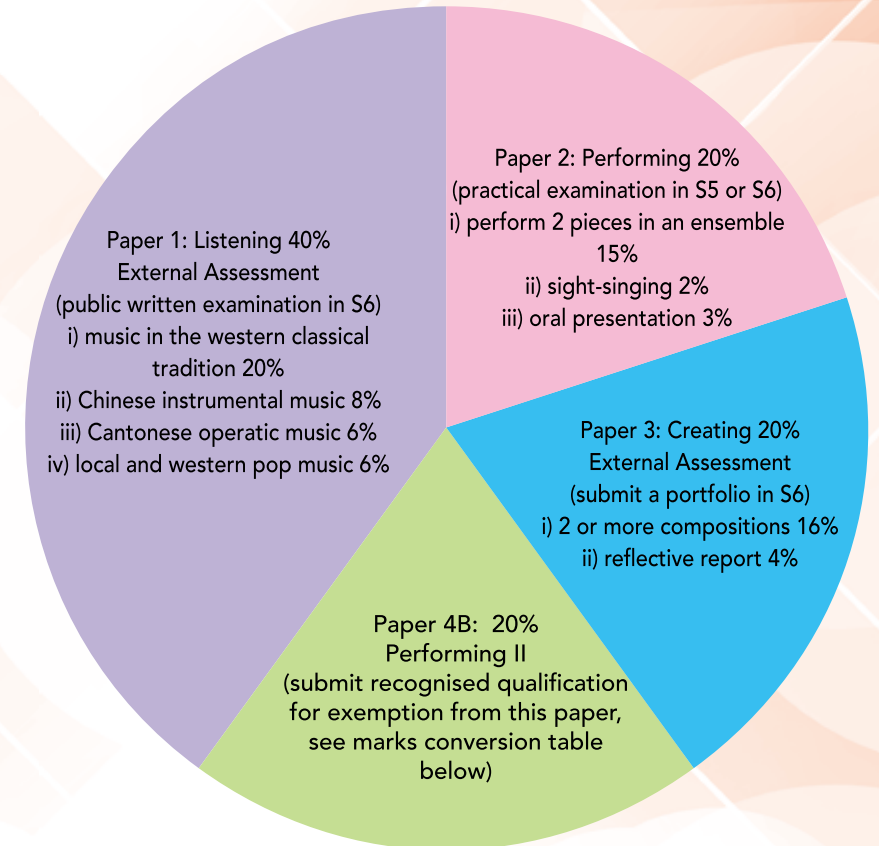
Through active participation in listening, performing and creating, students not only apply musical knowledge and skills, but also exercise creativity, imagination, aesthetic sensitivity and critical thinking skills to express the substance, characteristics and feelings of the music.

## Curriculum

The HKDSE Music curriculum consists of three major areas:

- I. Listening: listen to and study musical works from
  - i) music in the western classical tradition;
  - ii) Chinese instrumental music;
  - iii) Cantonese operatic music; and
  - iv) local and western popular music.
- II. Performing: perform in an ensemble.
- III. Creating: learn to
  - i) create compositions of different styles which display appropriate compositional devices and structural designs;
  - ii) discuss and explain the use of music elements in compositional devices of their compositions; and
  - iii) write a reflective report of about 500 words

## Public Examinations



The basic requirements of Paper 4B are comparable to Grade 6 practical examination of the Associated Board of the Royal Schools of Music (ABRSM) and Australian Music Examinations Board (AMEB); Grade 7 of the Royal Conservatory of Music of Toronto-Canada for western instruments; and the Grade 6 practical examination of the Central Conservatory of Music, Beijing for Chinese instruments. Candidates may submit proof of a recognised qualification for exemption from this Paper. The conversion of grades based on various recognised qualifications is listed in the following table.

## Paper 4B Marks Conversion

| Associated Board of the Royal Schools of Music / Trinity Guildhall Music Examinations | Australian Music Examinations Board | Royal Conservatory of Music Toronto-Canada     | Central Conservatory of Music, Beijing (Chinese music) | Marks to be awarded |
|---|-------------------------------------|--|--|---------------------|
| Grade 6 (Pass)  | Grade 6 (Satisfactory)              | Grade 7 (Pass & Honours)                       | Grade 6 (Pass, Merit & Distinction)                    | 10                  |
| Grade 6 (Merit)   | Grade 6 (Credit)                    | Grade 7 (First Class Honours)                  | Grade 7 (Pass & Merit)                                 | 11                  |
| Grade 6 (Distinction)   | Grade 6 (Honours/ High Distinction) | Grade 7 (First Class Honours with Distinction) | Grade 7 (Distinction)                                  | 12                  |
| Grade 7 (Pass)  | Grade 7 (Satisfactory)              | Grade 8 (Pass & Honours)                       | Grade 8 (Pass)   | 13                  |
| Grade 7 (Merit)   | Grade 7 (Credit)                    | Grade 8 (First Class Honours)                  | Grade 8 (Merit)  | 14                  |
| Grade 7 (Distinction)   | Grade 7 (Honours/ High Distinction) | Grade 8 (First Class Honours with Distinction) | Grade 8 (Distinction)                                  | 15                  |
| Grade 8 (Pass)  | Grade 8 (Satisfactory)              | Grade 9 (Pass & Honours)                       | Grade 9 (Pass)   | 16                  |
| Grade 8 (Merit)   | Grade 8 (Credit)                    | Grade 9 (First Class Honours)                  | Grade 9 (Merit)  | 17                  |

| Associated Board of the Royal Schools of Music / Trinity Guildhall Music Examinations | Australian Music Examinations Board | Royal Conservatory of Music Toronto-Canada   | Central Conservatory of Music, Beijing (Chinese music) | Marks to be awarded |
|---|-------------------------------------|--|--|---------------------|
| Grade 8 (Distinction)   | Grade 8 (Honours/ High Distinction) | Grade 9 (First Class Honours with Distinction)   | Grade 9 (Distinction)                                  | 19                  |
| Dip ABRSM / ATCL or above   | Associate Diploma or above          | Grade 10 (Pass, Honours, First Class Honours or First Class Honours with Distinction) or above | Performance Diploma                                    | 20                  |

## PHYSICS

## Introduction

Physics is one of the most fundamental natural sciences. It involves the study of universal laws, and of the behaviours and relationships among a wide range of physical phenomena. Through the learning of physics, students will acquire conceptual and procedural knowledge relevant to their daily lives. The curriculum attempts to make the study of physics interesting and relevant. It is suggested that the learning of physics should be introduced in real-life contexts.



This curriculum consists of compulsory and elective parts. The compulsory part covers a range of content that enables students to develop understanding of fundamental principles and concepts in physics, and scientific process skills. The following topics: "Heat and Gases", "Force and Motion", "Wave Motion", "Electricity and Magnetism" and "Radioactivity and Nuclear Energy" are included. The elective part aims to provide in-depth treatment of some of the compulsory topics, an extension of certain areas of study, or a synthesis of knowledge, understanding and skills in a particular context. The topics selected in the elective part are "Energy and Use of Energy" and "Medical Physics".

With a solid foundation in physics, students should be able to appreciate both the intrinsic beauty and quantitative nature of physical phenomena, and the role of physics in many important developments in engineering, medicine, economics and other fields of science and technology. Study of the contributions, issues and problems related to innovations in physics will enable students to develop an integrative view of the relationships that hold between science, technology, society and the environment (STSE).

## Proposed schedule of topics

| Year   | Topics  |
|--------|---|
| Form 4 | <b>Force and Motion</b> <ul style="list-style-type: none"> <li>a. Position and movement</li> <li>b. Force and motion</li> <li>c. Projectile motion</li> <li>d. Work, energy and power</li> <li>e. Momentum</li> <li>f. Uniform circular motion</li> <li>g. Gravitation</li> </ul> |
|        | <b>Wave Motion</b> <ul style="list-style-type: none"> <li>a. Nature and properties of waves</li> <li>b. Light</li> <li>c. Sound</li> </ul>  |
| Form 5 | <b>Electricity and Magnetism</b> <ul style="list-style-type: none"> <li>a. Electrostatics</li> <li>b. Circuits and domestic electricity</li> <li>c. Electromagnetism</li> </ul>   |
|        | <b>Radioactivity and Nuclear energy</b> <ul style="list-style-type: none"> <li>a. Radiation and radioactivity</li> <li>b. Atomic model</li> <li>c. Nuclear energy</li> </ul>  |





|        |   |
|--------|---|
| Form 6 | <b>Energy and Use of Energy</b> <ol style="list-style-type: none"> <li>Using Electricity I</li> <li>Using Electricity II</li> <li>Energy Efficiency in Buildings and Transportation</li> <li>Different Sources of Energy</li> </ol> |
|        | <b>Medical Physics</b> <ol style="list-style-type: none"> <li>Vision</li> <li>Fibre Optic Endoscopy</li> <li>Hearing</li> <li>Ultrasound Scans</li> <li>X-ray Imaging and CT Scan</li> <li>Radionuclide Imaging</li> </ol>          |

## Implementation of SBA

Schools have to submit SBA marks for both the practical (including 'Investigative Study') and non-practical related components. The marks of both components will contribute to 20% of the final subject mark.

## VISUAL ARTS (VA)

### Introduction

The senior secondary Visual Arts curriculum builds on the Visual Arts curriculum in basic education to provide students with a coherent curriculum for pursuing broader and deeper art learning experiences. At the senior secondary level, students further develop their art abilities through visual arts appreciation and criticism in context and visual arts making.



### Aims

The aims of the Visual Arts curriculum are to enable students to:

- enrich their aesthetics and arts experience;
- strengthen their abilities to appreciate and create various forms of visual arts work aesthetically and critically;
- develop perceptual abilities, generic skills, multiple perspectives and metacognition through autonomous and open-ended processes of enquiry in art learning;
- enhance cultural and cross-cultural understanding through exploration of the art of diverse cultures;
- cultivate personal refinement, positive values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world; and
- acquire a foundation for pursuing education and career opportunities in the art and creative industries.

## Proposed schedule of topics

|        | Theme / Topic   |
|--------|---|
| Form 4 | <b>Theme 1: Foundation</b> <ul style="list-style-type: none"> <li>Elements of Art and Principles of Design</li> <li>Visual arts appreciation and criticism in context</li> <li>Visual arts making</li> </ul>  |
| Form 5 | <b>Theme 2 : The development of their own portfolio</b> <ul style="list-style-type: none"> <li>An exploration and development of a theme/topic for art appreciation and criticism and art making</li> <li>Exploration of and experimentation with media, materials, skills and techniques for the presentation of the selected theme;</li> <li>Presentations on art appreciation and criticism in context in relation to art making</li> </ul>  |
| Form 6 | <b>Preparation for the public examination</b> <ul style="list-style-type: none"> <li>Paper 1 Visual presentation of a theme<br/>Write a critical appreciation of the reproductions of artwork provided and create a piece of artwork to present a theme. This examination paper will assess candidates' understanding and appreciation of artwork and artistic visual presentation of a theme.</li> </ul> OR <ul style="list-style-type: none"> <li>Paper 2 Design<br/>Write a critical appreciation of the reproductions of design provided and solve design problem(s) and present a design work. This examination paper will assess candidates' understanding of design and their ability to solve given design problem(s) in any innovative way.</li> </ul> |

## Assessment Framework

|                               | Theme / Topic   | Weighting | Duration |
|-------------------------------|---|-----------|----------|
| Public Examination            | Choose either Paper 1 or Paper 2<br><br><b>Paper 1 - Visual presentation of a theme</b><br>Part A 20%<br>Art Appreciation and Criticism<br><br>Part B 80%<br>Visual Arts Making<br><br><b>Paper 2 - Design</b><br>Part A 20%<br>Design Appreciation and Criticism<br><br>Part B 80%<br>Design | 50%       | 4 Hours  |
| School-based Assessment (SBA) | Submit <b>ONE</b> portfolio which should consist of:<br>(a) A research workbook (20%)<br>(b) Four pieces of Artwork / Critical studies (30%)  | 50%       |          |

## School –Based Assessment (SBA)

Students are required to submit **ONE** portfolio which should consist of:

## (a) Research Workbook

Presentations on art appreciation and criticism in context in relation to art making/critical studies and research processes.

## (b) Artwork/Critical studies

(**four pieces** of work in the portfolio) for the presentation of the selected theme.

## Reference:

Arts Education Key Learning Area – Visual Arts Curriculum and Assessment Guide (Secondary 4-6) 2007 (with updates in November 2015)

Hong Kong Diploma of Secondary Education Examination – Visual Arts School-based Assessment Framework 2018

### **Acknowledgement:**

Most of the information in this course catalogue is taken from the Senior Secondary Curriculum and Assessment Guides jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority.

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