

Overview of the core subjects

<<< 1. 中國語文 (HKDSE) >>>

本科的公開評核以課程發展議會與香港考試及評核局聯合編訂的中國語文科課程及評估指引（中四至中六）為根據。

目標

本科主要評核考生：

- (1) 讀寫聽說能力、思維能力、審美能力和自學能力；
- (2) 語文學習的興趣、態度和習慣；
- (3) 文學、文化素養和品德情意；
- (4) 對家庭、國家和世界的責任意識。

課程內容

本課程包括必修部分及選修部分，而考試則包括公開考試及校本評核兩部分。公開考試佔全科總分百分之八十；校本評核佔全科總分百分之二十。

公開考試

考試範圍

主要根據香港課程發展議會2007年編訂的《中國語文課程及評估指引》，及考試局最新修訂後寫成，而試題取材盡量與文學、中華文化及品德情意有關，要求考生獨立思考，表達個人意見。

試卷形式

公開考試包括五卷，全屬必考，合共佔全科總分百分之八十。

試卷一

閱讀能力：佔公開考試成績百分之二十四，考試時間為一小時十五分鐘。本卷主要考核考生的閱讀能力，包括理解、分析、感受、鑑賞、運用不同策略等能力。試卷擷取若干篇章，以之設問。設題方式包括問答、選擇、填表、填充等。

試卷二

寫作能力：佔公開考試成績百分之二十四，考試時間為一小時三十分鐘。本卷主要考核考生構思、表達、創作等能力。設題方式或命題，或指定情境，並提供選擇。試卷要求考生寫作長文一篇，或短文二至三篇，字數視題目要求而定。

試卷三

聆聽及綜合能力考核：佔公開考試成績百分之十八，考試時間約一小時三十分鐘。本卷主要考核考生的聆聽及綜合能力，包括理解、審辨、組織、文字表達等能力。試卷設一段錄音及若干閱讀材料，供考生回答問題，並完成寫作任務，全部試題均須作答。

試卷四

說話能力：佔公開考試成績百分之十四，考試時間約二十五分鐘。本卷主要考核考生在討論中的表達、應對、溝通等能力。考生以五人為一組，準備十分鐘，以理解所提供不同形式的討論材料。全組的討論時間為十五分鐘，每位考生設有一分鐘首輪發言時間。

校本評核

校本評核包括必修部份及選修部份，合共佔全科總分百分之二十。

評核內容：

必修部分：

閱讀活動呈交一個分數，佔全科總分百分之六

選修部分：（兩個單元）

每個單元呈交一個分數，包括日常學習表現與單元終結表現。兩個單元合共佔全科總分百分之十四。

（本校來年選修單元為：新聞與報道、文化專題探討）



<<<1. 中國語文 GCEAL) >>>

本科的公開評核以「綜合中等教育證書(GCSE)」和「普通教育文憑(GCE)」為根據。

課程特點：

- (1) 針對國際高中中文課程（如GCE AS、GCE AL、GCSE），發展教學內容和練習，提供系統和實用的訓練；
- (2) 強調以學生為本，實用功能為目的，全面發展聽、說、讀、寫及思維能力，使學生能適應生活上和學習上的需要；

- (3) 透過培養品德情意和學習中華文化，幫助學生建立正面的價值觀和培養積極的態度；
- (4) 採用文類功能寫作教學，即「範文引路 (modelling)」、「共同建構 (co-construction)」、「個人創作 (individual composition)」，使讀寫結合，由淺入深教導學生掌握各種文類的表達；
- (5) 結合多元文化特色，幫助學生了解本地文化，融入本地生活和尊重各國文化；
- (6) 提供職業導向中文課程，重點教授不同行業的實用用語，配以各行各業的情境教學，提升學生未來工作上的需要。

主要公開試：

綜合中等教育證書(GCSE)(中國語文科)

- 可使用廣東話及普通話應考；
- 聆聽與閱讀卷可按程度選擇基礎卷或高級卷。

普通教育文憑試(GCE)高級補充程度(AS-Level) (中國語文科)

- 卷一：寫作 (180字或以上) 及閱讀理解 (2h30mins)【70%】
- 卷二：說話 (5-6 mins)【30%】

普通教育文憑試(GCE)高級程度(A-Level) (中國語文科)

- 卷一：寫作 (180字或以上) 及閱讀理解 (2h30mins)【70%】
- 卷二：說話 (5-6 mins)【30%】
命題論文寫作 (200-500字) (可攜帶預備好的大綱考試)



< < < 2. English Language > > >

A : English Language Assessment Framework

Assessment consists of public examination and school–based assessment as outlined in the following table:

Component		Weighting	Duration	Requirements	
Public Examination (85%)	Paper 1 : Reading	20%	1.5 hours	/	
	Paper 2 : Writing	25%	2 hours		
		Part A :	10%	/	Words : 200
		Part B :	15%	/	Words : 400
	Paper 3 : Listening & Integrated skills		30%	About 2 hours	/
	Paper 4 : Speaking		10%	About 20 minutes	Group interaction and individual response
School–based assessment (For school candidates only) (15%)	Part A :	10%	/	<p>One assessment and submission of one mark to HKEAA.</p> <p>Assessment includes book or movie sharings.</p> <p>Assessment will be based on group interaction or individual presentation.</p>	
	Part B :	5%	/	<p>One assessment and submission of one mark to HKEAA.</p> <p>Assessment will be based on the eight elective modules.</p> <p>Assessment format includes group interaction or individual presentation.</p>	



B: Introduction of Elective Modules

In the 3–year Senior Form curriculum, students have to take 3 elective modules out of the 8 elective modules besides the core curriculum. The 8 elective modules are divided into 2 domains, Language Arts and Non– Language Arts. Students have to choose one module from each of the 2 domains, and the third module can be chosen from either one of the 2 domains.

Language Arts	Non Language Arts
Unit 1 : Learning English through Poems and Songs	Unit 1 : Learning English through Social Issues
Unit 2 : Learning English through Drama	Unit 2 : Learning English through Debating
Unit 3 : Learning English through Popular Culture	Unit 3 : Learning English through Workplace Communication
Unit 4 : Learning English through Short Stories	Unit 4 : Learning English through Sports Communication

In 2014–2015, the school will offer ‘Learning English through Drama’, ‘Learning English through Short Stories’, Learning English through Workplace Communication’.

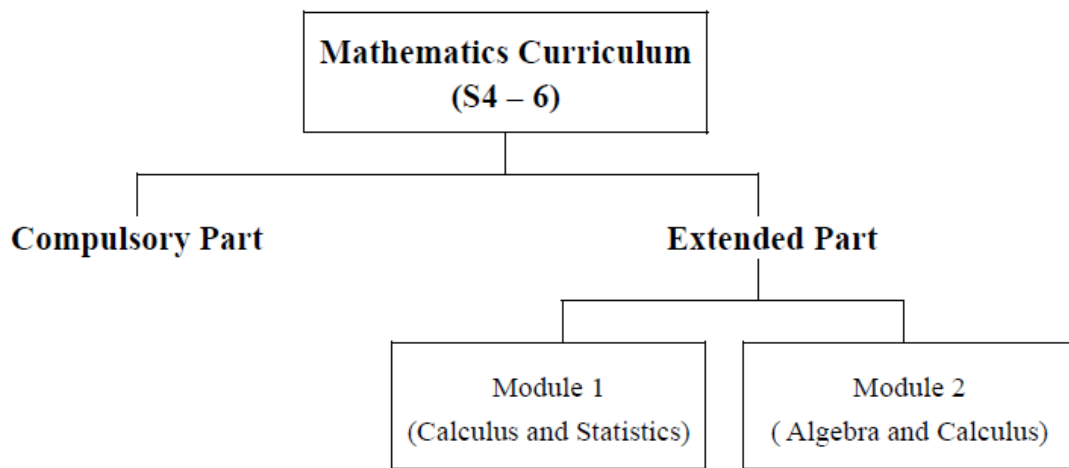
< < < 3. Mathematics [Core and Extension] > > >

It aims to:

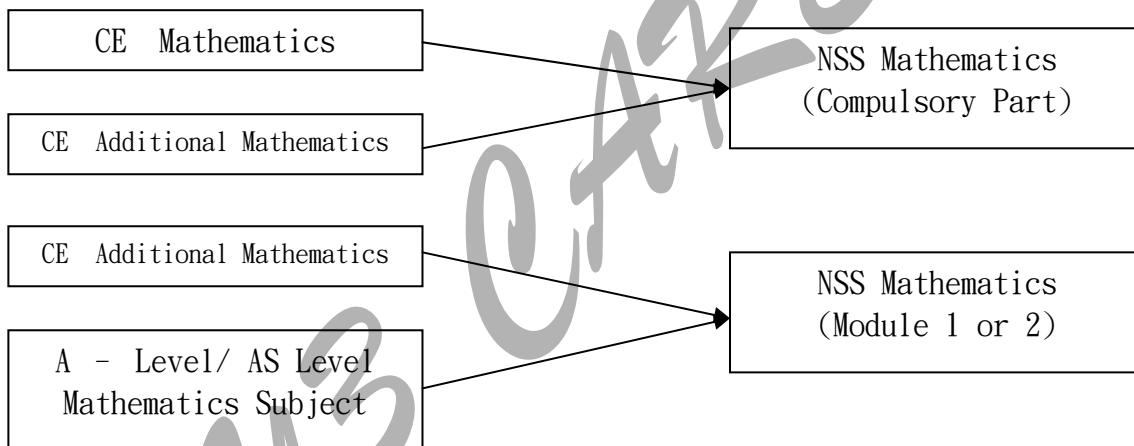
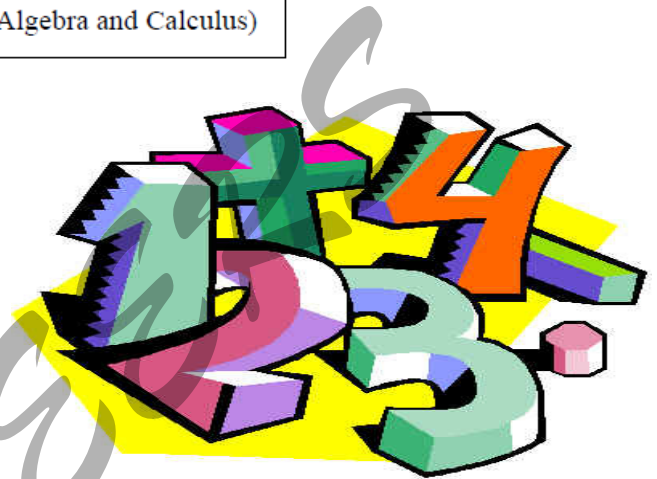
- (a) further develop students’ mathematical knowledge, skills and concepts;
- (b) provide students with mathematical tools for their personal development and future career pathways;
- (c) provide a foundation for students who may further their studies in Mathematics or related areas;
- (d) develop in students the generic skills, and in particular, the capability to use mathematics to solve problems, reason and communicate;
- (e) develop in students interest in and positive attitudes towards mathematics learning;

Structure:

After the implementation of the NSS, there are no Additional Mathematics (in CE level), Pure Mathematics and Mathematics & Statistics (in A- Level). They are replaced by one Mathematics subject which are divided into compulsory part (Foundation Topics and Non-foundation Topics) and extension part: Module 1 (Calculus and Statistic) and Module 2 (Algebra and Calculus).

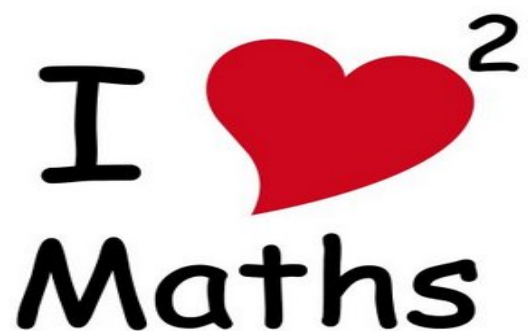


Students may take the Compulsory Part only, the Compulsory Part with Module 1 (Calculus and Statistics) or the Compulsory Part with Module 2 (Algebra and Calculus). Students are only allowed to take at most one module from the Extended Part



Student performance in public examinations will be divided into compulsory part, Module 1 and Module 2 to report for various sectors reference.

By considering the need of students, our school will offer Module 2 in next year only.



Learning Targets in the Compulsory Part

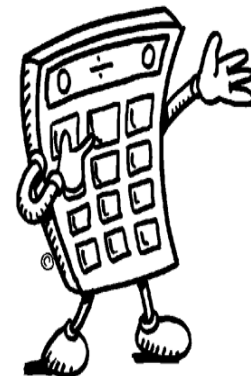
Number and Algebra Strand	Measures, Shape and Space Strand	Data Handling Strand
Students are expected to:		
<ul style="list-style-type: none"> ● extend the concepts of numbers to complex numbers; ● investigate and describe relationships between quantities using algebraic symbols; ● generalise and describe patterns in sequences of numbers using algebraic symbols, and apply the results to solve problems; ● interpret more complex algebraic relations from numerical, symbolic and graphical perspectives; ● manipulate more complex algebraic expressions and relations, and apply the knowledge and skills to formulate and solve real-life problems and justify the validity of the results obtained; and ● apply the knowledge and skills in the Number and Algebra strand to generalise, describe and communicate mathematical ideas and solve further problems in other strands. 	<ul style="list-style-type: none"> ● use inductive and deductive approaches to study the properties of 2-dimensional shapes; ● formulate and write geometric proofs involving 2-dimensional shapes with appropriate symbols, terminology and reasons; ● inquire into and describe geometric knowledge in 2-dimensional space using algebraic relations and apply this knowledge in solving related problems; ● inquire and describe geometric knowledge in 2-dimensional space and 3-dimensional space using trigonometric functions and apply the knowledge in solving related problems; and ● interconnect the knowledge and skills in the Measures, Shape and Space strand and other strands, and apply them to formulate and solve 2-dimensional and 3-dimensional problems using various strategies. 	<ul style="list-style-type: none"> ● understand the measures of dispersion; ● select and use the measures of central tendency and dispersion to compare data sets; ● investigate and judge the validity of arguments derived from data sets; ● acquire basic techniques in counting; ● formulate and solve further probability problems by applying simple laws; and ● integrate the knowledge in statistics and probability to solve real-life problems.

Learning Targets of Module 2 (Algebra and Calculus)

Foundation Knowledge	Algebra	Calculus
Students are expected to:		
<ul style="list-style-type: none"> ● rationalise surd expressions; ● understand the principle of mathematical induction; ● expand binomials using the Binomial Theorem; ● understand simple trigonometric functions and their graphs; ● understand important trigonometric identities and formulae involving compound angles; and ● understand the number e. 	<ul style="list-style-type: none"> ● understand the concepts, operations and properties of matrices and the inverses of square matrices up to order 3; ● solve systems of linear equations; ● understand the concept, operations and properties of vectors; and ● apply the knowledge of vectors to solve problems in 2-dimensional space and 3-dimensional space. 	<ul style="list-style-type: none"> ● understand the concept of limits as the basis of differential and integral calculus; ● understand the concepts and properties of derivatives, indefinite integrals and definite integrals of functions; ● find the derivatives, indefinite integrals and definite integrals of simple functions; ● find the second derivatives of functions; and ● apply the knowledge of differentiation and integration to solve real-life problems.

Requirement

- interested in mathematics.
- has established a good foundation of math in junior form.
- willing to take the time to think more and do more exercise.



< < < 4. Liberal Studies > > >

Rationale

Liberal Studies provides opportunities for students to explore issues relevant to human condition in a wide range of contexts. Liberal Studies enables students to understand the contemporary world and its pluralistic nature. It enables students to make connections among different disciplines, examine issues from a variety of perspectives, and construct personal knowledge of immediate relevance to themselves in today's world. It will help students develop independent learning capabilities and cross-curricular thinking. Liberal Studies contributes directly to the attainment of the goals of the senior secondary curriculum (Reforming the Academic Structure for Senior Secondary Education and Higher Education – Actions for Investing in the Future, EMB, 2004, p.8). In particular, it will help each student to:

- acquire a broad knowledge base, and be able to understand contemporary issues that may affect their daily life at personal, community, national and global levels;
- be an informed and responsible citizen with a sense of global and national identity;
- respect pluralism of cultures and views, and be a critical, reflective and independent thinker; and
- acquire information technology (IT) and other skills necessary to life-long learning.

Together with the other core subjects and elective subjects, it helps to achieve a balance between breadth and depth in the school curriculum.

Curriculum Aims:

The aims of Senior Secondary Liberal Studies are:

- (a) to enhance students' understanding of themselves, their society, their nation, the human world and the physical environment;
- (b) to enable students to develop multiple perspective on perennial and contemporary issues in different contexts (e.g. cultural, social, economic, political and technological contexts);
- (c) to help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstances;
- (d) to develop in students a range of skills for life-long learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills;
- (e) to help students appreciate and respect diversity in cultures and views in a pluralistic society and handle conflicting values; and
- (f) to help students develop positive values and attitude towards life, so that they can become informed and responsible citizens of society, the country and the world.



Learning Content:

Module 1: Personal Development and Interpersonal Relationships: understanding oneself, interpersonal relationships

Module 2: Hong Kong Today: quality of life, rule of law and socio-political participation

Module 3: Modern China: China’s reform and opening-up, Chinese culture and modern life

Module 4: Globalization: impact of globalization and related responses

Module 5: Public Health: understanding of public health, science, technology and public health

Module 6: Energy Technology and the Environment: the influences of energy technology, the environment and sustainable development



Evaluation:

Part	Content	Percentage Weight	Examination Time
Public Exam	Paper 1 Data-response questions	50%	2 hrs
	Paper 2 Extended-response questions	30%	1 hr and 15 min
School-based Assessment	Independent Enquiry Study	20%	

Overview of the elective subjects

<<< 1. Geography >>>

The aims of this curriculum are to enable students to:

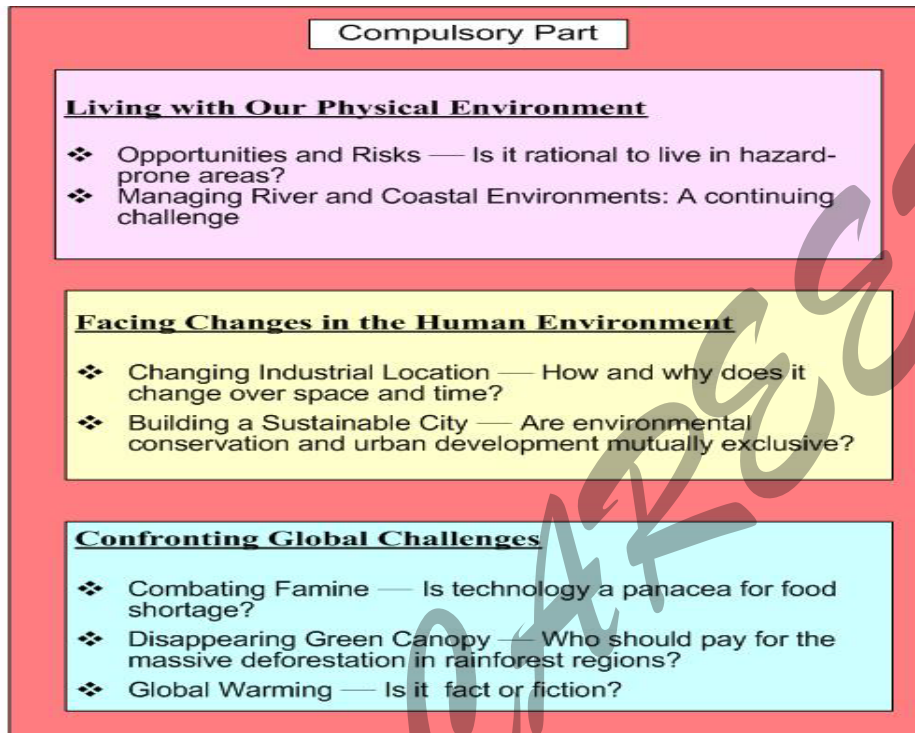
- (a) Understand the Earth they inhabit, and enable them to recognise and interpret, from a spatial perspective, the arrangement of phenomena and features on Earth, the processes at work, the interactions that occur, the changes that result, and the issues and management responses that arise;
- (b) Develop the general intellectual capacity and generic skills needed for lifelong learning through geographical enquiry, and the ability to apply these in life situations;
- (c) Appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development; and
- (d) Develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of society, the nation and the world.

Content:

They are structured around three major themes, namely

1. “Living with our physical environment”,
2. “Facing changes in the human environment” and
3. “Confronting global challenges”.

There are totally nine chapters.



Requirements:

1. Interested in Geography
2. Willing to explore natural and cultural knowledge which are geography-related.
3. Good comprehension.
4. Recite and calculation are required.



<<< 2. History >>>

Curriculum ---

I. Compulsory Part

Introduction: The Making of the Modern World

Theme A: Modernisation and Transformation in Twentieth-Century Asia

- (1) Modernisation and transformation of Hong Kong
- (2) Modernisation and transformation of China
- (3) Modernisation and transformation of Japan and Southeast Asia

Theme B: Conflicts and Cooperation in the Twentieth-Century World

- (4) Major conflicts and the quest for peace
- (5) The quest for cooperation and prosperity

II. Elective Part

Comparative studies

This elective helps to draw attention to related historical phenomena in different places at particular points in time, or to change and continuity in the history of a particular place over the long run. While similarities between historical settings will be highlighted in order to promote better understanding of broad trends and patterns of development, students will also be encouraged to enquire into the uniqueness of specific historical settings.



Objectives ---

1. Help students understand the past human activities, traditional culture, the evolution of politics and society;
2. Train students' skills in thinking, judgment and analysis;
3. Introduce the unique skills adopted by historians to students in order to train their thinking skills;
4. Through the understanding and grasp of history, students' social values can be cultivated.

Mode of Assessment ---

Component	Part	Weighting
Public Examination	Paper 1 data-based questions	50 %
	Paper 2 essay-type questions	30%
School-based Assessment (SBA)	Study outline	7 %
	Study report	13%
		20%

Requirement ---

- (1) Have strong interest in History;
- (2) Possess good linguistic ability and can analyze independently

<<< 3. Visual Arts >>>

Visual arts are one of the elective subjects in Arts Education Key Learning Area. HKDSE Visual Arts program is a three year program, it lets student who want visual art to be elective, enrolled and participating in the public assessment. Visual Arts in the HKDSE to replace HKCEE Visual Arts and public examinations HKAL Visual Arts. The program was designed to help students get artistic and aesthetic experience, knowledge, skills, values and attitudes. HKDSE Visual Arts curriculum in the following aspects, different from the art and design syllabus:

- An open and flexible curriculum, with concepts, skills, values and attitudes of the indispensable elements of the art of learning, replace the examination-oriented syllabus;
- And re-creation of arts appreciation and artistic aspects;
- More focus on learning the art of situational factors; and
- Emphasis on art student mental development assistance.

Public assessment consists of two parts: the public examination and SBA portfolio. Two-part total 50% of the overall score of assessment.



Compose by	Content	Proportion	Exam time
Public Exam	Student must be choose one of two paper Paper one Expression of the theme in visual art Paper two Design In every paper, student have to finish these two part: (a) critical appreciation and use Text to expression the provided artwork(10%), and (b) Create your artwork (40%)	50%	4 hours
School base assignment	Student must be hand in two portfolio, including: (a) Research Workbook (display artistic / critical studies Art Appreciation and related research process) (20%); and (b) Works of art for the theme / Critical studies (every portfolio contains three works) (30%)	50%	

Requirements:

1. Have a strong interest and sincere in Visual Arts
2. Like and willing put in creation
3. Willing to devote their time and effort
- 4 .with a rich imagination and creativity

< < < 4. Economics > > >

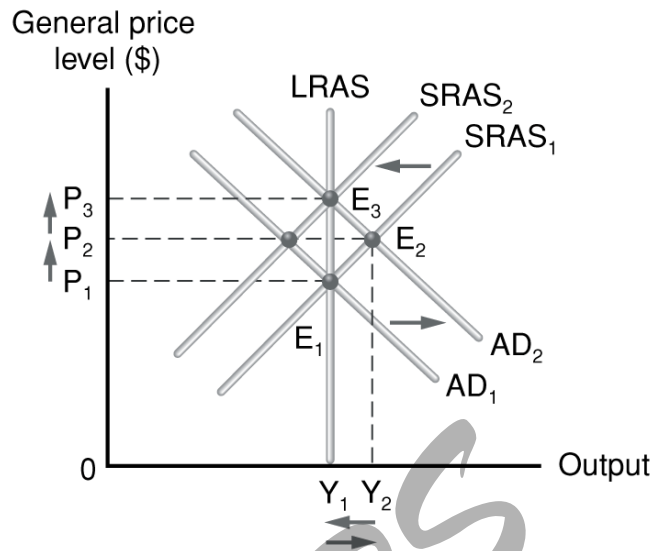
Curriculum

Compulsory Part	<u>Micro–Economics</u> 1. Basic Economic Concepts 2. Firms and Production 3. Market and Price 4. Competition and Market Structure 5. Efficiency, Equity and the Role of Government
	<u>Macro–Economics</u> 6. Measurement of Economic Performance 7. National Income Determination and Price Level 8. Money and Banking 9. Macroeconomic Problems and Policies 10. International Trade and Finance
Elective Part	11. Monopoly Pricing, Anti–competitive Behaviours and Competition Policy

Objective

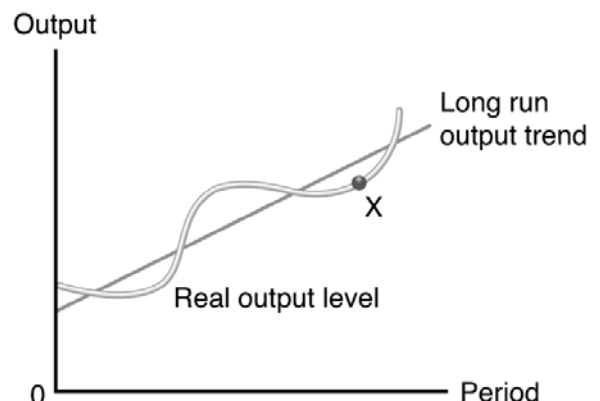
Students become economically literate decision-makers and should be capable of demonstrating the following :

- an understanding of scarcity, choice and cost as the basis of economic problems ;
- an ability to relate the role of specialisation and exchange to productivity growth in an economy ;
- an understanding of how decisions concerning production, exchange and consumption, and the associated coordination problems, are tackled by price and non-price methods of allocation, and the implications of these methods of allocation ;
- proficiency in applying the basic demand-supply model to explain real-world events and, through extending these analyses, to study efficiency by using consumer surplus and/or producer surplus ;
- an ability to interpret fluctuation in output, employment and general price level in the economy using the aggregate supply-aggregate demand (AS-AD) framework and the Quantity Theory of Money ;
- an appreciation of the connection between the learner and his/her social environment at present and through time, developed through understanding various economic agents, events, institutions and rules ;
- an ability to collate economic data and their different representations (e.g. graphs) to examine and interpret evidence to explain social patterns and events with the use of economic tools of analysis ;



Public Examination

- Paper I : Multiple-choice Questions
 Paper II : Conventional Paper



Intake Requirements

Student should :

- **always read newspapers – understand Hong Kong current social and economic issues and affairs ;**
- **be good at Mathematics ;**
- **be able to analyse information through the use of numerical and graphical data ◦**

Component	Million \$
Private consumption expenditure	2 000
Gross domestic fixed capital formation	500
Change in inventories	60
Government expenditure	400
Value of total exports	900
Value of total imports	650
Indirect taxes	900
Subsidies	480



< < < 5. Business, Accounting and Financial Studies > > >

Curriculum

Compulsory Part	<ul style="list-style-type: none"> • Business Environment • Introduction to Management • Introduction to Accounting • Basics of Personal Financial Management
Elective Part	<ul style="list-style-type: none"> • Accounting Module – Financial Accounting <li style="padding-left: 100px;">– Cost Accounting

Objective

Enable students to :

- understand and critically evaluate local and global business issues, not only as members of the business world but also as responsible and effective citizens ;
- appreciate the pace of change in the business world, so that they become reflective, self-motivated and self-managed lifelong learners, who can act proactively and make informed decisions in an ever-changing environment ;
- be equipped with an understanding and capability to search for, interpret, analyse and make use of information for business development ;
- develop an awareness of and interest in business for planning their academic and career development ◦

<i>Heal</i>	<i>Cure</i>	<i>Quality Control</i>	
\$	\$	Process A	Process B
192 000	576 000	288 000	96 000
86 400	115 200	63 360	23 040
10 800	9 600	1 200	1 200
24 000	72 000	36 000	12 000
108 000	216 000	150 000	102 000
421 200	988 800	538 560	234 240
134 640			
	403 920	(538 560)	
	234 240		(234 240)
555 840	1 626 960		
(25.5%)	(74.5%)		

Intake Requirements

Student should :

- be able to concentrate on assignments persistently ;
- be good at Mathematics ;
- be able to analyse information through the use of numerous numerical data ◦

	Capital				Capital		
	Adam	Bobby	Cedar		Adam	Bobby	Cedar
Balance b/d	\$	\$	\$	Balance b/d	\$	\$	\$
Goodwill	10 800	7 200	18 000	Goodwill	752 000	535 000	18 000
adjustment (W2)				adjustment			
Balance c/d	741 200	527 800	18 000		752 000	535 000	18 000
	752 000	535 000	18 000		752 000	535 000	18 000
Drawings	59 500	41 000		Balance b/d	741 200	527 800	
Balance c/d	1 145 800	793 200		Expenses paid	15 000	10 000	
	1 205 300	834 200		Partners' salary	6 000	1 000	
				Share of profit	443 100	295 400	
				(\$790 500 –			
				\$36 000 – \$16 000)			
	1 205 300	834 200			1 205 300	834 200	

<<< 6. Tourism & Hospitality >>>

In Hong Kong, the current transformation of the economy has altered the economic landscape. In particular, the tourism and hospitality industry has taken on a role of growing importance in the local economy. In equipping students for this new socio-economic environment, the THS program provides students with a solid foundation of knowledge about the industry. Thus, the introduction of THS opens up opportunities for senior secondary students with a strong interest in this field to pursue their studies further.

The aims of this curriculum are to enable students to:

- (a) enhance their awareness of the importance of the tourism and hospitality industry to our society, the nation and the world;
- (b) acquire comprehensive understanding of the tourism and hospitality industry, in particular the tourism system and aspects of hospitality skills, and personal qualities and attitudes that are valued by the industry;
- (c) recognize the importance of their role as host residents in contributing towards the tourism and hospitality industry;
- (d) develop the intellectual capacity for life-long learning through the application of relevant concepts and knowledge in THS to daily situations;
- (e) appreciate the positive values and attitudes that contribute to the sustainability of the tourism and hospitality industry; and
- (f) explore pathways for further studies in post-secondary institutions and for career development in the tourism and hospitality industry.

The curriculum framework of THS consists of two parts: a Compulsory Part and an Elective Part. The Compulsory Part comprises:

I : Introduction to Tourism

II : Introduction to Hospitality

III : Destination Geography

IV : Customer Relations and Services

V : Trends and Issues in the Tourism and Hospitality Industry

Activities : Visits of Hong Kong Attractions and Travel Organizations, Working Exploration in Theme Parks and Hotels.



<<< 7. Biology >>>

The broad aims of the Biology Curriculum are to enable students to:

- develop and maintain an interest in biology, a sense of wonder and curiosity about the living world, and a respect for all living things and the environment;
- construct and apply knowledge of biology, understand the nature of science in biology-related contexts, and appreciate the relationships between biological science and other disciplines;
- develop the ability to make scientific inquiries; think scientifically, critically and creatively; and solve biology-related problems individually and collaboratively;

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

Elective Part

V. Human Physiology: Regulation and Control

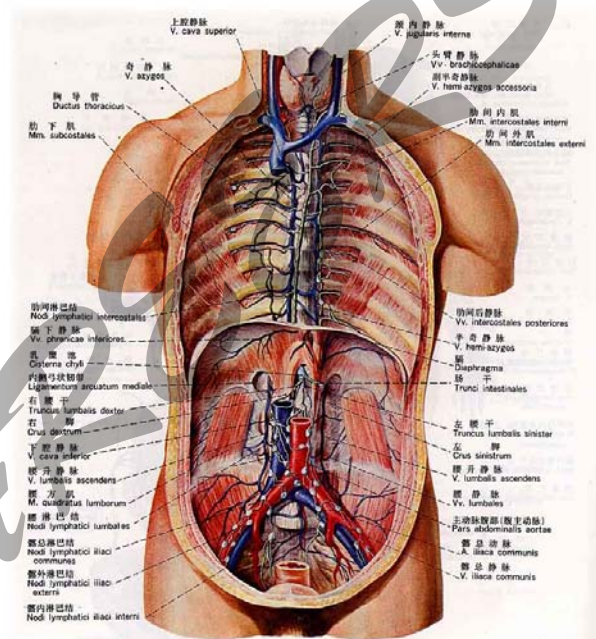
- a. Regulation of water content (osmoregulation)
- b. Regulation of body temperature
- c. Regulation of gas content in blood
- d. Hormonal control of reproductive cycle

VI. Applied Ecology

- a. Human impact on the environment
- b. Pollution control
- c. Conservation
- d. Sustainable development

Requirement :

1. Show an interest in the study of biology, appreciate the wonders and complexity of nature and show respect for all living things and the environment.
2. Good at using diagrams, graphs, flow charts and physical models as visual representations of phenomena and relationships arising from the data; analyse and draw conclusions from data.



<<< 8. CHEMISTRY >>>

Content:

1. understand phenomena, facts and patterns, principles, concepts, laws and theories in chemistry;
2. learn chemical vocabulary, terminology and conventions;
3. appreciate applications of chemistry in everyday life;
4. understand methods used in scientific investigations.

Compulsory Part

- I. Planet earth
- II. Microscopic world I*
- III. Metals*
- IV. Acids and bases*
- V. Fossil fuels and carbon compounds*
- VI. Microscopic world II*
- VII. Redox reactions, chemical cells and electrolysis*
- VIII. Chemical reactions and energy*
- IX. Rate of reaction
- X. Chemical equilibrium
- XI. Chemistry of carbon compounds
- XII. Patterns in the chemical world

Elective Part

- XIII. Industrial chemistry
- XV. Analytical chemistry

Investigative Study

- XVI. Investigative study in chemistry



Requirement:

- (1). Develop interest and maintain a sense of wonder and curiosity about chemistry;
- (2). Appreciate and understand the evolutionary nature of science; develop skills for making scientific inquiries;
- (3). Be patient
- (4). Construct and apply knowledge of chemistry, and appreciate the relationship between chemistry and other disciplines;
- (5) Develop the ability to think scientifically, critically and creatively, and solve problems individually and collaboratively in chemistry-related contexts; Be good at mathematics



<<< 9. Physics >>>

Curriculum Aims:

The broad aims of the curriculum are to enable students to:

- develop interest in the physical world and maintain a sense of wonder and curiosity about it;
- develop the ability to think scientifically, critically and creatively, and to solve problems individually or collaboratively in physics–related contexts;
- develop an integrative view of the relationships that hold between science, technology, society and the environment



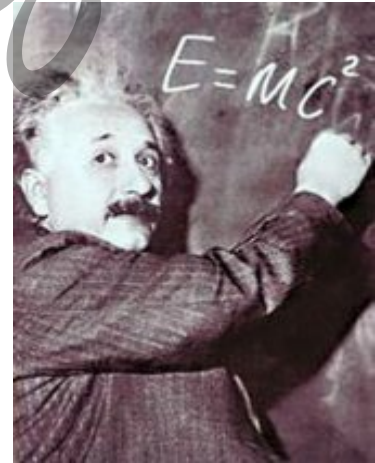
Curriculum Structure:

Compulsory part:

- (1) “Heat and Gases” , (2) “Force and Motion” ,
- (3) “Wave Motion” , (4) “Electricity and Magnetism” and
- (5) “Radioactivity and Nuclear Energy”

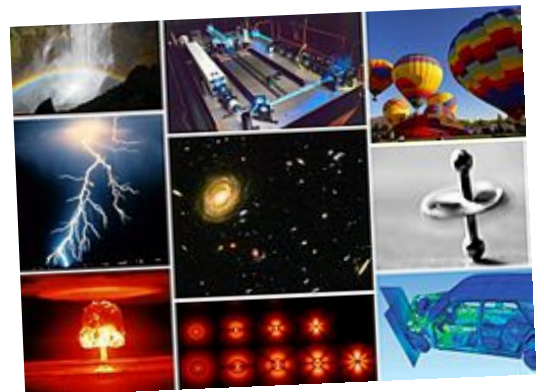
Elective part:

- (1) “Astronomy and Space Science” , (2) “Atomic World” ,
- (3) “Energy and Use of Energy” and (4) “Medical Physics”



Requirements:

- (1) Students are expected to understand phenomena, facts and patterns, principles, concepts, laws, theories and models in physics;
- (2) Students are expected to learn the vocabulary, terminology and conventions used in physics;
- (3) Students are expected to present concepts of physics in **mathematical terms**
- (4) Students are expected to organise and analyse data, use graphical techniques appropriately to display experimental results and to convey concepts



< < < 10.Information & Communication Technology > > >

Curriculum Aims:

The senior secondary ICT curriculum aims to:

- provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems;
- equip students with problem-solving and communication skills, and encourage them to think critically and creatively;
- develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning; and
- provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area.



Content:

ICT curriculum is organized into a Compulsory Part and an Elective Part.

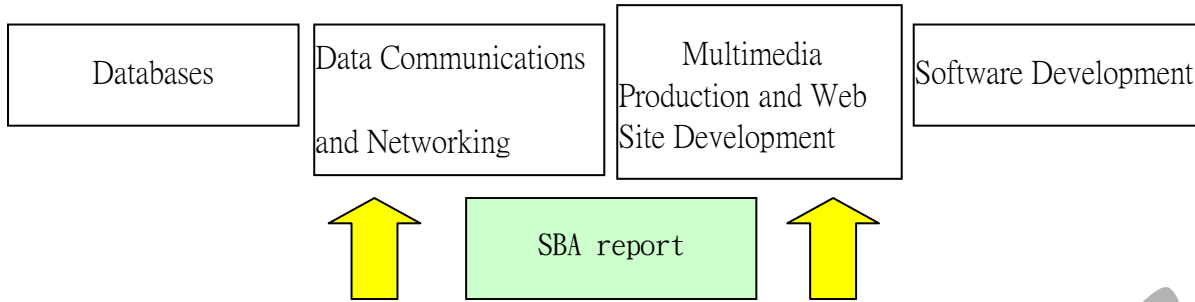
The Compulsory Part comprises a number of topics involving the fundamental principles in information and communication technologies and provides students with a solid foundation and broad area of study in ICT.

The Compulsory Part consists of five modules, namely

- Information Processing
- Computer System Fundamentals
- Internet and Its Applications,
- Basic Programming Concepts
- Social Implications.

Based on their abilities, interests and needs, students are required to choose a specialized area for in-depth study. We will choose “Multimedia Production and Web Site Development” for the **Elective Module**.

Elective Part
(Choose ONE from the following)



Compulsory Part

- (1) Information Processing
- (2) Computer System Fundamentals
- (3) Internet and Its Applications,
- (4) Basic Programming Concepts Social Implications.

