

St. Louis School



2020-21 Internal Test and Exam Syllabus (Final Exam)

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Subject: English Language

Syllabus

Secondary 1 English: Term Syllabus: 2020-2021

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 1B	Unit 7: Let the games begin
	Unit 8: Change for the better
Success in Grammar 1	Unit 5: -Modals: can and could (p. 94-96) Unit 6: -Verbs + to-infinitives (p. 109-112) Unit 7: -Using and, but and or (p.117-120) -Possessive form (p. 121-123) -Possessive adjectives and possessive pronouns (p.124-128) -Gerunds (p. 129-132) Unit 8: -Imperatives (p. 133-136) -Modal: should (p. 137-140) -Adverbs of manner (p. 141-148)
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses
- C. Imperatives
- D. Modal verbs: should, can, could
- E. Gerunds and to-infinitives
- F. Adverbs of manner
- G. Open cloze
- H. Proofreading

A: Grammar

Oxford English 1B	Success in Grammar 1
Unit 5 -Modals: can and could (p.18-19)	Unit 5: -Modals: can and could (p. 94-96)
Unit 6 - Gerunds and to-infinitives (p.49-51)	Unit 6: -Verbs + to-infinitives (p. 109-112)
Unit 7 -Using and, but and or (p. 78) - Possessive form (p. 79) - Possessive adjectives and possessive pronouns	Unit 7: -Using and, but and or (p.117-120) -Possessive form (p. 121-123) -Possessive adjectives and possessive pronouns

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(p. 80-81) - Gerunds and to-infinitives (p.81-82)	(p.124-128) -Gerunds (p. 129-132)
Unit 8 -Imperatives (p.110) -Modal: should (p.111-112) -Adverbs of manner (p.113-114)	Unit 8: -Imperatives (p. 133-136) -Modal: should (p. 137-140) -Adverbs of manner (p. 141-148)

B: Vocabulary

Unit 7 - Let the games begin

achievement (n.)	coach (n.)	debut (n.)
hard-earned (adj.)	medal (n.)	monitor (v.)
unprecedented (adj.)	motivational (adj.)	nutritious (adj.)
permanent (adj.)	promising (adj.)	strict (adj.)

Unit 8 – Change for the better (Text 1)

bully (v./n.)	career (n.)	celebrity (n.)
frequently (adv.)	give two hoots (idiom)	glamorous (adj.)
miserable (adj.)	peculiar (adj.)	record-breaking (adj.)
single out (phr v.)	victim (n.)	

Unit 8 – Change for the better (Text 3)

apologetic (adj.)	divert (v.)	dreadful (adj.)
embarrassed (adj.)	mean-spirited (adj.)	negativity (n.)
nowadays (adv.)	struck (v.)	thoughtfully (adv.)

Paper: General English II (GEII)

Focus skill: Reading

A: Dictionary and vocabulary skills

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading

Themes:

- Teenage life

Ability to:

- understand and interpret the purpose and meaning of texts

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

Question types including:

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

Part 2: English Language Arts

Components of Exam:

Unseen poem and seen text (story)

References

Main text: *Fifty-Fifty Tutti-Frutti Chocolate Chip & Other Stories* by *Esther Menon*

Short stories: Urban myths: *The Choking Alsatian* (pp. 46 – 49) & *The Vanishing Hitchhiker* (p.50)

Key literary devices (figurative language)

Note: Same as in previous terms

- i. Video: <https://www.youtube.com/watch?v=vqLyKhV0qmM>
- ii. Handout Table of Literary Devices : https://drive.google.com/file/d/1Gg_fw2N4PuZpfVLJw-UedSb-oMaPiip2/view?usp=sharing

Supplementary worksheets

Google Classroom & material or tasks on the classroom

Students need to be familiar with the following:

- the purpose of reading
- the purpose of urban myths with a focus on the use of suspense & creating tension
- the opening paragraph (exposition of a story) and its purpose
- literary/writing devices (figurative language) including use of emphasis or exaggeration, foreshadowing, rhyme, simile, metaphor, personification, onomatopoeia and alliteration
- the underlying theme
- the following story elements: character(s), setting, plot, conflict, resolution and twist
- characterization: how the author builds a picture of the main characters and their relationships
- the content/what happens in the story
- understanding of point of view: <https://www.slideshare.net/elkissn/point-of-view-41236427>

Key skills needed overall:

- Ability to support your opinion/viewpoint with evidence/examples/reasons
- Ability to infer meaning of vocabulary from context

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- Ability to infer message or theme of texts

Paper: Dictation

Focus skills: Listening & spelling

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

Oxford English 1B: Unit 7: Let the games begin

Text 2: Katie Ledecy: Paragraph 4

Oxford English 1B: Unit 8: Change for the better

Text 1: Bullying happened to them too : Paragraphs 4-5

Text 3: Email giving advice: Paragraphs 1-2

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

Paper: Composition (Writing)

Focus skills: Use of features appropriate to the genre, logical organization of ideas & argumentation, and enhancement of content with suitable supporting details

Themes:

- Teenage life

Writing genres/text types:

- Informal letter
- Letter to the editor
- Letter of advice

Genre / Text type	Reference
Blog entry about personal thoughts	Oxford English 1B: Unit 5: Inspirational figures writing handouts and worksheets
Letter to the editor	writing handouts and worksheets
Email giving advice	Oxford English 1B: Unit 8: Change for the better & writing handouts and worksheet

Paper: Oral (Speaking)

Focus skills: Individual Presentation & Individual Response

Individual Presentation (2 minutes) & Individual Response (1 minute)

Secondary 2 English: Final Examination Syllabus: 2020-21

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 2B	Unit 7: The magic of storytelling Unit 8: Draw the line
Success in Grammar 2	Unit 4: - Conditional sentences about possible situations - Conditional sentences about facts Unit 5: - Passive Voice Unit 6: - Defining relative clauses

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	<p>Unit 7:</p> <ul style="list-style-type: none"> - Wh-words and to-infinitives - Conditional sentences about unreal situations - Using <i>be used to</i> and <i>used to</i> <p>Unit 8:</p> <ul style="list-style-type: none"> - Using the simple present tense to talk about schedules and timetables - Using the present continuous tense to talk about arrangements and plans - Using can, may, might and could to talk about possibility
Junior Oxford Advanced Listening 2	<p>Unit 7: Believe it or not</p> <p>Unit 8: The war on drugs</p>
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Components

- A. Vocabulary
- B. Tenses
- C. Passive Voice
- D. Defining relative clauses
- E. Wh-words and to infinitives
- F. Conditional sentences about possible situations, facts and unreal situations
- G. Using *be used to* and *used to*
- I. Using can, may, might and could to talk about possibility
- J. Open cloze
- K. Proofreading

A: Grammar

Oxford English 2A	Success in Grammar 2
	<p>Unit 4:</p> <ul style="list-style-type: none"> - Conditional sentences about possible situations (pp. 60-64) - Conditional sentences about facts (pp. 65-68)
<p>Unit 5</p> <ul style="list-style-type: none"> - Passive voice (pp. 17-18) 	
	<p>Unit 6</p> <ul style="list-style-type: none"> - Defining relative clauses (pp. 101-105)
<p>Unit 7</p> <ul style="list-style-type: none"> - Wh-words + to-infinitives (pp. 78-79) - Conditional sentences about unreal situations (pp. 79-80) 	<p>Unit 7</p> <ul style="list-style-type: none"> - Wh-words + to-infinitives (pp.117-120) - Conditional sentences about unreal situations (pp. 121-125)

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- Using be used to and used to (pp. 81-82)	- Using be used to and used to (pp.126-132)
Unit 8 - Using the simple present tense to talk about the future (pp. 110-112) - Using the present continuous tense to talk about the future (pp. 110-112) - Using can, may, might and could to talk about possibility (pp. 113-114)	Unit 8 - Using the simple present tense to talk about schedules and timetables (pp.133-136) - Using the present continuous tense to talk about arrangements and plans (pp. 137-143) - Using can, may, might and could to talk about possibility (pp.144-148)
Supplementary worksheets	

B: Vocabulary

Unit 7 The magic of storytelling

Vocabulary items from Unit 7 Text 1:

clench my fist	dart (v)	enormous
gigantic	grope	hesitant
luminous	nightmare	nocturnal
overwhelm	retreat (v)	rooted to the spot
persuade	stuffy	swiftly

Unit 8 Draw the line

Causes of addiction: Vocabulary & Writing Book (p.32)

comfort seeking	curiosity	depression
easy access	escape from reality	family history
loneliness	lack of self-control	peer pressure
poor parental supervision	social anxiety	stress

Vocabulary items and phrases from Unit 8 Text 2:

hooked on	scrolling	obsessed about
withdraw(ing) from	opt(ing) to	overjoyed
hot under the collar (idiom)	compulsion	the centre of attention
stand (v) *to endure the presence of sth	cringe	frantically
opportunity		

Unit 8 Draw the line

Vocabulary items and phrases from Unit 8 Text 3:

advancement/advanced	integral	no exception
addiction/addicts/addictive	digital detox	(un)attainable goals
kick the habit	inclined to	non-essential
dramatic/dramatically	tendency	seek validation
dejected/ dejectedly	desired	detriment/ detrimental
beat addiction		

Paper: General English II (GEII)

Focus skill: Reading

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Part 1

A: Dictionary and vocabulary skills (around 15% of paper total)

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading (around 85% of paper total)

Themes:

- Teenage problems
- Short story

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main theme and key details of texts
- follow the logical development of ideas
- identify the contextual meaning of words and phrases
- read between the lines and infer information
- extract specific information for detailed information questions
- choose appropriate phrases to fill in the missing information in the text
- distinguish and evaluate views, attitudes or arguments in texts
- interpret the tone and mood of a writer
- understand the use of figurative language (e.g rhyme, similes, etc)
- answer critical thinking questions, i.e. explain your answer with evidence from the passage

Question types including:

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

Part 2: English Language Arts

Components of Exam:

Unseen poem(s) & seen text

<https://www.slideshare.net/thalialongoria/irony-38935471>

Reference	
<p>Main text: <i>Lamb to the slaughter</i> by <i>Roald Dahl</i></p> <p>Videos:</p> <ul style="list-style-type: none"> - Summary cartoon video with speech bubble - Audio video with screen of story 	<p>Link: https://classroom.google.com/u/2/w/MTIzNTM2OTYxNjc3/t/all <i>Note: Students also have a hard copy.</i></p> <p>https://www.youtube.com/watch?v=3GezRAEmC9s</p> <p>https://www.youtube.com/watch?v=qtr0MF3ar3g</p>
<p>Key literary devices (figurative language)</p> <p>(i) Video: https://www.youtube.com/watch?v=GmZPg3t0F88</p>	

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(ii) Handout: https://drive.google.com/file/d/1An_VRArjSf2xfhC8TNJFizQP-UT2JjCF/view?usp=sharing	
Irony (focus item)	Slideshares: - An explanation https://www.slideshare.net/thaliaalongoria/irony-38935471 - Practice identifying irony - https://www.slideshare.net/guest08131855/irony-activity?next_slideshow=1
English Language Arts worksheets in file	
Google Classroom: Materials & tasks	

Students need to be familiar with the following:

- the purpose of reading
- the use of suspense and/or tension by the author
- the opening paragraph (exposition of a story) and its purpose
- *focus writing devices: the use of irony (situational, verbal & dramatic), foreshadowing, exaggeration and emphasis
- the literary/writing devices: rhyme, simile, metaphor, personification, alliteration, onomatopoeia, repetition & *hyperbole
- the underlying theme and its relationship to our lives
- the following story elements: character(s), setting, plot, conflict, resolution and *twist
- characterization: how the author builds a picture of the main characters and their relationships
- the content/what happens in the story of Lamb to the slaughter

Key skills needed overall:

- Ability to support your opinion/viewpoint with evidence/examples/reasons
- Ability to infer meaning of vocabulary from context
- Ability to infer message or theme of texts

** Indicates new to syllabus and/or a focus item*

Paper: Composition (Writing)

Focus skills: Use of features appropriate to the genre, logical organization of ideas & argumentation, and enhancement of content with suitable supporting details

Themes:

- Wonderful things and people
- Teenage life

Writing genres/text types:

- Story
- Speech
- Email asking for advice
- Online advice column (in response to an email asking for advice)

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Genre / Text type	Reference
Story	Oxford English 2B: Unit 5: Endangered species & writing handouts and worksheets
Speech	Oxford English 2B: Unit 7: The magic of storytelling & writing handouts and worksheets
Email asking for advice and Online advice column	Oxford English 2B: Unit 8: Draw the line & writing handouts and worksheets

Paper: Oral (Speaking)

Focus skills: Presentation & Individual Response

Individual Presentation (2 minutes) & Individual Response (1 minute)

References:

- For all oral components: Supplementary handouts/ worksheets

Topics:

- Family
- School life
- Tourism
- Environmental protection

Dictation

Focus skills: Listening & spelling

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

Oxford English 2B: Unit 7: The Magic of Storytelling

Text 1: Chapter 5: Paragraphs 1-3 (simplified version)

[1] One hot and stuffy morning, I was looking for shelter in the ruins to escape the heat when I found a narrow gallery. I went into the darkness. I had to grope around because my eyes were used to the bright daylight outside. Suddenly, I stopped dead in my tracks as my eyes adjusted to the gloom. A pair of luminous eyes was observing me in the darkness!

[2] The fear of wild beasts suddenly overwhelmed me. I clenched my fists and stared into the glaring eyeballs. I was rooted to the spot, unable to move. Overcoming my fear, I stepped forward and spoke. My voice was harsh and hesitant. I reached out and touched something soft. At once the eyes darted sideways, and something white rushed past me. My heart was in my mouth as I slowly turned and saw a weird ape-like figure. It tripped over a rock and hid behind a pile of fallen stones.

[3] It moved too swiftly for me to see it properly, but I knew it was a dull white colour and it had large greyish-red eyes. It had long limbs and blonde hair on its body. At first, I did not know what to do, but then I decided to follow it and came across a round well-like opening. I lit a match and looked down. I saw a pale creature with enormous bright eyes which stared at me as it retreated and backed away. A chill ran down my spine. It was a human spider!

Oxford English 2B: Unit 8: Draw the line

Text 2: Email asking for advice: Paragraph 3 (original version)

[3] My sister has a compulsion to post every detail of her day on Facebook, from what she had for

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breakfast to what colour socks she decided to wear that day. It almost seems like she thinks that she is a celebrity who is always the centre of attention. I honestly can't stand her shameless selfies any more! I cringe every time she asks me if I liked her photos yet.

Oxford English 2B: Unit 8: Draw the line

Text 3: Online advice column: Paragraphs 2-4 (original version)

[2] For social media addicts like your family members, a digital detox might be a viable solution. A digital detox is a period of time a person spends without using smart devices. It aims to help people de-stress and focus on social interaction in the physical world. Instead of setting unattainable goals, I would suggest your family set small limits for each day. For example, they could start with putting away their phones an hour before going to bed or organizing 'phone-free' dinners. This may encourage more conversations and family bonding time.

[3] Disabling push notifications can also help your family kick the habit. Without the buzz or flashing light, they will be less inclined to check their phones. Ask them to go through the app list and turn off all non-essential notifications. I am sure you will be amazed how this one little change will dramatically reduce the time they spend on their phones.

[4] I believe your family members have a tendency to seek validation online. From what you described, they seem to feel dejected if they do not get their desired number of likes or followers. This could be detrimental to their mental health. Remind them not to let these numbers rule their lives. After all, the best connections are the ones made with people who truly like them, not just 'like' them.

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

S3 Secondary 3 English: Final Examination Syllabus: 2020-2021

Reference / Revision Materials

Reference	Unit / Theme Covered
Oxford English 3B	Unit 6: Beyond skin-deep beauty
Oxford English 3B	Unit 7: Cracking the case (Crime)
Supplementary worksheets	

Paper: General English I (GEI)

Focus items: Vocabulary & Grammar

Grammar Components

- A. Vocabulary
- B. Tenses including active & passive voice
- C. Conditionals: Type 1, 2 & 3 & I wish/If only
- D. Gerunds, to-infinitives & bare infinitives
- E. Comparative & superlatives adverbs
- F. Connectives to express contrast
- G. Connectives to express result/reason & addition of information
- H. Open Cloze Passage
- I. Proofreading

I: Grammar

Oxford English 3B	Success in Grammar 3
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<p>Unit 6</p> <ul style="list-style-type: none"> - Using wish/ if only with past perfect tense (pp. 48-49) - Conditional sentences about unfulfilled past situations: Type 3 (pp. 49-50) 	<p>Unit 6</p> <ul style="list-style-type: none"> - Past perfect tense (p.97-105) - Using wish/ if only with past perfect tense (pp. 103-108) - Conditional sentences about unfulfilled past situations: Type 3 (pp. 106-108) - Using to-infinitives and gerunds
<p>Unit 7</p> <ul style="list-style-type: none"> - *Using <i>although/though and despite/in spite of</i> (pp. 78-79) - Using <i>would rather ... (than) and prefer ... (to)</i> (pp. 70-80) - Comparative and superlative adverbs (pp. 80-81) * Note: Connectives <i>but & however</i> will also be included (See supplementary worksheets) 	<p>Unit 7</p> <ul style="list-style-type: none"> - *Using <i>although/though and despite/in spite of</i> (pp. 117-119) - Using <i>would rather ... (than) and prefer ... (to)</i> (pp. 120-121) - Comparative and superlative adverbs (pp. 123-129) - Passive voice (pp.129-132) * Note: Connectives <i>but & however</i> will also be included (See supplementary worksheets)
<p>Oxford English 3A: Revision from previous units of work:</p> <p>Unit 2:</p> <ul style="list-style-type: none"> - Passive voice (pp.46-47) - Past perfect tense (pp. 48-49) <p>Unit 3:</p> <ul style="list-style-type: none"> - Bare infinitives (p.78) - Conditional sentences about unreal situations: Type 2 (p.79) 	<p>Revision from previous units of work:</p> <p>Unit 2</p> <ul style="list-style-type: none"> - Passive voice - Conditional sentences about possible situations: Type 1 (pp. 27-29) - Bare infinitives (pp.37-43) - Conditional sentences about unreal situations: Type 2 (pp.44-46)
<p>Supplementary worksheets</p>	

II: Vocabulary

Unit 6: Beyond skin-deep beauty

Text 2:

A: Words used in a debate speech

argument	claim	oppose
stress (v) (meaning: to emphasize)	support	

B: Adjectives and adverbs

Adjectives	Adverbs
chief	chiefly
diverse	/
excessive	excessively
inevitable	inevitably
needless	needlessly
severe	severely

C: Content vocabulary

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appearance	(plastic) surgery	self-esteem
(emotional) distress	regret	vanity

Unit 7: Cracking the case

A: Crimes / Criminal (Verb forms need to be known, too)

Vocabulary & Writing Book (p.22-23)

arson/arsonist	blackmail/blackmailer	burglary/burglar
kidnapping/kidnapper	smuggling/smuggler	shoplifting/shoplifter

B: Words related to crime and law

Vocabulary & Writing Book (p.24-25)

arrest	culprit	evidence
interrogate/interrogation	sentence (noun & verb)	trial
verdict	victim	witness

C: Vocabulary from texts

Text 1:

accurate/accuracy inaccurate/inaccuracies	analyse/analyze/analysis	commit (e.g a crime/a murder)
conclusive/inconclusive	court/court case	crime scene
determine	innocent/innocence guilty/guilt	investigate/investigation/ investigator
mislead/misleading	murder	suspect

Text 2:

desperate/desperately/ desperation	familiar/familiarity unfamiliar/unfamiliarity	instant/instantly
motive	observe/observation	proficient/proficiently
random/randomly	require/requirement	scrutinize/scrutiny

Paper: General English II (GEII)

Focus skill: Reading

A: Dictionary and vocabulary skills (around 20% of paper total)

Ability to understand:

- parts of speech
- usage of vocabulary

B: Reading (around 80% of paper total)

Themes:

- Crime & Science
- Beauty

Ability to:

- understand and interpret the purpose and meaning of texts
- identify the main theme and key details of texts
- follow the logical development of ideas
- identify the contextual meaning of words and phrases
- interpret the tone and mood of a writer

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- distinguish and evaluate views, attitudes or arguments in texts
- understand the use of a range of language features in texts

Question types including:

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

Paper: Composition (Writing)

Focus skills: Expressing and elaborating on ideas in writing

Themes:

- performance arts
- beauty
- crime and law

Writing genres/text types:

- letter of complaint
- proposal
- debate speech
- story

Genre / Text type	Reference
letter of complaint	Handouts, OE p. 25-29, OE Vocab & Writing p. 9-11
proposal	Handouts
debate speech	Handouts, OE p. 57-61, OE Vocab & Writing p. 19-21
story	Handouts, OE p. 89-93, OE Vocab & Writing p. 29-31

Paper: Oral (Speaking)

Focus skills: Presentation, Discussion & Individual Response

Individual Presentation (2 minutes), Group Interaction (6 minutes) & 1-minute response

Topics on:

1. Charity
2. Future and Technology
3. Performing arts and entertainment

Paper: Listening

Section A & B: Short Tasks

Section B: Long Tasks (extended writing)

References: Junior Oxford Advanced Listening Book 3 p. 81 Task 4 (Writing an Email of Reply)

Students need to be familiar with the following:

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

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

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

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

Emails	Letters e.g. thank you, request, invitation, application etc
Reports	Proposals

Students need to be familiar with the correction conventions of writing:

- Know the difference between formal and informal pieces of writing
e.g. use of correct salutation (greeting) and complimentary closings (e.g. *Yours sincerely, Yours faithfully, Kind regards, Best wishes* etc.)
- How to order the final part in, for example, a formal letter vs informal letter

Yours faithfully
James Lee
Social Service Club

Regards
Susan

Students need to be able to summarise information and show the ability to use information from the Data File, but use their own words

- The skill of paraphrasing is important
- Students need to know how to use the Data File
- Skimming & scanning skills
 - Choosing only the relevant information
 - Following the instructions/requirements given

Paper: Dictation

Focus skills: Listening & spelling

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

Oxford English 3B Unit 6 Beyond skin-deep beauty

Text 2: Is plastic surgery harmful to society?

③ Plastic surgery can seem like a quick fix to all of our problems. But in no way do I agree with proponents of plastic surgery that these procedures

④ As with any medical procedure, plastic surgery carries severe risks. In any operation, dozens of things can go wrong. This includes excessive blood

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can improve our self-esteem in addition to our looks. Our self-esteem should not depend on how we look, or on notions of beauty that are based on subjectivity. The truth is that real beauty can be found in all shapes and sizes. As a society, we should encourage these diverse forms of beauty. Society would be much better off if it was receptive towards different standards. Plastic surgery, however, clearly contributes to the narrowing of such standards.

loss and organ damage to life-threatening infections. Never should a doctor recommend that a patient undergo a medically unnecessary procedure because innumerable patients have died needlessly. But even in cases without medical complications, there is still a lengthy recovery time after the operations. The whole process takes a heavy toll on the body.

Oxford English 3B Unit 7 Cracking the case

Text 1: Solving crime the scientific way

5 DNA analysis is a remarkable tool. We leave DNA everywhere we go in the form of hair, skin, blood or saliva. It is also unique to every individual. If DNA samples taken from a crime scene match a sample from a suspect, investigators can usually link the suspect to the crime.

6 In what is probably the most famous court case of all time, this technology was used to place American athlete and actor OJ Simpson at the scene of a 1994 multiple murder. Forensic scientists found Simpson's blood at the scene. They also found blood and hair from the victims on Simpson's belongings. Despite this, the jury found him innocent. This was because some jurors questioned the reliability of the groundbreaking DNA technology, while others felt the samples may have been damaged.

7 Indeed, DNA analysis can be misleading. In 2008, American Donald Smith was arrested for shooting a woman and stealing her car. Forensic scientists found Smith's DNA in the car. Witnesses also recalled seeing Smith flee the scene. Smith claimed his identical twin was the true culprit. Despite some scepticism, detectives asked scientists to examine the car again. This time, a fingerprint was found. It belonged to Smith's twin! Identical twins have the same DNA, but different fingerprints. Smith really had been innocent all along. The correct use of forensic science was key to his release.

Oxford English 3B Unit 7 Cracking the case

Text 2: The Red-Headed League: an adaptation

21 Sherlock was walking in a bizarre, stomping manner. We rounded the corner behind Mr Wilson's office. Then we passed by a newsagent's, the City Bank and three fashion boutiques. The stomping ended suddenly in a telephone box.

22 'A robbery is underway at the City Bank. Two male suspects, average build. Hurry and capture them within the half hour.'

23 I stared, wide-eyed, as Sherlock hung up.

24 'Elementary, Watson,' he explained in his usual self-assured tone. 'It begins with the

25 'So the Red-Headed League ...'

26 'Never existed. But what of the motive? Mr Wilson is struggling financially. His office surely contains little of value. What else can one do in a basement? Dig a tunnel, perhaps? That would explain Spaulding's muddy trousers. By stomping on the ground, I determined which direction the tunnel went. And guess what's behind Mr Wilson's office?'

27 'The City Bank!' I exclaimed.

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assistant. He accepted ridiculously low wages in order to recommend an even more ridiculous job to Mr Wilson. Why pay someone handsomely to kill time on a phone? Because he has the reddest hair? Please. They needed him away from his office!’

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

S4 Writing

To write about 400 words on any one of the topics given. Possible genres include: personal letter, formal letter, article, blog entry, and letter to the editor, etc.

S5 Writing

To write about 400 words on any one of the topics given. Possible genres include: personal letter, formal letter, article, blog entry, and letter to the editor, etc.

Subject: Chinese Language

Syllabus

S1 卷一：

1. 實用文：啟事、書信
2. 長文寫作

卷二：

1. 聆聽
2. 閱讀理解
3. 重點篇章：

單元六	《菜市場》 《西邊街》
單元七	《故宮博物院》 《生物之間的微妙關係》
單元八	《曾子殺豬》 《賣油翁》

4. 語文運用：單元六(6.33-6.39)、單元七(7.37-7.42)、單元八(8.35-8.38)
5. 文言知識庫：單元八(8.14-8.17)
6. 成語工作紙 (四)至(六)

S2 卷一

長文寫作：記敘文、描寫文、詠物抒情、論說文
實用文：通告、投訴信

卷二

重點篇章：《說「勤」》、《釣勝於魚》、《風箏》、《愛蓮說》、《醜石》、《桃花源記》及《習慣說》

重溫中一篇章：《楊修之死》、《木蘭辭》、《文言文兩則》

文言知識庫：單元六、單元八及單元九 (書頁 9.13-9.15、9.39-9.40)

語文運用：單元四、單元六及單元八

S3 卷一

1. 實用文：通告、報告、啟事、書信、建議書
2. 長文：議論、記敘、描寫、抒情

卷二

1. 課文

單元八	〈快樂〉
單元三	〈歸園田居〉
單元四	〈水調歌頭·明月幾時有〉

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	<p>〈虞美人·春花秋月何時了〉</p> <p>〈天淨沙·秋思〉</p> <p>〈水仙子·尋梅〉</p>
單元二	<p>〈閒情記趣〉</p> <p>〈爸爸的花兒落了〉</p>
中二篇章	<p>〈桃花源記〉</p> <p>〈愛蓮說〉</p> <p>〈癩六伯〉</p>
<p>2. 語文運用</p> <p> 單元二：承接複句（書頁 2.47 – 2.48）</p> <p> 單元三：反義詞、並列複句、假設複句（書頁 3.32 – 3.34）</p> <p> 單元四：雙聲疊韻（書頁 4.31 – 4.32）</p> <p>3. 文言知識庫</p> <p> 單元二：虛詞（與、蓋）及通假字（書頁 2.29 – 2.32）</p> <p> 單元三：數詞（書頁 3.13 – 3.14）</p>	
S4	<p>卷一：閱讀能力</p> <p>卷二：寫作能力</p> <p>卷三：聆聽及綜合能力考核</p>
S5	<p>卷一：閱讀能力</p> <p>卷二：寫作能力</p> <p>卷三：聆聽及綜合能力考核</p>

Final Exam Syllabus

Subject: Mathematics

Syllabus	
S1	Books 1A & 1B: Chapter 1 to Chapter 12 [except 5.3A, 5.3B, 5.3C & 5.4C]
S2	Books 2A & 2B: Chapter 1 to Chapter 12 [except 5.4, 9.5 & 10.5C]
S3	Books 3A & 3B: Chapter 1 to Chapter 12 [except 4.2B, 6.3B, & 8.5]
S4	Books 4A & 4B: Chapter 1 to Chapter 10
S5	Book 4B: Chapter 10 Books 5A & 5B: Chapter 1 to Chapter 11

Subject: Module 1

Syllabus	
S4	Volume 1: Chapter 1 to Chapter 4
S5	Volume 1: Chapter 1 to Chapter 8 Volume 2: Chapter 9 and Chapter 10

Subject: Module 2

Syllabus	
S4	Volume 1: Chapter 1 to Chapter 4
S5	Volume 1: Chapter 5 & Chapter 6 Volume 2: Chapter 7 to Chapter 9

Subject: Liberal Studies

Syllabus

S4	<p>單元五 公共衛生 單元二 今日香港 (主題一: 生活素質)</p> <p>題型: 數據分析、漫畫詮釋、原因、因素、影響、困難、社會問題、挑戰、角色、考慮因素、建議、你同意嗎、多大程度、成效、比較</p> <p>Module 5 Public Health Module 2 Hong Kong Today (Theme 1: Quality of Life)</p> <p>Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Suggestion, Do you agree, To what extent, Effectiveness, Comparison</p>
S5	<p>單元二 今日香港 單元三 現代中國 單元五 公共衛生</p> <p>題型: 數據分析、漫畫詮釋、原因、因素、影響、困難、社會問題、挑戰、角色、考慮因素、建議、關注點、價值觀、你同意嗎、多大程度、持分者衝突、比較</p> <p>卷一及卷二各一題</p> <p>Module 2 Hong Kong Today Module 3 Modern China Module 5 Public Health</p> <p>Question types: Data analysis, Cartoon interpretation, Reasons, Factors, Impacts, Difficulties, Social Problems, Challenges, Role, Factors to be considered, Suggestion, Concerns, Values, Do you agree, To what extent, Stakeholders conflict, Comparison</p> <p>Paper One question X 1 + Paper Two question X 1</p>

Subject: Physics

Syllabus

- | | |
|-----------|---|
| S3 | <p><u>Book 1</u></p> <ol style="list-style-type: none"> 1. Temperature and Heat Transfer 2. Heat Capacity <p><u>Book 3</u></p> <ol style="list-style-type: none"> 17. Reflection of Light 18. Refraction of Light 19. Lenses |
| S4 | <p><u>Book 1</u> Heat and Gases</p> <ol style="list-style-type: none"> 4. Gas Laws and Kinetic Theory <p><u>Book 2</u> Force and Motion</p> |
| S5 | <p><u>Book 3</u></p> <ol style="list-style-type: none"> 13. Wave Motion 14. Reflection, Refraction and Diffraction 15. Interference and Stationary Waves 16. Light and Sound 17. Reflection of Light 18. Refraction of Light 19. Lenses <p><u>Book 4</u></p> <ol style="list-style-type: none"> 20. Electrostatics 21. Circuit and Power 22. Ac and Domestic Electricity 23. Electromagnetism 24. Electromagnetic Induction <p><u>Book 5</u></p> <ol style="list-style-type: none"> 25. Radiation and Radioactivity 26. Rate of Decay and Uses of Radionuclides 27. Nuclear Energy |

Subject: Chemistry

Syllabus

S3	<p><u>MC Questions :</u> All content (notes and textbook) taught in S3</p> <p><u>Conventional Questions :</u> Book 1 : Chapter 2 : Atmosphere Chapter 3 : Ocean (+ Related Experimental set-up) Chapter 4 : Rocks and Minerals (+ Related Experimental set-up)</p> <p><u>Chemistry Note :</u> Occurrence and Extraction of Metals</p>
S4	<p><u>MC Questions :</u> All content (notes and textbooks) taught in S4 (Book 1: Chapter 7 – Chapter 13; Book 2 : Chapter 14 – Chapter 20)</p> <p><u>Conventional Questions :</u> Notes and textbooks (Book 2: Chapter 14 – Chapter 20)</p>
S5	<p><u>MC Questions :</u> All content (notes and textbooks) taught in S5 (Book 3A Ch 24 to Book 4B Ch 43)</p> <p><u>Conventional Questions :</u></p> <p>Notes and textbooks :</p> <p>Book 3B Chapter 33 – Chapter 35</p> <p>Book 4A Chapter 36 – Chapter 41</p> <p>Book 4B Chapter 42 – Chapter 43</p>

Subject: Biology

Syllabus

S3	Chapter 1 Introducing biology
	Chapter 2 The cell as the basic unit of life
	Chapter 5 Food and humans
	Chapter 6 Nutrition in humans
S4	Chapter 3 Movement of substances across cell membrane
	Chapter 4 Enzymes and metabolism
	Chapter 7 Gas exchange in humans
	Chapter 8 Transport in humans
	Chapter 11 Cell cycle and division
	Chapter 12 Reproduction in flowering plants
	Chapter 13 Reproduction in humans (P.1-20)
S5	Chapter 15 Detecting the environment
	Chapter 16 Coordination in humans
	Chapter 17 Movement in humans
	Chapter 18 Homeostasis
	Chapter 22 Non-infectious diseases
	Chapter 23 Infectious diseases and disease prevention
	Chapter 24 Body defence mechanisms
	Chapter 25 Basic genetics
	Chapter 26 Molecular genetics

Subject: Integrated Science

Syllabus

S1	Book 1A (Unit 1: P. 20 – 22; P. 37 – 41; P. 63 – 66) Book 1B (Unit 4: P. 3 – 23; P. 29 – 46; P. 53 – 63; Unit 5 and Unit 6)
S2	Book 2A Unit 8 (8.1 – 8.8) Book 2B Unit 9 (9.3) Unit 10 (10.1 – 10.2 (P.75 – 98); 10.3; 10.5 – 10.7 (P. 129 – 141))

Final Exam Syllabus

Subject: Economics

Syllabus

S4	Book 1 ch.6 (Market Intervention) to Book 2 ch.11 (SR and LR Production)
S5	GDP, Unemployment, Price Level and Inflation, Business Cycle, Money and Banking

Subject: BAFS

Syllabus

S4 Business Environment & Introduction to Management

- Ch.1 Business Environment
- Ch.2 Forms of Business Ownership
- Ch.3 Business Ethics and Social Responsibility
- Ch.4 Management Functions
- Ch.5 Key Business Functions
- Ch.6 Small & Medium Enterprises

Introduction to Accounting

- The Fundamentals of Accounting
- The Accounting Equation
- The Double-entry system
- The Trial balance
- Financial Statements for Sole Proprietorships-Income Statement
- Financial Statements for Sole Proprietorships-Statement of financial position

Financial Accounting I

- The books of original entries and ledgers
- Bank Reconciliation Statement

Basics of Personal Financial Management

- Time Value of money
- Consumer Credit
- Personal Financial Planning
- Stock Trading as an Investment

S5 Financial Accounting 2

- Correction of errors
- Financial Statement of partnership
- Revaluation and goodwill adjustment
- Dissolution of partnership
- Limited Companies-issue of shares
- Financial Statement of limited companies
- Accounting ratios I
- Accounting ratios II

Subject: Chinese History

Syllabus

S1	<ul style="list-style-type: none"> ● 單元二(第二章第三節): 西漢通西域與中外文化交流 (P.92-97) ● 單元三(第一章): 魏晉南北朝政權的更替概況 (P.107-118) ● 單元四(第一章至第四章第一節): 隋朝的統一與開皇之治至安史之亂的始末(P.157-189)
S2	<ul style="list-style-type: none"> ● 第四章(第三節): 北宋的滅亡 (P.96-99) ● 第五章: 南宋的偏安 (P.110-120) ● 第六章: 元代的高壓統治 (P.132-143) ● 第七章(第一節至第三節): 太祖的立國至明的宦禍與黨爭 (P.154-166)
S3	<ul style="list-style-type: none"> ● 第三章(第五節): 晚清立憲運動 (P.96-98) ● 第四章: 革命運動與中華民國成立 (P.106-118) ● 第五章: 軍閥政治 (P.129-145) ● 國共第一次合作與分裂 (筆記) ● 第七章: 國共第二次合作與抗日戰爭 (P.178-193)
S4	<p>單元三: 魏晉南北朝</p> <p> 課題一: 北朝的胡漢融和</p> <p> 課題二: 東晉及南朝的士族與寒門</p> <p>單元四: 隋唐</p> <p> 課題一: 隋唐治世</p>
S5	<p>卷一: 乙部課程</p> <p> 單元一: 鴉片戰爭至辛亥革命</p> <p> 單元二: 辛亥革命至中華人民共和國成立</p> <p>卷二: 制度與政治演變</p> <p> 課題一: 田制與政治興衰</p> <p> 課題二: 兵制與國勢強弱</p>

Subject: History

Syllabus	
	<p>1. The Indus Valley Civilization Textbook 1A p. 51-58 Workbook Topic 1 p. 10</p> <p>2. The Development of ancient European Civilization - The Ancient Greco-Roman Civilization Textbook 1A p. 76-115 Workbook Topic 2 p. 2-7</p> <p>3. Medieval Europe and the Making of Christendom - The Feudal Society Textbook 1A p. 116-124 Workbook Topic 2 p. 8-9</p>
S2	<p>French Revolution</p> <ul style="list-style-type: none"> ● Textbook 2A: P.68-91 <p>Vocabulary Quiz: All related quizzes All notes and worksheets distributed</p>
S3	<p>The Cold War</p> <ul style="list-style-type: none"> ● Textbook P.92-125 ● Notes P.45-54 <p>Vocabulary Quiz: All related quizzes All notes and worksheets distributed</p>

Subject: Geography

Syllabus

S1	<p><u>Food Problem (C3)</u></p> <ul style="list-style-type: none"> ● Textbook p. 4 – 51 (Unit 1: Farming system and types of farming → Unit 5: Other measures to increase food production in China) ● Workbook p. 1 – 21 (Unit 1 to Unit 5) ● Map reading skills (Bearing, grid reference, reading of conventional signs: Textbook p. 72 - 81(Urban problem)) <p><u>Elective unit: Overpopulation problem in China</u></p> <ul style="list-style-type: none"> ● Refer to additional notes
S2	<p><u>Living with natural hazards (C2) (only for the multiple-choice section)</u> Textbook p. 56 – 77 (Unit 4: Earthquake → Unit 5: Reasons why people stay in hazard-prone areas)</p> <p><u>Trouble with water (C4)</u> Textbook p. 4 – 47 (Unit 1: What is the major threat to water resources → Unit 5: What problem does drought bring to China?) Additional notes p. 1 – 31</p> <p><u>Ocean in trouble: Importance of oceans and marine pollution</u> Additional notes p. 1 – 15</p> <ul style="list-style-type: none"> ● Map reading skills (Scale, Gradient, reading of cross-sections, Bearing, grid reference and reading of conventional signs, (C2) Textbook p. 88-90)
S3	<p><u>Global shift of Manufacturing Industry (C5) (only for the multiple-choice section)</u> Textbook p. 4 – 65 (Unit 1 - 4)</p> <p><u>Climate change (C7)</u> Textbook p. 3 – 51 (Unit 7.1 – 7.4 (Consequences of climate change)) (Exclude textbook p. 28 – 32) Additional notes p. 1 – 27 (exclude p. 4 – 6)</p> <p><u>Scramble for energy (Unit 3: Other energy alternatives)</u> Additional notes p. 1 – 10</p>

Final Exam Syllabus

Subject: Religious Studies

Syllabus

S1	Textbook P.29-58,62,79-86,106 and Bosco ch.1-30
S2	Bosco ch.1-30 and Textbook ch.4-5
S3	Textbook ch.2,4,5,6

Subject: Ethics and Religious Studies

Syllabus

S4	Ch. 1-46
S5	Unit 1-5

Subject: Computer Subjects**Syllabus**

Syllabus	
S1	Project (No exam)
S2	(Practical) Photoshop: Image rotation Image crop Selection tools -magic wand -lasso tool Background removal Applying filter Layer Image adjustment Type tools Layer mask Cloning
S3	(Practical) Photoshop Notes: p.3-47 (Lesson 1 to 6)
S4	Textbook (Compulsory 1) Ch. 7-10 Textbook (Compulsory 2) Ch. 11-12
S5	Textbook (Elective D1) : Ch.13-15 Textbook (Elective D2) : Ch.16-17

Subject: Visual Arts

Syllabus

- | | |
|-----------|---|
| S4 | 學生須依次完成甲部與乙部：
<u>甲部：藝術評賞（45 分鐘）</u>
對所提供的藝術作品以文字作出評賞。

<u>乙部：藝術創作（2 小時 15 分鐘）</u>
以任何媒介、形式、風格及技巧，根據主題創作一件平面作品。 |
| S5 | 學生須依次完成甲部與乙部：
<u>甲部：藝術評賞（45 分鐘）</u>
對所提供的藝術作品以文字作出評賞。

<u>乙部：藝術創作（3 小時 15 分鐘）</u>
以任何媒介、形式、風格及技巧，根據主題創作一件平面作品。 |

Subject: Putonghua

Syllabus

S1	<p>範圍： 第三課至第五課</p> <p>形式： 聽辨詞語、聆聽理解、拼寫聲母、辨識韻母、聲調標注、語音知識、拼音譯寫、粵普對照。</p>
S2	<p>範圍： 第三課、第六課、第八課</p> <p>形式： 聆聽理解、辨識聲韻母、拼音譯寫、一不變調、輕聲字、人名及地名拼寫、語音知識、粵普對照。</p>
S3	<p>範圍： 第一課至第三課、第七課(頁 64-67)</p> <p>形式： 聆聽理解、拼音譯寫、對比聲母、粵普對照、輕聲詞及多音字。</p>

Subject: Life & Society

Syllabus

S1 Core module (1): Personal and social development: One world one family
 A. Respect people of different classes and cultural backgrounds, and holding different traditions and values
 B. Positive benefits brought by a pluralistic society
 C. Proper attitudes of getting along with people from different backgrounds
 D. Express care to the needy

S2 Core module (19): Global economy: World trade
 A. Definition of trade
 B. Gains from trade to the whole economy
 C. Harmful effects of trade to sectors with low competitiveness
 D. Common trade protection policies
 E. Effects of common trade protection policies on different stakeholders
 F. Ways to deal with trade protection policies
 G. Functions of the World Trade Organization
 H. External trade of Hong Kong

Core module (20): Global economy: International interdependence

- A. Meaning of economic globalization
- B. Factors contributing to economic globalization
- C. Positive impact of economic globalization
- D. Negative impact of economic globalization
- E. International organizations promoting economic globalization
- F. Effectiveness of the work performed by international organizations in economic globalization
- G. Inadequacies of the international organizations in the promotion of economic globalization

S3 Core module (28): Global socio-political system: International politics
 A. World order without a global government
 B. Influences of the United Nations, the constraints and challenges
 C. International relationship between the developed and the developing countries

Core module (28): Global socio-political system: International politics

- A. Global citizenship
- B. Promoting consciousness and quality of global citizenship
- C. Efforts and contributions made by global citizens to international humanitarian relief work