

FOUNDED 1851

聖保羅書院
ST. PAUL'S COLLEGE

Course Catalogue

2024-2025

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中國語文

課程綱要及宗旨

本校的《中國語文》，為學生必修的核心科目，以訓練學生在「讀」、「寫」、「說話」、「聆聽」各種能力為要。

經過初中，除提高了語文水平外，保羅子弟也能懷有一點中華文化的修養、審美的情趣，此為本校多年的優秀傳統。高中階段，學生將研習優秀範文，增進語感素養，拓展視野胸襟。在多元、流變的社會中，我們期望學生無論書寫、口語，皆能準確、流暢、得體地表情達意；能體察、感悟各類文章的深意與情懷；能恰當地聆聽他君的想法和立場。我們同時更要帶引學生明辨是非、獨立思考、展現想像，建構堅定、積極的人生取向。

本科按教育局要求，以各類文章配合範文，採單元教學，兼九大範疇，學各種能力。下列為具體學習目標：

- (1) 閱讀——能通過文本細讀，強化閱讀能力；課內外涉獵各類書籍，拓闊視野、關心社會。
- (2) 書寫——能以選材精準、詳略得當、結構巧妙、遣詞準確、字體工整、立意高遠的文章狀物表情，說理論事。
- (3) 聽說——能虛心聆聽，適切回應；能公開演說辯論，展現立場新見，談吐自信，言之有物。
- (4) 中華文化、文學——能欣賞經年積澱的本國文化、文學，擇優從之，化為待人處事、面對順逆的精神養分。
- (5) 終身學習——能於本科中找到個人的偏好興趣，主動學習，令學習益趣相彰。

考核重點

高中公開評核包括公開考試及校本評核兩部分，概述如下：

| 課程 | 卷目 | 比重 | 考試時間及評核形式 |
|------|------------------|-----|-------------------------|
| 公開試 | 卷一 閱讀能力 | 40% | 1小時30分鐘 筆試 |
| | 卷二 寫作能力 | 45% | 2小時15分鐘 筆試 |
| 校本評核 | 閱讀匯報： 文字及口頭報告 | 15% | 兼有文字及口頭形式， 合共呈交兩個分數。 |

考試內容及試卷形式

試卷一 閱讀能力

- ◆ 試卷分甲、乙兩部分。甲部考核指定文言經典學習材料，佔全卷百分之三十。篇章如下：

篇章

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

- ◆ 乙部擷取若干課外篇章設問，文白兼備，佔全卷百分之七十。

試卷二 寫作能力

- ◆ 試卷分甲、乙兩部分。甲部考核實用寫作，佔全卷百分之三十。試卷設若干閱讀材料，供考生整理並加以發揮，完成一項寫作任務，設字數上限。
- ◆ 乙部命題寫作，佔全卷百分之七十。設題或命題，或指定情境，並提供選擇，作長文一篇，或短文二至三篇。

English Language

INTRODUCTION

The assessment of this subject is based on the Curriculum and Assessment Guide (Secondary 4 to 6) for English Language jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. The overall aim of the assessment is to evaluate candidates' achievement of the learning targets and objectives of the curriculum. Candidates should refer to **the Curriculum Guide** for the forms and functions, skills and strategies, and attitudes that candidates are expected to achieve at the end of S6.

Measures have been recently introduced to optimise the arrangements for the learning and teaching of senior secondary English Language, allowing schools to better cater for learner diversity and create space for students to broaden their knowledge and learning experience. Emphasis is placed on promoting the creative use of language, and academic use of language through Reading across the Curriculum (RaC) and Language across the Curriculum (LaC) to stretch students' potential in English learning.

ASSESSMENT OBJECTIVES

To assess students' achievement with respect to the following broad learning outcomes:

Reading

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a broad range of texts
- identify the main theme and key details of a broad range of texts
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer
- distinguish and evaluate views, attitudes or arguments in fairly complex texts
- understand the use of a range of language features in fairly complex texts
- interpret, analyse, select and organise ideas and information from various sources

Writing

To assess the ability of candidates to:

- write texts for different contexts, audiences and purposes with relevant content and adequate supporting details
- convey meaning using varied vocabulary, linguistic devices and language patterns appropriately and accurately
- plan and produce coherent and structured texts with ideas effectively presented and developed
- write texts using appropriate tone, style and register and the salient features of different genres
- draft and revise written texts

Listening

To assess the ability of candidates to:

- understand and interpret the purpose and meaning of a range of spoken texts
- identify the key details of a range of spoken texts
- interpret speakers' feelings, views, attitudes and intentions
- understand speakers with a range of accents and language varieties in speech delivered at a moderate pace
- understand the use of a range of language features in fairly complex spoken texts

Speaking

To assess the ability of candidates to:

- express information and ideas (e.g. personal experiences, feelings, opinions, imaginative ideas and evaluative remarks) with suitable elaboration
- convey meaning using a range of vocabulary and language patterns appropriate to the context, purpose and audience
- establish and maintain relationships / spoken exchanges using formulaic expressions and appropriate communication strategies (e.g. making an appropriate opening and closing, negotiating meaning, making suggestions, using appropriate degrees of formality)
- produce coherent and structured speeches with ideas effectively / clearly presented and developed
- pronounce words clearly and accurately
- use appropriate pace, volume, intonation, stress, eye contact and gesture to support effective communication

MODE OF ASSESSMENT (ASSESSMENT FRAMEWORK)

The assessment will consist of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|---|---------------------------------------|-----------|------------------|
| Public Examination | Paper 1 Reading | 20% | 1½ hours |
| | Paper 2 Writing | 25% | 2 hours |
| | Paper 3 Listening & Integrated Skills | 30% | About 2 hours |
| | Paper 4 Speaking | 10% | About 20 minutes |
| School-based Assessment (for school candidates only) | | | 15% |

PUBLIC EXAMINATION

Paper 1 Reading (1½ hours) (20%)

There are two parts in this paper, each worth 10% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, **while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.**

Candidates will be required to respond to a variety of written texts of different lengths and levels of difficulty. A range of question types will be used, including multiple-choice items, short responses and more extended, open-ended responses.

Paper 2 Writing (2 hours) (25%)

There are two parts in this paper.

Part A (10%)

The task in this part will be a short, guided one (about 200 words). Candidates will be provided with the situation and the purpose for writing, as well as some relevant information.

Part B (15%)

The task in this part is longer and more open-ended (about 400 words). Candidates can choose **one out of four questions**.

Paper 3 Listening and Integrated Skills (about 2 hours) (30%)

There are two parts in this paper, each worth 15% of the subject mark. All candidates must do Part A and then choose *either* Part B1, the easier section, *or* Part B2, the more difficult section. Candidates attempting Parts A and B2 will be able to attain the full range of possible levels, while Level 4 will be the highest level attainable by candidates attempting Parts A and B1.

Part A, the compulsory section, consists of a variety of listening tasks.

Parts B1 and B2 comprise integrated listening / reading and writing tasks of different levels of difficulty based on the same theme. Candidates will be required to process information by selecting and combining data from spoken / written sources in order to complete various listening / writing tasks in a practical work or study situation. All the information necessary to complete these tasks will be provided. At least one of the writing tasks will require candidates to produce an extended piece of writing (100-200 words).

Paper 4 Speaking (10%)

Part A Group Interaction (preparation: 10 minutes; discussion: 8 minutes per group of four candidates)

Four candidates are grouped together and take part in a group discussion based on a given short text. These texts may include advertisements, book synopses, film reviews, letters, short news reports and so on. Candidates may be required to make suggestions, give advice, make and explain a choice, argue for and / or against a position, or discuss the pros and cons of a proposal.

Candidates are given ten minutes for preparation and will be allowed to make notes. During the discussion they may refer to their notes.

Part B Individual Response (one minute per candidate)

Each candidate needs to respond individually to an examiner's question(s), which is based on the group discussion task. Candidates may be required to make and justify a choice, decide on and explain a course of action, argue for or against a position, and so on.

SCHOOL-BASED ASSESSMENT (SBA)**(15%)**

It comprises a reading / viewing programme where students will need to read / view two to four texts ('texts' encompass print, non-print, fiction and non-fiction material) over the course of three years, including at least one print and one non-print text, and write up some comments and personal reflections on them. Students then take part in a discussion with classmates on the texts they have read / viewed, or make an individual presentation and respond to their teacher's questions, which will be derived from their written personal comments. The assessment will be based on the student's oral performance. The reading / viewing / writing only serves as the means to this end and will not be assessed.

Teachers need to conduct **at least two assessments**, and report two marks. Of the two marks reported, one mark should be based on a **group interaction** and one on an **individual presentation**.

Guidelines on suitable assessment tasks and assessment criteria are provided for both parts, as well as samples of performance to illustrate assessment formats and standards.

Candidates are required to retain their work for inspection and authentication purposes until the release of the HKDSE results.

The detailed requirements, regulations and guidelines are provided in the SBA Handbook for HKDSE English Language published by the Hong Kong Examinations and Assessment Authority.

Links:

Curriculum Guide (latest): <https://cutt.ly/UnlRutW>

Optimising measures:

https://www.edb.gov.hk/en/curriculum-development/renewal/opt_core_subj.html

SBA Handbook (2026): <https://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2026-ELANG.pdf>

Citizenship and Social Development

Introduction

The curriculum of Citizenship and Social Development adheres to the rationale of senior secondary Liberal Studies. The curriculum emphasises helping senior secondary students understand the situations of Hong Kong, the country and the contemporary world, as well as their pluralistic and interdependent nature.

Through the learning process, students can connect the knowledge learnt in various subjects at the junior and senior secondary levels, and understand, study and explore different topics from multiple perspectives, in order to help students:

- acquire a broad knowledge base, and understand contemporary issues that may affect their daily life at personal, community, national and global levels;
- become informed and responsible citizens with a sense of national identity and global perspective;
- respect pluralism of cultures and views, and become critical, rational, reflective and independent thinkers; and
- acquire skills necessary to life-long learning, and to be confident in facing future challenges.

Curriculum Aims

The aims of Citizenship and Social Development are to help students:

- (i) enhance understanding of the complexities of society, the country, the human world, the physical environment and related knowledge;
- (ii) develop multiple perspectives on contemporary mature topics in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (iii) become independent thinkers; be able to adapt to the ever-changing personal, social, national and global circumstances and construct knowledge; understand the complexities of the topics, and the challenges and processes involved in decision-making for making law-abiding, rational and affective analysis, and learning how to handle conflicting values;
- (iv) inherit Chinese culture and heritage in a pluralistic society, deepen understanding and sense of identity of individuals with Chinese nationality and Chinese citizenship, and at the same time appreciate, respect and embrace diversity in cultures and views;

- (v) develop skills relevant to life-long learning and strengthen their ability to integrate and apply knowledge and skills, including critical thinking skills, creativity, problem solving skills, communication skills, collaboration skills, data management skills, self-management skills, self-learning skills, and information technology skills;
- (vi) develop positive values and attitudes towards life, so that they can become informed and responsible citizens of society, the country and the world.

Curriculum Framework

| Theme | Topic | Schedule at SPC |
|---|---|---|
| 1. Hong Kong under “One Country, Two Systems” | <ul style="list-style-type: none"> The meaning and implementation of “one country, two systems” Situation of the country and sense of national identity Characteristics of cultural diversity of the Hong Kong society | Form 4 (September – March) |
| 2. Our Country since Reform and Opening-up | <ul style="list-style-type: none"> Reform and opening-up and the change in people’s life and overall national strength The latest development of our country and the integration of Hong Kong into the overall national development Participation in international affairs * A day-trip of Mainland Study Tour on Chinese Culture and Modern Life | Form 4 – 5 (April – December) |
| 3. Interconnectedness and Interdependence of the Contemporary World | <ul style="list-style-type: none"> Economic globalisation Technological development and information literacy Sustainable development Public Health and human health <p>*Revision for HKDSE</p> | Form 5 – 6 (January – October) (November – January) |

Mode of Assessment

The table below outlines the public assessment of this subject in the HKDSE:

| Mode | Description | Weighting | Duration |
|--------------------|-------------------------|-----------|----------|
| Public Examination | Data-response questions | 100% | 2 hours |

The examination of this subject consists of one paper only.

Various types of questions will be set, such as multiple choice questions, short questions, short essay questions, etc. depending on the nature of data and topics.

Note: In this examination, the term “data” is to be interpreted in the broadest possible sense to mean any type of information. The data provided in the questions of the examination may include, but not limited to, the following:

- articles, news items, reports, memos, letters, and advertisements;
- written dialogues;
- tables, charts, maps; and
- cartoons, pictures and illustrations.

Source: Extracted from https://www.edb.gov.hk/en/curriculum-development/renewal/opt_core_subj.html

Remarks



Are “textbooks” necessary to students’ learning in Citizenship and Social Development

- During the past study of Liberal Studies, students often had to access up-to-date information sources of current affairs. Therefore, the learning and teaching resources selected for this new subject must also 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 Citizenship and Social Development 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 Citizenship and Social Development as a core subject under the 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. (Awareness);

B to **Broaden** their knowledge base and expand their perspectives on things (Broadening); and

C to **Connect** knowledge across different disciplines and enhance their Critical thinking skills (Connection skills and Critical 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 magazines 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) |
|-------------------|---|
| Hong Kong Society | South China Morning Post, Youth Hong Kong, The Standard |
| Modern China | China Daily, Beijing Today, china.org.cn |
| Globalisation | The Guardian, Time, National Geographic, Global Times, CGTN.com |

*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 newspaper (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 museums visits and community services to enhance his ability to integrate and synthesise knowledge in a holistic manner.

3) help your son to 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 instil 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.



Further reference: https://ls.edb.hkedcity.net/en/self_learning.php

Common Core - Extended Study

Introduction

The curriculum evolves to help students identify their paths to success in the changing world - to prepare students to have the right mindset, skill sets and values for them to navigate in this brave new world: a growth mindset to deal with difficulties, the ability to “learn, unlearn and relearn”, the ability to work with others to solve problems creatively, the ability to communicate effectively, and the ability to empathise and respect differences. A new school-based common core has been developed at our college to train our serving leaders-to-be to learn to be comfortable with change and adapt to those changes in the past, the present and the future.

Curriculum Aims

- To broaden students’ educational experiences challenge to meet the needs in the changing world
- To apply their knowledge and skills* in an interdisciplinary approach
- To help students become life-long learners and responsible members of local, national and global communities

* Five categories: thinking skills, research skills, communication skills, social skills and self-management skills

Learning Outcomes

- provide a practical preparation for undergraduate research** (Skill)
- create an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student’s elective subjects, and takes the interdisciplinary approach of an extended global study (Knowledge)
- develop global sensitivity - a sensitivity to local phenomena and experiences as expressions of developments on the planet and cultivate global self - a developing perception of self as a global actor and member of humanity, capable of making a positive contribution to the world (Attitude and Value)

** An extended study can be undertaken as one of the assessment tasks of the new Common Core in senior forms, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance in Form 4 and 5, across at least two DSE subjects (Citizenship and Social Development + one of the elective subjects in DSE).

Curriculum Framework

Design of Assessment

| Form 4 | STEM Hands-on Practices | Research Study Skills |
|--------|--|---|
| Term 1 | <ul style="list-style-type: none"> Prototype Skills (For example, Stop-motion videos online, Laser cutting/ 3D Printing, App building) | <ul style="list-style-type: none"> Information Literacy Design Thinking (Part I) Critical Reading (Part I) |
| Term 2 | <ul style="list-style-type: none"> IoT Developer Skills (For example, Machine Learning and Artificial Intelligence and Big Data, GPS System, Cloud Computing and Mobile Hardware Environment) | <ul style="list-style-type: none"> Data Collection Skills (Primary and Secondary Data Collection) Design Thinking (Part II) Critical Reading (Part II) |

Design of Assessment

| Term 1 (Exam: 40%) | STEM Hands-on Practices | Research Study Skills |
|-----------------------|--|---|
| September | A 3-minute video unique to their own likes and interests | Chapter 1.0 Research Proposal |
| October | A touch-up model by 3D design software and printers | Chapter 1.1 Introduction |
| November | A simple draft / sketch of the app | Chapter 1.2 Research Objectives and Focus Questions |
| December | The app that could help to make a more livable city | Chapter 1.3 Research Statement |

| Term 2 (Exam: 60%) | STEM Hands-on Practices | Research Study Skills |
|-----------------------|---|--|
| February | The ability to collect, analyse, and extract insights from huge amounts of data; to identify patterns and structures in the data received to predict outcomes | Chapter 2.0 Understanding the choices of research methods |
| March | Knowledge about Android and iOS ecosystems | Chapter 2.1+ Graphic Organisers |
| April | An Prototype as a deliverable for the solutions | Chapter 2.1 Literature Review |
| May | Testing the prototype to identify a problem and find a respective solution | Chapter 2.2 Research Methodology + 5-min video of the pitching |
| Post-Exam | The release of the outstanding mid-point research result (Guest adjudicators will be invited.) | |

Remarks

The reasons for us to say **YES** for the New Common Core

- **Forbes: Why STEAM in education?**

We are at the beginning of a 4th industrial revolution and educators are faced with preparing a generation of students for many jobs that don't even exist yet. Since the term STEM (Science, Technology, Engineering, and Mathematics) was coined back in 2001, there has been growing interest in this learning philosophy to better prepare today's students for tomorrow's jobs. However, to adequately prepare the future workforce, another acronym is gaining popularity: STEAM, which adds arts to the mix... In fact, according to one study, nearly all Nobel laureates in the sciences practice some form of art as adults. When you compare these successful scientists with others, they are significantly more likely than other scientists to practice art in a variety of forms, from acting to singing, writing poetry to woodworking, and more. It is this science success and art connection that make STEAM proponents believe that by integrating arts to education, it creates a person more ready to meet the ingenuity demands of our economy.

Source:

<https://www.forbes.com/sites/bernardmarr/2020/01/15/we-need-steam-not-stem-education-to-prepare-our-kids-for-the-4th-industrial-revolution/?sh=52c3900955fb>

- **Harvard Graduate School of Education: Why DESIGN THINKING for K12 students?**

“It was a great opportunity for Project Zero. As the Agency by Design team began to investigate the maker movement, design thinking, tinkering — the various DIY and hands-on inspired approaches — we realised there was a lot to learn from educators and makers and young people about the benefits of maker experiences,” said Jennifer Ryan, the PZ manager working on the research project. “Funders were interested in not only helping us build knowledge around these spheres, but also in supporting the development of activities and tools that could encourage maker-empowered youth.”

Source:

<https://www.gse.harvard.edu/news/13/12/benefits-design-and-maker-thinking>

- **IB: Why EXTENDED ESSAY for all IB students?**

The extended essay provides:

- practical preparation for undergraduate research
- an opportunity for students to investigate a topic of personal interest to them, which relates to one of the student’s six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

Participation in this process develops the capacity to analyse, synthesise and evaluate knowledge.

Source:

<https://www.ibo.org/programmes/diploma-programme/curriculum/extended-essay/what-is-the-extended-essay/>

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 Senior Secondary Curriculum.

Curriculum Aims

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

- the ability to think critically and creatively, to conceptualise, inquire and reason mathematically, and to use mathematics to formulate and solve problems in daily life as well as in mathematical contexts and other disciplines;
- the ability to communicate with others and express their views clearly and logically in mathematical language;
- the ability to manipulate numbers, symbols and other mathematical objects;
- number sense, symbol sense, spatial sense, measurement sense and the capacity to appreciate structures and patterns;
- a positive attitude towards the learning of mathematics and an appreciation of the aesthetic nature and cultural aspects of mathematics.

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.

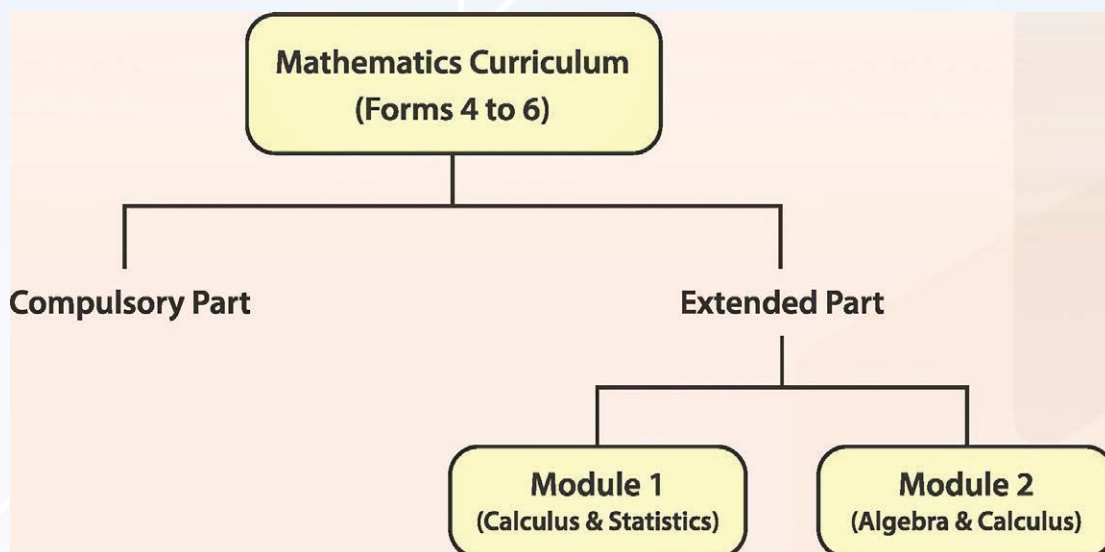
Module 1 (Calculus and Statistics) focuses on statistics and the application of mathematics, and is designed for students who will be involved in study and work which demand a wider knowledge and deeper understanding of the application of mathematics, in particular, statistics.

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

The students' performances in the public examination in the Compulsory Part, Module 1 and Module 2 will be separately reported for the reference of different users.

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"> • Number systems • Equations of st. lines • Quadratic equations in one unknown • Functions and graphs • Exponential and logarithmic functions • Rational functions • Properties of circles • More about polynomials • More about trigonometry | <ul style="list-style-type: none"> • Foundation knowledge • Differentiation and its applications 1 | <ul style="list-style-type: none"> • Foundation knowledge • Limits and differentiation 1 |
| Form 5 | <ul style="list-style-type: none"> • Variations • More about equations • Inequalities • More about graphs of functions • Permutation and combination • More about probability • Equations of circles and Locus • Solving triangles • Applications in trigonometry • Measures of dispersion and more about dispersion • Properties of circles | <ul style="list-style-type: none"> • Differentiation and its applications 2 • Integration and its applications • Trapezoidal Rule • Further probability • Bionmial and Poisson distributions and their applications | <ul style="list-style-type: none"> • Differentiation 2 • Integration and its applications |
| Form 6 | <ul style="list-style-type: none"> • Arithmetic and geometric sequences • Linear inequalities in two unknowns and linear programming • Uses and abuses of statistics | <ul style="list-style-type: none"> • Normal Distribution • Sampling Distribution • Point and Interval Estimation | <ul style="list-style-type: none"> • Determinants, Matrices and systems of linear equations • Vectors |

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 | Paper 1 Conventional questions | 65% | 2 hours 15 minutes |
| | Paper 2 Multiple-choice questions | 35% | 1 hour 15 minutes |

Module 1 (Calculus and Statistics)

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

Module 2 (Algebra and Calculus)

| Component | | Weighting | Duration |
|--------------------|------------------------|-----------|-----------------------|
| Public examination | Conventional questions | 100% | 2 hours 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.

References:

EDB Mathematics Curriculum and Assessment Guide (Secondary 4-6)

(with updates in December 2017)

HKEAA Assessment Framework for 2025 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。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 2. 春秋戰國的政治與社會變動 |
| | 二、秦漢 | 1. 秦漢的統治政策 2. 兩漢戚宦掌權的政局 |
| | 三、魏晉南北朝 | 1. 北朝的漢胡融和 2. 東晉及南朝的士族與寒門 |
| | 四、隋唐 | 1. 隋唐治世 2. 安史之亂與唐代衰亡 |
| | 五、宋元明清 (至鴉片戰爭爆發前夕) | 1. 宋元的中央集權 2. 明清的君主集權 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 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 2. 國共分合 3. 抗日戰爭 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 2. 文化大革命 3. 改革開放 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」

本校選讀單元三 「時代與知識分子」

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。必修部分貫穿中四至中六，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·兼葭 | 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 一自選作家作品選讀

必修部分與選修部分的學習，旨在互相促進、互相補足。

丙、考評

| 部分 | 內容 | 比重 | 評核形式 | 考試時間 |
|------|--------|-----|----------|------|
| 公開考試 | 卷一文學創作 | 25% | 筆試 | 2小時 |
| | 卷二文學賞析 | 60% | 筆試 | 2小時 |
| 校本評核 | 創作練習 | 15% | 創作練習3個分數 | |

資料來源：《香港中學文憑科目評核大綱（中國文學）》2019

時間分配

三年約為250小時。



Introduction

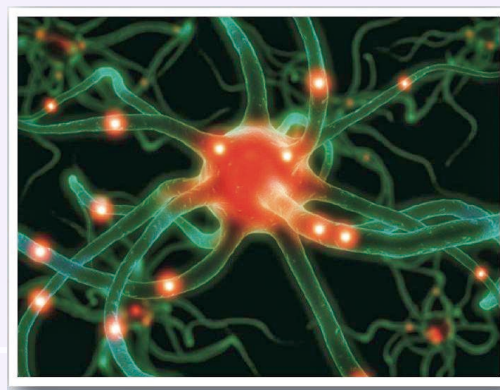
The NSS Biology Curriculum consists of three parts, namely, the scientific investigations, the compulsory part and the elective part.

(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**

- a. Regulation of water content
- b. Regulation of body temperature
- c. Regulation of gas content in blood
- d. Hormonal control of reproductive cycle

VI. Biotechnology

- a. Techniques in modern biotechnology
- b. Applications in biotechnology

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, Biotechnology

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.

Assessment

| Component | | Weighting | Duration |
|-------------------------------|---|-----------|-----------------------|
| Public examination | Paper 1 Compulsory part of the curriculum | 60% | 2 hours 30 minutes |
| | Paper 2 Elective part of the curriculum | 20% | 1 hour |
| School-based Assessment (SBA) | | 20% | - |

BUSINESS, ACCOUNTING AND FINANCIAL STUDIES (BAFS)

Introduction

The BAFS curriculum aims to provide students with fundamental business knowledge and skills, and develop their positive values and attitudes, so that they can fulfil their roles competently and confidently as consumers, investors, employees and/or entrepreneurs; to develop students' generic skills in research, analysis, leadership, team-building, communication, critical thinking, creativity, and problem-solving and transfer them to different domains; and to explore different aspects of business to prepare students for life, for learning and for employment.



The curriculum offers two strands for students to choose from: Accounting Strand & Business Management Strand. Subject to the number of enrolment, students may be able to choose one of the two strands.

The Compulsory Part

| Topics | |
|--|---|
| 1(a) Business Environment | <ul style="list-style-type: none"> • Hong Kong Business Environment • Forms of Business Ownership • Business Ethics and Social Responsibilities |
| 1(b) Introduction to Management <Only for Accounting Strand> | <ul style="list-style-type: none"> • Management Functions • Key Business Functions • Small and Medium Enterprises (SMEs) |
| 1(c) Introduction to Accounting <Only for Business Management Strand> | <ul style="list-style-type: none"> • Purposes and Role of Accounting • The Accounting Cycle • Uses of Financial Statements • Accounting Assumptions, Principles And Conventions |

| Topics | |
|--|---|
| 1(d) Basics of Personal Financial Management | <ul style="list-style-type: none"> • Time Value of Money • Consumer Credit • Personal Financial Planning and Investments • Stock Trading as an Investment |

Elective Part – In-depth Study in a focused Area

A. Accounting Strand

| Topics | |
|---------------------------|--|
| 2(a) Financial Accounting | <ul style="list-style-type: none"> • Purposes and Role of Accounting • Double-entry system • Books of Original Entry and Types of Ledgers • Trial balance • Period-end Adjustments Relating to the Preparation of Financial Statements • Financial Reporting for Different Forms of Business Ownership • Control System • Incomplete Records • Accounting Assumptions, Principles and Conventions • Financial Analysis |
| 2(b) Cost Accounting | <ul style="list-style-type: none"> • Cost Classification, Concepts and Terminology • Marginal and Absorption Costing • Cost Accounting for Decision-making |

B. Business Management Strand

| Topics | |
|---------------------------------|---|
| 3(a) Introduction to Management | <ul style="list-style-type: none">• Management Functions• Key Business Functions• Small and Medium Enterprises (SMEs) |
| 3(b) Financial Management | <ul style="list-style-type: none">• Financial Analysis• Budgeting• Sources of Financing• Capital Investment Appraisal• Working Capital Management• Risk Management |
| 3(c) Human Resources Management | <ul style="list-style-type: none">• Functions of Human Resources Management• Development of a Quality Workforce |
| 3(d) Marketing Management | <ul style="list-style-type: none">• Role of Marketing• Marketing Research• Customer Behaviour• Marketing Strategies for Goods and Services |

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 | Paper 1 - Compulsory part of the curriculum | 60% | 2 hours 30 minutes |
| | Paper 2 - 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 Trade Theory and broadens students, knowledge about economic growth.



The Compulsory Part

Microeconomics

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

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

Macroeconomics

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

The Elective Part

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

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 may have noticed that religious and moral issues are hot topics, including identity, sex and marriage, war, abortion, environmental crises, medical dilemmas and the A.I. development. With all these issues, there always seem to have many different and diverse opinions. Whose opinion should we follow? Is there one correct answer to those ethical issues that we are facing? How are we going to find them 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 | <p>The Nature of Morality Theory of Conduct (Deontology & Utilitarianism)</p> <p>Theory of Value and Virtue</p> |
| 2. Personal and Social Issues | <p>Human Rights</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights / Non-discrimination <p>Life and Death</p> <ul style="list-style-type: none"> • Abortion / Euthanasia / Capital Punishment <p>Sex, Companionship and Family</p> <ul style="list-style-type: none"> • Casual Sex / Same Sex Marriage / A. I. Relationships & Robot Romance <p>Bioethics</p> <ul style="list-style-type: none"> • Surrogacy / Gene Therapy / Cloning <p>Environmental Ethics</p> <ul style="list-style-type: none"> • Pollution / Consumerism / Global Village <p>Business and Economic Ethics</p> <ul style="list-style-type: none"> • Globalisation / Corporate Social Responsibility / Fair Trade <p>Media Ethics</p> <ul style="list-style-type: none"> • Freedom of Press / Censorship |
| Elective Part I: Religious Traditions (50%) | |
| Christianity (Module 2) | <p>Background</p> <p>The Origin of Christianity – Jesus Christ</p> <p>The Continuation of Jesus' Ministry</p> |

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

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

Confronting global challenges

- (1) Combating Famine - Is technology a panacea for food shortage?
- (2) Disappearing Green Canopy - Who should pay for the massive deforestation in rainforest regions?
- (3) Climate change - Long-term fluctuation or irreversible trend?

Elective Modules

- (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

*Electives chosen by the school



Public assessment

| HKDSE | Paper 1 | Paper 2 |
|-------------------------|---|---|
| Weighting: | 75% | 25% |
| Duration: | 2 ¾ hours | 1 ¼ hours |
| Scope: | Compulsory Part | Elective Part |
| Section/ Question type: | A. Multiple-choice (20%) B. Fieldwork-based (15%) C. Data/Skill-based/ Structured (30%) D. Short Essay (10%) | E. Data/Skill-based/ Structured (15%) F. 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 immediate 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;
- understand the characteristics and values of their own culture, and appreciate the shared humanity and common problems of the world's many people;
- cultivate both national consciousness and the consciousness of being citizens of the global community, and thus become rational and sensible members of the local community, the nation and the world.

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 Theme B: Conflicts and Cooperation in the Twentieth-Century World (1) Major conflicts and the quest for peace (2) The quest for cooperation and prosperity |
| Form 5 | Theme A: Modernisation and Transformation in the Twentieth-Century Asia (1) Modernisation and transformation of Hong Kong (2) Modernisation and transformation of China |
| Form 6 | Theme A: Modernisation and Transformation in the Twentieth-Century Asia (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. 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 of them | 40% | 1.5 hours |

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Introduction

The HKDSE ICT curriculum framework is structured with a Compulsory Part and an Elective Part.

The Compulsory Part comprises five modules, which are as follows:

1. Information Processing
2. Computer System Fundamentals
3. Internet and Its Applications
4. Computational Thinking and Programming
5. Social Implications

Within the Elective Part, three options are available for students. The options are as follows:

- Elective A: Databases (SQL)
- Elective B: Web Application Development (PHP)
- Elective C: Algorithm and Programming (Python)



After considering abilities, interests, and needs, the ICT Department has chosen **Electives A and C** for our students.

Proposed Schedule of Topics

| Year | Compulsory Part | Elective Part | School-based Assessment |
|--------|--|--|-------------------------|
| Form 4 | 1. Information Processing 4. Computational Thinking and Programming | | |
| Form 5 | 2. Computer System Fundamentals | Elective A: Databases Elective C: Algorithm and Programming | SBA |
| Form 6 | 3. Internet and Its Applications 5. Social Implications | | |

Mode of Assessment

The public assessment consists of a public examination component and a school-based assessment component as outlined in the following table:

| Component | | Weighting | Duration |
|-------------------------------|--|-----------|----------------------|
| Public Examination | Paper 1 Compulsory part | 55% | 2 hours |
| | Paper 2 Elective part (choose any two) | 25% | 1 hour 30 minutes |
| | <ul style="list-style-type: none"> • 2A - Databases • 2B - Web Application Development • 2C - Algorithm and Programming | | |
| School-based Assessment (SBA) | | 20% | |

School-based Assessment (SBA)

SBA is compulsory for all school candidates. This component consists of two guided tasks, focusing on 'Design & Implementation' and 'Testing & Evaluation' in both Compulsory Part and Elective Option(s).

Reference: https://www.hkeaa.edu.hk/en/hkdse/assessment/assessment_framework/

Images: <https://www.canva.com/>



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 music 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 on a solo instrument 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.

Mode of Assessment

The following table outlines the various components of the public assessment of Music:

| Part | Mode | Weighting |
|---|---|-----------|
| Compulsory Part | | |
| Paper 1: Listening | Public written examination Part A: Music in the Western classical tradition Part B: Chinese instrumental music, Cantonese operatic music, Local and Western popular music | 40% |
| Paper 2: Performing | External assessment (practical examination) | 20% |
| Paper 3: Creating | External assessment (Portfolio) | 20% |
| Elective Part (choosing one paper) | | |
| Paper 4: Special Project | External assessment (Project report) | 20% |
| Paper 5: Performing | Exemption paper (use recognised qualifications) (see Marks Conversion Table) | 20% |
| Paper 6: Creating | External assessment (Portfolio) OR other recognised qualifications | 20% |

The basic requirements of Paper 5 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 5: Marks Conversion Table

| 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 |
| 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 |

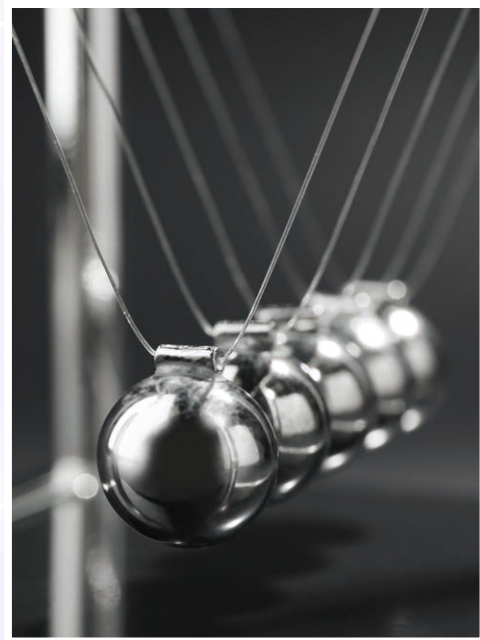
ELECTIVE SUBJECTS



PHYSICS

Introduction

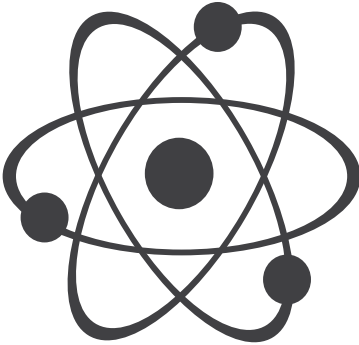
Physics is one of the most fundamental natural sciences. It involves the study of universal laws, and of the behaviours and relationships among a wide range of physical phenomena. Through the learning of physics, students will acquire conceptual and procedural knowledge relevant to their daily lives. 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, student 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 | Force and Motion a. Position and movement b. Force and motion c. Projectile motion d. Work, energy and power e. Momentum f. Uniform circular motion g. Gravitation |
| |  Wave Motion a. Nature and properties of waves b. Light c. Sound |
| Form 5 | Electricity and Magnetism a. Electrostatics b. Circuits and domestic electricity c. Electromagnetism |
| | Radioactivity and Nuclear energy a. Radiation and radioactivity b. Atomic model c. Nuclear energy |
| Form 6 | Energy and Use of Energy a. Using Electricity I b. Using Electricity II c. Energy Efficiency in Buildings and Transportation d. Different Sources of Energy |
| | Medical Physics a. Vision b. Fibre Optic Endoscopy c. Hearing d. Ultrasound Scans e. X-ray Imaging and CT Scan f. Radionuclide Imaging |

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 marks.

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 in 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 | <p>Theme 1: Foundation</p> <ul style="list-style-type: none"> • Elements of Art and Principles of Design • Visual arts appreciation and criticism in context • Visual arts making |
| Form 5 | <p>Theme 2: The development of their own portfolio</p> <ul style="list-style-type: none"> • An exploration and development of a theme / topic for art appreciation and criticism and art making • Exploration of and experimentation with media, materials, skills and techniques for the presentation of the selected theme; • Presentations on art appreciation and criticism in context in relation to art making |
| Form 6 | <p>Preparation for the public examination</p> <ul style="list-style-type: none"> • Paper 1 Visual presentation of a theme <p>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.</p> <p>OR</p> <ul style="list-style-type: none"> • Paper 2 Design <p>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.</p> |

Assessment Framework

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



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